



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

Institution Name:	Malone University
Program Level:	Baccalaureate
Program Options:	Traditional Canton, Ohio, United States of America Online Canton, Ohio, United States of America
Primary Contact Name/Credentials:	Andy Reynolds, MSW, LISW, PhD
Primary Contact Title:	Program Director
Primary Contact Email:	areynolds@malone.edu
EPAS:	2015
Date Submitted to CSWE's COA:	7/26/23

Table of Contents

Accreditation Standard 1.0 — Program Mission and Goals	7
Accreditation Standard 1.0.1: The program submits its mission statement and explains how it is consistent with the profession's purpose and values.	7
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.	11
Accreditation Standard 1.0.3: The program identifies its goals and demonstrates how they are derived from the program's mission.	20
Accreditation Standard B2.0 — Generalist Practice	25
Accreditation Standard B2.0.1: The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.	25
Accreditation Standard B2.0.2: The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.	30
Accreditation Standard B2.0.3: The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.	70
Accreditation Standard 2.2 — Field Education	110
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.	110
Accreditation Standard B2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.	111
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.	114
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.	115
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.	116
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.	118
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.	130
Accreditation Standard B2.2.9: The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in	

social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished. 131

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. 134

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. 135

Accreditation Standard 3.0 — Diversity 138

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. 138

Accreditation Standard 3.0.2: The program explains how these efforts provide a supportive and inclusive learning environment. 153

Accreditation Standard 3.0.3: The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities. 153

Accreditation Standard 3.1 — Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation 159

Accreditation Standard B3.1.1: The program identifies the criteria it uses for admission to the social work program. 159

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. 162

Accreditation Standard 3.1.4: The program describes its policies and procedures concerning the transfer of credits. 165

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. 165

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. 167

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. 169

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. 184

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. 189

Accreditation Standard 3.1.10: The program describes how it provides opportunities and encourages students to organize in their interests. 191

Accreditation Standard 3.2 — Faculty 193

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. 193

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. 216

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. 218

Accreditation Standard B3.2.4: The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred. 220

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. 220

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. 222

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. 228

Accreditation Standard 3.3 — Administrative Structure 231

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. 231

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. 232

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. 237

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. 239

Accreditation Standard B3.3.4(a): The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a

CSWE-accredited program with a doctoral degree in social work preferred.	240
Accreditation Standard B3.3.4(b): The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.	241
Accreditation Standard B3.3.4(c): The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.	243
Accreditation Standard 3.3.5: The program identifies the field education director.	244
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.	244
Accreditation Standard B3.3.5(b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.	246
Accreditation Standard B3.3.5(c): The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.	246
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.	247
Accreditation Standard 3.4 — Resources	249
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.	249
Accreditation Standard 3.4.2: The program describes how it uses resources to address challenges and continuously improve the program.	253
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.	254
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.	254
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.	262
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.	263
Accreditation Standard 4.0 — Assessment	266
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:	266
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.	304
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.	318
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.	325
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.	330

Enclosed Separately:

Volume 2.....Course Syllabi for Required Courses Identified on Curriculum Matrix
Volume 3.....Student Handbook and Field Education Manual

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.

The mission of the Malone University Social Work Program is provided below. The program's mission is the foundation upon which the program is built. Its goals flow from our definition of generalist practice and is consistent with the profession's purpose and values as well as the program's context.

Program's Mission Statement:

The Malone University Social Work Program draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities, to prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations who promote social justice and who can ethically integrate Christian faith with social work practice. This foundation fosters the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.

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

This mission statement is consistent with social work'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)

Components of the Profession's Purpose & Values	Components of the Program's Mission Statement
Person-in-environment framework	In stating that “The Malone University Social Work Program... prepares entry-level social work practitioners who are capable (of practicing) across... systems, ” the mission statement addresses that entry-level social work practitioners must understand the person-in-environment framework.
Global perspective	In stating that “The Malone University Social Work Program draws on its unique context as an... institution with access to urban, rural, and international practice opportunities, ” the mission statement includes the importance of global perspectives.
Respect for human diversity	In stating that “The Malone University Social Work Program prepares... entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations, ” the mission statement reflects that respecting human diversity means practitioners continually work toward culturally appropriate behavior of others.
Knowledge based on scientific inquiry	In stating that “The Malone University Social Work Program (provides a foundation which)... fosters the growth of practice wisdom and scientific inquiry, ” the mission statement marks the importance of both understanding (knowledge) and discovery (scientific inquiry).
Quest for social and economic justice	In stating that “The Malone University Social Work Program draws on its unique context as an Evangelical Friends institution... [It] prepare[s] entry-level social work practitioners who... promote social justice and who can ethically integrate Christian faith with social work practice, ” the mission statement reflects that ethical social work practitioners pursue both social and economic justice for the vulnerable.
Prevention of conditions that limit human rights	In stating that “The Malone University Social Work Program... prepare[s] entry-level social work practitioners who... promote social justice, ” the mission statement is declaring that human rights are important to uphold.
Elimination of poverty	In stating that “The Malone University Social Work Program... prepare[s] entry-level social work practitioners who... promote social justice, ” the mission statement is including poverty as a social justice issue.
Enhancement of the quality of life for all persons, locally and globally	In stating that “The Malone University Social Work Program draws on its unique context as an... institution with access to urban, rural, and international practice opportunities... to prepare entry-level social work practitioners who... promote

	social justice and who can ethically integrate Christian faith with social work practice,” the mission statement is pointing to the wide range of people who can benefit from the practice of social work.
Valuing service	The Malone University Social Work Program... prepare[s] entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations who promote social justice and who can ethically integrate Christian faith with social work practice... with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.
Valuing social justice	The Malone University Social Work Program... prepare[s] entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations who promote social justice and who can ethically integrate Christian faith with social work practice... with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.
Valuing dignity and worth of the person	The Malone University Social Work Program draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities, to prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations who promote social justice and who can ethically integrate Christian faith with social work practice.
Valuing importance of human relationships	The Malone University Social Work Program draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities, to prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations.
Valuing integrity	The Malone University Social Work Program draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities, to prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations.
Valuing competence	The Malone University Social Work Program... fosters the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.
Valuing human rights	The Malone University Social Work Program...prepare[s] entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations who

	promote social justice and who can ethically integrate Christian faith with social work practice.
Valuing scientific inquiry	The Malone University Social Work Program... fosters the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.

The mission statement reflects the values of professional social work while remaining firmly rooted in the ethos of Malone University. The mission statement guides the program. It reflects the abiding commitment of faculty and students to “do justice, love mercy and walk humbly” (Micah 6:8).

As noted in the EPAS preamble, the purpose of the social work profession is to promote human and community well-being. Our program introduces, reinforces, and then provides opportunities for students to appropriately utilize professional behaviors that lead to the mastery of entry level competencies. Many of our students avail themselves of additional opportunities on campus which provide opportunities to demonstrate professional behaviors as well. For example, Malone University social work students are active in programs such as Be:justice (the human rights/social action student group) on campus, they are often selected as Resident Assistants in the dorms, and have, in the past elected in student government positions; places where professional behaviors can strengthen the student's contribution to the campus. As social work majors, students are expected to utilize professional behaviors in junior and senior field placements.

The EPAS states that social work education should be guided by a person-in-environment construct. The Malone University mission reflects this mandate by noting that our mission's overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment includes local, national and global perspectives.

Respect for human diversity is central to the EPAS and to the profession of social work. The centrality of this concept is reflected within the mission of Malone University's Social Work Mission Statement where it is noted that the Mission of the Social Work Program is to “prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations.”

The utilization of theory and research undergirds any serious academic endeavor. The EPAS notes that social work education must be based on scientific inquiry. The Malone University Social Work Program echoes this foundational requirement in its mission when it states that the program “fosters the growth of practice wisdom and scientific inquiry.”

Finally the EPAS declares that the “work” of our profession is not simply toward the acquisition of knowledge, but the application of what is learned toward a more economically, politically, and socially just world where every human being is valued. The mission of the Social Work Program at Malone echoes this ideal when it states: “The Malone University Social Work Program draws on its unique context to prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations and who promote social justice and who can ethically integrate Christian faith with social work practice. This foundation fosters the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.”

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

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.

The 2022-2023 Malone University Catalog states

Identity Statement: *Malone University is a Christian university for the arts, sciences, and professions in the liberal arts tradition, affiliated with the Evangelical Friends Church.*

The mission of Malone University is to provide students with an education based on biblical faith in order to develop men and women in intellectual maturity, wisdom, and Christian faith who are committed to serving the church, community, and world. (Malone University Catalog 2022-2023, <http://catalog.malone.edu/content.php?catoid=30&navoid=2470>).

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

The Mission of the Social Work Program resonates within the larger mission of the University. Below is a table which provides a comparison of the two mission statements.

Components of the Institutional Mission	Components of the Program's Mission Statement
The mission of Malone University is to provide students with an education based on biblical faith.	The Malone University Social Work Program draws on its unique context as an Evangelical Friends institution.
Committed to serving...the community and [the] world.	...with access to urban, rural, and international practice opportunities.
...in order to develop men and women in intellectual maturity.	...to prepare entry-level social work practitioners who are capable of culturally appropriate practice.
...in order to develop men and women... wisdom	...to prepare entry-level social work practitioners who are capable of... appropriate practice across diverse populations, who promote social justice.
...in order to develop men and women in ... Christian faith	...and who can ethically integrate Christian faith with social work practice.

This integration is far more than simply a series of interconnected statements. The social work program truly has synergistic relationships within the university community. As noted above, social work majors are leaders throughout the campus serving as Resident Assistants in the dorms, Course Assistants for the "Introduction to College" (GEN 100: The College Experience) course required of all majors, student Senate officers, and as leaders of various student run organizations. Social work faculty are recognized by other faculty and administrators for their understanding of and connection to the university and the wider community. Faculty encourage social work majors to be involved in non-social work events such as outside reading groups, Constitution Day, election night rallies, Worldview Forums, and events sponsored by the Multicultural Services. Social work majors have been active participants in the annual student research symposium and have been recognized leaders for the organization be:Justice.

2. Compliance Statement: Narrative explains how the program's mission is consistent with the program's context across all program options.

Program's Context:

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

bearing on contemporary and future social work education, practice, and research.” (EP 1.0, 2015 EPAS)

Malone University grew from the dreams and labors of Walter and Emma Malone. As members of an Evangelical Friends Community in 1892, their concern for the education of Christian young people coupled with a radical concern for those often forgotten by the powerful and wealthy, led them to rent a house in Cleveland, Ohio and to begin what was then called Cleveland Bible College. The Malones envisioned a school where men and women grounded in an evangelical Christian sensibility could be trained, not only to tell others about God, but also to bring concrete healing to the world through radical service to others (Osbourne, 1970). In 1957, the school was moved to Canton and renamed Malone College to honor its founders. At that time, the school also broadened its mission from training only teachers, missionaries, and evangelists to becoming a broadly based liberal arts institution. The Board of Trustees elected to rename the college Malone University in 2008.

The school has been a distinctively faith-based school since its founding in 1892. The Malone catalog notes, “Malone continues its firm commitment to educational experience based on biblical faith. This does not imply that the Bible is used as a textbook in every class. But it also does not imply that Malone courses lack crucial scholarly ingredients that would be found in comparable courses at secular institutions. Sometimes those crucial ingredients may even include investigation of topics and opinions which conflict with biblical teaching and campus behavioral expectations. Students should anticipate that their own personal understandings of truth may be questioned and stretched, perhaps to the point of discomfort throughout the educational process. The end result of such significant tension will hopefully be the acquisition of solid belief that is genuinely “owned” rather than “inherited” or taken for granted. Personal interaction with professors and advisers is critical and strongly encouraged during such times of inquiry into the dynamics of faith and learning... Malone University, an institution of higher learning with an “added value,” is committed to the liberal arts approach with emphasis upon communicative, investigative, and interpretive skills in developing the whole person, physically, mentally, spiritually, and emotionally” (See Malone University Catalog, Introduction to Malone, <http://catalog.malone.edu/content.php?catoid=30&navoid=2469>).

On day one of the 2022-23 academic year, Malone University (MU) had an enrollment of 734 full-time and 201 part-time undergraduate and graduate students. The University remains firmly committed to providing a strong educational experience which upholds evangelical Christian ideals. Students are nurtured in body, mind, and spirit through academic and social activities. Undergraduate students gain a strong foundation in the liberal arts by completing a broadly inclusive General Education Curriculum as well as courses in their majors during their years at the university. Full time students are spiritually nurtured not only through formal worship experiences, (which are offered

once a week but are no longer required per se), but also through small group study and special events for which they receive spiritual formation credit. Undergraduate students are required to obtain 15 spiritual formation credits a semester, although exceptions are made on a case by case basis. For example, students enrolled in the Social Work AA to BA program, who are typically both working and taking online classes, have been granted a waiver from this requirement.

All students are expected to uphold the Malone University Community Responsibilities and to abide by University policies upon matriculation (See 2022-2023 Malone University Catalog, <http://catalog.malone.edu/content.php?catoid=30&navoid=2473>)

Faculty members are also bound by the Community Responsibility Statement. All faculty members, whether full time or adjunct, submit a statement of belief when applying to teach at the University. Although faculty attend a wide spectrum of Christian churches and congregations (Protestant, Catholic, Orthodox, Anabaptist, Independent), they are not bound to attend any particular Christian denomination. Faculty are expected to be active in their faith community of choice; this information is reported yearly as part of each faculty member's annual report to the Provost. In addition, during the final semester of the three semester new faculty orientation, full time faculty develop a paper in which they integrate faith within their academic discipline. Finally, faculty members are expected to update and renew their statement of faith and commitment to Malone's Community Responsibility Statement both when they come up for promotion and tenure and as part of the seven-year post tenure review process.

Additional Context for the Mission: Malone's Foundational Principles

The 2022-23 catalog states:

A Christian University for the arts, sciences, and professions, Malone University grounds its educational mission in the biblical call to seek Christ's kingdom first in all things. As we work out our calling, we put into action foundational principles that reflect our Christian faith, our Evangelical Friends heritage, and our desire to seek truth. These foundational principles help guide our work over time in the face of changing external exigencies and are the means by which we articulate what is and has been intrinsically important to the institution.

Malone University's Foundational Principles:

- A. We cultivate the life of the mind by pursuing and witnessing to the truth.
- B. We are called to know Christ and make Him known through the integration of learning and faith.
- C. We are shaped by and draw upon our Christian and institutional heritage.
- D. Because we are called to love our students, we intentionally focus our work on promoting their intellectual, spiritual, and social growth.
- E. We live and learn in a community that manifests and develops concern for others.

(2022-23 Malone University Catalog,
<http://catalog.malone.edu/content.php?catoid=30&navoid=2470>)

HISTORY OF SOCIAL WORK AT MALONE UNIVERSITY

Dr. James Stuckey, Dr. Paton Yoder, and Dr. Harold Walker initiated Malone's social work program at Malone. Beginning in the fall of 1977, part-time instructors taught lower level classes. Two upper level classes were initiated in the 1978-79 school year. Field placements were first offered during the 1979-80 school year.

In April 1979, Malone hired its first full-time social work faculty member. In April of 1981, a second full-time faculty member was added. Application to the Council of Social Work Education for accreditation of the baccalaureate program was made in 1982. Initial accreditation of the program by CSWE was granted in 1984, retroactive to the 1983 graduating class. Dr. Hoyt-Oliver was hired in 1984. The Council accepted a supplementary self-study completed in 1986. The program was reviewed in 1992 and was reaffirmed with additional information requested. This information was provided to the Council and was accepted. In 2000, the college was granted a one year extension toward reaffirmation due to the resignation of the Chair of the program. The program was fully reaffirmed in 2001, 2008, and 2015.

The years since our last reaffirmation have provided challenges and a broadening of the program's integration within the wider Malone University community. In the 2018 academic year, the social work program launched their first classes in the online option of completing a bachelor of arts in social work at Malone University. Since then the total number of majors in social work has remained strong. At the start of the 2022-23 academic year, the Malone University Social Work program had 52 total majors.

Changes in Ohio's licensing laws in 2014 which eliminated the exemption for public employees to work as social workers without a license appear to be drawing students to the profession and into the program. In addition, faculty have been proactive about recruiting students who are eligible to be licensed at the level of Social Work Assistant (those who have received an AA in social service or human services) to enter the program for completion of their BA degree by offering sections of our upper level classes online. As a strategic endeavor, the University has articulation agreements with local community colleges who offer two year associate degrees in human services to transfer after completion to Malone University to complete their bachelor's degree. The University has supported this effort through advertising and by allowing such classes to be taught even when the enrollment does not reach the cost "break even" threshold.

Malone's social work faculty have an active presence within the University community and are sought after for their skill, expertise and commitment to the University as well as to the surrounding communities. From 2020-2023, Elizabeth Patterson Roe served as Senate Faculty Chair at Malone, which oversees the University faculty's responsibilities

in regard to Malone University faculty governance. Elizabeth was also given the responsibility of chairing the Global and International Studies, Urban Studies, Service Learning, and Spanish minor programs all housed within the Center for Intercultural Studies beginning in 2020. Elizabeth earned the Distinguished Malone Faculty award for Service during the 2020-2021 academic year. In 2020, Bekka Russell developed an on-campus food bank in which any Malone community member has free access. Bekka also serves on the Committee on Organization at the University level since 2021, and she is the faculty advisor to the social work club for social work majors. Andy Reynolds has served as the chair of the social work department since 2020, as well as the faculty advisor to Phi Alpha honor society. Andy has served on the General Education committee since 2020 either as a member or secretary.

In the Malone social work program, students are offered a curriculum which emphasizes the core competencies of professional practice. Students are provided with information, opportunities, and exercises by which they can first be exposed to, then practice, and finally demonstrate the many behaviors which encompass entry level professional practice within micro, mezzo, and macro practice settings. In addition, students learn to utilize both personal and community assets for the empowerment of client systems of all sizes.

Stark County Context:

Malone University is situated in Canton, OH. This is a city of 73,000 people situated within an urban county. The city was founded over 200 years ago as a trade post for manufactured goods and agricultural products. It was well served by both rail and road. In its first century, Canton relied heavily on the development of substantial industry within its borders. It flourished during the early half of the 20th century and became known as the home to several large manufacturing firms. The reliance on heavy industry and the well-paying blue collar jobs that came with those industries also led to the city's decline beginning as early as the 1960's but became the subject of public discussion during the recessions of the 1980's. For almost two decades, Canton was characterized by increasing blight, declining home values in the city center and a number of city leaders who worked to bring back the type of industry that had served the community so well for almost 100 years. In the 1990's, Habitat for Humanity was one of the only organizations building new houses in Canton city. During this time, the once rural communities surrounding Canton were experiencing a boom in housing development with larger homes, higher taxes, and better schools while housing, services, and schools within the city struggled.

In the past decade plus, however, the city has begun to re-evaluate its future and direction. City leaders, both those elected and those in the non-profit sector, are assisting through grants and incentives to develop a thriving arts community. Canton now hosts creative events such as the monthly "First Friday" where shops, galleries and

restaurants are open late and people are encouraged to come downtown to shop and mingle.

Many neighborhoods within the city limits are seen as historically distinct by their residents: several have neighborhood associations which assist with community events and efforts toward community building. These associations have played important roles as the city population has shrunk and community culture has changed. Nonprofit organizations such as the Community Building Partnership have partnered with effective neighborhood associations and coordinated development with the City Council. Although this work has been in progress since the mid 1990's, results are just now beginning to be evident. Once abandoned warehouses, hotels, and apartment spaces have been converted to high and middle income single family apartments and condominiums, which have strong occupancy rates. The number of restaurants with locally sourced and creatively cooked food have increased, and neighborhood associations have partnered with the arts community to establish creative spaces for play and recreation in some areas. Other grassroots neighborhood organizations such as Lighthouse, Stark Social Worker's Network, and Hammer and Nails are focused on serving some of Canton's most impoverished communities through community development initiatives, empowering social and educational programs, and home ownership initiatives.

That being said, the community still has many concerns with which to contend. In 2019, the Strengthening Stark Community Assessment indicated through their published work that 14% of all Stark County households have incomes that are below the poverty line. Many of those individuals live within the limits of Canton city. In 2017, the unemployment rate within Stark County was 5.6% (as compared to Ohio's rate of 5.1%). In 2017, the median household income within Canton city was \$30,837.

Canton is the largest of three cities within Stark County. The total county population in 2021 was 373,834 (https://datacommons.org/place/geoid/39151?utm_medium=explore&mprop=count&pop_t=Person&hl=en). The two other cities within Stark County limits are Alliance, to the east of Canton, and Massillon to the west. Townships and unincorporated villages can be found within the county. Although there has been significant growth in many formerly rural communities within the county, some areas retain a distinctive and often more rural normative culture. Both these types of communities have distinct histories, activities, and concerns. Social service organizations such as The United Way, Urban League, and several social service agencies serve the entire community. School rivalries and community events forge a sense of uniqueness for neighborhood members.

The county's social service providers endeavor to bring services to many different groups and individuals. In many cases, providers cooperatively seek to find creative solutions to complex problems in a difficult fiscal environment. Since our last

reaffirmation, several well established private non-profit agencies have merged or closed, most often for fiscal reasons, which has meant that the program, at times, has moved out of the county to find appropriate field placements for students.

The social work program faculty, and especially our field coordinator, remain committed to ensuring that social work majors have a wide variety of opportunities to observe, develop, and practice generalist behaviors in a wide variety of settings. Malone University social work majors are actively engaged throughout the community.

Since our last reaffirmation, there has been an effort on the part of community leaders in Stark County to broaden planning beyond the county borders, aligning the county with the larger, more urban counties to its north. Examples of this include community planners coordinating tourism efforts between Cuyahoga, (Cleveland), Summit (Akron) and Stark Counties, and the recent developments of the ever-expanding Pro Football Hall of Fame that include youth-league stadiums that can hold regional playoff games for high school and colleges, a center which will sponsor "character camps" for youth, a hotel, several restaurants and a retirement village for former athletes.

The counties to the south and west of Stark County remain primarily rural. Columbiana and Carroll Counties, to the southeast, retain a significant rural culture although Carroll has experienced a period of rapid growth (and the requisite social upheaval) which is due in large part to the shale oil boom within its borders. Tuscarawas County, directly south, is the northernmost county of the Ohio Appalachian Counties. Since our last reaffirmation, this county has struggled to adjust to an influx of both documented and undocumented workers hired to work in poultry factories within the county borders as well as a rapid increase in the rate of heroin and methamphetamine production and use. Holmes and Wayne Counties, to the west, contain some of the richest farmland in the United States and are home to many Amish and Conservative Mennonite communities. Since the last reaffirmation, the counties have developed a number of small manufacturing plants alongside the numerous small businesses and farms that have been a traditional foundation within the area. Summit County and Portage counties, to the north, are more urban and industrialized. Mahoning County, directly east of Stark County, boasts a number of cities, but suffered greatly since the collapse of Big Steel in the 1980's. Mahoning County has made national headlines; one of its primary cities, Youngstown, continues to work to "rightsize" itself by razing homes and creating community green spaces.

The Social Work program at Malone utilizes all these areas, (the urban learning context of Canton, Akron and Cleveland, the surrounding more rural communities, as well as an international platform), to assist students to understand and utilize generalist behaviors with the goal of graduating students with a mastery entry level professional competencies. The program emphasizes training students to utilize techniques that strengthen person-in-environment fit. The program seeks to produce entry-level

generalist social workers that are able to recognize individual resilience and empower those served toward optimal functioning within their social context.

Sophomore field placement and accompanying classroom discussions provide a context for generalist practice. Juniors are involved with community development work in the poorest neighborhoods within the community. Senior field placements provide opportunities for seniors to develop their practice skills in an intensive 30 hour per week full semester placement in an agency.

Starting with Introduction to Social Work, all of social work's core courses bring the community into the classroom or provide opportunities for students to interact with those living in Canton and surrounding neighborhoods. Guest speakers, people from the professional community, as well as community residents, frequent Malone's social work classes. Students are encouraged to attend professional events both on and off campus and to reinforce this learning through community engagement.

In spite of the restrictions from the Covid-19 pandemic, the Malone University Social Work Program has continued to develop opportunities for students to experience the profession within an international context. This experience has been undergirded by the University's commitment to service: as exhibited by Malone University's Pendle Hill Pledge, all Malone University graduates must participate in service learning either through a short term international experience, community-based research project, semester long internship, or local community service experience that is deemed cross cultural by university faculty. Campus-wide short term service learning opportunities are offered to several countries each year. The Malone Social Work Program also offers opportunities for semester long practicum experiences. Since the 2015 reaffirmation cycle, the program provided opportunities for students in Ecuador, Uganda, and Romania. Course content regarding international issues has been strengthened and an emphasis has been placed on teaching the concepts of anti-oppressive practice modalities when working in cross-cultural settings.

Reference:

Osborne, B.L. (1970) *The Malone Story: the dream of two Quaker young people*. United Printing.

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

Although students can elect to be fully-online and work toward completion of their social work degree at Malone University, the mission of the social work program does not differ.

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.

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.

The Social Work faculty at Malone seek to integrate the importance of professional integrity and client empowerment with the ideals of social justice for those who are marginalized by society. The program has adopted Micah 6:8 ("What does the Lord require of you but to do justice, love mercy and walk humbly with your God") as the biblical foundation of our program. It is our belief that beginning with the expressed needs of clients, utilizing the skills learned in both classroom and field, students will be able to assist those devalued within the dominant paradigm to find their place and their voice within society. 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 and are the educational foundations of the curriculum within Malone's social work program.

Each social work course at Malone is designed to foster student growth toward the program's mission, goals and objectives. All social work course syllabi list the program mission statement, goals, and objectives of the program. Each syllabus lists specific competencies and behaviors that are addressed in the specific course as well as outcomes which should be present when students successfully complete the course. Within each course, tasks, assignments, and lectures are utilized to create the context in which students can achieve the behaviors noted in the syllabus, and which reflect the core values of the profession. Each competency is measured at least twice within the program. These measures are used to determine if the program is successfully accomplishing its goal of graduating individuals who are capable of competent entry-level generalist practice.

The Social Work Program creates an educational atmosphere where students are first introduced to, then given opportunities to integrate liberal arts and social work knowledge, skills, and appropriate behaviors. Students are encouraged to complete this link by thinking critically about their practice within the context of the liberal arts. The program is dedicated to assisting students to accept and celebrate diversity of thought, expression, and behavior. In this way students are encouraged to critically integrate self-understandings of their lives and of the various cultures with which they have contact toward a broader understanding of personal stories, lifestyles, and cultures that are different than their own.

The Goals of the Social Work Program at Malone University:

1. prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels, meeting licensure requirements, and developing an awareness of the importance of ongoing professional development.
2. assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.
3. assist students to understand the interface between personal faith and social work, and to be able to make appropriate applications of each.

2. <i>Compliance Statement:</i> Narrative demonstrates how the program's goals are derived from the program's mission

Program's Goals	Components of the Program's Mission
1. prepare students for beginning generalist social work practice...	to prepare entry-level social work practitioners
2. This includes developing entry level competency across system levels, meeting licensure requirements, and developing an awareness of the importance of ongoing professional development.	...this foundation fosters the growth of practice wisdom and scientific inquiry
3. assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.	to prepare entry level social work practitioners who are capable of culturally appropriate practice across diverse populations who promote social justice... This foundation fosters the growth of practice wisdom... with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment

4. assist students to understand the interface between personal faith and social work and to be able to make appropriate applications of each.	Draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities... to prepare entry-level social work practitioners... who can ethically integrate Christian faith wit social work practice
--	--

The first sentence in the Malone Social Work Program Mission Statement, The Malone University Social Work Program prepare[s] entry-level social work practitioners, is addressed by Goal 1 (Prepare students for beginning generalist social work practice.) This includes developing entry level competency across system levels, meeting licensure requirements, and developing an awareness of the importance of ongoing professional development. It is a primary goal of all accredited programs to prepare students to enter this ever changing and complex profession. The Malone University Social Work Program promotes excellence and innovation in education. This is evidenced by the percentage of students who pass state licensing exams upon graduation and through information from Alumni surveys. EP 4 will discuss this in detail. In addition, Goal 1 reflects the intent of CSWE Educational Policy 2.0 by providing curricula that builds on the liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.

The second sentence of the Malone University Social Work Program’s mission elaborates on the methods by which this goal is to be obtained: *This foundation fosters the growth of practice wisdom and scientific inquiry.*

The second phrase of the first sentence of the mission statement expands on the type of graduates which the program produces *who are capable of culturally appropriate practice across diverse populations who promote social justice* and is addressed by Goal 2 (*Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.*). It is the program’s assertion that students who are aware of their own strengths and supports, their own biases and limits, when undergirded by a strong foundation in evidence based practice, may be more aware of what they know and what they *don’t know*- thus more capable of critically and justly addressing the needs of diverse populations. The second goal requires students to be both self-reflective and to both strengthen a student’s cultural awareness and cultural humility.

Our program strives to define “client” broadly: a client can be a person, a group, community organization, a neighborhood, or macro system. Generalist skills are presented to students so that students successfully completing the program can skillfully assess and intervene appropriately at all levels of practice. Both classes and

field experiences provide opportunities for students to observe /practice these skills in community-based settings. The second phrase of the final sentence of the mission statement, *This foundation fosters the growth of practice wisdom ...with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment*, underscores the way which the program echoes the mission of the program within Goal 2.

Finally, Goal 3: [to] *assist students to understand the interface between personal faith and social work, and to be able to make appropriate applications of each* is addressed by two phrases within the first sentence of the Program's mission: The Malone University Social Work Program draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities, to prepare entry-level social work practitioners.... who can ethically integrate Christian faith with social work practice. Malone is a faith -based institution, and for a percentage of graduates, faith is an anchoring and foundational aspect of their lives. But not all students come (or leave) Malone with what has been described as an "owned" faith. The social work program is designed to encourage and challenge students to comprehend how their faith or their worldview shapes their lives and actions. Courses within the program acknowledge students as both spiritual and intellectual beings. This goal also reflects the University's mission statement to "provide students with an education based on biblical faith in order to develop men and women in intellectual maturity, wisdom and Christian faith who are committed to serving the church, community and world."

In sum, the Mission of the University informs the ethos of the Social Work Program at Malone. The Mission of the Program fits well within the University's Mission. The Mission of the Social Work Program informs the Goals of the Program and provides the foundation upon which the structure of professional social work education at Malone is built. The Malone University Social Work Program endeavors to graduate students who have mastered the core competencies required by entry-level generalist practitioners. These are students who understand the historic context of the profession, who have an awareness of the profession's religious and secular philosophical roots, who have learned and skillfully utilized appropriate behaviors in the field, and who are prepared at an entry level to empower others in a culturally and intellectually competent manner.

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:

Accreditation Standard B2.0 — Generalist Practice

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

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

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)

The Generalist Social Work Perspective at Malone University:

The program's definition of generalist practice states: “Generalist practice is grounded in the liberal arts and the person and environment construct. Generalist social work empowers individuals, families, groups and communities to protect, enhance and create relationships that foster the profession's six core values: competency, service, caring relationships, personal uniqueness and worth, social justice and integrity towards the goals of fostering people's well-being and freedom of choice.” (Adapted from CSWE 2008, Reamer 1982)

Social Work's emphasis on person and environment fit sees people's strengths and their concerns within the context of their social functioning. As people identify strengths and relate them to their concerns, they strengthen relationship-building skills, improve social functioning, and are in a position to contribute to the building of community. Social Work's holistic, theoretical, orientation suggests *three functions* social workers are trained to do: (1) help people make personal changes, (2) link people to resources, and (3) help people to initiate changes in social policies, laws, and institutions which impact their lives. Social Work facilitates change, helps build strengths, and helps people solve problems. The program prepares students to utilize assessment skills to assist client systems of all sizes, to build upon client strengths, and facilitate change in these systems and to empower systems toward articulated and wanted change.

Murphy and Dillon wrote (2015) that “we believe that there are biological, psychological, sociopolitical, political, economic, spiritual, and environmental influences in what appears to be ‘individual’ human behaviors...that people can be best understood in the context of relationships, resources, and barriers to well-being in their lives” (p. 16). The program at Malone University strongly asserts this generalist practice paradigm. Students are challenged to consider the implications of clients’ decisions at all levels of social interaction. They are introduced to a variety of ways to conceptualize issues, but are trained to consider each perspective from eco-systemic and anti-oppressive perspectives. The program believes that this method of social inquiry provides students with opportunities to think critically about the issues and concerns of clients and communities. Schriver (2015) notes, “Who we are as individuals is influenced greatly by the community contexts in which we live. Who we are as individuals significantly influences the nature of the communities in which we live.” (p. 260)

The Social Work faculty at Malone seek to integrate the importance of professional integrity and client empowerment with the ideals of social justice for those who are marginalized by society. The program has adopted Micah 6:8 (“What does the Lord require of you but to do justice, love mercy and walk humbly with your God”) as the biblical foundation of our program. It is our belief that beginning with the expressed needs of clients, utilizing the skills learned in both classroom and field, students will be able to assist those devalued within the dominant paradigm to find their place and their voice within society.

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

Each social work course at Malone is designed to foster student growth toward the program’s mission, goals and the student’s mastery of the program’s competencies. All social work course syllabi list the program mission statement, goals, and objectives of the program. Each syllabus lists specific competencies and behaviors that are addressed in the specific course as well as outcomes which should be present when students successfully complete the course. Within each course, tasks, assignments, and lectures are utilized to create the context in which students can achieve the behaviors noted in the syllabus. Each competency is measured at least twice within the program. These measures are used to determine if the program is successfully accomplishing its goal of graduating individuals who are capable of competent entry level practice.

The Social Work Program creates an educational atmosphere where students are first introduced to, then given opportunities to integrate liberal arts and social work knowledge, skills and appropriate behaviors. Students are encouraged to complete this link by thinking critically about their practice within the context of the liberal arts and of

the content provided by support courses. The program is dedicated to assisting students to accept and celebrate diversity of thought, expression, and behavior. In this way, students are encouraged to critically integrate self-understandings of their lives and culture with a broader understanding of personal stories, lifestyles, and cultures that are different than their own.

Generalist Practice and Competency Based Approach:

The Malone University Social Work Program utilizes the competency based approach in regard to educating and evaluating social work students. Since the competency based approach is derived from the Generalist Practice definition from CSWE, Malone continues to use the competency language and model in the social work curriculum.

The core competencies listed below are used to design the professional curriculum. Graduates of the Malone University Social Work Program will:

1. *Demonstrate Ethical and Professional Behavior*
2. *Engage Diversity and Difference in Practice*
3. *Advance Human Rights and Social, Economic, and Environmental Justice*
4. *Engage in Practice-informed Research and Research Informed Practice*
5. *Engage in Policy Practice*
6. *Engage with Individuals, Families, Groups, Organizations, and Communities*
7. *Assess Individuals, Families, Groups, Organizations, and Communities*
8. *Intervene with Individuals, Families, Groups, Organizations, and Communities*
9. *Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*
10. *Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience*

The Mission and Goals of the Malone University Social Work Program are consistent with the core competencies that define generalist practice. The explicit curriculum achieves the program's competencies through an intentional design. The program utilizes the 9 core competencies as well as an additional competency which reflects the Program's context as a faith-based institution. Its structure is designed to provide students with progressive learning opportunities by which students can appropriately utilize the core competencies through the introduction of material related to appropriate behaviors in 200 level courses, the reinforcement of that material in 300 level courses and in SWK 401 (Professional Issues in Social Work), and finally by the utilizing and mastery of appropriate behaviors in senior field placement. The program is grounded in the liberal arts which provide the intellectual basis for the professional curriculum. The explicit curriculum emphasizes a person-in-environment construct, as well as a wide range of prevention and intervention methods across micro, mezzo and macro levels of practice.

In the table below, competency numbers are in parentheses in the Component of the Generalist Practice Definition column. Although all components of generalist practice and competencies overlap, the most obvious competencies are labeled as such.

Component of the Generalist Practice Definition (# of competency)	Components of the Program's Mission	Components of the Program's Goals
Grounded in the liberal arts (all)	"...capable of culturally appropriate practice...who can ethically integrate Christian faith with social work practice. "	"...and developing an awareness of the importance of ongoing professional development. "
Person-in-environment framework (6, 7, 8, 9)	"...purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment. "	"...to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own. "
Promote human and social well-being (3, 6, 8)	"...who promote social justice... "	"...to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own. "
Range of prevention and intervention methods (6, 7, 8, 9)	"...to prepare entry-level social work practitioners who are capable... "	"...developing entry level competency across system levels..."
Practice with diverse individuals, families, groups, organizations, and communities (2, 6, 7, 8, 9)	"...draws on its unique context... with access to urban, rural, and international practice opportunities ...purpose of enhancing quality of life for micro, mezzo, and macro systems..."	"...developing entry level competency across system levels... "
Scientific inquiry and best practices (4)	"This foundation fosters the growth of practice wisdom and scientific inquiry... "	"...to gain knowledge and perspective to engage people..."
Practitioner identifies with the social work profession (1)	"...to prepare entry-level social work practitioners... "	"This includes developing entry level competency across system levels, meeting licensure requirements, and developing an awareness of ongoing professional development. "
Applies ethical principles (1)	"...practitioners who are capable of culturally appropriate practice... and who can ethically	1) "This includes developing entry level competency across system levels, meeting licensure requirements, and developing

	integrate Christian faith with social work practice.”	an awareness of ongoing professional development.” 2) assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own. 3) assist students to understand the interface between personal faith and social work, and to be able to make appropriate applications of each.
Critical thinking (all)	“This foundation fosters the growth of practice wisdom and scientific inquiry... ”	“...to gain knowledge and perspective to engage people... ”
Practice at the micro, mezzo, and macro levels (6, 7, 8, 9)	“...purpose of enhancing quality of life for micro, mezzo, and macro systems... ”	“...developing entry level competency across system levels... ”
Engage diversity in practice (2)	“...to prepare entry-level social work practitioners who are capable... with an overarching purpose of enhancing quality of life for micro, mezzo, and macro systems... ”	“assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own. ”
Advocate for human rights and social and economic justice (3)	“...to prepare entry-level social work practitioners who are capable... with an overarching purpose of enhancing quality of life for micro, mezzo, and macro systems... ”	“assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own. ”
Recognize, support, and build on the strengths and resiliency of all human beings (all)	“...who are capable of culturally appropriate practice... ethically ”	“...to gain knowledge and perspective to engage people... ”
Engage in research-informed practice (4)	“This foundation fosters the growth of practice wisdom and scientific inquiry... ”	“...to gain knowledge and perspective to engage people... ”
Proactive in responding to the impact of context on professional practice (all)	“...draws on its unique context... with access to urban, rural, and international practice opportunities... practitioners who are capable of culturally appropriate practice.... ”	“prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels... ”

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

Program Options:

Select One:

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

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

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

The curriculum of Malone University's Social Work Program is developed and organized as a coherent and integrated whole consistent with the program's mission and goals. The program is designed within a formal educational structure. The program is grounded in the liberal arts. Both Malone University General Education (Gen. Ed.) courses, and the specific liberal arts courses selected as support courses for the major provide foundational content upon which the professional curriculum is built.

A typical Malone University Social Work major will take a rich combination of foundational courses from the General Education curriculum as required by the University. In addition, Social Work faculty have selected a number of courses which support the professional curriculum. Both General Education and support courses provide a foundation upon which professional understanding and a mastery of core competencies can be successfully built. To graduate with a social work major at Malone University, students successfully complete:

*Gen Ed Courses 50 credit hours
Social Work Courses 46 credit hours
Social Work Support Courses 24 credit hours*

In addition to the above, students will take enough electives as needed to complete the 124 credit hours required for graduation, 39 credit hours of which must be taken at the 300-400 level. Within the major, four General Education courses (12 hours) also count

as social work support courses, resulting in students having enough “free space” in their schedules to complete a number of electives or to complete a minor.

A more detailed discussion of the interface between general education, social work support courses and the professional curriculum follows below.

General Education: Foundational to Social Work Education

AN OVERVIEW OF THE GENERAL EDUCATION PROGRAM OF MALONE UNIVERSITY: BUILDING ON THE LIBERAL ARTS

The social work faculty agree with the Council on Social Work Education that social workers who have a broad education which is grounded in the liberal arts are better prepared for beginning generalist practice (Malone University Social Work Program Goal 1). Further, the faculty believe that such students are better able to recognize their own heritage and engage those from traditions other than their own (Malone University Program Goal 2), and are more capable of critically evaluating their personal beliefs and professional behavior thus utilizing their skills to make professionally appropriate applications of what they have learned (Malone University Program Goal 3). Students who have a strong liberal arts foundation may be more able to critically examine claims that one discipline holds exclusive or complete knowledge of the human condition. Indeed, having a broad liberal arts education provides a foundational understanding that a single way of thinking or process of learning could impede the ability to recognize the needs of others and may foster intellectual or cultural arrogance. The General Education program at Malone is designed to strengthen a student’s ability to think well about the issues and problems that will confront today’s young adults.

During the years 2008-10, Student Learning Outcomes in General Education were tied to the University’s Educational Goals. These Goals were developed as a way to operationalize the University’s Foundational Principles.

In 2010, under the direction of Malone University’s Director of Assessment, the General Education Committee with input from the full faculty, developed a set of Student Learning Outcomes specific to the General Education Program. General Education Student Learning Outcomes were explicitly linked to the Malone University Educational Goals. The General Education outcomes are noted below:

A. Students will understand theories and cultural influences that have shaped the world. Students will:

Articulate significant social and intellectual traditions influencing American cultures.

Demonstrate the ability to engage constructively with diverse cultures.

B. Students will think critically and creatively. Students will:

Gather and assess the relevance of information.

Demonstrate the ability to use key methods of inquiry to gain understanding of content (scientific method, qualitative, quantitative)

Be able to integrate Christian faith with disciplinary knowledge.

Develop multiple approaches to problems.

C. Students will communicate effectively in multiple contexts. Students will:

Be able to express ideas with clarity.

Read and listen to the ideas of others with understanding and discernment.

Engage in rhetorically effective communication.

D. Students will understand the foundations of the Christian faith and the role of service to the church, community, and world. Students will:

Demonstrate understanding of content and themes of Christian history and theology.

Demonstrate knowledge of Christian approaches to ethical and social issues.

Demonstrate commitment to service in the wider community.

General Education (Gen. Ed.) courses are required of all students at Malone. General Education Outcomes are linked with the Malone University Mission and with the University's Foundational Principles. From 2008-2013, students were required to complete the entire curriculum. Students from two year colleges or those who transferred in from other places of higher learning were able to transfer some courses that were deemed to have met parallel content with General Education courses, however the program was not seen as "transfer friendly." During the 2013-14 academic year, the administration of Malone in consultation with the General Education committee, elected to reduce the overall number of Gen Ed hours required of students who transferred to Malone with 60 or more credit hours of college level coursework. This assisted many transfer students, including a number of social work majors, who desired to enter from AA programs. This policy typically reduced the General Education coursework required by 6-12 credit hours for these students.

First year students must still complete the entire General Education curriculum. This discussion will review the General Education package as it was utilized for the eight years since our previous reaffirmation.*

Each General Education division (Foundations of Faith and Learning, Foundational Skills, Engaging the Created Order, Engaging in Human Experience, Engaging in Cultures & Institutions, Pendle Hill Experiential Learning, and Gen Ed Capstone) consists of a series of components. Students must take all courses listed within the Foundations of Faith and Learning section. Outside of the foundations menu are a series of component menus from which students are able to select a given course. Many majors including social work, require specific General Education courses to be selected within at least some of these components.

General Education student learning outcomes clearly can provide foundational information to those entering the social work program. Modeling an appreciation for other disciplines' contributions to knowledge and theory provides students with a critical humility to listen to other viewpoints as well as celebrate the learning and knowledge provided within one's own discipline. This mirrors Malone University's Foundational Principle A ("We cultivate the life of the mind by pursuing and witnessing to the truth") and Malone University Educational Goals A ("Understand and critically engage those bodies of knowledge and cultural influences that have shaped the world") and C ("think critically and creatively and communicate effectively in multiple contexts").

Included below are several courses that are part of a menu of options that students may complete for General Education. Although the content of the courses vary within the menu, courses within each menu meet the General Education student learning outcomes for the menu. The courses selected are ones that many social work majors elect to take, although there is no requirement that these courses must be selected by social work majors.

Several examples of General Education courses which provide foundational information to professional social work classes include:

ENG 200: Literature in Society. *The mission statement of the Language and Literature Department reads in part: In the "Department of Language and Literature we cultivate the gifts of language and story. These gifts are close to the heart of our humanity: they are tools by which we process our own experiences, understand other people and other cultures, hear God's word, and act upon the world each day. "This mission connects with the University mission but also with Social Work Program Goal 2 which reads, the goal of the Malone University social work program is to assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own. Syllabi for ENG 200 list several discipline specific goals which fit with social work program goals*

including: Examine the interrelationship between literature and enduring issues in human society, explore a diverse selection of authors and texts and develop critical thinking skills. ENG 200 is designated as an intensive writing course which allows students to write and re-write essays using specific prompts. The course thus provides students with an opportunity to learn to read, evaluate and revise one's work based on feedback. These are critical foundational skills that when developed, are generalized and applied when students enter senior field and professional practice; social workers who can apply their professional skills appropriately and who can also write about their work with precision and accuracy will be more valuable to their clients and to their agencies. These foundational skills assist students toward mastery of (SWK Program Goal 1: prepare students for beginning generalist social work practice which includes both meeting licensure requirements and developing an awareness of the importance of ongoing professional development).

HIST 112: Modern World History: *This survey of Modern World cultures provides students with an understanding of major events and ideas that have shaped the modern world. The syllabus states, "A liberal arts approach will be utilized that incorporates a comparative examination of the political, intellectual, social, and cultural contributions of each period and culture." The course is designed around intellectual themes, not simply dates. Such an approach not only introduces students to critical analysis of political and social events from an historical perspective, it also prepares students to critically assess their own knowledge and traditions in light of the heritage and traditions of others (SWK Goal 2).*

PHIL 200: Central Questions in Philosophy: *An introductory study of central philosophical topics and thinkers. Through careful reading and discussion of foundational texts, students will be challenged to discuss and think clearly about a fundamental philosophical idea or theme such as the existence of God, the nature of goodness, justice, human nature, and knowledge.*

BIBL 100: Introduction to Bible: *This course is one of three Bible/Theology courses required to be taken by all students at Malone. Selected General Education Outcomes include: Students will understand theories and cultural influences that have shaped the world, students will think critically and creatively, [demonstrating] the ability to use key methods of inquiry to gain understanding of content (scientific method, qualitative, quantitative), Students will communicate effectively in multiple contexts [by being able to] express ideas with clarity, [and by being able to] read and listen to the ideas of others with understanding and discernment. The General Education outcomes within this course provide students with opportunities to demonstrate critical thinking skills regarding issues of faith and scripture. They must grapple with their own understanding of the meaning of the Bible, which can be challenging both for students who believe they have already formed their understanding of "what the Bible says" as well as for those who have never thought they wanted or needed to engage the claims of the Bible.*

Thus, this course can provide foundational opportunities to “assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups and religions different than their own” (SWK Program Goal 2).

POL 212: Introduction to World Politics: *This course introduces students to current global political controversies and their historical roots, with particular attention to the foreign policy choices facing political leaders, focusing on issues in international security, international development, and international migration. Students will represent a foreign country’s perspective on these issues throughout the semester. Central themes are levels of analysis, policy choices, and Christian morality. Selected course objectives include: apply the levels of analysis framework to world political events and foreign policies, begin learning to morally evaluate foreign policy choices in terms of Christian ethics. General Education for this course include: [students will] think critically and creatively as evidenced in part by gathering and assessing the relevance of information, communicate effectively in multiple contexts, whether writing, speaking, reading, or listening, and understand the foundations of the Christian faith and the role of service to the church, community and world. This course provides social work majors who take the course opportunities to think critically about world power from a macro perspective, and to engage ideas about world power and political structures that might be different than their own, through exercises such as participating in a model U.N. (Social Work Program Goal 2: Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own). In addition, the course provides students with opportunities to engage in the role of the church in the larger society: both when it may collude with other powerful institutions and when it stands against them. Finally, the course provides opportunities for students to think critically about the place of personal faith and how it plays out within political structures- which in turn provides a foundation upon which the social work program can assist students to understand the interface between personal faith and social work (SWK Program Goal 3).*

The courses noted above are representative of the Foundations of Faith and Learning content provided by the General Education Program courses that must be completed by all students at Malone. Students entering Malone as first year students take an introduction to college course (GEN 100: The College Experience).

In addition to this foundational content, the Gen Ed program requires student to take classes from menus of courses in a wide variety of content areas: Philosophy, Understanding Persons in Society, Fine Arts, Engaging the Created Order, American Cultures and Institutions, Global Encounters, as well as a capstone course (GEN 460: Faith in the World) which provides a wide range of options (e.g. LGBTQ+ and the Church; Love, Sex and Marriage; Cinema and the American Dream) and is designed to provide a cross-disciplinary opportunity for students completing their studies at Malone.

Students must take one course from each of the component menus. Transfer students with more than 60 hours of coursework must take Gen Ed courses (e.g. GEN 460), but are given some credit for the work they have completed at another school.

In the past three years, Malone has created a requirement for all Malone students in order to graduate by completing the Pendle Hill Pledge, situated within Gen Ed requirements. This requirement is that all Malone students must have a course with one of the following: an internship or practicum experience, service, learning, or a research project. All Malone University social work majors accomplish this Gen Ed requirement by simply completing a social work degree, since there are numerous courses which require practicum components within the social work curriculum.

Gen Ed Course Pathway graphic



2022–2023 / MALONE UNIVERSITY

GE PATH COURSE PLANNER

At Malone University, the mission of general education is to develop wise and thoughtful students who are broadly educated in the liberal arts as well as in Christian scriptures and traditions to serve as faithful agents of transformation in the communities in which they live and work.



FOUNDATIONS OF FAITH & LEARNING (10 credit hrs.)

	Course Completed	Semester/Year
GEN 100: The College Experience (1 credit hr.)		
BIBL 100: Introduction to the Bible (3 credit hrs.)		
THEO 211: Introduction to Theology (3 credit hrs.)		
Philosophy: choose one from approved menu (3 credit hrs.)		



FOUNDATIONAL SKILLS (9 credit hrs.)

	Course Completed	Semester/Year
ENG 145: English Composition (3 credit hrs.)		
COMM 110: Communication Skills (3 credit hrs.)		
MATH/PSYC 140: Introduction to Statistics (3 credit hrs.)		



ENGAGING THE CREATED ORDER (3 credit hrs.)

	Course Completed	Semester/Year
Choose one from approved menu (3 credit hrs.)		



ENGAGING IN HUMAN EXPERIENCE (8–9 credit hrs.)

	Course Completed	Semester/Year
ENG 200: Literature in Society (3 credit hrs.)		
Understanding Persons in Society: choose one from approved menu (3 credit hrs.)		
Fine Arts: choose one from approved menu (2–3 credit hrs.)		



ENGAGING IN CULTURES & INSTITUTIONS (7–9 credit hrs.)

	Course Completed	Semester/Year
HIST 112: Modern World History (3 credit hrs.)		
American Cultures & Institutions: choose one from approved menu (2–3 credit hrs.)		
Global Encounters: choose one from approved menu (2–3 credit hrs.)		



PENDLE HILL EXPERIENTIAL LEARNING (2–3 credit hrs.)

	Course Completed	Semester/Year
Most majors satisfy this requirement. If not, take SWK 211: Community-Based Cross Cultural Experience (2 credit hrs.) or SOSC 212: Cross-Cultural Experience Part I and SOSC 213: Cross Cultural Experience Part II. See next page for details.		



CAPSTONE (3 credit hrs.)

	Course Completed	Semester/Year
GEN 460: Faith in the World Seminar (3 credit hrs.)		

APPROVED MENUS Course descriptions for all GE courses are listed in the University Catalog.

Philosophy

PHIL 200: Central Questions in Philosophy	each semester
PHIL 211: Introduction to Logic	spring
PHIL 232: Introductory Issues in Ethics	each semester
POL 301: Political Philosophy	fall

Engaging the Created Order

BIOL 190: Principles of Human Nutrition	each semester
BIOL 220: Environmental Sciences	each semester

Understanding Persons in Society

ECON 202: Principles of Macroeconomics	each semester
PSYC 121: Introduction to Psychology	each semester
SOC 201: Introduction to Sociology	each semester

Fine Arts

ART 123: Art History	fall
ART 251: Acrylic Painting	even spring
ART 271: Digital Design	even spring
ART 304: Introduction to Drawing	odd fall
ART 314: Digital Photography	fall
ART 351: Oil Painting	odd spring
ART 375: Ceramics	even fall
COMM 222: Introduction to Theater	fall
COMM 231: Introduction to Media Production	spring
ENG 231: Introduction to Creative Writing	each semester
MUS 112: Music Appreciation	spring
MUS 210: University Chorale (need 4 semesters of participation)	each semester
MUS 220: Marching/Symphonic Band (need 4 semesters of participation)	each semester

Substitutions and Exemptions

- Credits can be secured by examination for some general education courses. Arrangements for these examinations may be made through the Center for Student Success.
- Incoming students with an ACT math score > 24 (SAT math > 580) are exempt from MATH/PSYC 140 unless the course is required in their programs of study.
- MATH/PSYC 140 can be satisfied by taking BUS 240 - Statistics for Business or MATH 150 - Precalculus if required by a major/minor program of study.

Advanced Options

- Completing the THEO 201/331/332 sequence fulfills the THEO 211 requirement.
- Completing the MUS 371 and MUS 372 sequence fulfills the Fine Arts requirement.
- Engaging the Created Order can be fulfilled by one of the following: BIOL 131, BIOL 132, BIOL 144, BIOL 172, CHEM 115, CHEM 131, or PHYS 213

English Proficiency Requirements

Students must be enrolled in an appropriate section of ENG 145 - English Composition, and then ENG 200 - Literature in Society each semester until the sequence is completed. Students are placed into an ENG 145 Developmental Section if the ACT English score ≤ 15 and the overall high school gpa is below 3.0.

American Cultures and Institutions

BUS 220: Introduction to Business	fall
COMM 230: Mass Media and Society	each semester
ENG 390: African American Literature and Culture	spring
HIST 335: Religion in America	spring
POL 201: Introduction to American Government	each semester
SWK 211: Community Based Cross-Cultural Experience	odd fall

Global Encounters

ENG 322: World Literature	spring
COMM/ENG 270: World Cinema	each semester
GEN 225: Global Studies: (Topic)	study abroad
HIST/POL 356: History and Politics of the Modern Middle East	even spring
HIST/POL 358: History and Politics of East Asia: China and Japan	odd spring
MUS 374: Survey of World Music	fall
NURS 402: Health-Focused Cultural Theory and	fall
NURS 432: Health-Focused Cultural Application	each semester
POL 212: Introduction to World Politics	each semester*
PSYC 312: Cultural Psychology	odd spring
SOSC 212: Cross-Cultural Experience Part I and	spring A term
SOSC 213: Cross-Cultural Experience Part II	spring B term, fall A term

* Fall section open only to students in the Learning Cluster.



Pondle Hill Experiential Learning Requirement

Completion of any one of these courses meets the minimum Pondle Hill requirement.

BIOL/CHEM 375: Biochemistry II (4)	MIN 430: Christian Ministries Internship (1-4)
BIOL 420: Research (1-8)	MUS 341: Piano Pedagogy (3)
BIOL 430: Internship (1-8)	MUS 480: Music Internship (9)
BUS 351: Marketing Research (3)	NURS 442: Professional Nursing: Leading and Managing (3)
BUS/COMM 480: Pre-Internship (1)	POL 430: Internship (1-12)
BUS/COMM 481: Internship (2)	POL 460: Political Science Senior Seminar (3)
CHEM 420: Research (1-8)	PSYC 230: Sophomore Seminar (3)
CHEM 430: Internship (1-8)	PSYC 273: Research Methods II (2)
CPSC 420: Research (Computer Science and Cybersecurity) (2)	PSYC 420: Research Internship (1-4)
CPSC 490: Internship (Computer Science and Cybersecurity) (1-3)	PSYC 430: Field Placement/Internship (3)
CRJ 480: Internship (3-12)	SMGT 272: Indoor/Outdoor Practicum (2)
EDUC 469: Student Teaching Seminar (2)	SMGT 436: Sport Mgt Internship (1-12)
EDUC 498: Student Teaching (10)	SOSC 212: Cross-Cultural Experience I (1)
ENG 394: Professional Writing and Editing Internship (1-3)	SOSC 213: Cross-Cultural Experience II (1)
ENG 435: Creative Writing Portfolio (2)	SPAN 431: Spanish Practicum/Internship (3)
EXSC 436: Internship in Exercise Science (3)	SWK 211: Community-Based Cross Cultural Experience (2)
GLSP 477: Global Practice Internship (1)	SWK 222: Introduction to the Profession and Practice of Social Work (4)
HIST 442: History Senior Seminar (3)	SWK 348: Community and Organizational Development (4)
HIST 480: Internship (1-3)	SWK 440: Field Instruction in Social Work (10)
MATH 304: Probability & Statistics II (3)	
MATH 460: Mathematics Seminar (1)	

Liberal Arts Support Courses Required of all Social Work Majors

The ability to critically analyze situations is a foundational skill for social workers. The full time faculty members of Malone University's social work program believe that students are well served by making choices, but for our majors to fully comprehend the needs and concerns of those marginalized by society, students must be exposed to a liberal arts curriculum rich with diverse voices and understandings. The chart below lists the courses that were selected as support courses to the social work professional curriculum. After a brief discussion of how each support course strengthens the professional curriculum, a narrative regarding the place that each course holds within the curriculum is provided.

Liberal Arts Social Work Support Courses

<i>Course #</i>	<i>Course Title</i>	<i># of credits</i>
<i>BIOL 172</i>	<i>Intro to Human Biology</i>	<i>3</i>
<i>POL 201</i>	<i>Intro to American Government</i>	<i>3</i>
<i>PSYC 121</i>	<i>Intro to Psychology</i>	<i>3</i>
<i>PSYC 140</i>	<i>Probability & Statistics</i>	<i>3</i>
<i>PSYC 220</i>	<i>Psych of Human Development</i>	<i>3</i>
<i>PSYC 344</i>	<i>Abnormal Psychology</i>	<i>3</i>
<i>HIST 211 or 212</i>	<i>Am Hist I or II</i>	<i>3</i>
<i>SOC 310</i>	<i>Prejudice, Discrimination, & Inequality</i>	<i>3</i>

Liberal Arts Content and the Social Work Curriculum: Rationale for the Social Work Support Courses Selected

The chart below provides a schematic of how liberal arts support courses are linked to social work professional courses.

<i>Support Content</i>	<i>Foundation Courses</i>
<i>Intro to Psychology</i>	<i>SWK222 Introduction to the Profession and Practice of Social Work</i>

<i>Psych of Human Development</i>	<i>SWK242: Human Behavior and the Social Environment (HBSE)</i>
<i>American History I or II</i>	<i>SWK311: History of Social Welfare</i>
<i>American History I or II; Intro to American Government</i>	<i>SWK312: Social Welfare Policy Analysis</i>
<i>Intro to Human Biology; Prejudice, Discrimination, & Inequality</i>	<i>SWK345: Practice with Individuals</i>
<i>Intro to American Government</i>	<i>SWK348: Community & Organizational Development</i>
<i>Probability & Statistics</i>	<i>SWK372: Methods of Social Research</i>
<i>All of the above</i>	<i>SWK401: Professional Issues in Social Work</i>
<i>All of the above</i>	<i>SWK440: Field Instruction in Social Work</i>
<i>All of the above</i>	<i>SWK460: Field Instruction Seminar</i>

Connection between social work and support courses

Many students end up declaring social work as a major after deciding to switch majors. Additional students electing to become majors transfer to Malone after taking Introduction to the Profession and Practice of Social Work and HBSE at other institutions. So although faculty have an “ideal” sequence of support courses, in reality students come to the major with a variety of courses completed and courses needed. Social Work faculty work closely with students to ensure that course content is taken as close to the ideal timeframe as possible.

BIOL 172 Introduction to Human Biology: This course provides an understanding of human structure and function in all body systems and is designed as a lab course for those with little science background. The social work program utilizes systems and ecosystems perspectives as paradigms by which students can understand human interaction. Such interactions are undergirded by an understanding of human biological functions. An understanding of the interconnectivity of the systems of the human organism provides important information regarding the connectivity of human-made institutions and systems. Ideally, this course is taken prior to or concurrent with SWK 242 (HBSE). Successful completion of BIOL 172 provides knowledge students may

apply as they move toward meeting Malone University Social Work Program Goal 1 (*prepare students for beginning generalist social work practice*) by strengthening the student's understanding of interactions within systems. The course provides supportive content toward an understanding of Malone University Social Work Program Competencies 1 (*Demonstrate Ethical and Professional Behavior*) by discussing the ethics of scientific research, 3 (*Advance Human Rights and Social, Economic, and Environmental Justice*), 4 (*Engage in Practice-informed Research and Research Informed Practice*), and 10, practice behavior "c" (*Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience*).

HIST 211 - American History I: Colonial Era to the Civil War

Social Work majors must take either this course or HIST 212 (see below). This course surveys the major cultural, political, economic, social, and religious themes in American history from the pre-Columbian era through the era of Reconstruction. Special attention is given to the development of colonial societies, the formation of American political institutions, the structure of slavery, the growth of reform movements, the conflicts that provoked the Civil War, and the changes brought about by that war. This course is taken either during a student's sophomore year, or in the fall of a student's junior year (in the same semester as SWK 311: History of Social Welfare Policy). The course prepares students to think critically about the content shared within SWK 242: Human Behavior and the Social Environment. Successful completion of HIST 211 provides knowledge that assists students toward meeting Malone University Social Work Program Goal 2 (*Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups and religions different from their own*) by providing content and exercises which assist students to think critically about those marginalized by the more powerful groups during the period of history covered by the class. Competencies which are reflected within course content include: Malone University Social Work Program Competency 1 (*Demonstrate Ethical and Professional Behavior*), 2 (*Engage Diversity and Difference in Practice*), 3 (*Advance Human Rights and Social, Economic, and Environmental Justice*), and 10 (*Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience*).

HIST 212: American History II: Gilded Age to the Present: Social Work majors must take either this course or HIST 211 (see above). This course surveys the major cultural, political, economic, and religious themes in American History from the Gilded Age to the present. The course covers the period of time in which social work developed as a profession. It both reinforces material students would have learned in the latter half of SWK 311 (History of Social Welfare) and enhances material presented SWK 312 (Social

Welfare Policy Analysis). Social Work students are provided with information regarding the development of the nation from a historian's perspective and they must critically engage that history as they study how law is utilized by the powerful and by the less powerful. This course is offered during spring semester and is taken during the spring semester of sophomore year prior or concurrent with, SWK 312. Successful completion of this course enhances the student's understanding of themes within United States history. Successful completion of HIST 212 provides knowledge that assists students toward meeting Malone University Social Work Program Goal 2 (*Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups and religions different from their own*) by providing content and exercises which assist students to think critically about those marginalized by the more powerful groups during the period of history covered by the class. Competencies which are reflected within course content include 1, (*Demonstrate Ethical and Professional Behavior*), 2 (*Engage Diversity and Difference in Practice*), 3 (*Advance Human Rights and Social, Economic, and Environmental Justice*), and 10 (*Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience*).

It is important to note that, although course content and assignments differ within these courses, the same Malone University Social Work Program competencies are addressed within each course. So although social work majors have a choice as to which American History course they take, they are provided with assignments that support identical competencies.

POL 201: Introduction to American Government: This course provides students with an understanding of the philosophical and political foundation of the United States. Students are introduced to the political and legislative systems. This course was selected as a support course for social work because course content provides a foundation upon which SWK 312 (Social Welfare Policy) can build. Students who successfully complete this course are prepared to apply the knowledge gained to further political advocacy and the political philosophies that undergird law making. This course is taken either spring of sophomore year or during junior year prior to taking SWK 312. It assists students to analyze the impact of social policy. Successful completion of POL 201 provides knowledge that assists students toward meeting Malone University Social Work Program Goal 2 (*Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups and religions different from their own*) by providing students opportunities to understand both how power is conceptualized in the United States and how it is utilized by various groups. This course provides support content for Malone University Social Work Program Competencies 2 (*Engage Diversity and Difference in Practice*), 3 (*Advance*

Human Rights and Social, Economic, and Environmental Justice), 5 (*Engage in Policy Practice*), and 10 (Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience).

PSYC 121: Introduction to Psychology: This course discusses the field of psychology as the science of behavior and mental processes. It provides a basic understanding of major findings in the field, introduces research methods, and applies psychological understanding to various spheres of human functioning and experience. This course is considered both a General Education requirement for social work majors and a support course for social work. This course was selected as a support course because of the strong interface between psychological theory and micro social work methods. This course is ideally taken prior to, or concurrent with Introduction to Social Work (SWK 222) and must be taken prior to Human Behavior and Social Environment (SWK 242-HBSE). In addition, it provides a foundation for SWK 345: Practice Skills I: Working with Individuals. When successfully completed, this course assists students to understand several psycho-social models for understanding human behavior assisting students toward meeting Malone University Social Work Program Goal 1 (*prepare students for beginning generalist social work practice*) by providing foundational content about human behavior. Malone University social work competencies that are supported by this course include: 2 (*Engage Diversity and Difference in Practice*), 3 (*Advance Human Rights and Social, Economic, and Environmental Justice*), 4 (*Engage in Practice-informed Research and Research Informed Practice*), and 10 (Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience).

PSYC 140: Introduction to Statistics: This course provides an introduction to statistics and emphasizes basic statistical literacy. It is designed to provide students with the conceptual foundation and quantitative skills to analyze data and meaningfully interpret statistical results reported in research articles. This course was selected as a prerequisite to Social Work Research (SWK 372) and meets both a General Education and a Malone University social work program support course requirement. The social work faculty believe that students need to understand enough about measurement methods to understand the research process and to be able to complete their own agency based research projects which are required during senior field placement. When successfully completed, this course assists students to enter research with a richer understanding of statistical methods and the appropriate utilization and interpretation of basic research data. This course assists students toward meeting Malone University Social Work Program Goal 1: (*Preparing students for beginning level social work practice*) by providing them with basic information regarding statistical processes, which in turn, supports the student's ability to understand and ultimately conduct social work

research. The competency addressed by this course is 4 (*Engage in Practice-informed Research and Research Informed Practice*).

PSYC 220: Psychology of Human Development: This course offers an intensive study of growth and development through the lifespan in terms of physical, mental, spiritual, emotional, social, and cultural factors. The objective of the course is to understand the problems of the developing person in contemporary society. This course is taken as a pre- or co-requisite with SWK 242 (HBSE). When successfully completed, students have a basic understanding of micro-level developmental theory and are prepared to engage alternative theoretical understandings in their social work courses, and provides foundational support for SWK 345: Practice Skills I: working with Individuals. This support course assists students toward meeting Malone University Social Work Program Goal 1 (*Prepare students for beginning social work practice*) by introducing students to many of the dominant theories of human development. This preparation allows the social work prefix courses to emphasize emerging and alternative theories of development in SWK 242 (HBSE). In addition, building on PSYC 220's focus on the more traditional (micro-level) theoretical frameworks provides more class time for social work faculty to focus on alternative understandings in HBSE. Specific assignments in HBSE provide students with the opportunity to make these connections. Competencies addressed by this course include: 1 (*Demonstrate Ethical and Professional Behavior*), 4 (*Engage in Practice-informed Research and Research Informed Practice*), 6, 7, 8, & 9 (*engage , assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*) and 10 (Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience).

PSYC 344: Abnormal Psychology: This course is an examination of the nature, etiology, diagnosis, and treatment of major and minor psychopathological conditions in both children and adults. PSYC 121 Introduction to Psychology is a prerequisite for this support course. When successfully completed, students have a basic understanding of micro-level DSM-related behavioral theory and are prepared to engage alternative theoretical understandings in their social work courses, and provides foundational support for SWK 345: Practice Skills I: working with Individuals. This support course assists students toward meeting Malone University Social Work Program Goal 1 (*Prepare students for beginning social work practice*) by introducing students to many of the dominant theories of human development. This preparation allows the social work prefix courses to emphasize emerging and alternative theories of development in SWK 242 (HBSE). In addition, building on PSYC 220's focus on the more traditional (micro-level) theoretical frameworks provides more class time for social work faculty to focus on alternative understandings in HBSE. Specific assignments in HBSE provide

students with the opportunity to make these connections. Competencies addressed by this course include: 1 (*Demonstrate Ethical and Professional Behavior*), 4 (*Engage in Practice-informed Research and Research Informed Practice*), 6, 7, 8, & 9 (*engage , assess, intervene and evaluate with individuals, families, groups, organizations and communities*) and 10 (Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience).

SOC 310: Prejudice, Discrimination, and Inequality: A study of the concerns experienced by various minorities in the United States, particularly the African-American population, within both historical and contemporary contexts. Emphasis is upon understanding the limitations in practice of the American democratic ideal. A further purpose is to promote an awareness of recent changes in the status and attitudes of minorities in light of that ideal. SOC 310 takes a dynamic approach to understanding systemic and systematic oppression and discrimination in the United States. Course content allows students to see the macro aspects of these issues, provides them with analytic tools, and demonstrates how it connects to social work clients. Ideally taken in a student's junior year, students are able to build on content learned the previous semester in SWK 242: (Human Behavior and Social Environment) as well as to utilize content from SOC 310 as they begin their practice course sequence. This course is significant in application to the social work professional courses such as SWK 345, SWK 347, and SWK 348 which discuss culturally sensitive work with clients on all systems. In addition, SOC 310 directly applies to the content of SWK 312 in understanding how policies are created and the values behind them and prepares students to think critically about the reality of intersecting oppressions as students address professional behavior and ethical dilemmas during SWK 401. Finally, SOC 310 provides foundational understandings for students as they develop the behaviors needed to enter senior field.

This course, taught either by Social Work Department Senior Adjunct Shannon Hunter or by a member of the Dept. of History, Philosophy and Social Sciences, provides multiple linkages with social work support curriculum. This course provides support content that assists social work majors toward meeting Malone University Social Work Program Goals 1 (*Prepare students for beginning social work practice*) and 2 (*Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own*) by directly providing content about the experiences and histories of vulnerable groups residing in the United States. Malone University social work competencies addressed by this course include: 1 (*Demonstrate Ethical and Professional Behavior*), 2 (*Engage Diversity and Difference in Practice*), 3 (*Advance Human Rights and Social, Economic, and Environmental Justice*), and 10 (Appropriately

integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience).

In Sum:

As is demonstrated above, the Malone University Social Work Program is grounded in the liberal arts. Courses that support the social work program have been selected to assist students to think critically, to be aware of the perspectives of vulnerable groups and how the environments, history, culture and other variables impact individuals, groups and communities. The grid below demonstrates that the support courses selected by the social work faculty provide support for the Malone University social work program competencies.

Support Courses		MU Social Work Program Competencies									
		1	2	3	4	5	6	7	8	9	10
BIO 172		X		X	X						X
HIST 211		X	X	X							X
HIST 212		X	X	X							X
POL 201			X	X		X					X
PSYC 121			X	X	X						X
PSYC 140					X						
PSYC 220		X			X		X	X	X	X	X
PSYC 344		X			X		X	X	X	X	X
SOC 310		X	X	X							X

Social Work Courses

Social work professional courses are intentionally designed to complement and/or build upon one another. The Social Work Program at Malone University provides foundational content courses in the following format:

- **SWK 222 An Introduction to the Profession and Practice of Social Work:** (which includes a 40 hour field placement which typically focuses on beginning micro-level observation and skill development) 4 credits

- **SWK262 Research and Writing for Social Work Professionals:** (2 credits). An intensive writing course focused on APA format and professional writing skills taken early in a social work student's course load to help prepare them for quality writing.
- **SWK 242 Human Behavior and the Social Environment:** (4 credits) an exploration and examination of both traditional and non-traditional theories of human behavior with a focus on vulnerable populations.
- **SWK 311 History of Social Welfare Policy** (3 credits), **SWK 312: Social Welfare Policy Analysis** (3 credits): a series of two courses addressing issues of Social Welfare Policy
- **SWK 345: Practice with Individuals** (4 Credits), **347 Practice with Families and Groups** (2 credits), **348 Community and Organizational Development** (4 credits): a series of three courses which address three levels of Social Work Practice, SWK 345 (micro practice), (SWK 347 (practice with families and groups) and SWK 348, which includes a 60 hour field placement. This course focuses on the development of macro level community development skills.
- **One Elective Social Work Course through either**
 - o **SWK470 Child Abuse & Neglect** (3 credits)
 - o **SWK476 Global Practice** (3 credits)
- **SWK 372 Methods of Social Research** (3 credits) a course addressing ethical research methodology to answer research questions.
- **SWK 401:** (2 credits) **Professional Issues in Social Work:** A Professional Issues capstone which emphasizes the integration of ethical practice with the skills and knowledge gained in the previous courses.

The above courses provide the knowledge, values and skills which provide students with the tools they need to demonstrate entry level competency in:

- **SWK 440 (Senior Field Placement):** (10 credits) 450 hour senior field placement
- **SWK 460 (Senior Field Seminar):** (2 credits) a weekly meeting where students discuss what they are practicing in the field and communicate what they are learning verbally, in writing and through agency based research.

Throughout the curriculum, the program infuses content on (1) social work ethics and values, (2) issues and concerns of diverse populations including both connections to and distinctions from other populations; (3) the issues and concerns of populations-at-risk including, but not limited to the economically oppressed, LGBTQ+ communities, the aged, the differently-abled, people of color, (4) those oppressed due to

their ethnicity, religion, place of residence (e.g. rural/urban concerns); (5) the impact of social and economic injustice on the oppressed and the oppressor; (6) diversity in political ideology and (7) the integration of spirituality, faith, and social work practice.

Students are challenged to consider the implications of clients' decisions at all levels of social interaction. They are introduced to a variety of ways to conceptualize issues, but are trained to consider each perspective from a strengths-based, eco-systems perspective. The faculty members who teach within the Malone University Social Work program believe that this method of social inquiry provides students with opportunities to think critically about the issues and concerns of clients and communities. Schrive (2014) notes, "A systems view allows us to see the various components or subsystems... the individuals, families, groups, and organizations that make up communities... [This] approach also acknowledges that influences among systems and subsystems are reciprocal..." (p.496).

The Social Work faculty at Malone seek to integrate the importance of professional integrity and client empowerment with the ideals of social justice for those who are marginalized by society. The program has adopted Micah 6:8 ("What does the Lord require of you but to do justice, love mercy, and walk humbly with your God") as the biblical foundation of our program. It is our belief that beginning with the expressed needs of clients, utilizing the skills learned in both classroom and field, students will be able to assist those often devalued within the dominant paradigm to find their place and their voice within society.

Each social work course at Malone is designed to foster student growth toward the program's mission, goals, and competencies. All social work course syllabi list the program's mission statement and the goals of the program. All syllabi list the specific competencies that are addressed within the course. Competencies that are assessed within each course are noted within the syllabus in the assignment section. Within each course, tasks, assignments, and lectures are utilized to create the context in which students can achieve the competencies noted in the syllabus.

The program is structured sequentially. Students grow in their understanding about the profession and its history, their professional knowledge and skills, their ability to utilize evidence-based practice skills and practice wisdom as well as in their ability to apply ethical decision making throughout the program. Students who enter the program in the fall of their sophomore year often follow the same sequence of courses with many of the same students who begin the program at the same time.

These are often joined at the junior level by students who have taken social work courses at other schools, or have obtained Associate of Arts degrees in human and social service, (a degree that is recognized in the State of Ohio and which is transferable to several state universities in formal 2+2 arrangements). Transfer students may begin with the junior level courses only if they have taken the equivalent to Malone's sophomore level Introduction to Social Work and HBSE courses. When students plan to enter from such a program, a full-time faculty member (usually the Chair), reviews the transcript and/or the syllabi of courses that may be considered for transfer. Decisions regarding social work courses are made by a full time social work faculty member. Although there is a designated member of the Center for Student Success who schedules both first year and transfer students for their first semester of courses at Malone University, the Chair of the Social Work Program has the authority to discuss the choices selected and to change the courses designated if this appears to be in the student's best interest. Decisions about whether to accept support courses or General Education courses from another institution made by the registrar, however, the Chair can recommend a course of action when it is deemed important to the student's progress through sequential coursework and such reviews are taken seriously.

Finally, a number of students each year opt to transfer into the program after beginning another major at Malone. These students often have some of the prerequisites for 200 courses, (e.g. Intro to Psychology) but not others (e.g. Psychology of Human Development). In such cases students work closely with social work faculty to assure a smooth transition into the major and to meet all General Education and support course requirements.

The Baccalaureate Social Work Curriculum Plan

The following is a model for how students may complete the social work curriculum within six semesters, or three academic years. Typically, first year students take courses that fulfill support requirements, such as psychology. However, it is possible for students to move through the program in the 3-year time span as outlined below, exclusive of how many General Education requirements they've completed beforehand.

Requirements:

Year								
Year 1	SWK 222	SWK 262	POL 201	PSYC 121	SWK 242	BIO 172	PSYC 220	HIST 211/212

Year 2	PSYC 344	SWK 311	SWK 312	SWK 345	SWK 347	SWK 348	PSYC 140	
Year 3	SOC 310	SWK 372	SWK 401	SWK 440	SWK 460			

Throughout the social work curriculum, the person-in-environment concept is embedded in each class. Starting in the beginning of the curriculum in SWK 222 (introduction to the Profession and Practice of Social Work) and carrying on through the final course SWK 440/460 (Senior Field Placement/Senior Practicum Seminar), students are expected to be able to more critically and skillfully apply the person-in-environment concept. Additionally, each course is conceptualized as building upon the next course. For example, what is learned in SWK 242 (Human Behavior and the Social Environment) should be drawn upon in later classes to provide a foundational understanding of diverse people, systems, injustice, strengths, etc.

The social work program has articulation agreements, also referred to as Priority Transfer Partners, with local community colleges (Eastern Gateway Community College, Stark State Community College, Cuyahoga Community College, Loraine County Community College, and Lakeland Community College) for students with an Associate's Degree in Human and Social Services, or the equivalent, to complete their degree within two years. These students come in with the equivalent of SWK 222 (Introduction to the Profession and Practice of Social Work) and SWK 242 (Human Behavior and the Social Environment). AA to BA students, as well as any other social work student, can take courses either online or traditionally in-person to work toward full bachelor's degree completion.

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

Integration Between Classroom and Field:

CURRICULUM AND COMPETENCIES: BUILDING TOWARD ENTRY-LEVEL PRACTICE TEACHING TOWARD COMPETENCE

Johnson and Yanca (2007) note that generalist practitioners work alongside clients to assess the total needs of the system. Action strategies are chosen from a range of

responses, and are based upon what parts of the system need to be changed. Shriver (2015) notes that social workers must “weave together ...important sources of knowing and understanding into an organic whole that can help us to become life-long learners” (p.2). The program maintains that if social work graduates can demonstrate practice skills in which they critically and skillfully access multiple ways of assessing/understanding a concern, they are more likely to be able to positively impact the client system and assist in changing the issue which needs to be addressed.

Course Syllabi: The outline of program structure

Each social work course at Malone is designed to foster student growth toward the program’s core competencies. These competencies are explicitly outlined for the students in course syllabi, in the social work handbook and on the social work program’s website.

Within each course syllabus, tasks, assignments, and lectures are utilized to create the context in which students move toward entry level competence by being introduced to, being reinforced in, or having the opportunity to demonstrate and/or to be assessed in specific behaviors that are addressed within the course. The program utilizes a template for syllabi. Below is a summary of each section included in the syllabus for each course.

Introductory Information: The name of the course and basic information about the time that the course is offered

Section I: The program’s statement of generalist practice

Section II: The course description from the Malone University College Catalog; (also found in the Social Work Program Handbook)

Section III: The program’s Mission Statement.

Section IV: The goals of the program

Section V: The Malone University Social Work Competencies which assist students to meet each goal.

Section VI: The specific behaviors that are addressed in the course. In this section, faculty may add specific course outcomes (knowledge, skills, attitudes and values) that will assist in the development of the core competencies.

Section VII: Information about required texts.

Section VIII: Important information about classes and coursework. Student Accountability Guidelines provide an outline of appropriate professional behaviors expected of all students. (These guidelines are also placed in the Social Work Program Handbook.) In addition, this section contains the Malone University Class Absence Policy and the program’s Policy on Academic Writing.

Section IX: The Malone University Accessibility Services - Disability Accommodation statement.

Section X: Information about assignments for the course. If an assignment will also be used to assess a practice behavior, this information is included.

Section XI: An overview of the grading system for each assignment for the course

Section XII: A calendar outlining the topics addressed within the course as well as an outline of when specific student assignments are due.

Section XIII: Malone University Educational Goals

Section XIV: A complete listing of the Malone University Social Work Program Competencies and behaviors

Finally, a bibliography for the course is provided for students should they desire additional information on a given topic discussed in class.

Within the syllabus, each student in every social work class is provided not only with information about the class the student is taking, but with basic linkages which allow students to understand how the course fits with the social work program as a whole, and broadly, with the profession that the student hopes to enter. The syllabus becomes a reflection of the person-in-environment understanding; it outlines ways in which the student can succeed. That success is not simply defined in personal terms but it is defined within the context of the profession.

A detailed description for each course is provided below. After providing information about the course as noted in the 2022-23 Malone University course catalog and within the Malone University Social Work Program Handbook, a discussion of how each course progressively adds to student understanding, knowledge and an ability to demonstrate mastery of the program's competencies.

After listing how each course addresses Malone University social work competencies, a narrative provides information regarding the linkages between other social work courses within the curriculum and to the signature pedagogy of senior field practicum. Connections are also made to those courses which support the professional curriculum.

SWK 222 - Introduction to the Profession and Practice of Social Work (4 credits including field)

COURSE DESCRIPTION PER 2022-23 CATALOG: The purpose of this course is to provide students with an overview of the fields of practice in which social workers are employed, social work values, the nature of generalist practice, social welfare history and policies, populations-at-risk which are served by social workers, and professional social work ethics. A required 40-hour field practicum within a social service setting

provides students with an introduction to professional social work. Prerequisite(s): PSYC 121. Offered Fall and Spring.

As the first professional course in the social work program, Introduction to the Profession and Practice of Social Work provides a basic overview of the profession of social work, its fields of practice, ethical standards and person and environment constructs. Students are introduced to Malone University's Social Work competencies and have the opportunity to apply some of them through course activities and a 40 hour field internship in a social service agency. All students write field logs where they discuss both their observations at the internship agency and some self-reflection about the work and clients who are being served. In addition, students write a paper about the history and mission and goals of the agency in which the practicum takes place.

In the classroom, students are introduced to entry level social work theory and how to apply theory to working with populations-at-risk. They learn the value of research-informed practice and are required to search for and read two scholarly articles to help inform their internship learning experiences. They are introduced to the NASW Code of Ethics and are assessed on their ability to apply the NASW Code of Ethics to case scenarios. Students are introduced to the wide range of opportunities and fields in which social workers are employed. They apply their beginning knowledge of social work theory and ethics to their reading and discussions on a variety of fields of social work practice.

This course serves as both an introduction to the profession of social work and as a gatekeeping course: each year a number of students who begin the course elect not to continue in the major. At times, students arrive at this conclusion on their own, at others, the work that is produced within the course alerts faculty members of concerns which are discussed with the student. Students who do not satisfactorily complete either the classroom component of the class (as evidenced by a midterm/final grade of C or below) or field (as evidenced by lower than average ratings by sophomore field instructors), meet with their social work advisor to discuss their performance and whether the major is something they might desire to pursue. Such students are made aware of the program's policy requiring a 2.5 GPA overall for SWK prefix and support courses as well as a C or above required in the 300 level practice classes for students to remain in the program. Students in consultation with faculty then make a choice as to whether or not they will continue in the social work program. Additional policies regarding gate interview criteria and issues related to dismissal from the program can be found in the SWK Program Handbook.

All students who begin the program at Malone begin by taking SWK 222. Students who take SWK 222 must have either taken PSYC 121 (Introduction to Psychology) during their first year at Malone, or take this course as a co-requisite to SWK 222.

Connecting Social Work with Senior Field: Preparing for the Signature Pedagogy

Introduction to the Profession and Practice of Social Work provides students with an introductory understanding of the profession. It initiates students regarding the boundaries of professional practice and provides opportunities for students to glimpse the difference between “just wanting to help people” and the ethical standards of professional practice.

Because field is the signature pedagogy within social work education, it is critical that students begin their studies with both classroom and field experiences, providing the opportunity to intellectually integrate learning from both. Students observe real world situations, and have opportunities to practice professional behaviors. They begin the intellectual transition from people who believe they “instinctively know how to help others” to people who understand that social workers utilize a wide range of professional practices that don’t simply help clients to “feel better” but empower clients to make life changes for themselves. Students have the opportunity to observe professionals working with clients, and can bring those observations and questions back to the classroom for discussion. Through discussions regarding the wide array of fields of practice, students can begin to envision what area of practice might be of interest when they enter senior field; and indeed, they may discover which fields might NOT be of interest as well. SWK 222: Introduction to the Profession and Practice of Social Work provides students with an opportunity to test if the profession is one which they wish to pursue, and in turn, provides faculty as well as the area professional who act as field supervisors, an opportunity to observe whether each student has the basic ability to enter the profession. Finally it provides an entry for students to experience work as a social worker and to use this entry level experience as the foundation upon which behaviors and eventually competencies will be mastered in senior field.

SWK 262 – Research and Writing for Social Work Professionals (2 credits)

COURSE DESCRIPTION PER 2022-23 CATALOG: This course will cover the basics of professional research and professional writing. Content will include both the use of APA as the professional standard for writing within the social work program and assessment and note taking in an agency setting. This class will also teach students how to research appropriately for social work writing and evidenced-based professional practice. Offered Fall and Spring.

Connecting SWK 262 with Senior Field: Preparing for the Signature Pedagogy:

In SWK 262, students are introduced to generalist-level professional writing style through the APA format with an emphasis on writing research papers and taking professional notes within an agency setting. In addition, this class introduces sophomore level social work majors to Malone University library-based searches for scholarly articles. This class, taught early in the social work curriculum, will teach

students how to be ethical, competent researchers to help others and to stand out as entry-level social workers in their writing and research ability. This class was created out of a suggestion from the social work advisory committee, in that community area advisory members believed more graduates needed improved note-writing and research skills upon entering the field.

*Students complete a knowledge based assessment during this course related to the 9 CSWE competencies.

SWK 242 - Human Behavior and Social Environment (HBSE) (4)

COURSE DESCRIPTION PER 2022-23 CATALOG: This course examines different social science theories about human growth and development. The intent is to look at these theories in relation to the generalist social work perspective and in relation to diverse ethnic, racial, gender, religious, and age-related groups. It provides an understanding of the interactions between and among human biological, social, psychological, and cultural systems as they affect and are in turn, affected by human behaviors. Prerequisite(s): Prerequisites or co-requisites: PSYC 220; BIOL 172. Offered Fall and Spring.

The content of SWK 242 builds on the information provided within SWK 222 (Introduction to the Profession and Practice of Social Work). Having initiated a conversation about the profession of social work and appropriate behaviors and ethical standards during Introduction to the Profession and Practice of Social Work, HBSE as taught within the Malone University Social Work Program, reinforces the development of critical thinking skills, and provides opportunities for students to utilize traditional theoretical ideas and be introduced to alternative understandings of human behavior. The course emphasizes and celebrates theoretical constructs that are often described within the dominant paradigm as “alternative” or “emerging”. The course is structured in such a way that multiple ways of learning and assessment are introduced and celebrated as well.

The course begins with an assignment where students must create a collage of their life: they are asked to include information about their family, their ethnicity, likes, dislikes and the community in which they grew up. Each shares their collage with their classmates on the second day of class. Students are asked if they have learned “all there is to know” about their classmates, which leads to a discussion of how much one can learn in an initial meeting with a client. Students are required to write six journals which detail their own thought journeys regarding specific prompts. In addition to class time, students must log 35 hours of out of class experiences which provide opportunities for them to hear the voices of those who may be devalued by the dominant paradigm. Some of these are structured by the professor: for example, in 2021, students in the class could elect to join together in an Immigration Walk sponsored by the Center for Intercultural Studies to help students understand the difficult journey of immigration in

the United States, or could come to one of several “movie nights” where a film was shown and the professor led a discussion afterward based on the goals of the course. In addition, students are given a list of films they could view on their own. If this option is taken, the student is required to write a paragraph connecting the theme of the film with particular chapters of the text. The professor also provided a list of books that students could read. In addition, students are encouraged to go to events at Malone such as the World View Forum, and special presentations.

SWK 242 builds on knowledge gained within support courses taken prior to or as a co-requisite with HBSE. At midterm, students are placed into groups and tasked with a group presentation of a dominant theorist that would have been highlighted in either PSYC 121 or PSYC 220. Each group is asked to “go beyond” what they learned in those classes by presenting material about the theory that was NOT covered in either class before. They are encouraged to read some of the theorist’s work in primary source form and present this material to the class. The power points from each presentation are placed in the e-companion website utilized in conjunction with the course, and the class is tested over the material presented by the professor, material provided by text about these theorists, and also on the material presented by each group. This mirrors the professional practice of in-service training that occurs in many social work agencies. Ideally, students also have completed BIOL 172: Introduction to Human Biology, or will be taking it as a co-requisite to SWK 242. BIOL 172 assists students to apply the principles of biological systems to their emerging understanding of social systems within the larger environment.

This course provides an assessment opportunity which, in keeping with the competencies linked with the course, celebrates alternative thinking and group cohesion. Rather than a “traditional” final exam, students are asked to share with the group a 5-10 minute summary of “where they began” during the semester and what they have learned (or NOT learned) during the semester. Each student thus has an opportunity at the beginning of the course and at its end, to share their story as it relates to the objectives of the course.

With its emphasis on the human story and ways to listen to alternative voices, SWK 242 provides foundational content for the junior level practice and policy courses. For example, HBSE prepares students to think critically about which voices were celebrated and which voices were diminished as theory has been developed in the modern age. The heightened awareness of power and oppression in theory building prepares them to think more critically about these issues of power and oppression the following fall in SWK 311: (History of Social Welfare Policy) when they examine how governments throughout history have addressed (or, more precisely rarely addressed) the needs of those deemed to be vulnerable/less powerful population groups in a given place and time. In addition, in HBSE students are provided with a broad range of theories and

perspectives regarding the human condition which assists them to critically examine and utilize practice theory in SWK 345 (Practice with Individuals).

Connecting SWK 242 with Senior Field: Preparing for the Signature Pedagogy:

HBSE acts as a “bridge” course within our program. Taken after Introduction to Social Work, (and the initial field experience), the emphasis of HBSE is to assist the student to develop an understanding of traditional and alternative worldviews and how the embracing of a worldview leads to thinking about the world in specific ways. Information about traditional theories is reinforced, but the course’s emphasis on alternative and emerging paradigms provides students with the opportunity to accept alternative ways of thinking about human development and the human experience.

This work is initially difficult for many students. Their understanding of the world may need to shift to embrace the ideas contained within the course. Although students do not have a traditional field experience in this class, they draw on their prior field experience and required outside of class opportunities, combined with traditional classroom learning and reading, and develop new understanding of alternative paradigms. When students embrace this process, they often find that they see the world with “new eyes” and are open to alternative ways of thinking which had not occurred to them in the past. They are capable of listening to alternative scenarios with what the faculty member teaching the course describes as “compassionate curiosity.” This curiosity coupled with the knowledge, skills and practices taught in the Practice courses (SWK 345, 347, & 348), prepares students to enter the senior field ready to listen to the needs of their clients.

SWK 311 - History of Social Welfare Policy (3)

COURSE DESCRIPTION PER 2022-23 CATALOG: This course examines the historical development of the social welfare institutions, the development of the profession of social work, and the basic philosophies which have molded the structure and provision of service to vulnerable citizens throughout history. Prerequisite(s): SWK 222 or permission of the Department Chair. Offered each Fall.

The History of Social Welfare Policy is the first of two policy related courses in Malone’s Social Work Program. It provides opportunities for students to examine the needs of vulnerable populations from a macro perspective. Two thirds of each week focuses on what is known about earlier cultures. Course content covers the text and additional information in a traditional lecture format. Emphasis during these lectures is placed upon understanding the ways by which more powerful individuals or groups within a given ancient culture or more powerful individuals, groups or government entities within later more complex developed cultures, conceptualized power as well as how the powerful conceptualized/oppressed those considered “the other.” Through both text and

primary sources, students learn about specific cultural practices and governmental policies which have grown out of each community's conceptualization of both the powerful and less powerful groups. Beginning in prehistory with a brief examination of what we know about the culture of cave dwellers, then moving through ancient west African, Middle Eastern, Classical and European cultures in the first half of the semester and U.S. history in the second half of the semester, the course utilizes both a textbook and primary source material as a basis by which students can judge the strengths and weaknesses of each culture's approach to vulnerable groups and be introduced to the structures that were set in place by governments to address human need.

The third period of the week is reserved either for short quizzes or for debates regarding topics of importance to social workers (e.g. poverty, the family, the environment, etc.) Students are assigned in alphabetical order to "liberal," "conservative," or "other" groups: they work with these groups all semester. Before each debate, students must research how their group would view the topic in question. The material is presented in class, and connections are made (initially by the professor, but increasingly by students as the semester progresses) between the ideas set forth by each group. Students begin to understand the wide range of ideas that can be presented by politicians and begin to discern political rhetoric from public policy. A final debate about the role of government in assisting vulnerable populations underscores the need for activism and citizen participation.

Students matriculating into this course at Malone often indicate that they are not interested in the political process at the beginning of the course. Assisting them to enter what the professor calls "the great conversation" of human response to need provides students with an opportunity to understand the political system and the many ways in which humans have addressed (or failed to address) human need at the macro level. The course provides an opportunity for students to understand the broader themes of justice, oppression, discrimination and the ambivalence of those with more power in any modern civilization toward those with less power. SWK 311 is ideally taken after POL 201: Introduction to American Government, and in the same semester as whichever American History (Hist 211, or HIST 212) course the student elects to take.

SWK 311 builds on the critical thinking skills reinforced in HBSE and provides a foundation onto which students can begin to formulate their own understanding of the range of policy options on a number of topics critical to social workers. This foundation, in turn, provides the structure by which students can begin to analyze social welfare policies currently in place and to critique specific social welfare policies. This provides foundational reinforcement for students to research and advocate for specific policies in SWK 312 (Social Welfare Policy Analysis).

Connecting SWK 311 with Senior Field: Preparing for the Signature Pedagogy:

SWK 311 provides students with a broad understanding of how governments and powerful entities have dealt with the needs of vulnerable citizens throughout history. This knowledge assists students to understand the strengths and the limits of human compassion. Students in the field will be bound by the laws and policies of the bodies which fund the agency; be that private funders, the United Way, the State or the Federal government. Understanding that caring for the vulnerable has never been a straight path from neglect to true assistance can provide an emotional counterbalance to reality that there are often limits to the service that one may legally provide. In addition, knowing that there have been brief periods of time when governments have been moved to meet needs can strengthen the resolve of students to utilize advocacy skills to empower clients.

SWK 312 - Social Welfare Policy Analysis (3)

COURSE DESCRIPTION PER 2022-23 CATALOG: This course develops a framework for understanding and evaluating social welfare policy at the national, state, local and agency levels, for analyzing policies related to certain population groups, and for understanding methods of achieving change in social policy. Discussion of policy making from a generalist perspective is introduced. Techniques for advocacy, as well as NASW Policies as reflected in Social Work Speaks, are discussed and analyzed. Social justice for those who have faced historic oppression within the United States is emphasized. Prerequisite(s): SWK 311 or permission of the Department Chair. Offered each Spring.

Utilizing the information gained in POL 201: Introduction to American Government, this course builds on SWK 311 with a focus on a framework for policy analysis. Students learn to examine the influence of framing a problem and associated values on policy formation. Students are taught how to locate policy information through state and government websites. The final paper is a culmination of students' work on researching the history of a problem and policy response. To understand how policies affect people at the micro level, this paper includes a requirement that students interview two individuals affected by the law, reinforcing the human/environment reality. Policies are analyzed and applied to demonstrate state and local impact. The importance of advocacy is taught and practiced through attendance at the NASW Ohio Advocacy Day held annually at the State House (where the Ohio General Assembly meets and where many state legislators have their offices) in Columbus, or by meeting with local officials and legislators.. Students are asked to examine specific policies in *Social Work Speaks* and present their analysis of the policy in class.

Becoming aware of policies that influence social work practice at the micro, mezzo, and macro level provide a link to other social work professional courses (SWK 347: Practice with Families and Groups, and SWK 348: Practice with Communities and Organizations) that are typically taken in the same year as SWK 312. For example, In

SWK 347, students must be aware of federal, state, and local policies that impact their practice with individuals and families. Students learn how to search Ohio Revised Code and federal laws that impact the way they can practice with these populations. In SWK 348, students discuss how policy affects the development of practice approaches. In addition, students learn how social action is a part of promoting community change.

Connecting SWK 312 with Senior Field: Preparing for the Signature Pedagogy

Building on the foundation set in SWK 311, SWK 312 strengthens a student's ability to access government documents and to advocate for the needs of others. Students are made aware of how policy impacts clients at the micro, mezzo, and macro level along with how policy directly impacts agency practices and policies. Students in senior field as well as alumni, report that their level of comfort with social policy and the law provide them with the ability to advocate appropriately for change on behalf of clients. In addition, students become connected with NASW through their lobby day experience and are connected with social work's professional organization.

SWK 345 - Practice with Individuals (4)

COURSE DESCRIPTION PER 2022-23 CATALOG: This course introduces students to the stages of the social work helping process: assessment, goal planning, intervention, evaluation, and termination. This course also assists students to appreciate diversity, develop culturally competent practice skills, use theoretical models to guide social work practice, and practice according to professional social work ethics. The course combines experiential learning activities, such as role-playing and case study analysis, with lectures and class discussion. Prerequisite(s): SWK 242 or permission of the Department Chair, initiation of application to the major/or acceptance into the major. Offered each Fall and Spring.

Malone University Social Work Competencies (behaviors) introduced in this course: 6, 7, 8, 9

This course is the student's first introduction to the application of micro level social work skills. The course model is based on learning social work practice skills, application in class via role plays, then assessment in an ongoing assignment called the role play assignments. The role play assignments provide the student with four opportunities to apply skills learned through role plays that include a social worker, client, and observer. Evaluation comes in the form of self-assessment, client assessment, observer assessment and instructor feedback. Along with skills, students are taught social work practice theories that are also applied during the role plays.

Students are taught social work recording skills in SWK 345 and practice the skill of note taking on a biopsychosocial spiritual assessment assignment. The DSM is also covered in this course to assist students in understanding mental health diagnosis. This course builds off the knowledge of human behavior gained in SWK 242, by applying knowledge about various theories and perspectives directly into social work skill building. Understanding how human behavior can influence issues across the lifespan and directly influence intervention is important in social work prevention, intervention, and treatment with clients. This course must be taken prior to SWK 347 as it provides the foundational skills for SWK 347 when working with families and groups.

Connecting SWK 345 with Senior Field: Preparing for the Signature Pedagogy:

This course directly prepares students for the Senior Field by reinforcing their identification as a professional social worker and conducting themselves accordingly. Students are provided with course content that both reinforces what they have learned in SWK 222 and SWK 242 and expands their knowledge of micro skills in the helping process. The course socializes students to perform the role of social work practitioner at the micro level. Students are 1) reinforced and strengthened in their knowledge of theory and practice skills, 2) practice these skills in class, and 3) are assessed on their ability to utilize these skills via role play assignments. Students also learn and practice social documentation and application of theory. Students are reinforced in their self-understanding and awareness, professional boundaries, ethics, and cultural diversity through lecture and application in class and assignments. The focus of the course assists students to think and perform as social workers and directly relates to their experience in senior field. This course prepares students to apply social work skills and knowledge in their senior field placement with clients under supervision. This in turn, prepares them to become a competent and ethical professional in the field of social work.

SWK 347 - Practice with Families and Groups (2)

COURSE DESCRIPTION PER 2022-23 CATALOG: The focus of this course is on applying the social work helping process learned in SWK 345 (Practice with Individuals) to social work practice with families and small groups (i.e., mezzo-level practice). Diversity issues and culturally competent practice are explored in the context of mezzo-level practice. The course also emphasizes the use of theories from social work and related fields to guide practice. The course combines experiential learning activities with lectures and class discussions. Prerequisite(s): SWK 345. Offered each Fall and Spring.

This course directly builds off of the micro social work skills learned in SWK 345 and applies these skills to family and group work. Students also learn family and group specific skills as well as theoretical foundations for practice in these areas such as

genograms, ecomaps, and culturagrams. Students utilize all such tools to assess and empower culturally diverse families. Learning activities include planning and students leading a small group exercise with the class, attending and analyzing an outside of class group meeting, and application of family techniques to a family analysis. Having been introduced to the basic concepts of group work during SWK 242 (HBSE), students are able to reinforce their learning about group dynamics and plan and lead a small group. This also directly relates to group work in their community organization field placements in SWK 348. Students directly utilize the communication and listening skills from the SWK 345 role play assignments such as attending behaviors, empathy, questioning and assessment techniques, goal formulation, and theory.

Connecting SWK 347 with Senior Field: Preparing for the Signature Pedagogy:

This course prepares students with the knowledge and skills of group and family work that directly relate to their field work experience. They learn theory and practice skills that are then directly applied in their senior field. Practicing eco maps, genograms, culturagrams and analysis of their own family prepares them with skills, theory, and self-awareness to work with families in their senior field placement. Group work theory, application, and practice via in class exercises and assignments prepares them to develop, analyze and interact with groups in their senior field placement. This provides a structured opportunity to practice skills which will lead to the mastery of core competencies within senior field placement.

SWK 348 – Community and Organizational Development (4)

COURSE DESCRIPTION PER 2022-23 CATALOG: The focus of this course is on applying the social work helping process learned in SWK 345 (Practice with Individuals) to social work practice with communities and organizations (i.e., macro-level practice). Diversity issues and culturally competent practice are explored in the context of macro-level practice. The course also emphasizes the use of theories from social work and related fields to guide practice. The course combines experiential learning activities with lectures and class discussions. The course also includes a 60-hour practicum focused on macro-practice. Prerequisite(s): SWK 345. Offered each Spring.

Building on information about macro systems introduced in SWK 242 (HBSE), utilizing information reinforced in SWK 345 (Practice with Individuals), as well as making linkages to SWK 347 (Practice with Families and Groups), SWK 348 applies the planned change process taught in previous courses to macro-level social work practice. Students learn how to apply theory to macro practice interventions within communities and organizations. Students are introduced to both asset based community development and organizational level practice assessment and intervention tools. Students are required to assess aspects of the community through riding the city bus in

groups. They write about their observations and learning about the community from this experience.

As part of this course, students are placed in a 60 hour internship with a community based organization in groups with other classmates. They practice organizational and community level assessment and intervention strategies at this internship through their practice experiences, a group project with classmates placed at the same organization, and through a number of field logs in which we assess their ability to understand how the organization is achieving their goals, initiate preventive interventions, and resolve client problems. Students demonstrate their ability to think critically about ethical issues and dilemmas that relate to community based practice. They are also asked to critically evaluate personal biases they may have and how to resolve biases when working with clients they may find most difficult to work with. Students write about how to facilitate transitions and endings within client systems of various sizes. Micro-level skills of professionalism, ethical practice behavior and skills of working with individuals that were introduced during sophomore field placement are reinforced in this placement as students work with diverse groups. In addition, students have the opportunity to practice mezzo and macro level skills which will be reinforced during the following year in senior field. Because this placement occurs typically in the spring of junior year, students have completed course content in HBSE, practice with individuals and their first policy course. This placement occurs in the same semester as SWK 312 (Social Welfare Policy Analysis), thus policy/practice concepts can be observed within the community.

Connecting SWK 348 with Senior Field: Preparing for the Signature Pedagogy:

This course prepares students for their senior field placement by developing their abilities to understand macro level practice and how it relates to micro and mezzo systems. Most students begin their social work education with a more micro view of social work practice and perspectives. They are introduced to macro level perspectives in prior classes; however, this class and the combined internship opportunity help them to understand the importance of community assessment and intervention tools as well as organizational intervention and assessment strategies. Students apply community and organizational based assessment and intervention strategies at their internship and through class assignments. Focused field logs, a group project and classroom discussions help them develop and practice their understanding of macro level assessment and intervention tools in community based agencies. This practical learning prepares students for their senior field placement, giving them developed competency of assessment and intervention strategies at the macro level. While in senior field students are able to utilize their macro level practice skills to enhance their understanding of communities and organizational development to assist them in their professional practice.

SWK 372 - Methods of Social Research (3)

COURSE DESCRIPTION PER 2022-23 CATALOG: This course introduces the student to the logic and skills of social science research, especially as it applies to the practice of social work. Special emphasis will be placed on knowledge of research terms, developing a critical approach to research studies, application of research techniques to practical situations, and use of others' research. Use of research and evaluation techniques to improve practice effectiveness will be emphasized. Prerequisite(s): PSYC 140 or permission of the Department Chair. Offered each Fall.

This course directly prepares students for their SWK 460 field placement research project where they design, implement, and analyze agency based research. This course covers the importance of ethics and the Malone Institutional Review Board for human subject research. Students complete the IRB training module. Students also learn to develop critical thinking skills in analysis of scholarly research journal articles. A section in the course covers cultural competence in research and community based participatory research which support SWK 348 (Social Work Practice Skills III) and SOC 310 (American Minorities) content. Ideally students take this course the semester after having completed PSYC 140 (Introduction to Statistics). SWK 372 provides students an opportunity to learn Excel to assist them in their understanding of research analysis which builds on material presented in PSYC 140. They learn how to enter data and run basic statistical analyses. Students also learn how to develop survey questionnaires. When opportunities arise, students in SWK 372 have conducted community-based research projects. One such research project on assisting a community needs assessment for the local branch of First Tee in Fall of 2021.

Connecting SWK 372 with Senior Field: Preparing for the Signature Pedagogy

This course introduces the student to the logic and skills of social science research, especially as it applies to the practice of social work. Emphasis is placed on knowledge of research terms, developing a critical approach to research studies, application of research techniques to practical situations, and use of others' research. This course content and assignments focus on reinforcing students ability to distinguish, appraise and integrate multiple sources of knowledge, including research-based wisdom knowledge, and practice wisdom. It prepares them to become aware of and respond to applying knowledge of human behavior and the social environment in the research process, data collection, and interpretation of results as well as evaluating the implications of results. This course prepares students for the signature pedagogy of Senior Field by socializing students to perform the role of a social work researcher. They are informed of the ethics of research along with the Institutional Review Board (IRB) and complete the IRB training module. Students learn basic data analysis and survey development for possible data collection. The topic of spirituality in research is addressed so students can see how these variables are presented in research along with the strengths and weaknesses of these approaches. Students learn research on a

theoretical and conceptual level to prepare them for a final research proposal paper in this course. Engaging students in reading journal articles throughout the course assists in helping them navigate and critique research and prepares them to engage in research informed practice and practice informed research. In the major assignment, they develop a research proposal beginning with a full literature review and encompassing methodology, validity and reliability threats, and potential implications for social work. This socialization and practice of research provides them with the capacity and capabilities of conducting research as a professional social worker in the field.

SWK 401 - Professional Issues in Social Work (2)

COURSE DESCRIPTION PER 2014-15 CATALOG: This course draws together learning from students prior courses and prepares students for their senior field placement and future professional social work practice. Students critically examine social work's role in society and the basis for its knowledge, values, and skills. Students are sensitized to social work's role in a culture rich with diversity, and are equipped with the necessary tools to develop reasoned responses to issues facing practice. Students both present and write case studies that focus on applying professional social work ethics and the integration of these ethics with faith and worldview perspectives. Students also critically examine and analyze and apply theory to a practice setting they plan to work in in the future. Prerequisite(s): SWK 347, 348; or permission of the Department Chair. Offered each Fall.

This course draws together learning from students' prior courses and prepares them for their senior field placement as well as future professional social work practice. Students critically examine social work's role in society and the basis for its knowledge, values, and skills. Students are reinforced and sensitized to social work's role in a culture rich with diversity, and are provided with the opportunity to demonstrate that they are equipped with the necessary behaviors to develop reasoned responses to issues facing practice.

Students both present and write case studies that focus professional social work ethics and the integration of these ethics with personal faith and worldview perspectives. They critically assess how to recognize the importance of spirituality in the human experience and are reinforced in their understanding of the diversity of spiritual perspectives that exist amongst those they will service through their practice. Through these case studies their ability to attend to professional roles and boundaries and tolerate ambiguity in the midst of ethical conflicts as well as to apply strategies of ethical reasoning to arrive at ethical decisions is assessed.

This course has often been taken by students in the same semester that they take SOC 310: American Minorities. For the past years, SOC 310 was taught by a member of the social work adjunct faculty and the majority of SOC 310 students have been social work

majors. The course content has reinforced social work values of inclusiveness and a celebration of diversity which in turn, reinforces professional understandings toward appropriate practice.

Connecting SWK 401 with Senior Field: Preparing for the Signature Pedagogy

This course applies the student's previous coursework and field placement opportunities to practical case studies, an ethical faith integration paper, and practical profession assignments (resume, portfolio) to ultimately prepare them for their senior field placement. During this class, students are also given the opportunity to develop practical professional skills through resume writing, portfolio development, and professional advice to prepare them to present themselves professionally at their senior field placement and future social work practice. Students are required to complete two professional interviews with prospective field placement agencies and secure a field placement during this semester to begin the next semester (this process is delayed one semester if the student plans to complete senior field during the summer). The case studies discussed and developed in this course allow students the opportunity to practice their professional learning, ethical behaviors and overall competencies in a comprehensive manner to prepare them for their senior field placement.

*As an assessment of each student's ability to successfully accomplish Malone University's Social Work Program Goal 3 and Competency 10, students write a faith-integration paper where faculty assess their understanding of the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed groups, their articulation of points of convergence and divergence between orthodox Christianity and social work profession, as well as their ability to manage personal values in a way that allows professional values to guide practice. They discuss this paper in class and are encouraged to discuss the assignment with their field placement supervisors.

SWK 440 - Field Instruction in Social Work (10)

Students are required to demonstrate all 10 competencies during this experience.
COURSE DESCRIPTION PER 2022-23 CATALOG: This course gives students an opportunity to observe and practice generalist social work in a professional setting. Field sites give students opportunities to practice micro, mezzo and macro level social work in a variety of settings with a variety of population groups, including the fields of children and family services, mental health, gerontology, medical social work, homeless populations, community development, and international settings . Emphasis is on placements that offer opportunity to apply generalist theory and practice as taught at Malone University and that promote social work values in work with diverse ethnic, religious, age-related peoples. Co-requisite(s): SWK 460. Offered each Spring or by arrangement.

Students complete a one-semester, 450 hour (30 hours per/week for 15 weeks) field placement or a two-semester, 450 hour (15 hours per/week for 30 weeks) field placement supervised by a licensed social worker. The field supervisor and student work together to formulate a learning agreement with activities that will give them the opportunity to gain experience in all 10 competencies. The student's faculty liaison (most often a full time member of the social work faculty; but occasionally an adjunct) meets with the student and their supervisor at least two times during the semester. Field liaisons are available at any time if concerns arise. Liaisons support the field supervisor to assure that the student is provided with meaningful experiences within all areas of competency and is able to demonstrate all behaviors during senior field. In addition, liaisons are available to provide linkages between the classroom learning and the demonstration of those behaviors in the field.

In addition to individual supervision and field liaison support, students participate in a field seminar (SWK 460) which links their field placement learning with classroom learning. Typically the field liaisons teach or co-teach this course. Students have the opportunity to have weekly discussions about their experiences and learning with their professor/field liaison and classmates. Students are required to provide an in-service presentation in SWK 460 based on what they have learned in SWK 440. This in-service ranges from a focused presentation regarding a specific area of practice to information regarding theoretical models utilized at the agency in which they completed their placement.

At the completion of field placement the field supervisor evaluates the professional competency of each student under their supervision. The instrument utilized for this assessment is directly linked to the social work program's competencies and behaviors and assesses the student's ability to demonstrate entry-level competency. The student also completes a self-evaluation of all of the same areas. In addition, the field liaison or SWK 440 instructor assesses each student on all competencies.

Senior Field: The opportunity to demonstrate entry level competency:

This senior field placement is the signature pedagogy in which students have the opportunity to demonstrate all competencies and behaviors. A student's coursework, sophomore, and junior field placements each prepare students to enter senior field. This 450-hour senior placement builds upon the developed knowledge, values, skills and competencies students have acquired through their prior social work classes and field experiences. In collaboration with their field supervisor, students write a contract stating practice activities they will participate in during this field placement in order to demonstrate all competencies and behaviors. During the course of the field experience, students have the opportunity to practice these competencies in combination with weekly field supervision and a weekly field instruction seminar and related assignments,

giving them the opportunity to apply and discuss the ethical dilemmas that arise in practice and to correctly select appropriate practice skills to resolve such dilemmas. In senior field, students continue to grow and develop into competent professionals who have mastered the core competencies. At the end of senior field, supervisors evaluate the student's mastery of all competencies and behaviors. Students also do a self-evaluation. These evaluations are discussed with the field supervisor and field liaison during their final visit in order to assess the student's abilities and move them toward any continued and lifelong growth and learning.

*Final Senior Field Evaluation is the assessment utilized in this course to measure all dimensions, especially behaviors, of social work competencies 1-10.

SWK 460 - Field Instruction Seminar (2)

COURSE DESCRIPTION PER 2022-23 CATALOG: This course is designed to complement the student's internship. It functions to provide a forum to discuss field experiences and to make systematic connections between theory and practice. Intended Outcome: Entry-level social workers whose practice is systematically guided by theory. Co-requisite(s): SWK 440. Offered each Spring or by arrangement.

Students are required to demonstrate all competencies during this course.

In combination with their senior field practicum (SWK 440), this seminar course gives students the opportunity to discuss the application of competencies and behaviors. Students write field logs where they apply theory to their field experiences and critically analyze their experiences through application of social work ethics. All students must create an in-service presentation to be shared with their colleagues in the class.

Connecting SWK 460 with Senior Field: Enhancing the Signature Pedagogy

This field instruction seminar gives students an opportunity to step away from their senior field placement and discuss and apply their experiences with their colleagues and a social work professor (who is typically their field liaison). Students can discuss their challenges, struggles, questions, growth, and learning in a safe, confidential environment. Their professor acts as a bridge to help them apply their classroom learning to their real life social work experiences during their field placements, while their classmates can offer colleagues fresh insight and learning from their personal perspectives and their own field experiences. Students also apply their field experience learning through structured field logs, agency presentation, and in-service presentation. All of these assignments combine the student's academic learning with practical assignments that demonstrate their developed competencies and move them toward continued life-long learning.

*Students complete an evaluation of social work preparation of how well they perceive they have been prepared for social work competencies.

Elective courses

Although not part of the professional curriculum, additional courses are offered by the department. Students are welcome but not required to take these courses. The lower division course (SWK 211) is part of the General Education menu and is open to all undergraduate students. Upper division courses are often open to students outside the major as well, but those with majors outside of social work must have junior or senior status to sign up for the class.

Elective Social Work Courses Include:

SWK 211 - Community Based Cross-Cultural Experience (2)

COURSE DESCRIPTION PER 2022-23 CATALOG: This course requires both classroom experience and a 30-hour community experience throughout the semester. It provides an opportunity for students to engage with cultures or subcultures that are outside their cultural milieu. Class meetings present information on the historic, cultural, economic, and political realities faced by those served by the agencies in which the students are assigned. Prior to the experience, each student is required to meet with the faculty member in charge of the course to ascertain best times and placements for the student. Offered every other Fall semester.

SWK 450 - Advanced Topics (1-3) This course is offered as often as requested by students. No student has requested to take this course since the social work program's last reaccreditation.

An opportunity for the student to pursue, under supervision, an area of special interest either on his/her own initiative or in a small group. Not required for the major. Open to juniors or seniors who are majors in this area and who have completed or are taking regularly scheduled courses. Permission of the Department Chair is necessary for enrollment.

SWK 470 - Social Work Specialization Seminar (1-3)

COURSE DESCRIPTION PER 2022-23 CATALOG: Provides students with an opportunity to study special topics within the domain of social work, dependent upon faculty availability. Not required for the major. Prerequisite(s): Junior or senior standing in Social Work. The only course offered in this way since last reaffirmation has been "Child Abuse and Neglect" for 3 credits, offered once a year.

SWK 473 - Global Practice (4)

COURSE DESCRIPTION PER 2022-23 CATALOG: This Capstone Course for the Global and International Studies Program and social work elective prepares students with a beginning understanding of global issues that impact both local and domestic practice with international populations. From an interdisciplinary practice perspective, students learn about current international issues and their impact on society. Utilizing an anti-oppressive framework, students will develop ethical skills based on principles of social justice, reconciliation, peace, and truth in preparation for both international and domestic practice in global contexts. A 40-hour domestic internship will be part of this course. Offered each Fall.

The above information provides the documentation that the Malone University Social Work Program has thoroughly and thoughtfully designed its program to assist students toward mastery of the Core Competencies by the Council on Social Work Education. Its program is grounded in the liberal arts, which provides foundational content to its students. Support courses enhance and strengthen the foundational content. The mission and goals of the Malone University Social Work Program are consistent with the core competencies that define generalist practice. The program emphasizes a person and environment construct, as well as a wide range of prevention and intervention methods across micro, mezzo, and macro levels of practice. The program utilizes the 9 core competencies as well as an additional competency which reflects the program's context as a faith-based institution. It provides an intentional structure by which students can appropriately learn the core competencies through the introduction of material related to appropriate behaviors in 200 level courses, the reinforcement of that material in 300 level courses and in SWK 401 (Professional Issues in Social Work), and finally, by the utilization and mastery of appropriate behaviors in senior field placement.

Program Options:

Select One:

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

Accreditation Standard B2.0.3: *The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.*

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

Additional Generalist Competency:

Competency 10: Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.

The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values, including: a holistic understanding of human need; a high view of human potential; a desire for human flourishing; a concern for the plight of the poor, marginalized, disenfranchised, and oppressed; and a commitment to justice and reconciliation.

Behaviors related to the 10th Competency:

Malone Social Work Graduates:

- a. Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups.
- b. Are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work.
- c. Recognize the importance of spirituality to the human experience.

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

**Generalist Practice Curriculum Activity Map -
Competencies/Behaviors Embedded in Social Work Courses**

Competencies		Behaviors	Course #	Assignment/Lectures/Readings that teach this behavior, page number in Vol. 2	Dimensions	Systems Levels (Individuals, Families, Groups, Organizations, Communities)	Brief Description of Assignment/Lecture
Competency 1: Demonstrate Ethical and Professional Behavior	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	SWK222 Introduction to the Profession and Practice of Social Work	NASW Code of Ethics Worksheet p. 11 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are assigned homework to read the NASW Code of Ethics and ethical dilemma scenarios. Once in class, students discuss the scenarios in groups and are asked to apply the NASW Code of Ethics with the Ethical Standard number and letter (example: 1.04a Competence). Students then process the ethical dilemma scenarios as a class. At least 2 ethical dilemmas questions are then used on exams as knowledge retention checks.

		ethics as appropriate to context;					
			SWK476 Global Practice	Final Capstone p. 244 Vol 2	Knowledge Values Skills		Students complete a capstone paper on a global practice topic. They write a section on the personal and professional ethical concerns related to this practice topic.
			SWK440 Field Instruction in SWK	SWEAP Evaluation* p. 209 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are asked to complete an evaluation of social work preparation of behaviors at semester midpoint. Field supervisors are asked to complete an evaluation of behaviors at the end of the semester.

			SWK460 Senior Field Seminar	Competency Papers* p. 231 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are asked to answer questions in APA format integrating their field experience with each competency.
	2	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	SWK440 Field Instruction in SWK	SWEAP Evaluation* p. 209 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are asked to complete an evaluation of social work preparation of behaviors at semester midpoint. Field supervisors are asked to complete an evaluation of behaviors at the end of the semester.
			SWK460 Senior Field Seminar	Competency Papers* p. 231 Vol 2	Knowledge Values Skills		Students are asked to answer questions in APA format integrating their field experience with each competency.

					Cognitive & Affective Processes		
	3	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	SWK345 Practice with Individuals	Role Plays p. 112 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Student created, video recorded client/social worker role play sessions (4 times throughout semester).
			SWK440 Field Instruction in SWK	SWEAP Evaluation p. 209 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are asked to complete an evaluation of social work preparation of behaviors at semester midpoint. Field supervisors are asked to complete an evaluation of behaviors at the end of the semester.
			SWK460 Senior Field Seminar	Competency Papers p. 231 Vol 2	Knowledge Values Skills		Students are asked to answer questions in APA format integrating their field experience with each competency.

					Cognitive & Affective Processes		
	4	use technology ethically and appropriately to facilitate practice outcomes; and	SWK345 Practice with Individuals	BPSS Assignment p. 113 Vol 2	Knowledge Values Skills		Bio-Psycho-Social-Spiritual assessment of self to practice professional note taking style writing and develop assessment skills.
			SWK440 Field Instruction in SWK	SWEAP Evaluation p. 209 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are asked to complete an evaluation of social work preparation of behaviors at semester midpoint. Field supervisors are asked to complete an evaluation of behaviors at the end of the semester.

			SWK 460 Senior Field Seminar	Competency Papers p. 231 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are asked to answer questions in APA format integrating their field experience with each competency.
		5	use supervision and consultation to guide professional judgment and behavior.	SWK440 /SWK460 Field Instruction in SWK/Senior Field Seminar	Required 1 hour weekly supervision p. 165 Vol 3 Knowledge Values Skills Cognitive & Affective Processes		Required 1 hour weekly supervision with social work credentialed supervisor in senior field placement.
			SWK440 Field	SWEAP Evaluation	Knowledge		Students are asked to complete an evaluation of

			Instruction in SWK	p. 209 Vol 2	Values Skills Cognitive & Affective Processes		social work preparation of behaviors at semester midpoint. Field supervisors are asked to complete an evaluation of behaviors at the end of the semester.
			SWK460 Senior Field Seminar	Competency Papers p. 231 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are asked to complete an Evaluation of Social Work Preparation of behaviors at semester midpoint. Field supervisors are asked to complete an evaluation of behaviors at the end of the semester.
Competency 2: Engage Diversity and Difference in Practice	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;	SWK460 Senior Field Seminar	Competency Papers* p. 231 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are asked to answer questions in APA format integrating their field experience with each competency.
			SWK311 History of Social Welfare	\$2 A Day Discussion p. 65 Vol 2	Knowledge Values		Class discussion related to lived experience with poverty

						and related policy based upon the book \$2 A Day.
2	present themselves as learners and engage clients and constituencies as experts of their own experiences; and	SWK345 Practice with Individuals	Role Plays p. 112 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Student created, video recorded client/social worker role play sessions (4 times throughout semester).
		SWK311 History of Social Welfare	\$2 A Day Discussion p. 65 Vol 2	Knowledge Values		Class discussion related to lived experience with poverty and related policy based upon the book \$2 A Day.
		SWK348 Community and Organizational Development	SWK348 Assessment Project p. 151 Vol 2	Knowledge Values Skills Cognitive and Behavioral Processes		Students are to do an asset based assessment related to their internship using three different methodologies.
		SWK460 Senior Field Seminar	Competency Papers p. 231 Vol 2	Knowledge Values Skills		Students are asked to answer questions in APA format integrating their field experience with each competency.

					Cognitive and Behavioral Processes		
	3	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	SWK460 Senior Field Seminar	Competency Papers p. 231 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are asked to answer questions in APA format integrating their field experience with each competency.
			SWK476 Global Practice	Final Capstone p. 244 Vol 2	Knowledge Values Skills		Students complete a capstone paper on a global practice topic. They write a section on the personal and professional ethical concerns related to this practice topic.
Competency 3: Advance Human Rights and Social, Economic, and	1	apply their understanding of social, economic, and environmental justice to	SWK460 Senior Field Seminar	Advocacy Worksheet and Competency Paper - Advocacy Letter p. 206 Vol 2	Knowledge Values Skills		Students answer questions identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services related to the work of the field placement

Environmental Justice		advocate for human rights at the individual and system levels; and			Cognitive & Affective Processes		agency. Dependent on student's choice of advocacy, emphasis on social, economic, and environmental justice.
			SWK311 History of Social Welfare	\$2 A Day Discussion p. 65 Vol 2	Knowledge Values		Class discussion related to lived experience with poverty and related policy based upon the book \$2 A Day. Emphasis on social, economic, and environmental justice.
	2	engage in practices that advance social, economic, and environmental justice.	SWK460 Senior Field Seminar	Advocacy Worksheet and Competency Paper - Advocacy Letter p. 206 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students answer questions identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services related to the work of the field placement agency. Dependent on student's choice of advocacy, emphasis on social, economic, and environmental justice.
Competency 4: Engage In Practice-informed Research and	1	use practice experience and theory to inform scientific	SWK262 Research and Writing	APA is introduced and reinforced throughout the curriculum	Knowledge Values Skills		Students learn the basics of APA format and practice it throughout the course.

Research-informed Practice		inquiry and research;		p. 41 Vol 2 Course Description	Cognitive & Affective Processes		
			SWK460 Senior Field Seminar	Competency Papers p. 232 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are asked to answer questions in APA format integrating their field experience with each competency.
			SWK311 History of Social Welfare	\$2 A Day Discussion p. 65 Vol 2	Knowledge Values		Class discussion related to lived experience with poverty and related policy based upon the book \$2 A Day.
	2	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	SWK222 Introduction to the Profession and Practice of Social Work	Two journal article reviews p. 9 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are to find, evaluate, and synthesize peer-reviewed journal articles related to social work practice.

			SWK348 Community and Organizational Development	SWK348 Assessment Project p. 151 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are to do an asset based assessment related to their internship using three different methodologies.
			SWK460 Senior Field Seminar	Competency Papers p. 232 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are asked to answer questions in APA format integrating their field experience with each competency.
	3	use and translate research evidence to inform and improve practice, policy, and	SWK372 Social Science Research Methods	Research/Grant Proposal p. 174 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Student led research proposal or grant proposal utilizing skills learned related to methodology and evaluation of outcomes.

		service delivery.					
			SWK348 Community and Organizational Development	SWK348 Assessment Project p. 151 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are to do an asset based assessment related to their internship using three different methodologies.
			SWK460 Senior Field Seminar	Competency Papers p. 232 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are asked to answer questions in APA format integrating their field experience with each competency.
Competency 5: Engage in Policy Practice	1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and	SWK311 History of Social Welfare	\$2 A Day Discussion p. 65 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Class discussion related to lived experience with poverty and related policy based upon the book \$2 A Day.

		access to social services;	SWK460 Senior Field Seminar	Advocacy Worksheet and Competency Paper - Advocacy Letter p. 206 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students answer questions identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services related to the work of the field placement agency.
	2	assess how social welfare and economic policies impact the delivery of and access to social services;	SWK312 Social Welfare Policy Analysis	Major Policy Analysis Paper p. 90 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		An in-depth exploration paper on one law, its federal law summary, historical background, and federal and state legislative differences all culminating to a paper and presentation.
			SWK311 History of Social Welfare	\$2 A Day Discussion Final Exam p. 65 Vol 2 & p. 66 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Class discussion related to lived experience with poverty and related policy based upon the book \$2 A Day. Final Exam on History of Social Welfare - must address how social welfare and economic policies impact the delivery of and access to social services.

			SWK460 Senior Field Seminar	Competency Papers p. 206 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are asked to answer questions in APA format integrating their field experience with each competency.
	3	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	SWK312 Social Welfare Policy Analysis	Major Policy Analysis Paper p. 90 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		An in-depth exploration paper on one law, its federal law summary, historical background, and federal and state legislative differences all culminating to a paper and presentation.
			SWK460 Senior Field Seminar	Competency Papers p. 206 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Students are asked to answer questions in APA format integrating their field experience with each competency.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	1	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies ; and	SWK345 Practice with Individuals	Role Plays p. 112 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals	Student created, video recorded client/social worker role play sessions (4 times throughout semester). The role play provides a space for the student to practice engagement with clients.
			SWK347 Practice with Families and Groups	Group observation paper p. 133 Vol 2	Knowledge Values Cognitive & Affective Processes	Families Groups	Students choose a community group that they are granted permission to sit in and observe. They write a reflection paper on the group dynamics and leadership style of the group while maintaining basic confidentiality.
			SWK348 Community and Organizational Development	SWK348 Assessment Project and Final Project p. 151 Vol 2 & p. 152 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Organizations Communities	Students are to do an asset based assessment related to their internship using three different methodologies. Students utilize their assessment knowledge to develop a strategic plan to meet an organizational need.

		SWK460 Senior Field Seminar	Major Case Study Assignment p. 232 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Students are asked to follow the planned change process through one client from their field placement site. The assignment is broken into 4 parts: (A) Engagement, (B) Assessment, (C) Intervention, and (D) Evaluation.
	2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies .	SWK345 Practice with Individu als	Role Plays p. 112 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals	Student created, video recorded client/social worker role play sessions (4 times throughout semester). The role play provides a space for the student to practice engagement with clients.
		SWK347 Practice with Groups	Group observation paper p. 133 Vol 2	Knowledge Values Cognitive & Affective Processes	Families Groups	Students choose a community group that they are granted permission to sit in and observe. They write a reflection paper on the group dynamics and leadership style of the group while maintaining basic confidentiality.

			SWK348 Community and Organizational Development	SWK348 Assessment Project and Final Project p. 151 Vol 2 & p. 152 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Organizations Communities	Students are to do an asset based assessment related to their internship using three different methodologies. Students utilize their assessment knowledge to develop a strategic plan to meet an organizational need.
			SWK 460 Senior Field Seminar	Major Case Study Assignment p. 232 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Students are asked to follow the planned change process through one client from their field placement site. The assignment is broken into 4 parts: (A) Engagement, (B) Assessment, (C) Intervention, and (D) Evaluation.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	1	collect and organize data, and apply critical thinking to interpret information from clients and constituencies ;	SWK401 Professional Issues in Social Work Practice	Midterm Case Study p. 189 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Students will be asked to review a case study. After reading the case study students should research the issues that appear to be the presenting problem for the client or clients. They are to write up an intake assessment of the client's situation and develop a case plan for the first 2

						sessions of care based on the intake assessment.
			SWK348 Community and Organizational Development	SWK348 Assessment Project p. 151 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Organizations Communities Students are to do an asset based assessment related to their internship using three different methodologies. Students utilize their assessment knowledge to develop a strategic plan to meet an organizational need.
			SWK460 Senior Field Seminar	Major Case Study Paper p.233 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities Students are asked to follow the planned change process through one client from their field placement site. The assignment is broken into 4 parts: (A) Engagement, (B) Assessment, (C) Intervention, and (D) Evaluation.

	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 ;	SWK460 Senior Field Seminar	Major Case Study Paper p.233 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Students are asked to follow the planned change process through one client from their field placement site. The assignment is broken into 4 parts: (A) Engagement, (B) Assessment, (C) Intervention, and (D) Evaluation.
			SWK348 Community and Organizational Development	SWK348 Assessment Project p. 151 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Organizations Communities	Students are to do an asset based assessment related to their internship using three different methodologies.

	3	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies ; and	SWK345 Practice with Individuals	Role Plays p. 112 Vol 2 BPSS Assignment p. 113 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families	Student created, video recorded client/social worker role play sessions (4 times throughout semester). The role play provides a space for the student to practice assessing clients in real time, based on the client's expressed needs. Bio-Psycho-Social-Spiritual assessment of self to practice professional note taking style writing and develop assessment skills.
			SWK348 Community and Organizational Development	SWK348 Assessment Project p. 151 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Organizations Communities	Students are to do an asset based assessment related to their internship using three different methodologies.
			SWK460 Senior Field Seminar	Major Case Study Assignment p.233 Vol 2	Knowledge Values Skills	Individuals Families Groups	Students are asked to follow the planned change process through one client from their field placement site. The assignment is broken into 4 parts: (A) Engagement, (B)

					Cognitive & Affective Processes	Organizations Communities	Assessment, (C) Intervention, and (D) Evaluation.
	4	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies .	SWK345 Practice with Individuals	Role Plays p. 112 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals	Student created, video recorded client/social worker role play sessions (4 times throughout semester). The role play provides a space for the student to practice assessing clients in real time, based on the client's expressed needs.
			SWK348 Community and Organizational Development	SWK348 Assessment Project p. 151 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Organizations Communities	Students are to do an asset based assessment related to their internship using three different methodologies
			SWK460 Senior Field Seminar	Major Case Study p.233 Vol 2	Knowledge Values Skills	Individuals Families Groups Organizations	Students are asked to follow the planned change process through one client from their field placement site. The assignment is broken into 4 parts: (A) Engagement, (B)

					Cognitive & Affective Processes	Communities	Assessment, (C) Intervention, and (D) Evaluation.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	1	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies ;	SWK401 Professional Issues in Social Work Practice	Midterm Case Study p. 189 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Students will be asked to review a case study. After reading the case study students should research the issues that appear to be the presenting problem for the client or clients. They are to write up an intake assessment of the client's situation and develop a case plan for the first 2 sessions of care based on the intake assessment.
			SWK348 Community and Organizational Development	SWK348 Assessment and Final Project p. 151 Vol 2 & p. 152 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Organizations Communities	Students utilize their assessment knowledge to develop a strategic plan to meet an organizational need.

		SWK460 Senior Field Seminar	Major Case Study Assignment p.233 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Students are asked to follow the planned change process through one client from their field placement site. The assignment is broken into 4 parts: (A) Engagement, (B) Assessment, (C) Intervention, and (D) Evaluation.
	2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies ;	SWK345 Practice with Individuals p. 112 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals	Student created, video recorded client/social worker role play sessions (4 times throughout semester). The role play provides a space for the student to practice interventions with clients in real time, based on the client's expressed needs.
			SWK348 Community and Organizational Development SWK348 Final Project p. 152 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Organizations Communities	Students utilize their assessment knowledge to develop a strategic plan to meet an organizational need.

			SWK460 Senior Field Seminar	Major Case Study Assignment p.233 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Students are asked to follow the planned change process through one client from their field placement site. The assignment is broken into 4 parts: (A) Engagement, (B) Assessment, (C) Intervention, and (D) Evaluation.
	3	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	SWK348 Community and Organizational Development	SWOT Analysis p. 152 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Organizations Communities	Students practice completing a SWOT Analysis based on their SWK 348 internship placement and use this knowledge to develop a strategic plan.
			SWK460 Senior Field Seminar	Major Case Study Assignment p.233 Vol 2	Knowledge Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Students are asked to follow the planned change process through one client from their field placement site. The assignment is broken into 4 parts: (A) Engagement, (B) Assessment, (C) Intervention, and (D) Evaluation.

4	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies ; and	SWK348 Community and Organizational Development	SWK348 Final Project p. 152 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Organizations Communities	Students utilize their assessment knowledge to develop a strategic plan to meet an organizational need.
		SWK401 Professional Issues in Social Work Practice	Spiritual Ethical Dilemma Case Studies p. 187 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Students lead discussions on decision case study readings. Discussion leaders are expected to guide the class in analyzing the personal, professional, ethical, and spiritual issues related to the reading.
		SWK460 Senior Field Seminar	Major Case Study Assignment p.233 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Students are asked to follow the planned change process through one client from their field placement site. The assignment is broken into 4 parts: (A) Engagement, (B) Assessment, (C) Intervention, and (D) Evaluation.

	5	facilitate effective transitions and endings that advance mutually agreed-on goals.	SWK345 Practice with Individuals	Role Plays p. 112 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals	Student created, video recorded client/social worker role play sessions (4 times throughout semester). The role play provides a space for the student to practice interventions with clients in real time, based on the client's expressed needs.
			SWK348 Community and Organizational Development	SWK348 Field Log p. 148 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Organizations Communities	Students write a field log to describe how they are facilitating transitions and endings at their field placement.
			SWK460	Major Case Study Assignment p.233 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Students are asked to follow the planned change process through one client from their field placement site. The assignment is broken into 4 parts: (A) Engagement, (B) Assessment, (C) Intervention, and (D) Evaluation.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	1	select and use appropriate methods for evaluation of outcomes;	SWK372 Social Science Research Methods	Research/Grant Proposal p. 174 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Student led research proposal or grant proposal utilizing skills learned related to methodology and evaluation of outcomes. Students are to do an asset based assessment related to their internship using three different methodologies. They include how they will evaluate this plan after implementation.
			SWK348 Community and Organizational Development	SWK348 Final Project p. 152 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Organizations Communities	Students utilize their assessment knowledge to develop a strategic plan to meet an organizational need.
			SWK460 Senior Field Seminar	Major Case Study Assignment p.234 Vol 2	Knowledge Values Skills	Individuals Families Groups Organizations	Students are asked to follow the planned change process through one client from their field placement site. The assignment is broken into 4 parts: (A) Engagement, (B) Assessment, (C) Intervention, and (D) Evaluation.

					Cognitive & Affective Processes	Communities	
	2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	SWK401 Professional Issues in Social Work Practice	Midterm Case Study p. 189 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Students will be asked to review a case study. After reading the case study students should research the issues that appear to be the presenting problem for the client or clients. They are to write up an intake assessment of the client's situation and develop a case plan for the first 2 sessions of care based on the intake assessment.
			SWK348 Community and Organizational Development	SWK348 Final Project p. 152 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Organizations Communities	Students are to do an asset based assessment related to their internship using three different methodologies. They include how they will evaluate this plan after implementation.

			SWK460 Senior Field Seminar	Major Case Study Assignment p.234 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Students are asked to follow the planned change process through one client from their field placement site. The assignment is broken into 4 parts: (A) Engagement, (B) Assessment, (C) Intervention, and (D) Evaluation.
	3	critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	SWK372 Social Science Research Methods	Research/Grant Proposal p. 174 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Student led research proposal or grant proposal utilizing skills learned related to methodology and evaluation of outcomes.
			SWK348 Community and Organizational Development	SWK348 Final Project p. 152 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Organizations Communities	Students are to do an asset based assessment related to their internship using three different methodologies. They include how they will evaluate this plan after implementation.

			SWK460 Senior Field Seminar	Major Case Study Assignment p.234 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Students are asked to follow the planned change process through one client from their field placement site. The assignment is broken into 4 parts: (A) Engagement, (B) Assessment, (C) Intervention, and (D) Evaluation.
	4	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	SWK348 Communi ty and Organiza tional Develop ment	SWK348 Final Project p. 152 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Organizations Communities	Creation of an asset based assessment related to their internship using three different methodologies. They include how they will evaluate this plan after implementation.
			SWK401 Professi onal Issues in Social Work Practice	Spiritual Ethical Dilemma Case Study Presentations p. 187 Vol 2	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Students lead discussions on decision case study readings. Discussion leaders are expected to guide the class in analyzing the personal, professional, ethical, and spiritual issues related to the reading.

Competency 10: Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.	1	Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups	SWK401 Professional Issues in Social Work Practice	Faith Integration Paper p. 189 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		This paper discusses connections and linkages between students' personal beliefs and values, orthodox Christian belief, and the profession of social work with an emphasis on ethical faith integration.
			SWK476 Global Practice	Final Capstone p. 244 Vol 2	Knowledge Values Skills		Students complete a capstone paper on a global practice topic. They write a section on the personal and professional ethical concerns and faith perspectives related to this practice topic.
	2	Are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work	SWK222 Introduction to the Profession and Practice of Social Work	Lupton Toxic Charity Paper p. 10 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		Reflection paper on Robert Lupton's Toxic Charity.

	3	Recognize the importance of spirituality to the human experience	SWK401 Professional Issues in Social Work Practice	Faith Integration Paper p. 189 Vol 2	Knowledge Values Skills Cognitive & Affective Processes		This paper discusses connections and linkages between students' personal beliefs and values, orthodox Christian belief, and the profession of social work with an emphasis on ethical faith integration.
--	---	--	--	---	--	--	--

The Malone Social Work Program provides the necessary knowledge, values, and skills to operationalize each competency. All behaviors within the program are introduced, reinforced, assessed at least twice within the explicit curriculum, and demonstrated by students during their senior field.

Behaviors for Malone University's Social Work Program:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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;
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. use technology ethically and appropriately to facilitate practice outcomes; and
5. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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;
2. present themselves as learners and engage clients and constituencies as experts of their own experiences; and

3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
2. engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

1. use practice experience and theory to inform scientific inquiry and research;
2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
3. use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
2. assess how social welfare and economic policies impact the delivery of and access to social services;

3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
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;
3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
5. facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

1. select and use appropriate methods for evaluation of outcomes;
2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
3. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 10: Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.

The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values,

including: a holistic understanding of human need; a high view of human potential; a desire for human flourishing; a concern for the plight of the poor, marginalized, disenfranchised, and oppressed; and a commitment to justice and reconciliation.

1. Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups
2. Are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work
3. Recognize the importance of spirituality to the human 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 — 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.

Examples of Connecting Theories Between Classroom and Field:

The field education program is an integral part of social work education at Malone University. Field placements within the professional curriculum provides students three opportunities to develop and apply professional skills which can lead to mastery of professional competencies. Students complete their first field placement in SWK 222: Introduction to the Profession and Practice of Social Work. While students are developing a beginning knowledge and understanding of social work concepts, theory and practice, they experience and observe practice within a social service agency during this 40 hour placement. During this placement students learn the core values of social work, foundational theories of practice and the importance of evidenced based practice approaches. Through regular field discussions in class and field logs students apply course learning to the social work practice experiences they are having during their field placement. Students also learn how to research and read scholarly journal articles which apply to the field of practice in which they are placed: and apply the information learned from the articles to their field placements.

Students complete their junior level field placement in conjunction with SWK 348: Community and Organizational Development. This course focuses on macro practice skills. The majority of students have already completed SWK 345 in which they have learned and practiced theory and practice skills for working with individuals. They typically complete SWK 347 the same semester as SWK348 Community and Organizational Development, although some students who transfer into the program with their AA but join the program in the spring semester are given permission to take the course. During their 60 hour field placement students work in community based agencies and grassroots organizations in Canton and Akron or wherever the fully online student resides. Two or more students are placed at each organization typically. Students write field logs applying course learning and behaviors related to intervention. During SWK 348 class field discussions, students discuss how they are applying their knowledge of theory and social work ethics to their field placement. While focused mostly on macro practice skills students also work in groups to complete a field placement project in which they practice macro level skills, allowing them opportunities to apply their learning from practice classes in this field placement. Students have to

apply macro level skills to the planned change process including a requirement that each group create and evaluate a project that meets organizational goals. Options for projects include: community based assessments, program development, and writing a grant. Students need to carry out this project and then evaluate the project's effectiveness.

After all social work coursework is complete, students complete a 450 hour senior field placement. Students typically enter the senior field their spring semester of their senior year. Students who need additional time to complete their requirements can opt to complete their senior field placement during the summer as well. Additionally, for many of our nontraditional students or students who are fully online, some students opt to complete their 450 hour senior field placement over 2 consecutive semesters, allowing them to complete the hour requirement while balancing their work and life responsibilities. The goal of this senior field placement is for students to apply all their learning from prior field experiences and coursework through entry level generalist social work practice under the supervision of a licensed social worker. Students work in coordination with their field instructor and faculty liaison (typically a full-time social work faculty member, but occasionally a longtime adjunct who is a social work credentialed professional) to apply their social work theoretical knowledge, values, and skills to entry level social work practice experiences. Students meet weekly with their field instructor for supervision. Field supervision and weekly field seminar both give students the opportunity to discuss their practice activities and the linkage of this practice activity with theory and conceptual frameworks of generalist social work practice. Their seminar assignments enable them to link specific practice activities with their social work education. Structured field logs give them the opportunity to apply theory and ethics to their field practicum experiences.

Program Options:

Select One:

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

Accreditation Standard B2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

1. Compliance Statement: Narrative explains how the field education program provides generalist practice opportunities for students to demonstrate social

work competencies with individuals, families, groups, organizations, and communities across all program options.

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

The field education program at Malone University provides generalist practice opportunities for students to demonstrate the core competencies. While taking SWK 222: Introduction to the Profession and Practice of Social Work, students complete their first field placement in the social work program, broadly defined as sophomore field placement. Students work in a wide variety of agencies which provide social work services in a variety of settings including services for at-risk youth, schools, case management services within foster care, elderly and mental health fields, homeless services, nursing home social services, and services for people with disabilities through the probate court. While students are learning the foundations of generalist practice through their SWK 222 coursework, they are experiencing generalist practice at their field placement. Although a 40 hour placement provides limited experiences and each placement may emphasize different aspects of social work, students are expected to experience each of the 10 competencies. Together with their field instructor, students complete a field contract in which they list at least one task they will complete for each of the competencies. Example tasks are given to help assist the supervisor and the student, but they are to come up with realistic tasks specialized to the specific field placement. At the end of the placement students' supervisors evaluate their competency in each area. Students are not expected to master each competency, but to be evaluated in comparison to others in their first social work class.

By the time the students do their junior field placement, students have been introduced to all the competencies and behaviors in previous classes and have had one field experience. During their junior level placement, students do a sixty hour placement in the community at community-based agencies while also taking SWK 348: Community and Organizational Development. Examples of these agencies include Lighthouse Ministries After-School Program, TIQVAH After-School Program, Hannah's House 119, and South Street Ministries, all which are involved in grassroots community development with programs to empower the community and meet local needs. Depending on the placement students participate in afterschool programs in impoverished neighborhoods and other community and/or organizational development initiatives.

Through field logs and other field related assignments, the program assesses the following course learning and behaviors as they relate to their field hours: Although students do some micro level work with individuals, they are expected to learn and practice macro level generalist skills during this placement. They learn how to assess

communities and understand person-in-environment as it relates to the community needs and assets. They complete field logs in which they write about what they have learned about the community they are serving and how practice at the field site links with their overall assessment of the community. As a part of their internship hours, students ride Canton's public bus, SARTA, and write a paper assessing their experience and the communities visited. Online students who do not live in Stark County are allowed to attempt to ride their local public transit instead. Students are asked to discuss their personal biases and how they will work to overcome these biases. Students also write field logs in which we assess their understanding of the intervention process as well as field logs exploring how the agency, and themselves as interns, are initiating micro, mezzo, and macro level actions to achieve organizational goals, implement prevention interventions, and help clients resolve problems. At the end of their placement they are to write about how they are facilitating transitions and endings at the micro, mezzo, or macro levels.

As the signature pedagogy, the students' 450-hour senior field placement allows them the opportunity to practice all of the competencies and behaviors that have been reinforced through prior field experiences and coursework. During this placement, students are supervised by a licensed social worker. At the beginning of their placement, together with their field instructor, students develop a field contract in which they create realistic activities that will allow them to practice all 10 competencies. They are given a sample contract with ideas of activities that are acceptable, but they need to come up with obtainable activities that are relevant to their specific placement. Students spend the course of the semester doing micro, mezzo, and macro level practice skills that fit within these competencies across all levels of practice: individuals, families, groups, organizations, and communities. The field seminar course (SWK 460: Field Instruction Seminar) not only provides an opportunity for them to discuss their learning from field but also provides assignments to practice specific competencies. Students' senior level faith integration paper also enables them to demonstrate the culmination of their ability to *appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience*. As this competency and the related behaviors are specific to Malone University and field instructors may have different levels of comfort with assessing this behavior, faculty provide this assignment as a way of assessing the students' developed competency of appropriate faith integration in the previous semester to their senior field placement in SWK 401: Professional Issues in Social Work.

In addition to weekly supervision with their agency based field instructor, students are assigned a faculty member as a liaison between the program and agency. This person is typically a member of the full-time faculty in the social work program, but occasionally (when faculty load is too high or if full time faculty are not available for summer work), the program has employed a long-term adjunct to fulfill this role. The faculty member assigned as the liaison visits the student and supervisor at least two times during the

semester to discuss their internship experience and field contract. If the student and supervisor are having trouble finding ways for the student to meet any of the competencies and behaviors, the faculty field liaison will help them determine activities that can help them to meet these behaviors and adapt the contract as necessary. In addition, if the field instructor is noticing that the student is behaving below expectations in any of the competencies or behaviors, the faculty liaison and the field instructor work together to discuss this with the student and help them work toward progress in obtaining satisfactory ability.

At the end of the semester, the field instructor evaluates the student's ability to meet all the competencies. The student also fills out a self-evaluation using the same scale at the mid-point of their senior field experience. The instructor and the student then have the opportunity to discuss the outcomes and any areas for continued growth and learning. If there are any major differences between the self-evaluation and the field evaluation, this will also become a matter of discussion in order to support the students' continued growth and learning.

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	Major Case Study Assignment, Student co-leads a session with a therapist, Student leads an intake process, and writes a case note
Families	Major Case Study Assignment, Student co-leads a session with a therapist, Student leads an intake process, and writes a case note
Groups	Major Case Study Assignment, Student co-leads a session with a therapist, and writes a case note, Attend a community group (AA, NA, Al Anon, Celebrate Recovery)
Organizations	Co-write a grant proposal, Student participates in organizational data collection/analysis
Communities	SWOT Analysis, Student attends and/or organizes a community outreach event

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.

All students enrolled in SWK440 (450-hour practicum) are placed in an in-person field setting with a supervisor who has the appropriate social work degree from a CSWE accredited university. Students are responsible to demonstrate their levels of competency with their social work supervisor in order to accomplish the goals of their three practicum placements (SWK222: Introduction to the Profession and Practice of Social Work [40 hours], SWK348: Community and Organizational Development [60 hours], and SWK440: Senior Field Placement [450 hours]). In addition to this, students and supervisors are required to have at least 1 hour of supervision a week. All students are monitored by their faculty liaison, with SWK440 liaison meetings with student and social work/agency supervisor at least twice a semester.

The three required practicum opportunities in the social work curriculum (SWK 222, SWK 348, SWK 440) provide in-person experiences for students to engage individuals, groups, families, communities, and organizations. All classes have interaction with these types of practice levels for students, but some classes have an emphasis on certain levels (SWK 348 - communities and organizations).

Program Options:

Select One:

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

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

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

Malone University's Bachelor of Social Work Program has three instances when students get in-person field experience with particular total hour requirements: SWK222: Introduction to the Profession and Practice of Social Work (40 hours), SWK348: Community and Organizational Development (60 hours), and SWK440: Senior Field Placement (450 hours). Although some students may elect to span their SWK440

experience over two consecutive semesters, the total hour requirement does not change.

Student hours are kept in a time log (p205 Volume 3) and must be turned into the field instructor for tracking and monitoring.

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.

Students must pass their gate interview to the major and complete (or be enrolled in) all required courses in the social work major to begin their senior field placement. In order to pass the social work gate interview, Junior level students must provide background checks to the university (BCI and FBI), turn in a "Why I Want to Be a Social Worker" paper, provide one professional reference, one non-social work faculty reference, have a social work GPA of 2.5 or better, and be interviewed by at least two full-time social work faculty. It is the student's responsibility to make sure all materials for the gate interview have been completed and turned in. A blank evaluation form used by the two full-time faculty members and the administrative assistant is provided below:

STUDENT INTERVIEW/GATEKEEPING TRACKING SHEET

Name: _____

Email: _____

CHECK BOX WHEN PAPERWORK/REQUIREMENT IS COMPLETED

- ☐ CRIMINAL BACKGROUND CHECK – Dated: _____
- ☐ SIGNED INFORMATION RELEASE FORM
- ☐ SIGNED ACKNOWLEDGEMENT FORM THAT STUDENT HAS READ HANDBOOK AND CODE OF ETHICS

2 REFERENCE LETTERS

- ☐ REFERENCE LETTER FROM A SOCIAL WORKER OR SOCIAL SERVICE PROFESSIONAL
- ☐ REFERENCE LETTER FROM A PROFESSOR
- ☐ OTHER _____

REPORT

- ☐ WHY I WANT TO BE SOCIAL WORK MAJOR

GPA REQUIREMENTS

- ☐ 2.5 MAJOR GPA _____
- ☐ 2.0 CUM GPA _____

INTERVIEW TO THE MAJOR _____
Date

ACTION TO BE TAKEN

- ☐ Accept into the major
- ☐ Postpone consideration pending completion of specific tasks
 - Task 1: _____
 - Task 2: _____
 - Task 3: _____
- ☐ Deny acceptance

OTHER COMMENTS INITIATED FROM THE INTERVIEW FOR THE MAJOR

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.

Once all the criteria listed above are met, the social work program sends an official letter to the student informing them that they have passed their gate interview, and are now in a position to coordinate with the field director their senior field placement for a future semester. This check point is monitored by the field director and the administrative assistant, and is supported by advising sessions when students sign up for their senior field placement/class.

If a student has not been able to meet criteria, faculty work with the student to develop a plan that would assist the student to meet the needed criteria or discuss the student's alternative options, because a student must pass their gate interview in order to enroll in their senior field placement (SWK440/460). For example, faculty advisors discuss a student's GPA during advising meetings to underscore the GPA requirements for the program. If a student's social work GPA is near or below 2.5, we encourage them to develop an academic plan to achieve the 2.5 goal. If they are unable to achieve this goal, we advise them of what classes they could retake to improve their GPA the most. In extreme circumstances, when they are nearing their senior field placement and still unable to obtain a 2.5 GPA, we present alternative options, such as exploring a human services major, as the GPA requirement is lower and they do not have to complete senior field.

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.

Students must fully pass the gate interview process, complete two interviews at social service agencies, and complete SWK401 with a C or better to select a field setting.

The Field Director sends inquiries to prospective field settings in the local Stark county area or wherever an online student is located in order to begin the vetting process for appropriate field placements. Through Google forms, emails/phone calls, the field director and administrative assistant updates the Field directory for all potential placements.

Every year the Social Work Department provides a free CEU on field training and appropriate supervision for field supervisors. In cases where supervisors cannot attend, the field director meets with them to provide appropriate field training.

Sophomore and Junior practicum students get assigned a placement through Field Director and supervisors' approvals. Senior field students must interview with a prospective supervisor and complete an agreement for a placement with Field Director's approval.

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.

Placing Students

Criteria and Policies:

Malone University's Social Work Field Director works to provide meaningful field experiences for sophomore, junior, and senior level placements. Each summer new field directories are edited for all placements. A letter with a Google form link is emailed out to former and potential new organizations and agencies that meet the criteria for a field placement. After responses are received from interested and available field placements, the Sophomore, Junior, and Senior Field placements are developed. As students are placed, the field director discusses the number of students each placement is willing to take before placement of students.

Quoted from the Sophomore Field Manual, the sophomore level placement required criteria for field agencies is as follows:

- 1. Provide social services to at-risk client population(s).*
- 2. Have an interest in, and commitment to, the educational objectives of the Malone University Social Work Program.*

3. Have experienced and appropriate staff to serve as field instructors. Sophomore field instructors must hold a bachelor's or master's degree from a CSWE accredited university and a valid license to practice social work in the state of Ohio. In some situations (subject to prior approval by the Malone University Field Coordinator) agencies which provide social services but do not employ staff with the credentials listed above may be utilized.

All Field Liaisons are asked to submit a copy of their current Ohio license and academic degree(s) to the Social Work Program Office at Malone University.

4. Be willing to provide appropriate opportunities for learning to the student as suggested in the section [within the field manual] on Typical Assignments.

Junior placements are selected in the semester before the class begins through direct contact with agencies by the field director.

Our senior field placement criteria as listed in the Senior Field Manual is as follows:

The agency must:

1. Fall within the social service spectrum.

2. Have an interest and commitment to the educational objectives of the Malone University Social Work Program.

3. Have experienced and appropriate staff to serve as field supervisors. At the senior level, field instructors must possess a Bachelor's or Master's Degree in Social Work and a valid social work license. Bachelor's-level instructors must also have two years of experience, post-licensure.

All Field Supervisors are asked to self-report their highest social work degree earned and to provide identifying information for the Field Director to confirm licensure through state board license look-up.

4. Be willing to adhere to the required content guidelines listed in Appendix I of the Senior Field Manual, "Student Learning Contract."

5. If a student desires to complete an internship at his/her place of employment, the student must demonstrate in advance that the internship will consist of learning experiences, assignments, and instruction/supervision beyond the normal scope of the student's employment. The student must also be supervised by someone other than his/her employment supervisor. The field placement supervisor must hold the required credentials for field instructors. A student desiring to complete an employment based internship must meet with the Malone University Field Education Coordinator during the semester prior to the internship to discuss his/her wish to intern with his/her employer.

The Field Education Coordinator will assess whether the situation is conducive to a valid learning experience taking place. The Field Education Coordinator may require that the student and agency submit a Student Learning Contract prior to the end of the semester preceding the scheduled internship.

Content Requirements for Senior Field Placement (from Senior Field Placement Manual)

The University recognizes that social workers operate in a variety of practice settings and that each setting provides unique learning opportunities for students. It is the intent of the faculty to allow students and host agencies to develop assignments based on the students' personal goals and interests, the needs of the host agency, and the expertise of the field instructor. However, certain content areas must be addressed within the Senior Field Placement.

Required Content:

- 1. Orientation to Social Work values and ethics as they specifically relate to the host agency's field(s) of practice. This includes instructions on confidentiality procedures, client rights, grievance procedures, and other related issues.*
- 2. Students must have access to a population-at-risk. Students are generally expected to carry a partial caseload for the second half of their Senior Field Placement. (Students should have opportunities for micro, mezzo, and macro-level practice with populations served by the agency.)*
- 3. Students should be oriented to the authority structure, chain of command, employee grievance procedure, credentialing body requirements, and agency procedures as soon as possible after beginning the Senior Field Placement.*
- 4. Students should receive at least 1 hour per week of direct supervision from their primary field instructor. The Field Instructor must be a licensed social worker and must hold a Master's or Bachelor's degree from a Council on Social Work Education (CSWE) accredited institution. Bachelor's level supervisors must also have at least two years of social work experience, post-licensure. Other agency staff may be involved in structuring and guiding the student's field experience, but, due to accrediting requirements, senior social work students must be supervised as specified above. Field Instructors should be prepared to produce a copy of their license and academic degree during the first meeting with the Field Liaison.*
- 5. Field Instructors must guide interns in use of theory appropriate to the population the intern is working with.*
- 6. A learning contract with clear and measurable educational objectives and tasks should be completed within 5 business days of the first day of the Senior Field Placement.*
- 7. Two Field Placement Conferences involving the Intern, Field Instructor, and Field Liaison will take place during the field experience.*

8. Students must attend the Field Instruction Seminar on a regular basis. The Field Instruction Seminar will require various field related assignments. These include:

a. Assigned Field Logs

b. Assigned Journal Article Reviews

c. Completion of a faith integration paper (assignment from SWK401)

Procedures:

Before students begin their senior placement, they are asked to complete a background check which is kept on file in Malone's Department of Human Resources. Students submit a weekly course, extracurricular, and work schedule before any field placement, their top three areas of interest for a field placement, and if they have a means of transportation. Students are encouraged to be open to new fields of practice that they have not had any work or volunteer experience. The field director considers the student's areas of interest, schedule, transportation needs, and carpooling opportunities in order to determine a placement for each student to contact for each practicum experience. Students are given a placement to contact and it is their responsibility to arrange final details of their placement. At times, a placement does not work out (usually due to schedule or transportation conflicts) and the field director works with the student to find a new placement. At times, students request a specific agency they have been interested in interning at. If this agency meets the program's criteria and there is a willing appropriate supervisor, an internship can be worked out. Often this arrangement offers an additional benefit of adding to our field directory for future years.

Seniors must pass the gate interview before signing up for their final senior field placement. Typically, in the fall of their senior year they are presented with the Senior Field Directory. If they are interested in an agency that is not on the list, they must get approval from the Field Director. Students are required to choose two agencies to call and set up interviews and go through any required application process the agencies have. This gives them both interview experience, and also a chance for the agency and the student to decide if it will be a good fit. Once the student has been accepted to their desired placement, they inform the Field Director who confirms that they have appropriate social work supervision. If it is a new field supervisor, the Field Director makes sure they have a copy of the Senior Field Manual and understand and agree to the requirements and responsibilities of the internship.

Monitoring Students

Policies:

Students in field placements must be supervised at a minimum of 1-hour weekly by their appropriately social work credentialed field supervisor.

Faculty liaison is responsible for continued monitoring of students in placements. SWK440 Faculty liaison will meet with the field supervisor and student at least twice a semester to ensure experience will lead to achievement of learning objectives for the student.

Procedures:

Once a sophomore is placed for the first practicum experience in SWK222, their faculty liaison visits the student and their field supervisor one time during the semester to discuss the student's experiences, learning, and any challenges that exist. The faculty liaison monitors the students by reading the field logs they submit as part of the SWK 222: Introduction to the Profession and Practice of Social Work course and through class field discussions. If any problems arise at any level of practicum experience (sophomore, junior, senior), another agency visit is made or phone conversations take place to work toward resolutions and support the student in the learning goals. Once the students are in their field placement in Junior year's SWK 348: Community and Organizations, the liaison monitors their placement through regular field discussions in class, review of field logs, at least one meeting with their field supervisor, and through assisting the groups with their group projects.

Student senior field placement is monitored through at least two agency visits in which the students and their supervisor meet with the faculty liaison to discuss the learning contract, daily activities, student learning, and any challenges that may arise. Student experiences are also monitored through the weekly field seminar class, which is taught typically by the faculty liaison(s). Each week students have the opportunity to discuss their field placement experiences as a class. This offers a great opportunity for students to share their significant learning and practice experiences, ethical issues, and any questions or concerns they may have. The faculty liaison is able to use this time to monitor the placements and provide a bridge between academic learning and students' field practicum experiences. If any concerns or problems arise, faculty schedule additional meetings with students and/or their field supervisor, beyond the standard two meetings.

Maintaining Field Liaison Contacts with Field Education Settings

Each student in field is assigned a field liaison. This field liaison is responsible for maintaining contact with the field agency in order to support both the student and their field supervisor in developing and maintaining a supportive learning environment. The Field Director or the faculty liaison contact the field setting before the student begins to make sure that the field supervisor understands their responsibilities and to answer any questions they may have regarding student responsibilities, their responsibilities, and related course assignments that students will be doing. During the sophomore and junior internships, one visit is made with the field practicum site during the course of the

student's internship. Two visits are made for senior field placements. These visits help to not only monitor student learning, but also support the field instructor in their work with the student. Regular email and phone contact is also provided as needed, to maintain contact with the field sites and provide support to the field supervisors. At the end of students' senior field placement, Malone University has a senior field banquet, to celebrate the students' successes and to express appreciation and support for the field agencies' work with our students. Juniors come for a portion of this event and have an opportunity to learn about the senior's field placement experiences and meet field agency contacts, inviting opportunities for arranging their senior field 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

Policies:

Students are required to comply with their field placement's policy in terms of safety in their placement and are to go through placement specific training, as any employee would.

Students are required to meet campus Covid policies as well as any Covid related policy that their field placement may have.

In inclement weather situations, students are required to communicate with their field supervisor and determine appropriate course of action in terms of commuting to their practicum placement.

Students are not permitted to transport clients in their personal vehicles.

Students are required to comply with the NASW Code of Ethics in their field placement setting.

SWK440 students are required to schedule and attend weekly supervision with their social work credentialed field supervisor.

Field liaison, student, and social work supervisor are to meet at least twice a semester to ensure safety in SWK440.

Field seminar check ins and journals.

Students have access to Malone University student counseling services.

Procedures:

Student, field supervisor, field liaison, and field director are all responsible for upholding student safety policies.

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.

Evaluating Student Learning Congruent with the Social Work Competencies

Policies and Procedures:

Sophomore field placement learning is evaluated through the following:

1. Course requirements

a. Students will spend a minimum of 40 hours in the field over the course of the semester.

b. Students will attend all field discussion days. Students will be encouraged to share experiences and reactions to field experiences with others in the class, and will be expected to integrate class material and readings with their observations from the field.

c. Students will keep a structured field log that will include:

1) a summary of each day in the field, including client, agency, and community activities.

2) a discussion of the student's reactions to those activities

3) a discussion of the student's development of self-awareness and personal values

d. when appropriate, use examples of community linkage. (Discuss how the agency and clients utilize services offered by other agencies and/or institutions.)

e. Field logs will be turned in for evaluation. Field logs will be returned on field discussion day.

4. Students will complete a 4-8-page paper which provides an overview of their field placement agency. This paper should discuss the following:

a. services provided by the agency (including goals, clients served, and needs of the clients);

b. organizational structure of the agency, including titles/job descriptions of employees. Formal and informal tasks should be noted. If the agency is particularly large, students need only describe the administrative line which leads from the agency head to the students' assigned area.

c. the agency-community linkage. Describe how the agency uses other community services to provide for clients' needs when the agency itself does not provide the needed service. How is the agency funded?

d. Describe briefly a "typical" day for a BA-level worker at your agency.

e. Use APA style to cite all sources

5. Journal Article Reviews.

*With the help of field instructors, students should select **scholarly journal articles** related to the work of their field placement agency. Each article must come from a*

SCHOLARLY JOURNAL, such as Social Work, The Journal of Cultural and Ethnic Diversity in Social Work, or Social Work and Christianity. (Time, Newsweek, People, Social Work Today, and New Social Worker are NOT scholarly journals. Reviews of non-journal articles will not be accepted. If you have questions regarding whether a certain source is a scholarly journal, please see the class instructor.) After reading the article, the student should summarize the article's findings and discuss why the article is helpful in understanding clients and /or agencies. This assignment must be typed and formatted APA-style.

6. Field Experience Grade: 100 points (recommended by field instructor, assigned by faculty) This grade will be based on the student's attendance, professionalism, and learning/growth over the course of the field experience.

7. Timely submission of required paperwork

a. Memo of Agreement & Malone-Agency Agreement: 15 points

b. Evaluations and Time Sheets: 15 points

The Sophomore Field Experience will provide approximately 30% of the final grade for Introduction to Social Work. Malone University faculty control the awarding of grades to students but field instructor feedback, student discussion in field days and written fieldwork are taken into consideration.

As cited in the SWK 348 syllabus, along with an evaluation sheet and recommended grade from the field placement, the following assignments evaluate the junior field placement:

SWK348, Community and Organizations, Junior Field: 100 Points

The Junior Field Placement is a group placement in which a number of students are assigned to a local "grassroots" social service agency. The purpose of the Junior Field Placement is to enable students to better understand mezzo and macro-level social work practice. This focus on mezzo and macro-level practice is designed to assist students to synthesize and integrate information from SWK 347 and SWK 348. While in the field placement, students work in teams to complete tasks as assigned by agency personnel. A faculty field liaison serves as a link between the University and the agency and is available for field discussion days (which take place in the context of SWK 348) and consultation as needed.

The field placement grade will be recommended by agency personnel, but approved by Malone College faculty. The placement will be graded on attendance, participation, professionalism, effectiveness, and quality of work. 100 points

Field Logs: 120 points (6 logs, 20 points each)

Field logs are due throughout the semester and will focus on connecting and integrating class material with experiences in field placement. The description of each log is in the course calendar on the day it is due. Failure to submit a log on the day it is due or failure to cover the points in the prompt will result in deduction of points. Recommended length of each log is 2 double-spaced pages. Each log is worth 30 points, for a total of 180 points over the course of the semester.

Organization Project: 100 points

Project Proposal

Your project will give you the opportunity to gain practice skills at the Macro Level (Community and/or Organization). This project will also give you the opportunity to work in a small group of classmates.

This proposal should include: Names of group members, summary of your project (including the goal of your project), and a one page outline of your project plan. Each project must be a group project, with two to five participants. Each project must address a macro practice skill that contains some aspect(s) planned change process. Your written project in the end must explain how you went through each part of the planned change process in carrying out the project. All projects must include an evaluation of the success of the project, your learning and how you would do this project differently if given the opportunity. The end product must be a cumulative group paper or portfolio describing the project and its results, but also must include individual components such as individual logs evaluating the progression of the project. A minimum of five outside sources (which may include your textbooks) must be used as references in the planning and implementation of your project. These references must be cited in the project that is turned in.

Final Project must include:

*I. **Justification of Project** (Engagement and Assessment)- this may be similar to above, but more detail. (10%)*

*II. **Description of how you planned the project** (Planning). This should include logs explaining activities you did and who was involved, along with any materials you used, such as advertising, curriculum, etc. (20)%*

*III. **Project Details** (30%) (Intervention)- Describe the steps you took to carry out the project, who took responsibility for what aspects, and any materials that you used in facilitating the project. Some projects will have materials that describe step by step aspects of the problem (such as a curriculum for a group activity), along with a short narrative of what you did. Others will include a longer narrative, describing what you did step-by-step, without detailed materials other than your narrative.*

*IV. **Your results** (20%) (Termination and Evaluation)- What was the outcome of your project? This is where you explain your results. If you are doing a client satisfaction survey or community assessment, this will be the largest part of your project. If you are*

developing a program, section III will be larger and this will just be explaining the details of who showed up, any changes that were made to your original plan, and how the project was carried out in reality.

V. Evaluation of the project (Evaluation) - *Write and present an overall group evaluation of the process. Describe the strengths and weaknesses of the project, whether or not you feel it was successful, your learning and how you would do this project differently if given the opportunity. (10%). Also include individual evaluation written up by each group member separately, which describes your role in the completion of the project and your personal evaluation of the group process (10%). All groups should be prepared to share results with the class and with agency internships (when appropriate)*

Organizational Presentation

Apply the knowledge you have gained in class to analyze the agency in which you have completed your junior field practicum. Please address the following points in a group presentation.

Utilizing PowerPoint or other type of slide show presentation, present the following information to the class:

- 1. What is the agency's mission? (Ideally, this would be found in a mission statement. If the organization does not have a formal mission statement, ask staff and administrators to identify the agency's mission.) Does the agency function in a way which is congruent with its mission?*
- 2. Describe the formal and informal organizational structure of the agency.*
- 3. Describe the organization's funding sources.*
- 4. Who are the agency's clients and constituencies? Do the agency's various constituencies and clients ever have conflicting needs? If so, identify these and explain how the agency manages these situations.*
- 5. Apply an organizational theory from class to analyze the agency and its functioning? How is this theory useful in understanding the organization? How do the agency's practices align with the theory; how are they different?*
- 6. Describe a time that change has happened at the agency (you may need to talk to staff or administrators if you have not observed a time of change at the agency). How did the change process fit with the organizational change processes discussed in class?*

During the senior field placement, student learning is evaluated through the SWK 440 course assignments and through the field evaluation form their field instructors complete, which evaluates their competency on all of the behaviors. Students also fill out a self-evaluation, giving a personal evaluation of their competency on all 44 behaviors.

Criteria:

Sufficient completion and grade related to the above assignments.

Evaluating Field Setting Effectiveness Congruent with the Social Work Competencies

Policies and Procedures:

The program believes it is important to evaluate the effectiveness of field settings. At the end of the sophomore and senior field placements, students fill out an evaluation of their field placement (See senior field evaluation below). Field discussions and field logs also provide opportunities for students to share their concerns and challenges, which also help us to monitor the effectiveness of field placements at the sophomore, junior and senior placements. As the program is small, faculty know the students well and share openly their concerns. Faculty utilize all this information to determine field placement opportunities for the next school year, and when necessary, decide to remove placements if they do not provide an effective learning environment.

SENIOR FIELD PLACEMENT EVALUATION (Completed by Student)

Student _____ Date _____

Agency _____

Field Instructor _____

Dates of Field Experience _____

Total Hours _____

* Please attach a copy of your Field Learning Contract to this evaluation.

1. Describe briefly what you did in field experience.
2. Describe at least three significant things you've learned about yourself, the helping process, your agency, the community, or the profession of social work.
3. Do you have any suggestions how services to clients might be improved at your agency?
4. Would you suggest the University place students at your agency in future years for a senior experience? Why or why not?

Student Signature

Criteria:

Field placements that provide quality social work supervision experiences for students, who have positive evaluations, and continue to be in good contact with Malone University's field director are considered for future placements for students.

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

The field director utilizes email and/or phone calls yearly to gauge interest and availability with field settings and supervisors to potentially place a future social work student.

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.

Within a 50-mile radius, the Field Director will conduct on-site visits with field supervisors and agencies. In circumstances where the student is further than a 50-mile radius, the field director and liaison are permitted to conduct a virtual field visit utilizing Zoom or Google Meet at least twice a semester.

Program Options:

Select One:

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

Accreditation Standard B2.2.9: *The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

1. Compliance Statement: Narrative describes how the program's field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies across all program options.

Required Field Instructor Credentials:

The Malone University Social Work Program's **Sophomore Field Manual** states that sophomore field placement settings must:

Have experienced and appropriate staff to serve as field instructors. Sophomore field instructors must hold a bachelor's or master's degree from a CSWE accredited university and a valid license to practice social work in the state of Ohio. In some situations (subject to prior approval by the Malone University Field Director) agencies which provide social services but do not employ staff with the credentials listed above may be utilized.

When at all possible the program utilizes a licensed social worker with a social work degree supervising our **sophomore level placements** as field instructors; however if the Field Coordinator determines that a social service setting can provide valuable social work learning opportunities for a student, but there is not a licensed social worker on staff, permission can be granted for the student to be placed within that agency. In such cases the field coordinator works to ensure the agency supervisor understands the unique requirements of social work placements as compared to having a general intern or volunteer. The Field Liaison, who is typically a member of the full time faculty and is always a licensed independent social worker will help the supervisor fill out the contract with appropriate social work activities related to all of the competencies, giving explanations where needed.

The **junior level field placements** are a unique placement where students work in grassroots community based agencies involved in community development. Not all of the field placements have social workers present; however, the program believes the opportunities at these agencies for specific learning as it relates to community and organizational development still offers the students a unique social work perspective on

macro level work. The Field Director meets with these agency field instructors to ensure they understand the requirements of the field experience and helps them to understand the links to course content and student learning so they can help the student make connections to their social work learning. In order to help students bridge their social work macro practice skills development to their field experiences even more directly, linkage is regularly made during course lectures and discussions, which brings classroom learning from theory to applied practice.

At the **senior level**, the program takes very seriously the need for students to have a qualified social worker as their supervisor and be able to provide social work practice experiences as learning opportunities that demonstrate program competencies. The agency must have experienced and appropriate staff to serve as field supervisors. At the senior level, field supervisors must possess a Bachelor's or Master's Degree in Social Work and a valid social work license. Bachelor's-level instructors must also have two years of experience, post-licensure.

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

Field instructors must have a bachelor's or master's degree from a CSWE-accredited program and 2 years post-social work degree practice experience before they can supervise a senior (SWK440/460) field student independently.

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

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

In rare circumstances when there is not an appropriately credentialed field supervisor on staff at the agency, but the site has been approved as a quality social work learning opportunity, the Malone University social work program hires an experienced licensed social worker from outside the agency to meet weekly for an hour with the student. This outside supervisor supplements the supervision of the supervisor at the agency by providing an experienced social work perspective.

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

Description of Reinforcement Process with Students:

The University recognizes that social workers operate in a variety of practice settings and that each setting provides unique learning opportunities for students. It is the intent of the faculty to allow students and host agencies to develop assignments based on the students' personal goals and interests, the needs of the host agency, and the expertise of the field supervisor. However, all program competencies must be addressed within the Senior Field Placement. Per program policy listed in the Senior Field Manual, *Content Requirements for Senior Field Placement*, the agency must be willing to adhere to the required content guidelines.

Content Requirements for Senior Field Placement from the Senior Field Manual:

Agencies selected as sites for senior field placements must be willing to adhere to the content guidelines set forth by Malone's Social Work Program. The required content that guides field supervisors' process of developing appropriate learning opportunities for our students.

- a. Orientation to Social Work values and ethics as they specifically relate to the host agency's field(s) of practice. This includes instructions on confidentiality procedures, client rights, grievance procedures, and other related issues.*
- b. Students must have access to a population-at-risk. Students are generally expected to carry a partial caseload for the second half of their Senior Field Placement. (Students should have opportunities for micro, mezzo, and macro-level practice with populations served by the agency.)*
- c. Students should be oriented to the authority structure, chain of command, employee grievance procedure, credentialing body requirements, and agency procedures as soon as possible after beginning the Senior Field Placement.*
- d. Students should receive at least 1 hour per week of direct supervision from their primary field instructor. The Field Instructor must be a licensed social worker and must hold a Master's or Bachelor's degree from a Council on Social Work Education (CSWE) accredited institution. Bachelor's level supervisors must also have at least two years of social work experience, post-licensure. Other agency staff may be involved in structuring and guiding the student's field experience, but, due to accrediting requirements, senior social work students must be supervised as specified above. Field Instructors should be prepared to produce a copy of their license and academic degree during the first meeting with the Field Liaison.*
- e. Field Instructors must guide interns in use of theory appropriate to the population the intern is working with.*
- f. A learning contract (See Appendix 1 [within Social Work Field Manual]) with clear and measurable educational objectives and tasks*

should be completed within 5 business days of the first day of the beginning of the Senior Field Placement.

g. Two Field Placement Conferences involving the Intern, Field Instructor, and Field Liaison will take place during the field experience.

h. Students must attend the Field Instruction Seminar on a regular basis. The Field Instruction Seminar will require various field related assignments. Such as completion of weekly field logs, competency journals, and a faith integration paper (SWK401) In addition to these requirements, students' weekly field seminar provides regular opportunity for students to have social work perspectives reinforced linking their social work course learning to their field experiences.

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.

Orientation:

The Malone University field education program provides formal and informal orientation, field instruction training and continuing dialog with field education settings and field instructors. When a new field instructor agrees to supervise a student, the Field Director provides the supervisor with the relevant field manual and ensures that the field supervisor understands their responsibilities, as well as the students' responsibilities. The Field Director or faculty liaison meets with field supervisors by phone or in person to ensure that they are prepared for the responsibilities of field supervisor. The faculty liaison from the social work program remains in regular contact through agency visits and phone calls, as needed, to ensure that the field supervisor feels supported and understands their role and the student requirements. Faculty liaisons discuss any concerns they have with students and have additional meetings with the student if necessary to support the students learning.

Field Instruction Training:

All sophomore, junior, and senior field supervisors, as well as potential supervisors, are invited to an annual field training. During these trainings the Field Director emphasizes the importance of the role of the field supervisor and the valuable role supervisors have in creating social work learning opportunities for social work students. The Field Director discusses expectations and responsibilities of field practicums, guiding participants through the learning contract and evaluation paperwork. She spends time responding to their questions and discusses any challenging scenarios field supervisors have faced or anticipate facing with Malone University social work students. Case studies are presented and discussed to help guide field supervisors in appropriate courses of action. When experienced field supervisors are present, they often offer helpful guidance to new field instructors. This furthers the opportunities for support and learning.

At the end of the Spring semester, the Annual Social Work Senior Field Banquet celebrates the accomplishments of the graduating seniors and provides an opportunity for the program to express appreciation for the dedicated work of our field supervisors, encouraging a continued relationship for future student learning opportunities with them.

Continuing Dialogue with Field Settings and Field Instructors:

The Malone University Social Work program continues dialogue with the field supervisors and community placements in a variety of means. Through placing students throughout the year in sophomore, junior, and senior placements, field trainings, end of year Senior Field Banquet, annual Ethics CEU training during homecoming on Malone's campus where field instructors are invited, and through advisory board invitations, the Malone Social Work program keeps in good touch with its placements and partners.

Program Options:

Select One:

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

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

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

Policy about Field Placements in Employment Settings:

The Malone University Social Work Program's policy regarding field placements at the same site as a student's place of employment can be found in the Social Work Student Handbook ("*Application to Field Work*"), as well as in both the sophomore and senior field placement manuals ("*Criteria for Field Experience Agencies*", p.163 Vol 3):

To ensure the role of the student as the learner, if the student desires to complete a field practicum at the same location where they are employed, they must have new and different responsibilities than that of their employment job description, duties and responsibilities. The field coordinator will work with the student and assigned supervisor to ensure that employment and internship responsibilities are not the same and that new learning is taking place during the student's practicum experience.

This policy applies to all field practicums that students enroll in for credit (sophomore, junior, and senior level practicums).

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.

Ensuring Separate Assignments from Employment:

*To ensure the role of the student as the learner, if the student desires to complete a field practicum at the same location where they are employed, they must have **new** and **different** responsibilities than that of their employment job description, duties and responsibilities. The field coordinator will work with the student and assigned supervisor to ensure that employment and internship responsibilities are not the same and that new learning is taking place during the student's practicum experience.*

This policy applies to all field practicums that students enroll in for credit (sophomore, junior and senior level practicums).

Ensuring Separate Supervision from Employment:

*To ensure the role of the student as the learner, if the student desires to complete a field practicum at the same location where they are employed, they must have **new** and **different** supervision time than that of their employment job description, as well as different duties and responsibilities. The field coordinator will work with the student and assigned supervisor to ensure that employment and internship responsibilities and supervision are not the same and that new learning is taking place during the student's practicum experience.*

This policy applies to all field practicums that students enroll in for credit (sophomore, junior and senior level practicums).

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:

The Malone University Social Work Program makes continuous and specific efforts to provide a learning environment in which respect for all persons and the understanding of diversity and difference are practiced. Teaching within the mission of a faith-based institution, the program provides significant opportunities for students to move toward cultural humility, to critically evaluate their preconceived ideas about individuals belonging to diverse populations, and to celebrate the uniqueness of every human being.

Three policies guide this effort within implicit curriculum; the first is the University’s statement regarding diversity and inclusion; second, its policy on accessibility/disability inclusion and; third, the program’s statement on diversity. These policies are listed below:

MALONE UNIVERSITY DIVERSITY AND INCLUSION MISSION STATEMENT

Guided by Malone University's mission statement and foundational principles, we recognize that God has worked throughout history to bless and redeem the world and create a kingdom composed of every nation, tribe, people, and language. Malone University, as a learning community committed to biblical principles, seeks to value and reflect the diversity in God's creation. Therefore, we are committed to promoting inclusive excellence and furthering our understanding of diversity as we live out our mission and educational goals.

DIVERSITY DEFINITION (from Malone's website, Diversity and Inclusion)

We recognize differences from multiple perspectives and provide opportunities for mutual excellence within the context of our foundational principles.

ACCESSIBILITY SERVICES – DISABILITY ACCOMMODATIONS STATEMENT

If you are a student with a physical, learning, and/or psychological disability and plan to request any academic accommodations for this class, you are required to bring me an authorization letter from Malone's Director of Accessibility Services in the Center for Student Success listing the permitted accommodations. I will work with you to arrange your accommodations from the point in time that you deliver and discuss such an authorization letter with me. The Director of Accessibility Services (Anna Meadows) will keep your disability documentation confidentially in the Center for Student Success. Please note that reducing assignments, extending the due dates of assignments, or reducing the class attendance requirement are never permitted as accommodations for a disability at the college level.

The Malone University Social Work policy on inclusion as found in the social work program handbook is shown in italics below:

DIVERSITY AND THE MALONE UNIVERSITY SOCIAL WORK PROGRAM

Acceptance and encouragement of diversity have long been hallmarks of the profession of social work. The Malone University Social Work Program is also committed to these practices. *The [social work] program does not and will not discriminate in its admissions or education based on a student's age, class, color, disability, ethnicity, family structure, gender, political stance, marital status, national origin, race, religion, or sexual orientation. Students are expected to abide with the guidelines of the Malone Attitudinal and Behavioral Expectations and the Community Agreement as outlined in the University Catalog. Further, students are expected to understand and abide by the expectations outlined within this Handbook and the NASW Code of Ethics. The program is committed to presenting students with various perspectives on social issues, and will strive to assist students to become culturally competent.*

The Social Work program at Malone has a campus-wide reputation as a program that celebrates and encourages diversity of thought and critical thinking. It is a welcoming program that professes a wide range of ideas, beliefs, orientations, abilities, and cultures. Professors model openness and respect for student ideas and expect students to demonstrate compassion and respect for their classmates. The program encourages social work majors to listen well to those around them, to work towards cultural humility and to model inclusive respect for their classmates, not only on campus, but also as they work within the larger community.

Faculty and students within the program proactively work to bring issues of diversity and inclusion before the student body and conversely, encourage social work majors to be present at campus events that present alternative viewpoints on a variety of issues.

Malone Accommodations Statement in Social Work Course Syllabi

Malone values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in all learning experiences. If you have a learning difference or a disability – including a mental health, medical, or physical impairment– that would impact your educational experience in this class, please contact the Student Accessibility Services in the Center for Student Success to schedule a meeting with Director Anna Meadows. She will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations. To learn more about available supports, email ameadows@malone.edu, call (330)471-8496, or go to the Center for Student Success in Founder's Hall room 68. If you've already been granted accommodations at Malone, please let me know as soon as possible so that we can discuss your academic accommodations.

Implicit Curriculum Efforts Impact on the Learning Environment:

Diversity Issues and Campus Climate

Not unlike many smaller Christian institutions of higher learning, Malone's campus is relatively homogeneous as compared to larger campuses. In 2022, 75.08% of the 947 students registered at Malone identified as Caucasian, 7.07% identified as Black/African American, 2.53% identified as multiracial, 3.27% as Hispanic, 1.8% as Asian, .11% as American Indian /Alaska native, with the remaining 8.34% listing "unknown" . In addition, 17 students (1.8%) matriculated at the University from countries outside the U.S.

Both international students and students of color are offered services through the Office of Multicultural Services. This office offers a wide variety of services to students that include both nurture and connection to the wider Malone Community. Examples include:

Student Organizations: Three multicultural student organizations exist to provide both multicultural students and other students an opportunity to engage and interact through social and educational programming which focuses on multi-ethnic culture and activities. The student senate funded organizations are: MSU (Multicultural Student Union), MISA (Malone International Student Association), and One Voice Gospel Choir.

The Office of Multicultural Services also oversees a peer support program open to international students as well as students of color born in the United States. Called the SMARTSTART Mentoring Program, the program is designed to help acclimate first year African American and International students to Malone University. The program serves to advise students on how to succeed during their academic career. Students of color who are performing successfully with a 2.7 GPA or above are selected to become mentors and are trained to provide mentee students with early exposure to university related resources and other relevant information that will help them adjust during their first year at Malone. Mentees participating in the SMARTSTART program are also provided emotional and social support during their first year. Mentors contact mentees at least once a week and participate in activities related to their social, personal, spiritual and academic growth throughout their first year. The program aims to help students feel less isolated and optimize their first year experience. The program also helps reduce the attrition rate among first year African American and International Students and build on a successful completion.

The Center for Intercultural Studies, directed by one of our social work faculty, also provides experiential and academic opportunities for students to engage with diversity. Students have opportunities to study off-campus in diverse settings, go on service learning trips in cross-cultural settings or co-major or minor in Global and International Studies, Urban Studies or Spanish (minor only). These opportunities pair well with our social work program and are designed within an anti-oppressive framework.

Below is a list of some activities put on by Malone University's Multicultural Services, the Center for Intercultural Studies, and Student Development that promote learning, which have social work faculty or social work student leaders volunteering, coordinating, promoting, or heavily attending the events. The listed events below are promoted for attendance in social work classes, and are allowed as outside hours possibilities for SWK242 (p27 Vol 2).

Into the Streets: Teams of first year students led by faculty and staff volunteer in the Canton community as part of new student orientation at multiple community sites, including Hartville Migrant Center, The Domestic Violence Project and the Akron Canton Food bank.

Be:Justice: Coordinated by social work faculty and social work students, through the Center for Intercultural Studies, guest speakers with lived experience come to campus

to talk about social justice issues and ways to help the cause. Example topics from 2022 and 2023 include Black History: The and Now, LGBTQ personal stories, Environmental Justice and Hispanic Heritage.

Malone Serves: One Saturday a month, a group of Malone students led by faculty and staff, conduct a service project (clean up) for a non-profit organization in the Canton community. Examples of service locations include: Stark Parks, Hartville Migrant Center, Refuge of Hope (homeless shelter), and Hammer and Nails (housing justice organization).

Black History Month Movie Series: Social work student led, February 2020. The Hate You Give, Get Out. Social work majors led a viewing of the previous mentioned movies to use as a discussion on race in America.

Culture Fest: A week-long celebration of the various cultural and ethnic traditions of Malone Students. Past week events have included events in University Convocations, food festivals, dance and exhibits.

Celebration of both Black and Hispanic Heritage Months: Both are national celebrations in February (Black History Month) and September 15 – October 15 (Hispanic Heritage Month). The activities focus on the achievements, contributions, and experiences the African Americans and Latinos have made to American society. All events which are sponsored by the office of Multicultural Services bring local and national leaders, performers, and artists to campus to provide cultural education and experiences.

OneVoice Gospel Choir: A multiracial student and community group open to all who enjoy gospel music. OVGC typically gives one concert each semester.

International Student Emphasis Week- typically held in March. During this week, students are provided with opportunities to learn about the home countries of fellow students, chapel services focus on international concerns and special lectures and events are offered across campus.

Multicultural Graduation Banquet- typically held in April.

In the past seven years, Malone has engaged in a conversation regarding diverse ideas and opinions in a deliberate and wide-ranging manner. Some of these events were created and sponsored by campus staff, some through student initiative and one upon the initiative of an outside group. All events, however, were held with support and an openness on the part of the administration. Unlike some faith-based institutions, Malone's administration leans into rather than leaning away from addressing difficult social and religious issues. This openness allows both faculty and students freedom to fully discuss sensitive issues from a multiplicity of perspectives and standpoints.

World View Forums: Forums occur twice a year and are well attended. Forums are NOT debates where one side or another “wins” but provide students with an opportunity to hear diverse views on a wide variety of topics and to ask questions from the presenters. Forums are monitored by members of the Malone faculty. Selected topics which expanded student’s understanding of diversity since the social work program’s last reaffirmation include: Immigration, Christianity and the American Founding, Capitalism, Socialism and the Church.

Ohio Immigration Conference:

In the Fall of 2020, Malone hosted the National Immigration Forum’s statewide conference. The Center for Intercultural Studies, the Social Work department, and the Office of Multicultural Services were very involved in the planning of this event. Due to the pandemic it was virtual, but Malone hosted a watch party for those on or near campus that wanted an in-person experience. This was the largest attended statewide conference that the National Immigration Forum had hosted up until that point. Conference speakers included business leaders, first responders, pastors, community leaders and those with immigrant stories, highlighting the benefits and opportunities that immigrants bring to our communities, while also addressing the hard questions and concerns people have.

Service Learning and Off-Campus Study

Malone students have the opportunity to serve and learn through short-term travel to diverse locations through service learning trips led by Malone faculty and staff. They also have opportunities to experience a semester away through several partner organizations. These opportunities facilitated through the Center for Intercultural Studies, led by social work professor, Elizabeth Patterson Roe, who orients leaders and students through an anti-oppressive practice lens. Locations that social work students have participated in include: Akron, OH, Kenya, Romania, Uganda, and Italy.

OMS Friendsgiving Dinner

Thanksgiving dinner held by OMS office on November 19th, 2021.

BourN’gan - Free Concert

Free concert held on November 13th, 2021. Held at Zion’s Temple Church of God, Andrea Ramsey’s home church.

A Different World: Unity for All Discussion Sessions

Mondays @ 6:30. OMS office, led by the vision of Windy Singo, and supported by Deonte’ Carter and Kia Wade, have planned a series of discussions based on the 80’s/90’s t.v. sitcom, “A Different World”. The sessions will begin with watching a topic-based episode of this show and be followed by an open discussion on the topic.

Live Theater Trip to Cleveland..."In Your Ear"

Sat. 2/12/22 @ 3:30 p.m. OMS trip to Cleveland to watch this show. Limited tickets were available for the theater production of "In Your Ear" produced by Eric Graves.

One Voice Gospel Choir Night of Worship

Saturday, 2/19/22 @ 6:00 pm. Malone's One Voice Gospel Choir celebrated Black History

Month during their "Night of Worship". One Voice was joined by musical guests, QPJ & Tha Levites of Cleveland, OH.

Sneaker Ball

Friday 04/22/22. Event held to celebrate the end of the year with good music, dance, fun, and refreshments. Dress up and wear your best sneakers! Sponsored by CAB and the OMS Office and open to all!

Dance Showcase

April 23, 2022, @ 7:00 p.m. Event held to celebrate different genres of dance with a short Biblical message for SFO credit.

OMS Senior Celebration

May 1, 2022 @ 3:00 p.m. @ the JC! Event to celebrate the graduating seniors of OMS.

Leadership Malone TSL Leadership Institute 2022 Summer Celebration

Summer leadership conference(?) for highschool students(?) held at Malone University. Held on June 24, 2022.

Circle of Understanding Harriet Tubman & Frederick Douglass Biography Screenings

OMS partnered with the Maryland PBS station to bring screenings of their documentaries on Tubman and Douglass to our campus. The event was open to the Malone and greater community and included a discussion and reflection session on the following dates:

Harriet Tubman - Tuesday, 9/13/22 - 7:00 -8:15 p.m.

Frederick Douglass - Thurs. 9/15/22 - 7:00 p.m. - 8:15 p.m.

Canvas & Convos

Thursday, 9/22/22 @ 8:00 p.m. An event where students can chat and make art together.

OMS Annual Cookout

Sunday, 9/25/22 @ 3:00 p.m. An event where students can come eat, dance, hang out, play games, and get to know each other. Cookout food is served.

Minimize Risk, Maximize Life

Monday, 9/26/22 @6:30p.m. Silk Auditorium. Event focused around discussion about the risks

and safety practices of alcohol consumption facilitated by the Ohio Behavioral Health Prevention Training Center. Participants will receive a \$25 gift card after completing a pre and post survey. Pizza will be served.

Mental Health Canvas & Convos / Nothing Personal

Thursday, 10/27/22 @ 7:00 p.m. October is Mental Health Awareness Month and OMS wanted to bring attention to mental health in college and especially in black communities. Similar to Canvas and Convos, just more conversational based.

Make It ,Taste It

Sunday, 10/16/22 @ 3:00 p.m. To celebrate Hispanic Heritage Month, OMS held an event centered on learning how make authentic Hispanic food, and learning about its origin.

Stark County Library, Tyler Merritt

10/18/22 @ 6:30p.m. Free event —Tyler Merritt is an actor, comedian, viral sensation, activist, & founder of The Tyler Merritt Project. He discussed his book, *I Take My Coffee Black*.

BOOK SIGNING EVENT: *God in EVERY Moment* by Edie Bowman

Book signing event at Cattell Library on October 26th, 2022.

Circle of Understanding: An Experiment Into American Caste

November 17, 2022

Professor Byson Davis and his social justice class arranged an interactive engagement session to have participants explore and experience the journey of the American caste system (Wilkerson, 2020). Participants were assigned an identity within which they experienced implicit bias and discrimination. The session culminated with a panel discussion and reflection session.

An Experiment - American Caste System

11/17/22. OMS joined the Prejudice, Discrimination and Equality Sociology:310 class, taught Professor Bryson Davis, for an evening of social reality. Discussion about the American castes system.

Circle of Understanding - Friendsgiving Soul Food Dinner

November 18, 2022

Students were invited to a Friendsgiving dinner and social activity with African American holiday favorites such as fried chicken, candied yams, sweet potato pie, etc. The event included line dancing and fellowship.

Circle of Understanding - Restorative Practices Workshop

November 20, 2022

Event had to be rescheduled to March due to the illness of the presenter. Restorative Practices workshop will be open to the campus community with emphasis

on participation of student services staff.

Spring Hill Underground RR Tour & Soul Food Dinner

Nov. 22, 2022. OMS visited Stark County's Underground RR site in Massillon, OH. Then had dinner at Ed's Smokehouse, and saw other community sites.

Circle of Understanding - Holiday Cheer

December 10, 2022

Students were welcomed to "de-stress" during finals week with a "chill and chocolate" bar. Emphasis was placed on peer mentors inviting their mentees.

OMS Holiday Cheer/Study Break

Sat. 12/10/22, 1:00 p.m. Event where students could chill and spread Christmas cheer at Emma's with snacks, games, and fun!

BLACK LIVES BELONG: POWER THROUGH THE DECADES

Malone Art Gallery exhibit created solely by Desere Mayo focusing on Black lives and culture that goes from January 9-March 2.

MLK Youth Speakout

1/13/23. Event that had time to reflect on Dr. King's teachings, community discussions, and discussions of college readiness. Lunch was provided.

ALIGN 2023

Sat., January 28, 2023. Event that held Pastor Joseph Glover discussing his book *Align* at Malone University, sponsored by OMS.

Diversity Inclusion Through Film

Feb. 6, 13, 20, 27 of 2023. Events that showed films that had multiple different races and cultures. This was in order to encourage those who attend to show Christ's love to all, no matter what they look like.

Shine Your Light Showcase

2/28/23. Talent show for teens held by OMS at Malone University partnering with "Queens Village".

Center for Christian Faith & Culture Speaking Engagements:

Till Death Do Us Part: Reimagining Christian Friendship, Dr. Wesley Hill

Liturgy of the Ordinary, Tish Warren Harrison

Augustine's City of God and the Political Mess We're in, Dr. Chad Pecknold

Arcadian Politics: Imagination and Political Environmentalism, Dr. Joshua Bowman

Political Ideologies, Dr. David Koyzis

The Seven Deadly Sins, Dr. Rebecca Konyndyk

The Vice of Vainglory, Dr. Rebecca Konyndyk

Nursing and Vocation: Did You Take God to Work Today?, Marilyn Weitzel

Not God's Type: From Atheism to Christian Faith, Dr. Holly Ordway
G.K. Chesterton: Apologist of the Literary Imagination, Dr. Ralph Wood

Compass - Sexual Assault Education, Prevention, and Support on campus - An outside Malone employee of Compass Rape Crisis Services has her offices just steps away from the Malone University Social Work Department. Compass' presence is welcomed at Malone, where Compass leads many educational presentations on campus and is available for crisis intervention for students, faculty, and staff.

Examples of Spiritual Formation Opportunities for All Malone University Students Since Last Reaffirmation:

Traditional in seat Malone students are required to go to a minimum of 15 hours a semester.

Morning Prayers- mid-size group on Campus that focused on the Spiritual practice of prayer.

Let's Be Real- focuses on issues many college students go through, such as anxiety and depression, stress management, addictions, and recovery from past trauma. Students will hear honest stories about others' experiences, and then receive concrete resources for hope and healing.

Life Groups- small groups led by students, faculty, and Malone associates that are for student Spiritual growth, and are based on many different topics and needs of students.

Compline Contemplative Worship- an SFO for contemplative worship for students

Community Worship- Large group worship service with song, Scripture, sermon, and prayer. Wednesdays 10:05-10:45 a.m. in the JC Worship Center. Services are also on YouTube.

Fellowship of Christian Athletes-Features Christian speakers with an athletic background who talk about their faith journey. Held occasional Wednesdays from 7:30-8:30 p.m. in Silk Auditorium (MH). Malone Athletics is partnered with Fellowship of Christian Athletes (FCA)

Celebration- Student-led worship service with music and teaching. Bi-weekly Thursdays from 8:30-9:30 p.m. in the JC Chapel (smaller chapel space)

Be:Justice- Focuses on the interaction of biblical faith and justice-related issues. Meets on occasional Fridays from 10:05-10:45 a.m. in the Stewart Room (RCC-Barn)

#MUBLESSUP- Examines how to live faithfully in our culture. Meets on occasional Fridays from 10:05-10:45 a.m. in the Stewart Room (RCC-Barn)

I Can Relate- Discusses different types of relationships through a biblical lens. Meets on occasional Fridays from 10:05-10:45 a.m. in the Stewart Room (RCC-Barn)

Continuing Education

Both Social Work and Counseling CEUs are coordinated through the Malone Social Work Department. The social work program is an approved provider of Social Work and Counseling CEUS for the State of Ohio. Any program sponsored by Malone is open to students to attend for free. The program provides CEUs on a variety of topics to the broader community, including specific offerings that have implications for diverse populations and populations at risk. Programs which have been provided to professional social workers in the past 7 years include:

Examples of Social Work Program Sponsored Continuing Education within the last accreditation cycle include:

(1.5 CEUs) **Redirecting Misbehavior in Children of Trauma-** According to The National Child Traumatic Stress Initiative, more than 2/3 of children report experiencing a traumatic event before the age of 16. When neural pathways in the brain are hijacked and strengthened due to childhood trauma, it can be difficult to redirect a child of trauma when he or she is misbehaving. Come learn how to “connect to redirect” and how to “practice the pause” when responding to children who have experienced trauma.

(1 CEU) **Sexual Trauma and Violence in Communities and Churches: Trauma Informed Care and Self-Care-** One in four women and one in six men will be victims of sexual assault in their lifetime. This sexual assault causes physical, emotional, psychological, and spiritual pain. This workshop will equip people who care with an integration of deep theological and evidenced based research and practices for giving trauma informed care to victims of this kind of assault. Practices of self-care will also be addressed to keep the family, friends, pastors, caregivers of victims healthy as they serve.

(1.5 CEUs) **Redirecting Misbehavior in Children of Trauma-** According to The National Child Traumatic Stress Initiative, more than 2/3 of children report experiencing a traumatic event before the age of 16. When neural pathways in the brain are hijacked and strengthened due to childhood trauma, it can be difficult to redirect a child of trauma when he or she is misbehaving. Come learn how to “connect to redirect” and how to “practice the pause” when responding to children who have experienced trauma.

(3 CEUs) **The Next Conversation on Race & Culture-** Acknowledging the legacy race and racism plays in society is paramount. Coming to terms with both individual and systemic ideas of privilege and implicit bias are essential first steps for culturally sensitive leaders and work -- but what's next? This workshop will give practical tools for moving beyond awareness and "checkbox" diversity, toward authentic equity and inclusion. Gain practical tools for helping your organization and/or institution better engage cross-culturally, as well as develop practices of social innovation that foster true diversity.

(1.5 CEUs) **Creativity in Supervising Social Work Students-** Whether you have supervised social work students in field placements or are new to supervising students, come join us during this lunch and learn session to think about creative ways to support

our students in their learning while also allowing students to make a positive impact within their practicum setting.

(1.5 CEUs) **Supportive Social Service Supervision-** Are you responsible for supporting and supervising people and programs? Are you growing in your leadership role within social work or other community settings or are you an experienced supervisor that desires to gain fresh insight on the supervisee/supervisor relationship in order to be the supportive and empowering supervisor you desire to be? Come join us for lunch and a training based on an empowering, supportive model of social work supervision.

(1 CEU) **Social Support & Compassion Fatigue Amongst Professionals-** What role does social support play in preventing the negative effects of working with trauma populations in the helping professions? Many studies show evidence that working with clients who have experienced trauma can produce negative psychological effects. The role of social support is seen to be a protective factor in preventing psychological distress often associated with compassion fatigue, secondary traumatic stress, and burnout, but in what circumstances is social support a protective factor? This presentation explores that question.

(3 CEUs) **THE COURAGE TO PRACTICE ETHICALLY-** Social workers think that we are ethical, so we assume that when we are practicing, we are practicing ethically, but both of these assumptions have flaws. We often have too high an opinion of ourselves and too much confidence in our abilities.

Through an interactive discussion led by Professor Emeritus Jane Hoyt-Oliver, and through a panel discussion, this event will explore the journey of transforming our social work practice into a more ethical practice. “The Courage to Practice Ethically” will challenge our preconceived beliefs about what we do in the social work profession.

(3 CEUs) **Living Whole: Trauma-Informed Care + Self-Care-** Trauma is endemic to the human experience. But, do we consider this when doing our work? Whether in the community, at your workplace, your church, the mission field, or at home, we must learn how to identify and address trauma. And not just for others, but in ourselves. This is why we marry trauma-informed care to self-care. Self-love is the key to transformational leadership.

(3 CEUs) **Not at the Dinner Table: A Faith Perspective on Mass Incarceration-** Since 1970, the prison population has grown by 700%, giving the US the largest prison population in the world. And while women are the fastest growing prison demographic, people of color have been up to 10 times more likely to be in jail or prison than their white counterparts for the last 40 years. What role has Christianity played in the evolution and expansion of this prison-industrial complex? How can we help bring healing and restoration? Join us as author Dominique Gilliard, along with individuals on both sides of the justice system, discuss creative solutions to mass incarceration that the church can participate in. Who cares? We do.

Immigration. Racism. Mass Incarceration. All subjects that are often banned from the dinner table. But, as people of faith, it's at the table where we can feast without shame, turn toward one another without fear, and let love overflow into the rest of the world. The table is exactly where these conversations belong.

(2 CEUs) **The Essentials: Active Listening and Community Assessment-** Active listening is an essential skill of any good leader. Leaders who do not listen are likely to perpetuate harm. Leaders who listen are transformational. But, listening isn't easy, it takes practice. In a year defined by social distancing and political strife, many of us could use some practice in listening and learning to love with our ears.

Good community assessment starts with active listening. It requires leaders who are willing to take the time to hear the voices and stories within the communities they care about. It is not a technical tool as much as it is a personal one. This workshop will equip those of us who care about our communities with the practical skills required to listen and translate what was heard into collaborative, asset-based action that leads to flourishing communities.

(1.5 CEUs) No Drama Discipline: Strategies to Keep Parents and Children Feeling Calm and Connected- Do you find yourself feeling agitated in your parenting with your child or children? Maybe even a little disconnected because of your frustration?

Parenting is hard work! At the root of the job description, parents are teachers and lead by example. If you find yourself frustrated, angry, or even a little resentful of your child from time to time, this training is for you. Based on the book *No Drama Discipline: The Whole Brain Way to Calm the Chaos and Nurture Your Child's Developing Mind* by Dr. Dan Siegel and Dr. Tina Payne Bryson, we will discuss how to "connect to redirect" and how to address misbehavior through the loving lens of connection based parenting.

(3 CEUs) Immigration Ohio 2020- Complex questions & Solutions with dignity.

Featuring keynote speakers and panels of Ohio leaders in business, healthcare, pastors, immigration law, and students engaging with questions to find solutions in the immigration conversation.

(1 CEU) Mind, Body & Soul: Self Care Amidst a Global Pandemic- Self-care can be difficult to pursue at any point in life, but a global pandemic can cause stress and strain in every area of our lives. This course will address specific stresses and strains to our bodies, minds, and emotions and we will also discuss practical strategies to address holistic health and well-being. Students will also learn about Christian perspectives and approaches to self-care as well as the role that Christian faith may play in mental health and well-being.

(1.5 CEU) Social Work Field Supervision under the new EPAS- Supervising under the new EPAS; linking social work education to field placement.

(1 CEU) Introduction to the New Accreditation Standards: Linking Field Supervision to Field Assignments- Overview of Malone University Social Work field program.

(1 CEU) New CSWE EPAS in Action: Assessment through Field Journals- Provide knowledge on new 2014 EPAS competencies requirements by CSWE; provide info. on requirement of assessment; describe assessment formats; outline Malone assessment strategy; discuss implementation of competencies in field seminar journals.

(4.5 CEUs) Community Training Bridges Out of Poverty United Way- Program's purpose: To become aware of your own perception of poverty you will improve how you: interact with those in poverty, interact with agencies serving those in poverty, and interact with corporate partners who are interested in learning more about Bridges.

(4.5 CEUs) **Freedom Cry: Anti Sex Trafficking Event-** Freedom Cry is a critically informative day where we gather to hear from leaders in our community who are impacting the worthy cause of fighting human trafficking. It is part of an on-going battle to rescue and restore those who have been intentionally recruited, captured, or entrapped in modern-day slavery. Professionals and members of the community will learn how they can be equipped to take action and make a difference, both around the world and right where they live. Attendees will receive an overview of the issue from the global and local perspectives, learn common indicators in identifying the vulnerable and recognizing trafficked persons, receive training in best practices for victim-centered and trauma-informed care, hear about holistic approaches for rescue and restoration, learn of the action steps currently being taken by our community, and receive an overview of the resources available in our area. Put on by Frontline Ministries International's anti-human trafficking organization Redemption for Life, Freedom Cry is free and open to all.

(3 CEUs) **Understanding Social Work Ethics as Related to Organizational Culture: the Impact on Social Workers in Social Service Agencies-** Demonstrate a foundational knowledge of organizational culture climate; integrate this knowledge to social service organizations that host as field education placement sites; integrate and apply ethics knowledge with organizational culture; demonstrate understanding of the relationship and effect of organizational culture, organizational climate and ethics upon social workers, social work students and their social work practice

(4 CEUs) **A Day in the Life of an Adoption Assessor-** Define the requirement to be an adoption assessor; define the duties and responsibilities of an adoption assessor; describe the different types of adoption; identify ethical conflicts

(4 CEUs) **Bridges Out of Poverty-** Program's purpose: To become aware of your own perception of poverty you will improve how you: interact with those in poverty, interact with agencies serving those in poverty, and interact with corporate partners who are interested in learning more about Bridges.

(3 CEUs) **Relationship Violence Prevention and Intervention-** This workshop will engage participants in various learning modalities so they can grapple with concepts related to prevention of domestic violence. The concepts discussed, well established in the realm of public health, are relatively new to many social workers. The workshop will take participants beyond "What is domestic violence?" and "How do I intervene?" to "How do I work with individuals and communities to keep domestic violence from happening?" A model for considering how to determine evidence based practice for violence prevention will be examined as well as how to design strategies that impact on multiple levels in terms of how to integrate new ideas into social work practice to create social change. Trauma and trauma informed approaches will also be examined.

In addition to the Offices of Multicultural Services and the Office of Student Development, the Center for Student Success offers a broad range of services to students. The Director of this office is a Graduate of Malone University's Social Work Program who has been proactive regarding students who need accommodation. The

rights of such students are noted below. Following the rights and responsibility statement, a list of services provided by her office is included.

Rights and Responsibilities of Students with Disabilities
Students with disabilities at Malone University have the right to:

1. Equal access to courses, programs, services, jobs, activities and facilities.
2. Equal opportunity to work and to learn, and to receive reasonable accommodations.
3. Information, reasonably available, in accessible formats.
4. Privacy and confidentiality

Student with disabilities at Malone University have the responsibility to:

- Meet regular admission requirements (minimum scores achieved with or without academic accommodations)
- Self-disclose with the Office of Student Accessibility as a student with a disability.
- Document that the disability meets all criteria established for a current, functional limitation at the college level.
- Request academic accommodations and/or auxiliary aids needed prior to the start of each semester.
- Deliver accommodation request letter to each instructor upon receipt of letter.
- Meet program and course requirements.

Accommodations available to Malone University students with disabilities

- Extra time on tests in distraction reduced environment
- Electronic copy of textbooks
- Audio Books
- Braille conversion
- Professional tutor
- Housing accommodations
- Transcription services
- Screen Readers
- Interpreter
- Academic counseling

- Read Write & Gold and JAWS software
- Permission to use service animals
- FM system

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.

The efforts from 3.0.1 listed above provide a supportive and inclusive learning environment for Malone University social work students through the access to celebrations of difference and diversity, cultural and/or ethnic, learning experiences highlighting differences of thoughts and worldviews, and access to accommodations for those who are differently abled. In explicitly coordinating, participating, and attending the events from 3.0.1, the social work program makes its presence known on campus as an educational program that values diversity.

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: Do to the nature of on campus activities, most full online students do not have reasonable access to these events since some fully online students do not live within the Stark County area. But, invitations through campus alerts and emails are given to all students regardless of fully online or traditional in-seat, and are welcome to come to campus for such events. Some fully online social work students have attended campus events.

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

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

Implicit Curriculum Plans:

Respecting Diversity: A Hallmark of Malone University's Social Work Program

The Malone University Social Work Program models affirmation and respect for diversity and difference. Both in and out of the classroom respect for difference is modeled and celebrated. Even though Malone is a faith-based institution, students are not required to sign a statement of faith. Students in the program are welcome to share their stories, to have those stories honored and kept confidential. Within the years since our previous reaffirmation, the program has been privileged to see that openness to diversity results in a wide range of students with diverse backgrounds who enter the program. Beginning in January 2018, our campus as a whole started a "You are Welcome Here" communication effort with a logo that faculty, staff and departments were encouraged to display in their areas. The message included awareness of heightened division in society and encourages a culture of welcoming people from all backgrounds and beliefs. The message states that this statement includes diversity of "political stance, racial and ethnic background, socio-economic status, gender identity, family background, etc."

Examples of diversity include:

Age: Students within this cycle of reaffirmation have ranged in age from 18 through their mid 50's. This represents a broader age range than many other undergraduate programs on campus. Students of all ages tend to bond with one another and work toward common goals within the program. Students of varying ages work together on small group projects, and learn from each other as colleagues.

Class: The cost of tuition at Malone University in 2022 was \$34,800, but after financial aid the average Malone student tuition cost is \$18,965. Full-time students on average receive \$28,396 in financial aid while part-time students average \$9,514 in financial aid. Although there are often a few students who have grown up in homes with few financial worries, it is far more likely that our students have grown up in families who were comfortable but not well off. 41.2% of Malone social work students are first generation college students. Recognition of this reality coupled with the ethos of the University allows faculty to assist students to search for the strengths of each individual rather than assigning class distinctions.

Disability: Students within the program have the privilege to work with colleagues who faced issues of diversity and disability. Both differently-abled and those who are not

differently-abled have learned from this rich opportunity. For many differently abled social work majors, online classes are seen as extra flexible for their academic needs and schedule.

The program has graduated students who required motorized transportation to navigate around campus, several students with neurological or congenital illness, and students with complex physical healthcare needs. One of the students who was a senior at the academic year prior to this field visit uses a prosthetic leg. The Director of Center for Student Success, Anna Meadows '00 Malone University social work graduate, noted: "I believe the Social Work department at Malone University creates an atmosphere that supports diversity within the student body in an inclusive environment. In embracing and encouraging diversity the Social Work department prepares students to practice in a variety of social work environments" (personal communication 2/2/23). Since the social work program's last reaffirmation, the Director noted that the Center for Student Success had worked with a number of social work students who had also been served by her department.

Racial/Ethnic Identification: During the 2022-23 academic year, 59% of the social work majors self-identified as Caucasian; 23% identified as African American; 4% identified as two or more races; 3% were listed as Hispanic; 3% self-identified as American Indian or Alaskan Native and 8% were unreported. Although this racial makeup is overwhelmingly Caucasian, it should be noted that the makeup of the program is more diverse than the last time the social work program went through reaffirmation (78% Caucasian) and is more diverse than the surrounding community of Stark County - 87% Caucasian: <https://www.census.gov/quickfacts/starkcountyohio>

Gender: Although the program graduates far more females than males, the last few years have seen an increasing number of men entering the program. 15% of social work majors identify as male and 85% identify as female. This is considerably lower than male representation in most other majors on campus; similar to the percentage of men in Nursing and in Education at Malone.

Gender identity and expression: As noted above, students must abide by the University's community agreement while on campus. There is no specific prohibition within the agreement regarding the expression of gender identity. This could easily be an issue of students selecting not to matriculate at Malone given its publicly evangelical mission. The social work faculty are committed to inclusion and respect for students who would wish to discuss issues of identity, and would be able to refer a student with identity questions or concerns to ethically supportive services in the Stark County area. Because this is an issue that is often not as easily addressed on a faith-based campus, the curriculum and the faculty put particular emphasis on issues of identity and inclusion within the curriculum as noted in the Social Work Activity Curriculum Map. Students in the program who are out to faculty are given support and the level of confidentiality that

they desire. Faculty work continuously to assure that respect is modeled to those majors who choose to be “out” to their fellow students by all within the classroom. The VP of Student Development has noted that social work is seen as a major where students can be open about their identity if they so choose. In addition, at a Professional Advisory Committee meeting, one member of the Social Work Program’s Professional Advisory Committee (PAC) who is an expert on gender identity and expression emphasized the continued need for social work majors to grow in their professional expertise in working with gender and sexually diverse clients. All social work faculty are heavily involved in the conversation at the larger University level to ensure that every student is welcome while still honoring the institution's heritage.

Immigration status: Our campus welcomes immigrant students regardless of their legal immigration status. To our knowledge, we have not had any social work major students within the program whose legal immigration status was questioned by Federal authorities, regardless all students are welcome to pursue a degree, as any other student, no matter their legal immigration status. Malone's social work department has been leaders in educating the community on welcoming immigrants from diverse backgrounds. For example, over the last two years, students and faculty have conducted an “Migration Awareness Walk,” for students and community members, to simulate the experience of local residents who have navigated the challenges of pathways toward legal immigration.

Political ideology: The diversity of political ideology in the program is both welcomed and often creates lively conversation. Students in the policy class are given the opportunity to research and communicate opposing views on social issues during debates, and are encouraged to participate in the political process. Students in SWK312 Social Welfare Policy are given the opportunity for class credit to attend social work lobby day in Columbus every spring semester. Students are encouraged to think in an anti-oppressive practice way, in challenging their own political perspectives in light of the marginalized and oppressed in their community. Faculty encourage reasoned dialogue over ideological pronouncements; knowing that students will work with a wide variety of political opinions within their client population.

Sexual orientation: A number of social work students identify as gay or lesbian and are “out” either to other social work majors or within the Malone Community. The program acknowledges that this takes courage and resilience on an evangelical Christian campus. The VP of Student Development indicated during an interview regarding diversity information for this document, that LGBTQ students do find pockets of “support on campus” and that the social work program is perceived on campus as a supportive major. LGBTQ students have found support within the social work program both through individual conversations with social work faculty and open conversations in the classroom.

Here Social work have also been involved in campus-wide efforts and conversations to build understanding around LGBTQ awareness and understanding. One our now retired faculty members, Jane Hoyt-Oliver, was on a generative task force around LGBTQ issues from 2016-2019 and from Fall 2020-Spring 2023, as faculty senate chair, Elizabeth Patterson Roe, one of our social work faculty members, co-moderated a Q and A time for students with our campus President, organized a faculty survey about the Malone community agreement including LGBTQ issues, and worked with the president to summarize this information for the board of trustees. Given the diversity of thought on our campus, social work faculty have been a key part of building empathy, evidenced-based knowledge and understanding between faculty and facilitating conversations to highlight the voices of students, alumni, faculty, and community members that identify as LGBTQ.

In the Spring of 2022, social work faculty and Be:Justice leadership put together a series of Spiritual Formation Opportunities for students around LGBTQ awareness and understanding. These included: "More than Just an Acronym: Q & A to Better Understand the Distinct Attributes of LGBTQIAAP Individuals," "Understanding Biblical Perspectives on Same Sex Relationships", " Understanding the Lived Experience: Perspectives from Christians with Same Sex Attraction,"

Connecting the Program to the Wider Community:

The social work program views itself as being equally rooted within the campus community and within the larger community that surrounds it. Students connect within Malone as participants and leaders for campus groups, but also by reaching out to the broader community through volunteering and field work and community partnerships.

For example, for almost 2 decades, the social work program along with the local Domestic Violence Prevention agency have helped in organizing Canton's annual Take Back the Night event on campus or in the community. The event typically draws several hundred people. The event primarily consists of songs, poems, and testimony from a domestic violence survivor.

The social work program has developed an agreement with the Akron Leadership Foundation to be a partner which includes many social work and counseling training sessions for community members linked with social justice issues and service to oppressed groups.

Malone University's Center for Intercultural Studies received an Inclusion Innovation Grant in partnership with the Council for Christian Colleges and Universities to build relationships between immigrants and students within our communities. The social work program was a key player in the implementation of this grant and many social work students were involved in internships and experiential learning to build their understanding of the populations of immigrants in our area. Social work students also

received stipends to develop a Migration Awareness Walk to help educate the community on migrants to come through our Southern border to live in Ohio. Our key partner for developing this interactive walk based on actual stories of migrants was the Immigrant Worker Project. Other partners included, International Institute of Akron, ASIA, Inc. Hartville Migrant Center

Malone University social work faculty member, Bekka Russell, is a part of Lilly Grant proposal to help better educate local community member's parenting techniques.

Finally, several students in the social work program have assisted area professionals in the annual Point-in-Time Homeless Count. This has provided the students with hands-on experience working with the homeless population as well as connecting students with others in the community who are working to positively impact the needs of homeless individuals.

The above information makes clear that Malone University welcomes diverse viewpoints and encourages students to think critically about diversity and difference. Students in the social work program utilize this foundation of openness to strengthen their commitment to cultural humility and concern for those who are marginalized and oppressed by society. In addition, students give back to the community by providing research which strengthens the delivery of services within the agencies where they have been placed.

Program Options:

Select One:

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

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

Admissions

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

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

Taken from the Social Work Student Handbook:

SOCIAL WORK GATE INTERVIEW

What was previously known as acceptance into the social work major, now named the Social Work Gate Interview, is a multi-step process. Once two social work classes have been completed at Malone, a student interested in majoring in social work should apply to conduct their social work gate interview. **STUDENTS WITH INCOMPLETE APPLICATIONS WILL NOT PASS THE GATE INTERVIEW.**

Basic information regarding eligibility:

Students must maintain a 2.5 major GPA to remain a major in good standing. Both SWK prefix and the Malone University support courses for the social work program are included in this calculation of the GPA. In addition, students must receive a C or higher in SWK 345, SWK 347, SWK 348 and SWK 401 (all of the practice courses). To remain in the program, students must abide by the NASW Code of Ethics and by program policies as outlined within the Social Work Program Handbook.

Prior to entry into SWK440/460, each social work student must have taken and passed a criminal background check (FBI and STATE in which internship will take place). A copy of this report must be on file in the Malone University Administrative Services office before Senior Placement begins.

Background Check Facts (Taken from Social Work Student Handbook)

A1 Background Check, located in North Canton, is Malone University's background check processing agency. Offering continual service to our students and departments, A1 Background Check accepts appointments at their Main Street office and schedules on campus required background checks during selected class times.

Students are required to complete an "A1 Background Check Waiver Form" and "Malone's BCII/FBI Background Check Waiver Form" prior to their appointment. Both

forms are available to students through Malone Xpress under Student Resources. Forms are also on the Faculty tab of Malone Xpress.

The student must know the reason, type of background check, and whether or not the results need to be sent elsewhere prior to their appointment. Please note: Students needing a background check and the results are to be sent to Ohio Social Work Board – a copy of the results cannot be sent to Malone. Students must request a copy of their BCI results from the Ohio Social Work Board. Directions on separate sheet.

* The student will also need to provide their Malone University ID and their driver's license at the time of their background check appointment to receive special pricing.

\$ 65 BCI/FBI

\$ 39 FBI only

\$ 37 BCI only

Student can charge the cost to their student account or pay A1 directly (cash or check only). The cost is the same.

The Business Office is responsible for student billing, and providing copies of background check results. Background check results are valid for one year. The Business Office is not responsible for validating that background check results are sufficient for department requirements. Each department will be required to review their student's results.

Background checks results normally are received within 2 weeks. However, it can take up to 30 days for processing. Please encourage students to plan accordingly.

Contact information for remote background check:

A1 Background Check

Doug Haubert – Owner

452 North Main St

North Canton, Ohio 44720

Phone: 330-353-3733

Email: dphaubert@neo.rr.com

A1backgroundcheck.net

Please contact the Business Office at 330-471-8117 with any questions.

By the fall semester of the junior year, the student must:

1. Provide two reference forms in sealed envelopes (Appendix IV). At least one letter must be from a professional in a helping profession (i.e., counselor, social worker, program director, or administrator) who has worked with you and observed you in human services or in a human services related field (e.g., your supervisor if you worked as a camp counselor). One reference form may be from a faculty member who knows

your work but who does not teach within the Social Work Program. Forms must be completed by those who have observed your work since you have become a college student.

Please consult your faculty advisor if you have any questions regarding choices for an appropriate reference. References from relatives and friends are not acceptable.

2. At least 10 days prior to the formal interview (# 3 below), submit a brief statement (2-4 pages in length) to the department chair indicating why you want to be a social work major. This statement, autobiographical in nature, should include reference to both personal and professional ethics, and should discuss how impact the student's faith has had on his/her decision. If references are used, students should remember to utilize APA citations and a source page. (Source page is not included in the total statement page count)

3. Meet with department faculty for a formal interview. At that time, faculty may ask questions about the references, the written statement regarding social work, and may reflect with the student about his/her abilities and areas of growth. TRANSFER STUDENTS: If a student transfers into the program s/he should plan for this interview to take place at the end of his/her second semester at Malone.

4. Show satisfactory academic progress, maintaining a 2.5 major GPA. As noted above, students must be aware that the support course GPA is factored by the registrar in determining SWK GPA. In addition, students are expected to maintain the University based requirements for overall GPA, and comply with the Malone University Community Agreement to remain in the program.

1. Have on file with the social work program a signed release of information form, Please note: although signing this form is not required, faculty will not release any information to prospective employers nor will they release information regarding a student's attendance at the university without such written permission. The only exception to this would be if the University was issued a subpoena and deemed that it was required to release the information under the law.

If these steps have not been completed, the student may not enter Senior Field Placement.

The department may take one of three actions:

1. Student passes gate interview.
2. Student did not pass gate interview.
3. Postpone consideration of pass or denial to a later date; this would typically only occur if there were extenuating circumstances facing the student such as health problems or school interruptions.

The student will be notified by formal letter sent via email regarding the action determined by the faculty within 10 business days of the interview.

Continuing Acceptance:

At least once a year, full time faculty members will meet to review the work that has been accomplished by those who are majors and/or have indicated their desire to become SWK majors. Faculty will review each student's progress based on the criteria noted above. If concerns are raised during this meeting, a letter outlining such concerns will be sent to the student with appropriate, measurable steps which that student must take to remain in good standing within the program as well as specific dates by which these steps must be accomplished. Failure to accomplish the steps may jeopardize a student's good standing within the program.

If a student wishes to appeal the steps outlined within the letter, s/he may use the steps outlined within the formal grievance procedure.

COURSE PERFORMANCE

Students who do not meet the program's academic requirements may repeat a course. Such students must complete all academic requirements for the repeated course as if the course had not ever been taken previously by the student. By Malone University policy, those students who successfully repeat a course at the University will be able to substitute the higher grade for the initial, lower grade on their transcripts. Those who take that course at another institution, however, will have that grade factored into their overall GPA with the lower grade remaining on the transcript.

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.

Policies:

Students must pass the social work gate interview before becoming eligible for Senior Field Placement (SWK440/460).

Procedures:

Once a student has completed at least two social work classes at Malone, they must:

1. Provide two reference forms in sealed envelopes (Appendix IV). At least one letter must be from a professional in a helping profession (i.e., counselor, social worker, program director, or administrator) who has worked with you and observed you in human services or in a human services related field (e.g., your supervisor if you worked as a camp counselor). One reference form may be from a faculty member who knows your work but who does not teach within the Social Work Program. Forms must be completed by those who have observed your work since you have become a college student.

Please consult your faculty advisor if you have any questions regarding choices for an appropriate reference. References from relatives and friends are not acceptable.

2. At least 10 days prior to the formal interview (# 3 below), submit a brief statement (2-4 pages in length) to the department chair indicating why you want to be a social work major. This statement, autobiographical in nature, should include reference to both personal and professional ethics, and should discuss how impact the student's faith has had on his/her decision. If references are used, students should remember to utilize APA citations and a source page. (Source page is not included in the total statement page count)

3. Meet with department faculty for a formal interview. At that time, faculty may ask questions about the references, the written statement regarding social work, and may reflect with the student about their abilities and areas of growth. TRANSFER STUDENTS: If a student transfers into the program they should plan for this interview to take place at the end of their second semester at Malone.

4. Show satisfactory academic progress, maintaining a 2.5 major GPA. As noted above, students must be aware that the support course GPA is factored by the registrar in determining SWK GPA. In addition, students are expected to maintain the University based requirements for overall GPA, and comply with the Malone University Community Agreement to remain in the program.

1. Have on file with the social work program a signed release of information form, Please note: although signing this form is not required, faculty will not release any information to prospective employers nor will they release information regarding a student's attendance at the university without such written permission. The only exception to this would be if the University was issued a subpoena and deemed that it was required to release the information under the law.

If these steps have not been completed, the student may not enter in Senior Field Placement.

The department may take one of three actions:

1. Student passes gate interview.
2. Student did not pass gate interview.
3. Postpone consideration of pass or denial to a later date; this would typically only occur if there were extenuating circumstances facing the student such as health problems or school interruptions.

The student will be notified by formal letter sent via email regarding the action determined by the faculty within 10 business days of the interview.

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

Policies:

Students will be notified of their status of the gate interview upon completion of all criteria.

Procedures:

The student will be notified by formal letter sent via email regarding the action determined by the faculty within 10 business days of the interview.

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

Policies:

In the occasion when the student's GPA is just below 2.5, or when the interview has occurred but any of the required student's reference letters, background checks, and "Why I want to be a Social Worker" paper are not submitted, then the student's gate interview status is "Postpone consideration pending completion of specific tasks."

Procedures:

Students are informed during the interview of missing required application materials, and are informed that a decision will not be made until all are submitted.

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: Fully online students who cannot come to campus receive video conference interviews with full time social work faculty.

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.

Policies & Procedures:

Transfer credits from other CSWE accredited social work programs will be evaluated by the Chair of the Department of Social Work. The Chair's recommendations regarding social work transfer credit will be provided to the registrar's office. Students can receive social work credit for courses taken within a CSWE-accredited program. If courses are evaluated to be equivalent to a Malone University social work course taken within a CSWE-accredited program or a program which is formally associated with a CSWE-accredited program, credit will be granted.

Students who desire to transfer support courses or General Education credit will follow the procedure outlined in the University catalog. The registrar's office evaluates such courses to determine if Malone will allow the transfer of credit.

Program Options:

Select One:

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

Accreditation Standard 3.1.5: *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

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

The Malone University Social Work Student Handbook (section titled "Advanced Placement: Academic Credit through Examination, p.35 Vol 3) states:

University credit may be earned through a variety of ways including such methods as examination, proficiency examinations, professional training, and experiential learning.

Per CSWE regulations, no student shall be granted advanced credit or life learning experience credit for social work courses or for Field Instruction. Both advanced credit and experiential learning credit are available to assist qualified students to meet general education requirements. Please refer to the University Catalog for details on these programs.

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

This policy is available to all students at Malone's social work department website. Students who have been working in the field as paraprofessionals, and/or transfer into the program are informed of this policy during their initial interview.

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 Advising

Incoming first year students are initially advised by a representative from the Malone University Center for Student Success. The Center staff meet with the Chair of the Social Work Program each year to receive updates about the program. They are provided with a one page outline of the general education and support courses students should take if they enter Malone planning on declaring social work as their major. The spring of a student's first year, he or she is assigned to a member of the full time faculty within the social work program. Because faculty advisors are designated as the individuals who grant permission for a student to register for courses in an upcoming semester, a student must sign up for an advising appointment with the assigned faculty advisor. If a student has elected to become a dual major (e.g. Social Work and Global/International studies), they are assigned a faculty advisor from each major. Only one faculty member needs to grant approval for the student to register for courses, but faculty members routinely encourage such majors to meet with the secondary advisor as well.

Transfer students typically meet with a full-time member of the faculty prior to matriculating at Malone. The faculty member reviews the student's transcript and informs the registrar's office what courses should transfer or not transfer into the social work program. The faculty member is welcome to indicate what general education and support credits might transfer in, but the registrar has the ultimate decision making authority in general education and support credits granted. Transfer students are assigned to a full time faculty advisor upon admission to the University. Once a student is assigned within the social work department, they will be advised by that full time faculty member within social work until graduation, unless the student requests to be transferred to another social work faculty member or the student changes their major away from social work. If a faculty member goes on leave or sabbatical, their advisees will be assigned co-advisors to another social work faculty member. When the first faculty member returns, the student has the option to return to the original advisor or to remain with the co-advisor. If a student has an advising need that is critical and their advisor is not available (e.g. during the summer, out sick), students can log in to their advising file and allow another social work faculty member access to student's records to address any urgent advising problems.

Professional Advising

The Center for Student Success at Malone has multiple services to help students academically: Tutoring, Peer Academic Mentoring, and personal contact with students who are academically struggling.

Tutoring: Offered either in person, virtually, or in groups. This allows students to receive tutoring in person and/or online.

Peer Academic Mentoring: Highest risk of academic failure students are assigned to peer academic mentors. Feedback from the mentors and mentees indicated that these relationships had a positive impact on the mentees feeling connected to the Malone community. In the 2022-2023 academic year, four mentors are working with twenty mentees.

Personal Contact: The Center for Student Success reached out to each student who was looking to transfer in the Fall of 2022. In most cases someone from the Center for Student Success had a meeting with the student in order to gather additional information and/or work with the student if the student wanted to stay at Malone. This was a very successful initiative, many students were not aware of options or additional financial aid that was available. In addition to in person meetings, the Center for Student Success will text students in order to help them understand potential resources available to them.

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 full-time social work faculty (Reynolds, Russell, and Roe) to all social work majors at Malone University. Advising happens unofficially throughout the year, but it also happens in a scheduled fashion at least twice a year, where advisors are required to meet with their advisees and “clear” them in the online portal, granting them permission to sign up for next semester classes.

In addition to the compliance statement addressed in the above narrative, the Center for Student Success at Malone started a #HIREAPIONEER campaign. The campaign encouraged students to work on their resumes and helped them to look for jobs or internships.

The Center for Student Success also conducts student success seminars held once a week. Topics include; time management, test taking skills, personal finance, decision making, accountability, and other topics related to academic and professional success. Faculty and staff with expertise at Malone University, lead specific seminars.

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.

Evaluating Student's Academic Performance

Policies:

Students must maintain a 2.5 major GPA to remain a major in good standing. Both SWK prefix and the Malone University support courses for the social work program are included in this calculation of the GPA. In addition, students must receive a C or higher in SWK 345, SWK 347, SWK 348 and SWK 401.

Students who do not meet the program's academic requirements may repeat a course. Such students must complete all academic requirements for the repeated course as if the course had not ever been taken previously by the student. By Malone University policy, those students who successfully repeat a course at the University will be able to substitute the higher grade for the initial, lower grade on their transcripts. Those who take that course at another institution however, will have that grade factored into their overall GPA with the lower grade remaining on the transcript.

Procedures:

During the advising informally, advisees and advisors will discuss academic performance and the standards and policy to maintain good standing toward the social work degree. In addition, and more formally, all social work majors will be academically evaluated during their gate interview process prior to entering into their senior field placement. During the gate interview, students must have a 2.5 major GPA, pass their SWK 345, SWK 347, SWK 348, and SWK 401 classes with a C or higher as part of the academic requirements for the gate interview.

Academic Performance Grievance (p25 Vol 3)

Policies:

The purpose of this grievance procedure is to provide undergraduate Malone students an opportunity to process grievances regarding academic issues (e.g., course grades, class procedures, or academic integrity). A student wishing to pursue an academic grievance should follow the procedure described below. To remain in the program, students must abide by the NASW Code of Ethics and by program policies as outlined within the Social Work Program Handbook.

Procedures:Informal Process

Initially the student shall present his or her academic grievance informally in a meeting with the appropriate faculty member and his or her immediate supervisor (i.e., the chair of his or her department; or if the school has no chairs, the dean of the school). In the case of a grievance against a department chair, such informal meetings shall be with the department chair and the appropriate dean; and for a grievance against a dean, the meeting shall be with the dean and the Provost. The purpose of any such meeting shall be to seek clarification and resolution through a discussion of the student's grievance. The student, faculty member, and/or other appropriate academic official shall suggest means of bringing the grievance to resolution. If a satisfactory resolution of the matter is not reached in that manner, the student may then enter the formal process described below.

Formal Process

1. Following the informal grievance process, the student must submit the grievance in writing to the faculty member and his or her immediate supervisor, provided the appropriate conditions are met (see "conditions for filing and handling grievances" below). The student, the faculty member, and his or her supervisor shall meet to review the matter.
 - a. If the faculty member against whom the grievance has been filed is a regular faculty member in an academic department with a chair, then the immediate supervisor is the department chair.
 - b. If the faculty member against whom the grievance has been filed is in a school without chairs, then the immediate supervisor is the Dean of the school.
 - c. If the faculty member against whom the grievance has been filed is a department chair, then the immediate supervisor is the Dean of his or her school.

d. If the faculty member against whom the grievance has been filed is a dean, then the immediate supervisor is the Provost.

Conditions for filing and handling grievances

The student must submit the academic grievance in writing to the immediate supervisor of the faculty member (as defined above). This grievance shall be submitted no later than thirty (30) class days from the date final grades were issued by the Registrar for the course in question. The grievance shall include statements of the grounds for the grievance, supporting evidence and suggested steps to resolve the matter. In the event the grievance is related to a final grade, one or more of the following conditions must be met for a formal grievance to be filed:

a. The student shall provide written evidence that the assigned grade was based on arbitrary, unlawful, or non-academic criteria.

b. The student shall provide written evidence that the assigned grade did not accurately reflect his or her fulfillment of course requirements and/or course policies, as stated in the course syllabus (for example, class attendance, grade standards, or penalty for late or incomplete work), or other applicable requirements of the University.

A copy of the grievance shall be given to the appropriate faculty member. Within ten (10) class days of the receipt of the written grievance, the immediate supervisor shall meet with the student and with the faculty member against whom the grievance has been filed to review the matter. The immediate supervisor shall respond in writing to the student and the faculty member, indicating his or her decision and recommendations regarding the matter, within ten (10) class days of meeting with the student. In the event the formal grievance involves a course grade, the immediate supervisor may recommend that the faculty member change the grade, or that the faculty member review course and/or grading requirements and re-evaluate the grade accordingly, or the immediate supervisor may determine that there is insufficient evidence to support the grievance.

2. Either the student or the faculty member against whom the grievance has been filed may appeal in writing to the next appropriate administrator, provided the appropriate conditions are met (see “conditions for filing and handling appeals” below). The next appropriate administrator is determined as follows:

a. If the grievance has first been submitted to a department chair, the written appeal shall be submitted to the dean of that chair’s school.

b. If the grievance has first been submitted to a dean, or if the grievance has been ruled upon by a dean and subsequently appealed by either the student or the faculty member

against whom the grievance has been filed, the written appeal shall be submitted to the Provost.

Conditions for filing and handling appeals

Either the student or the faculty member may appeal the decision of the immediate supervisor in writing to the next appropriate administrator who will render a decision in writing within thirty (30) calendar days of receiving the written notice of appeal. A copy of the appeal notice, which must include copies of the grievance and appealed decision shall be given to the party against whom the appeal has been filed, the immediate supervisor who heard the initial grievance, and (if applicable) any other appropriate administrator who has handled the appeal (e.g., a dean or the Provost). After reviewing the appeal notice and accompanying documents, this next appropriate administrator may summarily dismiss the appeal if he or she determines that the appeal clearly is without merit, or if he or she determines that the above-stated conditions for filing a grievance have not been satisfied. If the appeal is summarily dismissed by this administrator there is no further basis for appeal. If he or she has not summarily dismissed the appeal, he or she may meet with the student, faculty member, and/or appropriate administrators who heard the appeal previously to seek further information regarding the merits of the appeal and to assist in making his or her determination.

3. In the event that an appeal has been ruled upon at the Provost level and has not been summarily dismissed by the Provost, either the student or the faculty member against whom the grievance has been filed may appeal the decision of the Provost in writing, to the Academic Council with a copy to the Provost. Following receipt of such appeal notice, if all previous steps of the formal grievance process have been taken, and the grievance has not been summarily dismissed, the Provost within thirty (30) calendar days, shall convene a meeting of the Academic Council which shall act as a review panel for the matter. The Academic Council shall request that Student Senate appoint two student participants and one alternate (to serve if one of the appointees has a conflict of interest or cannot otherwise attend) as ad hoc members for the sole purpose of hearing the appeal. Prior to the meeting, materials, including, but not limited to, the following, shall be distributed to members of the Academic Council: the student's written grievance (a copy of which shall have been provided to the appropriate faculty member, department chair, dean, and Provost), and any evidence provided by the student in support of it, along with an account by the faculty member, presenting his or her decisions and rationale regarding the matter, and any pertinent information provided by the Provost including the communication regarding his or her decision concerning the resolution of the matter. Neither the Provost, the dean, nor any other directly involved official shall have a vote in this proceeding, nor shall any such official participate in the meeting of the Council concerning said appeal, unless called in by the

Academic Council as a resource person. Council members who have a conflict of interest in the matter shall recuse themselves from the discussion and deliberations of the Academic Council concerning such matter. Acting in its capacity as a review panel, the Academic Council is not empowered to change a grade given by a faculty member, or to force a faculty member to change a grade. In grievance cases related to a final grade, the Academic Council may take one of three actions:

- a. The Council may recommend that the faculty member change the grade.
- b. The Council may recommend that the faculty member review course and/or grading requirements and re-evaluate the grade accordingly.
- c. The Council may deny any requested grade change.

The Academic Council will submit its recommendations in writing to the student, and to the faculty member, department chair, dean, and Provost within fifteen (15) calendar days of the above-described meeting of the Council.

Integrity – Academic

Personal integrity is a behavioral expectation for all members of the Malone University community: faculty, staff, and students. We are called to personal integrity by the desire and obligation to model our lives after that of Jesus Christ. As noted in the biblical Principles underlying the statement of Malone University Community Responsibilities, “Love for and accountability to God are the primary motivation for Christian conduct.” Christ calls us in John 14:15 to keep his commandments and in Ephesians 5:8-9 we are reminded to walk as children of the light showing truth as a fruit of the Spirit. Academic integrity is that part of personal integrity which encompasses all activities in the learning process. It is the consistent demonstration of honorable behavior in all academic endeavors.

There are times, for example, when pressure to minimize work load, increase academic standing, or assist other students may lead to actions that breach academic integrity, and thereby personal integrity as well. Participation in academic activities and/or submission of academic work that includes any form of deception is an inappropriate response to that pressure. Appropriate resources for responding to this pressure are available by consulting with faculty.

Collaborative study endeavors are both permitted and encouraged under certain circumstances. However, it is essential for faculty, staff, and students to have a common understanding of the factors that distinguish acceptable and unacceptable academic behaviors. The list of examples given below describes situations in which academic

integrity is not being maintained. It is provided to help clarify academic behaviors that must be avoided. While it does not constitute an exhaustive list, it is sufficiently comprehensive to inform even those students who might otherwise compromise academic integrity unintentionally, unconsciously or as a result of lack of knowledge.

Policy from Malone University Catalog:

I. Exemplary, Non-Comprehensive Definitions and Explanations Regarding Unacceptable Academic Conduct

A. Plagiarism¹

1. submitting as one's own work, part or all of an oral or written assignment which is copied, paraphrased, or purchased from another source, including world wide web and other online sources, without proper acknowledgement of that source. In written assignments, using three or more words in succession from a source without quotation marks and proper acknowledgement can be considered plagiarism

2. submitting as one's own, course work which has been prepared or extensively revised by someone else

B. Accomplice in Plagiarism

1. allowing one's work to be copied

2. doing work for another student

3. maintaining a file of papers with the intent that others may review them or use them for submission

4. offering aid that differs from or exceeds that which is expressly approved by the instructor for any exam or course activity

5. disseminating confidential information

C. Disruption of Learning

1. destroying educational resources and materials

2. removing, destroying, or otherwise compromising the academic work of another student

D. Academic or Scientific Misconduct

1. misrepresenting attendance or reason for absence
2. using information or accepting aid which is not approved by the instructor; this may include but is not limited to
 - a. using notes during a closed-book test
 - b. soliciting information about the contents of an assignment or test
 - c. looking at another student's test paper during testing
3. accessing and/or disseminating unauthorized material
4. falsifying data or information for a course activity
5. submitting work that was already done for a previous course without prior approval of the instructor of the current course
6. submitting the same work for two concurrent courses without prior approval of both instructors

II. Faculty Responsibility in Upholding Malone University's Academic Integrity Policy

A. Responsibility to Inform Students 1. Faculty members are responsible for clearly communicating the Academic Integrity Policy to students. This is accomplished through two primary methods:

- a. providing information about the policy, and about the importance of reading and understanding the policy, at the beginning of each course
- b. informing all incoming students of the policy through such vehicles as The College Experience course (GEN 100), freshman orientation, and orientation meetings for graduate and other non-traditional programs.

2. In order to clearly communicate expectations regarding academic integrity for each individual course, faculty members' syllabi should contain at least the following information:

a. Definition of Academic Integrity and/or reference to definition and explanation in the Catalog or Student Handbook. NOTE: If a faculty member's definition of academic integrity differs in any way from that published in the Catalog or Student Handbook, the difference(s) must be clearly articulated in the syllabus.

b. Examples of academic dishonesty specific to the course

c. Explanations of the specific sanctions to be imposed. Sanctions could include a required rewrite of a plagiarized paper with a reduction of grade or failure of a test where cheating occurred. The maximum sanction available to be imposed by a faculty member is failure of the course. All incidents of infringements of academic integrity by an undergraduate student (including degree-completion students) are to be reported to the Provost or his designate who may take further action in the case of multiple infractions (section III. A.1. b.) and may consult with and advise the faculty member throughout the process.

d. Reference to appeal process in Catalog

e. Faculty should clearly and completely discuss the above information and encourage students to seek clarification concerning the policy on the first day of class and throughout the course.

B. Responsibility to Be Aware of Violations - Malone University faculty members are responsible for encouraging academic integrity, while simultaneously being vigilant in observation and intervention when academic integrity may be compromised. Possible actions include remaining in the classroom to monitor student behavior during examinations, arranging classroom seating to avoid crowded conditions during examinations, providing cover sheets for students to use during examinations, actively investigating suspected cases of plagiarism, etc.

C. Responsibility to Address Suspected Violations

1. Malone University faculty members are responsible for taking steps to investigate suspected violations, and discussing the incident with the student(s) involved. Though this process may result in the decision to impose sanctions, faculty should approach it with the intent to manifest Christian love, seeking a balance of justice and grace, and demonstrating concern for the moral and intellectual development of the student(s).

2. If a violation of the Academic Integrity Policy is suspected, the faculty member must meet with the student(s) to discuss the incident and determine to the faculty member's satisfaction whether or not a violation of the Academic Integrity Policy has occurred.

3. If a student is accused of violating academic integrity, but subsequently the faculty member determines that the student is innocent, or if insufficient evidence exists to justify further action, the student should be informed of this

determination in writing. Appropriate confidentiality will be maintained with respect to documents and information related to the accusation.

4. If the faculty member determines that a violation of academic integrity has occurred, a report should be filed with the Provost's Office and a duplicate of the report provided to the student and the appropriate Dean/Department Chair. The report should contain the following information:

a. Complete description of incident

b. Date of meeting with the student

c. Conclusions reached as a result of the meeting

d. Sanctions imposed

e. Recommendations to the Provost regarding whether or not additional action should be taken

f. Description of the appeals process available to the student or reference to this process as published in the Catalog or Student Handbook

g. Student and faculty signatures and date indicating that the report has been delivered to the student

5. The faculty member should keep originals of tests, papers, etc. that provide evidence of the violation.

6. The student, after meeting with the faculty member, may respond to this report if he or she desires. The student may initiate an appeal by submitting in writing his or her response to the situation to the appropriate Dean/ Department Chair with a duplicate of this letter to the Provost and faculty member. The student and department should proceed with the grievance procedure, formal process, as outlined in the Catalog.

III. Continuation of the Process in Upholding the Academic Integrity Policy

A. Initial Involvement of the Provost

1. After the submission of a faculty report in the Provost's Office, the Provost may take either of the following actions: a. If no other reports exist, no appeal has been made, and the Provost deems that the faculty member's corrective action was appropriate, the report will be filed within the office. If future reports are received pertaining to the same student, the Provost will then have access to previous reports and may choose to proceed to the step described in Subsection (b) below. The contents of this file will be purged based upon the established retention of records policy governing such reports².

b. If the Provost's file indicates that the student has committed a serious violation of the Academic Integrity Policy, or that there have been multiple violations by said student, the Provost may submit a request for a hearing before the Academic Council concerning such violation(s). The purpose of this Academic Council hearing is to determine whether additional University-level action is justified by the serious or repeated nature of academic integrity violations. Previous actions taken with regard to the student's academic violation(s) will be upheld. If the Academic Council determines that a student's record of violation(s) is of sufficient seriousness that action at the University level is warranted, then the Academic Council will take action to impact the student's current and future status at Malone University, such as suspension or expulsion.

B. Final Involvement of the Provost - the student may request an appeal of the Academic Council's decision. The Provost will review an appeal submitted by the student, all documentation provided to the Council, and the written conclusions of their deliberations and recommendations. The action of the Provost will be considered final.

¹Confusion can arise in distinguishing between collaborative work and plagiarism. The following excerpt from *The Writer's Community* (by David J. Klooster and Patricia L. Bloem, Martin's Press, 1995) is intended to help resolve any potential misunderstandings: "All good writing builds on the work of previous writers, but the best writing enriches that work, departs from it, transcends it, or even changes it, helping readers to see what came before in new ways. Writers on any subject need to know what others have said about the topic, and if they are to contribute to that conversation, they need to say something new...An original thinker moves the conversation forward by helping the participants see something new. A plagiarist pretends to be original and thereby risks holding the conversation back or even halting it altogether. For any conversation to become a true discussion, the speakers and listeners must be able to trust one another. Plagiarism breaks that trust...What is finally at stake, it seems to us,

is that a relationship of trust exists between the reader and writer, and any deception or misrepresentation or dishonesty on the writer's part - or the writers' parts - violates that trust. Plagiarism, one form of this violation, is a serious offense, not first of all because it is stealing, but because it is dishonesty. Integrity is at stake."

31

2Files/reports will be maintained by the Provost for a period of at least five (5) years after the last date of the student's enrollment or at least one (1) year after the student's actual graduation, whichever last occurs.

Evaluating Student's Professional Performance

Policies: To remain in the program, students must abide by the NASW Code of Ethics and by program policies as outlined within the Social Work Program Handbook. These ethical expectations should be shown in the community, on campus, and in the classroom.

Procedures:

During the advising informally, advisees and advisors will discuss academic performance and the standards and policy to maintain good standing toward the social work degree. In addition, and more formally, all social work majors will be academically evaluated during their gate interview process prior to entering into their senior field placement. During the gate interview, students must have a 2.5 major GPA, pass their SWK 345, SWK 347, SWK 348, and SWK 401 classes with a C or higher as part of the academic requirements for the gate interview. During the gate interview process, students must sign a statement agreeing to live out the NASW Code of Ethics in both their personal and professional lives. Additionally, during the gate interview process, students must conduct a formal interview with at least two full-time social work faculty and provide 2 professional references speaking to their professional performance and integrity.

Professional Performance Grievance

Policies:

Taken from the Senior Field Manual:

If Problems Arise

It is possible that problems will arise. The problems may be between the student and field instructor, student and staff, student and clients, between students, etc. Problems are a normal part of the learning process. The goal is to negotiate the problems in a satisfactory way. Problems should not be ignored.

Problems should be resolved at the lowest level possible. A student's first recourse, in nearly all situations, is to address any problem related to the field placement with his/her Field Instructor. If a student feels uncomfortable discussing a problem with a Field Instructor, he/she may address the problem with the Faculty Field Liaison. Extraordinary issues that cannot be addressed with a Faculty Field Liaison should be discussed with the Field Coordinator. Particularly difficult problems, including discontinuing a placement, will be discussed with the social work Faculty Liaison, the Field Coordinator, and the Department Chair.

Problem identification and resolutions should be summarized as a routine part of the student journal and field instructor/faculty liaison conferences.

Policies Regarding Termination from the Program

A student will be terminated from the program if:

- He or she does not meet the academic requirements for admission/retention in the social work program as outlined above.
- The student is terminated from the school for academic or other reasons.
- He or she fails to abide by the "student accountability" guidelines (as outlined in the **Social Work Program Handbook**)
- She or he is found in ongoing violation of the NASW Code of Ethics while participating in a Social Work Program sponsored activity, classroom or field experience.
- She or he fails to satisfactorily complete the Senior Field Practicum.

Procedures:

Policies Regarding Termination from Senior Field Placement

- If a Field Instructor finds a student's performance to be unacceptable, s/he shall meet with the student and provide the student with written documentation of the areas which need improvement. The student may also be placed on probationary status with the agency. The Malone University Faculty Liaison and the Field Director should be notified of the above within 1 business day.

- If the student fails to make the necessary changes, the Field Instructor will discuss his/her desire to terminate the placement with the Faculty Liaison and Field Director.
- The Field Director, Field Instructor, and student will meet to bring closure to the placement.
- Field placements may be terminated immediately, without following the procedures above, if a student engages in behavior which violates the NASW Code of Ethics or the Ohio State Code of Professional Conduct.

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.

Evaluating Student's Academic Performance

Evaluation Criteria:

Students must maintain a 2.5 major GPA to remain a major in good standing. Both SWK prefix and the Malone University support courses for the social work program are included in this calculation of the GPA. In addition, students must receive a C or higher in SWK 345, SWK 347, SWK 348 and SWK 401. To remain in the program, students must abide by the NASW Code of Ethics and by program policies as outlined within the Social Work Program Handbook.

How Students are Informed of Criteria:

The program informs students about program policies and procedures in text and online. Both Malone University policies for handling grievances and the social work department's policies can be found in the Social Work Handbook (p25 Vol 3). Hard copies of the handbook are available in the social work office, and an electronic version is always available online at www.malone.edu/socialwork. Students have access to printed copies of the social work handbook by coming to the social work office and obtaining a copy. Printed copies are updated at least annually. The handbook is also available online at [www.malone.edu/social work](http://www.malone.edu/socialwork). The online version of the handbook is updated within one month of when changes to policies and procedures are made. The Malone University Program Handbook contains the criteria for admission to the program as well as the criterion for maintaining one's status in the program.

As noted above within the document, all social work syllabi contain information about the course as well as the Malone University Social Work Program policies for student

accountability guidelines, the Social Work Program Policy on Academic Writing, and the Malone University attendance and accessibility statements.

Malone utilizes a system called “early alert” which provides a way for any faculty member to express a concern about a student's performance. This can include poor grades, attendance or writing skills. The first alerts go first to the Center for Student Success which works 1-1 with students around the concerns expressed by the faculty member. If the issue appears to be ongoing, or if more than one faculty member registers concern, the student's academic advisor is often asked to meet with the student as well.

If a student receives a D or F in any course either at mid-term or as a final grade, both the student and the student's advisor receives this information formally from the office of the registrar. The student is encouraged to contact their advisor and in most cases the advisor will proactively contact the student to request a meeting.

Information is sent to majors at the beginning of every academic year, and typically once or twice during the year updating them regarding any changes that might affect the program. Students are welcome to contact their advisors if issues or concerns arise.

How Students are Informed of Academic Performance Grievance Policies and Procedures:

Students have the right to protest a grade, policy or action by a member of the faculty. The Malone University Social Work Student Handbook spells out the University grievance procedure. The grievance procedure is provided to social work students under the section titled “Academic Grievance Procedure” in the Social Work Handbook and in the Malone University Catalog under the section titled, “Grievance Procedure - Academic.” They state: *“The purpose of this grievance procedure is to provide undergraduate Malone students an opportunity to process grievances regarding academic issues (e.g., course grades, class procedures, or academic integrity). A student wishing to pursue an academic grievance should follow the procedure described below.”*

Evaluating Student's Professional Performance

Evaluation Criteria:

Students must maintain a 2.5 major GPA to remain a major in good standing. Both SWK prefix and the Malone University support courses for the social work program are included in this calculation of the GPA. In addition, students must receive a C or higher in SWK 345, SWK 347, SWK 348 and SWK 401. To remain in the program, students

must abide by the NASW Code of Ethics and by program policies as outlined within the Social Work Program Handbook.

How Students are Informed of Criteria:

The program informs students about program policies and procedures in text and online. Both Malone University policies for handling grievances and the social work department's policies can be found in the Social Work Handbook. Hard copies of the handbook are available in the social work office, and an electronic version is always available online at www.malone.edu/socialwork. Students have access to printed copies of the social work handbook by coming to the social work office and obtaining a copy. Printed copies are updated at least annually. The handbook is also available online at www.malone.edu/socialwork. The online version of the handbook is updated within one month of when changes to policies and procedures are made. The Malone University Program Handbook contains the criteria for admission to the program as well as the criterion for maintaining one's status in the program.

As noted above within the document, all social work syllabi contain information about the course as well as the Malone University Social Work Program policies for student accountability guidelines, the Social Work Program Policy on Academic Writing, and the Malone University attendance and accessibility statements.

How Students are Informed of Professional Performance Grievance Policies and Procedures:

Students have the right to protest a grade, policy or action by a member of the faculty. The Malone University Social Work Student Handbook spells out the University grievance procedure. The grievance procedure is provided to social work students under the section titled "Academic Grievance Procedure" in the Social Work Handbook and in the Malone University Catalog under the section titled, "Grievance Procedure - Academic." They state: *"The purpose of this grievance procedure is to provide undergraduate Malone students an opportunity to process grievances regarding academic issues (e.g., course grades, class procedures, or academic integrity). A student wishing to pursue an academic grievance should follow the procedure described below."*

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.

Termination Based on Academic Performance

Policies:

The Malone University Social Work handbook (p38 Vol 3) notes its policies for terminating a student from the program for reasons of academic and professional performance under the section titled "Termination from the Program." That policy is stated below:

"Students must meet and maintain an acceptable level of performance to graduate from the Social Work program. A student will be terminated from the program if one or more of the following are found to be present.

- 1. He or she does not meet the academic requirements for admission/retention in the social work program as outlined above.*
- 2. The student is terminated from the school for academic or other reasons.*
- 3. He or she fails to abide by the "student accountability" guidelines.*
- 4. She or he is found in ongoing violation of the NASW Code of Ethics while participating in a Social Work Program sponsored activity, classroom or field experience.*
- 5. She or he fails to satisfactorily complete the Senior Field Practicum.*

Termination Process:

If a student is in jeopardy of termination from the program the following process will be utilized:

If the student is terminated from the program due to a University determination (#1 and 2 as noted above), Malone University procedures will take precedence over departmental procedure. The student is welcome but not required to speak to social work faculty about the University decision.

If the student is in jeopardy of termination for alleged violations of departmental policy or the NASW Code of Ethics, the following procedure will be followed.

Procedures:

The Formal Process:

1. *Prior to initiating a formal process, the concerned faculty member must meet with the Chair to discuss issues regarding student performance. The Chair will decide whether to proceed with the formal process.*
2. *If the formal process is warranted, the Chair will contact the student in question. The student will be informed of the concern and will be informed that the formal process for possible termination has been initiated. The student will be asked to set up an appointment with the Chair of the program within 5 school days to discuss allegations and concerns. The faculty member who has expressed concerns will be asked to be present at this meeting except in unusual circumstances. If the concern involves a field-related issue, the Field Coordinator will be present at the meeting.*
3. *At this meeting, the Chair will provide the student with written documentation of the concerns. The student will be asked to respond in writing to the concerns. The written response must be provided to the Chair within 10 school days of the meeting. If the written response is not received by the tenth day, the process will automatically move forward.*
4. *The student's response will be placed in the student's official social work record. Within 5 school days of receiving the response, (or, in the case of the students' having not responded, 15 school days after the initial meeting) the Chair will convene a meeting of full-time faculty to determine what action is appropriate. The student will be sent written notification of the recommended action. A copy will be placed in the student's official social work record. The letter must be postmarked no later than 7 school days from the receipt of the student's response (or, in the case of the students' having not responded, 22 school days after the initial meeting with the Chair).*
5. *Actions may include, but are not limited to, (1) no action needed; (2) remedial work needed, (3) termination from the program. If remedial work is warranted, the student will be placed on program probation until the remedial work has been completed. A full time faculty member will monitor probation.*
6. *If the student is dissatisfied with the decision, he or she can initiate the University grievance policy that is described in the University catalog."*

Termination Based on Professional Performance

Policies:

The Malone University Social Work handbook notes its policies for terminating a student from the program for reasons of academic and professional performance under the section titled "Termination from the Program." That policy is stated below:

"Students must meet and maintain an acceptable level of performance to graduate from the Social Work program. A student will be terminated from the program if one or more of the following are found to be present.

1. *He or she does not meet the academic requirements for admission/retention in the social work program as outlined above.*

2. The student is terminated from the school for academic or other reasons.
3. He or she fails to abide by the “student accountability” guidelines.
4. She or he is found in ongoing violation of the NASW Code of Ethics while participating in a Social Work Program sponsored activity, classroom or field experience.
5. She or he fails to satisfactorily complete the Senior Field Practicum.

Termination Process:

If a student is in jeopardy of termination from the program the following process will be utilized:

If the student is terminated from the program due to a University determination (#1 and 2 as noted above), Malone University procedures will take precedence over departmental procedure. The student is welcome but not required to speak to social work faculty about the University decision.

If the student is in jeopardy of termination for alleged violations of departmental policy or the NASW Code of Ethics, the following procedure will be followed.

Procedures:

The Formal Process:

1. *Prior to initiating a formal process, the concerned faculty member must meet with the Chair to discuss issues regarding student performance. The Chair will decide whether to proceed with the formal process.*
2. *If the formal process is warranted, the Chair will contact the student in question. The student will be informed of the concern and will be informed that the formal process for possible termination has been initiated. The student will be asked to set up an appointment with the Chair of the program within 5 school days to discuss allegations and concerns. The faculty member who has expressed concerns will be asked to be present at this meeting except in unusual circumstances. If the concern involves a field-related issue, the Field Coordinator will be present at the meeting.*
3. *At this meeting, the Chair will provide the student with written documentation of the concerns. The student will be asked to respond in writing to the concerns. The written response must be provided to the Chair within 10 school days of the meeting. If the written response is not received by the tenth day, the process will automatically move forward.*
4. *The student's response will be placed in the student's official social work record. Within 5 school days of receiving the response, (or, in the case of the students' having not responded, 15 school days after the initial meeting) the Chair will convene a meeting of full-time faculty to determine what action is appropriate. The student will be sent written notification of the recommended action. A copy will be placed in the student's official social work record. The letter must be postmarked no later than 7*

school days from the receipt of the student's response (or, in the case of the students' having not responded, 22 school days after the initial meeting with the Chair).

5. Actions may include, but are not limited to, (1) no action needed; (2) remedial work needed, (3) termination from the program. If remedial work is warranted, the student will be placed on program probation until the remedial work has been completed. A full time faculty member will monitor probation.

6. If the student is dissatisfied with the decision, he or she can initiate the University grievance policy that is described in the University catalog.”

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

How Students are Informed of Academic Performance Termination Policies and Procedures:

The program informs students about program policies and procedures in text and online. Both Malone University policies for handling grievances and the social work department's policies can be found in the Social Work Handbook. Hard copies of the handbook are available in the social work office, and an electronic version is always available online at www.malone.edu/socialwork. Students have access to printed copies of the social work handbook by coming to the social work office and obtaining a copy. Printed copies are updated at least annually. The handbook is also available online at [www.malone.edu/social work](http://www.malone.edu/socialwork). The online version of the handbook is updated within one month of when changes to policies and procedures are made. The Malone University Program Handbook contains the criteria for admission to the program as well as the criterion for maintaining one's status in the program.

As noted above within the document, all social work syllabi contain information about the course as well as the Malone University Social Work Program policies for student accountability guidelines, the Social Work Program Policy on Academic Writing, and the Malone University attendance and accessibility statements.

How Students are Informed of Professional Performance Termination Policies and Procedures:

The program informs students about program policies and procedures in text and online. Both Malone University policies for handling grievances and the social work department's policies can be found in the Social Work Handbook. Hard copies of the handbook are available in the social work office, and an electronic version is always available online at www.malone.edu/socialwork. Students have access to printed copies of the social work handbook by coming to the social work office and obtaining a copy. Printed copies are updated at least annually. The handbook is also available online at [www.malone.edu/social work](http://www.malone.edu/socialwork). The online version of the handbook is updated within one

month of when changes to policies and procedures are made. The Malone University Program Handbook contains the criteria for admission to the program as well as the criterion for maintaining one's status in the program.

As noted above within the document, all social work syllabi contain information about the course as well as the Malone University Social Work Program policies for student accountability guidelines, the Social Work Program Policy on Academic Writing, and the Malone University attendance and accessibility statements.

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:

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.

In the spirit of the Friends evangelical tradition, students are encouraged to come to faculty when they have issues of concern or issues of governance. The faculty handbook lists both faculty and student responsibilities. These responsibilities are also listed in the Social Work Student Handbook under the sections titled "Faculty Accountability" (p39 Vol 3) and "Student Accountability" (p35 Vol 3). The faculty and student responsibilities as stated in the Social Work Program Handbook, are listed below:

FACULTY ACCOUNTABILITY

Faculty members recognize their responsibility to provide students with the opportunity to learn the foundations of generalist practice. To this end, students can expect that members of the social work faculty will:

- a. Be accessible to students by maintaining regular office hours. These will be posted on each faculty member's office door and within course syllabi.
- b. Will return work to students promptly.
- c. Will provide appropriate verbal and/or written feedback to students on all papers, exams, and exercises.
- d. Will grade students' work fairly and without bias.
- e. Will link social work theory and practice in ways which enhance the student's understanding of the generalist knowledge base.
- f. Will expect students to complete assignments that are relevant to the changing nature of society and human relationships.
- g. *Will uphold the NASW Code of Ethics.*
- h. *Will model the integration of faith and learning both inside and outside the classroom.*

STUDENT ACCOUNTABILITY

Social work is a profession. It is the faculty's desire to enhance the profession by educating students to become outstanding generalist workers. To this end the faculty

have developed a set of minimum guidelines required of each student. These guidelines are as follows:

- a. All work, unless specifically exempted by your instructor, must be typed neatly with appropriate margins and headings, utilizing APA formatting.
- b. All work should be completed and submitted on time. Exceptions should be made directly with a student's instructor in advance of the date due.
- c. Plagiarism will not be tolerated.
- d. All students are expected to attend class, be prepared, participate actively and attend field trips when assigned.
- e. Students are expected to dress appropriately when doing field work or on field trips.
- f. Students are expected to seek help when necessary. Faculty are not required to "guess" when assignments appear confusing to individual students.
- g. Students are expected to be accountable to others. They are expected to take tests the day they are given unless prior authorization is received from a faculty member.
- h. Students are expected to "pull their share of the weight" during group projects. Students who fail to complete their segments of group projects may find themselves sanctioned by peers or by faculty members.
- i. Students are expected to complete homework and readings. The faculty understand and take seriously the reality that majors will enter a profession that affects vulnerable people's lives. A failure to complete work indicates a student takes this reality lightly. It will be judged accordingly.
- j. If problems arise, students are to follow the University Grievance procedure as described in the University Catalog and in the section titled "Academic Grievance Procedure" of this Handbook.

The incoming Social Work Club president is invited to the social work advisory board that meets during the summer. Here a student representative can give equal input into the social work program as well as meeting other community members who are advisory board members.

When the social work program hired two new faculty members to start the Fall of 2019, social work students were active in this process; sitting in on candidates lectures, taking each candidate to lunch, and meeting as a small group with the candidate, without faculty present. Students assisting with the process were given the same evaluation sheet to rate the strengths and areas of growth for each potential candidate. Their input was strongly considered in the candidate's selection.

Students are capable and encouraged to voice issues and concerns as they arise. For example, for the past 2 years of having online students as part of the major, students had issued complaints about the difficulty of obtaining 450 total practicum hours in one

semester during their senior field placement. The social work faculty heard this complaint, and made a change to the curriculum offerings so that any student, online or traditional, could do their SWK440 & SWK460 Senior field placement over two consecutive semesters. This allowed the freedom for some non-traditional students who typically had family and work responsibilities, to spread out their required 450 hours over more time at half the credit load.

In addition to the above, students within the program can utilize the University's avenues for change in policies. The primary organization which represents students is the Malone University Student Senate. The Malone University Student Handbook states

Student Senate acts as a single unified group, representing students in the decision-making processes of the University, and SS also guides Student Organizations. They represent students to administration and faculty. Student Senate is the official channel for student participation in formulating institutional policy affecting academic and student affairs. Student Senate plays a significant role in shaping the total academic, spiritual and social life of the Malone community. The SS is made up of student-elected representatives and class representatives.

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.

The Social Work Club has provided social work students the opportunity to work together as students to organize educational and service activities around interests pertaining to their social work major.

The social work club has helped with Take Back the Night, is in charge of staffing and monitoring the campus food pantry, has led a campus movie viewing and discussion around socially minded movies and documentaries, and also sponsored a babysitting

night to raise money. The money raised went to sponsor a van to take social work students to Columbus for NASW social work lobby day. The social work club has also led a department chapel. This organization provides students an opportunity to organize and lead a group based on their chosen profession.

Phi Alpha Honor Society

Malone University has been a member of the Phi Alpha Honor Society for social workers since 2008. In most years, the students who have been members of Phi Alpha have joined with the Social Work Club in outreach and special projects.

Student Led Individual Initiatives

Students who have an interest or a concern in particular issues often find support and encouragement both from their peers and from social work faculty. For example, a senior social work major was noticing how disconnected many fellow students were since the beginning of the Covid-19 Pandemic, and she organized and led a multi-week small group around a book called Lost Connections. Another senior social work student a few years ago led a discussion forum on the consumption of pornography and its effects on how people view others.

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: All fully online social work students are invited to participate in all social work related clubs and honor societies. In cases where students want to participate, but live too far away from campus, they are still welcome to participate in as much a way as they physically can. Examples of this is through planning and working with the student groups via email, phone, and video conferencing.

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)

Directions: Provide the information requested below for all faculty employed in full- and part-time positions inclusive of all program options. All program information and operations should be **current at the time of submission** of the accreditation document. Duplicate and expand the chart below, as needed.

This form is used to assist the COA in the evaluation of the program's compliance with the following Accreditation Standards:

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

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

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

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.

Name of Each Full- and Part-time Faculty Member	Title of Faculty Member	Full-time Faculty Member? (Per AS B/M3.2.4)	Degree from CSWE-Accredited Master's Program ¹ ? (Per AS 3.2.1 and AS 3.2.2)	Doctoral Degree? (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 ? (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
Andy Reynolds	Program Director, Department Chair, Associate Professor	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☒ No ☐	12	Yes ☒ No ☐	4	100 %	%
Rebekka Russell	Field Director, Assistant Professor	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒	10	Yes ☒ No ☐	4	100%	%
Elizabeth Patterson Roe	Professor	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☒ No ☐	22	Yes ☒ No ☐	16	50%	%
Shannon Hunter	Senior Adjunct Instructor	Yes ☐ No ☒	Yes ☒ No ☐	Yes ☐ No ☒	17	Yes ☒ No ☐	4	%	%
Jane Hoyt-Oliver	Faculty Emeritus, Adjunct Instructor	Yes ☐ No ☒	Yes ☒ No ☐	Yes ☒ No ☐	46	Yes ☐ No ☒	39	%	%
Tina Gemberling	Senior Adjunct Instructor	Yes ☐ No ☒	Yes ☒ No ☐	Yes ☐ No ☒	13	Yes ☐ No ☒	4	%	%
Sylvester Huston	Adjunct Instructor	Yes ☐ No ☒	Yes ☒ No ☐	Yes ☐ No ☒	3	Yes ☐ No ☒	2	%	%

Michelle Alessandro	Adjunct Instructor	Yes ☐ No ☒	Yes ☒ No ☐	Yes ☐ No ☒	5	Yes ☒ No ☐	2	%	%
Alicia McLeod	Adjunct Instructor	Yes ☐ No ☒	Yes ☒ No ☐	Yes ☐ No ☒	8	Yes ☒ No ☐	1	%	%
								Total FTE ⁵ :	Total FTE ⁵ :
								2.5	

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 percent 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)

Submit one *curriculum vitae* form for each faculty using the format below. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*.

REQUIRED CURRICULUM VITAE FORMAT:

1. Name of faculty member- Andy Reynolds
2. Degree information

Degree	PhD
Institution Granting Degree	University of Kentucky
Major	Social Work
Date Awarded (month/year)	5/2019

Degree	MSW
Institution Granting Degree	Asbury University
Major	Social Work
Date Awarded (month/year)	5/2011

Degree	Bachelor's of Arts
Institution Granting Degree	Asbury College
Major	Christian Ministries
Date Awarded (month/year)	5/2009

3. Academic appointments

Employing academic institution	Malone University
Title	Assistant Professor/ Associate Professor/ BSW Program Director
City and state	Canton, OH
Start date (month/year)	8/2019
End date (month/year)	Current

Employing academic institution	Asbury University
Title	BSW Field Director/ Assistant Professor
City and state	Wilmore, KY
Start date (month/year)	7/2013

End date (month/year)	6/2019
-----------------------	--------

4. Professional post–baccalaureate and post–master’s social work experience

Employer	Reynolds & Olsen, LLC
Position	Therapist/Owner
City and state	Lexington, KY
Start date (month/year)	5/2016
End date (month/year)	10/2017

Employer	University of Kentucky College of Social Work
Position	Teaching Assistant and Research Assistant
City and state	Lexington, KY
Start date (month/year)	8/2014
End date (month/year)	5/2017

Employer	Bluegrass.org
Position	Intensive Treatment Team Therapist
City and state	Harrodsburg, KY
Start date (month/year)	5/2011
End date (month/year)	3/2013

5. List your current professional, academic, community-related, and scientific memberships.

National Association of Social Workers, North American Association of Christians in Social Work, Council on Social Work Education

6. List your community service responsibilities and activities for the last 3 years.

Board Vice President of Hammer & Nails, Elder of First Mennonite Church of Canton,

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Promotion from Assistant Professor to Associate Professor in 2022.

8. List your professional presentations presented during the last 5 years.

Reynolds, A. & Engelhardt, E. (2023). Evaluating student engagement via students teaching students in social science classes. *ITLC Lilly Conference: Teaching for Active & Engaged Learning, Evidence-Based Teaching & Learning. San Diego, CA.*

Engelhardt, E. & **Reynolds, A.** (2022). Students-teaching-students: How social sciences students leading classes can create greater engagement and enjoyment in the course. *ITLC Lilly Online 2022 Conference.*

Reynolds, A., Patterson Roe, E., & Russell, R. (2020). Accepted but canceled workshop presentation (COVID-19) – High school service camp as social work recruitment tool. *NACSW Annual Conference.*

Reynolds, A. (2019). Social Support and Compassion Fatigue Among Mental Health Workers – A Systematic Literature Review. *Malone University Social Work CEU Series*.

Reynolds, A. (2019). Social Support and Compassion Fatigue Among Mental Health Workers – A Systematic Literature Review. *NACSW Annual Conference*.

Reynolds, A. (2019). Practicing Ethics Through Competence and Self-Care. *Malone University Social Work CEU Series*.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Reynolds, A. & Placido, N. (2020). A comparison of free will, human agency, and the transtheoretical model, *Journal of Religion & Spirituality in Social Work: Social Thought*, 39 (1), 62-72.

Reynolds, A. (2019). *Does childhood psychological abuse strengthen or weaken MSW social workers and allied professionals' compassion fatigue and compassion satisfaction?* Theses and Dissertations—Social Work.

19. https://uknowledge.uky.edu/csw_etds

Reynolds, A. (2018). Therapy as a journey: Using process-oriented treatment planning. The Gottman Relationship Blog, <https://www.gottman.com/blog/therapy-as-a-journey-using-process-oriented-treatment-planning/>

Reynolds, A. (2018). How to have better conversations with your partner, and just about anyone else. The Gottman Relationship Blog, <https://www.gottman.com/blog/better-conversations-partner-just-anyone-else/>

10. Include any other relevant information below.

Husband to a front-line chemotherapy infusion registered nurse who endured during the pandemic, father of two young children (ages 6 and 1).

1. Name of faculty member- Rebekka Russell

2. Degree information

Degree	Master of Social Work (MSW)
Institution Granting Degree	The University of New England
Major	Social Work; Individuals, Families, & Groups (IFG) Cocentration
Date Awarded (month/year)	May 2013

Degree	Bachelor of Arts in Social Work (BA)
Institution Granting Degree	Malone University
Major	Social Work

Date Awarded (month/year)	May 2009
------------------------------	----------

3. Academic appointments

Employing academic institution	Malone University
Title	Assistant Professor of Social Work and Social Work Field Director
City and state	Canton, OH
Start date (month/year)	August 2019
End date (month/year)	Present

Employing academic institution	Stark State College
Title	Adjunct Instructor
City and state	North Canton, OH
Start date (month/year)	August 2013
End date (month/year)	December 2017

4. Professional post–baccalaureate and post–master’s social work experience

Employer	Salem Regional Medical Center
Position	Outpatient Day Treatment Therapist
City and state	Salem, OH
Start date (month/year)	June 2016
End date (month/year)	December 2016

Employer	The Counseling Center of Columbiana County (DBA: The Counseling Center)
Position	Early Childhood Mental Health Specialist
City and state	Lisbon, OH
Start date (month/year)	October 2013
End date (month/year)	June 2016

Employer	Child Guidance & Family Solutions
Position	Early Childhood Case Manager
City and state	Akron, OH
Start date (month/year)	April 2010
End date (month/year)	April 2013

Employer	Cleveland Christian Home
----------	--------------------------

Position	Care Coordinator
City and state	Cleveland, OH
Start date (month/year)	June 2009
End date (month/year)	April 2010

5. List your current professional, academic, community-related, and scientific memberships.

National Association of Social Workers (NASW), North American Association of Christian Social Workers (NACSW)

6. List your community service responsibilities and activities for the last 3 years.

Licensed Treatment Foster/Adoptive Parent through OhioGuidestone, Alliance Rape Crisis Program through CommQuest Volunteer, The Cleveland Promise Walk through The Promise Walk to End Preeclampsia through The Preeclampsia Foundation (Team Recruitment and Fundraising Chair), Board Member at LifeCare, and Member & Family Advisory Council for OhioRISE (Co-Chair of Northeast Region)

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Promotion to Assistant Professor in 2022.

8. List your professional presentations presented during the last 5 years.

Patterson Roe, E. & Russell, R. (2022). Cultivating international relationships in our own communities. NACSW Annual Conference Fall 2022, Russell, R. (2021). What every social work student needs. Malone University Social Work CEU Series, Reynolds, A., Patterson Roe, E., & Russell, R. (2020). Accepted but canceled workshop presentation – High school service camp as social work recruitment tool. NACSW Annual Conference Fall 2020, Russell, R. (2020). Creativity in supervising social work students. Malone University Social Work CEU Series, Russell, R. (2020). Redirecting misbehavior in children of trauma. Malone University Social Work CEU Series, Russell, R. (2020). No drama discipline. Malone University Virtual Homecoming Weekend, and Russell, R. (2020). Field supervisor's training: What every social work student needs. Malone University Social Work CEU Series.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

N/A

10. Include any other relevant information below.

Foster/Adoptive parent to 3 children with multisystem needs (ages 12, 11, and 9) and a 5-year-old biological daughter with special needs around eating food.

1. Name of faculty member- Elizabeth Patterson Roe

2. Degree information

Degree	PhD in Social Work
Institution Granting Degree	Memorial University of Newfoundland, Canada
Major	Social Work
Date Awarded (month/year)	November 2015

Degree	MSW
Institution Granting Degree	Roberts Wesleyan College
Major	MSW
Date Awarded (month/year)	May 2001

Degree	Bachelor's
Institution Granting Degree	Mount Vernon Nazarene College
Major	Social Work
Date Awarded (month/year)	May 1998

3. Academic appointments

Employing academic institution	Malone University
Title	Professor of Social Work, Director of the Center for Intercultural Studies
City and state	Canton, OH
Start date (month/year)	August 2008
End date (month/year)	

4. Professional post–baccalaureate and post–master’s social work experience

Employer	Romanian Studies Program
Position	U.S. Liaison for the Romanian Studies Program
City and state	Sighsoara, Mures, Romania
Start date (month/year)	August 2006
End date (month/year)	April 2009

Employer	Veritas Sighisoara (Romania)
Position	Director of Social Services
City and state	Sighsoara, Mures, Romania
Start date (month/year)	August 2001
End date (month/year)	July 2006

5. List your current professional, academic, community-related, and scientific memberships.

National Association of Social Workers (NASW), North American Association of Christians in Social Work (NACSW), Christian Community Development Association (Institutional Member)

6. List your community service responsibilities and activities for the last 3 years.

Board of Akron Leadership Foundation, Workshop Facilitator for School of Urban Leadership, Kingdom Leadership Alliance, Community Development Volunteer in Urban Neighborhood of Residence, Church Leadership Team; Active participant in Summit Lake Community Development Corporation, Girls on the Run Coach, South Street Ministries Volunteer.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Malone University Distinguished Faculty Award (2021), Innovation Inclusion Grant (2021, 2022) with the Coalition of Christian Colleges and Universities (CCCU).

8. List your professional presentations presented during the last 5 years.

Roe, Elizabeth Patterson and Crabbs, Duane. (2023, February). *Active Listening and Community Assessment*. Kingdom Leadership Alliance. Akron, OH

Roe, E.P.; Russell, R. (November, 2022). Cultivating International Relationships in our Own Communities. Peer reviewed presentation at the North American Association of Christians in Social Work, Chicago, IL.

Roe, Elizabeth Patterson and Crabbs, Duane. (2022, February). *Active Listening and Community Assessment*. Kingdom Leadership Alliance. Akron, OH

Roe, Elizabeth Patterson and Crabbs, Duane. (2022, January). *Self-Awareness*. Kingdom Leadership Alliance. Akron, OH

Cohen, B.; Roe, E.P., Spandl, S, Vaughn, R.A (November 2021). Panel discussion on Immigration and Refugee Resettlement: The Social Work and Faith Communities Working Together. Plenary Session at the North American Association of Christians in Social Work, Indianapolis, IN.

Roe, E. P. (November, 2019). Developing an empowering model of refugee resettlement. Peer reviewed presentation at the Great Lakes Conference on Refugee Resilience, Cleveland, OH.

Roe, E. P. & U.K. (November, 2018). Empowering refugees to be rooted in place. Peer reviewed presentation at the National Christian Community Development Association Conference, Chicago, IL.

Roe, E. P. & E.L.(October, 2018). Incarnational Living: Ethical Implications for Social Workers. Peer reviewed presentation at NACSW National Conference, Hartford, CT.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Roe, E. P. (2022). How do international practicums prepare practitioners for social work practice? A qualitative study. *Social Work Education*, 1–18

Roe, E. P. (2020). *Refugee Empowerment and Faith Communities: A Qualitative Study*. In Scales, T.L. & Kelly, M.S. (Eds.), 6th edition. *Christianity and social work: Readings on the integration of Christian faith and social work practice* Botsford: NACSW.

Roe, E. P. (2019). *An anti-oppressive model for international practicums*. *Field Educator*. 9(1). pp. 1-27.

H, R. & Roe, E. P. (2018). *Introduction to Welcoming the Sojourner*. Social Work and Christianity. 45(3). pp. 3-9.

Roe, E. P. & B., J. (2018). *Refugee Empowerment and Faith Communities: A Qualitative Study*. Social Work and Christianity. 45(3). pp. 35-54.

10. Include any other relevant information below.

1. Name of faculty member- Shannon Hunter

2. Degree information

Degree	Master's of Social Work
Institution Granting Degree	Akron University
Major	Social Work
Date Awarded (month/year)	May 2006

Degree	Doctoral Candidate
Institution Granting Degree	Capella
Major	Doctor of Human Services
Date Awarded (month/year)	Ongoing

3. Academic appointments

Employing academic institution	Malone University
Title	Adjunct Professor
City and state	Canton, Ohio
Start date (month/year)	August 2019
End date (month/year)	Present

4. Professional post-baccalaureate and post-master's social work experience

Employer	Caresource Community
Position	Health Worker/Community Health Liaison
City and state	Ohio
Start date (month/year)	August 2016
End date (month/year)	Present

Employer	Aultman Hospital
Position	Social Worker
City and state	Canton Ohio
Start date (month/year)	June 2007
End date (month/year)	August 2016

Employer	Coleman Behavioral Health
Position	Mental Health Specialist
City and state	Canton, Ohio
Start date (month/year)	December 2011
End date (month/year)	August 2014

5. List your current professional, academic, community-related, and scientific memberships. None.

6. List your community service responsibilities and activities for the last 3 years. Activities with NAMI, Statewide School Outreach, Mental Health Support Efforts, Cancer Awareness Walk, Fatherhood Initiative.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. Since my time at Malone I was given Senior Adjunct status.

8. List your professional presentations presented during the last 5 years. Presented to families and multisystem youth, Presented to Healthcare providers on the effects of working with the "whole person" Mental Health and Physical Health.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None.

10. Include any other relevant information below. Shannon Hunter is in her final stage of obtaining her Doctorate in Spring 2023.

1. Name of faculty member- Jane Hoyt-Oliver, LISW-S, Ph.D.

2. Degree information

Degree	A.A.
Institution Granting Degree	Pine Manor College
Major	Liberal Arts
Date Awarded (month/year)	May, 1974

Degree	B.A.
Institution Granting Degree	Syracuse University
Major	Social Sciences/Social Work
Date Awarded (month/year)	May, 1976

Degree	M.S.W.
Institution Granting Degree	Syracuse University
Major	MSW- Accelerated Program
Date Awarded (month/year)	May, 1977

Degree	Ph.D.
Institution Granting Degree	Case Western Reserve University
Major	Doctor of Philosophy:Mandel School of Applied Social Sciences
Date Awarded (month/year)	January, 2005

3. Academic appointments

Employing academic institution	Malone University
Title	Professor of Social Work
City and state	Canton Ohio
Start date (month/year)	9/1984
End date (month/year)	5/2019

Employing academic institution	Akron University- Wayne Campus
Title	Adjunct professor of Social Work (part time)
City and state	Orrville Ohio
Start date (month/year)	1/93
End date (month/year)	6/94

Employing academic institution	Case Western Reserve University
Title	Adjunct faculty - Mandel School of Applied Social Sciences (part time- 1 course per semester)
City and state	Cleveland Ohio
Start date (month/year)	9/95
End date (month/year)	3/96

4. Professional post–baccalaureate and post–master’s social work experience

Employer	Murdoch Center
----------	----------------

Position	SWK II
City and state	Butner, N.C.
Start date (month/year)	9/1977
End date (month/year)	11/1978

Employer	Coordinating Council for Senior Citizens
Position	Social Worker
City and state	Durham, N.C.
Start date (month/year)	10/79
End date (month/year)	6/80

Employer	Aultman Hospital
Position	Social Worker
City and state	Canton, OH
Start date (month/year)	9/80
End date (month/year)	11/83

Employer	Aultman Hospice
Position	Bereavement Care Coordinator
City and state	Canton, OH
Start date (month/year)	1/84
End date (month/year)	8/84

Employer	North American Association of Christians in Social Work
Position	Editor in Chief, <i>Social Work & Christianity</i>
City and state	Online position
Start date (month/year)	5/2019
End date (month/year)	12/2022

5. List your current professional, academic, community-related, and scientific memberships.

- (a) North American Assn. of Christians in Social Work
- (b) National Assn. of Social Workers

6. List your community service responsibilities and activities for the last 3 years.

- (a) Advocacy Committee, United Way of Greater Stark County

- (b) Human Relations Sub Committee, Child & Adolescent Behavioral Health
- (c) Member of a dissertation committee for a PhD student at Eastern University who's thesis focused on the integration of Organizational Mission for Gospel Rescue Missions. She successfully defended her thesis in May, 2022.
- (d) Member: Mission Action Team for Housing: First United Methodist Church, Massillon Ohio

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

N/A :I have been retired since May, 2019

8. **List your professional presentations presented during the last 5 years.**

(11/5/22): Building a Community of Care for Transracially Adopting Families: NACSW Annual Program Meeting, Glendale, CA *Hope Halsam Straughan, (Faculty, School of SWK, Boston University, Co-Presenter)*

(10/2021):The Courage to Practice Ethically: Self –Reflection, Humility and the Law: Malone University, Canton, OH. Invitational Alumni Lecture

(10/2021): Inclusive Citizenship: Creating a Truly Democratic Community: online presentation for the Wayne County Assn. of University Women

(1/20/20): Breaking Down the Publication Process: A Conversation about Writing: NACSW Virtual Annual Program Meeting,

(11/2019): Breaking Down the Publication Process: A Conversation about Writing: NACSW Annual Program Meeting, Indianapolis, Indiana

(11/2017): Developing Critical Thinking Skills by Teaching Social Policy: NACSW Annual Program Meeting, Charlotte, OH). **This presentation was selected by NACSW as a module for online training of professional social workers**

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

I have published 2 introductory essays in my role as Editor in Chief of *Social Work & Christianity*, but these were not peer reviewed. My colleague Dr. Hope Haslam-Straughan and I are completing an article detailing our findings from a follow-up study of transracial adopting parents. This will be sent for review before 5/2023.

10. Include any other relevant information below.

Although I have been retired since 2019, I maintain my license to practice independently with the additional supervisory credential. I have taught online for Malone at least once a semester since the fall of 2020.

1. Name of faculty member- Christine "Tina" Gemberling

2. Degree information

Degree	Bachelor of Science
Institution Granting Degree	University of Toledo
Major	Paralegal
Date Awarded (month/year)	Dec 2006

Degree	Masters of Social Work
Institution Granting Degree	University of Toledo
Major	Social Work
Date Awarded (month/year)	May 2010

Degree	
Institution Granting Degree	
Major	
Date Awarded (month/year)	

3. Academic appointments

Employing academic institution	Malone University
Title	Senior Adjunct
City and state	Canton, Ohio
Start date (month/year)	8/2019
End date (month/year)	Present

4. Professional post–baccalaureate and post–master’s social work experience

Employer	Self-LISW Counseling, LLC
Position	Telehealth therapist
City and state	Hudson, Ohio
Start date (month/year)	Jan, 2022
End date (month/year)	present

Employer	Summa Hospice
Position	Medical social worker
City and state	Akron, Ohio
Start date (month/year)	May, 2015
End date (month/year)	august 2021

5. List your current professional, academic, community-related, and scientific memberships.

Psychology Today, Therapist.com subscriptions

6. List your community service responsibilities and activities for the last 3 years.

Community service helping and volunteering in Hudson City schools as needed, prior was helping at Stow schools as needed.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

n/a

8. List your professional presentations presented during the last 5 years.

While working at Summa, was in charge of creating and implementing continuing education for the staff and managing the CEU accreditation process

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

N/a

10. Include any other relevant information below.

1. Name of faculty member- Sylvester Huston

2. Degree information

Degree	Master of Social Work, Micro Concentration
Institution Granting Degree	Akron University
Major	Social Work
Date Awarded (month/year)	May 2020

Degree	Master of Science of Social Administration
Institution Granting Degree	Case Western University
Major	Social Work
Date Awarded (month/year)	December 2017

Degree	Bachelor's of Arts
Institution Granting Degree	Malone University
Major	Social Work
Date Awarded (month/year)	August 2017

3. Academic appointments

Employing academic institution	CommQuest Services, Inc.
Title	Tutor Coordinator
City and state	Canton Ohio
Start date (month/year)	2017
End date (month/year)	2017

Employing academic institution	CommQuest Services, Inc.
Title	Facilitator
City and state	Canton Ohio
Start date (month/year)	2016
End date (month/year)	2017

Employing academic institution	Malone University
Title	Research Assistant
City and state	Canton Ohio
Start date (month/year)	2016
End date (month/year)	2016

4. Professional post–baccalaureate and post–master’s social work experience

Employer	Jay Berk PhD. and Associates
Position	Client Mental Health Therapist
City and state	Beachwood, Ohio
Start date (month/year)	April 2021
End date (month/year)	Present

Employer	4KidHelp Inc.
Position	Client Mental Health Therapist
City and state	Canton Ohio
Start date (month/year)	July 2020
End date (month/year)	Present

Employer	4KidHelp Inc.
Position	Graduate Level Intern
City and state	Canton Ohio
Start date (month/year)	August 2019
End date (month/year)	May 2020

Employer	Vantage Behavioral Health Solutions
Position	Graduate Level Intern
City and state	Barberton Ohio
Start date (month/year)	August 2018
End date (month/year)	May 2019

Employer	CommQuest Services Inc.
Position	Residential Licensed Social Worker/Chemical Dependency Counselor in Training
City and state	Canton Ohio
Start date (month/year)	September 2017
End date (month/year)	September 2018

Employer	CommQuest Services Inc.
Position	Residential Technician
City and state	Canton Ohio
Start date (month/year)	June 2017
End date (month/year)	August 2017

Employer	Our Minds Matter Urban Teen Summit
Position	Facilitator
City and state	Canton Ohio
Start date (month/year)	2017
End date (month/year)	2017

Employer	CommQuest Services Inc.
Position	Certified Peer Support Specialist
City and state	Canton Ohio
Start date (month/year)	2016
End date (month/year)	2016

5. List your current professional, academic, community-related, and scientific memberships. **Child and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD) May 2020**

6. List your community service responsibilities and activities for the last 3 years.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. **Nominated Guest Speaker at Malone University Spring Luncheon February 2017 Outstanding and Social Work Student of the Year, Malone University August 2016 – August 2017**

8. List your professional presentations presented during the last 5 years.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. **Slovak, K., Wade, H., & Huston III, S. (2018). Measuring and addressing elderly bullying in a residential community. *The Journal of Sociology & Social Welfare*. 3.**

10. Include any other relevant information below. **Licensed Social Worker Sept. 2017 Cognitive Behavioral Therapy Certification, University of Akron May 2020**

1. Name of faculty member- Michelle Alessandro

2. Degree information

Degree	MSW
Institution Granting Degree	Baylor University
Major	Social Work
Date Awarded (month/year)	May 2018

Degree	Bachelor's of Arts
Institution Granting Degree	Malone University
Major	Social Work
Date Awarded (month/year)	May 2010

3. Academic appointments

Employing academic institution	Malone University
Title	Adjunct Professor
City and state	Canton, Ohio
Start date (month/year)	August 2021
End date (month/year)	Current

4. Professional post–baccalaureate and post–master’s social work experience

Employer	Mental Health Treatment for the Uninsured in Texas: Ethical Considerations
Position	Presenter
City and state	Waco, Texas
Start date (month/year)	April 2018
End date (month/year)	April 2018

Employer	Workplace Burnout: A Study Amongst Social Workers within the Baylor Scott & White System
Position	Researcher
City and state	Waco, Texas
Start date (month/year)	2017
End date (month/year)	2018

Employer	Baylor Scott & White Medical Center – Hillcrest
Position	Emergency Department Social Worker
City and state	Waco, Texas
Start date (month/year)	2017
End date (month/year)	Present

Employer	Baylor Scott & White Medical Center – Hillcrest
Position	Medical/Surgical Intensive Care Social Worker
City and state	Waco, Texas
Start date (month/year)	2015
End date (month/year)	2017

5. List your current professional, academic, community-related, and scientific memberships.

6. List your community service responsibilities and activities for the last 3 years. **2019, CPI Nonviolent Crisis Intervention training program - Waco, TX**

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. **June 2019 – Baylor Scott & White Health CEO Award Honoree**

8. List your professional presentations presented during the last 5 years. **Mental Health Treatment for the Uninsured in Texas: Ethical Considerations-April 2018**
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
10. Include any other relevant information below. **2019, CPI Nonviolent Crisis Intervention training program - Waco, TX. 2014, EMDR training - Waco, TX. Licensed Master Social Worker (2018-Present); Licensed Bachelor Social Worker (2015-2018); Licensed Social Worker (2010-2014)**

1. Name of faculty member- Alicia McLeod

2. Degree information

Degree	MSW
Institution Granting Degree	University of Cincinnati
Major	Social Work
Date Awarded (month/year)	05/2015

Degree	Bachelor of Science
Institution Granting Degree	Cedarville University
Major	Social Work
Date Awarded (month/year)	05/2014

3. Academic appointments

Employing academic institution	Malone University
Title	Adjunct Professor/Leadership and Discipleship Coordinator
City and state	Canton, Ohio
Start date (month/year)	07/2022 (01/23 for adjunct position)
End date (month/year)	present

Employing academic institution	Palm Beach Atlantic University
Title	Area Coordinator/ Resident Director
City and state	West Palm Beach, Florida
Start date (month/year)	08/2017
End date (month/year)	05/2022

Employing academic institution	Esperanza College of Eastern University
Title	Adjunct Professor/Admissions Counselor/Admissions Processing Assistant
City and state	Philadelphia, Pennsylvania
Start date (month/year)	08/2015
End date (month/year)	07/2017

4. Professional post–baccalaureate and post–master’s social work experience

Employer	Eastway Behavioral Healthcare
Position	Social Work Intern/ Summer Contract Therapist
City and state	Dayton, Ohio
Start date (month/year)	07/2014
End date (month/year)	08/2015

5. List your current professional, academic, community-related, and scientific memberships.

Christian Community Development Association (CCDA) and Association for Christians in Student Development (ACSD)

6. List your community service responsibilities and activities for the last 3 years.

Volunteered with New Song Church children’s ministry (2020-2022), Volunteered with Jump for Joi after school program (2020-2021). Volunteer Boy Scouts of America Merit Badge Counselor for the Citizenship in Society Merit Badge for the Ohio River Valley Council.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Promotion from Resident Director to Area Coordinator in 2020.

8. List your professional presentations presented during the last 5 years.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

10. Include any other relevant information below.

Currently in the Home Study process to become a licensed foster parent. I also participated in year long service program called Mission Year in 2015-2016 where I lived, worked, and volunteered in an under-resourced neighborhood in Philadelphia.

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.

Before any potential social work faculty applies to Malone University to teach at any level (adjunct up to professor), the CSWE required minimum of 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 must be met. Once those two requirements are met, the potential faculty member goes through the following process.

All faculty at Malone must go through a procedure to be hired as follows (taken from the Malone Faculty Handbook):

The following elements serve as the process for determining whether or not instructors meet the minimum threshold for qualified faculty based upon professional equivalency or tested experience:

- (1) The potential instructor shall provide to the department chair or program director a resume or curriculum vitae and any other documentation of meeting the criteria.
- (2) The department chair or program director of the area will evaluate the materials and submit them with a recommendation on whether or not to hire or appoint the instructor to the Associate Provost within the university.
- (3) The Associate Provost will review the materials and the recommendation. If the Associate Provost concurs with the recommendation, a request for approval is sent to the Provost, who makes the final determination.
- (4) Once approved, the documentation and record of the decision to hire or appoint shall be kept on file in the Provost's office.

(5) If the Associate Provost and the chair are not in agreement, then a meeting between the chair and the dean should occur to reach agreement. If agreement is not reached, the provost would be consulted.

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.

Numerical FTE Faculty-to-Student Ratio: 1:22.4, inclusive of all program options

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

Total FTE of faculty:

Formula used to calculate FTE of all faculty:

The social work program at Malone University has 2.5 full-time faculty (Reynolds- 1.0, Russell- 1.0, and Roe- .5).

All social work faculty teach both on ground and online.

Total FTE of students:

Formula used to calculate FTE of all students:

In the 2022-2023 academic year, 42 social work declared students were full time with at least 12 credits hours a semester. 14 social work declared students were part time with less than 12 credit hours a semester. The total number of social work declared students is 49 FTE for the 2022-2023 academic year.

42 full time students
14 part time students x .5 = 7 FTE part time students
42 FTE + 7 FTE = 49 FTE students for 2022-2023 AY

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.

In the 2022-2023 academic year, the Social Work Department had 49 FTE students who have declared the social work major. Of these 49 students, 35 are traditional in-seat and 14 are fully online. The anticipated enrollment in the Social Work Department is 80 students (30-40 in the traditional in-seat and 30-40 in the fully online. The low enrollment is due to the low enrollment for all students in all departments across the university.

The Social Work Department has 2.5 FTE faculty assigned. The faculty-to-student ratio is therefore 2.5:49 or 1:19.6 which is below the required 1:25 ratio for baccalaureate programs. Class sizes, for most classes in the traditional in-seat and fully online, are maintained at 20 students or below; and typically 15 or below for practice classes. These small class sizes allow individualized attention, as well as increased student interaction. Faculty teaching courses with a practicum component (SWK222, SWK348, SWK440), in both the traditional in-seat and fully online, are given course load credit (load credit of .33 credit hours per student in practicum setting - capped at 3 credits), allowing for field agency visits to assist students in development of the learning contract, and evaluation review. With the hope of improved marketing and more students in both the fully online and traditional in seat, the 1:25 ratio will be maintained by adding additional full-time faculty as needed and approved by University Administration. Even with the lower enrollment during the past few years, adjunct faculty have been used in order to offer all the courses at least once during the academic year. This plan facilitates the progression of all our students through the social work major. A review of curricular offerings for this academic year suggests that the faculty resources adequately meet the need for quality instruction.

In the 2022-2023 academic year, Andy Reynolds had 27 social work advisees, Bekka Russell had 23 social work advisees, and Elizabeth Roe had 6 social work advisees. Social work faculty advise all social work declared students regardless of if the student is fully online or traditional in-seat. Faculty members are also required to serve on at least one university committee per year. Faculty are expected to serve in their community (neighborhood/city or faith community). Additionally, faculty members are expected to participate in professional development, including research and presentations at national conferences. Though course release time is not allocated for these requirements, time is sufficient and consistent across departments, at the university, in order to meet the expectations and it is the professional judgment of the program director that the current faculty size is sufficient for the current student enrollment.

Program Options:

Select One:

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

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

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

The Malone University Social Work Program has 2.5 full-time faculty assigned to the social work program: Andy Reynolds (Department Chair and Program Director, Associate Professor, 1 FTE), Bekka Russell (Field Director, Assistant Professor, 1 FTE), and Elizabeth Patterson Roe (Professor, .5 FTE).

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

All faculty in the Malone University Social Work Program have at least a master's degree in social work from a CSWE-accredited program. Andy Reynolds received his CSWE-accredited master's degree in social work from Asbury University '11 (Program Director), Elizabeth Patterson Roe from Roberts Wesleyan University '01 (Faculty member), Bekka Russell from The University of New England '13. Andy Reynolds and Elizabeth Patterson Roe have obtained a PhD (University of Kentucky '19 and Memorial University of Newfoundland [Canada] '15 respectively).

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.

All full-time faculty members are expected to teach between 22-24 credit hours per year. The BSW Program Director and Field Director within the social work program are awarded additional credit load time which is needed for quality oversight of field and student practice experiences as well as program administration. The BSW Program Director is given 9 credit hour load per academic year while the Field Director is given 6 credit hour load per academic year.

All 2.5 FTE and full-time faculty achieve their credit load hours within the social work department.

The only tenured full-time faculty member in the social work department is Elizabeth Patterson Roe due to the fact that she was granted a tenure-track position prior to tenure-track positions being postponed at Malone University. Although Andy Reynolds and Bekka Russell do not have tenure track positions, they have already gone through and passed a promotion phase at Malone University, Andy Reynolds from Assistant to Associate Professor and Bekka Russell from Instructor to Assistant Professor in the conclusion of the academic year '21-'22.

The rest of the Malone University Social Work Faculty are adjunct/contract instructors. Based upon need and contracting for each course offered to them to teach, the adjunct instructors get paid a contracted payment for completion of teaching a course. Adjunct instructors are not required to attend faculty meetings or committee meetings.

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 load policy for the full-time social work faculty at Malone University supports achievement of institutional priorities by allowing much of the 2.5 FTE to teach classes. Since Malone University is primarily a teaching institution, this is important to the goals of the institution and the Malone University social work program. Load release for the program director (9 credits over one academic year) is particularly helpful for the program director to attend to committee assignments and the monthly chairs and directors meetings and administrative leadership responsibilities therein. The program's

mission and goals are supported by the load release policy at Malone University so that both the program director and field director can attend to program specific needs (tending of field placements, evaluating field placements, finding new innovative field placements, working toward enrollment and marketing goals, and collaborating across campus departments). For example, once a month the program director is involved in a campus wide chairs and directors meeting in which institutional needs are addressed via the provost's 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 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.

Examples of Faculty Research Experience	Relationship to...		
	Institutional Priorities	Component(s) of Program's Mission	Component(s) of Program's Goals
Reynolds partnering with local non-profits for SWK372 Social Research Methods class	Service, Scholarship, and Teaching	...with access to urban, rural, and international practice opportunities, to prepare entry-level social work practitioners who are capable of culturally appropriate practice...	Prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels, meeting licensure requirements, and developing an

		...the growth of practice wisdom and scientific inquiry... ...enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.	awareness of the importance of ongoing professional development. Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.
Russell's work with a grant proposal to the Lilly Endowment Christian Parenting Initiative	Service and Scholarship	...the growth of practice wisdom and scientific inquiry... ...enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.	Prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels, meeting licensure requirements, and developing an awareness of the importance of ongoing professional development.
Roe's qualitative research on international practicum placements to prepare students for social work practice	Scholarship and Teaching	...with access to urban, rural, and international practice opportunities, to prepare entry-level social work practitioners who are capable of culturally appropriate practice... ...the growth of practice wisdom and	Prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels, meeting licensure requirements, and developing an awareness of the importance of ongoing

		scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.	professional development. Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own. Assist students to understand the interface between personal faith and social work, and to be able to make appropriate applications of each.
--	--	---	---

Examples of Faculty Scholarship Experience	Relationship to...		
	Institutional Priorities	Component(s) of Program's Mission	Component(s) of Program's Goals
Presentations at national conferences	Service, Scholarship, and Teaching	...the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.	Prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels, meeting licensure requirements, and developing an awareness of the importance of ongoing professional development.

			Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own. Assist students to understand the interface between personal faith and social work, and to be able to make appropriate applications of each.
Published articles in social work peer reviewed academic journals	Scholarship	...the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.	Prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels, meeting licensure requirements, and developing an awareness of the importance of ongoing professional development. Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic

			groups, and religions different from their own. Assist students to understand the interface between personal faith and social work, and to be able to make appropriate applications of each.
Blind reviewing for Social Work and Christianity Journal	Service and Scholarship	...the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.	Prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels, meeting licensure requirements, and developing an awareness of the importance of ongoing professional development. Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own. Assist students to understand the interface between

			personal faith and social work, and to be able to make appropriate applications of each.
--	--	--	--

Examples of Faculty Exchanges with External Constituencies	Relationship to...		
	Institutional Priorities	Component(s) of Program's Mission	Component(s) of Program's Goals
Reynolds assisting Lighthouse Ministries develop assessment forms	Service and Scholarship	...the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.	Assist students to understand the interface between personal faith and social work, and to be able to make appropriate applications of each.
Roe on the board of South Street Ministries	Service	...enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.	Assist students to understand the interface between personal faith and social work, and to be able to make appropriate applications of each.
Reynolds on the board of Hammer & Nails	Service	...enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.	Assist students to understand the interface between personal faith and social work, and to be able to make appropriate applications of each.
Russell on the board of Lifecare, a federally qualified health center in Stark County	Service	...enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.	Assist students to understand the interface between personal faith and social work, and to be able to make

			appropriate applications of each.
Russell as Licensed Treatment Foster/Adoptive Parent through OhioGuidestone	Service	...enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.	Assist students to understand the interface between personal faith and social work, and to be able to make appropriate applications of each.

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.

Examples of Faculty Modeling Professional Behavior and Values in the Educational Environment:

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)

Each faculty member is committed to modeling the behavior and values of the profession in the educational environment. Faculty accountabilities are outlined within the Malone University Social Work Program Handbook (Faculty Accountability section, p39 Vol 3).

Respect for students and their work is a hallmark of the program. Students receive assignments back from full-time professors within two weeks of the assignment being turned in, and in many cases earlier than that time frame. Faculty maintain office hours: the minimum required number of hours for Malone University faculty is five hours per week, but most social work faculty have more hours than the minimum and are often in the office and available to students outside of those posted hours. In addition, faculty members are consistent about confidentiality and respect for student privacy, showing the value of human rights: for example, when a disclosure to a faculty member that a student is struggling with a mental health issue and is willing to have other faculty know that there was a struggle, but does not want the *nature* of the issue to be discussed with other faculty members. The faculty member is able to ascertain that the student was not a danger to self or others, and that the student is receiving appropriate professional help, but shows respect to the student's request not to disclose additional information to other faculty.

In respecting students and their needs, showing the dignity and worth of the person and importance of human relationships, the faculty model respect for one another both in and out of the classroom. Faculty typically discuss concerns together and discuss policy issues together when these issues arise prior to having discussions with students or faculty outside the department. This may occur in formal ways (such as during departmental faculty meetings), or informal interactions during the week. Decisions are made cooperatively with all faculty members being allowed to voice their opinions and ideas before arriving at a conclusion. If a conclusion has already been reached (for example when decisions are made by the administration and departments are simply asked to carry them out), department faculty meet together and decide how to address the directive within the department. For example, when all academic programs were asked to reduce the number of course offerings due to financial restraints, the social work department collaborated together to discuss which courses could be moved to a later semester based upon advisee course needs.

In addition, faculty meet regularly (at least once a month) to discuss issues of concern to the program, concerns raised by students and issues that might affect either students or the program. If concerns are voiced regarding an issue in the classroom or a concern for/about a particular student, a strategy is developed by which this issue can be addressed. All faculty members have a voice in such discussions, and faculty work to balance respect for a student's right to self-determine and the consequences of the variety of decisions that the student might make. To underpin the importance of integrity, both for our students and for our social work faculty as stewards of student learning, when a student is struggling to meet expectations in the classroom or field, the social work faculty discuss and come up with a plan of how to assist the student to learn the

appropriate professional skills. Sometimes this results in the faculty identifying when social justice issues have been at hand for particular students who might have the disadvantage of being the first in their family to attend university, and the subsequent pressures that come from that.

Because the program is well established in the community, field supervisors are able and willing to come to faculty when there are issues and concerns. The following is an example where the social work value of service, scientific inquiry, and competence is shown. When Lighthouse Ministries needed to reevaluate their data collection efforts, their Executive Director reached out to Malone Social Work Faculty to help them in these efforts. Reynolds, along with a Malone University Education Professor, spent an afternoon at Lighthouse Ministries evaluating their methodology of data collection.

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.

Malone University is structured into 12 academic departments: Center for Intercultural Studies, Department of Business and Technologies, Department of Counseling and Psychology, Department of English, Department of Music, Department of Nursing, Department of Bible, Theology, and Ministry, Department of Communication and Visual and Performing Arts, Department of Education, Department of History, Philosophy, and Social Sciences, Department of Natural Sciences, and Department of Social Work.

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.

The social work program is recognized as an independent department and is given full autonomy to run the social work program as the social work faculty see fit. The Chair of the social work program/department meets with other department Chairs and directors from Malone University monthly in a Chairs and Directors meeting led by the University Provost. Reports regarding the program, faculty load sheets and budgetary issues are sent throughout the year by the chair to the Provost, as are the minutes of the program's monthly social work department meetings.

Decisions that affect other departments are often discussed informally between members of those departments and social work faculty, between department members and the chair, and more formally, between Department Chairs and the Provost. As noted above, Department Chairs meet with the Provost once a month as a group. Each chair meets individually with the Provost as needed. The University Provost is open and available for individual consultation. She is both a thoughtful and a supportive administrator.

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.

Curricular Development Process:

The program's faculty have control of the program curriculum. Full-time faculty order their own books for classes. Part-time faculty also are responsible for the books that are ordered for their classes, but typically order text in consultation with full-time faculty members. Part-time faculty who are teaching a section of a course that is also taught by full-time faculty utilize the same text and basic outline of the course syllabus. No person outside the social work department is required to sign off on faculty materials or approve course content. Faculty have the freedom to provide content and materials to students that reflect the mission, goals and objectives of the program. To the knowledge of all current social work faculty, there has never been a time when social work course content was challenged by the administration.

The social work program has authority to approve changes within the currently approved curriculum content of the department. Social Work faculty are expected to be knowledgeable in their field and are perceived by the administration as having the best understanding of the current needs of students and the social work profession. Only social work faculty members initiate all curriculum changes within courses.

That said, given the nature of the University as a Friends Institution, changes that can be made to either the number of courses offered, the sequencing of courses or changes to the connections between the support courses and professional courses, are subject to a process of review by the full Malone University faculty before the proposed changes is set in place. Using a Malone Faculty message board, the "Formative Review Wheel" provides opportunity for faculty and administrators to weigh in regarding proposed curricular changes within the university. The Academic Proposal Review process is a *faculty-driven collaborative review* for new courses, programs, changes to course offerings and select academic initiatives of the University. It is divided into two major components known as the "Formative Review Wheel" and the "Approval Chain." The "Formative Review Wheel" is utilized so that faculty and select administrative support units have the opportunity to review and comment upon a proposal. The approval chain begins with the Academic Policy Committees, both Undergraduate and Graduate

(UAPC and GAPC for short) and ends with a proposal being approved and codified in the catalog or other appropriate document or rejected by full faculty vote.

If a program or Department believes it needs to change its curriculum, the Chair discusses changes within the Department and creates a document detailing the changes. The document requires a rationale for the change, how the change reflects the mission of the University, as well as the changing nature of the program. In addition, the proposal needs to outline how the change will impact the program, faculty load, and other departments or programs.

The proposal is then sent to the entire faculty who receive electronic notice of a proposed change. If a specific department (e.g. Psychology) or academic entity (e.g. General Education) might be affected by the change, an additional email message is sent to the Chair or Director of that program as well, specifically inviting the entity affected to comment. If the change is substantive (e.g. changes to program hours, addition/deletion of courses, significant changes in course offerings) the change must be posted for 30 days. If it is deemed a minor change (e.g. changes to the prerequisites of major courses, changes in administrative procedures such as the requirements for students to maintain their status within the program), the changes will be posted for comment for 10 days. Any comments posted can be viewed by the full faculty and are specifically sent to the department Chair who had posted the proposed change. It is expected that concerns that are posted during this timeframe will be addressed, and often if those changes are not substantive, the original poster can indicate the modifications which will be made to the proposal.

After the comment period is closed, the proposal will be sent to the Undergraduate Policy Committee (UPC) which is charged with overseeing all changes to undergraduate curriculum. If the UPC deems the change acceptable, the proposed change goes before the entire faculty for an up or down vote. If the change is accepted, it is sent to the administrator in charge of the course catalog and the new information is entered and available to students.

This procedure provides strong faculty ownership of curriculum. Programs and departments have the opportunity to hear from interested faculty members about the impact of program changes, and have time to comment over the 30 day posting period. By the time the changes come to a vote before the faculty, issues and concerns have often been addressed within the curricular wheel.

The full faculty meets as a body once a month to discuss the assigned business of the university. The full faculty has the final authority to approve all changes related to academic structure of all academic programs at the university.

It is important to note that this vote does not constitute *approval of curriculum content* but, as noted above, approval of the *overall program outline and load hours*. Goal setting, program planning, and the achievement of goals are left to the department.

The Provost and President have been supportive of the social work program, affirms the program's overall autonomy, and values the social work profession.

As noted above, the social work department has the authority to set program goals and objectives as long as those goals and objectives are consistent with the mission of the University.

The social work program maintains authority over curriculum evaluation. Evaluations are developed within the department. Faculty members are responsible for developing, selecting and interpreting the various evaluations utilized by the department. Faculty members hold formal yearly discussion of evaluation outcomes. Informal conversations during our monthly faculty meetings are normative. In addition, several times a year social work program faculty members discuss the validity and reliability of the evaluation outcomes as well as discuss modifications of content and curriculum that might be needed based on assessment results.

The program is expected to connect some of its evaluative outcomes with University wide goals; to this end the Chair of the Department creates a report that is due every October to the Director of Evaluation for the University. See below.

Program of Study Learning Outcomes Assessment Report

Version 05.09.22

Assessment Cycle	2021-2022
Program of Study	Social Work
Department	Social Work
Date of Departmental Approval	9/21/22
Name of Submitter	Andy Reynolds

PLO data from the current assessment cycle (and relevant data from one or more prior years) for the program of study were distributed to departmental faculty on the date(s) below:

Data Distribution Date(s): ____September 14, 2022____

The relevant group of instructors met on the date(s) below to discuss the data, identify strengths and challenges, formulate action steps for responding to the challenges, and communicating strengths to relevant audiences.

Meeting Date(s): ____September 14, 2022____

Participants in the meeting(s) were: Andy Reynolds (Chair), Rebekka Russell (Field Director, and Elizabeth Roe

Mission Statement: The Malone University Social Work Program draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities to prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations who promote social justice and who can ethically integrate Christian faith with social work practice. This foundation fosters the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.

Program Goals

These are broad goals rather than specific, measurable learning outcomes.

1. Prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels, meeting licensure requirements and developing an awareness of the importance of ongoing professional development.
 - assists students to develop competencies 1,2,3,4,5,6,7,8,9
2. Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.
 - assists students to develop competencies 1,2,3,4,6,7,8,9,10
3. Assist students to understand the interface between personal faith and social work, and to be able to make appropriate applications of each.
 - assists students to develop competencies 1,2,3,6,7,8,10

Strengths in Program Learning Outcomes (PLOs)

Wording of PLO for Strength #1: Graduates will meet benchmark level competency of social work practice.

Averages of all graduates from 20-21 met or exceeded the benchmark level of competency for competencies 1-9, at a 3 or above (1-5 scale).

Wording of PLO for Strength #2: Graduates will understand the interface between personal faith and social work and to be able to make appropriate applications of each.

Averages of all graduates from 20-21 met or exceeded the benchmark level of competency for competencies 1-9, at a 3 or above (1-5 scale).

Challenges in Program Learning Outcomes (PLOs)

Wording of PLO for Challenge #1: Graduates will recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.

Last year, the social work department made an action step to create a shared social work faculty resource for guest speakers and learning resources about serving non-majority populations, with a special emphasis on LGBTQ+ groups. The resource document was created and shared and will be utilized in this academic year.

Action Steps to Respond to Key Challenges

Select one or more key challenges that you will address over time. Briefly describe specific action steps to respond to key challenges. Describe the steps in sufficient detail to make it possible to successfully implement them (e.g., identify who/what/when/where). At the same time, keep the steps manageable in light of individual and collective workloads and priorities.

If applicable, also report on the progress and impact for action steps that were created in the past and were planned to be implemented during the current assessment cycle.

In next year's program of study evaluation, the social work department will cite ways in which this resource has been utilized.

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.

All recruitment, hiring, retention, promotion, and tenure related policies for program personnel are voted on and approved through a shared governance model through the Faculty Business Meeting held monthly and through the Formative Wheel. Subsequently, any changes to the faculty handbook and faculty constitution must be approved by a majority vote of the full-time faculty.

Since the last reaffirmation, the social work program completed two successful faculty searches. The full-time social work faculty members were involved in all aspects of this search.

The procedure followed a typical search for faculty at the University. The search process is outlined below.

In 2019, two vacancies in the social work program were created for full-time faculty members due to a planned retirement and another faculty member taking a position at another University. The remaining faculty member, Dr. Roe, was able to successfully advocate and request that both vacant positions be filled. Subsequently, Dr. Reynolds and Prof. Russell were hired to begin the next academic year.

Dr. Roe was given the opportunity to organize and navigate the recruitment and hiring processes for both hires following the procedure of the University. The Provost has the ultimate authority regarding both faculty slots and hires, but the social work faculty and the appointed outside departmental faculty member provided crucial input and most of the legwork in the hiring process. Although final authority to offer a position rests with the Provost, the social work program faculty members have significant input as to who will be selected for hire.

Promotion and tenure at Malone is a collaborative process. Although the ultimate decision as to whether a faculty member is promoted/tenured rests with the Board of

Trustees of the University, faculty provide guidance and support to those in the process. Below find a brief outline of the retention, promotion, and/or tenure process.

The journey toward retention toward promotion or tenure begins when the faculty member is hired. During the new faculty member's first two years, they are assigned a mentor from outside of the department. Mentors meet with new faculty about once a month to discuss the new faculty member's adjustment to Malone. If the faculty member is new to teaching, the mentor is there to assist with suggestions and strategies to strengthen teaching. Mentors provide a report to the Provost regarding these contacts but the report is summative in nature. In addition, new faculty members meet as a group with two seasoned professors who hold monthly discussions about the basics of university teaching, the ethics and governance of Malone and other concrete topics. New faculty members are given one course release per semester to assist them with their adjustment. They are not assigned advisees in their first year nor are they asked to serve on faculty committees.

During the first semester of their second year at Malone, new faculty attend a faith integration class for which they are given one course release. The course provides time for the faculty member to examine faith and how faith integration is conceived by faculty across campus. All faculty are required as a part of this course to write a research paper in which the faculty member integrates faith in their discipline. An updated version of that paper is a component of the faculty member's promotion materials when she comes up for tenure.

In the fall of a faculty member's third year, three faculty members (one from the faculty member's department and two from outside the member's department) are convened by the provost to assist the new faculty member to begin the preparation for promotion. The three faculty members observe classes, review scholarly and service activities, and assist the new faculty member to set realistic goals towards the preparation for the documents needed for promotion/tenure. A letter from the Chair of the 3rd year committee is sent to the candidate as well as to the Provost.

The University also requires evaluation of faculty teaching. In the years leading up to promotion and/or tenure, faculty members are evaluated regarding their teaching by members of the peer review committee selected to assist the faculty member's preparation for promotion/tenure.

Five months before the candidate submits materials toward promotion/tenure, the faculty member receives a letter from the Provost noting that materials will be due to the Provost by the following November. The faculty member is again assigned three

committee members to assist with the preparation of the P/T documents. Committee members read the candidate's materials and make suggestions if needed. They sit in on classes and provide feedback to the candidate about teaching. A report of their activities is sent to the candidate who is given 10 days to respond to the letter; both the letter from the committee as well as the faculty member's response to the letter are included in the packet of information sent to the Promotion and Tenure Committee, as is a letter from the Chair of the faculty member's department and the Provost.

The Promotion and Tenure Committee (P&T Committee) at Malone reviews all materials from candidates who are up for Promotion and/or tenure. The Committee consists of seven members elected by the faculty. The Chair is appointed from those elected members by the members of the Faculty Senate. The P&T committee reviews candidates' portfolios and sends recommendations to the Provost. The Provost reviews these recommendations and provides information to the Board of Trustees during their February meeting. It is at this meeting that the final decisions are made. Candidates are informed by the Provost within a week of the February Board meeting.

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.

Andy Reynolds, MSW, LISW-S, PhD is the Bachelor's of Social Work Program Director at Malone University.

Program Options:

Select One:

- ☐ The program has only one (1) option.
- ☒ Our response/compliance plan is the same for all program options. *[the program director is responsible for all program options; the program director does not differ per program option]*
- ☐ Our response/compliance plan differs between program options in the following ways:

Accreditation Standard B3.3.4(a): *The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.*

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

Teaching Experience:

Andy Reynolds began teaching at the University level in the Fall of 2013 for Asbury University's Bachelor's of Social Work program as an Assistant Professor and Field Director. He was the Field Director up until 2016, when he transitioned to full-time teaching in the BSW program. In 2019, Andy Reynolds joined the Malone University Social Work Program as an Assistant Professor. Starting in the AY 2022-2023, Reynolds was promoted to Associate Professor. During his now 10 year experience as a university professor, Reynolds has taught many undergraduate social work courses while at both universities.

Scholarship Experience:

Andy Reynolds has presented at numerous national conferences on social work education, has a published article (as seen in his CV), and completed and defended his dissertation at the University of Kentucky in the Spring of 2019.

Curricular Development Experience:

Reynolds has created and edited many online format classes for social work both at Asbury University and at Malone University.

Along with social work faculty colleagues Prof Russell and Dr. Roe, Reynolds helped with a curriculum change for Malone's social work program to allow students to complete the requirements for their senior field placement (SWK440/460) in an optional subsequent semesters format to allow flexibility of time for non-traditional students to complete their degree.

Administrative Experience:

From 2013-2016, Reynolds was the Field Director for Asbury University's BSW Program. Starting in the Fall of 2020 Reynolds became the Department Chair and Program Director for Malone's Social Work Department and has served at such capacity since.

Other Academic and Professional Experience:

Previous to teaching, Reynolds served as an intensive child and family therapist for Bluegrass.org, the largest community mental health organization in Kentucky. While teaching at Asbury and pursuing a PhD in social work from the University of Kentucky, Reynolds co-owned and operated a small private practice in Lexington, Kentucky providing EAP sessions to a large medical employer in Central Kentucky (Reynolds & Olsen, LLC). Reynolds is currently in the process of being credentialed through Medical Mutual as a clinical social worker provider.

Reynolds has served on committees in his time in higher education, in the faculty athletics committee at Asbury University, as member and secretary in the General Education committee at Malone University, and is newly elected by the faculty to be a faculty senator at Malone University starting in AY 2023-2024 (p194 Vol 1).

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

Andy Reynolds received his master's of social work degree from Asbury University, a CSWE accredited program during the time of his degree that no longer exists, in May of 2011. Andy Reynolds received his PhD in social work from the University of Kentucky in May of 2019.

Program Options:

Select One:

- ☐ The program has only one (1) option.
- ☒ Our response/compliance plan is the same for all program options. *[the program director is responsible for all program options; the program director does not differ per program option]*
- ☐ Our response/compliance plan differs between program options in the following ways:

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

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

Andy Reynolds, MSW, LISW-S, PhD is chair of the social work program at Malone University. He is appointed full-time to the program. He has been Chair of the Program since Fall of 2020 - current.



Office of the President
2600 Cleveland Avenue NW, Canton, Ohio 44709-3897
330.471.8121 | Fax 330.471.8660
www.malone.edu

March 15, 2023

Andrew Reynolds
Associate Professor of Social Work; Chair, Department of Social Work
Social Work

Dear Andy,

On behalf of the entire Malone University community, it is a joy to express our heartfelt thanks for your amazing service in teaching, leading, and discipling our students toward Christ-likeness. In almost every conversation I have had over the last year with students and alumni/ae, the quality of our faculty and their personal care for our students has been foremost. I have heard many great stories about concrete moments when the Holy Spirit used our faculty to help transform lives. You make such a difference. This continues to be the case despite the fact that many faculty members have taken on more responsibility as the overall size of our faculty has been reduced. So often it seems that we are doing more with less, and I recognize that this has not been easy. Our entire community is grateful for your continued commitment to our students and to our mission.

It is my privilege to share information related to your appointment for the coming year. This letter confirms your 2023-24 salary as a full-time faculty member at the rank of Associate Professor. This is the second year where most faculty will receive salary increases after nearly a decade without an appreciable adjustment in compensation. Furthermore, we are committed to ongoing, annual internal and external benchmarking which may result in additional adjustments in the future.

In particular, I would like to thank you for your strong partnership in both cost-saving and revenue enhancing measures. I cannot emphasize enough the critical role you play in helping us return to fiscally sustainable pre-COVID levels of enrollment. Everything you do in helping to recruit students to Malone is enormously appreciated.

Recently a friend of Malone sent the following scripture to me for encouragement, and it seems appropriate to share it with you as well:

"Have I not commanded you? Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go." Joshua 1:9

Blessings,

Gregory J. Miller, Ph.D.
President

Cc: Christina Schnyders, Ph.D., LPCC-S Provost

Program Options:

Select One:

- ☐ The program has only one (1) option.
- ☒ Our response/compliance plan is the same for all program options. *[the program director is responsible for all program options; the program director does not differ per program option]*
- ☐ Our response/compliance plan differs between program options in the following ways:

Accreditation Standard B3.3.4(c): *The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.*

1. Compliance Statement: Narrative describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program inclusive of all program options.

The Social Work Program Director receives nine credit load hours (4.5 credits each semester, 33% of a full time load) per year to carry out the administrative functions of the social work program. This is sufficient to cover the administrative load for the program.

2. Compliance Statement: Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program inclusive of all program options.

The Social Work Program Director receives nine credit load hours (4.5 credits each semester, 33% of a full time load) per year to carry out the administrative functions of the social work program. This is sufficient to cover the administrative load for the program.

The load release time is appointed by the Provost's office.

24 credit hours required to complete
33% load release for Program Director administration
= 9 credit hours per AY given to Program Director

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

The Social Work Program Director receives nine credit load hours (4.5 credits each semester, 33% of a full time load) per year to carry out the administrative functions of the social work program. This is sufficient to cover the administrative load for the program.

Program Options:

Select One:

- ☐ The program has only one (1) option.
- ☒ Our response/compliance plan is the same for all program options. *[the program director is responsible for all program options; the program director does not differ per program option]*
- ☐ 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.

Rebekka Russell, MSW, LSW is the Field Director for the Malone University Social Work Program.

Program Options:

Select One:

- ☐ The program has only one (1) option.
- ☒ Our response/compliance plan is the same for all program options. *[the field director is responsible for all program options; the field director does not differ per program option]*
- ☐ 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.

Practice Experience: Russell's social work practice experience is rooted in community mental health. She served as a care coordinator with clients between the ages of 8 and 18 referred from the Juvenile Probation Department or DCFS. Russell then moved to specializing in working with preschool aged clients, where she gained training in the Incredible Years Parenting and Small Group programs. She eventually moved into a mental health specialist role in collaboration with Head Start.

Field Instruction Experience: Russell first gained field instruction experience in her time teaching as an adjunct instructor at Stark State College in SWK 121: Introduction to Social Welfare, which had a 15 hour volunteer requirement for the course. Russell has served as field director in the social work program at Malone University since Fall 2019, coordinating sophomore, junior, and senior field placements. Russell has also taught SWK 460: Field Instruction Seminar in-person or online since Spring 2020.

Administrative Experience: In her role as a mental health specialist with Head Start, Russell was responsible for collecting data from Head Start teachers about students and making classroom accommodations customized to the needs of students. Russell gained administrative experience in her role as an adjunct instructor, then as a full-time faculty member and as Field Education Director.

Other Academic and Professional Experience: Russell was recently accepted into Amridge University's interdisciplinary doctoral studies program. She plans to pursue concentrations in ministry and marriage and family therapy and counseling. Russell begins classes in August 2023 (p196 Vol 1).

Program Options:

Select One:

- ☐ The program has only one (1) option.
- ☒ Our response/compliance plan is the same for all program options. *[the field director is responsible for all program options; the field director does not differ per program option]*
- ☐ Our response/compliance plan differs between program options in the following ways:

Accreditation Standard B3.3.5(b): *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.*

1. Compliance Statement: Narrative documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

Rebekka Russell received her master's of social work degree from the University of New England, a CSWE accredited program, in May of 2013.

Program Options:

Select One:

- ☐ The program has only one (1) option.
- ☒ Our response/compliance plan is the same for all program options. *[the field director is responsible for all program options; the field director does not differ per program option]*
- ☐ Our response/compliance plan differs between program options in the following ways:

Accreditation Standard B3.3.5(c): *The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*

1. Compliance Statement: Narrative describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education inclusive of all program options.

The Social Work Field Director receives six credit load hours (3 credits each semester, 25% of a full time load) per year to carry out the administrative functions of the social work program's field education. This is sufficient to cover the administrative load for the program.

The load release time is appointed by the Provost's office.

24 credit hours required to complete
25% load release for Field Director administration
= 6 credit hours per AY given to Field Director

2. Compliance Statement: Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the field education program inclusive of all program options.

The Social Work Field Education Director receives six credit load hours (3 credits each semester, 25% of a full time load) per year to carry out the administrative functions of the social work program's field education. This is sufficient to cover the administrative load for the program.

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

The Social Work Field Education Director receives six credit load hours (3 credits each semester, 25% of a full time load) per year to carry out the administrative functions of the social work program's field education. This is sufficient to cover the administrative load for the program.

Program Options:

Select One:

- ☐ The program has only one (1) option.
- ☒ Our response/compliance plan is the same for all program options. *[the field director is responsible for all program options; the field director does not differ per program option]*
- ☐ 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.

Rebekka Russell is the sole Field Director for Malone University's social work program. She, along with the program director and other full-time faculty and administrative assistant work together well to ensure quality field education for social work students.

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.

Description & Sufficiency of Personnel Resources:

Rebekka Russell is the sole Field Education Director and she utilizes our shared administrative assistant and student workers to aid in clerical and administrative Field Educational tasks. Additionally, Prof. Russell has used other full-time faculty or adjuncts to assist in field liaison work when her load is in overload. Due to the quality work of the program's administrative assistant and strong pool of adjuncts, the personnel is sufficient.

Description & Sufficiency Time Resources:

Field liaisons receive load credit per number of students in courses that require a field liaison (SWK222, SWK348, and SWK440). Each student accounts for .33 credit load hours for the assigned faculty liaison, who is usually Prof. Russell, the Field Education Director.

Description & Sufficiency Technological Support Resources:

The social work program at Malone University uses Social Work Education Assessment Project (SWEAP) as a technological tool to assist in the filling out of field education forms and the electronic filing of such forms. This has been sufficient for the program to retrieve and store data. Additionally, the university has available to all faculty the use of Moodle (LMS), Google related products such as Docs, Calendar, Googlemeet, etc., smart room technology (camera and speaker), Adobe products, and Microsoft suite.

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.

Each year the program Chair, in consultation with the social work faculty, and other department chairs in what is called affinity budget meetings, develops a budget detailing the department's projected fiscal needs of the coming year. The affinity budget meetings are a group of department chairs with the provost to discuss each department's financial needs for the upcoming year. In these meetings ideas are shared regarding how to be wise with program and departmental expenses. The proposed budget is routed to the Provost and CFO for review, and during Reynolds' tenure as department chair, the social work department has never had a budget request denied. The Chair of the program is informed of the social work program budget for the following year upon approval and is authorized to spend against the allotment. Line items can be accessed down to the individual purchase or charge. The Chair is responsible for monitoring the expenditures within the Department. For example, during this reaffirmation cycle, the Chair requested additional money to hire a consultant/reader toward reaffirmation. Although the 2022-23 academic year has been financially challenging for the University, the Chair was able to to attain additional monies that could be spent and the outcome was satisfactory for both parties. In recognition of the aforementioned financially challenging times, the Chair informed the Provost office of both the formal expenses related to the CSWE reaffirmation and the projected expenses of the site visit based on previous cycles of reaffirmation. The Chair, Provost, and Assistant Provost successfully advocated for the program to receive the amount requested.

Per Malone policy, no individual is permitted to approve payment to themselves. In such cases, the request must also be approved by the Assistant Provost. The Administrative Assistant is provided with a business credit card to use for departmental expenses. So, for example, the cost of travel and conference expenses can be placed on the business credit card of the Administrative Assistant if she makes travel arrangements for staff. Per institutional policy, faculty members pay for their own expenses during conferences and are reimbursed by the university within the institution's per-diem rate, although a cash advance can be authorized. Turn-around for these expenses are usually less than two weeks from the date they are submitted to the business office.

If emergency situations arise, the Chair may appeal through the administrative chain for additional funds. It has been the personal experience of this Chair that the administration works responsibly and does assist department Chairs to meet the legitimate and documented needs of the department.

2. Compliance Statement: Narrative includes a completed budget form for all program options.

In addition to the budget form below, provided is another view of a detailed social work program budget from the year 2022-2023:

Description	Budget
Office Expenses	331
Copy/Print Charges	606
Postage Expense	35
Dues/Memberships	1,041
Travel	186
Teaching Supplies	208
Community Social Work	250
Accreditation	3,000
Events	514
TOTAL	6,171

**Program Expense Budget
Council on Social Work Education
Commission on Accreditation**

2015 EPAS

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

AS 3.4.1

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

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

Type of Program: X Baccalaureate Master's

Program Expenses	Previous Year 2021/22		Current Year (budget) 2022/23		Next Year (budget) 2023/24	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	\$165,550	100	\$132,247	100	\$132,247	100
Support Staff	\$11,532	100	\$11,602	100	\$11,602	100
Temporary or Adjunct Faculty & Field Staff	\$29,240	100	\$12,944	100	\$12,944	100
Fringe	\$54,278	100	\$43,010	100	\$43,010	100
Supplies & Services	\$5,712	100	\$6,059	100	\$5,986	100
Travel	\$771	100	\$100	100	\$186	100
Student Financial Aid	\$1,965,774	100	\$1,195,745	100	\$845,500	100
Technological Resources						
Other (Specify)						

TOTAL	\$2,232,857	-----	\$1,401,707	-----	\$1,051,475	-----
--------------	-------------	-------	-------------	-------	-------------	-------

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.

The social work program works to maximize the monies it receives to strengthen its ability to carry out its mission and goals. AS noted in EP1, *The Mission of Malone's Social Work Program draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities to prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations who promote social justice and who can ethically integrate Christian faith with social work practice.* Faculty members use the budget of the department, although budget has been reduced in recent years, to assist students toward this mission. For example, the budget provides a line item for teaching supplies which provides every faculty member monies to update materials to assist students to grow in their practice skills. The budget allots for copy/print charges, which not only allows faculty to, when legally allowed, print up-to-date materials for students from newspapers, blogs or other "just-in-time" items, but also allows students to send their papers to faculty via email and, if the faculty members desires to make a hard copy, the budget is generous enough that copies can be made. In addition, the Department has financial resources to sponsor some community events where the presence of Malone's social work program is fruitful. Although the amount is not large (typically about \$100 per agency), the agencies utilize this money in creative ways, for instance to put on community events.

The University provides monies for professional memberships for faculty and institutional memberships to BPD, CSWE, NACSW, Influencing State Policy and NASW that connect faculty to the wider worlds of professionals and social work educators.

Outside of the social work budget, the university faculty budget, overseen through the provost's office, has finances to all full-time faculty that provides monies that are generous enough that each faculty member can attend at least one major conference during the academic year. This provides the faculty with opportunities to update their skills and learn about emerging practice, bringing that information back to both the classroom and to the administration of the program. In many cases, faculty bring that information directly back to the classroom, modeling for students Goal 1 of the program: *prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels, meeting licensure requirements, and developing an awareness of the importance of ongoing professional development.*

The budget also contains an “event expense” line item which provides monies for the social work program to hold a senior field banquet inviting graduating seniors, their field supervisors, and faculty to meet for a celebration of the graduating seniors’ 450 hour field service. Historically, this is an on campus lunch with awards and recognition toward the seniors and their field supervisors for the work they’ve done to serve the community. The faculty are deliberate about providing events that will offer opportunities for students to stretch their understanding of the world and to celebrate diversity and service. This reinforces the second goal of the program which is to *assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.*

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.

A few years ago, Malone University social work faculty became aware of a curriculum problem related to our fully online social work students. As was previously the case, seniors had to complete their SWK440/460 senior field placement (450 total hours) in one semester. Due to the nature of Malone’s online student demographics (the nature of non-traditionally aged students - family responsibilities, work, etc.), this seemed unreasonable to the social work faculty. Using the resources of the academic proposal review system at Malone, the social work program proposed an additional way in which students could complete their final field requirement. Students now can complete SWK440/460 in one semester **OR** they can complete the requirements in two subsequent semesters, freeing up more time for non-traditional students to complete the required coursework. This option is available to any of the social work seniors.

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.

Description & Sufficiency of Support Staff and Other Personnel:

The social work department shares an administrative assistant, Mrs. Annie St. John, who is instrumentally important to the organization of our work and the spirit of hospitality to all students and visitors to our department. Annie is 33% loaded into the social work department/program, with the remaining 66% of her administrative assistant load shared between the Center for Intercultural Studies and the History, Political Science, and Social Sciences Department. Although Annie is shared in this capacity, she is such a tremendous asset and is definitely sufficient for our social work needs toward supporting the education activities, mission, and goals of our program.

Additionally, Annie St. John has positions for 3-4 student workers for current Malone University students. They assist the administrative assistant with tasks related to office administration.

Description & Sufficiency of Technological Resources:

The social work program has access to sufficient technological resources such as all Google technologies (i.e. Gmail, calendar, googlemeet, etc.), Moodle for LMS, personal faculty issued computers, and classrooms equipped with projectors, computers, and OWL camera/microphones.

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.

**CSWE Accreditation Librarian's Report
Everett L. Cattell Library
Malone University
May 2023**

General Library Description

Library Mission Statement

The mission of the Everett L. Cattell Library at Malone University is to provide curricular materials, research information, and Christian spiritual development resources for Malone students, faculty, staff and other library patrons, and to provide instruction in the use of those resources and in general information literacy skills.

Departmental Goals:

1. To equip students with information retrieval and evaluation skills
2. To provide and promote access to curricular materials, research information and Christian spiritual development resources for Malone University students, faculty and staff
3. To provide and maintain a web site and physical facilities that are conducive to study and research
4. To promote professional development and personal Christian spiritual growth for librarians, library support staff and student employees

Library Description

The Everett L. Cattell Library is located at the center of Malone's campus. The library's 4 floors have recently been renovated to update spaces for physical collections, student study, group work, and computer access. Students can close the door to one of the individual study carrels for undistracted focus. They can use one of 3 group study rooms for group study tables. They can also choose from a variety of tables, study pods, lounge seating, or carrels in the main library areas.

The renovations also created space for the Timken Foundation Center for Student Success (CSS) which offers services such as tutoring, testing, advising, career, and accessibility services. The building's lower level provides a computer lab as well as the E-Sports suite and the library's archives collections.

Another of the main goals for the renovation involved improved accessibility for the library. Two ADA restrooms were added, one on first floor and one on the second floor near the CSS. We also replaced the lobby and outside doors with automatic doors to facilitate entrance and allow easier card swipe functions for safety concerns. The main elevator was completely rebuilt with automatic controls that replaced the 50-year-old original keyed doors.

Fall 2022 FTE was 1002.9

Library Hours

The main library is open according to the following schedules.

Academic Year (end of August – beginning of May)

Days	Hours open
Monday – Thursday	8:00 am to 11:00 pm
Friday	8:00 am to 4:30 pm
Saturday	Closed
Sunday	5:00 pm to 10:00 pm

Summer and holiday break hours (closed for a week at Christmas and on major holidays)

Days	Hours open
Monday – Thursday	8:00 am to 4:30 pm
Fridays (holidays)	8:00 am to 4:30 pm
Fridays (summers)	closed

The Bailey Room quiet study area located just inside the main lobby is accessible 24 hours/7 days through card-swipe entry for all current Malone students.

Equipment

In the main library area

- 21 computers
- 3 color printers/scanners/copiers
- 1 presentation screen used for class presentations

In the Bailey Room

- 3 computers
- 1 black/white printer

In the lower level

- 1 computer lab
- 1 color printer/scanner/copier

Library Staff

The library's current staff includes the following 4 positions. The librarians and the Public Services staff are actively involved with the Social Work department specifically through the duties list next to their titles.

- **Director of Library Services** (FT, Librarian) = Works with social work faculty to determine library acquisitions. Provides the library orientation for intro to social work research and has facilitated using library resources for the Social Work Policy Analysis course.
- **Instruction and Technical Services Librarian** (PT, Librarian) = Usually teaches the Social Work Policy Analysis course. Maintains the social work and various citations course guides.
- **Public Services Supervisor** (FT, Staff) = Handles course reserves (checking for textbooks in use, monitoring courses taught and needed resources). Handles interlibrary loans and all borrowing functions.
- **Circulation Support Person** (PT, Staff) = Assists evening library patrons with circulation and basic reference needs.

Librarians are considered non-tenured faculty. Reference support and classroom instruction is divided according to work schedules. The Instruction and Technical Services Librarian generally works late afternoons and evenings while the Director of Library Services is available during the daytime hours.

Access Services

Malone's library offers a carefully curated collection of more than 148,000 physical books and 7800 multimedia items for course reserve and regular borrowing, as well as electronic databases, online journals, and ebooks.

The Cattell Library is active in several statewide consortia that provide phenomenal resources for our students. OhioLINK combines the resources of 117 academic libraries across the state from large research universities, small, focused private college libraries, medical and law libraries, and area community colleges. As a result, our students have access to the collections of almost all higher education libraries in Ohio for easy requesting and rapid delivery directly to our library.

In addition to their physical collections, each OhioLINK member contributes funds to provide shared online resources including ebooks, databases, full text journals, and streaming videos. OhioLINK also hosts a collection of electronic theses and dissertations from Ohio's institutions, and a repository of Open Course content created and curated by faculty from Ohio academic institutions.

In addition to OhioLINK, Malone partners with 26 other Ohio private academic libraries to form the OPAL consortium. OPAL schools work together to provide even more ebooks and other electronic resources. We also work with SearchOhio, to allow searching and patron-initiated requesting from public libraries throughout the state. Any additional research requests can be accommodated through interlibrary loan.

Malone's library shares a central catalog with the other OPAL and OhioLINK libraries. Users can limit their searches to Malone's holdings or easily search over 100 other libraries. Any items requested will be delivered to Malone's library in 3 or 4 days. Malone students can borrow most Malone and OhioLINK items for up to an entire semester.

Malone students are able to connect to all electronic resources such as ebooks, databases, and streaming videos using their Malone login. All electronic resources shared through OhioLINK must meet Ohio State University's policies and procedures for digital accessibility. (Ohio State University handles business administration for the consortium) OhioLINK and Springshare (LibGuides) offer assistance as we continually work to improve accessibility.

Physical items can be requested or picked up in person from Malone or any other consortium-related institution. Requested items are pulled and delivered to the library's circulation desk for easy access—helpful for those with limited mobility. Items can also be delivered to any other OhioLINK library so that many of our online learners can readily obtain physical resources.

Malone's participation in the OPAL consortium enables our use of EBSCO's Discovery service for one-step access to all databases. OPAL also allows us to use LibGuides, a platform for creating online research assistance tools for our students.

OhioLINK and OPAL are currently preparing to move to a new integrated library system. A vendor will be selected in June 2023 and implementation will begin within the year.

Although the library does not have a copyright specialist, the librarians are available to guide patrons to copyright information. Our LibGuides list contains a page for "Copyright and Plagiarism." Students can find citation assistance from a general "Citation Styles" page as well as specific pages for APA and MLA. The "Social Work Policy Analysis" guide has a tab dedicated to citing legislative materials. An "Open Access" page includes a tab for copyright considerations.

Reference Services

Students are invited to seek reference help at any time the library is open. A librarian is on duty on Monday-Thursday from 8:00 am to 9:00 pm and on Fridays from 8:00 am to 4:30 pm. Sunday evenings and weeknights after 9:00 pm, the library schedules an evening circulation supervisor who is able to offer basic reference assistance. Reference help is available in person, by phone, through email, or by chat. During the 2021-2022 year, library staff recorded 507 reference transactions and research consultations.

Instruction Services

Each year, the Social Work instructors invite a librarian to provide an in-class orientation to general social work library research for the Intro to the Profession class. Another presentation is scheduled for the policy analysis course to teach students how to do in-depth legislative research. The analysis course presentation was also recorded and shared with the online classes. During the presentations, students are encouraged to contact either of the librarians for individual follow-up and assistance.

We rely heavily on feedback from faculty to assess and improve our instruction processes. Professors always sit through library presentations where they can help ensure that all pertinent information is clearly communicated. We also use individual sessions with students to gauge student understanding.

The Social Work Policy Analysis course guide is heavily used, especially when that class is in session. There were 635 uses during the 2021/2022 year.

Social Work Resources/Collection Development

Collection development funds are prioritized for items that directly support Malone's course offerings. As a result, the library invites and welcomes suggestions from faculty for the acquisition of library materials. For example, the Social Work department recently sent a list of textbooks and supplemental resources used for current courses. Most of those titles were purchased and will be placed on reserve to assist students in lowering their textbook costs.

Faculty and student requests are sent directly to the Director of Library Services. She monitors library funds and collection needs and orders the requested materials accordingly. If an item is specifically requested for purchase by a particular professor, the library notifies them when the item is ready for checkout. The cataloger sends a list of all newly cataloged items to the entire faculty at least once every 3 months.

The director is also included on the Academic Policy Committee so that she can update the collection as needed in response to curriculum changes and new courses or programs.

Working in conjunction with OhioLINK, the Cattell library provides nearly 200 databases to support our students and faculty. Many of our databases apply to multiple disciplines that include various social work topics. Some examples:

- APA PsychINFO
- ATLA Serials
- Criminal Justice Abstracts with Full Text
- Gender Studies
- Legal Collection
- LGBTQ+ Source
- National Criminal Justice Reference Service Abstracts
- Psychology and Behavioral Sciences Collection
- Race Relations Abstracts
- Sage Counseling & Psychotherapy Videos
- SocINDEX with Full Text
- Sociological Collection

Students in the Social Work policy class rely heavily on the *Ohio Capitol Connection*. Other social work students often use the *NewsBank* database and starting in June, we will add an online subscription to the *New York Times* for local, national, and worldwide issues.

In addition to the specific databases and indexes we provide, OhioLINK hosts an Electronic Journal Center (EJC) that contains the full text of thousands of journals from a variety of academic publishers on all subjects. These include such titles as "Clinical Social Work Journal," "Child & Family Social Work," "Journal of Social Work," "Qualitative Social Work," and many more. The journals included in the EJC are searchable through the EBSCO Discovery Service.

Social Work Collection Strengths and Weaknesses

Thanks to our connection with OhioLINK, our social work collection is strong. Students have direct access to most journal articles they need and any others can be requested through interlibrary loan. Physical books are easily accessible either from our shelves or by direct request from one of our affiliated consortia. Most national government legislation is freely available and our subscription to the *Ohio Capitol Connection* is a great support for the Ohio State legislature sites. The addition of the *New York Times* subscription will be a useful tool to complement our other local newspaper databases.

We plan to continue to find ways to support the textbook and course resource needs of our students. That will need to be a continuing endeavor as courses evolve. Our biggest challenge is probably the desire to provide more streaming videos for all of our courses. As more classes move online, we would like to work toward duplicating and expanding the DVD collection that has been used for in-class teaching with a streaming collection that would be accessible for all online students. Unfortunately, streaming licenses are expensive, so we are listening carefully to OhioLINK and OPAL discussions about group subscription possibilities. Until we find and afford a suitable streaming package, we are pretty much limited to licensing one video title at a time and finding other subscriptions that our students can access individually.

Outreach

We host a self-guided tour for each of the First Year classes during orientation week and usually add a brochure to orientation packets. Our Public Services Supervisor works with the student staff to prepare really

creative displays which are then advertised on social media and through regular campus publications.

Unfortunately we don't have a general campus-wide library orientation course; instead, we have been focusing our energies on connecting with faculty so that they can encourage their students to use the library. Some departments, like social work, are better at promoting us than others. This year the director was given time at one of the faculty meetings and the librarians are included in faculty meetings and at faculty retreat. The Cataloger and Public Services Supervisor both reach out to faculty to let them know about newly added materials and updates to course reserves. Each year we prepare a brochure for inclusion in faculty retreat packets.

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.

Classroom space is sufficient at the University. Classrooms are assigned according to class size and the particular needs of the course. For example, SWK 345: Practice with Individuals, often requires students to work in groups. In that case, a classroom is assigned where the seating is flexible. Although the number of "traditional" classrooms outnumbers the more flexible spaces, renovations to the traditional classrooms have provided opportunities for modified flexibility: (e.g. single person seating vs. Lecture halls). For the social work program, classroom size and space is sufficient.

Faculty office space is also sufficient. Every full-time faculty member has a private office and offices are all in the same building, on the same floor, and in the same suite. Faculty are provided with a computer (pc or laptop: faculty members are allowed to choose which would best suit their needs), as well as an adequate desk, chair bookshelves, and file cabinet. Every faculty member is provided with a 'Clicker' to use in

the classroom for advancing slides. The budget for office supplies and copies is sufficient to meet the needs of the program for teaching.

The university utilizes all Google applications, therefore including googlemeet to assist faculty to meet with students virtually. Each classroom has an OWL camera/microphone, which was vitally important during the early stages of COVID-19 to assist students who may be in quarantine to still view and participate in class. Lastly, each class section, whether fully online or traditional in-seat, utilizes Moodle as an LMS for students to access course content, assignments, etc. necessary for the class. The computer access is sufficient for Malone University social work students.

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.

List of Assistive Technology Resources Available:

Many students when encountering technological problems reach out to the Information Technologies (IT) Help Desk which can be reached either via message through the Malone webpage, MaloneXpress, or via phone number. Students often use the library for any questions related to assistive technology with learning as well. Conveniently, the Center for Student Success is housed within the library.

All students have access to the Center for Student Success, which is a very convenient hub for students to ask questions about how to better assist their educational needs. Below is a document from the Center for Student Success for those with disabilities.

Rights and Responsibilities of Students with Disabilities

Students with disabilities at Malone University have the right to:

1. Equal access to courses, programs, services, jobs, activities and facilities.
2. Equal opportunity to work and to learn, and to receive reasonable accommodations.

3. Information, reasonably available, in accessible formats.
4. Privacy and confidentiality

Student with disabilities at Malone University have the responsibility to:

- Meet regular admission requirements (minimum scores achieved with or without academic accommodations)
- Self-disclose with the Office of Student Accessibility as a student with a disability.
- Document that the disability meets all criteria established for a current, functional limitation at the college level.
- Request academic accommodations and/or auxiliary aids needed prior to the start of each semester.
- Deliver accommodation request letter to each instructor upon receipt of letter.
- Meet program and course requirements.

Accommodations available to Malone University students with disabilities

- Extra time on tests in distraction reduced environment
- Electronic copy of textbooks
- Audio Books
- Braille conversion
- Professional tutor
- Housing accommodations
- Transcription services
- Screen Readers
- Interpreter
- Academic counseling
- Read Write & Gold and JAWS software
- Permission to use service animals
- FM system

How Students Access Assistive Technology:

All students access assistive technology via the Center for Student Success, the Library, and Information Technologies. All three departments work collaboratively very well to assist students toward their assistive learning/educational needs.

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: Fully online students are helped by the Center for Student Success, the Library, and Information Technologies, although because of some fully online students' proximity to campus, they may not have easy access to physical spaces, such as computer labs on campus.

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.

As noted below in the chart, three main measures are used to assess social work student competency: (in order of completion by student) Faith Integration Paper, Competency Papers, and Final Senior Field Evaluation.

Additionally, 3 other measures are used to help the program see the growth of students, although these three measures are not reported as outcome measures: entrance survey, senior evaluation of social work preparation (measures self-efficacy), and the alumni survey.

Identified Measures	Competencies Assessed	When Assessed	Where Assessed	How Assessed
Measure 1: Faith Integration Paper	10	Senior year, at least one semester before senior field practicum	SWK401	Via rubric connected to Faith Integration Paper collected in Excel/Sheets

Measure 2: Competency Papers	1-9	Senior year, during their final semester of social work classes	SWK460	Via rubric connected to Competency Papers collected in Excel/Sheets
Measure 3: Final Senior Field Evaluation Form	1-10	Senior year, during their final semester of social work classes	SWK440	Final Senior Field Evaluation Form via SWEAP

2. Compliance Statement: Assessment of competence was done by program designated faculty or field personnel for all program options.

Assessment of Competence for Measure #1 Done By: Senior students in SWK401 write a faith integration paper that is assessed by the SWK401 instructor and at least one other full-time social work faculty member. The only competence that is assessed during that time is competency 10 on Faith Integration. Data is analyzed by the Social Work Program Director.

Assessment of Competence for Measure #2 Done By: The Field seminar instructor assesses competence based upon the student's competency papers of seniors in SWK460 Senior Field Practicum Seminar. All competencies but the 10th on Faith Integration are evaluated in this way. Data is analyzed by the Social Work Program Director.

Assessment of Competence for Measure #3 Done By: Field Supervisors and Field Liaisons assist in the assessment of senior field practicum students in their final field evaluation after completion of their 450 practicum hours via SWEAP. All competencies are assessed. Data is analyzed by the Social Work Program Director.

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: Faith Integration Paper	10	Senior year, at least one semester before senior field practicum	SWK401	Via rubric connected to Faith Integration Paper collected in Excel/Sheets

Measure 2: Competency Papers	1-9	Senior year, during their final semester of social work classes	SWK460	Via rubric connected to Competency Papers collected in Excel/Sheets
Measure 3: Final Senior Field Evaluation Form	1-10	Senior year, during their final semester of social work classes	SWK440	Final Senior Field Evaluation Form via SWEAP

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 primary measures for assessment, in order of when the student is assessed, are the Faith Integration Paper (Competency 10), the Competency Papers (Competencies 1-9), and the Final Senior Field Evaluation (Competencies 1-10).

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.

The Final Senior Field Evaluation is based upon real or simulated experience of the student alongside their field supervisor and covers all 10 competencies of the program. Data is collected at the behavior level within each competency.

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 Malone University Social Work program's assessment plan measures multiple dimensions within each competency. All competencies are measured via all dimensions (knowledge, values, skills, and cognitive and affective processes) through the final senior field evaluation for each student, based upon demonstration in a real or simulated practice situation. Additionally, the Faith Integration Paper (SWK401) and the Competency Papers (SWK460) include knowledge, values, skills, and cognitive and affective processes. All students in senior field placement, through the assessment of the senior field evaluation, are to show all dimensions of generalist social work practice in their field setting to their supervisor through field experience.

7. Compliance Statement: Narrative includes benchmarks for each competency for all program options.

The Malone University Social Work program has set a benchmark of 3 (competent) on a scale of 1-5. All measures are on a 1-5 Likert scale. 5 is “Mastered Performance,” where the intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior. 4 is “Superior Performance,” where the intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior. 3 is “Competent Performance,” the benchmark for this program, where the intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior. 2 is “Inadequate Performance,” where the intern/student shows the beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior. Lastly, 1 is “Lacking Performance,” where the intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.

The Malone University Benchmark is that 90% of students will demonstrate competence inclusive of 2 or more measures.

The Malone University Social Work Program set the benchmark of competency attainment at 90% of all students because it is the goal of the program that a large majority of graduates demonstrate basic generalist competency.

8. Compliance Statement: Narrative includes a rationale for each benchmark across all program options.

Competency	Competency Benchmark % Rationale:	Outcome Measure #1 Benchmark Rationale:	Outcome Measure #2 Benchmark Rationale:	Outcome Measure #3 Benchmark Rationale:
#1	3- The Malone University Social Work program believes that entry level generalist social workers must demonstrate at least a basic competence to be ethically effective social workers.		3- Competency Papers - Social Work senior field students must demonstrate via writing a basic competency level in regards to ethical and professional social work.	3- Final Senior Field Evaluation- Graduating social work students must demonstrate basic competency in ethical and professional behavior.
#2	3- The Malone University Social Work program believes that entry level generalist		3- Competency Papers - Social Work senior field students must demonstrate via	3- Final Senior Field Evaluation- Graduating social work students must demonstrate

	social workers must demonstrate at least a basic competence to be ethically effective social workers.		writing a basic competency level in regards to engaging in diversity and difference.	basic competency in engaging in diversity and difference.
#3	3- The Malone University Social Work program believes that entry level generalist social workers must demonstrate at least a basic competence to be ethically effective social workers.		3- Competency Papers - Social Work senior field students must demonstrate via writing a basic competency level in regards to advancing human rights and social, economic, and environmental justice.	3- Final Senior Field Evaluation- Graduating social work students must demonstrate basic competency in showing the skills to advance human rights and social, economic, and environmental justice.
#4	3- The Malone University Social Work program believes that entry level generalist social workers must demonstrate at least a basic competence to be ethically effective social workers.		3- Competency Papers - Social Work senior field students must demonstrate via writing a basic competency level in regards to engaging in practice-informed research and research-informed practice.	3- Final Senior Field Evaluation- Graduating social work students must demonstrate basic competency in engaging in practice-informed research and research-informed practice.
#5	3- The Malone University Social Work program believes that entry level generalist social workers must demonstrate at least a basic competence to be ethically effective social workers.		3- Competency Papers - Social Work senior field students must demonstrate via writing a basic competency level in regards to policy practice.	3- Final Senior Field Evaluation- Graduating social work students must demonstrate basic competency in policy practice.
#6	3- The Malone University Social Work program believes that entry		3- Competency Papers - Social Work senior field students must	3- Final Senior Field Evaluation- Graduating social work students

	level generalist social workers must demonstrate at least a basic competence to be ethically effective social workers.		demonstrate via writing a basic competency level in regards to engaging with individuals, families, groups, organizations, and communities.	must demonstrate basic competency in engaging with individuals, families, groups, organizations, and communities.
#7	3- The Malone University Social Work program believes that entry level generalist social workers must demonstrate at least a basic competence to be ethically effective social workers.		3- Competency Papers - Social Work senior field students must demonstrate via writing a basic competency level in regards to assessing individuals, families, groups, organizations, and communities.	3- Final Senior Field Evaluation- Graduating social work students must demonstrate basic competency in assessing individuals, families, groups, organizations, and communities.
#8	3- The Malone University Social Work program believes that entry level generalist social workers must demonstrate at least a basic competence to be ethically effective social workers.		3- Competency Papers - Social Work senior field students must demonstrate via writing a basic competency level in regards to intervening with individuals, families, groups, organizations, and communities.	3- Final Senior Field Evaluation- Graduating social work students must demonstrate basic competency in intervening with individuals, families, groups, organizations, and communities.
#9	3- The Malone University Social Work program believes that entry level generalist social workers must demonstrate at least a basic competence to be ethically effective social workers.		3- Competency Papers - Social Work senior field students must demonstrate via writing a basic competency level in regards to evaluation with individuals, families, groups,	3- Final Senior Field Evaluation- Graduating social work students must demonstrate basic competency in evaluation with individuals, families, groups, organizations, and communities.

			organizations, and communities.	
#10	3- The Malone University Social Work program believes that entry level generalist social workers must demonstrate at least a basic competence to be ethically effective social workers.	3- Faith Integration Paper- Entry level social workers must first approach client and constituent spirituality ethically, respectfully, and responsibly. They must also utilize their own spirituality to propel them to ethically just actions on behalf of their clients and communities.		3- Final Senior Field Evaluation- Graduating social work students must demonstrate basic competency in appropriate integration of Christian faith with professional social work practice.

9. Compliance Statement: Narrative includes a description of how it is determined that students' performance meets the benchmark for all program options.

The three main measures through which all competencies are assessed at least twice utilize a likert-scale to assess student competency levels. Rubrics are utilized and completed by the SWK401 instructor and an additional full-time social work faculty member (Faith Integration Paper, Competency #10), by the SWK460 instructor (Competency Papers, Competencies #1-9), and the senior student's social work credentialed field supervisor (Final Senior Field Evaluation, Competencies #1-10).

10. Compliance Statement: Narrative provides an explanation of how the program determines the percentage of students achieving each benchmark for all program options.

Utilizing SWEAP and Excel/Sheets, the Social Work Program Director uses formulas to calculate the percentage of students who have achieved a 3 or higher for their competency ratings. The average scores added and divided by the total number of behaviors within a competency determine the total competency score for each measure.

PRESENTING THE PROGRAM'S ASSESSMENT PLAN FOR GENERALIST PRACTICE

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 1: Demonstrate Ethical and Professional Behavior	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3 (based on real or simulated practice): Final Senior 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;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	Students must receive a 3 or higher in their final senior field evaluation to achieve this benchmark. 5 -Mastered Performance 4 -Superior Performance 3 -Competent Performance	Students who receive at least a minimum score of 3 out of 5 average competency score via their field supervisor during their final senior field evaluation have shown at least basic competency for demonstrating ethical and professional behavior.
			2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	2 -Inadequate Performance 1 -Lacking Performance	

			3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5		
			4. use technology ethically and appropriately to facilitate practice outcomes;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5		
			5. use supervision and consultation to guide professional judgment and behavior.	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5		
		Measure 2: Competency Papers		Knowledge Values Skills Cognitive & Affective Processes	3 out of 5	Assessment Scoring: 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent	Students who receive at least a minimum score of 3 out of 5 average competency score in their competency paper have shown at least basic competency for demonstrating ethical and

							professional behavior.
--	--	--	--	--	--	--	------------------------

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3 (based on real or simulated practice): Final Senior 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;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	Students must receive a 3 or higher in their final senior field evaluation to achieve this benchmark. 5 -Mastered Performance	Students who receive at least a minimum score of 3 out of 5 average competency score via their field supervisor during their final senior field evaluation have shown at least basic competency for engaging diversity and difference in practice.
			2. present themselves as learners and engage clients and constituencies as experts of their own experiences;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	4 -Superior Performance 3 -Competent Performance 2 -Inadequate Performance 1 -Lacking Performance	

			3. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5		
		Measure 2: Competency Papers		Knowledge Values Skills Cognitive & Affective Processes	3 out of 5	Assessment Scoring: 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent	Students who receive at least a minimum score of 3 out of 5 average competency score in their competency paper have shown at least basic competency for engaging diversity and difference in practice.

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3 (based on real or simulated practice): Final Senior Field Evaluation	1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	Students must receive a 3 or higher in their final senior field evaluation to achieve this benchmark.	Students who receive at least a minimum score of 3 out of 5 average competency score via their field supervisor during their final senior field evaluation have shown at least basic competency for advancing human rights and social, economic, and environmental justice.
			2. engage in practices that advance social, economic, and environmental justice.	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	5 -Mastered Performance 4 -Superior Performance 3 -Competent Performance 2 -Inadequate Performance 1 -Lacking Performance	
		Measure 2: Competency Papers		Knowledge Values Skills Cognitive & Affective Processes	3 out of 5	Assessment Scoring: 1=Very Poor 2=Poor 3=Average	

						4=Above Average 5=Excellent	competency paper have shown at least basic competency for advancing human rights and social, economic, and environmental justice.
--	--	--	--	--	--	--------------------------------	---

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 4: Engage In Practice-informed Research and Research-informed Practice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3 (based on real or simulated practice): Final Senior	1. use practice experience and theory to inform scientific inquiry and research	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	Students must receive a 3 or higher in their final senior field evaluation to achieve this benchmark.	Students who receive at least a minimum score of 3 out of 5 average competency score via their field supervisor during their final senior

		Field Evaluation	2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	5 -Mastered Performance 4 -Superior Performance 3 -Competent Performance	field evaluation have shown at least basic competency for engaging in practice-informed research and research-informed practice.
			3. use and translate research evidence to inform and improve practice, policy, and service delivery	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	2 -Inadequate Performance 1 -Lacking Performance	
		Measure 2: Competency Papers		Knowledge Values Skills Cognitive & Affective Processes	3 out of 5	Assessment Scoring: 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent	Students who receive at least a minimum score of 3 out of 5 average competency score in their competency paper have shown at least basic competency for engaging in practice-informed research and research-informed practice.

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 5: Engage in Policy Practice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3 (based on real or simulated practice): Final Senior Field Evaluation	1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	Students must receive a 3 or higher in their final senior field evaluation to achieve this benchmark. 5 -Mastered Performance 4 -Superior Performance 3 -Competent Performance 2 -Inadequate Performance 1 -Lacking Performance	Students who receive at least a minimum score of 3 out of 5 average competency score via their field supervisor during their final senior field evaluation have shown at least basic competency for engaging in policy practice.
			2. assess how social welfare and economic policies impact the delivery of and access to social services;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5		
			3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5		
		Measure 2: Competency Papers		Knowledge Values Skills	3 out of 5	Assessment Scoring: 1=Very Poor 2=Poor 3=Average	

				Cognitive & Affective Processes		4=Above Average 5=Excellent	in their competency paper have shown at least basic competency for engaging in policy practice.
--	--	--	--	---------------------------------	--	--------------------------------	---

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3 (based on real or simulated practice): Final Senior 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;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	Students must receive a 3 or higher in their final senior field evaluation to achieve this benchmark. 5 -Mastered Performance 4 -Superior Performance	Students who receive at least a minimum score of 3 out of 5 average competency score via their field supervisor during their final senior field evaluation have shown at least basic competency for engaging with individuals, families, groups,

			2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	3 -Competent Performance 2 -Inadequate Performance 1 -Lacking Performance	organizations, and communities.
		Measure 2: Competency Papers		Knowledge Values Skills Cognitive & Affective Processes	3 out of 5	Assessment Scoring: 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent	Students who receive at least a minimum score of 3 out of 5 average competency score in their competency paper have shown at least basic competency for engaging with individuals, families, groups, organizations, and communities.

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3 (based on real or simulated practice): Final Senior Field Evaluation	1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	Students must receive a 3 or higher in their final senior field evaluation to achieve this benchmark.	Students who receive at least a minimum score of 3 out of 5 average competency score via their field supervisor during their final senior field evaluation have shown at least basic competency for assessing individuals, families, groups, organizations, and communities.
			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;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	5 -Mastered Performance 4 -Superior Performance 3 -Competent Performance 2 -Inadequate Performance	
			3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	1 -Lacking Performance	

			within clients and constituencies;				
			4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5		
		Measure 2: Competency Papers		Knowledge Values Skills Cognitive & Affective Processes	3 out of 5	Assessment Scoring: 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent	Students who receive at least a minimum score of 3 out of 5 average competency score in their competency paper have shown at least basic competency for assessing individuals, families, groups, organizations, and communities.

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3 (based on real or simulated practice): Senior Field Evaluation	1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	Students must receive a 3 or higher in their final senior field evaluation to achieve this benchmark. 5 -Mastered Performance 4 -Superior Performance 3 -Competent Performance 2 -Inadequate Performance 1 -Lacking Performance	Students who receive at least a minimum score of 3 out of 5 average competency score via their field supervisor during their final senior field evaluation have shown at least basic competency for intervening with individuals, families, groups, organizations, and communities.
			2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5		
			3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5		

			4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5		
			5. facilitate effective transitions and endings that advance mutually agreed-on goals	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5		
		Measure 2: Competency Papers		Knowledge Values Skills Cognitive & Affective Processes	3 out of 5	Assessment Scoring: 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent	Students who receive at least a minimum score of 3 out of 5 average competency score in their competency paper have shown at least basic competency for intervening with individuals, families, groups, organizations, and communities.

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3 (based on real or simulated practice): Final Senior Field Evaluation	1. select and use appropriate methods for evaluation of outcomes;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	Students must receive a 3 or higher in their final senior field evaluation to achieve this benchmark.	Students who receive at least a minimum score of 3 out of 5 average competency score via their field supervisor during their final senior field evaluation have shown at least basic competency for evaluating practice with individuals, families, groups, organizations, and communities.
			2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	5 -Mastered Performance 4 -Superior Performance 3 -Competent Performance	
			3. critically analyze, monitor, and evaluate intervention and program processes and outcomes;	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	2 -Inadequate Performance 1 -Lacking Performance	

			4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5		
		Measure 2: Competency Papers		Knowledge Values Skills Cognitive & Affective Processes	3 out of 5	Assessment Scoring: 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent	Students who receive at least a minimum score of 3 out of 5 average competency score in their competency paper have shown at least basic competency for evaluating practice with individuals, families, groups, organizations, and communities.

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 10 Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3 (based on real or simulated practice): Final Senior Field Evaluation	1. Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	Students must receive a 3 or higher in their final senior field evaluation to achieve this benchmark.	Students who receive at least a minimum score of 3 out of 5 average competency score via their field supervisor during their final senior field evaluation have shown at least basic competency for appropriately integrating Christian faith with professional social work practice and recognizing the importance of spirituality to the human experience.
			2. Are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	5 -Mastered Performance 4 -Superior Performance 3 -Competent Performance	
			3. Recognize the importance of spirituality to the human experience	Behaviors Knowledge Values Skills Cognitive and Affective Processes	3 out of 5	2 -Inadequate Performance 1 -Lacking Performance	

		Measure 1: Faith Integration Paper			3 out of 5	Students must receive a 3 or higher in their Faith Integration paper to achieve this benchmark. 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent	Two full-time social work faculty assess student competency based on the embedded rubric below. A 3 or higher shows at least an average minimum competency for this competency 10.
--	--	--	--	--	------------	--	--

11. Compliance Statement: Program provides copies of all assessment measures used to assess all identified competencies for all program options.

Final Senior Field Evaluation- p209 Vol 2



FIELD INSTRUMENT BSW @ EXIT/FINAL MALOP00 (CUSTOMIZED) EPAS
2015

Confidentiality Statement

The information you provide to SWEAP is valuable to the social work program that sent you this survey and educators nationally. Your feedback informs program improvement efforts.

Information collected through this instrument will be combined with similar information from social work programs around the country and maintained in a confidential database by SWEAP. Returning this survey indicates that you consent to have your data collected. Your participation to improve Social Work education is appreciated and voluntary.

Thank You.

Student's Name

Field Practicum Supervisor Education

Please indicate your education background (Mark all that apply)

- ☐ BA or BS in Human Services field
- ☐ BA or BS in Social Work
- ☐ BS
- ☐ MA in Liberal Arts field
- ☐ MA in Human Services field
- ☐ MSW or MA/MS in Social Work
- ☐ MS
- ☐ PhD in Human Services field
- ☐ PhD or DSW in Social Work
- ☐ Other

Please base your assessment of how well the Field/Practicum Student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please select your answer. Thank you.

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	Mastered: "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	Superior: "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	Competent: "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	Inadequate: "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	Lacking: "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

Competency 1 - Demonstrate Ethical and Professional Behavior

Intern makes ethical decisions by applying professional standards (i.e. 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	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern demonstrates professional demeanor in behavior	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern demonstrates professional demeanor in appearance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern demonstrates professional demeanor in oral communication	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern demonstrates professional demeanor in written communication	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern demonstrates professional demeanor in electronic communication	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern uses technology ethically and appropriately to facilitate practice outcomes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern uses supervision and consultation to guide professional judgment and behavior	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Comments

Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern presents themselves as learners to clients and constituencies	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern engages clients and constituencies as experts of their own experiences	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Comments

[Show the scoring guide](#)

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

Intern applies their understanding of social justice to advocate for human rights at the individual and system levels	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern engages in practices that advances social justice	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern engages in practices that advances economic justice	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern engages in practices that advances environmental justice	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Comments

Intern uses theory to inform scientific inquiry and research	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern uses practice experience to inform scientific inquiry and research	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern applies critical thinking to engage in analysis of quantitative research methods and research findings	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern applies critical thinking to engage in analysis of qualitative research methods and research findings	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Comments

[Show the scoring guide](#)

Competency 5 - Engage in Policy Practice

Intern Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern assesses how social welfare and economic policies impact the delivery of and access to social services	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Comments

[Show the scoring guide](#)

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

Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Intern collects and organizes data, and apply critical thinking to interpret information from clients and constituencies	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Comments

[Show the scoring guide](#)

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

Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern facilitate effective transitions and endings that advance mutually agreed-on goals	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Comments

[Show the scoring guide](#)

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

Intern selects and uses appropriate methods for evaluation of outcomes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern applies evaluation findings to improve practice effectiveness at the micro level	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern applies evaluation findings to improve practice effectiveness at the mezzo level	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Intern applies evaluation findings to improve practice effectiveness at the macro level	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Comments

[Show the scoring guide](#)

Competency 10 -Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience

Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups

1	2	3	4	5
☐	☐	☐	☐	☐

Are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work

1	2	3	4	5
☐	☐	☐	☐	☐

Recognize the importance of spirituality to the human experience

1	2	3	4	5
☐	☐	☐	☐	☐

Comments

Signatures

Field Practicum Supervisor Signature

By typing your name below, you are "signing" this assessment.

Student Signature

By typing your name below, you are "signing" this assessment.

THANK YOU FOR TAKING THE TIME TO ANSWER THE QUESTIONS.

[Submit And Finalize My Responses Above](#)

[Save My Choices Above](#)

Copyright Social Work Education Assessment Project - © - 2023

Faith Integration Paper Rubric- p189 Vol 2

		Competency 10 SWK 401			
Benchmark 3 or >		Faith Integration Paper			
Assessment Scoring: 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent					
1 = This aspect of the assignment is missing entirely or is of extremely low quality.	2 = This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	3 = This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	4 = This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	5 = This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.	
		Malone University Social Work Program Core Competency 10: Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.	Behavior 1- Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups rating (1-5) _____	Behavior 2- Are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work rating (1-5) _____	Behavior 3- Recognize the importance of spirituality to the human experience rating (1-5) _____

Competency Papers Rubrics- p231-234 Vol 2, p206 Vol 2,

MEAN		Competency 1 Spring 2023					
3 or >		Scenario to Address Per Section, Journal					
		Assessment Scoring: 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent					
		1 = This aspect of the assignment is missing entirely or is of extremely low quality.	2 = This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	3 = This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	4 = This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	5 = This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.	
Paper Number Assess-m ent	Student Email Address	Competency 1: Demonstrate Ethical and Professional Behavior.	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;	use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	use technology ethically and appropriately to facilitate practice outcomes; and	use supervision and consultation to guide professional judgment and behavior.
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
MEAN		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
3 or >		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

MEAN		Competency 2 SWK 460 Semester Spring 2023				
3 or >		Journal				
		Assessment Scoring: 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent				
		1 = This aspect of the assignment is missing entirely or is of extremely low quality.	2 = This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	3 = This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	4 = This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	5 = This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
Paper Number Assess-ment	Student Email Address	Competency 2: 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;	present themselves as learners and engage clients and constituencies as experts of their own experiences; and	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
MEAN		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
3 or >		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

MEAN		Competency 3 SWK 440/460 Spring 2023		
3 or >		Advocacy Letter Writing Assignment		
Assessment Scoring: 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent				
		1 = This aspect of the assignment is missing entirely or is of extremely low quality.	2 = This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	3 = This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.
		4 = This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	5 = This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.	
Paper Number Assessment	Student Email Address	Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	engage in practices that advance social, economic, and environmental justice.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
MEAN		#DIV/0!	#DIV/0!	#DIV/0!
3 or >		#DIV/0!	#DIV/0!	#DIV/0!

MEAN		Competency 4 SWK 440/460 Spring 2023				
3 or >		Integrative Field Journal about Research				
Assessment Scoring: 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent						
		1 = This aspect of the assignment is missing entirely or is of extremely low quality.	2 = This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	3 = This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	4 = This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	5 = This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
Paper Number Assessment	Student Email Address	Competency 4: Engage in Practice-informed Research and Research-informed Practice.	use practice experience and theory to inform scientific inquiry and research;	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	use and translate research evidence to inform and improve practice, policy, and service delivery.	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
MEAN		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
3 or >		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

MEAN		Competency 5 SWK 440/460 Spring 2023			
3 or >		Advocacy Letter Writing Assignment			
Assessment Scoring: 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent					
1 = This aspect of the assignment is missing entirely or is of extremely low quality.		2 = This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	3 = This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	4 = This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	5 = This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
Paper Number Assess-m ent	Student Email Address	Competency 5: Engage in Policy Practice.	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	assess how social welfare and economic policies impact the delivery of and access to social services;	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
MEAN		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
3 or >		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

MEAN		Competency 6 SWK 440/460 Spring 2023			
3 or >		Major Case Study Part A			
Assessment Scoring: 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent					
		1 = This aspect of the assignment is missing entirely or is of extremely low quality.	2 = This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	3 = This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	
		4 = This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	5 = This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.		
Paper Number Assess-m ent	Student Email Address	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
MEAN		#DIV/0!	#DIV/0!	#DIV/0!	
3 or >		#DIV/0!	#DIV/0!	#DIV/0!	

MEAN		Competency 7 SWK 440/460 Spring 2023				
3 or >		Major Case Study Part B				
Assessment Scoring:		1=Very Poor	2=Poor	3=Average	4=Above Average	5=Excellent
		1 = This aspect of the assignment is missing entirely or is of extremely low quality.	2 = This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	3 = This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	4 = This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	5 = This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
Paper Number	Student Email Address	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	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;	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Assess-ment						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
MEAN		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
3 or >		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

MEAN		Competency 8 SWK 440/460 Spring 2023					
3 or >		Major Case Study Part C					
Assessment Scoring: 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent							
		1 = This aspect of the assignment is missing entirely or is of extremely low quality.	2 = This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	3 = This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	4 = This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	5 = This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.	
Paper Number Assess-ment	Student Email Address	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	facilitate effective transitions and endings that advance mutually agreed-on goals.
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
MEAN		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
3 or >		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

MEAN		Competency 9 SWK 440/460 Spring 2023				
3 or >		Major Case Study Part D				
Assessment Scoring: 1=Very Poor 2=Poor 3=Average 4=Above Average 5=Excellent						
		1 = This aspect of the assignment is missing entirely or is of extremely low quality.	2 = This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	3 = This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	4 = This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	5 = This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
Paper Number Assess-ment	Student Email Address	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	select and use appropriate methods for evaluation of outcomes;	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
MEAN		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
3 or >		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

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.

Below is summary data for the outcome measures for the 2022-2023 academic year. The measures that assess direct practice is the final senior field evaluation, while competency papers and the faith integration paper assess all 10 competencies. Both of the aforementioned measures are assessed during a student's senior year. Two separate tables are below showing the assessment data for the traditional in seat and the fully online option.

2. *Compliance Statement:* Narrative specifies the percentage of students achieving program benchmarks for each program option.

Below is a table identifying the generalist assessment outcome data for each program option for the 2022-2023 academic year, and what percentage of those students achieved the set benchmark.

Generalist Assessment Outcomes for the Traditional In-Seat Program Option:

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining (N=___)	Percent Achieving Competency	Competency Benchmark Met?
Competency 1: Demonstrate Ethical and Professional Behavior	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% Behavior 5: 100% n= 9	((100 + 100 + 100 + 100 + 100) / 5 + 100) / 2 = 100% Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 7		
Competency 2: Engage Diversity and Difference in Practice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% n= 9	((100 + 100 + 100) / 3 + 100) / 2 = 100% Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 7		

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% n= 9	$\frac{((100 + 100)/ 2 + 100) / 2 = 100\%}{\text{Percentage Achieving Competency}}$	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 7		
Competency 4: Engage In Practice-informed Research and Research-informed Practice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% n= 9	$\frac{((100 + 100 + 100)/ 3 + 100) / 2 = 100\%}{\text{Percentage Achieving Competency}}$	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 7		
Competency 5: Engage in Policy Practice	90% of students will demonstrate competence	Measure 3:	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100%	$\frac{((100 + 100 + 100)/ 3 + 100) / 2}{\text{Percentage Achieving Competency}}$	Yes

	inclusive of 2 or more measures .	Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	n= 9	= 100% Percentage Achieving Competency	
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 7		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% n= 9	((100 + 100)/ 2 + 100) / 2 = 100% Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 7		
Competency 7: Assess Individuals, Families, Groups, Organizations,	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% n= 9	((100 + 100 + 100 + 100)/ 4 + 100) / 2 = 100% Percentage Achieving Competency	Yes

and Communities		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 7		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% Behavior 5: 100% n= 9	$\frac{((100 + 100 + 100 + 100 + 100))}{5 + 100} / 2 = 100\%$ Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 7		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations,	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% n= 9	$\frac{((100 + 100 + 100 + 100))}{4 + 100} / 2 = 100\%$ Percentage Achieving Competency	Yes
		Measure 2: Competency Papers	100% n= 7		

and Communities		Students must score a minimum of 3 out of 5 points.			
Competency 10: Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points. Measure 1: Faith Integration Paper Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% n= 9 90.91% n= 11, 1 failed to submit a paper and did not pass class	$((100 + 100 + 100) / 3 + 90.91) / 2 = 95.45\%$ Percentage Achieving Competency	Yes

Generalist Assessment Outcomes for the Fully Online Program Option:

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining (N=___)	Percent Achieving Competency	Competency Benchmark Met?
------------	----------------------	---------------------------	---------------------------	------------------------------	---------------------------

Competency 1: Demonstrate Ethical and Professional Behavior	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% Behavior 5: 100% n= 4	((100 + 100 + 100 + 100 + 100)/ 5 + 100) / 2 = 100% Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 3		
Competency 2: Engage Diversity and Difference in Practice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% n= 4	((100 + 100 + 100)/ 3 + 100) / 2 = 100% Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 3		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% n= 4	((100 + 100)/ 2 + 100) / 2 = 100% Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 3		
Competency 4: Engage In Practice-informe d Research and Research-inform ed Practice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% n= 4	((100 + 100 + 100)/ 3 + 100) / 2 = 100% Percentage	Yes

		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 3	Achieving Competency	
Competency 5: Engage in Policy Practice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% n= 4	$\frac{((100 + 100 + 100) / 3 + 100) / 2}{2} = 100\%$ Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 3		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% n= 4	$\frac{((100 + 100) / 2 + 100) / 2}{2} = 100\%$ Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 3		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% n= 4	$\frac{((100 + 100 + 100 + 100) / 4 + 100) / 2}{2} = 100\%$ Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 3		

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% Behavior 5: 100% n= 4	((100 + 100 + 100 + 100 + 100)/ 5 + 100) / 2 = 100% Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 3		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% n= 4	((100 + 100 + 100 + 100)/ 4 + 100) / 2 = 100% Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 3		
Competency 10: Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% n= 4	((100 + 100 + 100)/ 3 + 100) / 2 = 100% Percentage Achieving Competency	Yes
		Measure 1: Faith Integration Paper Students must score a minimum of 3 out of 5 points.	100% n= 6		

Generalist Assessment Outcomes for the Social Work Program (Aggregate of all program options):

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining (N= __)	Percent Achieving Competency	Competency Benchmark Met?
Competency 1: Demonstrate Ethical and Professional Behavior	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% Behavior 5: 100% n= 13	$((100 + 100 + 100 + 100 + 100) / 5 + 100) / 2 = 100\%$ Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 10		
Competency 2: Engage Diversity and Difference in Practice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% n= 13	$((100 + 100 + 100) / 3 + 100) / 2 = 100\%$ Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 10		

Malone University

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% n= 13	$((100 + 100) / 2 + 100) / 2 = 100\%$ Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 10		
Competency 4: Engage In Practice-informed Research and Research-informed Practice	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% n= 13	$((100 + 100 + 100) / 3 + 100) / 2 = 100\%$ Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 10		
Competency 5: Engage in Policy Practice	90% of students will demonstrate competence	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% n= 13	$((100 + 100 + 100) / 3 + 100) / 2 = 100\%$	Yes

	inclusive of 2 or more measures			Percentage Achieving Competency	
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 10		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% n= 13	((100 + 100)/ 2 + 100) / 2 = 100% Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 10		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% n= 13	((100 + 100 + 100 + 100)/ 4 + 100) / 2 = 100% Percentage Achieving Competency	Yes
		Measure 2: Competency Papers	100% n= 10		

		Students must score a minimum of 3 out of 5 points.			
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% Behavior 5: 100% n= 13	$((100 + 100 + 100 + 100 + 100) / 5 + 100) / 2 = 100\%$ Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 10		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% n= 13	$((100 + 100 + 100 + 100) / 4 + 100) / 2 = 100\%$ Percentage Achieving Competency	Yes
		Measure 2: Competency Papers Students must score a minimum of 3 out of 5 points.	100% n= 10		

Competency 10: Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.	90% of students will demonstrate competence inclusive of 2 or more measures	Measure 3: Final Senior Field Evaluation Students must score a minimum of 3 out of 5 points. Measure 1: Faith Integration Paper Students must score a minimum of 3 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% n= 13 95.65% n= 17 1 student did not turn in Faith Integration Paper and did not pass the class	$((100 + 100 + 100) / 3 + 95.65) / 2 = 97.82\%$ Percentage Achieving Competency	Yes

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(B)
MALONE UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES

Form AS 4(B): A form required for Reaffirmation, Candidacy, and ongoing compliance per AS 4.0.3.

Submitting Form AS 4 for Reaffirmation Self-Study & Candidacy Benchmarks

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standard below:

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.

All programs accredited by the Council on Social Work Education's Commission on Accreditation (COA) are required to measure and report student learning outcomes. All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards (EPAS) and any additional competencies programs may choose to add. These holistic competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Programs determine a percentage-based benchmark for each competency and determine an outcome-measure benchmark (minimum score) for each measure. The competency benchmark (which can differ for each competency) represents the minimum percent of students the program expects to have achieved the outcome measure benchmarks in both/all measures for each of the nine competencies. The program then determines the percentage of students that attained each outcome measure (e.g., minimum score or higher), and aggregates the percentages for both/all measures together to obtain the percentage of students demonstrating competence inclusive of two (2) or more measures. The result of aggregating both/all outcome measure percentages provides the percentage of students achieving the competency benchmark. An aggregated percentage at or above the competency benchmark is considered achievement of that competency. If the program has more than one program option, the program must report data for each program option, and also an aggregate of all program options combined to determine an overall percentage of students across all program options achieving the competency benchmark.

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 weblink 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

All 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. Summarize the program's competency-based assessment plan. Programs may add/delete rows to accurately reflect the number measures included in the data presented.

Assessment Measure #1: Final Senior Year Field Evaluation	
Dimension(s) assessed:	Behaviors, Knowledge, Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	Final Senior Year Field Evaluation
Who assessed student competence:	Social Work Credentialed Field Supervisor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 or better (out of 5)
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	90%
Assessment Measure #2: Competency Papers	
Dimension(s) assessed:	Knowledge, Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	Senior Year, SWK Field Seminar connected to their Senior Practicum

Who assessed student competence:	Seminar Instructor
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 or better (out of 5)
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	90%
Assessment Measure #3: Faith Integration Paper	
Dimension(s) assessed:	Knowledge, Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	SWK401 semester before starting their senior field practicum
Who assessed student competence:	SWK401 instructor and another full-time social work faculty
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 or better (out of 5)
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	90%

Directions for completing Form AS 4

Indicate the benchmark percentage for each competency. The competency benchmark is the percent of students the program expects to have achieved both/all outcome measure benchmarks. Programs calculate the percentage of students achieving each outcome measure benchmark, then calculate the percentage of students achieving each competency inclusive of two or more measures for each program option. Programs with multiple program options must present data for each program option, and in aggregate inclusive of all program options per competency. Programs may add/delete columns to accurately reflect the number of program options offered. *This is a required form.* The assessment data table may be altered to accurately reflect the number of program options offered and additional program-developed competencies program. However, beyond these formatting alterations, the program may not alter the content of this form.

Assessment Data Collected during the Academic Year (2022-2023)

COMPETENCY	COMPETENCY BENCHMARK (%)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK		
		Aggregate of Students from All Program Options n = 13 total graduates	Program Option #1 (Traditional In-Seat) n = 9 graduates	Program Option #2 (Fully Online) n = 4 graduates
Competency 1: Demonstrate Ethical and Professional Behavior	90% of students will demonstrate competence inclusive of 2 or more measures	100%	100%	100%
Competency 2: Engage Diversity and Difference in Practice	90% of students will demonstrate competence inclusive of 2 or more measures	100%	100%	100%
Competency 3: Advance Human Rights and Social, Economic, and	90% of students will demonstrate competence	100%	100%	100%

Environmental Justice	inclusive of 2 or more measures			
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90% of students will demonstrate competence inclusive of 2 or more measures	100%	100%	100%
Competency 5: Engage in Policy Practice	90% of students will demonstrate competence inclusive of 2 or more measures	100%	100%	100%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	100%	100%	100%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	100%	100%	100%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	100%	100%	100%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90% of students will demonstrate competence inclusive of 2 or more measures	100%	100%	100%

Competency 10: Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience	90% of students will demonstrate competence inclusive of 2 or more measures	97.82%	95.45%	100%	
---	---	---------------	---------------	-------------	--

2. *Compliance Statement:* The program updates Form AS 4 (B) and/or Form AS 4(M) on its website with the most recent assessment outcomes for each program option.

Active Hyperlink to the Public Webpage where Assessment Outcomes are Posted:

<https://www.malone.edu/academics/academic-departments/socialwork/accreditation-on-assessment/>

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 and the most recent academic year, 2022-2023, are posted on the website link.

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.

Every Fall semester, each program at Malone University must meet to review, discuss, and plan based upon program specific data, student learning outcomes, and competency benchmarks, regardless of whether or not it is a reaffirmation year for the social work program. These meetings have helped the social work faculty to tweak the program when necessary to better serve our students and the needs of the social work field they will be entering as new generalist social workers.

Data is gathered by the field director and the program director before this meeting. Using the data from the previous academic year, the faculty see if benchmarks are being met. This data is used to identify strengths of the program as well as areas for

potential improvement. A Malone University student learning and program outcomes report is submitted to the University with action steps to close the loop.

2. Compliance Statement: The narrative describes the implications for program renewal across all program options.

Reaffirmation of accreditation for Malone University's Social Work program would allow the social work program to continue to provide quality education, social work experience, and ethical faith integration for Malone University Social Work students. Malone's motto of "Welcoming, Mentoring, and Serving" is an appropriate parallel to what we are about in the social work program. We want all students of all walks of life who are passionate about social justice and service to come here to learn through a mentoring relationship with faculty, all for the ultimate goal of providing service to their communities. Reaffirmation through CSWE would enable us to continue in this mission. The Malone University Social Work program grows social work graduates who have met program specific competency benchmarks (more than 90% of graduates met competency benchmarks for every competency). A strength of the Malone University Social Work program is the three practicum opportunities for social work students (SWK222, SWK348, SWK440/460). In giving students the opportunity to see and participate in CSWE's signature pedagogy three times throughout their time at Malone, students learn the living out of social work through a variety of systems and with a variety of populations.

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.

COMPETENCY	COMPETENCY BENCHMARK	% ATTAINING	BENCHMARK MET? (Yes/No) Changes Made or Planned
Competency 1: Demonstrate Ethical and Professional Behavior	90% at 3 or greater	100%	Benchmark met - Yes No changes have yet been planned due to the fact that the Final Senior Field Evaluation (Outcome Measure 1) and the Competency Papers (Outcomes Measure 2) have shown meeting program specific

			competency benchmarks.
Competency 2: Engage Diversity and Difference in Practice	90% at 3 or greater	100%	Benchmark met - Yes No changes have yet been planned due to the fact that the Final Senior Field Evaluation (Outcome Measure 1) and the Competency Papers (Outcomes Measure 2) have shown meeting program specific competency benchmarks.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90% at 3 or greater	100%	Benchmark met - Yes No changes have yet been planned due to the fact that the Final Senior Field Evaluation (Outcome Measure 1) and the Competency Papers (Outcomes Measure 2) have shown meeting program specific competency benchmarks.
Competency 4: Engage In Practice-informed Research and Research-informed Practice	90% at 3 or greater	100%	Benchmark met - Yes No changes have yet been planned due to the fact that the Final Senior Field Evaluation (Outcome Measure 1) and the Competency Papers (Outcomes Measure 2) have shown meeting program specific competency benchmarks.
Competency 5: Engage in Policy Practice	90% at 3 or greater	100%	Benchmark met - Yes No changes have yet been planned due to

			the fact that the Final Senior Field Evaluation (Outcome Measure 1) and the Competency Papers (Outcomes Measure 2) have shown meeting program specific competency benchmarks.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90% at 3 or greater	100%	Benchmark met - Yes No changes have yet been planned due to the fact that the Final Senior Field Evaluation (Outcome Measure 1) and the Competency Papers (Outcomes Measure 2) have shown meeting program specific competency benchmarks.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90% at 3 or greater	100%	Benchmark met - Yes No changes have yet been planned due to the fact that the Final Senior Field Evaluation (Outcome Measure 1) and the Competency Papers (Outcomes Measure 2) have shown meeting program specific competency benchmarks.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90% at 3 or greater	100%	Benchmark met - Yes No changes have yet been planned due to the fact that the Final Senior Field Evaluation (Outcome Measure 1) and the Competency Papers (Outcomes

			Measure 2) have shown meeting program specific competency benchmarks.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90% at 3 or greater	100%	Benchmark met - Yes No changes have yet been planned due to the fact that the Final Senior Field Evaluation (Outcome Measure 1) and the Competency Papers (Outcomes Measure 2) have shown meeting program specific competency benchmarks.
Competency 10: Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience	90% at 3 or greater	97.82%	Benchmark met - Yes No changes have yet been planned due to the fact that the Final Senior Field Evaluation (Outcome Measure 1) and the Faith Integration Paper (Outcomes Measure 2) have shown meeting program specific competency benchmarks. The reason for this competency not achieving 100%, was due to the fact that one student did not submit a Faith Integration paper.

Since nearly 100% of Malone University Social Work graduates met the competency benchmarks for the year 2022-2023, there is no logical reason to make changes. The specific program benchmark is set so that students would show basic generalist bachelor's level competency. Malone University's Social Work program's first goal is to "Prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels, meeting licensure

requirements, and developing an awareness of the importance of ongoing professional development.” The benchmark is set to measure if the program is achieving this goal, therefore, the benchmark should not be adjusted, since it is connected directly to the program’s first goal.

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:

Every three years, the social work program at Malone University conducts an online meeting with the advisory board and a social work student representative (preferably the president of the Social Work Club). Below is a snapshot of the agenda for the most recent advisory board meeting:

Malone University Social Work Program's PAC- Advisory Meeting Agenda

June 4, 2021

- Program, Malone, and Faculty Announcements
 - Many 2021 graduates went straight into employment
 - 100% pass rate for BSW level exam in 2020-2021
 - Keep an eye out for our CEU opportunities through email – now a Counseling CEU provider too
- Short intros of those on the Advisory board
- NASW Code of Ethics ethical alignment with our students in the field
- What foreseeable gaps in our curriculum do you see in your practice in the community?
 - Covid impact changes telehealth, technology, certain practice areas (specialties)
- What are some areas of growth that you've seen for our students?
 - Continue to help the next generation with technology
 - Increased exposure to LGBTQ+ and how to work ethically and effectively with those populations
- What are the unique strengths of Malone SWK students that you've seen in the field?
 - Well prepared
 - Integrates faith ethically
 - Eager to learn

In addition to the advisory board meeting, we survey alumni about their perception of their experience in the social work program and how well it prepared them for generalist social work practice. We find this meaningful data, because with a few years of experience in the field, our alumni have a strong and unique perspective on how well they were prepared.

Alumni are asked to rate how well they felt prepared by the 10 competencies at Malone, as well as the following short answer questions:

1. How could Malone University's Social Work program improve?
2. What are the strengths of Malone University's Social Work Program?

Area(s) of Implicit Curriculum Assessed:

Issues of implicit curriculum at Malone University were addressed via the advisory board meeting asking specifically about diversity and practice in the current social work field. Alumni respondents can expound upon implicit curriculum topics in their short answers.

Stakeholders Assessing the Program:

The Advisory Board consists of 18 community social work members who have many years of experience in a variety of social work fields. Some are practicum supervisors, some are adjunct faculty, and all are champions of social work in the Stark County area.

Alumni survey respondents are all social work graduates from Malone University's social work program who respond to an email survey through the alumni office.

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:

Feedback from the advisory board meeting from Summer 2021:

There were two major areas of improvement for the social work program from the advisory board meeting held in summer of 2021: to continue to help the next generation with technology with social work, particularly related to the increase of telehealth since the Covid-19 pandemic and to continue to provide opportunities and discussions for students to be exposed to ethical and competent practice with LGBTQ+ communities.

The Alumni Survey outcome data:

	1 (Very Poor), 2, 3, 4, 5 (Very Well)
Demonstrate Ethical and Professional Behavior	4.95 average rating, n= 36
Engage Diversity and Difference in Practice	4.69 average rating, n= 36

Advance Human Rights and Social, Economic, and Environmental Justice	4.80 average rating, n= 36
Engage in Practice-informed Research and Research-informed Practice	4.72 average rating, n= 36
Engage in Policy Practice	4.66 average rating, n= 36
Engage with Individuals, Families, Groups, Organizations, and Communities	4.77 average rating, n= 36
Assess Individuals, Families, Groups, Organizations, and Communities	4.77 average rating, n= 36
Intervene with Individuals, Families, Groups, Organizations, and Communities	4.69 average rating, n= 36
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	4.75 average rating, n= 36
Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience	4.89 average rating, n= 36

In terms of the open ended questions in the Alumni survey that alums could expound upon, there were a variety of responses.

The first open ended question asked Social Work Alum to answer: “How could Malone University’s Social Work Program improve?” Many did not respond, and few responded that they had no improvement ideas. Still, some had some interesting feedback.

The most common themes were to improve opportunities for diversity of practice (n= 6) and to improve upon the full-time faculty, as in, more full-time faculty and to improve diversity within the full-time faculty (n= 3).

The other open-ended question from the alumni survey was, “What are the strengths of Malone University’s Social Work Program?” Similar to the previous question, many did not respond. The most common themed answers were connectedness/helpfulness from faculty and staff (n= 13), rigorous quality educational experiences (n= 8), and good quality resources/connections/internships (n= 4).

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.

Implications for Program Renewal:

A renewal of the social work program’s accreditation through the Council on Social Work Education would be beneficial and impactful to Malone University, the surrounding Stark County/Canton City community, and to further communities. As exhibited by the data from our alumni, graduates feel prepared to serve their social work populations ethically and competently. Reaffirmation would be a continuation of the good work first

started by Malone University's Social Work Program all the way back since its first affirmation in 1982. That work is producing competent generalist social workers. Additionally, Malone University's Social Work Program provides a justice oriented academic program, equipped to train up positive and justice-minded change agents. These students who are drawn toward the social work profession, do not only help the world around them after graduation, but improve our campus while they are still learning beginning generalist social work. The Malone University Social Work Program is impactful and will continue to be for future generations. Program renewal would equip the Malone University Social Work program to continue leaning into its strengths: quality generalist social work education with ample opportunities for practicum learning in a faith-based institution with a social work program that encourages an ethical understanding of faith integration.

Specific Changes Made or Planned:

Changes based upon the Advisory Board Meeting feedback:

Following the advisory board meeting in summer of 2021, the social work faculty made an emphasis to the curriculum where appropriate: an intentional updating of the section on sexuality and gender in the Human Behavior and the Social Work Environment class, incorporating research conducted by Mark Yarhouse. To address the continuation of use of technology, by necessity, since the beginning of the Covid-19 pandemic, students and faculty and staff alike had to learn new technologies in order to continue the educational process through the height and subsequent waning of the pandemic critical waves. Technologies included relying more heavily on google meet, zoom, and shared document platforms such as google docs and google sheets to achieve classroom tasks even through unexpected quarantine times.

Changes based upon the Alumni Survey Responses:

The ratings of how well the Malone University Social Work Program prepared alumni toward their professional life shows that Malone University has been a solid baccalaureate social work program for many years. This particular data regarding those likert-scale ratings has not rendered any changes to the social work program, but some feedback from the alumni that there needs to be more full-time social work faculty and more diversity shown in the faculty has rendered some changes. The lack of diversity in the social work faculty was something the program wanted to address since last reaffirmation. The full-time social work faculty from last reaffirmation was 3 full-time white women. Since then, the full-time faculty are 2 white women and 1 white man. In the past 4 years, the full-time faculty have done an intentional job of increasing the racial and gender diversity within the adjunct faculty pool, 66% (n= 4) white adjunct faculty and 33% (n= 2) African-American adjunct faculty in the 2022-2023 academic year, and 83% (n= 5) women adjunct faculty and 17% (n= 1) men adjunct faculty. The Malone University Social Work Program would really like to improve upon these

numbers at the full-time social work faculty level, and a desire to grow the program to add another position is desired by the program.

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: