Social Work Program
Self Study Report
2011-2012
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1. Program Mission and Goals

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose 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.

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—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.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, 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 and practice.

Accreditation Standard 1.0 Program Mission and Goals

The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.

1.0.1: The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and program context.

The mission of Gannon’s social work program:

1) addresses the social work profession’s purpose,
2) is grounded in the social work profession’s core professional values and
3) is informed by the context of our unique Gannon environment.

To demonstrate these three declarations, the profession’s purpose and core values, as well as the overall mission of Gannon University and the mission/goals of the university’s social work program (See Table 1 for goals), are presented below, followed by an explanation of how are all are reflected in the program’s mission and goals.

Purpose of Professional Social Work

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect
for human diversity, and knowledge based on scientific inquiry, social work’s purpose 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. (CSWE, 2008)

Core Values of the Social Work Profession
According to the National Association of Social Workers’ Code of Ethics (NASW, 1999), service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence comprise the core values of social work profession. In addition, the Council on Social Work Education recognizes human rights and scientific inquiry as other core values of social work (CSWE, 2008). 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.

Gannon University Mission
Gannon is a Catholic, Diocesan University dedicated to excellence in teaching, scholarship and service. Our faculty and staff prepare students to be global citizens through programs grounded in the liberal arts and sciences and professional specializations. Inspired by the Catholic Intellectual Tradition, we offer a comprehensive, values-centered learning experience that emphasizes faith, leadership, inclusiveness and social responsibility.

Gannon’s Social Work Program Mission
The mission of the Gannon University Social Work Program is to prepare students as social work professionals able to competently promote human and community well-being by utilizing social work knowledge, values and skills. Through a curriculum informed by the Judeo-Christian concept of social caring and social work professional values, we produce graduates committed to: service; integrity; social and economic justice; human rights; the dignity and worth of the person and their relationships; and scientific inquiry; who will become leaders in local, regional, and global communities.
Explanation of how Mission Reflects Profession’s Purpose and Values as well as Program’s Context

In compliance with CSWE’s 2008 EPAS 1.0, clearly the Gannon University social work program’s mission is informed by the social work profession’s purpose and core values, as well as the program’s context.

EP 1.0 Purpose: The Gannon social work program mission statement explicitly states an intention to prepare students to be able to competently “promote human and community well-being”, which is consistent with CSWE’s definition of the purpose of the social work profession.

EP 1.1 Values: The Gannon social work program mission statement explicitly states an intention to “produce graduates committed to: service; integrity; social and economic justice; human rights; the dignity and worth of the person and their relationships; and scientific inquiry;” which is consistent with the values of the social work profession as identified by both CSWE and NASW.

EP 1.2 Program Context: The manner in which the program’s mission statement reflects the program’s context, can first be understood through this comparisons of the text in the University’s mission and the social work program’s mission:

Table 1. Content Comparison of University and SW Program Missions

<table>
<thead>
<tr>
<th>Gannon University Mission Statement</th>
<th>Social Work Program Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in scholarship and service</td>
<td>service….scientific inquiry</td>
</tr>
<tr>
<td>Dedicated to excellence</td>
<td>professionals able to competently promote</td>
</tr>
<tr>
<td>……. learning emphasizes … leadership…</td>
<td>leaders in local, regional, global communities</td>
</tr>
<tr>
<td>Catholic intellectual tradition…values-centered learning experience that emphasizes faith….</td>
<td>Judeo-Christian concept of social caring</td>
</tr>
<tr>
<td>social responsibility</td>
<td>community well being</td>
</tr>
</tbody>
</table>

As explicitly demonstrated in Table 1, **five principles** in Gannon University’s mission statement are clearly present in the Social Work Program mission statement. Two of the principles are the emphasis on the scholarship/service; and a dedication to excellence, which can be viewed as competency. Leadership and global citizenship, as well as a faith tradition of faithfully caring for others are two other commonalities between the University and Program mission statements. Finally, the theme of social responsibility is present in both mission statements. Therefore, there is consistency between the Gannon University mission statement and the Social Work Program mission statement.

Another example of the manner in which the Social Work Program’s mission reflects the unique context, the needs and opportunities of our specific program within the predominately regional Gannon University, is through the program’s commitment to prepare students for their role in “local, regional and global communities”. Gannon University is increasingly recruiting international students and the city of Erie itself is home to the International Institute that serves as a relocation point for refugees throughout the world. As many of our students remain in the northwestern Pennsylvania region, with its slowly but steadily increasing diversity, the program seeks to respond to this context.
The goals of the Gannon BSW Program are derived from the program’s mission statement, as is evidenced in the following comparison in Table 2.

**Table 2. Content Comparison of Program Mission and SW Program Goals.**

<table>
<thead>
<tr>
<th>Social Work Program Mission</th>
<th>Social Work Program Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>prepare students as social work professionals</td>
<td>Goal 1. . . .for generalist professional practice</td>
</tr>
<tr>
<td>by utilizing social work knowledge, values, skills</td>
<td>Goal 2. . .to apply the values and ethics of the social work profession</td>
</tr>
<tr>
<td>produce graduates committed to …the dignity and worth of the person</td>
<td>Goal 3. . .for practice with diverse populations</td>
</tr>
<tr>
<td>produce graduates committed to scientific inquiry</td>
<td>Goal 4. . .engage in research informed by practice &amp; practice informed by research.</td>
</tr>
<tr>
<td>Produce graduates committed to social/economic justice</td>
<td>Goal 5. . .engage in policy practice to promote social/economic justice</td>
</tr>
<tr>
<td>able to competently promote human and community well-being</td>
<td>Goal 6. . .commitment to lifelong learning</td>
</tr>
<tr>
<td>who will become leaders in local, regional, and global communities.</td>
<td>Goal 7. . .for leadership</td>
</tr>
</tbody>
</table>

Table 2 explicitly demonstrates how the seven goals of the Gannon Social Work Program are derived from principles expressed within the program’s mission statement. The first two of these seven derivatives are the intention to prepare students as professional social workers, and to be able to apply the social work profession’s values/ethics. The third goal, which is to prepare students for practice with diverse populations, is derived from the program’s mission to produce “graduates committed to…. the dignity and worth of all persons”. Working effectively with diverse populations requires this commitment as a starting point.

The fourth goal, the preparation of students to engage in research informed by practice, as well as practice informed by research, is derived from the mission’s intention to produce graduates committed to “scientific inquiry”. The fifth goal to “prepare students to….. engage in policy practice to promote social/economic justice” is consistent with the mission statement’s to “produce graduates committed to social/economic justice”. Goal six, “prepare students to a commitment to life long learning” is a derivative of the mission statement’s intention “to prepare students as social work professionals able to competently promote human and community well-being”. Here, “life long learning” is a presumed pre-requisite to
achieving continued “competence”. The final goal, number seven, to “prepare students for leadership in local, regional, and global communities” is clearly a derivative of the programs mission statement to produce graduates “who will become leaders in local, regional, and global communities.” In conclusion, it is clearly apparent that the Gannon University Social Work Program’s mission statement is informing the Social Work Program’s Goals.

**ACCREDITATION STANDARD B2.0 CURRICULUM**

**Educational Policy B2.2—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate 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. BSW practice incorporates all of the core competencies.

**Accreditation Standard B2.0.1:** The Program discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.

The Gannon University Social Work Program’s mission and goals are consistent with CSWE’s definition of generalist practice, and more specifically the core competencies that define generalist practice.

First, this is evidenced by the content in Table 3, which illustrates how each of the seven of Gannon University Social Work Program’s goals was clearly derived from specific CSWE competencies---competencies which in turn encompass the definition of generalist practice. Furthermore, as previously illustrated and evidenced through Table 2, each of the seven goals was derived from the Gannon Social Work Mission Statement. Therefore, there is strong continuity between the Program’s mission and goals and CSWE’s definition of generalist practice.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Core Competency</th>
</tr>
</thead>
</table>
| 1. Prepare students for beginning generalist professional practice  | Identify as professional social worker & conduct oneself accordingly (EP 2.1.1)  
Engage, assess, intervene and evaluate with individuals, families, groups, organizations & communities (EP 2.1.10 a-d)  
Apply knowledge of human behavior and the social environment (EP 2.1.7)  
Apply critical thinking to inform and communicate professional judgments (EP 2.1.3) |
| 2. Prepare students to apply the values and ethics of the social work profession to their practice | Identify as professional social worker & conduct oneself accordingly (EP 2.1.1)  
Apply social work ethical principles to guide professional practice (EP 2.1.2)  
Identify the tenets of Catholic Social Teaching specifically, and the Judeo-Christian tradition in general, that reflect the values the social work profession (Gannon Specific) |
| 3. Prepare students for practice with diverse populations in many different environments | Engage diversity and difference in practice (EP 2.1.4)  
Apply knowledge of human behavior and the social environment (EP 2.1.7) |
| 4. Prepare students to engage in research informed by practice and practice informed by research | Engage in research-informed practice and practice informed research (EP 2.1.6)  
Apply knowledge of human behavior and the social environment (EP 2.1.7)  
Engage, assess, intervene and evaluate with individuals, families, groups, organizations & communities (EP 2.1.10--d only)  
Respond to contexts that shape practice (EP 2.1.9) |
| 5. Prepare students to engage in policy practice to promote social and economic justice | Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)  
Advance human rights and social and economic justice (EP 2.1.5) |
| 6. Prepare students for a commitment to lifelong learning | Respond to contexts that shape practice (EP 2.1.9) |
| 7. Prepare students for leadership in local, regional, and global communities | Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)  
Identify the tenets of Catholic Social Teaching specifically, and the Judeo-Christian tradition in general, that reflect the values the social work profession (Gannon Specific) |
Second, CSWE’s definition of generalist practice as noted in EP B2.2 above, is clearly reflected in Gannon University Social Work Program’s own adapted definition of generalist practice, which informs the entire social work program curriculum and serves as the framework that is supported by every required course. The Program’s definition of generalist practice is presented in the following narrative as well as our student handout, Figure 1.
Figure 1. Social Work Generalist Practice Diagram

Ethical Standards
1. Responsibility to Clients
2. Responsibility to Colleagues
3. Responsibility to Practice Settings
4. Responsibilities as Professionals
5. Responsibilities to Social Work Profession
6. Responsibilities to Broader Society

Core Values
1. Service
2. Social Justice
3. Dignity/Worth of Individual
4. Important Human Relations
5. Integrity
6. Competence

Roles
1. Enabler
2. Broker
3. Advocate
4. Activist
5. Mediator
6. Counselor
7. Educator
8. Coordinator
9. Researcher

Ethics/Values

Special Emphasis
1. Diversity
2. Population at Risk
3. Social/Economic Justice
4. Empowerment

Theories

Systems
1. Individual
2. Family
3. Group
4. Organization
5. Community (micro / mezzo / macro)

Theories
1. Systems perspective
2. Conflict perspective
3. Rational Choice perspective
4. Social Constructionist perspective
5. Psychodynamic perspective
6. Developmental perspective
7. Social/Cognitive Behavior perspective
8. Humanistic perspective

Intervention Method
1. Relationship
2. Assessment of the Problem
3. Planning intervention/Mentoring
4. Intervention/Mentoring
5. Evaluation
6. Termination
7. Follow-up
Generalist Social Work Practice as Defined by Gannon University

Within the Gannon Social Work Program, generalist practice reflects a practice characterized by multi-level assessments and multi-method interventions that seeks to enhance human well-being by activating resources in people and their environment (Miley, O’Melia & Dubois, 2011). A generalist practitioner has basic knowledge and basic skills to work with a wide variety of different size systems including individual, family, group, organization and community as well as, work with the client, target and action systems. The generalist uses the intervention method of defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using appropriate research to monitor and evaluate outcomes; applying appropriate research-based knowledge and technological advances; and termination.

Generalist practitioners are well grounded in theory, particularly using a systems perspective as well as conflict, rational choice, developmental, social/cognitive behavioral, humanistic, social constructionist, and social work values. Generalist practitioners are taught to maintain particular respect for the dignity and uniqueness of the individual; the client’s right to self determination; the right of client’s to need resources to survive and function appropriately in the community; social institutions being more responsive to human needs; acceptance of unique characteristics of diverse populations; workers being responsible for their own ethical conduct, the quality of their work and seeking continuous growth in knowledge and skills. Generalist practitioners wear many hats or play many roles from enabler, broker, advocate, activist, mediator, negotiator, educator, initiator, coordinator, researcher, group facilitator to public speaker and community organizer.
The Gannon Social Work Program has adapted CSWE’s core competencies as outlined in the *Educational Policy and Accreditation Standards* (CSWE, 2008) throughout our curriculum design. Once again, referring to Table 3 (page 9), note that each of the seven of the Gannon University Social Work Program goals correspond to one or more of the CSWE competencies EP 2.1 through 2.1.10d. These competencies flow naturally from the goals. Therefore, the Social Work Program competencies are compatible with the Program’s goals. Since the Gannon Social Work Program’s competencies are identical to CSWE’s core competencies, with the exception of one additional competency added by the Gannon Program that is consistent with our missions and goals as a catholic university, there is no problem with consistency between the two sets of competencies.

As a practical matter, in an effort to specifically and concretely translate each competency into measurable practice behaviors for assessment purposes, a worksheet entitled *Social Work Program Competencies: From Practice Behavior to Curriculum Content* was prepared and can be located by the reader in Appendix I. However, an
excerpt from this worksheet is provided in the following Table 4 in which measurable practice behaviors operationalize each competency. Note that the Gannon Social Work Program has operationalized competencies consistent with the recommendations of CSWE (2008) *Educational Policy and Education Standards*. The Gannon Social work program has 40 measurable practice behaviors that operationalize our program competencies.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors (PB)</th>
</tr>
</thead>
</table>
| Identify as a professional social worker (EP 2.1.1) | PB1. Advocate for client access to services  
PB2. Practice personal reflection & self-correction  
PB3. Attend to professional roles/boundaries  
PB4. Demonstrate professional demeanor in behavior, appearance, communication  
PB5. Commitment to career-long learning & growth  
PB6. Use supervision & consultation |
| Apply social work ethical principles to guide professional practice (EP 2.1.2) | PB1. Recognize & manage personal values so professional values guide practice  
PB2. Make ethical decisions by applying the SW Code of Ethics  
PB3. Tolerate ambiguity in resolving ethical conflict  
PB4. Apply strategies of ethical reasoning to arrive at principled decisions |
| Apply critical thinking to inform and communicate professional judgments (EP 2.1.3) | PB1. Distinguish, appraise & integrate multiple sources of knowledge, including research-based knowledge and practice wisdom  
PB2. Analyze models of assessment, prevention, intervention & evaluation  
PB3. Demonstrate effective oral & written communication |
| Engage diversity and difference in practice (EP 2.1.4) | PB1. Recognize how a culture’s structure & values can oppress or privilege  
PB2. Gain self-awareness to eliminate influence of personal biases  
PB3. Recognize & communicate the importance of difference in shaping life experiences  
PB4. View self as learner & engage clients as informants |
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors (PB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance human rights and economic/social justice (EP 2.1.5)</td>
<td>PB1. Understand forms &amp; mechanisms of oppression &amp; discrimination</td>
</tr>
<tr>
<td></td>
<td>PB2. Advocate for human rights &amp; social/economic justice</td>
</tr>
<tr>
<td></td>
<td>PB3. Engage in practices that advance social/economic justice</td>
</tr>
<tr>
<td>Engage in research-informed practice and practice-informed research (EP 2.1.6)</td>
<td>PB1. Use practice experience to inform scientific inquiry (research)</td>
</tr>
<tr>
<td></td>
<td>PB2. Use research evidence to inform practice</td>
</tr>
<tr>
<td>Apply knowledge of human behavior and the social environment (EP 2.1.7)</td>
<td>PB1. Utilize conceptual frameworks to guide the process of assessment, intervention, evaluation</td>
</tr>
<tr>
<td></td>
<td>PB2. Critique &amp; apply knowledge to understand person and environment</td>
</tr>
<tr>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)</td>
<td>PB1. Analyze, formulate &amp; advocate for social policies that advance social well-being</td>
</tr>
<tr>
<td></td>
<td>PB2. Collaborate w/ colleagues/clients for effective policy action</td>
</tr>
<tr>
<td>Respond to contexts that shape practice (EP 2.1.9)</td>
<td>PB1. Discover, appraise &amp; attend to changes (locale, populations, scientific, technological developments &amp; emerging societal trends to provide relevant services.</td>
</tr>
<tr>
<td></td>
<td>PB2. Provide leadership in promoting sustainable change to improve services</td>
</tr>
<tr>
<td></td>
<td>PB3. Recognize that the context of practice is dynamic and possess the knowledge &amp; skills to respond proactively</td>
</tr>
<tr>
<td>Competency</td>
<td>Practice Behaviors (PB)</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>Engage</strong>, assess, intervene and evaluate with individuals, families, groups, organizations and communities (EP 2.1.10a)</td>
<td>Engagement:</td>
</tr>
<tr>
<td></td>
<td>PB1. Demonstrate skill at engaging (developing positive relationship with) clients—individuals, families, groups organizations and/or communities</td>
</tr>
<tr>
<td></td>
<td>PB2. Use empathy &amp; other Interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>PB3. Develop mutually agreed upon focus of work &amp; desired outcomes</td>
</tr>
<tr>
<td>Engage, <strong>assess</strong>, intervene and evaluate with individuals, families, groups, organizations and communities (EP 2.1.10b)</td>
<td>Assessment:</td>
</tr>
<tr>
<td></td>
<td>PB1. Collect, organize, &amp; interpret client data</td>
</tr>
<tr>
<td></td>
<td>PB2. Assess strengths &amp; limitations of client</td>
</tr>
<tr>
<td></td>
<td>PB3. Demonstrate skill at assessing clients—individuals, families, groups and/or communities</td>
</tr>
<tr>
<td>Engage, assess, <strong>intervene</strong> and evaluate with individuals, families, groups, organizations and communities (EP 2.1.10c)</td>
<td>Intervention:</td>
</tr>
<tr>
<td></td>
<td>PB1. Initiate actions to achieve organizational goals</td>
</tr>
<tr>
<td></td>
<td>PB2. Implement prevention interventions that enhance client capacities</td>
</tr>
<tr>
<td></td>
<td>PB3. Help clients resolve problems</td>
</tr>
<tr>
<td></td>
<td>PB4. Demonstrate skill at providing effective services to clients—individuals, families, groups, organizations and/or communities.</td>
</tr>
<tr>
<td>Engage, assess, intervene and <strong>evaluate</strong> with individuals, families, groups, organizations and communities (EP 2.1.10d)</td>
<td>Evaluation:</td>
</tr>
<tr>
<td></td>
<td>PB1. Critically analyze, monitor &amp; evaluate interventions</td>
</tr>
</tbody>
</table>
The coherence and integration of the Social Work Program is accomplished through an application of Gannon’s definition of Generalist Practice. See pg 11-12 for this definition. An application of the definition is the framework that holds the entire curriculum together. We refer to it as the Generalist Practitioner framework.

Coherent & Integrated Rationale for Class/Field Curriculum

The Generalist Practitioner framework is applied throughout our Social Work Program. Students are continually challenged to learn the knowledge, values and skills of the competencies associated with the generalist model, practice its implementation in simulated and “real world” situations, and to evaluate the performance and outcome(s) produced by using the model. Students are encouraged to reflect on ways to adapt the generalist approach to fit diverse populations in multiple practice settings.

The following detailed narrative provides an overview of the social work curriculum that demonstrates how the Generalist Practitioner framework serves to integrate all our courses into a coherent Social Work Program for the education of bachelor level practitioners who are prepared for general practice through mastery of the core competencies. In addition to the following detailed narrative, the spreadsheet entitled Chart of Competencies Throughout the Curriculum located in Appendix II provides a one-page summary of the specific core competencies in each class. After each competency and its related practice behaviors and their corresponding knowledge, value and skill set are initially introduced (I), students are provided multiple opportunities to practice the application (A) of the competency’s related practice behaviors. This then is followed by an evaluation (E) of the student’s mastery of the knowledge, values and skills germane to each practice behavior (see
Appendix II). Furthermore, the Senior Seminar class provides an additional comprehensive review (R) of the knowledge, values and skills related to the competencies and practice behaviors to aid students’ demonstration of their application in field placement settings with a variety of diverse populations and practice environments. This field placement demonstration is the final evaluation (E) of the student’s mastery of the competency. Refer to the spreadsheet entitled Chart of Competencies Throughout the Curriculum located in Appendix II for details of this process of introduction (I), application (A), review (R) and evaluation (E) of the student’s mastery of the competencies within the Gannon Social Work Program foundational curriculum.

**Social Work Curriculum**

*SCWK 111 Introduction to Social Work* is the first course in the Social Work Program. Introduction to Social Work is a foundation course and is required for admission into the program. It provides the student an opportunity to learn about Social Work and exposes him/her to the field of social work practice. Students are also required to participate in field observation in an agency setting for 30 hours.

The curriculum framework for Introduction to Social Work includes a presentation of generalist practice across systems, content on human development in the social environment, social welfare policy and the emerging services, social work practice, and research that analyzes practice and program service delivery. The importance of issues related to cultural and racial/ethnic diversity and at-risk populations are discussed, with special emphasis placed on multiple ways to celebrate diversity. Exploration of NASW Code of Ethics and the integration of personal values, beliefs, and biases occur throughout this class with emphasis placed on developing professional values, knowledge, and skills EP2.1.2.

Students begin to understand how Gannon’s definition of Generalist Practice relates to the eight major content areas of the curriculum and how field becomes an opportunity to demonstrate competence in each of the areas.

The knowledge, values and skills related to EP 2.1.1 through EP 2.1.10 competencies, as operationalized in Table 4, are all introduced in this class. See the Chart of Competencies Throughout the Curriculum in Appendix II.

*SCWK 212 Social Problems, Service and Issues* is the foundation course of the social policy content and is required for admission to the Social Work Program. Gannon's definition of generalist practice serves as the framework for this course with special emphasis on content from values/ethics, populations at risk, and social and economic justice as it introduces students to an understanding of the nature and scope of social welfare service in the United States. Students are required to apply critical thinking as they demonstrate their understanding of how social, political, and economic contexts have historically shaped social welfare practice EP 2.1.9. In addition to introducing students to the social policy process, this course provides students with an opportunity to evaluate their career choices. There is a 30 hour volunteer component included in this course.
This course focuses on social problems that occur in contemporary industrialized societies. Significance is placed on the issues of race, class, gender, and sexual orientation and their effects regarding the response of professional social workers in helping clients with coping services and policies that address social problems. In the final project students demonstrate their ability to understand the forms and mechanisms of oppression and discrimination, as well as advocate for social/economic justice EP2.1.5, within a proactive manner relevant to contexts shaping social welfare services EP2.1.9.

**SCWK 221 Human Behavior/Social Environment I (HBSE I)** Gannon's definition of generalist practice serves as the overarching framework for this and the other two Human Behavior and the Social Environment courses. By reviewing the definition of generalist practice at the beginning of each course, students see the connection to values and ethics, systems and other theories, diversity and problem-solving, particularly, emphasizing assessment and intervention.

The first Human Behavior/Social Environment Course (SCWK 221) introduces the notion of understanding the Person-in-Environment (PIE) and deals directly with the impact of the environment on the client system. This is where students have an opportunity to critique and apply different theoretical perspectives to understand the person in the environment. These perspectives include systems, conflict, rational choice, social constructiveness, psychodynamic, developmental and social/cognitive behavior EP2.1.7. Students distinguish, appraise and integrate multiple sources of knowledge, including research based and practice wisdom, as they examine the strengths and limitations of the different perspectives EP2.1.3.

We also discuss the physical environment, cultures, social institutions and the impact of formal organization, communities, groups and families on the individual particularly in light of social/economic justice issues. This course also specifically addresses ethical issues as they relate to the environment within different size complex social systems.

**SCWK 222 Human Behavior and the Social Environment II (HBSE II)** is the continuation of HBSE I. This course takes a person-in-environment focus across the life span. For each stage in the life cycle biological, psychological, and sociological variables that influence development are identified. This course addresses the impact of various size systems on human behaviors as well as issues of prejudice, discrimination and social/economic justice.

HBSE II integrates the basic understanding of human behavior and development with theoretical frameworks that grounds and shapes a student’s perspective of social work as a helping profession. Students are presented with patterns of behavior across biological, social, and psychological divisions; across social systems and related social institutions, and across the lifespan. Students are required to critique and apply knowledge to understand the person and environment EP2.1.7. Attention is given to human development as it occurs in other cultures and the importance of cultural relativism in perceiving and understanding behavior in a cultural context. The effects of discrimination and the impact of poverty on human
development are also discussed extensively, as well as ethical practices of the profession.

**SCWK 223 Human Behavior and the Social Environment III (HBSE III)** completes the HBSE sequence, is a continuation of both Human Behavior and the Social Environment I and II, with special emphasis on biological forces that impact behavior. Here students continue with the same framework but now look at how biology influences human behavior. There is an emphasis on understanding the development of the brain and the effects that alcohol and other drugs have on brain and central nervous system functions. Students also gain an understanding of what happens when biological systems fail. Throughout the course, students are required to critique and apply knowledge gained from HBSE I & II, as well as the current course content to understand the person and environment EP2.1.7.

**SCWK 230 Human Diversity** Gannon's definition of generalist practice serves as the introduction to Human Diversity and makes the connection between course content and generalist practice. Particular emphasis is placed on the content from values, ethics, diversity, special populations, and social and economic justice.

This course celebrates diversity by using the “Five Essential Elements of Culturally Competent Practice” found in Cross et al. (1998 in Rounds et al. 1994: 6-7). The schema is organized around five major topics: 1) acknowledging and valuing diversity, 2) conducting a cultural assessment, 3) recognizing and understanding the dynamics of difference, 4) acquiring cultural knowledge, and 5) adapting to diversity.

A good deal of time is spent on the fourth element of the schema; acquiring cultural knowledge. Students recognize the extent to which a culture’s structure and values may oppress, marginalize, and alienate or create/enhance privilege and power EP 2.1.4. Emphasis is placed on understanding the unique characteristics of a) African Americans, b) Asian Americans, c) Native Americans, d) Hispanic Americans, and e) gay and lesbian populations; their unique social problems and the ways in which professional social work can adapt service delivery to meet their human needs.

**SCWK 360 Interviewing Skills** Gannon's definition of generalist practice serves as the framework for all the content contained in the practice courses, including interviewing. It is with practice content that students really make the connections between all the content and the definition of generalist practice.

Interviewing Skills is a course that develops student skills designed to help clients in all sizes of systems. This course uses the problem-solving process as a road map or guide to the interview for students. The dyadic relationship between the social worker and the client and its importance is stressed as well as the influence of gender, race, and ethnicity on the interview process. An ethical comportment, as outlined in the Code of Ethics, is stressed in this course.

The engagement (or relationship building) process of the generalist intervention process is emphasized in this class. Students obtain the knowledge, values and skills to effectively employ empathy and other interpersonal skills while
developing mutually agreed upon focus of work and desired general outcomes EP2.2.10a.

**SCWK 361 Introduction to Generalist Practice** is the second Practice Course, included in the curriculum. Introduction to Generalist Practice (SCWK 361) introduces students again to Gannon’s model of Generalist Practice, with its emphasis on problem solving and client strength or empowerment. It teaches the student to begin with the needs of the individual as a social system, assessing both strengths and limitations EP2.1.10b. The social workers explore or assess the situation in which the need exists and based upon the findings of this exploration a plan is developed to help client resolve problems EP2.1.10c and a contract between the worker and client is drawn up. The focus of the plan can be on an individual, small group, family, organization or a community. Once the plan is developed, the client system and the worker implement interventions that enhance client capacities EP2.1.10c. At some point, ideally when a predetermined measurable outcome is achieved, the client and worker decide to terminate the working relationship.

Students use cases that allow for a discussion of social worker and client values as well as the making of ethical decisions caused by ethical dilemmas. The case approach also allows for examples of diverse populations and populations at risk.

**SCWK 362 Generalist Practice with Families/Groups** is a continuation of SCWK 361. It is designed to reinforce, deepen, and expand the student’s knowledge of the generalist problem-solving practice framework with particular emphasis on recognizing its utility in working with groups and family systems.

The student’s understanding of group development is sharpened because they are required to think critically about the impact of race, culture, class, and sexual orientation as independent variables that affect development. Diverse family configurations are explored in relation to new and expanding definitions of family. Group development within different size systems and the appropriate interventions that are associated with specific systems are reviewed. Theories and research that address group as a practice intervention are reviewed. The issue of power is analyzed as an important variable that affects relationships, communication patterns, and problem solving strategies. The emphasis is placed on a micro system analysis of groups and family development.

Students have an opportunity to collect, organize and interpret client data from a variety of in and outside of class groups settings EP2.1.10b to help group members to begin to resolve problems EP2.1.10c.

**SCWK 363 Generalist Practice with Organizations/Communities**, continuing with the generalist problem-solving practice framework, focuses on a generalist approach to practice with community and institutional systems. This course is designed to be taken concurrently with SCWK 490 (Field Placement I) and facilitates the integration of field experience with course content.

Group development is moved from a micro system to a macro system analysis. Professional social work helping interventions for vulnerable populations
such as the homeless, gay and lesbians, and the disabled are considered utilizing organization theory and various frameworks for community analysis. Policies that affect general citizenship at the micro level are linked with process of development, fiscal allocation, and political agenda setting at the macro level. Issues of race, class, gender, and sexual orientation are reviewed to determine their relevancy in larger systems. Emphasis is placed on recognizing, identifying, and incorporating diversity, in the analysis of organizations and communities. Community needs assessments, as part of a problem-solving strategy, are reviewed and students prepare an asset map in the process of assessing the strengths and challenges of the communities served by selected organizations EP2.1.10b.

Students encounter and overcome the challenges of developing mutually agreed upon outcomes in dynamic complex organizational environments EP2.1.10a in their efforts to initiate actions to achieve often competing organizational goals EP2.1.10c. Students learn to establish systems to monitor interventions or lay the groundwork to permit the critical analysis and evaluation of interventions while designing, or in the planning stage, of organizational interventions EP2.1.10d.

**SCWK 364 Social Welfare Policy, Programs and Issues** analyzes social welfare policy, programs, and services and deepens the student's understanding of Gannon's definition of generalist practice. Particular attention is given to social and economic justice, values and ethics, as well as, the effect on policy on various sizes of systems. In addition to developing conceptual understanding, students will begin to develop skills in policy analysis using the policies of local community agencies as case illustrations.

The linkage between the development of federal and state policies as social mechanisms for solving community problems is explored. This course builds extensively on the foundation course, SCWK 212 Social Problems, Services and Issues. Social, economic, and political power are examined to determine their relation to social policy development, design, and implementation. The importance of understanding social policy, particularly for micro level direct social work practitioners is emphasized. The contributions of race, gender, and sexual orientation considerations are integrated into policy analysis and the implications of policies that do not include these considerations are discussed.

Students are provided with opportunities to demonstrate their ability to analyze, formulate and advocate for policies of their choice that advances social well-being EP2.1.8.

**SCWK 380 Social Work Research Methods** assists students in developing beginning knowledge and skills in utilizing current research in their practice activities as well as evaluating their practice and conducting program evaluation research.

Gannon's definition of generalist practice now focuses on evaluating practice as well as the social service agency. Again, values and ethics, as well as, populations at risk, and social and economic justice are important considerations.

The impact of race, gender, sexual orientation, social class, and age as independent or moderating variables are considered in light of existing theory and
research. Single subject and system designs that assist in practice and program evaluations are reviewed. General system analysis and the research tools needed to form and investigate appropriate research questions that lead to specific outcomes and knowledge are acquired in this course. The role of theory and its importance in conducting credible and ethical research are discussed. NASW Code of Ethics specific to how research is conducted is also integrated into this course.

Students are provided with opportunities to use practice experiences to inform their research projects and to formulate ideas to use empirical finding to improve social work practice (EP2.1.8).

**SCWK 400 Social Work Senior Integrating Seminar I** is intended to help students integrate knowledge along with developing and refining skills for beginning social work practice. Students will use specific episodes of services (actual cases) from their field experience in this course. SCWK 400 and the continuation of the senior seminar, SCWK 401, must be taken in students’ senior year in the Fall and Spring semesters, respectively.

Using traditional and alternative paradigms students analyze the purposes and values of the profession, the ones that have been used over the past three years to understand the various size systems from individual, families, groups, organizations and communities. This course especially addresses diverse populations and at risk populations (e.g., women, people of color, and gays/lesbians/bisexual/transgendered individuals).

The knowledge, values and skills related to EP 2.1.1 through EP 2.1.10 competencies, as operationalized in Table 4, are all reviewed in this class and the application of the competencies and related practice behaviors as applied in multiple field settings are extensively discussed.

Ethical dilemmas are also present and discussed. Students are expected to use the Liberal Studies content taught during the past three years in their analysis. (See Liberal Studies, pages 26-27)

**SCWK 401 Social Work Senior Integrating Seminar II** is a continuation of SCWK400. The class entails a complete review of Gannon's generalist model of practice, as well as the continued dialog on the application of the knowledge, values and skills related to EP 2.1.1 through EP 2.1.10 competencies, as operationalized in Table 4.

This is an Integrating Seminar that reviews and pulls together both Social Work and Liberal Arts knowledge and skills learned during the past three and one half years. This course continues to use the traditional and alternative paradigms to help seniors look at special populations and diversity (e.g., women, people of color, and gays/lesbians/bisexuals/transgendered individuals).

Students review and analyze the eight outcomes of the Liberal Studies Program and measure or demonstrate that the behaviors from each outcome are part of their knowledge repertoire. Since applying values and ethical standards are part of the Liberal Studies outcome this subject is again addressed in the seminar and students measure or demonstrate that this is part of their intellectual development.
SCWK 490/SCWK 491 Social Work Field Placement I and II provides opportunities for students to demonstrate mastery of the knowledge, values and skills related to EP 2.1.1 through EP 2.1.10 competencies, as operationalized in Table 4. The intent of field education is to connect the theoretical and conceptual contributions of the classroom with the practical world of the practice setting. In field placement, students are expected to demonstrate in specific and concrete ways that they are prepared as beginning professional generalist practitioners to work with all size systems (individual, family, group, organization and community).

It is the program’s expectation that students will not only use the values and ethics that they have acquired through their liberal arts foundation and the social work curriculum but that they will actively promote these values and ethics in agency settings. The field component, by its very nature of exposing students to real and complex life situations, requires students and field instructors to seek new social work knowledge to find the best solutions to meet the client needs.

SCWK 490 and the continuation of the senior seminar, SCWK 491, must be taken in students’ senior year in the Fall and Spring semesters, respectively. Social Work Field Placement I and II (SCWK 490 and SCWK 491) are educationally directed agency placements which provide an opportunity for students to translate classroom learning to a practice setting; to learn, use and test skills; and to test their commitment to social work values and ethics. Students are also given an opportunity to demonstrate their learning of the Gannon Generalist model of practice through the use of our competency exam.

Field placement I and II provide an opportunity for students to practice as generalist and to demonstrate competency using Gannon's definition of generalist practice through the application of the competencies EP 2.1.1 through EP 2.1.10 and the corresponding 40 practice behaviors in Table 4.

Each course in the social work curriculum builds on the one preceding it. (See Figure 2 Social Work Major Matrix on page 26)

SCWK 111 Introduction to Social Work exposes the students to Gannon’s basic framework and to the various fields of practice. This course is taken in the fall of their Freshmen year.

In the spring semester of the Freshmen year, students take SCWK 212 Social Problems, Services and Issues. This course introduces policy analysis processes across the many fields of practice from both a micro and macro perspective.

During the fall semester of their Sophomore year, students take the SCWK 221 Human Behavior/Social Environment I course. This course introduces the student to the ideas of a holistic view of human behavior from the biological, psychological, spiritual and environmental dimensions. This particular course focuses on the environment dimensions and introduces students to the various theories used throughout the curriculum.

During the spring semester of the Sophomore year students take SCWK 222 Human Behavior/Social Environment II which is a continuation of Human Behavior/Social Environment I. This course deepens their understanding of Human Behavior
by using the biological, psychological, spiritual and environmental dimensions with a focus on development through the life cycle from conception to death. Particular emphasis is placed on developmental theory.

Also during the spring semester of a student’s Sophomore year they take SCWK 360 Interviewing Skills. This course introduces the student to the Problem Solving Process which is part of Gannon’s definition of Generalist Practice. Particular emphasis is put on the importance of the relationship and students are taught micro skills for interviewing. Students gain an understanding that these skills are transferable to all sizes of systems from micro, mezzo to macro.

In the fall semester of the student’s Junior year, they continue with SCWK 223 Human Behavior/Social Environment III which continues with the same framework but now focuses on the Biological components with an emphasis on the brain.

Also during the fall semester, Junior year students take SCWK 361 Introduction to Generalist Practice. It is at this point that students learn in some depth Gannon’s definition of Generalist Practice. Most of the cases used in this course use focus on the micro systems. This is the first time students get to use their knowledge and skills in practice as Generalist Social Workers.

In the Spring semester of their Junior year students deepen and expand their knowledge of SCWK 362 Generalist Practice with Families/Groups where the focus shifts to mezzo size systems.

Also during the spring of the junior year students take SCWK 364 Social Welfare Policy, Programs and Issues which teaches student policy analysis on the micro and macro level. This is a continuation of the first social welfare course where they were first introduced to the idea of policy. Students are required to demonstrate that they can apply policy analysis principles.

Also during the spring semester students take SCWK 380 Social Work Research Methods. We are in the process of changing this to the spring of the Junior year to have a more coherent curriculum where students can learn about research prior to field where they are expected to demonstrate their knowledge and skills.

In the fall semester of the Senior year students continue with the development of SCWK 363 Generalist Practice with Organizations and Communities but now the emphasis is on macro size systems.

SCWK 363 is tied to SCWK 490 Social Work Field Placement I where students engage in policy analysis, and organization and community analysis from an agency perspective.

During the fall semester, students also take the first part of their SCWK 401 Social Work Senior Integrating Seminar I which helps the student to integrate the social work curriculum with it’s focus on generalist practice with the Liberal Arts foundation.

During the Spring semester of the Senior year students continue with SCWK 491 Social Work Field Placement II with a focus on generalist practice with various size systems as well as values and ethics. Students also continue with the final part of the senior seminar with its emphasis on demonstrating/measuring the outcomes of the Liberal Arts Program, as it related to the Social Work curriculum.

**Liberal Arts Curriculum**
Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design.

Gannon's signature liberal arts programs, Core of Discovery and Lifecore provide students with the foundation for experiencing both the academic and co-curricular experiences of a solid college education. The Core of Discovery is our liberal arts core curriculum that helps students understand humanity, social concepts and structures, their own ethics and values. Lifecore challenges a student's growth and development through participation of events and activities that encompass nine lifestyle dimensions. The following except from the Gannon University Undergraduate Catalog (2010), as well as Figure 2. the Social Work Major Matrix of courses on page 26, will provide a detailed overview of the Liberal Arts foundation on which the social work program constructed our program’s curriculum.

**Liberal Studies Core Curriculum**

The Liberal Studies Core Curriculum is one reflection of Gannon University's commitment to its Catholic identity. The Core's design offers students a defined, integrated, shared experience as the foundation for their undergraduate program. The Core balances choice and flexibility with breadth of exposure to multiple disciplines as well as interdisciplinary learning; in-depth cross-cultural understanding through service learning and other activities; a rich first-year experience, including participation in a learning community and engaging in LIFECORE events; the opportunity to develop their leadership skills informed by ethical and moral reasoning; and a culminating senior capstone course featuring an experiential dimension. Thus, the Core provides a sense of immediacy and relevancy of their learning to students' lives.

**Learning Outcomes**

Through Gannon's Liberal Studies core curriculum, students will achieve two overarching goals. First, they will apply to their personal and professional lives Gannon's core values—respect, service, community, sacramentality, and the dialogue between faith and reason—as expressed in the Gannon University document, *On Catholic Identity*. Second, they will be engaged learners now and throughout their lives, demonstrating intellectual curiosity and holistic academic skills. In order to meet these goals, students:

1. Synthesize their learning in academic disciplines with their learning outside the classroom and apply the knowledge gained to their personal and professional lives. The Liberal Studies Core Curriculum is designed to assist students as they answer the question, "How shall I live my life?" To do so, students should synthesize rather than compartmentalize their learning. The learning in one academic discipline should be connected to their learning in others and their in-class experiences linked to their out-of-class lives. The LIFECORE Program helps students understand that people are multidimensional by addressing nine areas: spiritual, intellectual, cultural, political, social, emotional, sexual, physical, and life-planning.

2. Read and listen actively and write and speak with clarity, originality, and persuasiveness across a variety of contexts. In order to become more effective communicators, students should strengthen their skills in reading, writing, speaking, and listening. They should identify, find, understand, evaluate, and use information from a variety of sources and convey that information to others effectively and responsibly.
3. Reason aesthetically, quantitatively, and scientifically. Students should develop a range of approaches for analysis and evaluation. They should appreciate beauty and develop criteria for making aesthetic judgments both about works traditionally considered "artistic" and about works not traditionally considered "artistic." They should understand how others quantify information and be able to do so themselves. They should understand and apply scientific approaches used in a variety of disciplines.

4. Demonstrate appreciation for and apply their understanding of diverse religions, cultures, societies, and individuals. Students should go beyond simply recognizing that difference exists and reciting characteristics that distinguish one group or person from another. Instead, they should engage with and appreciate multiple personal, cultural, and social perspectives regarding such issues as race, nationality, spirituality, gender, age, sexual orientation, and disability. They should understand that appreciation in this context does not imply unqualified approval; rather, it means seeking the expressions of truth, goodness, and beauty found in diverse religions, cultures, societies, and individuals.

5. Collaborate effectively to practice leadership based on principles of ethics and social justice. Students should develop a repertoire of leadership skills and learn to use those skills responsibly in the various communities to which they belong. Ethical and social justice teachings provide rich traditions from which students can draw lessons about responsible leadership.

These competency-based learning outcomes derive from the development and demonstration of knowledge. Students know:

1. Fundamental terms, theories, principles, and concepts of the following types:
   a. Theological
   b. Philosophical
   c. Cultural/interpersonal
   d. Scientific
   e. Historical/political

2. Vocabulary and strategies related to the following activities:
   a. Communicating
   b. Analyzing and evaluating art
   c. Determining a need for, locating, evaluating, and using information
   d. Mathematical reasoning
   e. Developing strategies for personal well-being
   f. Leadership
   g. Using technology effectively
## Figure 2. Social Work Major Matrix

**SOCIAL WORK**  
(2010 – 2011)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Liberal Studies (36)</th>
<th>Field of Concentration (48)</th>
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<tbody>
<tr>
<td>LENG 111 College Composition (3)</td>
<td>SCWK 111 Intro to Social Work (3)</td>
</tr>
<tr>
<td>LENG 112 Critical Analysis &amp; Comp. (3)</td>
<td>SCWK 212 Soc. Prob., Serv. &amp; Issues (3)</td>
</tr>
<tr>
<td>LHST 111 History of the West &amp; World (3)</td>
<td>SCWK 221 Human Beh/Soc Env I (3)</td>
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<tr>
<td>LTHE 121 Sacred Scripture (3)</td>
<td>SCWK 222 Human Beh/Soc Env II (3)</td>
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<td>LPHI 131 Introduction to Philosophy (3)</td>
<td>SCWK 223 Human Beh./Soc Env. III (3)</td>
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<td>First-Year Seminar (2)</td>
<td>SCWK 230 Human Diversity (3)</td>
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<tr>
<td>Leadership (1)</td>
<td>SCWK 360 Interviewing Skills (3)</td>
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<tr>
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<td>SCWK 361 Intro to Generalist Practice (3)</td>
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<tr>
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<td>SCWK 362 Gen Practice w/Family/Group (3)</td>
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<tr>
<td>* Philosophy II Series (3)</td>
<td>SCWK 363 Gen Practice w/Org/Comm (3)</td>
</tr>
<tr>
<td>* Theology II Series (3)</td>
<td>SCWK 364 Social Welfare Policy Programs, &amp; Issues (3)</td>
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<tr>
<td>* English Literature Series (3)</td>
<td>SCWK 380 Social Work Research Methods (3)</td>
</tr>
<tr>
<td>* Fine Arts Series (3)</td>
<td>SCWK 490 Field Placement I (6)</td>
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<tr>
<td>* Theology/Philosophy III Series (3)</td>
<td>SCWK 491 Field Placement II (6)</td>
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<td><strong>Cognates (24)</strong></td>
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<td>Natural Science (met in major) (0)</td>
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Senior Year:
- SCWK 400 Capstone Seminar (2)
- SCWK 401 Capstone Seminar (1)

**TOTAL~~~~~~~~~~128**

* Please consult semester schedule/catalog for approved courses.

Updated March 2010

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**Required Studies (6)**

- Foreign Language (6)

**Electives (14)**

- — — — — — — — (3)
- — — — — — — — (3)
- — — — — — — — (3)
- — — — — — — — (2)
In conclusion, the previous narrative demonstrated how the Gannon Social Work Program explicit curriculum achieves the program’s competencies through a coherent and integrated class and field design that includes the foundation offered in our baccalaureate curriculum to prepare our graduates for generalist practice through mastery of the core competencies and their related practice behaviors.

Readers that require a focus on the competencies and practice behaviors as a beginning point of reference are referred to the spreadsheet entitled **Chart of Competencies Throughout the Curriculum** located in Appendix II, which provides a one-page summary of the specific core competencies in each class. As well as a document entitled **Social Work Program Competencies: From Practice Behavior to Curriculum Content** located in Appendix I, which summaries how the social work program evaluates student mastery of each competency and its corresponding practice behavior.
Curriculum Content: Knowledge/Values/Skills for Operationalizing Competencies

This narrative describes and explains how the curriculum provides the necessary knowledge, values and skills to operationalize each competency. (B2.0.5)

The knowledge, values and skills required to demonstrate a beginner-level proficiency of the generalist social work practice behaviors related to each competency are introduced continuously throughout the curriculum. Gannon’s small class size enables faculty to incorporate additional content, exercises and practice opportunities that respond to the unique learning needs of each student and class. Furthermore, this flexibility also permit faculty to engage relevant current events ranging from local/global disaster response and high profile ethic violations to new evidence-based interventions and social welfare legislation debates into course content. Therefore, the following provides the highlights of the curriculum’s basic framework, including several examples of the course and type of learning experiences that convey specific competency related knowledge, value and skills. Rather than a comprehensive account, the following description of the central features of the minimum learning opportunities afforded to each social work student provides a sample of the key readings, films, exercises and other learning activities, as well as the practice opportunities within the Gannon SW curriculum. The narrative is organized by competency and practice behavior.
I. **Identify as a professional social worker**

EP 2.1.1 Identify as a professional social worker

PB1. Advocate for client access to services
PB2. Practice personal reflection & self-correction
PB3. Attend to professional roles/boundaries
PB4. Demonstrate professional demeanor in behavior, appearance, communication
PB5. Commitment to career-long learning & growth
PB6. Use supervision & consultation

Tables #5 through #7 operationalize the knowledge, values and skills related to the practice behaviors associated with this first competency, ‘identify as a professional social worker’. Students attain the knowledge, values and skills pertinent to this competency and the related practice behaviors PB1 through PB6 throughout the Gannon Social work program’s curriculum. Readings, discussions and assignments related to the mission, core values and ethical standards of the social work profession as presented in the NASW (2008) 27 page Code of Ethics booklet are included in every course. The curriculum is designed to progressively enhance students’ growth and their ability to conduct themselves as professionals throughout the program’s sequence of courses.

| TABLE. 5 | **PB1. Advocate for client access to services**  
| (EP 2.1.1 Identify as a professional social worker) |

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Values</th>
<th>Skills</th>
<th>Class SCWK</th>
</tr>
</thead>
</table>
| Clear intellectual understanding of items in the values & skills columns | *Service;  
*Soc. Justice;  
*Dignity/Worth of Person;  
*Importance of Human Relationships;  
*Integrity;  
*Competence  
*Human Rights  
*Scientific Inquiry | Identify and pursue avenues for advancing client interests, including but not limited to expanding choices/opportunities for members of vulnerable groups | 111  
212  
230 |
| Knowledge of policy practice and social action | | Identify and pursue strategies to eliminate and prevent domination of and discrimination against vulnerable groups | 360  
361  
362  
363  
364 |
| Familiarity with local service providers | | Empowerment and the use of techniques that increase client’s personal/interpersonal/political power | 400 |
| Ability to act in role of broker/advocate, identifying and assisting client access to services | | | 490  
491 |

Students begin to learn about advocating for client access to services in the SCWK 111 Introduction to Social Work course. Readings from the Dubois & Miley (2008) text book and multiple guest speakers from local human service providers including but not limited to the International Institute, Erie Family Center and OCY, provide students with the knowledge and values related to this practice behavior as noted in Table 5. Service hours begin in this class.

Within courses throughout the social work curriculum, students are required to complete over 75 hours of community service (SCWK 111, 212, 230 & 364) at multiple agencies. Gannon periodically publishes a comprehensive human service
directory that student’s reference to select the agencies at which to complete these service hours. In addition, interactions in class (guest speakers, site visits/tours etc) and out of class (training, conferences, community activities) with human service professionals within the Erie community, provide students with the general knowledge of services available in our region even before entering their field placements.

The opportunities to develop the skills related to this practice behavior are then provided in each of the practice courses SCWK 360, 361, 362, 363. In SCWK 360 Interviewing Skills primary emphasis is placed on the engagement process and the priority of human relationships. Students learn to empower others through such interview techniques as validation, unconditional positive regard, affirmation, and positive/constructive feedback.

Within SCWK 361 Introduction to Generalist Practice, students become familiar with generalist practice, as defined by Gannon and the Generalist Intervention Model (GIM) primarily with a focus on individual clients. This includes promoting the well being of individuals from vulnerable groups by expanding their choices and opportunities. Emphasis in placed upon the key professional roles of broker, advocate, enabler, coordinator and educator.

The SCWK 362 Generalist Practice with Families and Groups provides students with opportunities to become familiar with generalist practice, as defined by Gannon and the Generalist Intervention Model (GIM) primarily with a focus on small groups. This includes promoting the well being of families from vulnerable groups by expanding their choices and opportunities.

In the SCWK 363 Generalist Practice with Organizations and Communities, students not only apply the GIM to local organizations but they also critique various avenues and strategies of different advocacy efforts when they view the following documentaries: Campus Compact (2004) Education for What? and Cohen’s (1997) Taylor’s Campaign as well as Kinoy & Yates (2007) Living Broke in Boom Times: Lessons from the Movement to End Poverty. These documentaries provide examples of empowerment of oppressed populations along with the challenges and advantages for achieving positive outcomes from grass root led change efforts.

In SCWK 364 Social Welfare Policy, guided by their Jansson (2011) text, students engage in policy practice with a local human service provider of their choice, further strengthening their advocacy skills.

In the social work students’ senior year, competency with these practice behaviors is demonstrated within their field placements (SCWK490/491). Identification and pursuit of avenues for advancing client interests and preventing discrimination against vulnerable groups, as well as empowering these groups are key activities. Field Instructors’ evaluations, the students’ self-evaluations, as well as students’ work in their competency exams provide multiple opportunities achieve and demonstrate competency in a supervised practice setting.
TABLE 6
PB2. Practice personal reflection & self-correction  
PB3. Attend to professional roles/boundaries  
PB4. Demonstrate professional demeanor in behavior, appearance, communication  
(EP 2.1.1 Identify as a professional social worker)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Values</th>
<th>Skills</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear intellectual understanding of items in the values &amp; skills columns</td>
<td>*Service; *Soc. Justice; *Dignity/Worth of Person;</td>
<td>Professionalism with clients, colleagues and supervisors</td>
<td>SCWK</td>
</tr>
<tr>
<td>Knowledge NASW Code of Ethics</td>
<td>*Importance of Human Relationships; *Integrity; *Competence *Human Rights *Scientific Inquiry</td>
<td>Professional written and oral communication</td>
<td>111</td>
</tr>
<tr>
<td>Self Knowledge</td>
<td></td>
<td>Continued professional development through reflection, self evaluation &amp; correction</td>
<td>212</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>222</td>
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<tr>
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<td></td>
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<td>490</td>
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<td></td>
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<td>491</td>
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</tbody>
</table>

Beginning with the first course, SCWK 111 Introduction to Social Work, and continued through the final course, SCWK 491 Field Placement II, students are required to conduct themselves courteously and professionally in speech and body language, as well as in their written, oral and electronically transmitted communications. Thereby, students demonstrate an ability to regard classmates, faculty and consumers/staff of human services with dignity and respect. Competency is achieved and extensively evaluated by field supervisors throughout the 15-20 hours of field placement students interact with clients their senior year in which students indicate their mindfulness of individual difference and cultural/ethnic diversity. Furthermore, cultural competence is specifically addressed in several assignments informed by the NASW (2001) published guide entitled *NASW Standards for Cultural Competence in Social Work Practice* that students complete in SCWK 363 Generalist Practice w/ Organizations and Communities.

Students’ ability to professionally develop on an ongoing basis through reflection, self-evaluation & correction is demonstrated through both written and performance based tasks. Both SCWK 222 HBSE II and SCWK 230 Human Diversity provide multiple opportunities for students to encounter and reflect upon current challenges in contemporary social work in a series of reflection essays. Various assignments, including, but not limited to the final papers reflecting accumulative knowledge in SCWK212 Social Problems Services & Issues; SCWK363 Generalist Practice w/ Communities & Organizations and SCWK 364 Social Welfare Policy, Programs & Issues--require students to submit segments for comment and feedback from the course instructor. Subsequently, faculty evaluates the depth and quality of the students’ response.

The opportunities to develop the skills related the standard roles of professional social workers (broker, enabler, facilitator, advocate, educator, mediator etc) are provided in each of the practice courses SCWK 360, 361, 362, 363. In addition, the ethics components incorporated into each of these practice classes addresses
professional boundaries in light of each role, particularly related to appropriate/inappropriate relationships, confidentiality and conflict of interest issues.

In the social work students’ senior year, competency in exhibiting professionalism as related to these practice behaviors is demonstrated within their field placements (SCWK490/491). Field Instructors’ evaluations, the students’ self-evaluations, as well as students’ work in their competency exams provide multiple opportunities achieve and demonstrate competency in a supervised practice setting.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Values</th>
<th>Skills</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear intellectual understanding of items in the values &amp; skills columns</td>
<td>*Service; *Soc. Justice; *Dignity/Worth of Person; *Importance of Human Relationships; *Integrity; *Competence *Human Rights *Scientific Inquiry</td>
<td>Preparation of application for graduate school of social work</td>
<td>363</td>
</tr>
<tr>
<td>Familiarity with state social work licensing procedures, including CE requirements/ providers &amp; sanctioning activities</td>
<td></td>
<td>Identify ( &amp; access) local professional development offerings</td>
<td>491</td>
</tr>
</tbody>
</table>

SCWK 400 Integrated Seminar I activities include the preparation of an application for graduate school to a university with an MSW program, as well a visit to one or two regional MSW programs. A representative from the Pennsylvania chapter of NASW speaks to the class and students join this flagship professional organization as a field placement requirement.

The students’ senior year, throughout their 15-20 hour field placement in SCWK 490/491, students receive weekly supervision from a qualified field instructor who also evaluates the student’s ability to effectively utilize that supervision. In addition, the SCWK 363 Generalist Practice w/ Organizations & Communities provides a comprehensive reading on supervision in the Kirst-Ashman & Hull (2012) text, which includes the type of supervisory and managerial styles and how to operate effectively as one under supervision under different styles. Subsequently, the SCWK 490 Field Placement I comprehensive exam question 1.E requires students to reflect upon how the student’s interactions with field instructors and colleagues at their field placement enhanced their professional performance.

In terms of professional development outside the class room, as part of their preparation for SCWK 490/491 Field Placement I and II, students attend multiple community workshops and trainings that are specific to the particular population they are serving and/or the social problem addressed by their agency. Furthermore, the annual Gannon Social Work conference offers a full day of workshops conducted by regional human service professionals.
II. **Apply social work ethical principles to guide professional practice**

EP 2.1.2 Apply social work ethical principles to guide professional practice
- PB1. Recognize & manage personal values so professional values guide practice
- PB2. Make ethical decisions by applying the SW Code of Ethics
- PB3. Tolerate ambiguity in resolving ethical conflict
- PB4. Apply strategies of ethical reasoning to arrive at principled decisions

Table #8 operationalizes the knowledge, values and skills related to the practice behaviors associated with this second competency, ‘apply social work ethical principles to guide professional practice’. Students attain the knowledge, values and skills pertinent to this competency and the related practice behaviors PB1 through PB4 throughout the Gannon Social work program’s curriculum. Readings, discussions and assignments related to the mission, core values and ethical standards of the social work profession as presented in the NASW (2008) 27 page Code of Ethics booklet are included in every course. The curriculum is designed to progressively enhance students’ growth and their ability to conduct themselves as professionals throughout the sequence of courses.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Values</th>
<th>Skills</th>
<th>Class SCWK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear intellectual understanding of items in</td>
<td>*Service;</td>
<td>Insight into personal values that may conflict with professional</td>
<td>111</td>
</tr>
<tr>
<td>the values &amp; skills columns</td>
<td>*Soc. Justice;</td>
<td>values</td>
<td>361</td>
</tr>
<tr>
<td></td>
<td>*Dignity/Worth of Person;</td>
<td>Identification of societal values</td>
<td></td>
</tr>
<tr>
<td>Familiarity with NASW Code of Ethics</td>
<td>*Importance of Human Relationships;</td>
<td>Ability to process a series of competing values within an ethical</td>
<td>400</td>
</tr>
<tr>
<td>Understanding of ethical decision making</td>
<td>*Integrity;</td>
<td>decision making framework</td>
<td>490</td>
</tr>
<tr>
<td>frameworks</td>
<td>*Competence</td>
<td>Capacity to utilize framework to resolve ethical dilemmas</td>
<td>491</td>
</tr>
<tr>
<td></td>
<td>*Human Rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Scientific Inquiry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As noted previously, readings, discussions and assignments related to the mission, core values and ethical standards of the social work profession, as presented in the 27 page NASW (2008) Code of Ethics booklet, are included in every course. A critical component of professionalism is ethical conduct.

An assigned reading for use in a class discussion and a written assignment in SCWK 111 Intro to Social Work is the DuBois and Miley (2008) text *Social work: An empowering profession*, chapter #5 Values and ethics in social work. This assignment requires students to write a 3-5 page discussion paper that addresses the importance of the social work code of ethics and resolves an ethical dilemma. Students compare personal to professional values, and utilize a framework with the
Dolgoff et al. (2009) text to process a ethical dilemma in their own life or within the organization they served their 30 hours of volunteer service.

An assigned reading for class discussion in SCWK 361 Intro of Generalist Practice is the Kirst-Ashman & Hull (2009) text *Understanding generalist practice*, chapter #11, Values, Ethics, and the Resolution of Ethical Dilemmas.

An assignment in SCWK400 Integrated Seminar I requires students to identify, analyze and resolve an ethical dilemma from their field placements by applying the Code of Ethics and the ethical decision making model from Dolgoff et al (2009). This is then presented in class for comment and challenges from classmates, which provides an opportunity for students to reflect upon their own and societal values in relation to the NASW Code of Ethics.

In the social work students’ senior year, competency with this practice behavior is demonstrated within their field placements (SCWK490/491). Field Instructors’ evaluations, the students’ self-evaluations, as well as students’ work in their competency exams provide multiple opportunities achieve and demonstrate competency regarding the application of ethical principles and the resolution of ethical dilemmas in a supervised practice setting.
III. Apply critical thinking to inform & communicate professional judgements
(EP 2.1.3) Apply critical thinking to inform and communicate professional judgements
PB1. Distinguish, appraise & integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
PB2. Analyze models of assessment, prevention, intervention & evaluation
PB3. Demonstrate effective oral & written communication

Table #9 operationalizes the knowledge, values and skills related to the practice behaviors associated with this third competency, ‘Apply critical thinking to inform and communicate professional judgements’. Students attain the knowledge, values and skills pertinent to this competency and the related practice behaviors PB1 through PB3 throughout the Gannon Social work program’s curriculum. Readings, discussions, exercises and written/oral assignments that require critical thinking are included in every course. The curriculum is designed to progressively enhance students’ growth and their ability to exhibit critical and analytical thinking throughout the sequence of courses.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Values</th>
<th>Skills</th>
<th>Class SCWK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear intellectual understanding of items in the values &amp; skills columns</td>
<td>*Service;</td>
<td>Proficient verbal and written communication</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>*Soc. Justice;</td>
<td>Reasoned discernment</td>
<td>212</td>
</tr>
<tr>
<td></td>
<td>*Dignity/Worth of Person;</td>
<td>Ability to procure and evaluate empirical articles suggesting best practices, as well as to articulate the value and limitations in implementing evidence-based practices</td>
<td>380</td>
</tr>
<tr>
<td></td>
<td>*Importance of Human Relationships;</td>
<td>Capacity to analyze and critically evaluate the application of various models of assessment, prevention, intervention &amp; evaluation</td>
<td>490</td>
</tr>
<tr>
<td><strong>Familiar with the standards of scientific inquiry and the principles of logic.</strong></td>
<td>*Integrity;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Competence</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension of evidence-based practice</strong></td>
<td>*Human Rights</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Scientific Inquiry</td>
<td></td>
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</table>
selected topic. Students analyze various models of assessment, prevention, intervention and evaluation, as well as demonstrate effective oral & written communication abilities through a paper and oral presentation of their work.

An central project assigned in the course SCWK400 Integrated Seminar I requires students to prepare a collection of current empirical articles suggesting evidenced-based practices on topics related to the population served or social issue addressed within their field placements. The written summary accompanying this portfolio of articles reviews the reasons for and/or justifications against such approaches being implemented within their field placements. This summary is informed by the empirical articles on evidenced-based practices as well as by discussions with their field instructors and colleagues within the students’ placement settings.

Students distinguish, appraise & integrate multiple sources of knowledge in SCWK 401 Integrated Seminar II in preparation of a class presentation of a comprehensive case study from their field experience. Various models of assessment, prevention, intervention & evaluation are considered by students individually and collectively during critical feedback periods during the formal oral presentation of their case study to their peers. Students utilize their own research as well as an application of the cumulative materials from course work over the prior three years of the social work program. Furthermore, this activity is conducted on an ongoing basis through practice activities within their field setting (SCWK 490/SCWK491) and subsequently assessed by their field instructor in quarterly evaluations.
IV. Engage diversity and difference in practice
(EP 2.1.4) Engage diversity and difference in practice
PB1. Recognize how a culture’s structure & values can oppress or privilege
PB2. Gain self-awareness to eliminate influence of personal biases
PB3. Recognize & communicate the importance of difference in shaping life experiences
PB4. View self as learner & engage clients as informants

Table #10 operationalizes the knowledge, values and skills related to the practice behaviors associated with this fourth competency, ‘Engage diversity and difference in practice’. Students attain the knowledge, values and skills pertinent to this competency and the related practice behaviors PB1 through PB4 throughout the Gannon Social work program’s curriculum. Readings, discussions, exercises and written/oral assignments that require students to reflect upon their own biases and society’s rigidly structured frameworks for privilege and oppression are included in every course. The curriculum is designed to progressively enhance students’ growth and awareness of the importance of difference in shaping life opportunities, experiences and ultimately outcomes throughout the sequence of the courses.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Values</th>
<th>Skills</th>
<th>Class SCWK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear intellectual understanding of items in the values &amp; skills columns</td>
<td>*Service; *Soc. Justice; *Dignity/Worth of Person; *Importance of Human Relationships; *Integrity; *Competence *Human Rights *Scientific Inquiry</td>
<td>Ability to recognize intersection of multiple dimensions of diversity Recognize the consequences of difference; how it shapes human experience Position client as expert in their diversity experience</td>
<td>230 221 363 380 490 491</td>
</tr>
<tr>
<td>Awareness of legal &amp; ethical mandates against discrimination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of multiple dimensions of diversity-race, age, disability, gender, sexual orientation etc…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Knowledge of personal values/beliefs and how they may effect interactions w/ persons from different backgrounds</td>
<td></td>
<td>Ability to eliminate the influence of personal biases in work with diverse groups</td>
<td></td>
</tr>
</tbody>
</table>

Every class has content related to the dignity and worth of all people from every minority population and diverse group. Every class explicitly addresses the social work profession’s specific emphasis on serving and empowering people who are vulnerable, oppressed and living in poverty as well as our mission to end discrimination and oppression. However, the following are some examples.
The most in depth course addressing this competency is the SCWK 230 Human Diversity course. This class offers a term full of rich opportunities for students to learn about diversity and reflect upon their own values/beliefs related to difference. Students participate as a group and individually in the exploration of difference beginning with the animated film *Happy Feet* (Miller, 2006), which provides insight into alienation and disenfranchisement and with a Homeless Simulation exercise, in which students experience firsthand the avoidance and rejection of others due to difference. Throughout the course, multiple guest speakers from minority ethnic/cultural communities, and GLBT and disability groups share their life encounters with prejudice and discrimination, as well as their efforts to navigate and overcome it. The course textbook, *Diversity, oppression, and change: Culturally grounded social work* (Marsiglia & Kulis, 2009) includes readings on the systemic nature of oppression and the *Jenga* game-based learning exercise (Lichtenwalter & Baker, 2010) offers students another opportunity to explore the nature of structural oppression, as well as their own frequent position of privilege within that structure.

SCWK 221 Human Behavior in the Social Environment I includes a class presentation in which students apply examples of Hutchison’s (2011) “Common Mechanism of Oppression” ranging from the scarcity myth and invisibility to tokenism and victim blaming to their group project on a particular high profile social work issue currently in the media. In addition, multiple documentary films on diversity ranging from *Big Enough* (Krawitz, 2004) on dwarfism or diversity in size; *MurderBall* (Shapiro, Mandel & Rubin, 2005) on disability or diversity in ability; *The New Asylums* (Public Broadcasting Video, 2005) and *A Brilliant Madness* (Maclowry, 2002) for mental health difference to *Thin* (Cutler & Greenfield, 2006) for gender and size differences, require students to explore how individual and group experience with discrimination influences their lives/behavior and their use of human services and programs. In addition, Johnson’s classic article *Disability Gulag* is a reading a discussion topic within this course.

SCWK 363 Generalist Practice w/ Organizations & Communities provides students the opportunity to study diversity in a community context, in terms of the oppressive practices related to urban renewal, gentrification and residential segregation in general. These learning opportunities are facilitated by readings and discussions of chapter #8 on Understanding Neighborhoods and Communities in the (Kirst-Ashman & Hull, 2009) text book as well as class visits from community organizers. Students also learn about barriers to human service delivery from an organizational context related to the NIMBY phenomena, as well as such barriers as transportation, hours of operation and lack of diversity in staffing.

Students learn to recognize how the scientific community’s culture, structure and values can oppress groups in the SCWK 380 Research Methods through readings from the Rubin & Babbie (2011) text book on ethical controversies and bias/insensitivity in research. In addition, students view the documentary film *The*
**Deadly Deception (Dilannl, 1993)** on the Tuskegee syphilis studies and social worker Peter Buxtun’s role in advocating for the human rights of research subjects. Item 1.C in the comprehensive exam featured in SCWK 490 Field Placement I require students to demonstrate an understanding of, and respect for, the positive value of diversity, exhibiting the skills they have developed to work with clients from diverse backgrounds.

In the social work students’ senior year, competency with this practice behavior is demonstrated within their field placements (SCWK490/491). Students identify the intersection of multiple dimensions of diversity and strive to eliminate their personal bias from their practice Field Instructors’ evaluations, the students’ self-evaluations, as well as students’ work throughout multiple questions within their competency exams provide multiple opportunities for students to engage diversity in practice, thereby achieving and demonstrating competency in a supervised practice setting.
V. Advance human rights and economic/social justice
(EP 2.1.5) Advance human rights and economic/social justice
PB1. Understand forms & mechanisms of oppression & discrimination
PB2. Advocate for human rights & social/economic justice
PB3. Engage in practices that advance social/economic justice

Table #11 operationalizes the knowledge, values and skills related to the practice behaviors associated with this fifth competency, ‘Advance human rights and economic/social justice’. Students attain the knowledge, values and skills pertinent to this competency and the related practice behaviors PB1 through PB3 throughout the Gannon Social work program’s curriculum. Readings, discussions, and written/oral assignments that require students to reflect upon society’s rigidly structured frameworks for privilege and oppression, as well as the disparity in the distribution of opportunities, benefits and burdens of society are included in nearly every course. The curriculum is designed to progressively enhance students’ growth and awareness of the importance of promoting social and economic justice throughout the sequence of the courses.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Values</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear intellectual understanding of items in the values &amp; skills columns</td>
<td>*Service; *Soc. Justice; *Dignity/Worth of Person:</td>
<td>Ability to recognize violations of clients civil and human rights</td>
</tr>
<tr>
<td>Familiarity with the UN International Bill of Human Rights</td>
<td>*Importance of Human Relationships; *Integrity; *Competence</td>
<td>Identify societal barriers to human rights (or structural oppression)</td>
</tr>
<tr>
<td>Awareness of strategies for promotion of HR and soc./econ. justice</td>
<td>*Human Rights *Scientific Inquiry</td>
<td>Ability to advocate for human rights and social/economic justice</td>
</tr>
</tbody>
</table>

The course, SCWK 212 Social Problems, Services and Issues, addresses social work advocacy at the state level. The assigned readings include the Jackson-Elmore (2005) article, Informing state policy makers: Opportunities for social Workers, as well as the film Social Workers Effecting Change: Legislative Advocacy (Influencing State Policy, 2004). A field trip to the local state senator’s office for a discussion with either Senator Jane Earll and/or her Chief of Staff, Patti Norcott on the topic of how to influence state legislators provides another important opportunity for students to learn effective advocacy strategies. The final assigned paper and presentation for this class involves the student sharing their own advocacy strategy on a state issue of their choice. The issues selected by clients are most often human rights (death penalty, domestic violence) or social/economic justice issues (civil unions, living wage, voter disenfranchisement). The United Nation’s International Bill of Rights is introduced in this class and then reviewed again as necessary in SCWK 400.
Integrated Seminar I, prompting discussion of UN Treaties not yet ratified by the US and the advocacy opportunities offered in these areas.

The major policy course, SCWK 364 Social Welfare Policy, Programs and Issues, requires students to research, analyze and recommend changes related to both a micro and macro policy directly related to local human service provider. Furthermore, the field trips in this course involve a visit to city council and a meeting with the Mayor of Erie, Joseph E. Sinnott. This class also has the Erie County Executive, Barry Grossman or various members of the county council on the guest speaker list. This contact with local/regional elected officials build student confidence in their ability to access and influences their representatives and prepares students to engage effectively in legislative advocacy. Furthermore, the assigned readings from Jansson’s (2011) textbook, *Becoming an effective policy advocate: From policy practice to social justice* prepares students to advocate for social/economic justice.

Students research and access ten web sites engaged in various human rights or social/economic justice advocacy efforts for SCWK 363 Generalist Practice with Organizations & Communities. In addition to a written report on their web-based advocacy experiences, students share these efforts in class, which permits peer-to-peer teaching and learning. In addition, this course has two reading assignments that critique advocacy strategies, specifically cyber advocacy (Edwards & Hoefer, 2010; McNutt, 2000).

In the social work students’ senior year, competency with these practice behaviors is demonstrated within their field placements (SCWK490/491). Students advocate for human rights and social/economic justice, including members from the impacted population as possible. Field Instructors’ evaluations, the students’ self-evaluations, as well as students’ work in their competency exams provide multiple opportunities achieve and demonstrate competency in a supervised practice setting.
VI. **Engage in research-informed practice and practice-informed research**

(EP 2.1.6) Engage in research-informed practice and practice-informed research

PB1. Use practice experience to inform scientific inquiry (research)

PB2. Use research findings to improve practice

Table #12 operationalizes the knowledge, values and skills related to the practice behaviors associated with this sixth competency, ‘Engage in research-informed practice and practice-informed research’. Students attain the knowledge, values and skills pertinent to this competency and the related practice behaviors PB1 through PB2 through the Research Methods course and within their Field Placement and the accompanying Senior Seminar classes.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Values</th>
<th>Skills</th>
<th>Class SCWK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear intellectual understanding of items in the values &amp; skills columns</td>
<td>*Service; *Soc. Justice; *Dignity/Worth of Person; *Importance of Human Relationships; *Integrity; *Competence</td>
<td>Ability to procure and evaluate empirical articles suggesting best practices, as well as to articulate the value and limitations in implementing evidence-based practices</td>
<td>380</td>
</tr>
<tr>
<td>Understand ethical scientific methods for building knowledge</td>
<td>*Human Rights *Scientific Inquiry</td>
<td>Proficiency in evaluating their own practice</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continued professional development through reflection, self evaluation &amp; correction</td>
<td>490</td>
</tr>
</tbody>
</table>

Class content from SCWK 380 Research Methods prepares students for the cumulative assignment, which is the formulation of a research project that utilizes a rigorous quantitative design directed at evaluating/improving some aspect of social work practice. This permits students to demonstrate an ability to utilize research findings to improve social work practice. In addition, students formulate and conduct a single-case designed study based on their activities within their field placements. This permits students to demonstrate an ability to utilize practice experience to inform their research.

An central project assigned in the course SCWK400 Integrated Seminar I requires students to prepare a collection of current empirical articles suggesting evidenced-based practices on topics related to the population served or social issue addressed within their field placements. The written summary accompanying this portfolio of articles reviews the reasons for and/or justifications against such approaches being implemented within their field placements. This summary is informed by the empirical articles on evidenced-based practices (EBP) as well as by discussions with their field instructors and colleagues within the students’ placement settings. Therefore, students take their knowledge of EBP into their field setting, permitting
research finding to improve practice as appropriate. However, through discussions with staff and supervisors and their own experiences in field, the students learn the limitations of implementing EBP or in essence permit field to inform the research.

In the social work students’ senior year, competency with this practice behavior is demonstrated within their field placements (SCWK490/491). Students engage in multiple activities pertaining to research-informed practice and practice-informed research, which vary from setting to setting. Field Instructors’ evaluations, the students’ self-evaluations, as well as students’ work in their competency exams provide multiple opportunities achieve and demonstrate competency in a supervised practice setting.
VII. **Apply knowledge of human behavior and the social environment**

(EP 2.1.7) Apply knowledge of human behavior and the social environment

PB1. Utilize conceptual frameworks to guide the process of assessment, intervention, evaluation

PB2. Critique & apply knowledge to understand person and environment

Table #13 operationalizes the knowledge, values and skills related to the practice behaviors associated with this seventh competency, ‘Apply knowledge of human behavior and the social environment.’ Students attain the knowledge, values and skills pertinent to this competency and the related practice behaviors PB1 and PB2 throughout the Gannon Social work program’s curriculum. Readings, discussions, and written/oral assignments that require students to master the ecological systems perspective through the person-in-environment framework, as is central to the Generalist Intervention Model, are included in every course. Throughout the sequence of the courses, the curriculum has been designed to progressively enhance students’ growth and awareness of the complex interconnected nature of multiple systems and the importance of the environment in understanding the person and their behavior.

**TABLE. 13**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Values</th>
<th>Skills</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear intellectual understanding of items in the values &amp; skills columns</td>
<td>*Service; *Social Justice; *Dignity/Worth of Person; *Importance of Human Relationships; *Integrity; *Competence *Human Rights *Scientific Inquiry</td>
<td>Application of 8 GIM theoretical frameworks to understand the biological, social, cultural, spiritual and psychological development of person</td>
<td>111</td>
</tr>
<tr>
<td>Understand human behavior across the life course</td>
<td></td>
<td>Ability to utilize theoretical frameworks to guide engagement, assessment, intervention, and evaluation</td>
<td>221</td>
</tr>
<tr>
<td>Solid comprehension of a minimum of the eight theoretical frameworks pertaining to GIM</td>
<td></td>
<td></td>
<td>222</td>
</tr>
<tr>
<td>Familiar with the range of social systems in which people live and how these systems promote/deter well-being</td>
<td></td>
<td></td>
<td>223</td>
</tr>
</tbody>
</table>

The GIM and the systems perspective, and to a lesser extent the other seven theoretical frameworks, are introduced in the first course, SCWK 111 Introduction to Social Work through the text book readings (Dubois & Miley, 2008) and faculty lecture, which include distributing Figure 1, the Social Work Generalist Practice Diagram.
SCWK 221 Human Behavior in the Social Environment I is the course in which students study in depth the eight theoretical frameworks to understanding human behavior. Students focus on the social environment and the application of the eight theoretical frameworks from the GIM (Figure 1, page 10) to guide the engagement, assessment, intervention, and evaluation process. The final exam in this class is accumulative and provides an opportunity for students to demonstrate a thorough knowledge of each theoretical perspective. Aside from objective testing students actually apply the theoretical perspectives to a real life individual within their final paper. Students apply their knowledge of the human person from a biological perspective, looking at the major systems of the human body. They also apply psychological and sociological theories and knowledge by looking at cognition, emotion, the self as well as stress and coping. Furthermore, they address the impact of culture, spirituality, the physical environment and social institutions in shaping human behavior. SCWK 221 Human Behavior in the Social Environment I includes multiple documentary films on how the biological, social, cultural, spiritual, and psychological factors impact human development and behavior including but not limited to: Big Enough (Krawitz, 2004) on dwarfism or diversity in size; MurderBall (Shapiro, Mandel & Rubin, 2005) on disability or diversity in ability; The New Asylums (Public Broadcasting Video, 2005) and A Brilliant Madness (Maclowry, 2002) for mental health difference to Thin (Cutler & Greenfield, 2006) for gender and size differences, require students to explore how individual and group experience with discrimination influences their lives/behavior and their use of human services and programs. In addition, Johnson’s classic article Disability Gulag is a reading for a discussion of the topic of how the disability experience shapes human behavior.

SCWK 222 Human Behavior in the Social Environment II course requires students to apply the person-in-environment perspective across the life span. Students gain experience indentifying psychological, sociological, and spiritual variables that influence human behavior/development over each stage in the life cycle. The impact of various size systems on human behavior as well as issues of discrimination and social and economic justice are examined. The Hutchinson (2011) textbook utilizes the life course perspective to capture the dynamic, changing nature of person-environment transactions. The life course perspective also recognizes diversity in the life course related to historical and cyclical time, gender, race, ethnicity, social class, disability, and sexual orientation. Special attention is given to the issues of low-income populations, GLBT communities, and the aged. During the semester each student must read and submit four annotated bibliographies of peer-reviewed journal articles that use the life course perspective, the life span approach, Person-in-Environment (PIE) and/or a developmental model (Erickson’s Stages of Psychosocial Development) as the theoretical framework to conceptualize the issue or problem detailed in the article. In addition, students conduct a grandparents interview – students will interview one or both one or both grandparents (their own or others). Interviews are share and discussed in class and class content in integrated into the experiences.
Human biology is the central focus of SCWK 223 Human Behavior in the Social Environment III. Students extensively examine the major human biological systems with a special emphasis on understanding the brain and the effects of drugs and alcohol. This is part three of the three semester courses on human behavior in the social environment. This course identifies relevant dimensions of person/environment and present up-to-date theory and research about each dimension. Emphasis is placed on the brain in order to understand mental illness, addictions, and medications. Readings, lectures from our adjunct faculty, a local physician assistant, classroom discussions and objective testing are the primary vehicles for student learning.

The opportunities to develop the skills related to applying the eight theoretical frameworks are provided in each of the practice courses SCWK 360, 361, and 362. In the SCWK 360 Interviewing Skills course, primary emphasis is placed on the engagement process. Students become comfortable applying the eight theoretical frameworks to guide relationship-building activities. Faculty demonstrations, student role playing and providing/receiving feedback from peers are the primary learning mechanisms within this course, aside from the objective exams.

Within SCWK 361 Introduction to Generalist Practice, students become familiar with generalist intervention model and applying the eight theoretical frameworks to guide their engagement, assessment, intervention, and evaluation practice with individuals. Within the SCWK 362 Generalist Practice with Families and Groups course, students become familiar with generalist intervention model and applying the eight theoretical frameworks to guide their engagement, assessment, intervention, and evaluation practice with small groups and families. In the SCWK 363 Generalist Practice with Organizations and Communities, students utilize the generalist intervention model and apply the eight theoretical frameworks, although primarily the systems perspective, to guide their engagement, assessment, intervention, and evaluation practice with organizations and communities.

In the social work students’ senior year, competency with this practice behavior is demonstrated within their field placements (SCWK490/491). Field Instructors’ evaluations, the students’ self-evaluations, as well as students’ work in their competency exams provide multiple opportunities achieve and demonstrate competency in the application of their knowledge of human behavior and the social environment within a supervised practice setting.
VIII. Engage in policy practice to advance social and economic well-being and to deliver effective social work services

(EP 2.1.8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services

PB1. Analyze, formulate & advocate for social policies that advance social well-being
PB2. Collaborate w/ colleagues/clients for effective policy action

Table #14 operationalizes the knowledge, values and skills related to the practice behaviors associated with this eighth competency, ‘Engage in policy practice to advance social and economic well-being and to deliver effective social work services’. Students attain the knowledge, values and skills pertinent to this competency and the related practice behaviors, PB1 and PB2, throughout the Gannon Social work program’s curriculum. Readings, discussions, and written/oral assignments that require students to reflect upon their own biases and society’s rigidly structured frameworks for privilege and oppression are included in every course. The curriculum is designed to progressively enhance students’ ability to and awareness of the importance of engaging in policy practice to advance social/economic well-being throughout the sequence of the courses.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Values</th>
<th>Skills</th>
<th>Class SCWK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear intellectual understanding of items in the values &amp; skills columns</td>
<td>*Service; *Soc. Justice; *Dignity/Worth of Person;</td>
<td>Ability to actively &amp; effectively engage in policy analysis &amp; formulation, as well as to advocate for changes that advance social well-being</td>
<td>212</td>
</tr>
<tr>
<td>Knowledge of policy practice and social action</td>
<td>*Importance of Human Relationships;</td>
<td>Ability to work in partnership with colleagues and clients in policy actions</td>
<td>363 364</td>
</tr>
<tr>
<td>Understanding of the role of policy in service delivery and role of practice in policy development</td>
<td>*Integrity; *Competence *Human Rights *Scientific Inquiry</td>
<td></td>
<td>490 491</td>
</tr>
</tbody>
</table>

The course, SCWK 212 Social Problems, Services and Issues, addresses social work policy advocacy at the state level. The assigned readings include the Jackson-Elmore (2005) article, Informing state policy makers: Opportunities for social Workers, as well as the film Social Workers Effecting Change: Legislative Advocacy (Influencing State Policy, 2004). A field trip to the local state senator’s office for a discussion with either Senator Jane Earll and/or her Chief of Staff, Patti Norcott on the topic of how to influence state legislators provides another important opportunity for students to learn effective policy advocacy strategies. The final assigned paper and presentation for this class involves the student sharing their own detailed policy advocacy strategy on a state issue of their choice.
Students research and access ten web sites engaged in various human rights or social/economic justice advocacy efforts for SCWK 363 Generalist Practice with Organizations & Communities. In addition to a written report on their web-based advocacy experiences, students share these efforts in class, which permits peer-to-peer teaching and learning. In addition, this course has two reading assignments that critique advocacy strategies, specifically cyber advocacy (Edwards & Hoefer, 2010; McNutt, 2000).

The major policy course, SCWK 364 Social Welfare Policy, Programs and Issues, requires students to research, analyze and recommend changes related to both a micro and macro policy directly related to local human service provider. Furthermore, the field trips in this course involve a visit to city council and a meeting with the Mayor of Erie, Joseph E. Sinnott. This class also has the Erie County Executive, Barry Grossman or various members of the county council on the guest speaker list. This contact with local/regional elected officials build student confidence in their ability to access and influences their representatives and prepares students to engage effectively in legislative advocacy. Furthermore, the assigned readings from Jansson’s (2011) textbook, Becoming an effective policy advocate: From policy practice to social justice prepares students to advocate for social/economic justice.

In the social work students’ senior year, competency with this practice behavior is demonstrated in many different ways within their unique field placement setting (SCWK490/491). Field Instructors’ evaluations, the students’ self-evaluations, as well as students’ work in their competency exams provide multiple opportunities achieve and demonstrate competency in policy advocacy w/ clients & colleagues in a supervised practice setting. This varies widely from participation in web-based advocacy efforts, county/city council hearings and local rallies, to conducting community education to raise public awareness of particular issue or contacting their elected representative.
IX. **Respond to contexts that shape practice**

(EP 2.1.9) Respond to contexts that shape practice

PB1. Discover, appraise & attend to changes (locale, populations, scientific, technological developments, and emerging societal trends to provide relevant services.

PB2. Provide leadership in promoting sustainable change to improve services

PB3. Recognize that the context of practice is dynamic and has knowledge and skills to respond proactively

Table #15 operationalizes the knowledge, values and skills related to the practice behaviors associated with this ninth competency, ‘Respond to contexts that shape practice’. Students attain the knowledge, values and skills pertinent to this competency and the related practice behaviors, PB1 through PB3, throughout the Gannon Social Work program’s curriculum. Readings, discussions, and written/oral assignments that require students to recognize that the context of practice is dynamic and to help students understand the need to respond proactively are included in every course. The curriculum is designed to progressively enhance students’ awareness of the importance of attending to change and providing leadership in promoting change that improves the quality of services.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Values</th>
<th>Skills</th>
<th>Class SCWK</th>
</tr>
</thead>
</table>
| Clear intellectual understanding of items in the values & skills columns | *Service;*  
*Soc. Justice;*  
*Dignity/Worth of Person;*  
*Importance of Human Relationships;*  
*Integrity;*  
**Competence**  
*Human Rights*  
*Scientific Inquiry* | Ability to recognize and respond to changing populations, scientific developments and new social trends to optimize service provision | 212 |
| Understanding of the evolving nature of modern practice delivery, as well as the dynamic character of populations served | | Capacity to provide leadership in promoting change | 363 |
| | | | 380 |
| | | | 400 |
| | | | 490 |
| | | | 491 |

The final papers that are the capstones for SCWK 212, SCWK 363, and SCWK 380 require students to prepare a current literature search on the size (how many currently impacted), scope (isolated to particular populations or wide spread impact) and trend (increase/decrease in recent years) of their topic, which is different for each course. From domestic violence and child neglect to disaster relief and immigration issues, the current context of the human service delivery landscape is articulated in the assignments for each class.
An central project assigned in the course SCWK400 Integrated Seminar I requires students to prepare a collection of current empirical articles suggesting cutting-edge evidenced-based practices on topics related to the population served or social issue addressed within their field placements. The written summary accompanying this portfolio of articles reviews the reasons for and/or justifications against such approaches being implemented within their field placements. This summary is informed by the empirical articles on evidenced-based practices (EBP) as well as by discussions with their field instructors and colleagues within the students’ placement settings. Therefore, students demonstrate initiative and leadership by presenting their knowledge of newly developed EBP into their field setting. However, through discussions with staff and supervisors and their own experiences in field, the students learn the current realities related to implementing EBP within their field setting.

In the social work students’ senior year, competency with this practice behavior is demonstrated within their field placements (SCWK490/491). Field Instructors’ evaluations, the students’ self-evaluations, as well as students’ work in their competency exams provide multiple opportunities to demonstrate competency in their ability to discover, appraise & attend to change in a supervised practice setting.
X(a). **Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities**

(EP 2.1.10a) **Engage**, assess, intervene and evaluate with individuals, families, groups, organizations and communities

PB1. Demonstrates skill at engaging (developing positive relationship with) clients—individuals, families, groups, organizations and/or communities

PB2. Use empathy & other Interpersonal skills

PB3. Develop mutually agreed upon focus of work & desired outcomes

Table #16 operationalizes the knowledge, values and skills related to the practice behaviors associated with this tenth competency, ‘**Engage**, assess, intervene and evaluate with individuals, families, groups, organizations and communities’ with a specific emphasis on engagement. Students attain the knowledge, values and skills pertinent to this competency and the related practice behaviors, PB1 through PB3, throughout the Gannon Social work program’s curriculum. Readings, discussions, exercises and written/oral assignments that require students to understand the importance of human relationships and develop interpersonal skills are included in every course. The curriculum is designed to progressively enhance students’ ability to develop positive relationships with others.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Values</th>
<th>Skills</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear intellectual understanding of items in the values &amp; skills columns</td>
<td>*Service; *Soc. Justice; *Dignity/Worth of Person</td>
<td>Develop positive relationships through use of empathy and other interpersonal skills</td>
<td>360, 361, 362, 363</td>
</tr>
<tr>
<td>Understanding of GIM (pg11) and how to work with individuals, families, groups, organizations &amp; communities</td>
<td>*Importance of Human Relationships; *Integrity; *Competence *Human Rights *Scientific Inquiry</td>
<td>Ability to arrive at mutually agreed upon focal points of work and desired results</td>
<td>490, 491</td>
</tr>
</tbody>
</table>

The opportunities to develop the skills related to this practice behavior are then provided in each of the practice courses SCWK 360, 361, 362, 363. In SCWK 360 Interviewing Skills primary emphasis is placed on the engagement process and the priority of developing positive human relationships. Students learn to establish positive relationships with others through such interview techniques as validation, unconditional positive regard, affirmation, and positive/constructive feedback. The instructor demonstrates the skills, students engage in role playing and students give and receive feedback on their interviewing techniques as demonstrated in the classroom.
Within SCWK 361 Introduction to Generalist Practice, students become familiar with generalist practice, as defined by Gannon and the Generalist Intervention Model (GIM) primarily with a focus on individual clients. This includes establishing relationships with individuals, and promoting the well-being of individuals, including those from vulnerable groups. The Kirst-Ashman & Hull (2009) text and practice behaviors workbook provides students with reading materials & exercises on the engagement process and establishing a general focus of the work together. Multiple vignettes permit students to identify examples of strengths and weakness, as well as supply alternative approaches of their own.

The SCWK 362 Generalist Practice with Families and Groups provides students with opportunities to become familiar with generalist practice, as defined by Gannon and the Generalist Intervention Model (GIM) primarily with a focus on small groups. This includes establishing relationships with and promoting the well-being of families and small groups, including those from vulnerable populations. Multiple classroom exercises permit experiential learning in small group settings. The Zastrow (2009) workbook, Social work with groups: Using the class as a group leadership laboratory, provides students with reading materials & exercises on the engagement process and establishing a general focus of the work together. Multiple in and out-of-class exercises permit students to identify and critique strengths and weakness in the engagement process, as well as to supply alternative approaches of their own. From arranging the setting of chairs and entering the meeting room to conducting introductions and selecting the agenda, students obtain experience with small groups in the first step of the GIM.

In the SCWK 363 Generalist Practice with Organizations and Communities course, students reflect on how they conduct and experience the engagement process within their field placement agency. Students are guided through the engagement process by readings from the Kirst-Ashman & Hull (2009) textbook, Generalist Practice with Organizations and Communities, as well as in-class discussions. Within their final paper students reflect on the ways in which the engagement process is an ongoing process during every step of the GIM in practice with organizations and communities and the complexities of arriving at mutually agreed upon goals with multiple stakeholders wielding unequal power.

In the social work students’ senior year, competency with these practice behaviors are demonstrated within their field placements (SCWK490/491). Field Instructors’ evaluations, the students’ self-evaluations, as well as students’ work in their competency exams provide multiple opportunities to achieve and demonstrate competency in the engagement process within a supervised practice setting.
X(b). **Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities**

(EP 2.1.10b) Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities

PB1. Collect, organize, interpret client data
PB2. Assess strengths & limitations of client
PB3. Demonstrate skill at assessing clients—individuals, families, groups and/or communities

Table #17 operationalizes the knowledge, values and skills related to the practice behaviors associated with this tenth competency, ‘Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities’ with a specific emphasis on assessment. Students attain the knowledge, values and skills pertinent to this competency and the related practice behaviors, PB1 through PB3, throughout the Gannon Social work program’s curriculum. Readings, discussions, exercises and written/oral assignments that require students to understand how to focus on strengths while identifying client limitations are included in the three practice courses. The curriculum is designed to progressively enhance students’ ability to conduct assessments.

<table>
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<th>Skills</th>
<th>Class SCWK</th>
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</thead>
<tbody>
<tr>
<td>Clear intellectual understanding of items in the values &amp; skills columns</td>
<td>*Service; *Soc. Justice; *Dignity/Worth of Person;</td>
<td>Prepare a comprehensive assessment, with emphasis on client strengths</td>
<td>361</td>
</tr>
<tr>
<td>Understanding of GIM (pg11) and how to work with individuals, families, groups, organizations &amp; communities</td>
<td>*Importance of Human Relationships; *Integrity; *Competence *Human Rights *Scientific Inquiry</td>
<td>Ability to select appropriate intervention that respects client self-determination</td>
<td>490</td>
</tr>
</tbody>
</table>

The opportunities to develop the skills related to theses practice behavior are provided in the practice courses SCWK 361, 362, 363. Within SCWK 361 Introduction to Generalist Practice, students become familiar with generalist practice, as defined by Gannon and the Generalist Intervention Model (GIM) primarily with a focus on individual clients. This includes conducting assessments and selecting interventions that respect clients’ rights to self-determination, particularly those clients from oppressed groups. The Kirst-Ashman & Hull (2009) text and practice behaviors workbook provides students with reading materials & exercises on the assessment process. Multiple exercises, including activities in soliciting client information, organizing/interpreting client information and prioritizing problems, permit students to gain experience in the assessment process.
The SCWK 362 Generalist Practice with Families and Groups provides students with opportunities to become familiar with generalist practice, as defined by Gannon and the Generalist Intervention Model (GIM) primarily with a focus on small groups. This includes establishing a more in-depth assessment and statement of goals. Multiple classroom exercises permit experiential learning in small group settings. The Zastrow (2009) workbook, *Social work with groups: Using the class as a group leadership laboratory*, provides students with reading materials & exercises on the assessment process and establishing goals and intervention plans. Students come to understand that the dynamic nature of most groups requires an ongoing adjustment of goals and intervention plans. Multiple in and out-of-class group exercises permit students to identify and critique strengths and weakness in others’ assessment process, as well as to supply alternative approaches of their own. From reading/interpreting nonverbal cues and collecting information from multiple sources to developing mutually agreed on intervention goals and objectives, students obtain experience with small groups in the assessment step of the GIM. Aside from conducting their own groups in the classroom, students attend such groups as AA or NA as observers for an opportunity to practice the application of course content outside the classroom setting.

In the SCWK 363 Generalist Practice with Organizations and Communities course, students collect, organize and interpret data for the assessment process within their field placement agency. Students are guided through this assessment and planning process by readings from the Kirst-Ashman & Hull (2009) textbook, *Generalist Practice with Organizations and Communities*, as well as in-class discussions in which students share experiences unique to their field agency. Kirst-Ashman & Hull’s (2009) PREPARE model is utilized to organize and document the assessment. Within their final paper, students include a community asset map, an organizational chart as well as an in-depth assessment of their field organization applying the appropriate theoretical framework to the organization. Students analyze the problems, resources, needs and strengths of the organization in their comprehensive assessment, as well as their own personal strengths and limitations for conducting a macro practice intervention.

In the social work students’ senior year, competency with these practice behaviors is demonstrated within their field placements (SCWK490/491). Field Instructors’ evaluations, the students’ self-evaluations, as well as students’ work in their competency exams provide multiple opportunities achieve and demonstrate competency in the assessment process within a supervised practice setting.
X(c). **Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities**

(EP 2.1.10b) Engage, assess, **intervene** and evaluate with individuals, families, groups, organizations and communities

- PB 1. Initiate actions to achieve organizational goals
- PB 2. Implement prevention interventions that enhance client capacities
- PB 3. Help clients resolve problems
- PB 4. Demonstrate skill at providing effective services to clients—individuals, families, groups, organizations and/or communities

Table #18 operationalizes the knowledge, values and skills related to the practice behaviors associated with this tenth competency, ‘Engage, assess, **intervene** and evaluate with individuals, families, groups, organizations and communities’ with a specific emphasis on intervention. Students attain the knowledge, values and skills pertinent to this competency and the related practice behaviors, PB1 through PB4, throughout the Gannon Social work program’s curriculum. Readings, discussions, exercises and written/oral assignments that require students to understand how to leverage a client strengths and resiliency when implementing interventions are included in the three practice courses. The curriculum is designed to progressively enhance students’ ability to implement interventions..

<table>
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<tr>
<th>Knowledge</th>
<th>Values</th>
<th>Skills</th>
<th>Class SCWK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear intellectual understanding of items in the values &amp; skills columns</td>
<td><em>Service;</em></td>
<td>Ability to undertake activities to achieve client goals</td>
<td>361</td>
</tr>
<tr>
<td></td>
<td><em>Soc. Justice;</em></td>
<td></td>
<td>362</td>
</tr>
<tr>
<td></td>
<td><em>Dignity/Worth of Person;</em></td>
<td></td>
<td>363</td>
</tr>
<tr>
<td></td>
<td><em>Importance of Human Relationships;</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of GIM (pg 11) and how to work with individuals, families, groups, organizations &amp; communities</td>
<td><em>Integrity;</em></td>
<td>Assist clients in problem resolution</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td><em>Competence</em></td>
<td></td>
<td>490</td>
</tr>
<tr>
<td></td>
<td><em>Human Rights</em></td>
<td>Able to enhance the clients’ own resources, resiliency and problem solving skills</td>
<td>491</td>
</tr>
<tr>
<td></td>
<td><em>Scientific Inquiry</em></td>
<td></td>
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The opportunities to develop the skills related to these practice behavior are provided in the practice courses SCWK 361, 362, 363. Within SCWK 361 Introduction to Generalist Practice, students become familiar with generalist practice, as defined by Gannon and the Generalist Intervention Model (GIM) primarily with a focus on individual clients. This includes promoting the well being of individuals from vulnerable groups by expanding their choices and opportunities. Emphasis in placed upon students’ ability to act in the key professional roles of broker, advocate, enabler, coordinator and educator. The Kirst-Ashman & Hull
(2009) text and practice behaviors workbook provides students with reading materials & exercises on the intervention process. Multiple exercises, including activities in selecting the appropriate change strategy and applying the proper conceptual framework for informing the intervention, permit students to gain experience in the intervention process. Students implement interventions primarily through vignettes and case studies in this course, although there is some in-class work with classmates that provides real life intervention opportunities. Students gain experience linking people with systems that provide them with resources, services and opportunities.

The SCWK 362 Generalist Practice with Families and Groups provides students with opportunities to become familiar with generalist practice, as defined by Gannon and the Generalist Intervention Model (GIM) primarily with a focus on small groups. This includes the application of the appropriate conceptual framework in light of the stages of group development over time. Multiple classroom exercises permit experiential learning in small group settings. The Zastrow (2009) workbook, Social work with groups: Using the class as a group leadership laboratory, provides students with reading materials & exercises on the intervention process and implementing intervention plans with clients. Students come to understand the barriers to effective problem solving in group settings, as well as various techniques for conflict resolution within groups. Multiple in and out-of-class group exercises permit students to identify and critique strengths and weakness in others’ intervention process, as well as to supply alternative approaches of their own. From reading/interpreting nonverbal cues and facilitating group decision making to stress and time management in the group process, students obtain experience with small groups in the intervention step of the GIM. Aside from conducting their own groups in the classroom, students attend such groups as AA or NA as observers for an opportunity to practice the application of course content outside the classroom setting.

In the SCWK 363 Generalist Practice with Organizations and Communities, students not only apply the GIM to local organizations but they also critique various avenues, approaches and strategies for community change when they view the following documentaries: Campus Compact (2004) Education for What? and Cohen’s (1997) Taylor’s Campaign as well as Kinoy & Yates (2007) Living Broke in Boom Times: Lessons from the Movement to End Poverty. These documentaries provide examples of community interventions that incorporate grass root led change efforts. Students implement a macro intervention within their field placement agency. Students are guided through the process of initiating and implementing an intervention by readings from the Kirst-Ashman & Hull (2009) textbook, Generalist Practice with Organizations and Communities, as well as in-class discussions in which students share experiences unique to their field agency. Kirst-Ashman & Hull’s (2009) IMAGINE model is utilized to muster sufficient support for the change effort, while formulating an action system and neutralizing opposition. Within their final paper, students include a description of how evaluation benchmarks were incorporated and monitored throughout the implementation of the intervention to permit adjustments to the intervention. Furthermore, students explain
the rationale for actions by applying the appropriate theoretical framework to the organization.

An central project assigned in the course SCWK400 Integrated Seminar I requires students to prepare a collection of current empirical articles suggesting evidenced-based practices (EBP) on topics related to the population served or social issue addressed within their field placements. The written summary accompanying this portfolio of articles reviews the reasons for and/or justifications against such approaches being implemented within their field placements. Students must demonstrate that their interventions have been informed by the current literature on relevant EBP.

In the social work students’ senior year, competency with these practice behaviors is demonstrated within their field placements (SCWK490/491). Identification and pursuit of avenues for advancing client interests and preventing discrimination against vulnerable individual/groups, as well as empowering clients to embark and successfully follow through with the change effort are key activities. Field Instructors’ evaluations, the students’ self-evaluations, as well as students’ work in their competency exams provide multiple opportunities achieve and demonstrate competency in implementing interventions in a supervised practice setting.
X(d). **Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities**

(EP 2.1.10b) Engage, assess, intervene and **evaluate** with individuals, families, groups, organizations and communities

PB1. Critically analyze, monitor & evaluate interventions

Table #19 operationalizes the knowledge, values and skills related to the practice behaviors associated with this tenth competency, ‘Engage, assess, intervene and **evaluate** with individuals, families, groups, organizations and communities’ with a specific emphasis on evaluation. Students attain the knowledge, values and skills pertinent to this competency and the related practice behavior, PB1, throughout the Gannon Social work program’s curriculum. Readings, discussions, exercises and written/oral assignments that require students to understand how to evaluate program outcomes and practice effectiveness through both formative and summative appraisals are included in the three practice courses. The curriculum is designed to progressively enhance students’ ability to conduct evaluations.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Values</th>
<th>Skills</th>
<th>Class SCWK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear intellectual understanding of items in the values &amp; skills columns</td>
<td>*Service; *Soc. Justice; *Dignity/Worth of Person; *Importance of Human Relationships; *Integrity; *Competence *Human Rights *Scientific Inquiry</td>
<td>Ability to evaluate program outcomes and practice effectiveness</td>
<td>361 362 363 380 490 491</td>
</tr>
<tr>
<td>Understanding of GIM (pg 11) and how to work with individuals, families, groups, organizations &amp; communities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The opportunities to develop the skills related to this practice behavior are provided in the practice courses SCWK 361, 362, 363. Students become familiar with evaluations as the final step in the Generalist Intervention Model (GIM). In their practice with individuals, families, groups, organizations and communities, students become aware of the need to establish and monitor measurable outcomes, or indicators of the success of the intervention.

SCWK 380 Research Methods provides students with an opportunity to design different manners in which to define and measure an intervention’s success. This course permits students to practice developing/selecting precise and observable indicators, positive and negative measures, different sources of data and data quantification procedures, and qualitative measures for a wide variety of interventions. Class content from SCWK 380 Research Methods prepares students
for the cumulative assignment, which is the formulation of a research project that utilizes a rigorous quantitative design directed at evaluating/improving some aspect of social work practice. This permits students to demonstrate an ability to utilize research findings to improve social work practice. In addition, students formulate and conduct a single-case designed study based on their activities within their field placements for seniors or on an intervention with their own self for juniors, providing evidence of their ability to evaluate practice effectiveness.

The comprehensive exam in SCWK 491 Field Placement II requires students to formulate and conduct a single-case designed study based on their activities within their field placements, providing evidence of their ability to evaluate practice effectiveness.
Paramount in the evolution of Gannon’s undergraduate Social Work Program has been the development and continued improvement of a strong field practice component. The Gannon Social Work Program places an emphasis on field learning as the central component of the total learning experience for all social work students.

The essential purpose of field education is to connect the theoretical and conceptual contributions of the classroom with the practical world of the practice setting. Readers are asked to refer to Figure 1 on page 11 of this document for precise details related to the conceptual/theoretical components of the curriculum, which conveys to students the generalist practice framework. Three primary tools, 1) the Evidence Based Practice Portfolio 2) a Student Workbook (Garthwait, 2011) and 3) the Comprehensive Competency Exam (Appendix III) are utilized throughout the field education classes, Social Work Field Placement I and II (SCWK 490/491) to connect the concepts/theories taught in the classroom with practice settings, for the purpose of fostering the implementation of evidence-informed practice.

The Evidence Based Practice Portfolio assigned to students in the SCWK 400 Social Work Integrating Seminar I class that accompanies the SCWK 490 Social Work Field Placement I class, requires students to demonstrate their ability to research, summarize and apply the findings from a minimum of seven empirical articles to their practice settings. Therefore, within the first term of entering their field placement, students are familiar with some of the most recent evidence based practices relevant to their practice setting and the population it serves. An additional
requirement of the portfolio assignment, involves students sharing their research findings with their field supervisors to ascertain the extent to which such evidence-based practices have been adopted by the organizations operating their field setting. Students then incorporate into the portfolio’s paper the reasons why and why not specific evidence-based practices are being utilized (or not) in their field setting. These Portfolios are then shared with their classmates in the SCWK 400 Social Work Integrating Seminar I classroom to broaden each students learning experience beyond that of their own field placements. The social work values of service and competence can be abstract concepts until students engage in this activity that requires a critical analysis of the service approach.

The Student Workbook (Garthwait, 2011) has multiple assignments requiring students to connect the concepts/theories taught in the classroom with practice settings, for the purpose of fostering the implementation of evidence-informed practice. The following provides just a few examples of many throughout the workbook. In chapter #8 students consider “what empirical evidence is there to support the theoretical approach of your agency? (Garthwait, 2011, p.73)” Readers are asked to refer to Figure 1 on page 11 of this document for details related to the eight different theoretical perspectives central to the generalist intervention model ranging from the Ecological Systems Perspective to the Humanistic Perspective that are introduced throughout the curriculum. The previously introduced Evidence Based Practice Portfolio requires students to begin with the literature, whereas this exercise requires students to begin with the practice setting in their analysis of evidence based practice. In chapter #10 Garthwait urges students to consider the underlying conditions that exacerbate social problems when she asks “what changes at the community and societal level are needed in order to prevent adverse conditions and social problems from developing in the first place? Do existing prevention programs appear to be effective? (Garthwait, 2011, p.101)” And then again in chapter #11 students are challenged to seek out the evidence or the means of obtaining such evidence when Garthwait (p.111) poses the inquiry “have the positive and negative impacts of social policies affecting your clients been measured by your agency…”

The Comprehensive Exams provide students in field with multiple opportunities to connect the concepts/theories taught in the classroom with practice settings, for the purpose of fostering the implementation of evidence-informed practice. Particularly, the community assessments and asset maps required in Comprehensive Exam question III because it entails the utilization of the strengths-based, empowerment approach accompanied by US Census Data and/or Erie Vital Signs data, which tracks indicators of the regions well-being. In addition, the case study presented in Comprehensive Exam IV, which connects the seven steps of the generalist intervention method (Figure 1, page 11) to a case students encountered within their field placement, requires students to support the selected intervention with a presentation of the empirical support of its effectiveness.
Gannon social work program’s field education provides multiple generalist practice opportunities for students to demonstrate the ten core competencies through the forty respective practice behaviors.

As a refresher to readers, the students’ field experience component consists of two practice courses, SCWK 490 Social Work Field Placement I followed by SCWK 491 Social Work Field Placement II. Both SCWK 490 and SCWK 491 are taken the student’s senior year while the student is simultaneously enrolled in SCWK 400 Senior Integrated Seminar I and SWK 401 Senior Integrated Seminar II, respectively. Within these courses the connection between theoretical/conceptual content from the classroom is applied to various practice settings, thereby providing multiple opportunities for students to demonstrate the core competencies and the related practice behaviors in their implementation of generalist practice, as defined by Gannon and the Generalist Intervention Model (GIM). Again, Figure 1 on page 11 of this document details the GIM.

Readers should note that the syllabi for SCWK 490/491, to be found in Appendix VIII, clearly enumerate the following course objectives: Students will demonstrate the following intellectual and practice capabilities. Students will be able to:

1. Identify as a professional social worker (EP 2.1.1)
2. Apply social work ethical principles to guide professional practice (EP 2.1.2)
3. Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)
4. Engage diversity and difference in practice (EP 2.1.4)
5. Advance human rights and economic/social justice (EP 2.1.5)
6. Engage in research-informed practice and practice-informed research (EP 2.1.6)
7. Apply knowledge of human behavior and the social environment (EP 2.1.7)
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (EP 2.1.8)
9. Respond to contexts that shape practice (EP 2.1.9)
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities (EP 2.1.10)
11. Identify the tenets of Catholic Social Teaching specifically, and the Judeo-Christian tradition in general, that reflect the values the social work profession (Gannon Specific)

Through the assignment of direct and indirect service responsibilities in SCWK 490/SCWK 491, Social Work Field Placement I and II, students demonstrate mastery of the knowledge, values and skills related to competencies EP 2.1.1 through EP 2.1.10, as operationalized in Table 4 through the 40 practice behaviors. In their field placements, students demonstrate in specific and concrete ways that they are prepared as beginning professional generalist practitioners to work with all size systems (individual, family, group, organization/community). The following is an example how a student demonstrates several competencies in their field placement.

Accreditation Standard 2.1.2: The Program discusses how its field education program provides generalist practice opportunities for students to demonstrate the core competencies.
## Examples from student field placement with Mental Health Association (clients=members)

<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors (PB)</th>
</tr>
</thead>
</table>
| Identify as a professional social worker (EP 2.1.1) | PB1. Advocate for client access to services  
PB4. Demonstrate professional demeanor in behavior, appearance, communication  
PB6. Use supervision & consultation  
**Example of Student Demonstration through tasks**  
*Acting in the professional role of a broker/advocate assisted MHA member in contacting & scheduling an appointment with the Stairways Counseling Center counselor of his choice and obtaining bus tokens for the trip. Empowered member to make the calls himself but assisted as needed with identifying proper bus route.  
*Prepared short list of questions related to how to locate AA/NA meetings within walking distance that provided child care and scheduled a consultation with supervisor for after lunch today to obtain assistance with questions  
*Responded calmly and respectfully to an irritated MHA member who was cursing during our conversation—permitted member to vent briefly before gently reminding her of club rules |
| Apply social work ethical principles to guide professional practice (EP 2.1.2) | PB1. Recognize & manage personal values so professional values guide practice  
**Example of Student Demonstration through tasks**  
*Gaining awareness of my avoidance of members with addiction issues and attempting to overcome my at times unconscious aversion  
*At supervisors suggestions, attended open meeting of recovery group during discussion of the challenges encountered by recovering addicts in reconnecting with family members they have alienated |
| Apply critical thinking to inform and communicate professional judgments (EP 2.1.3) | PB1. Distinguish, appraise & integrate multiple sources of knowledge, including research-based knowledge and practice wisdom  
PB3. Demonstrate effective oral & written communication  
**Example of Student Demonstration through tasks**  
*To raise community awareness--- Researched, prepared and presented an overview of mental health stigma to panel of local pastors. My presentation included power point slides that summarized literature on the topic, as well as a short testament from a MHA member describing instances of marginalization and a parent of an adolescent with a mental health diagnosis describing her challenges. |
| Engage diversity and difference in practice (EP 2.1.4) | PB1. Recognize how a culture’s structure & values can oppress or privilege  
PB3. Recognize & communicate the importance of difference in shaping life experiences  
PB4. View self as learner & engage clients as informants  
**Example of Student Demonstration through tasks**  
*To raise community awareness--- Researched, prepared and presented an overview of mental health stigma to panel of local pastors……….presentation included testament from a MHA member describing instances of marginalization and a parent of an adolescent with a mental health diagnosis describing her challenges. |
The previous example of a student demonstrating four core competencies within their field placement at the Mental Health Association is unique to that particular student and placement. Other agencies and organizations commonly utilized to provide generalist practice opportunities to students in field placement are:

- Erie County Office of Children and Youth
- City of Erie School District
- Pennsylvania Soldier’s and Sailors’ Home
- Hospice of Metropolitan Erie
- Safe Net Domestic Violence Safety Network
- Youth Advocate Program
- Perseus’ House Charter School of Excellence
- St Vincent’s Hospital
- Gertrude Barber National Institute
- Mental Health Association of Northwest Pennsylvania
- Community Health Net
- Crime Victim Center

This is a diverse list of practice settings. Nevertheless, there are several key instructional tools that are employed to assure that all students have the opportunity to demonstrate all the generalist practice core competencies within their respective field placement agency and in every unique field settings. These tools are utilized by each student and consist of the following: 1) a Student Workbook (Garthwait, 2011); 2) the Comprehensive Competency Exam (Appendix III); 3) the Field Instructors Evaluation (Appendix IV) and 4) the Student Self Evaluation (Appendix V).

*The Social Work Practicum: A Guide and Workbook for Students* (Garthwait, 2011) is the first instructional tool utilized in field. It is an outstanding tool for fully engaging students in the activities of their field placement while facilitating the integration of practice and theory relevant to social work generalist practice. The workbook, along with its exercises and learning activities, provide students with a structured way to engage in the core competencies throughout their field work experience. The Gannon Social Work Program has utilized this workbook for several years. Although there was an interruption of its usage in the 2011-2012 academic year, the program reinstated it as field placement text and it is currently in use. Demonstrations of the generalist practice core competencies are elicited from students through this workbook’s learning activities. Three examples are:

- Chpt.7 Communication—make a presentation to staff members or community group EP 2.1.3
- Chpt.8 Agency Context of Practice—attend public meeting of social welfare planning group (United Way) to understand how your agency fits in the overall social welfare system EP 2.1.9
- Chpt.9 Community Context of Practice—participate in interagency committee or task groups EP 2.1.8

The Comprehensive Competency Exam (see Appendix III) is the second instructional tool. It is completed throughout SCWK 490 Social Work Field Placement I and SCWK 491 Social Work Field Placement II, guiding students in a structured, systematic and comprehensive manner through the generalist practice
experiences necessary to demonstrate their capability in each of the 10 competency arenas and the 40 related practice behaviors within their field settings. Students complete time sheets and weekly summaries of specific generalist practice activities as an integral component of the comprehensive exams. The field coordinator reviews the narratives of weekly practice activities on a quarterly basis for a demonstration of the student’s ability to link the core competencies to their field practice experiences.

The Field Instructors Evaluation (Appendix IV) is the third instructional tool utilized in field education. It provides students with quarterly feedback on their performance of the 10 competencies and 40 practice behaviors. Students meet with their field instructors to discuss these evaluations and obtain clarification of the expectations within their unique agency placement. Furthermore, the Gannon field coordinator’s formal review of these quarterly evaluations guide the emphasis of class work in the SCWK 400/401 Senior Integrated Seminar I and II courses, which students take simultaneously with their field placements. Faculty is alerted to any practice behaviors, and the skills, knowledge and values pertaining to those practice behaviors, that students require the SCWK 400/401 class to rehearse, repeat, review or relearn. Likewise, the Student Self Evaluation (Appendix V), the fourth instructional tool, provides faculty this same information from the perspective of the students’ own confidence level.

It is the program’s expectation that students will not only use the knowledge, skills, values and ethics that they have acquired throughout their freshman, sophomore and junior years of liberal arts foundation and social work curriculum, but that they will actively promote these *values and ethics* in their agency settings. Students receive the opportunities and quarterly feedback on their ability to do so through the Field Instructor Evaluations items 2.1 through 2.6. (See Appendix IV)

Social Work Field Placement I and II (SCWK 490/491) are educationally directed agency placements, which provide an opportunity for students to translate classroom learning to a practice setting. Students are provided multiple opportunities throughout the 15 to 20 hours weekly that they are engaged in field activities within their unique field settings to use and test their professional skills, knowledge and values, and to test their commitment to social work values and ethics.

As previously noted, students are enrolled in Senior Integrated Seminar I and II (SCWK 400/401) concurrently with the field placement courses. Integrated Seminar provides a forum for students to exchange with their classmates the triumphs and challenges experienced in their field placements. Within the Integrated Seminar classes, each week students share their application of theory to practice, as they learn from, and challenge, each other in their professional growth. Discussions related to concrete ways of demonstrating the 10 core competencies and the related 40 practice behaviors to the satisfaction of their field supervisors, as well as difficulties in doing so, are particularly helpful in expanding students knowledge of social work practice settings beyond their own placement. Students are also given an opportunity to demonstrate their learning of the Gannon Generalist model of practice through the completion of the Comprehensive Competency Exam, specifically questions II, III
and IV that are related to interventions within their field placements. (See Appendix III)

In conclusion, Field Placement I and II provide an opportunity for students to practice as generalist and to demonstrate competency using Gannon's definition of generalist practice through the application of the competencies with EP 2.1.1 through EP 2.1.10 and the corresponding 40 practice behaviors in Table 4. Student competency is measured in SCWK 490/491 not only through the weekly workbook assignments (Garthwait, 2011), but also through quarterly field instructor evaluations, the quarterly competency exams and students’ own self-evaluations. (See relevant Appendixes III to V)

**Accreditation Standard 2.1.3:** The program discusses how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

Gannon’s Social Work Program provides for a minimum of 480 hours of field education. As previously noted, the field experience component consists of two courses, SCWK 490 Social Work Field Placement I followed by SCWK 491 Social Work Field Placement II. These two courses provide a minimum of 240 required hours per semester for two semesters, typically completed though 15 to 20 hour increments of field work each week. To facilitate the students’ procurement of field placement hours, the senior year of the social work curriculum schedules classes to meet on Monday, Wednesday and a half day on Fridays, permitting most students to attend field the entire day on Tuesday and Thursdays.

**Accreditation Standard 2.1.4:** The program discusses how its field education program admits only those students who have met the program’s specified criteria for field education.

The Gannon University Social Work Program admits to its Field Placements only those students who have met the program’s specified criteria for field education.

Early every spring term, all students enrolled in the social work program, who are in their junior year of university, receive several communications related to field practice admission from Gannon’s Field Coordinator. The communications alert these students of the need to complete their field applications if they intend to enter a field placement the following fall term. Theses communications, which are class announcements as well as emails, include a copy of the Field Placement Admission Criteria, as well as the Field Placement Application (Appendix IX).
The Gannon University Social Work Program admits to its Field Placements only those students who have completed their Field Placement Application and have met the program’s specified criteria for field education. The criteria assure that only students able to demonstrate that they have met the following benchmarks will be admitted to an approved field placement.

A. Are accepted and enrolled in Gannon University as a social work major
B. Have successfully completed the following courses:
   SCWK 111 Introduction to Social Work
   SCWK 212 Social Problems, Services, and Issues
   SCWK 221 Human Behavior and the Social Environment I
   SCWK 222 Human Behavior and the Social Environment II
   SCWK 223 Human Behavior and the Social Environment III
   SCWK 230 Human Diversity
   SCWK 360 Interviewing Skills
   SCWK 361 Introduction to Generalist Practice
   SCWK 362 Generalist Practice with Families and Groups
   SCWK 364 Social Welfare, Policies, Programs and Issues*
   SCWK 380 Social Work Research Methods*

   (*occasional exceptions granted to transfer students enrolled in the course their senior year)

C. Have obtained a minimum of 2.0 in all of their social work courses and have a 2.0 grade point average overall. (2.0 on Gannon’s scale of 4.0 is currently a ‘C’)
D. Have completed the programs application for field placement
E. After consulting their academic advisor, have selected two to three agencies to interview with as possible field placement sites and completed the ‘Field Placement Questions’ form for each site.
F. Are a current member of NASW

The Field Coordinator reviews all field applications prior to the fall term. The ‘Field Placement Question’ forms, which accompany each student field application, capture the basic information gathered from the interviews/agencies. The student, as well as his or her field placement site selection, is approved by the Field Coordinator prior to the fall term.

A decision is then made as to at which one agency the student will complete his/her Field Placement. This final decision is a joint decision made by the Field Coordinator, the student, and the potential agency field instructor.
The Gannon Social Work Program Field Manual specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction. The Gannon Social Work Program Field Manual serves as the formal policy and procedure manual for the field education program. The following excerpts are several highlights from the Field Manual. (See Appendix VI for entire Field Manual)

Field settings are selected on the basis of consistency with Gannon’s program goals and that they will reinforce our student identification with the purposes of the profession of social work:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

Criteria. The Field Coordinator approves all field placement agencies/organizations and works closely with the various field instructors to assure the following criteria are met and maintained at each student field placement.

Students have

1. a field placement with a goodness of fit between the student’s interests, and the agency’s mission and the Social Work Program’s educational goals
2. direct access to clients within their field placement
3. a minimum of 240 hours per semester of appropriate direct and indirect generalist practice opportunities with various size systems
4. opportunities to demonstrate the core competencies and practice behaviors
5. supervision from a qualified field instructor
6. experience in field related to the importance of diversity and the impact of difference in client service provision and service delivery
7. a field placement that adheres to the values and ethics of the social work profession

Critical to the educationally directed field placement is the role of the field instructors. Therefore, within the above criteria #4 is paramount. Approved field
settings have field instructors that possess a baccalaureate or masters degree from an accredited CSWE program. In those cases where a uniquely experienced field instructor offers a quality learning experience in a practice setting of interest to our students, but does not possess a degree from an accredited CSWE program, the Field Coordinator provides added student supports to insure a social work perspective, particularly as related to the values and ethics specific to our profession. The added student supports consist of discussions about the student’s field practice activities within the social work framework of the GIM and our core values/ethics. These discussions occur within the Field Coordinator’s field site visits (minimum 2 visits per term) as well as within the classroom during the SCWK 400/401 Integrated Seminar I and II. Furthermore, the quarterly competency exams are monitored for the students’ ability to apply social work knowledge, values and skills to the practice activities within their field setting. The Field Coordinator provides added supports in the form of additional instruction, reading assignments, explanation and exercises to all students struggling to link practice activities with curriculum content, including those with field instructors who are not graduates from an accredited CSWE program.

Gannon’s Field Coordinator expects field placement instructors to have the support of their agency and sufficient time to direct students. In addition, qualified field instructors are professionals willing and available to work with students on a daily basis and to provide the student with weekly formal supervision/instruction. Following an initial orientation conducted by the Field Coordinator, field instructors attend formal field instructor trainings (Appendix VII provides examples) and meet a minimum of twice each semester with the Field Coordinator to review student progress.

Agencies/organizations selected as field placement sites adhere to the values and ethics of the profession and are prepared to assist students in understanding the impact of social work values on the agency and practitioners and client systems. Furthermore, social service agencies are also chosen as field placement sites based on their ability to provide students with direct and indirect generalist practice experience with client systems, which includes, but is not limited to, experiences with:

- interviewing
- developing relationships
- various size systems
- cultural, ethnic, economic, racial, sexual diversity
- obtaining information, analyzing situations and working toward change
- applying Gannon’s generalist framework to practice
- evaluating practice

The Field Coordinator approves all field placement organizations, agencies and instructors. This approval is based upon a positive match with the above criteria.

Placing and monitoring students is the responsibility of the Field Coordinator.

Placing students. Social work students intending to enter a field placement are required to complete their field applications the spring term of their junior year.
The Field Placement Application, as well as the Field Placement Admission Criteria can be found in Appendix IX.

Students consult with their academic advisor and the Field Coordinator during the initial process of selecting a field placement agency/organization. After selecting two or three field placement locations of interest, students arrange to interview with the selected organizations/agencies. The Social Work Program has prepared a series of questions to guide students during these interviews, permitting a similar structure for each interview. This series of questions are distributed to students in the format of a ‘Field Placement Question’ form. (Appendix X) A minimum of two ‘Field Placement Question’ forms will accompany each student’s field application. This serves to document the students’ interviews with a minimum of 2 agencies.

Prior to the fall term, the Field Coordinator reviews all field applications. The student, as well as his or her field placement site selections, is approved by the Field Coordinator. A decision is then made as to at which one agency the student will complete his/her field placement. This final decision is a joint decision made by the Field Coordinator, the student, and the agency field instructor.

**Monitoring students.** To monitor student progress in the fall semester, during SCWK 490 Social Work Field Placement I, the Field Coordinator visits the students in their field placement a minimum of twice but as often as weekly if necessary. The Field Coordinator is also available to field instructors during these field visits. Regardless of the number of site visits, two or more, made with the student, the Faculty Coordinator and field instructor make formal contact a minimum of twice each semester to review the progress of each student. Usually this contact is during one of the site visits with the student. However, occasionally one of these contacts is via telephone or email due to scheduling conflicts that prohibit in-person meetings.

To monitor student progress throughout the spring semester, during SCWK 491 Social Work Field Placement II, the Field Coordinator visits the students in their field placement a minimum of twice each term, but as often as weekly if necessary. The Field Coordinator is also available to field instructors during these field visits.

**Contact with field instructors** is maintained by the Field Coordinator. New field instructors receive an individual, one-on-one orientation to the Gannon Social Work Program Field Manual (Appendix VI) during the summer months. Seasoned Gannon field instructors meet with the Field Coordinator over the summer months for a field placement refresher, which includes the distribution of an updated Field Manual. Once the academic term commences, field instructors attend two field instructor trainings that are conducted by the Field Coordinator and focused on various current topics relevant to field education. Materials related to recent field instructor training are located in Appendix VII.

In addition to these three meetings with the field instructors, the Field Coordinator speaks with the agency field instructors a minimum of twice each term to discuss student progress. Usually this is schedule to occur during the Field Coordinator’s visit to the field placement. However, occasionally one of these
contacts is via telephone or email due to scheduling conflicts that prohibit in-person meetings.

**Gannon’s Social Work Program monitors both student learning and agency effectiveness.** There are at least four ways the program monitors student learning in addition to the Field Coordinator’s site visits. First, are the competency exams, which are designed as an objective test of the 10 competencies and 40 practice behaviors (see Appendix III). During the first field placement SCWK 490 Social Work Field Placement I, questions one, two, and three of the Competency Exam must be completed. Question one must be completed by midterm. Questions two and three must be completed by the end of the first semester. Question four and five must be completed by mid-term of the second semester in SCWK 491 Social Work Field Placement II. Question six and seven must be completed by the end of the second semester.

The second method for monitoring student learning and agency effectiveness are the quarterly evaluations that are completed by the field instructors and reviewed by the Field Coordinator. Third, the students complete their own self-evaluations that are reviewed by the field placement coordinator at the end of each term. Fourth, all students complete and submit a series of questions from the assigned textbook and discuss these questions in the Senior Integrated Seminar (SCWK 400/401). This highlights an additional, albeit subjective method for evaluating student progress within their field placement—the student’s overall participation within the SCWK 400/401 Senior Integrated Seminar I & II. The field instructor can readily detect difficulties within field placements based upon student responses to discussions and activities within the Senior Integrated Seminar classes.

Summative and formative student evaluations are designed to provide the faculty, the student, and the field instructor feedback on the student’s field experience. Evaluations are submitted at midterm and at the end of each semester and in addition to their obvious purpose of assessing the adequacy of the students’ performance, they also:

1. Reinforce for the student the importance of self-evaluation as a continuous process.
2. Provide the field instructor an opportunity to review and assess the adequacy of the learning opportunities provided to the student.
3. Provides the Field Coordinator feedback about the academic preparation of the student for social work practice.

It is most important that the student participate in the evaluation process. Often, field instructors request that the students evaluate themselves using the same instrument. This is used to discuss and examine the point of similarity and difference in the evaluations. Field instructors are encouraged to exercise creativity in involving students in the evaluation process. There is a requirement that the students and field instructors together review the field instructors’ evaluation and that the students sign the evaluation. Should the situation arise that the student takes serious exception to the field instructors’ evaluation, the student may request a meeting with the field instructor and the Field Coordinator in order to discuss the
evaluation. Such a situation usually indicates a breakdown in effective communication.

**Accreditation Standard 2.1.6:** The program discusses 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 competencies. Field instructors for baccalaureate students hold a baccalaureate or master’s degree in social work from a CSWE accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

Field instructors possess a baccalaureate or masters degree from an accredited CSWE program. In those cases where they do not, the Program, through the Field Coordinator, provides added supports to insure a social work perspective, particularly for values and ethics. The credentials and practice experience required of field instructors is outlined in the Gannon Social Work Program Field Manual (Appendix VI, pg. 28). The Gannon Social Work Program Field Manual serves as the formal policy and procedure manual for the field education program.

**Field Instructor Credentials.** In addition to the field education instructors’ possession of a baccalaureate or masters degree from an accredited CSWE program, they have a minimum of 2 years practice experience. The overwhelming majority of the program’s field instructors have over 10 years practice experience. Field instructors are approved by the Field Coordinator on the basis of their practice competence, their skill in teaching and supervision and their positive approach to social work education, along with their ability to be imaginative and creative in their design of field learning opportunities for students to demonstrate program competencies. The resume of several field instructors offer examples of the practice experience of required of an approved field instructor in the Gannon Social Work Program’s Field Placement (Appendix XI).

In those cases where a uniquely experienced practitioner offers a quality learning experience in a practice setting of interest to our students, but does not possess a degree from an accredited CSWE program, Gannon requires a minimum of 5 years of human service delivery practice experience and an affinity for/compatibility with the social work profession’s GIM in their own professional practice. This is evaluated by the Field Coordinator on a case-by-case basis. The resume of several field instructors with degrees in disciplines other than social work offer examples of the practice experience of required of an approved field instructor in the Gannon Social Work Program’s Field Placement (Appendix XI).

**Reinforcing Social Work Perspective.** The Field Coordinator provides added supports to both field instructors without a BSW or MSW, and the social work students they supervise, to emphasize the social work perspective and to insure learning opportunities for students to demonstrate the competencies. The added support for field instructors, includes, but is not limited to: an orientation to the social work’s generalist intervention model (pg 11); one-on-one meetings to orient instructors to the social work professions’ values/ethics; assistance during site visits...
on application of social work competencies in practice setting; and facilitating meetings with practitioners who are social work professionals serving as field instructors. Furthermore, these field instructors are attending the standard trainings the Field Coordinator conducts with the other field instructors, who are social work professionals. This serves as an excellent method of socialization to social work practice for the non-social work professionals. Often these non-social work professionals have served as field instructors at our sister programs at Edinboro and Mercyhurst university. There have been no difficulties conveying a social work orientation to these practitioners.

Reinforcing a social work perspective directly with students, particularly as related to the values and ethics specific to our profession, is accomplished in several ways. Discussions about the student’s field practice activities within the social work framework of the GIM and our core values/ethics occur within the context of the Field Coordinator’s field site visits as well as within the classroom during the SCWK 400/401 Senior Integrating Seminar I and II. Furthermore, the quarterly competency exams are monitored for the students’ ability to apply social work knowledge, values and skills to the practice activities within their field setting. The Field Coordinator provides added supports in the form of additional instruction, reading assignments, explanation and exercises to all students struggling to link practice activities with curriculum content, including those with field instructors who are not graduates from an accredited CSWE program.

Gannon’s Field Coordinator assures that all field placement instructors have the support of their agency and sufficient time to direct students. In addition, that they are professionals willing and available to work with students on a daily basis and to provide the student with weekly formal supervision/instruction. Following an initial orientation conducted by the Field Coordinator, field instructors attend formal field instructor trainings (Appendix VII provides examples) and meet a minimum of twice each semester with the Field Coordinator to review student progress and obtain assistance with any problems.

**Accreditation Standard 2.1.7:** The program discusses how its field education program provides orientation, field instruction training and continuing dialog with field education settings and field instructors.

**Field Instructor Orientation** is the responsibility of the Field Coordinator. The orientation to Gannon’s Social Work Program field placement education is tailored to the strengths and needs of the individual instructor. Often the individual has served as a field instructor for one of the other two university social work programs in the region, but sometimes the practitioner has never served as a field instructor. Therefore, the depth and extent of the orientation of qualified practitioners, who are new to their roles as a Gannon field placement instructor, has varied from 30 minutes.
to 1.5 hours. Nevertheless, during these one-on-one orientations, which can vary from an information review session to a presentation and/or explanation of new information, the Field Coordinator works with the individual to assure that the practitioner is sufficiently proficient in the social work perspective, and has the knowledge and ability to design field learning opportunities for students to demonstrate the program competencies. This is accomplished through familiarizing instructors with Gannon’s expectations of our educationally directed field placements by:

1) review of the Gannon University Social Work Program Field Manual that outlines the policy and procedures related to field education
2) introduction to the core competencies and the related practice behaviors, as well as a discussion of how students can demonstrate these in the particular practice settings
3) explanation of the desired student outcomes for field education with a clarification on the purpose and use of the quarterly student evaluation instruments
4) emphasis on the importance of weekly supervision sessions and daily support
5) overview of Gannon’s definition of generalist practice
6) explanation of student, field instructor and field coordinator responsibilities
7) review of values and ethics of the social work profession, with directions on how to access the NASW Code of Ethics full document (a summary is in the Field Manual)

Field Instructor Training is the responsibility of the Field Coordinator, with the support of the entire Social Work Program faculty. This is accomplished through two meetings every academic year. The field instructors come together with the Field Coordinator and program faculty during a lunch meeting at a Gannon University conference room in the Waldron Center. The atmosphere is such that topics of concern by either the faculty or field instructors have an opportunity to arise in a non-threatening, comfortable environment.

The first meeting in the early fall term is a formal training for field instructors on critical issues pertinent to contemporary social work field education. The central topics have varied from ethics and values to combating stigma and promoting evidence based practice. However, for the last two years, the fall trainings have consisted of interactive workshops on providing students with core competency practice opportunities. The 2010 field instructor training was a collaborative effort among the three regional university undergraduate programs (Gannon, Edinboro and Mercyhurst) that provided an in depth competency based training. Examples of a few of these formal field instructor trainings, including power points and learning objectives are located in Appendix VII.

The second meeting at the close of the spring term is an informal sharing of successes and challenges throughout the year in field placement. Field Instructors share with the Field Coordinator and one another the positive and difficult aspects of meeting the educational needs of the student within their practice settings. This includes recommendations from the field instructors regarding adjustments/additions to the program curriculum and/or the Field Coordinator’s role/activities in supporting the field instructors throughout the year. Documents in Appendix VII present
examples of the annual summaries of these comments in the folder labeled ‘Spring Field Instructor Feedback’.

Therefore, the field instructor training process is ongoing through: an initial orientation, 2 annual trainings conducted on the Gannon campus, distribution of an annually updated field manual, and a minimum of 4 annual site visits/contacts from the field coordinator when field instructor’s questions/concerns are addressed.

**A continuing dialog with field education settings** is accomplished in multiple and various ways. As previously noted, the annual informal spring meeting with the field instructors provides an opportunity for field instructors to dialog with the Field Coordinator, but it should also be noted that the Program Director participates in this annual meeting.

However, the Gannon Social Work Program through its faculty members, is in an ongoing dialog on topics that include and extend beyond field education through the many avenues that faculty actively participates in the community. These topics include, but are not limited to, increasing diversity in the profession, attracting student interest to work with special populations (elderly, homeless etc..), collaborative advocacy efforts and service projects w/ students and local agencies, course development and the needs for special topic emphasis in the curriculum (D&A; GLBT; MH).

The many avenues in which faculty are actively engaged with field settings that afford the opportunities for this ongoing dialog, include but are not limited to:

- service on agency advisory boards
- providing trainings and community education credits to local practitioners
- providing program outcome evaluations to local agencies
- inviting practitioners into the class room to share their expertise with students
- faculty speaking engagements and presentations in the community
- community service events that include students, faculty, agency staff & consumers
- annual Gannon Social Work Conference, which is a collaborative venture with local human service providers
- annual Gannon Christmas Dinner and Fair in which local human service providers visit with and distribute literature to the guests (consumers), students, faculty
Gannon University’s Social Work Program allows students who are employed in social service agencies to complete their field experience in these agencies, provided the agency is willing to provide the student with

1. an educationally oriented social work experience
2. the opportunity for the application of the core competencies and their related practice behaviors within the setting
3. a different social work experience with tasks/duties and responsibilities that differ from their typical paid employment
4. a qualified field instructor that is not the student’s employment supervisor

Therefore, the agency must be an approved field instruction site, have a qualified and willing field instructor who is not the student’s job supervisor, and must also be willing to provide the employee/student a different social work experience for 240 hours per semester that the student is in their field placement. The different social work experience must be in writing and agreed to by the agency, the student, and the coordinator of field placement at Gannon University. (See Gannon Social Work Program Field Manual (Appendix VI, pg.33).

3. Implicit Curriculum

Educational Policy 3.1—Diversity

The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (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).

INSTITUTIONAL SETTING

Gannon University’s commitment to diversity is the foundation on which the Social Work Program’s commitment to diversity is built upon. In administering its affairs the University shall not discriminate against any person on any basis prohibited by law. Gannon University remains fully compliant with all federal, state, and local laws, policies, and general standards related to equal employment and
affirmative action. The Office of the President and the Office of the Provost and Vice-President for Academic Affairs continue to offer strong, solid leadership in the establishment and promotion of Gannon University as a community that cares about and is committed to issues of diversity, respect for individual difference, and cultural inclusion.

Gannon University and the Social Work Program in particular, have made vigorous and persistent efforts to hire minority faculty, administrators, and staff and increase the enrollment of minority and international students throughout the University. Gannon University provides support for these endeavors utilizing the following initiatives, in which social work students, through social work faculty’s continuous encouragement and support are actively involved:

- **International Student Office**
  The International Student Office (ISO) strives to foster an environment in which international students and their families might thrive intellectually, emotionally, spiritually, physically, professionally, and socially. ISO staff seeks to serve the international community through counseling, advocacy, immigration advising for F-1 and J-1 students and their dependents, and cultural programming, as well as engage members of the wider community in cross-cultural dialogue and learning. Social work faculty actively recruits social work students to serve in the “Conversation Partners” program for international students that have English as a second language.

- **Office of Multicultural Affairs**
  The Office of Multicultural Affairs is dedicated to the enhancement of multicultural awareness and sensitivity through educational, cultural, and social activities. The Office of Multicultural Affairs strives to foster growth, development, awareness, and sensitivity among students, faculty, and staff. Social work students often serve and support initiatives, including but not limited to Black History Month.

- **Returning to Education Adult Program (REAP)**
  The Returning to Education Adult Program recognizes that adult students face many challenges in balancing their multiple roles and responsibilities and there is a place to provide support to help make the transition into the classroom easier for non-traditional students. A non-traditional commuter adviser is there to provide support, plan activities, and connect students to events going on around campus. Approximately 25% of our graduating social work students in 2012 were non-traditional students, receiving supports from this program as needed.

- **Student Success Center**
  The mission of the Student Success Center (SSC) at Gannon University is to provide quality academic, career, and developmental advising and support so all students can reach their academic, personal, and career potential. The Student Success Center is available and utilized by all students, but provides critical supports for students with a wide variety of learning disabilities. The
Student Success Center provides support services, including academic advising, career counseling, tutoring, programming, and resources for students at Gannon University. The SSC staff uses a proactive, developmental advising model which promotes student success by assisting students in identifying and removing obstacles to learning. The Student Success Center includes the following offices: Academic Advising Center, Career Development and Employment Services, CAAP/ACT 101 and Tutorial Services, Center for Experiential Education, Disability Support Services, Mathematics Center, Programs for Students with Learning Disabilities, Speech Communication Center, Student Support Services, and Writing Center. The Social Work Program is experiencing an increase in the number of students with disabilities within our ranks. The positive relationship between the staff of the Student Success Center (PSLD) and faculty working with students who have learning difficulties, as well at the students themselves, models respect and dignity to people with diverse identities.

Gannon University has initiated and expanded upon a number of vigorous and persistent efforts to improve the wellbeing of marginalized populations while respecting individual difference, and striving for cultural inclusion. These efforts include, but are not limited to:

- **Service Learning Office**
  The Office of Service-Learning supports credit-bearing experiences that integrate faith, service, and academic inquiry. Service-learning opportunities are available with dozens of local organizations. The Office of Service-Learning works with organizations in many fields such as afterschool programs, animal welfare, arts and culture, criminal justice, disaster relief, economic development, environmental sustainability, food security, health and wellness, homelessness, neighborhood development, peace and justice, persons with disabilities, refugee resettlement and senior citizens. Some organizations also offer work-study opportunities. The director of the Service Learning Office is a guest speaker in SCWK 363 Generalist Practice w/ Organizations and Communities and SCWK 212 Social Problems, Service and Issues, and serves as a resource for students in identifying sites for the 20 hours of community service required within three core social work classes.

- **Erie-GAINS, Erie -Gannon Alliances to Improve Neighborhood Sustainability**
  Erie-GAINS is a coordinated strategic initiative between the University, government agencies, community organizations, and businesses to stimulate positive change and improve the sustainability and viability of downtown Erie and the surrounding. Focused efforts address urban development issues education, health and well-being, the economy, public safety, neighborhood revitalization and the environment. These problem areas disproportionately
impact the vulnerable/minority populations. This initiative has served as a Social Work Program filed placement site in 2010-1012.

- Center for Social Concerns
  The Center for Social Concerns, inspired by Catholic Social Teaching, empowers students to make community, education for peace and justice, and civic engagement for social change an integral part of Gannon education. The center promotes advocacy, awareness, and activism. Examples of annual activities in which social work students are actively involved are: Take Back the Night (domestic violence awareness), Hunger and Homelessness Week; annual campus wide GIVE Day (fall) and Day of Caring (spring). During the 2011-2012 academic year Gannon University students, including social work students, have provided more than 79,000 community service hours.

Gannon University’s student composition reflects a level of diversity that surpasses that of the Erie County region, which according to the 2010 US Census is 88.2% white. In the fall 2011 there were 4074 students enrolled at Gannon University. Of that total, 2925 were registered undergraduate students and 1151 were graduate students. The racial and ethnic composition of the University is displayed in Table 20 below:

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>2408</td>
<td>848</td>
<td>3256 (80%)</td>
</tr>
<tr>
<td>African-American</td>
<td>187</td>
<td>34</td>
<td>221 (5%)</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>61</td>
<td>9</td>
<td>70 (≤ 2%)</td>
</tr>
<tr>
<td>North American Native</td>
<td>12</td>
<td>1</td>
<td>13 (≤1%)</td>
</tr>
<tr>
<td>International Students</td>
<td>94</td>
<td>180</td>
<td>274 (7%)</td>
</tr>
<tr>
<td>Asian</td>
<td>48</td>
<td>13</td>
<td>61 (≤ 2%)</td>
</tr>
<tr>
<td>Unknown - Unreported</td>
<td>109</td>
<td>64</td>
<td>173 (4%)</td>
</tr>
<tr>
<td>2 or More Races/Ethnicities</td>
<td>5</td>
<td>0</td>
<td>5 (≤1%)</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>1</td>
<td>2</td>
<td>3 (≤1%)</td>
</tr>
</tbody>
</table>

Students in the Social Work Program are reported by race/ethnicity and gender in Table 23 on page 86.

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

The Social Work Program exerts specific and continuous efforts to provide a learning environment that practices respect for all persons and strives for a deeper understanding of diversity and difference. Primary activities related to these efforts include, a classroom speaker series; documentary film & discussions; class visits to human service delivery agencies and the annual social work conference.
Speakers that enrich our students’ respect for and understanding of diversity are regularly invited into the classroom. Table 21 provides an example of the most frequent guest speakers joining our social work classes.

Table 21. Speakers Enrich Student Understanding of Diversity

<table>
<thead>
<tr>
<th>Classroom Presenters</th>
<th>Agency/Organization</th>
<th>Distinguishing Diversity Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Grove</td>
<td>Mental Health Association</td>
<td>White male – people w mental illness</td>
</tr>
<tr>
<td>Mary McIntosh</td>
<td>Achievement Center</td>
<td>White Female – Children w Developmental Disabilities</td>
</tr>
<tr>
<td>Rhoda Schember</td>
<td>Erie Family Center – Parents As Teachers (PAT)</td>
<td>White Female – Mother of child w developmental disabilities</td>
</tr>
<tr>
<td>Steve Simmelkjaer</td>
<td>Gaudenzia: SHOUT Outreach</td>
<td>African-American male – people living w HIV/AIDS</td>
</tr>
<tr>
<td>Allan Turner &amp; Staff</td>
<td>Multicultural Community Resource Center (MCRC)</td>
<td>Staff member presenters come from Bosnia, Uganda, Somalia, Bhutan, and Nigeria</td>
</tr>
<tr>
<td>Michael Mahler</td>
<td>Erie Gay News</td>
<td>White male – self-reported Gay – GLBT community</td>
</tr>
<tr>
<td>Gannon University International Students</td>
<td>Gannon University International Student Organization (ISO)</td>
<td>Chinese Female, 2 Iraqi males, Bosnian female</td>
</tr>
<tr>
<td>Paul Lukach</td>
<td>Crime Victims Center</td>
<td>White male – rape survivors/other crimes</td>
</tr>
<tr>
<td>Robin Young</td>
<td>Safe Net</td>
<td>White female – abuse against women</td>
</tr>
<tr>
<td>Darrell Smith, Staff, and Clients</td>
<td>New Life City Mission</td>
<td>African-American male – people who live w homelessness and substance abuse</td>
</tr>
<tr>
<td>Karen Moski</td>
<td>Hospice of Metropolitan Erie (HOME)</td>
<td>White female – people w terminal illness</td>
</tr>
<tr>
<td>Debbie Mennacke</td>
<td>Greater Erie Community Action Committee (GECAC)</td>
<td>White female – older persons in Erie County</td>
</tr>
<tr>
<td>John Flanagan</td>
<td>International Institute of Erie</td>
<td>White male – immigrants and refugee resettlement</td>
</tr>
<tr>
<td>Sonny Concepcion</td>
<td>Great Lakes Hospice</td>
<td>Latino male – Latino community</td>
</tr>
<tr>
<td>Maicha Clanton &amp; Hilda Torres</td>
<td>Gaudenzia Shout Outreach</td>
<td>African-American female – Latina female – people living w HIV/AIDS - Prevention</td>
</tr>
<tr>
<td>Colleen Masi</td>
<td>Erie Family Center</td>
<td>White female – families in poverty</td>
</tr>
<tr>
<td>Stephanie Lindenberger</td>
<td>Women’s Care Center</td>
<td>White female – holistic education self-care for women</td>
</tr>
<tr>
<td>Mary Jo Cline</td>
<td>Erie County Office of Children &amp; Youth</td>
<td>White female – child welfare</td>
</tr>
<tr>
<td>Chris Magno</td>
<td>Gannon University</td>
<td>Pilipino male-- scholar on the role of race in the propaganda of colonization</td>
</tr>
<tr>
<td>Dorothy Kalanzi</td>
<td>Gannon University</td>
<td>Ugandan female--scholar on HIV/AIDS impact on Africa</td>
</tr>
</tbody>
</table>

All the social work classes benefit from these guest speakers from diverse backgrounds and/or with extensive firsthand knowledge of some aspect of human difference. However, SCWK 230 Human Diversity and SCWK 221/SCWK 222 Human Behavior in the Social Environment I/II classes have relatively more guest speakers than the other classes. From Bill Grove’s introduction to living in recovery from mental illness and Michael Mahler’s account of the gay experience in a mid-size American town, to international students’ candid conversation about culture shock and Chris Magno’s presentation on the use of caricatures of the Pilipino people in the US media, these speakers deepen our understanding of diversity.
**Documentary films** and news clips are utilized throughout the curriculum to cultivate respect for diversity and difference, and enhance student understanding of the intersections of diverse identities. Students view, reflect upon and discuss multiple films/documentaries for the purpose of promoting our student’s ability to appreciate the many different types and intersections of difference in a manner that recognizes, affirms, and values the worth of individuals, families and communities and protects and preserves the dignity of each. The following are a sample of the documentaries that are regularly utilized in the in the social work curriculum, primarily in the designated course.

<table>
<thead>
<tr>
<th>Documentary</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Running in high heels</em>. ELM Films</td>
<td>SCWK 212</td>
</tr>
<tr>
<td><em>Thin</em>. HBO Box Office Inc.</td>
<td>SCWK 221</td>
</tr>
<tr>
<td><em>Born into Brothels</em>. ThinkFilms</td>
<td>SCWK 380</td>
</tr>
<tr>
<td><em>Good Hair</em>. HBO Box Office Inc.</td>
<td>SCWK 361</td>
</tr>
<tr>
<td><em>Race: The power of Illusion</em>. California News Reel</td>
<td>Various</td>
</tr>
<tr>
<td><em>Sisters of Selma: Bearing witness for change</em>. PBS Home Video</td>
<td>SCWK 361</td>
</tr>
<tr>
<td><em>America beyond the color line</em>. PBS Home Video</td>
<td>Various</td>
</tr>
<tr>
<td><em>Scottsboro an American tragedy: The case that sparked the civil rights movement</em>. WGBH Educ. Fnd.</td>
<td>SCWK 212</td>
</tr>
<tr>
<td><em>A Brilliant Madness</em>. PBS Home Video</td>
<td>SCWK 221</td>
</tr>
<tr>
<td><em>Middle sexes: Redefining he and she</em>. HBO Documentary Films</td>
<td>SCWK 401</td>
</tr>
<tr>
<td><em>Mojados through the night: A journey into the dangerous world of illegal border crossing</em>. Vanguard Cinema</td>
<td>SCWK 361</td>
</tr>
<tr>
<td><em>Razor's Edge: The controversy of Female Mutilation</em>. United Nations OCHA</td>
<td>SCWK 401</td>
</tr>
<tr>
<td><em>Born into Brothels</em>. ThinkFilms</td>
<td>SCWK 380</td>
</tr>
<tr>
<td><em>Our bodies...their battle ground: Gender based violence during conflict</em>. United Nations OCHA</td>
<td>SCWK 400</td>
</tr>
</tbody>
</table>

### Table 22. Documentaries Enrich Understanding of Diversity

<table>
<thead>
<tr>
<th>Documentary</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anker, D. &amp; Goodman, B. (2001).</td>
<td>SCWK 212</td>
</tr>
<tr>
<td>ABC News. (2009).</td>
<td>SCWK 221</td>
</tr>
<tr>
<td>DIVA (2009).</td>
<td>SCWK 361</td>
</tr>
<tr>
<td>Integrated Regional Information Networks. (nd).</td>
<td>SCWK 401</td>
</tr>
<tr>
<td>INRIN. (nd).</td>
<td>SCWK 400</td>
</tr>
</tbody>
</table>
**Class visits to local social service providers** permit students to interact with human service delivery staff and agency clients open to sharing their experiences. Respect and understanding of diverse populations is nurtured as students tour the different facilities and institutions, and enter into dialog with providers and consumers of human services. The primary course that facilitates student learning through site visits is SCWK 212 Social Problems, Services and Issues, which conducts one class every week at a human service delivery site. Students expand their understanding of individual and community differences from their exposure to the different places and people ranging from individuals at Health Net’s Ryan White HIV/AIDS program and the Mental Health Association’s Peer Support program, to the Erie City Missions homeless shelter and GECAC’s Head Start program. A more complete list of the human service providers included in these field trips can be found in the syllabi for SCWK 212 located in Appendix VIII.

**The annual Gannon Social Work Program conference** is dedicated to the exploration of how various social issues impact diverse populations and people. Respect and understanding of difference is nurtured as students collaborate with diverse personnel from local human service providers in the conferences’ planning and implementation, as well as their attendance at the key speakers’ presentations.

Every year the conference selects a social issue impacting our region to explore in terms of its influence on different populations. Examples of social issues selected in years past are mental illness, aging, community violence, and substance abuse. Conference presentations are given by panel of very diverse speakers with expertise on the selected social issue’s impact upon a specific population. An example of the diversity among the annual conference presenters can be found in the conference agendas and/or flyers located in Appendix XV.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

The Social Work Program makes continuous efforts to provide a learning environment in which respect for all persons and understanding of diversity/difference are central. Our Social Work Program is located in the College of Humanities, Education, and Social Sciences (CHESS) and functions autonomously within the Department of Social Work and Criminal Justice. Informed and guided by the fundamental principles of Catholic Social Teaching and the NASW Code of Ethics our belief in cultural diversity, individual difference and inclusion, and the value non-discrimination are infused throughout our Social Work Program. The design and facilitation of our social work program reflects and embraces cultural and ethnic diversity and supports and elevates the expression of
individual difference. We endeavor to create an ecological environment and educational program that promotes respect for the inherent worth and dignity of each person, acceptance of diversity, difference and the right for individuals to develop in the context of diversity and difference. Our social work program acts without prejudice or discrimination in the recruitment, selection, retention, and graduation of students; in the search, evaluation, selection, and retention of faculty and staff; in our assessment, selection, and evaluation of field placement sites and with assignment of students to the placement sites; in our determinations related to the allocation of program and University resources, and in the preparation and implementation of our co-curricular programming and activities.

Faculty and Staff
The Social Work and Criminal Justice Department is the most diverse academic unit in the University and serves to model affirmation/respect for diversity and difference. Social Work students currently have contact with faculty within the Social Work and Criminal Justice Department that represent diversity with respect to age, race, religion, disability, culture and marital status.

The Social Work Program specifically, has always valued the importance of multiculturalism, diversity and cultural inclusion. Recognizing the importance and inherent value of diversifying the faculty composition, Parris Baker, PhD, MSSA, an African-American male, was hired as an adjunct faculty member in 1995 and was appointed as a full-time, tenure-track faculty in 2000, and was awarded tenure in 2011. Sara Lichtenwalter, PhD, LSW, a white female, was hired as a full-time tenure-track faculty in 2005, and awarded tenure in 2011. Mr. Charles Murphy, MSW, a white male and former director of the social work program, was retained as an adjunct faculty member and adds diversity in terms of his age. Therefore, in terms of race, gender, age and ability status (due to faculty chronic health conditions) there is a fair about of diversity among the Social Work Program faculty. Furthermore, full-time, tenure track faculty members of the Social Work and Criminal Justice Department who frequently join our community service/advocacy efforts are Dorothy Kalanzi, PhD, an African female from Uganda who also provides the majority of our students the required SOCI 351 Social Statistics course and Chris Magna, PhD a Pilipino male.

Our professional support staff is a white female, Nancy Giannamore, who serves as our program secretary. The Social Work and Criminal Justice Department’s faculty and staff serve as role models and assist our students’ assimilation into diverse groups on campus and throughout the Erie community.

Student Composition
Gannon University and the Social Work Program have worked diligently to recruit, promote, and develop a diverse community of students across the University and within the program. Our urban location is very attractive to students and offers enormous opportunities for community service, field education, and service-learning to experience various forms of diversity. Over the past decade the percentage of students of color has increased significantly. One third of the social work students
enrolled in the program are African-American and almost half of the students (42%) self-identify as non-White.

Our diversity in terms of students’ race/ethnicity, socio-economic background, sexual orientation, ability status and religious practices, provides a wonderful and safe environment for engaged classroom discussions that challenge conventional perceptions of diversity and multiculturalism and present numerous opportunities for students and faculty to share “lived experiences” of diversity and cultural exchange. Faculty assures that the dialog is respectful of all persons and students learn to engage each other with respect, on even very sensitive topics. Table 23 illustrates the raw number and percentage of students, by race/ethnicity, sex, and learning ability (PSLD-Pennsylvania Student Disability Program) enrolled in the social work program.

Table 23. Social Work Student Enrollment by Race/Ethnicity, Sex & PSLD Fall 2011

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>PSLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>23 (49%)</td>
<td>4 (9%)</td>
<td>27 (58%)</td>
<td>6</td>
</tr>
<tr>
<td>African-American</td>
<td>11 (23%)</td>
<td>2 (4%)</td>
<td>13 (28%)</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>4 (9%)</td>
<td>0</td>
<td>4 (9%)</td>
<td>0</td>
</tr>
<tr>
<td>International Students</td>
<td>2 (4%)</td>
<td>1 (2%)</td>
<td>3 (6%)</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>40 (85%)</td>
<td>7 (15%)</td>
<td>47 (100%)</td>
<td>7</td>
</tr>
</tbody>
</table>

The students are encouraged to explore the multiple and intersecting dimensions of diversity within the classroom. Various didactic approaches have been implemented to reinforce respect for and appreciation of difference and diversity. Our faculty intentionally bring into the classroom individual clients, health and human service professionals, elected officials and other community leaders who represent diverse and disadvantaged groups.

Within Social Work Curriculum
As a Catholic, Diocesan, student-centered University the Social Work Program seeks to prepare students to actualize the Judeo-Christian concept of social caring by maximizing human development, human dignity, social justice, and social equity for diverse populations. Our Social Work faculty continues to invest a considerable amount of effort to integrate and infuse the importance of respect for, and understanding of diversity throughout the social work curriculum. From the first class, SCWK 111 Introduction to Social Work through SCWK 491 SW Field Education II, students are challenged to examine engagement; micro, mezzo, and macro level practice; as well as policy and service delivery through the lens of diversity. In each course special attention is given to groups that may be challenged in fulfilling their basic human needs due to a unique individual or group characteristic or quality. All course content addresses and promotes the appropriate values, knowledge and skills necessary for cultural competent practice with all groups and provides the ecological context for groups that have historically and persistently experienced exclusion, oppression, and discrimination. The diversity present in our urban community, our field placement settings, and the students/faculty in our Program is an important asset in the social work curriculum.
The social work program addresses chronic and persistent poverty, expands students’ understanding of the impact of race, ethnicity, sex, sexual orientation and expression, age, religion, ability, and social class on social work practice, social welfare provision, social service delivery, and social policy advocacy. The social work program provides numerous experiences for students with historically disenfranchised groups, oppressed groups and vulnerable members of the Erie Community, and those individuals and communities with the least personal, social, political, and economic power. Recognizing that student learning can occur in a variety of ecological environments, didactic learning experiences are structured to occur in the classroom, but also across the campus, in field placement and internship settings, and within the Erie urban community. The following represent several examples.

The Gannon University International Student Organization is invited every year to class, SCWK 230 Human Diversity, for interactive discussions on individual and group difference. The discussion topics range from micro level intimate issues like dating and marriage customs, food and entertainment to more structured and institutional macro level issues such as social welfare, health care, and poverty.

Numerous other groups are also invited to our classrooms to share their expertise and experiences with our students. One example of a group presentation that provides a positive impact on our students is The Erie Family Center for Child Development and staff members of the Parents as Teachers (PAT) Program. PAT parents share their unique experiences in acquiring necessary services for their children with disabilities from local social service providers.

As part of the course SCWK 230 Human Diversity, students are required to participate in a homeless simulation. The simulation is collaboration between the New Life City Mission Rescue Center and Gannon University Social Work Program. Clients from the center help students prepare for their roles in the simulation by sharing narratives of their lives when they were homeless and offering some insights to the cognition, emotions, and behaviors of individuals who experience homelessness. After the simulation students are debriefed and share their feelings and observations with the City mission clients and among each other.

All the core social work courses require social work students to participate in community service activities. Students are directed to volunteer at agencies and organizations with diverse populations. Students reflect their expanded understanding of diversity from these service activities in papers and/or class discussions or classroom presentations, depending on the course.

The selection of field education placement settings is significantly influenced by the settings ability to provide our students a rich and authentic experience in understanding first-hand the importance of and respect for diversity and impact of difference in client service provision and service delivery. Special attention is given to those placement settings that work with vulnerable populations, disadvantaged and disenfranchised groups, and are involved with client advocacy and seek social and economic justice. Many of our placement settings work closely with an emerging international, immigrant and refugee resettlement population.

Below is a brief list of placement sites that work with specific diverse populations:
1. Mental Health Association of Northwest PA – individuals with a mental illness
2. Gaudenzia Shout Outreach – Clients with HIV and Living with AIDS
3. Multicultural Community Resource Center – Immigrant and Refugee Resettlement
4. Greater Erie Community Action Committee (GECAC) AAA – seniors, geriatric patients
5. Perseus House, Inc. – troubled and disadvantaged youth
6. Erie School District Student Assistance Program – homeless adolescent students
7. Martin Luther King Center – impoverished communities and infants, children, and teens

Our faculty meets with the field placement instructors a minimum of once per semester to evaluate our students comfort and ease in working with diverse clients and discuss how we can improve their educational experiences.

Throughout the social work curricula students are required or encouraged to visit local community agencies and provide community service, with instructions to give special attention to individuals or groups who are different in race, ethnicity, gender, sex, age, religion, ability, sexual orientation and expression, and social status. Each year students meet with members of the Erie community, agency clients, patients, consumers, and association members, and other professionals to organize, conduct focus groups, and implement suggestions for our annual Christmas Dinner and Wellness Fair held each fall semester and the annual HIV/AIDS Seminar and Workshop held in conjunction with Gaudenzia Erie each spring semester.

Great care is taken by our social work faculty and staff to create learning environments that model affirmation and respect for individual difference and cultural diversity. The social work faculty regularly shares research interests and ongoing progress in their work with disability, fatherhood, discrimination and oppression, community poverty, reduction of community violence, and increased education opportunity for students of color.

Specifically, Dr. Parris Baker conducts a number of qualitative studies and classroom simulations that are designed to help students better understand oppression, prejudice, and empathy. Dr. Baker has worked extensively in the Erie community providing cultural training and this experience is brought into the classroom. He has provided trainings for the following organizations:

1. Erie Police Department
2. Erie Fire Department
3. Gannon University Police and Safety
4. Gaudenzia Erie, Inc.
5. Erie Homes for Children & Adults
6. Mercy Center for Women
7. Harborcreek Youth Services, Inc.
8. Erie Psychological Consortium Pre-Doctoral Internship Program

Both faculty members are keenly interested in better understanding theoretic models that identify and isolate the behaviors of prejudice, structural and institution
oppression, and privilege and the impact of these variables have on student values. Moreover, it becomes important to communicate, through publications and professional presentations, teaching strategies that will assist other social work faculty improve pedagogy. Lichtenwalter and Baker (2010) co-authored an article on game-based instructional techniques to teach students about privilege and institutional oppression. As an outgrowth of their own scholarship, Social Work faculty continuously encourages students to participate in self-examination and reflection and to periodically assess their attitudes regarding difference, diversity, discrimination, privilege, level of empathy, acceptance, advocacy and activism.

Other Social Work Student Activities
The Gannon University Social Work Program is committed to community, service, research, and empowerment, as we seek the continuous improvement of our local, national, and global community. The following activities represent some, but not all of the Program’s continuous efforts to cultivate a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

Annual Social Work Christmas Dinner & Wellness Fair
Our social work faculty and students, with the support of the University developed one of the largest holiday celebrations and hot meal for the indigent in Erie County. The Gannon University Social Work Program brings together the Gannon and Erie communities by hosting the Annual Christmas Dinner & Wellness Fair. Guided by Catholic Social Teaching and professional social work values and ethics, we strive to provide a welcoming atmosphere, a hot meal, Christmas gifts, and the opportunity to experience and develop a sense of community. The wellness fair provides our guests, who may represent hard-to-reach populations, ready access to information about health, human services, and employment opportunities available in Erie and Erie County. These services are free to everyone. Of the people who attend the event over 50 percent represented groups who were observably different based on racial and ethnic features.

Social work students’ work with other student groups, University faculty and staff, and members of the Erie community to plan, organize, implement, and evaluate our annual Christmas Dinner and Wellness Fair. The students work with approximately 300-400 volunteers and close to 400 guests from diverse backgrounds.

Annual HIV/AIDS Seminar and Workshop
The Center for Disease Control reported that when race is considered, African-American men and women have an estimated incidence rate seven times higher than their white counterparts. To address this issue the Social Work Program offers an annual two day seminar and workshop designed to prepare students of any major to work with and better understanding the challenges of people living with HIV and AIDS.
Fund Raising

- Gannon University and the Social Work Program have partnered with the Community Outreach Group, Inc. (COG), a non-profit group that collects and distributes clothing, shoes, and other emergency items to disadvantage individuals and families the first weekend in December. Each year this group serves over 2300 people in a four-hour period and distributes over 55,000 pounds of clothing. Approximately 50% of the individuals and families served by COG are immigrants and refugees.

- Gannon University Social Work Club and the Filipino American Association of Northwestern Pennsylvania hosted ‘Dinner for a Cause’ in February 2012, which featured Pilipino food and traditional song/dance. It was an event to raise funds for the surviving families of Typhoon Sendong that struck the Philippines last year.

- As part of the commemoration of the Rev. Martin Luther King Day holiday, the Social Work Club collects school supplies and cash donations to assist the after school program at the Martin Luther King Community Center. In addition, for the past three years, social work students have won the university-wide Martin Luther King Multimedia Contest and donated their creative work to be auctioned as a fund raiser.

Research and Community Evaluations

Our Social Work Faculty has been engaged in research that has increased our knowledge and understanding of the impact of race, age, ability, sex, poverty, and structural oppression and prejudice. Dr. Sara Lichtenwalter has been engaged with research projects that address women in poverty and disability. Dr. Lichtenwalter has involved many of her students in various levels of her research, including their participation in local, regional and national presentations to professional social workers. Likewise, Dr. Parris Baker has been involved in research and national presentations which examined various types of fathers (single, non-custodial, incarcerated, and poor), fathering behavior, and variables that effect father-child involvement.
The Social Work Program plans to continue the current previously discussed efforts to improve the learning environment in terms of affirming and supporting persons with diverse identities. The program strives to obtain more current documentaries that include a stronger global, international context in terms of diversity. In addition we are in the planning stages of the following four initiatives.

1. Increase the number of students that study abroad and provide forums for critical and reflective cross-cultural dialogue with students and faculty.
2. Continue the dialog with San Juan University in Puerto Rico to discuss strategies to engage social work students from both educational institutions in cross-cultural discussions related to professional social work.
3. Increase the number of minority students that serve as presenters in the social work conference and serve in leadership positions in the Social Work Club.
4. Increase the number of minority speakers and presenters in the classroom, the social work conference, HIV/AIDS conference and other social work activities.

Furthermore, the following three initiatives are currently in process:

1. All social work classrooms and space designated for social work activities will display pictures and famous quotes from individuals with diverse identities that affirm and support multiculturalism and inclusion.
2. Our social work program will work in collaboration with the Gannon University, Mercyhurst University, Edinboro University of Pennsylvania, the City of Erie, the Latino Pastors Association of Erie, and the Commonwealth of Pennsylvania Commission on Latino Affairs and Commission for Women to annually celebrate Latino Heritage Month (September 15 – October 15) in Erie County.
3. Gannon University Social Work Club, the Filipino American Association of Northwestern Pennsylvania, and the City of Erie will work in collaboration to annually celebrate Filipino Heritage Month (each October).
The Social Work Program operates in concert with the policies of the larger University to provide students with a two tier admission criteria for entry into the Social Work program. Students must first be admitted to the University, at which time the student may declare a desire to pursue a social work major and be conditionally admitted to the Social Work program.

**Admission Tier One:** Gannon University subscribes to the National Association for College Admission Counseling’s Statement of Principles of Good Practice. Admission policy has been established to protect all students’ rights, privileges and privacy, while providing well-qualified students with an opportunity to enroll at the University. Candidates for admission must be graduates of accredited secondary schools, preparatory schools, or present a General Equivalency Diploma (GED). Admission decisions are based on a variety of factors. High school record, as demonstrated through course selection, grades, and class rank, is of primary importance. Less critical, although significant, are the results of Scholastic Aptitude Tests (Critical Reasoning and Math) or ACT. Extra-curricular activities, recommendations, and personal statements also enter into the admission decision. However, generally a score of 970 on the SAT or 21 on the ACT accompanied by a 2.5 QPA is the required minimum criteria for admission into the social work program. (See Appendix XIV Gannon University Undergraduate Catalog, pg 11) Restricted admissions are possible based upon the discretion of the Admissions Officer with the final approval from the Social Work Program Director.

**Admission Tier Two:** Students conditional or restricted admission status into the Social Work Program is altered to unconditional admission to the Social Work Program after students complete SCWK 111 Intro to Social Work and the following criteria have been met: (Within Appendix VIII, the SCWK 111 syllabus pg 2 documents this requirement)

1. Upon acceptance to Gannon University, students are officially admitted to the Social Work Program after successful completion of SCWK 111 Introduction to Social Work. Successful completion means the student received a letter grade of “C” or better in the class.
2. In SCWK 111 Introduction to Social Work each student will complete a pre and post assessment reflection paper answering the following questions:
   a. Why do you want to become a professional social worker?
   b. How will you make a difference for a specific population, specific problem/issue, or within a social structure?
   c. What values are you using to guide your decision to become a professional social worker?
   d. What values are you using to guide your decision to work with your identified population?
3. Complete 25 hours of community service.
4. Interview with the Social Work Program Director upon conclusion of the course. The student is notified of their acceptance or denial immediately after the interview.

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

The Social Work Program operates in conjunction with the policies of the larger University to provide students with a two tier admission criteria for entry into the Social Work Program. Students must first be admitted to the University, at which time the student may declare a desire to pursue a social work major and be conditionally admitted to the Social Work program. Students must successfully complete SCWK 111 Introduction to Social Work for unconditional admission into the Social Work Program.

**Admission Tier One:** The admission process is managed by the Gannon University centralized Admission Office. Appendix XIV, the Gannon University Undergraduate Catalog outlines procedure beginning on page 11. Completion of the application sequence includes the following:

1. Submission of a completed Application Form (paper, on-line, or common application) including a non-refundable $25 application fee.
2. Submission of an official secondary school transcript including senior class schedule, class rank and counselor recommendation. All transcripts become the property of Gannon University and cannot be returned, copied, or forwarded to a third party.
3. Submission of standardized test scores, either SAT or ACT. (It is recommended that test scores are sent directly from the testing agency).
4. Submission of one additional letter of recommendation, personal statement, and a listing of extracurricular activities.

While there is no deadline for filing the application, it is recommended that resident students complete the application before April 15 for the Fall Semester and December 1 for the Spring Semester. Commuters should complete application before
August 1 and December 15 respectively. Applications are processed as they are received and offers of admission are extended on a space available basis. Notification of admission decisions occurs on a rolling basis. Students will be notified in writing by mail within 2-4 weeks once their application and transcripts have been received.

The criteria for admissions, as well as the process and procedures for evaluating and notifying applicants, is readily available through a variety of sources. This can be located in the annually published and widely distributed *Gannon University Undergraduate Catalog* (Appendix XV in the second chapter entitled ‘Admissions to the University’. In addition to the hard copy, this undergraduate catalog is available electronically as a pdf document after selecting the first tab (‘Academic Offerings’) on the main Gannon website, [www.gannon.edu](http://www.gannon.edu). Furthermore, the second tab (‘Admissions’) on the main Gannon website will also permit access to this same information.

**Admission Tier Two:** Students previously admitted to Gannon University are subject to the Social Work Program’s admission policies, which are published in the Field Manual (the Field Manual’s own Appendix III) Gannon students’ conditional admission status into the Social Work Program is altered to full admission (unconditional admission) to the Social Work Program after students complete SCWK 111 Intro to Social Work and the previously noted criteria have been met. For full or unconditional admission into the Social Work Program, the Program Director evaluates the students’ response to assignment #1 and #10 (below), pre- and post tests, as well as SCWK 111 in its entirety and student responses in a final interview with the Director. Subjectively, the evaluation is based upon the Program Directors estimation of the students’ capacity to develop the knowledge, values and skills related to the Program’s competencies. Objectively, the student must earn a letter grade of “C” or better in the SCWK 111 Intro to Social Work class.

The student is notified of their acceptance/ unconditional admission to the Social Work Program immediately after the close of their interview with the Program Director upon completion of SCWK 111. In the cases where students fail to achieve a C in the SCWK 111 class and/or the Program Director deems students are unlikely to be able to attain competency in the knowledge, values and skills of the profession, the Program Director guides the student toward a more suitable discipline of study at the close of their interview.

**Assignment #1 and #10 in SCWK 111 Intro to Social Work**

Students complete a pre and post assessment reflection paper answering the following questions:

- a. Why do you want to become a professional social worker?
- b. How will you make a difference for a specific population, specific problem/issue, or within a social structure?
- c. What values are you using to guide your decision to become a professional social worker?
d. What values are you using to guide your decision to work with your identified population?

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

The Social Work Program operates under the policies and procedures for the transfer of credits established by Gannon University (Appendix XIV Undergraduate Catalog, pg 12), with one exception. This exception is specifically related to credits for courses in the core social work curriculum, which generally must be issued by a CSWE accredited institution to be considered for acceptance.

Therefore, according to Gannon policies, students in good standing (generally defined as a 2.0 average or better on a 4.0 scale) at regionally accredited institutions may qualify for admission, depending upon various aspects of the entire academic record. Of primary interest to the Admissions Committee is the college performance, although the high school record may carry weight in some instances. Additionally, transfer students will be asked to submit a college clearance form (Transfer Applicant Evaluation Form) from the Dean of Students at the current or last college attended. Receipt of this form is required in order for students to complete final registration. Official updated transcripts from each college/university/ institution attended are required before a final admission decision is made. Transfer students with fewer than 30 credits must also provide an official copy of their high school transcript. All students must show proof of high school graduation.

Students on notice of dismissal are not eligible to apply for admission to Gannon University until after the lapse of one academic year. At that time, the Admissions Committee will determine whether or not the student may be admitted. Applicants on probation or whose records show less than a 2.0 average at their current or most recent school are advised that they will not, except in extraordinary circumstances, qualify for admission to Gannon University.

Courses taken previously, which have relevance to the program to be followed at Gannon University, and in which grades of "C" (2.0) or better have been earned, are eligible for transfer. The Associate Dean of the college in which the student intends to enroll completes the formal evaluation of transfer credits.

Social Work Program Transfer Admission Policy, which deviates from the overall Gannon University transfer admission policy is published in the Gannon University Field Placement Manual’s own Appendix III)

1. After completion of SCWK 111, internal or external transfer students are interviewed by the Social Work Program Director and are notified of their acceptance outcome immediately after the interview. The interview focuses on the following questions:
   a. Why do you want to become a professional social worker?
b. How will you make a difference for a specific population, specific problem/issue, or within a social structure?

c. What values are you using to guide your decision to become a professional social worker?

d. What values are you using to guide your decision to work with your identified population?

2. Social work courses completed by an external transfer student from a non-accredited program will generally not be accepted. Exceptions for acceptance are made when it can clearly be demonstrated that the course content and objectives are equivalent to the course requirements in the Social Work Curriculum. Equivalence is achieved after a review and comparison of school catalogs and course syllabi is conducted by the Social Work Program Director. Determination of acceptance or denial of a course is then shared with the student and the Office of the Dean, College of Humanities, Education, and Social Sciences (CHESS) within 2 weeks.

3. Internal or external transfer students must have an overall grade point average of 2.0. Conditional acceptance for transfer students with a grade point average below 2.0 can occurred based on transcript review and the interview with the Social Work Program Director. Other participants who may be involved in a student’s conditional acceptance determination are their former academic advisor, appropriate staff from the Student Success Center, and the staff of the Office of the Dean, CHESS. Acceptance determinations are made on a case-by-case basis.

3.2.5 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.

Gannon University’s Social Work Program allows students who are employed in social service agencies to complete their field experience in these agencies under very specific circumstances. (See previous section on Accreditation Standard 2.1.8). However, the Social Work Program does not currently and never has granted social work course credit for life experience or previous work experience under any circumstances. Applicants requesting such course credits are informed immediately by the CHESS Dean’s office and/or Social Work Program Director.

Furthermore, the Gannon Social Work Program Field Manual serves as the formal policy and procedure manual for the field education program. This policy prohibiting course credits for prior work and life experience is located in the Field Manual (See Field Manual’s own Appendix III) An updated Gannon Social Work Program Field Manual is distributed annually to field instructors and students.
The Gannon Social Work Program operates under the umbrella of Gannon University’s advising policies. Throughout Gannon University we utilize the faculty-based advising model. Advising is a central responsibility for all faculty and a tenure/promotion criteria. As noted in the Gannon Institutional Policy Manual (IPM) volume IV Faculty Personnel Policies, section 4.5.7.2.0.0.0:

“The central element in advising excellence is genuine and sustained concern for students as persons and belief in their capacity for self-directed growth. Academic advisement is a responsibility of all full-time members of the faculty. Faculty are expected to be available to assist students enrolled in their courses as well as advising assigned students in their program(s).”

Utilization of the faculty-based advising model allows for the advisor and advisee to develop a deeper rapport. The advisor can assist the advisee in course selection, career planning and furthering their academic studies.

**Academic Term Advising Days.** An advisor is assigned to each Gannon student after the declaration of their major. Social work student academic advising is formally conducted as the student schedules classes each spring and fall term. Classes are canceled University wide on these two advising days each academic year to permit advisors to meet with every student. Therefore, twice annually students meet with their faculty advisor prior to course registration for the next term. Course selection and career planning are central topics but are just two of many topics discussed during these advising periods. Graduate school choices, academic challenges, field placement selection, application of professional values/ethics in academics, and work-life balance are other concerns social work students regularly bring into the advising sessions.

**Faculty Office Hours.** Social Work faculty maintain a minimum of six regularly scheduled office hours each week for the purpose assisting students. The day and time of these office hours are displayed on the door of every faculty’s office and printed on course syllabi, which are distributed to students. The small size of our Social Work Program permits significant level of attention to be devoted to student’s advising.

**Additional Freshman Advising: Preview GU & Four Week Progress.**

*Preview GU,* an event scheduled every fall term the day before classes begin, provides an opportunity for freshmen social work students meet with their faculty advisors. Social Work faculty advisors have previously reviewed the College Inventory forms completed by freshmen over the summer months. Therefore, this meeting between students and advisors prior the students’ first class is an opportunity for relationship building, as well as an opportunity for advisors to assist students with any flagged items from the College Inventory. College Inventory items include, but are not limited to, such self reported items as concerns about academic performance, social life, finances and family demands/supports.
Four Week Progress Reports (grades) are issued to all freshmen students’ advisors for the purpose of early identification of problems and interventions. After four weeks into the Fall and Spring academic terms, student grades are released to the faculty advising freshmen students. The faculty advisors meet with freshmen students to discuss the grades and progress toward the student’s university goals or barriers to such progress.

Social Work Program specific academic and professional advising procedures extend beyond the previously noted formally scheduled annual advising sessions. The Social Work Program’s philosophy guiding advising activities are captured in the concept of “teachable moments” elucidated by Robert Havigurst (1952). Essentially, the concept of teachable moments directs the helping professional, in the role of teacher, counselor, or coach, to optimize opportunities for teaching based on the schedule of the student and their readiness to learn. It is not dictated by the schedule of the instructor. Seldom do the problems of students fit neatly into one academic schedule. Therefore, faculty preparation and readiness for those generally unannounced moments becomes critical.

These teachable moments include but are not limited to such activities as impromptu tutorial sessions, periodic one-on-one reviews with marginal students, referrals to the Student Success Center and meeting students for advising related to their personal needs. The last category, responding to the personal advising needs of students is an area of growing importance. Contemporary students appear to be under increased levels of pressure, much of the pressure emitting from economic, sexual, and familial sources. More students state they are required to work 30-40 hours per week, enroll in 18 credit hours, and/or cope with dysfunctional family members or relationships. For example, in the academic year 2011-2012 four single young social work students reported pregnancies. One of those students suffered two miscarriages (one miscarriage in October 2011 and one in February 2012). The nature of these atypical student needs require personal counseling. Social work faculty do not act as primary counselors. However, we do provide crisis intervention counseling, problem-solving and decision-making interventions. As necessary Social Work faculty make referrals for professional services to the Student Health Service Office or Student Counseling Center.

Although our faculty maintain a regular schedule of office hours, much of our advising occurs because students tend to “just show up” with problems. The majority of social work students have internally transferred into the program, primarily because of a poor academic fit between a previous program and student interest/skill set or due to failure to maintain the required GPA to remain in a specific program. Faculty recognize the pathways into the Social Work Program necessities an open door policy. Our social work students require additional faculty assistance to gain self-confidence, increase their cumulative GPA, and become self-efficacious and self-sufficient. The small size of our Social Work Program permits significant level of attention to be devoted to student advising, both academic and personal, at the time that it is most beneficial to students (teachable moment) regardless of posted office hours.
As a testimony to the effectiveness of the Social Work Programs advising practices, Dr. Parris Baker was awarded the 2012 Gannon University Excellence in Advising Award.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

The criteria for evaluating academic and professional performance is detailed for students in the Gannon University Student Handbook section 7.4 “Student Academic Freedom and Fair Classroom Procedure” (Appendix XIII, pg 9). Every student enrolled in Gannon University is issued a Gannon University Student Handbook. The handbook is also available electronically through the Gannon portal (Campus Life tab; Student Living tab; then on the bottom left is the link to the student handbook).

The following is a portion of a relevant excerpt from the handbook:

“Instructors should provide their students with a syllabus for the courses they are teaching following the guidelines and requirements for syllabus construction as set forth by University Academic Affairs. This syllabus must contain the following:

a. Information about the instructor, including phone number and office location and times when students may contact the instructor outside of class;

b. Course outcomes, course requirements and the criteria for satisfactory performance;

c. Assessment/evaluation procedures and the grading system for the course;

d. Textbooks and materials needed for the course.

2. As a general policy, work assigned should approximate two hours of outside work for each contact hour.

3. All test grades and other minor graded assignments should be promptly made available to students. Return of assignments within a week or ten days should be regarded as the norm. Major assignments (research papers) should be returned within three weeks.

4. Each instructor should maintain up-to-date records of grades of each student enrolled in his or her courses, and should reveal the status at the student's request.

5. Each instructor should make clear to all students the nature, format and coverage of a test or other assignment, and this should be done at least one week prior to the date involved.

6. Periodic assessments should be conducted in all courses and at least three times throughout the semester. Many forms of assessment may be used, depending upon the nature of the course and the approach of the instructor.

7. Textbooks and other materials that students are required to purchase should be, in all cases, utilized as an integral part of the course; otherwise, they should not be required.

8. Tests administered in the classroom should be designed for completion within the scheduled period.
9. Final Examinations
a. Final examinations or their equivalent projects are required for all courses including both undergraduate and graduate courses. Final examinations for undergraduate courses will be administered according to the published Final Examinations Schedule.
b. Deviation from the above schedule may be authorized by the appropriate academic Dean for serious cause. Changing examination schedules without authorization by Deans is a serious infraction of school policy.”

The Social Work Program criteria for evaluating academic performance is generally communicated through the course syllabi, which outlines the requirements related to course assignments as well as the relative weight of each assignment. (See Appendix VIII)

Policies and procedures for student grievances are in the Gannon University Student Handbook section 7.5 “Student Academic Grievance Policy” page 11-13. (Appendix XIII) This grievance policy is also in the Gannon University Catalog (XIV) which is widely available as an annual publication, as well as in electronic form from the Gannon website as previously noted in Accreditation Standard 3.2.1. The following are the grievance procedures from the Student Handbook pg 11-13. (Appendix XIII)

“7.5.2 General Guidelines Academic grievance procedures should be kept as informal as possible based on principles of mediation and conciliation. Every reasonable effort shall be made to resolve any academic grievance at the lowest organizational level possible. In the event that it cannot be resolved informally, the student may seek resolution at the next higher level according to the Formal Resolution procedure. In the event that the faculty member is no longer employed by the University or is not available within the timelines specified in these general guidelines, the student is to initiate the complaint with the faculty member’s immediate supervisor. The student filing a grievance may have a third-party advisor, such as the University Ombudsperson; attend any meeting at which the student appears. The faculty member involved in the grievance may also have a third-party advisor approved by the University attend any meeting at which the faculty member appears. Legal counsel shall not be used by either party in this grievance process.

7.5.3 Informal Resolution Phase All academic grievances begin with the informal resolution phase. This first step toward resolution of an academic grievance should begin at the lowest organizational level. The student and the faculty member or University colleague involved should meet to discuss and work toward resolution of the concern. The student should address the grievance to the faculty member or University colleague involved as soon as possible. The student should follow the established protocol regarding the levels of appeal. Formal resolution shall not occur without occurrence of the informal resolution phase. The student may contact the University Ombudsperson for assistance in initiating the academic grievance process or at any time during the process.

7.5.4 Formal Resolution Phase The formal resolution phase is used by the student when a satisfactory informal resolution has not occurred.
1. The first step in the formal resolution of an academic grievance is to submit a formal written account of the grievance to the appropriate immediate supervisor. Students may consult the Human Resources Office to determine the appropriate supervisor.
   a. The written account must be submitted to the immediate supervisor within two weeks after the last meeting of the informal resolution phase.
The written account should include: identification of the grievant, the respondent, the incident - date, time, place, names of witnesses, the existing rule/policy/established practice claimed to be violated and a brief statement of the desired outcome.

Within three weeks of receipt of all written materials, the appropriate immediate supervisor will fact-find from involved parties and render a decision in writing via registered mail to the parties involved.

2. The second step, if needed, in the formal resolution phase occurs when and if the faculty or student is not satisfied with the immediate supervisor’s resolution of the grievance. The student or the faculty member or University colleague involved may then appeal to the next level of the organizational chart by providing a written account of the grievance process and decision.

a. A written account must be submitted to the next level of the organizational chart within two weeks of receipt of the decision rendered by the immediate supervisor (Step 1).

b. The written account should include: identification of the grievant, the respondent, the incident – date, time, place, names of witnesses, the existing rule/policy/established practice claimed to be violated, a copy of the decision of the immediate supervisor and a brief statement of the desired outcome.

c. Within three weeks of receipt of all written materials, the next level of the organizational chart will fact-find from involved parties and render a resolution in writing to the parties involved.

3. The third step, if needed, in the formal resolution process is to appeal to the appropriate College Dean.

a. The College Dean shall be given a written account of the grievance process to date. This must be submitted within two weeks of receipt of the resolution decision rendered by the next person on the organizational chart (Step 2).

b. The College Dean shall render a decision in writing to the parties involved within three weeks.

c. In the event the Dean’s resolution of the alleged academic grievance is not satisfactory to either party, the appeal shall be directed to the Provost and Vice President of Academic Affairs.

4. The fourth step, if needed, in the formal resolution process is to appeal to the Provost and Vice President of Academic Affairs. This step must be initiated within two weeks of receipt of the College Dean’s decision.

a. The Provost and Vice President of Academic Affairs shall review the written appeal and response(s) to make a determination whether or not there are sufficient grounds to hold an appeal hearing.

b. If there are insufficient grounds to hold an appeal hearing, the decision of the College Dean will be upheld.

c. If there are sufficient grounds to hold an appeal hearing, the Provost shall establish an ad hoc grievance appeal panel.

i) A grievance appeal hearing panel would be established on an ad hoc basis and consist of five members for each case. The grievance appeal hearing panel shall be convened by the Provost and Vice President for Academic Affairs. The panel shall be composed of the Provost and Vice President for Academic Affairs, or a designee (serves as Chair), two faculty representatives chosen from the Faculty Senate Academic Grievance Group, and two student representatives chosen from the Student Government Association Academic Grievance Group. The Provost and Vice President for Academic Affairs, or a designee shall have a vote only in event of a tie.

a) The panel members shall conduct the business of the appeal in strict confidence, and in private. The meetings and deliberations of the panel shall be closed.

b) The panel members shall have access to the written appeals and each person involved in the grievance.

c) The panel decision shall be communicated in writing to the student, faculty member, College Dean, and program director.
d) The decision of the grievance appeal panel must be submitted in writing by registered mail to both parties. This communication should include an opportunity for a member of the panel or the Provost and Vice President for Academic Affairs to debrief or otherwise provide further assistance to either party.

e) The decision of the grievance appeal panel is final.

3.2.8 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.

As previously noted, the Social Work Program operates under the umbrella of Gannon University for many university wide policies and procedures, including student termination. The Social Work Program adheres to several university-wide enrollment termination policies, each with their own specific procedures, which pertain to the termination of students from the entire university. In addition, the Social Work Program has its own specific policies/procedures for termination of students from field placements, as outlined in the final section.

**Gannon University Policies.** Section 7.11.3 of the student handbook (Appendix XIII, pg. 35) provides the policy and procedure related to Involuntary Administrative Withdrawal from the University for dangerous, harmful, risky, destructive, or disruptive behavior, which includes substance abuse and conduct threatening to others.

An excerpt from Section 7.11.5 of the student handbook (Appendix XIII, pg. 39) pertaining to permanent expulsion is presented:

**7.11.5.2.3 Expulsion.**

Permanent exclusion from the University. The University reserves the right at any time to expel any student or students engaging in any conduct which, in the University's opinion, is detrimental to the continued welfare of the University or University community. In addition, any student whose behavior/actions threaten the health and well being of themselves or others will be subject to severe disciplinary action up to and including expulsion from the University.

Section 7.11.6 of the student handbook (Appendix XIII, pg. 39) provides the policy and procedure related to student termination for general misconduct and Section 7.11. 7 of the student handbook (Appendix XIII, pg. 42) provides the policy and procedure related to lack of engagement in academic courses. Section 7.6 of the student handbook (Appendix XIII, pg. 13) provides the policy and procedure related to termination related to violations of academic integrity.

**The Social Work Program’s policies** and procedures for terminating a student’s enrollment for academic or professional performance are published in the Social Work Program Field Manual’s page 31 and the Field Manual’s Appendix III with an emphasis on termination from the social work program for unprofessional and/or unethical behavior in field placement. The following is an excerpt:
Termination from Field Placement can result from the following:

1. Failure to complete in a satisfactory manner any one question from the competency exam.

2. Failure to complete during either semester a minimum of 220 hours in the field.

3. Failure to receive from your field instructor at least a satisfactory rating on your evaluation.

4. Consistent tardiness or absence from weekly group meetings with the Field Coordinator without prior notice.

5. Chronic absenteeism. (Allowances are made for extenuating circumstances.)

6. A hostile or resistant attitude toward learning.

7. Unprofessional behavior, Violation of the NASW Code of Ethics, or not being able to explain the major aspects of the NASW Code of Ethics.(ex. confidentiality, professional roles/boundaries, etc.)

8. “Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice; inappropriate or disruptive behavior toward colleagues, faculty, or staff at school or field placement. (See Gannon’s Guidelines for “Nonacademic” Termination Policies and Procedures)

Process for appeal for Termination from the Social Work Program or from Field Placement

1. Within 15 days of termination the student may request in writing to the Director of the Program or the University Ombudsman a review of his/her termination.

2. The Director of the Program or the University Ombudsman will speak to all involved persons and attempt to resolve the termination to the satisfaction of the student and the University, the Program and/or the field site.

3. If the termination is not resolved to the student's satisfaction he/she may then request to have the termination reviewed by a review panel.
   A. The Review Panel consists of:
      1. One social work faculty member (selected by the Program Director).
      2. One faculty member of the College of Humanities, Business, and Education but not from the Social Work Program. (The student selects the second faculty member.)
      3. The President of the Social Work Club.
      4. One senior social work student appointed by the Program Director.

   B. The Review Panel will listen to all individuals who can help the panel understand the entire situation.

   C. The Review Panel will, at the conclusion of their investigation, make a written recommendation to the Dean of the College and to the Director of the program.

   D. The Program Director will then review the written report of the Review Panel and then in consultation with the Dean of the College will make a decision whether to terminate or not.
There are a multiple mechanism in place for social work students to participate in formulating and modifying policies and procedures affecting academic and student affairs. This participation occurs both at the university level and at the Social Work Program level.

In terms of the University level, the rights and responsibilities of all Gannon University students and are in the Gannon University student handbook, beginning on page 8, section 7.2 STUDENT RIGHTS AND RESPONSIBILITIES; Article II Governance:

7.2.2 Freedom: Students are free to make recommendations on institutional governance and should be involved in decision-making processes according to the by-laws of the University.

Responsibility: Students must recognize that the ultimate decision making power is vested in the Board of Trustees. Students should strive to outline their recommendations to the Student Government Association in a responsible fashion. It is the responsibility of students who are dissatisfied with decisions that have been made relative to institutional governance to use existing channels of appeal including the University Review Council to reverse a decision. Any action that disrupts the normal operation of the institution will place individuals in violation of University or civil codes and subject them to all resultant penalties.

The student handbook’s section 7.3.1 on page 8 explains students’ rights in terms of academic records and section 7.4.1 on page 9 explains students’ rights in terms of classroom procedures. Readers can review these entire policies and procedure in the Gannon University Student Handbook in Appendix XIII.

The Social Work Program itself offers students the opportunity to participate in formulating and modifying policies and procedures affecting academic and student affairs through five distinct mechanisms and these are outlined in the Gannon Social Work Program Field Manual’s own Appendix III.

1) Course evaluations-- mid-term and/or year-end
   - Faculty continuously modifies and augments course content and presentation based upon students anonymous course evaluations.

2) SCWK 364 Social Welfare Policy, Programs and Issues
   - Students develop skills in policy analysis and critique our Social Work Program in class exercises. Examples of two initiatives added to the S.W. Program based on student recommendations from this class are the annual campus wide HIV/AIDS training and the addition of the Wellness Fair to the annual Christmas dinner.

3) Social Work Club
   - The SW Club is the Social Work Program’s primary vehicle for students within the social work discipline to organize and
collectively take action on a wide range of issues, one of which is the Gannon Social Work Program’s student affairs.

4) Seniors’ Feedback at Field Instructor’s Year-End Meeting
   • Graduating seniors participate in the year end meeting with the Field Instructors in which the Program Director and the Field Coordinator solicit feedback on the how well the overall curriculum prepared students to achieve the competencies.

5) Seniors’ Competency Exams
   • Each summer the Social Work Program faculty reviews the collective outcomes of the competency exams to guide the evaluation of the overall curriculum and individual courses for the following academic year.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

At Gannon University, students have the opportunity to get involved in a variety of organizations and clubs that encompass all things from fraternity and sorority life to honorary societies and academically related organizations. All of our recognized student organizations promote leadership through service, academics, and programming. The Office of Student Organizations and Leadership Development (SOLD) communicates with the recognized clubs and organizations to facilitate their successes. The Student Government Associations, President/Treasurer’s Forum, Activities Fair, and the Gannon University Leadership Development Program series all help to accomplish this goal.

The Social Work Club is the Social Work Program’s primary vehicle for students within the social work discipline to organize to pursue service, professional and entertainment interests. The annual Christmas Dinner & Wellness Fair, now entering its 35th year, remains a central interest for students. Members of social work club meet regularly each semester to plan and implement their ideas for fund-raising, community engagement, and how to have greater contact with and impact on the urban Erie community. Student leaders are given autonomy in the facilitation of student focus groups and the choice of student projects that will be implemented by the social work club. Social work faculty encourage the participation of all students in selected endeavors by offering extra-credit points in certain classes.

Our students are regularly queried to express their personal interests and relate these interests to professional social work and public social welfare issues. These opportunities are presented in SCWK 111 Introduction to Social Work, SCWK 230 Human Diversity, and SCWK 361 Introduction to Generalist Practice. Students are encouraged to discuss impassioned issues and reflect on the influence of these issues to their choice of social work as a major. Selection of classroom speakers are often generated from ideas submitted in student reflection papers.
In order to keep pace with advances in telecommunications and the student’s varied interests social work students have decided to develop a Social Work Facebook page. Students felt the development of a Facebook page would provide greater opportunities to communicate and share ideas with current Gannon social work students and alumni and among students from other social work programs.

**Educational Policy 3.3—Faculty**

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

Three of Gannon’s Social Work Program faculty members, both full-time: Parris Baker and Sara Lichtenwalter, and part-time: Chuck Murphy, have MSW degrees from CSWE accredited institutions and over two years of social work practice experience. Part-time, adjunct faculty, Tom Klobchar does not have a social work degree, but he does not teach the practice classes. Klobchar, a physician assistant, teaches HBSE III, which focuses on the human biological systems. (See Appendix XII Social Work Faculty CV)

**Parris J. Baker, MSSA, PhD.** is an Assistant Professor and Director of the Social Work Program. He has served as an Adjunct faculty member from 1995-2000 and was appointed to a tenure-track faculty position in 2000. In 2011, Baker became Gannon University’s first African-American faculty to receive tenure. A life-long resident of Erie and a graduate of Gannon’s social work program Baker has a unique perspective and understanding of the health and human service communities and many of the ecological needs present within the Erie community.

An advocate for practice and policy initiatives that create greater involvement for noncustodial and incarcerated fathers, Baker has served for over 17 years as the program director and group facilitator for the Fathers Workshop, Foundations of
Fatherhood, and Abba Fathers and contributed to the development program’s educational curricula (EP 2.1.5; EP 2.1.8). He has worked extensively with vulnerable, disenfranchised, and disadvantaged groups, such as the Eastside Eagles Neighborhood Watch Group, facilitating support groups for homeless men and providing counsel for people living with HIV/AIDS (EP 2.1.4; EP 2.1.10). Baker has organized or assisted in the development of the Annual Gannon University Social Work Conference, the Annual HIV/AIDS Seminar and Workshop, and symposiums addressing HIV/AIDS and the Black Church and HIV/AIDS and the Latino Church (EP 2.1.5). Baker was instrumental in organizing the first Hispanic Heritage Celebration in Erie County, to be held September 22, 2012.

Baker is also committed to promoting the celebration and protection of diversity and individual differences (EP 2.1.4). He has developed the Proyecto Nuestro Futuro Valioso (Our Valuable Future Project), a plan designed to create opportunities for greater inclusion of Latinos in health and human services, judicial arenas, law enforcement and corrections, education and governmental services by increasing the number of Latinos who graduate from high school and post-secondary education institutions. Baker was appointed by the Office of the Mayor of the City of Erie as Liaison for Community Partnerships, Latino & African-American Relations Volunteer for the City of Erie. He annually conducts cultural competence, diversity, and inclusion training and workshops for the Erie Police Department, Erie Fire Department, Gannon University Police & Safety, Gaudenzia Erie and Shout Outreach, The Erie Psychological Consortium, and the Erie Family Center for Child Development (EP 2.1.8).

Baker teaches the following courses in the Social Work Program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 111</td>
<td>Intro to Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 230</td>
<td>Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 361</td>
<td>Intro to Generalist Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>**Course release for Program Director Position</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>**Total Credit Hours</td>
<td>12</td>
</tr>
<tr>
<td>SCWK 222</td>
<td>Human Behavior in the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 362</td>
<td>Generalist Practice w/ Families and Groups</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 364</td>
<td>Policy, Programs and Issues</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>**Course release for Program Director Position</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>**Total Credit Hours</td>
<td>12</td>
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Sara Lichtenwalter LSW, PhD. is an Associate Professor of Social Work and the Field Coordinator for Gannon’s Social Work Program. She has been a faculty member since 2005. She had five years of social work practice experience (EP 2.1.10) before pursuing her Ph.D. and maintains a valid Pennsylvania social work
license by attending 30 hours of continuing education credits every two years, three of which are related to ethics (EP 2.1.1; EP 2.1.2). Her commitment to continuing education serves to strengthen her ability to respond to the ever-changing contexts that shape contemporary social work practice (EP 2.1.9).

Lichtenwalter’s practice experience includes the design and implementation of a variety of employment enrichment programs for low-income women and youth, as well as initiating a community economic development collaborative in which she recruited and organized low-income women in the creation of a micro-enterprise, which resulted in a self-employment initiative recognized as a stated wide model, by the Governor’s Self Employment Opportunities Team (EP 2.1.5; EP 2.1.8). Other social work practice experiences include, but are not limited to, direct services and behavior management in residential settings as well as in-home mobile therapy (EP 2.1.10; EP 2.1.7).

Lichtenwalter’s commitment to excellence in scholarship is evidenced by her original research, some of which was with students, which has resulted in nine publications and over ten professional peer-reviewed presentations, as well as the Gannon 2010 Faculty Award for Research with Undergraduate Students (EP 2.1.6; EP 2.1.3). Furthermore, with over two years invested in pro-bono evaluations for two different local nonprofit service providers, annual participation in the University wide GIVE Day, and regular service hours through her local parish, Lichtenwalter engages in significant levels of service for the Erie community.

Lichtenwalter teaches the following courses in the Social Work Program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 380</td>
<td>Social Work Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 212</td>
<td>Social Work Problems Services &amp; Issues</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 491</td>
<td>Social Work Field Placement II</td>
<td>6</td>
</tr>
<tr>
<td>SCWK 401</td>
<td>Social Work Senior Seminar II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>**Course release for Field Coordination Position</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>16</td>
</tr>
<tr>
<td>SCWK 363</td>
<td>Generalist Practice with Organizations &amp; Communities</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 221</td>
<td>Human Behavior in the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SCWK 490</td>
<td>Social Work Field Placement I</td>
<td>6</td>
</tr>
<tr>
<td>SCWK 400</td>
<td>Social Work Senior Integrating Seminar I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>**Course release for Field Coordination Position</td>
<td></td>
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<tr>
<td></td>
<td>Total Credit Hours</td>
<td>17</td>
</tr>
</tbody>
</table>

**Chuck Murphy MSW** had over five years of direct practice in mental health services (EP 2.1.10) and community organizing experience (EP 2.1.5) before dedicating 30 years of service to Gannon University as a faculty member in the Social Work Program, most of this time in the role of Program Director. He retired in 2009 and serves now as adjunct faculty teaching only one course annual. Murphy is credited with obtaining the Social Work Program’s first CSWE accreditation and
initiating our now 35 year-old tradition of an annual Christmas Dinner for low-income families in Erie County.

Murphy teaches the following course in the Social Work Program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 360</td>
<td>Interviewing Skills</td>
<td>3</td>
</tr>
</tbody>
</table>

**Thomas Klobchar** has been a part-time faculty member in the Social Work Program for over 10 years, who for most this time maintained full-time employment with the Veterans Hospital as a surgical physician’s assistant (EP 2.1.7). He previously was a faculty member and Director of Gannon’s Physician’s Assistant Program. As a member of the Pennsylvania Academy of Physician Assistants and the Association of Army Physician Assistants, he attends the annually required continuing education hours. Furthermore, Klobchar maintains certification as an Instructor for Boyer Institute to promote patient, practitioner communication (EP 2.1.10a). He has a masters degree in counseling. In addition, he is a major in the US Army and completed a tour of duty in Iraq (EP 2.1.9).

Klobchar teaches the following course in the Social Work Program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCWK 223</td>
<td>Human Behavior in the Social Environment III</td>
<td>3</td>
</tr>
</tbody>
</table>

In conclusion, the Social Work Program faculty members have professional experiences that are diverse in regards to client populations, as well as administrative and macro practice. Dr. Baker (full-time) has experience and expertise with running men’s groups, diversity trainings and non-custodial fatherhood research, as well as non-profit agency administration. Dr. Lichtenwalter (full-time) has extensive practice experience with low-income mothers and behavioral health and her scholarship focus has been parenting in poverty and more recently, disability studies. Her administrative experience includes grant procurement and administration as well as residential program supervision. Chuck Murphy (part-time) has experience in mental health treatment and extensive knowledge on mindfulness meditation. Tom Klobchar has experience with and expertise in human biology, and how it influences human behavior.

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3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.
The Gannon Social Work Program’s faculty size is commensurate with the number and type of curricular offerings in class and field. Currently there are 42 social work majors and within the last two years, four academic terms, the number of students in the social work program has fluctuated from between 41 to 45. Therefore, with our Program’s faculty consisting of two full-time and one part-time position, the Gannon Social Work Program’s faculty to student ratio is well within the 1:25 CSWE requirement.

The typical number of students in a social work class is usually less than twenty. Field Placement enrollment within the last two years has been 11 and 8, for the fall term of 2011 and 2010, respectively. These small class sizes permit the Program’s faculty to attend to the ongoing functions of the Social Work Program, which include the development, implementation and assessment of the programs’ curriculum and educational policies.

Furthermore, both full-time faculty serve on university committees and actively participate in the governance of the college. For example Dr. Lichtenwalter is on the Service Learning Advisory Committee as well as the Liberal Studies Committee on Diversity. Dr. Baker serves on the Athletic Committee. Both Dr. Baker and Lichtenwalter were elected to and served on Faculty Senate. Furthermore, all three faculty members participate in professional activities as well as community service projects that support the Social Work Program goals. For example, Dr. Baker is a founding father of Proyecto Nuestro Futuro Valioso, an initiative to increase Latino education attainment and increase enrollment in postsecondary education, which dovetails with the Social Work Programs goal of minority leadership development. Dr. Lichtenwalter coordinated the ‘Dinner for a Cause’ with Filipino American Association of Northwestern Pennsylvania students, which featured Pilipino food and traditional song/dance to raise funds for the surviving families of Typhoon Sendong that struck the Philippines. This dovetails with the Programs diversity efforts to improve the learning environment in terms of affirming and supporting persons with diverse identities.

**B3.3.3** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

The Social Work Program’s two full-time, tenured, faculty members, Parris Baker and Sara Lichtenwalter, are assigned exclusively to Gannon University’s Social Work Program. Baker and Lichtenwalter earned their masters degrees from CSWE accredited institutions, Case Western and University of Pittsburgh, respectively.
Furthermore, both received their Ph.D. in social work from the University of Pittsburgh. (See Appendix XII Social Work Faculty CV)

3.3.4 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.

The faculty workload policy supports the achievement of institutional priorities, as well as the Social Work Program’s mission and goals.

Gannon University’s Institutional Policy Manual contains the following Faculty Personnel Policies in Volume IV, section 4.11.0.0.0.0.0:

The full-time workload for teaching faculty is twenty-four credit hours per academic year.

Gannon University’s Institutional Policy Manual contains the following Faculty Personnel Policies in Volume IV, section 4.5.7.0.0.0.0:

The responsibilities of faculty at Gannon University include teaching, advisement, scholarship/professional activity, and service to the University, professions and community.

The goal of the faculty is excellence in the performance in all of these areas of responsibilities.

Gannon University is an institution with a primary emphasis on teaching, and as previously noted, there is a 12-semester hour faculty workload in both the fall and spring semester term. However, the College of Humanities and of Social Sciences recognizes the importance of the Social Work Program Directorship and the Field Placement Coordination. These positions receive a three credit work load release from the standard 12 credit course load per term. Furthermore, Dr. Lichtenwalter as primary author of the re-accreditation documents, was granted an additional one time 3 credit work release during the Fall 2011 term to enable her to prepare the CSWE re-accreditation documentation.

As previously noted, excellence in scholarship and professional activity is a faculty requirement and the University actively supports this through research supports, sabbatical leaves, and funds for professional meetings and conferences. In addition, Social Work faculty members provide academic advising for the social work majors and service to the university/community. The Program’s relatively small size facilitates achieving these expectations.

Therefore, the Social Work Program faculty, within the parameters of the university workload and the corresponding supports, can not only achieve the goals of the program, but also modify and those goals as through a process of thorough review and assessment.
3.3.5 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.

Social Work faculty is actively engaged in ongoing professional development as teacher’s scholars and practitioners, as evidenced in the faculty curricula vita located in Appendix XII. These activities include exchanges with external constituencies and support the achievement of institutional priorities as well as the Social Work Program’s mission. Institutional priorities prominent in the Gannon mission statement are “excellence in teaching, scholarship and service”, which dovetails with the Social Work Program’s mission to prepare students as “professionals able to competently promote human and community well-being” (Page 5 this document).

Dr. Parris Baker has organized and presented at the Gannon University Social Work Conference for the past decade. This conference creates opportunities for local and regional researchers, practitioners, faculty and students to disseminate results of current research, policy advocacy, and “best practice” interventions to the professional and local community. Topics have included international social work, poverty, community violence, child welfare, geriatrics, mental health, and substance abuse prevention and intervention. Dr. Baker also organizes and presents the annual HIV/AIDS Seminar & Workshop at Gannon University with and for local practitioners and students.


Baker is also a faculty member of the Erie Psychological Consortium Pre-Doctoral Internship Program. He is responsible for teaching cultural and individual differences to doctoral interns, the development of three year strategic plan to attract and retain staff and interns, to increase opportunities for engagement with individuals and groups with different backgrounds and relevant knowledge and experiences about the role cultural and individual diversity in psychological phenomena and professional practice. Present efforts are directed toward evaluating the reliability and validity of instruments that measure cultural competence with counselors.
Dr. Lichtenwalter regularly attends and presents at the social work professional flagship conferences, CSWE and NASW, as well as the Association of University Centers on Disabilities Annual Conference. She has seven published articles in peer reviewed journals. In addition to her national presentations, Lichtenwalter disseminates her research to regional practitioners through her continuing education workshops. These workshops have most recently been on topics related to youth with disabilities in the child welfare system; combating health-related stigma, and structural oppression.

Lichtenwalter continually strives for excellence in teaching by regularly attending CETL workshops at Gannon’s Center for Excellence in Teaching and Learning (CETL). Recent CETL workshops include, but are not limited to Assessment Training; College Student Inventory; Excellence in Undergraduate Research; Handling Disruptive Students, and the Annual Teaching Technology Buffet.

Working with local agencies and practitioners, Lichtenwalter has conducted two program outcome evaluations for non-profits that lacked the internal resources to perform their own evaluation or contract out for it.

Chuck Murphy, MSW, is retired except for the one course he teaches annually. However, he maintains an ongoing interest in interviewing skills, and keeps up-to-date on developments in the arena of skills and theory. Murphy continuously develops his course, SCWK 360 Interviewing Skills, through the infusion of new material and modifications implemented based on course outcomes.

Thomas Klobchar is part-time faculty who maintained full-time employment with the Veterans Hospital as a surgical physician’s assistant. As a member of the Pennsylvania Academy of Physician Assistants and the Association of Army Physician Assistants, he attends the annually required continuing education hours. Furthermore, he maintains certification as an Instructor for Boyer Institute to promote patient, practitioner communication.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.

Social Work Program faculty members model the behavior and values of the profession in primarily three ways: 1) inside the academic environment; 2) activities outside the academy and 3) through our professional endeavors.

In the Academic Environment. From inside the classroom or our offices, to attendance at campus-wide rallies, plays or sporting events, social work faculty model the behavior and values of the social work profession. Inside the classroom, particularly within the practice courses, teachers explicitly model the skills,
including the use of values, in demonstrating the competencies. For example, providing role playing opportunities in which faculty assumes the role of a social worker interviewing a hostile or involuntary client by demonstrating the use of equal parts care/compassion and assertiveness. Additionally, the Thomson Brooks/Cole (2005) video series *Annual clips for coursework for the helping professions* provides an opportunity for faculty to guide students’ critique of examples of interviewing and engagement under various circumstances. Furthermore, as students learn from their and each others’ attempts at mastering various skills as and they critic each other in tasks ranging from group facilitating (SCWK 362) to one-on-one interviewing (SCWK 360), faculty have the opportunities to offer/demonstrate alternative styles or approaches.

Another way faculty members model the behavior and values of the profession inside academia, is simply though our own daily behavior. For example, as we value the dignity and worth of a struggling student in the classroom or an indigent individual seeking a moment of shelter from the Erie winter in the halls of our building, by treating others in caring and respectful fashion.

**Outside the Academic Environment.** Through community activities such as the United Way “Day of Caring” service event, or Safe Net’s “Take Back the Night” domestic violence awareness evening, faculty member’s participation serves as a model for social work students. Faculty participation in these community initiatives provides an opportunity to model a social worker’s responsibility to render community service. Students view faculty as other than leaders in the class room, but social workers with a commitment to their community.

**Professional Endeavors.** From the Social Work faculty’s research and scholarship on parenting and structural oppression (NASW code section 5.02); and our public policy advocacy efforts regarding healthcare, accessibility and the PA state budget cuts to human services (NASW code section 6.0.2) to mobilizing resources for emergency supports regarding community violence in Erie PA or the Typhoon Sendong in the Philippines (NSAW code section 6.03), faculty model the behavior and values of the profession on an ongoing basis.
The Gannon Social Work Program administrative structure provides the necessary autonomy to achieve the program’s mission and goals.

The Social Work Program operates as an autonomous program within Gannon’s Criminal Justice and Social Work Department. The Criminal Justice and Social Work Program is comprised of students with majors in criminal justice (73%), mortuary science (5%) and social work (22%).

The Social Work Program Director, Dr. Parris Baker, has overall responsibility for the Social Work Program, including budget expenditures and Program administration. He receives 3 credit hours work release per semester for these administrative responsibilities. Dr. Baker reports to the Dean of the College of Humanities and Social Sciences (CHESS).

The Field Coordinator, Dr. Sara Lichtenwalter has overall responsibility for the field placement activities and receives 3 credit hours work release per semester for these responsibilities. Dr. Lichtenwalter reports to the Program Director, Dr. Baker, on issues regarding field placements.

Drs. Baker and Lichtenwalter have autonomy in designing an administrative and leadership structure for the social work program, as well as developing curriculum and formulating and implementing policies that support the Program’s goals of educating students for practice as competent professional social workers. Examples of the specific administrative functions autonomously conducted by the Social Work Program are:

1) Development and implementation of the program’s mission and goals, curriculum, and program evaluation
2) Recruitment and hiring of new faculty
3) Faculty evaluation for promotion and tenure, within the guidelines set forth by the University
4) Establishing and facilitating the social work student organization
5) Recruiting, selecting and training field instructors
6) Budgeting and distributions of funds
The Social Work Program Director has the responsibility and autonomy for defining curriculum consistent with the EPAS and Gannon University’s policies. The Program Director, working with other social work faculty and complying with CSWE guidelines, is responsible for establishing the Program’s goals and objectives and devising the Program’s curriculum to achieve these goals/objectives within the parameter of applicable University-wide policies.

Even though the Program Director has the ultimate responsibility for making final Program decisions, a collaborative approach featuring shared decision making and consensus building is utilized. Students, Field Instructors and graduating seniors are particularly vital in providing suggestions for and reactions to proposals for curriculum development. Furthermore, suggestions for curriculum content that strengthen the preparation of professional social workers are solicited from community constituencies such as local human service providers as well as consumers of local human services.

The Social Work Program Director submits all proposals for new courses to the College Academic Affairs Committee after a perfunctory format review from the Department Chair. Following their review of content and course outcomes, the College Academic Affairs Committee then passes the course proposal to Dean of the College of Humanities, Education and Social Sciences, who in turn submits it to the University Academic Affairs Committee, who review it before passing it on to the Provost for a final approval.

The Program Director has the authority to formulate the policies and procedure for the hiring of full-time faculty, support staff and adjuncts. The Program recruits, assigns, develops and evaluates social work faculty.

The most recent social work faculty hire was Dr. Lichtenwalter in 2005. As is typical, a search committee led by the Social Work Program Director, at the time Chuck Murphy MSW, was established consisting of social work faculty and students, and one other department faculty member. The final three candidates were invited to campus for interviews with the search committee and a teaching demonstration in a social work class. The Dean, Provost and President also interviewed each candidate. The search committee deliberated on the strengths and weakness of the candidates and made final a recommendation, which was communicated to the Dean of the College of Humanities, Education and Social
Sciences and then forwarded to the Provost. The Dean first extended an offer of the position via the telephone and then formalized the offer though a letter. The Dean and the Provost have always accepted the recommendations of the Social Work Program Faculty. The Program Director hires all adjunct faculty members following an application procedure that includes an interview.

Gannon University’s Institutional Policy Manual contains the Faculty Personnel Policies related to tenure and promotion in Volume IV, sections 4.5, 4.6, and 4.7. The Social Work Program follows these policies and procedures. Formal recommendations for tenure and promotion begin with the Program Director and then the Department Chair. After the Dean approves, the College Tenure and Promotion Committee reviews the recommendations along with the faculty member’s portfolio. Then University Tenure and Promotion Committee reviews the recommendations along with the faculty member’s portfolio, sending its recommendation to the Provost and President. The Board of Trustees has the final responsibility for approval/denial.

The annual evaluation for social work faculty members begins with a summative self evaluation. The Program Director reviews the summative self-evaluation first, and then offers feedback to the Department Chair who prepares a formal written evaluation. These evaluations are forwarded to the Dean of the College Humanities, Education and Social Sciences for a final (non)concurrence with the review.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

The Program Director, Dr. Parris Baker, has responsibility for administration and educational leadership of the Social Work Program.

B3.4.4(a) The program describes the BSW 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 preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

Parris Baker was appointed director of the social work program in 2005. He received his Bachelor of Arts in Social Work from Gannon University; a Master of Social Science Administration from the Mandel School of Applied Social Sciences, Case Western Reserve University; and his Doctor of Philosophy in Social Work from t
University of Pittsburgh. Each institution was a CSWE-accredited program at the
time of his graduation.

Baker’s leadership ability is evidenced by his activities throughout Erie
County. He is the pastor of Believer’s International Worship Center, Inc.; faculty
member with the Erie Psychological Consortium Pre-Doctoral Internship Program
Northshore Psychological Associates, LLC; group facilitator for Abba Fathers
Parenting Program and Foundations of Fatherhood and Erie Family Center for Child
Development. Baker has conducted cultural competency training for the Erie Police
Department, Erie Fire Department, Gaudenzia Erie, Inc., and Harborcreek Youth
Services. In 2009, he was appointed by the Mayor of the City of Erie as Liaison for
Community Partnerships, Latino & African-American Relations. Most recently,
Baker assisted with organization of the African-American Concerned Clergy
(AACC) and the Latino Pastors Association (LPA). In 2012 Baker coordinated the
first city-wide recognition of Hispanic Heritage Month, celebrated annual from
September 15 to October 15. Baker is an active member of the Resource and
Planning Committee of Erie County Policy & Planning Council, the Erie County
Neighborhood Watch Council, and an Advisory Board Member with the Erie
Community Corrections Center.

As an educator, Baker consistently received scores on student evaluations ≥
4.50 on a five point scale. In 2011-2012 he was awarded the Excellence in
Undergraduate Advising Award. Presently, he is working with Latino students in the
development of the Latino Student Committee, the first Latino student organization
recognized by the Gannon University Student Government Association. Baker has
conducted professional social work presentations on his research and social work
practice primarily in the areas of fatherhood, HIV/AIDS, community and teen
violence, faith and social work practice, and social work education. He is a
contributing editor and author in several fatherhood education curricula and has co-
authored (with Dr. Lichtenwalter) one peer-reviewed article for the Journal of Social
Work education

Baker’s service to the University is copious. He has served on the Faculty
Senate from 2008-2011.Under his leadership the Social Work Program was earned
the Outcomes Achievement Award, presented for authentic outcomes and reliable
data in 2010 by the College of Humanities, Education, and Social Sciences. For 11
years Baker has organized, in collaboration with local social service organizations,
the Gannon University Social Work Program annual social work conference. Over
the past 6 years he has organized, in partnership with Gaudenzia Erie Shout
Outreach, the annual HIV/AIDS Seminar and Workshop. In 2010 Baker organized a
partnership between Gannon University and the Community Outreach Group, Inc to
collect and distribute over 55,000 pounds of clothing and shoes to needy residents of
Erie County. (See appendix XII for Dr. Baker’s CV)
Dr. Parris Baker, the Program Director is appointed full-time to the Social Work Program. See Appendix XIX for the full time faculty appointment letters.

Presently, there are no standardized job descriptions for department chairs and program directors within Gannon. The University has recognized this deficiency and the need to provide standardized job expectations and responsibilities to its faculty. A committee, led by the Provost and Vice-president for Academic Affairs, and comprised of Gannon University administrators, department chairs and program directors has been assembled to develop appropriate job descriptions. Completion of this project is anticipated by the end of the fall semester 2012.

Dr. Baker has a full-time appointment to the Social Work Program and twenty-five percent of his workload is allocated for administrative duties. (see Appendix XIX Faculty Appointment Letters) The Director of the Social Work Program is responsible for the overall administration of the Program. The Director reports to the Dean of CHESS and consults with the department chairperson as needed. Notwithstanding, the following responsibilities have guided the administration of duties expected of the social work program director:

- Ensure compliance with CSWE accreditation standards.
- Assist faculty and students in fulfilling the University and Social Work program’s mission and achieving program goals, objectives, and outcomes.
- Provide the social work program with creative and dynamic leadership.
- Promote effective teaching and advising among colleagues.
- Support students by serving as faculty advisor to the Social Work Club or assigning this duty to the other full-time faculty member.
- Work with the Office of Admissions and the Office of Student Enrollment in recruitment of new students.
- Assess, plan, and evaluate the social work curriculum with faculty, social work students, field education instructors, and department and CHESS representatives.
- Ensure the development of complete syllabi across the curriculum.
- Prepare budgets and coordinate with department chairperson.
• Prepare catalog copy of social work program description and requirements.
• Evaluate faculty performance and participate with the department chairperson in the preparation of faculty academic evaluations.
• Interview and evaluate candidates for faculty positions and make recommendations
• Make recommendations to the Dean, CHESS regarding promotions, tenure/contract renewal
• Recommend scheduling of courses, faculty, and facilities
• Coordinate library requests.
• Coordinate bookstore orders.

The fact that the Program Director, the Dean of CHESS as well as the Program’s constituencies (students, employers, human service providers, Field Site agencies) have no issues with the operation/leadership of the Program, and are in fact, positively impressed by its operation, attests that the time dedicated by the Program Director is sufficient. Furthermore, the successful operation and favorable learning outcomes reported by the Social Work Program is evidence that time dedicated by the Program Director is sufficient.

3.4.5 The program identifies the field education director.

Sara Lichtenwalter, LSW, Ph.D. is the Field Education Coordinator with the responsibility to provide leadership for field education.

3.4.5(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.

Dr. Lichtenwalter was groomed for the Field Coordinator position throughout 2005 and 2006 by sharing the role with senior faculty and former Program Director, Chuck Murphy MSW, who is also the Program’s founder and previously served as Field Coordinator for over a decade. Within this period, Murphy thoroughly prepared her for the Field Coordinator position through hands-on walk though demonstrations of performing the position’s many responsibilities ranging from field instructor recruitment and training to the conducting field site visits and lending support to students in field. Lichtenwalter’s social work practice background and experience in both direct practice (mobile therapist, behavior management specialist and mental health residential staff) and administration (foundation grant administer, program developer and treatment facility supervisor) further strengthened her qualifications for the position. Furthermore, while attending the annual CSWE conference in years 2007 from 2009, she attended multiple workshops and
presentations related to contemporary issues in administering social work field education.

As Field Coordinator, Lichtenwalter is responsible for Field Placement I and II (SCWK 490, 491); Integrated Seminar I and II (SCWK 400, 401) as well as Generalist Practice with Communities and Organizations (SCWK 363).

Lichtenwalter receives a 25% reduction in her teaching load both fall and spring semesters in order to perform the administrative duties associated with the field education program. These administrative tasks include, but are not limited to: recruitment and training of field instructors, monitoring the field component of the curriculum, and working with students completing their internships. In light of the relatively small size of the Gannon Social Work Program, adequate release time is provided for the Field Coordinator to effectively carry out the duties necessary for the implementation of a high quality, educationally sound field placement program.

3.4.5(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 postmaster's social work degree practice experience.

Dr. Lichtenwalter received both her MSW and Ph.D. from the University of Pittsburgh, a CSWE accredited institution. In addition, she has over five years of post degree social work practice experience. (See appendix XII for her CV)

B3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

Lichtenwalter receives a 25% reduction in her teaching load both fall and spring semesters in order to perform the administrative duties associated with the field education program. These administrative tasks include, but are not limited to: recruitment and training of field instructors, monitoring the field component of the curriculum, and working with students completing their internships. In light of the relatively small size of the Gannon Social Work Program, with an average of 8 to 12 students in field placement each year, adequate release time is provided for the Field Coordinator to effectively carry out the duties necessary for the implementation of a high quality, educationally sound field placement program.
The University Planning and Budget Advisory Committee, which includes representatives across the university including the CHESS Dean, meet throughout the academic year to develop a sufficient and stable budget to achieve the mission and goals of the Social Work Program, as well as all the other academic programs and departments.

New initiatives periodically require an infusion of an atypical level of funding and require the Social Work Program Director to prepare and submit a Unit Plan to justify the resource request. After completion of a detailed Unit Plan, the Social Work Program Director submits this funding request through the following chain of command: Department Chair, CHESS Dean, Provost, and Provost Council. The Provost Council ranks and prioritizes all Unit Plans requests for money and the President approves it.

Once this process is completed, the University Planning and Budget Advisory Committee can work the request into the current year budget plans.

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**Educational Policy 3.5—Resources**

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

**3.5.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.
Table 24. **Program Expense Budget**

This form is used to evaluate a program’s compliance with Accreditation Standard (AS) 3.5.1.

<table>
<thead>
<tr>
<th>Program Expenses</th>
<th>Previous Year 2010-11</th>
<th>Current Year 2011-12</th>
<th>Next Year 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dollar Amount</td>
<td>% Hard Money</td>
<td>Dollar Amount</td>
</tr>
<tr>
<td>Faculty &amp; Administrators</td>
<td>$120,564</td>
<td>all</td>
<td>$124,108</td>
</tr>
<tr>
<td>Support Staff</td>
<td>$25,075</td>
<td>all</td>
<td>$25,932</td>
</tr>
<tr>
<td>Temporary or Adjunct Faculty &amp; Field Staff</td>
<td>$14,700</td>
<td>all</td>
<td>$15,440</td>
</tr>
<tr>
<td>Fringe</td>
<td>$55,500</td>
<td>all</td>
<td>$55,500</td>
</tr>
<tr>
<td>Supplies &amp; Services</td>
<td>$320</td>
<td>all</td>
<td>$320</td>
</tr>
<tr>
<td>Travel</td>
<td>$1925</td>
<td>all</td>
<td>$1190 (fall only so far)</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td></td>
<td>all</td>
<td></td>
</tr>
<tr>
<td>Technological Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify): Memberships</td>
<td>$1640</td>
<td>all</td>
<td>$1640</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$219,724</strong></td>
<td>------</td>
<td><strong>$222,940</strong></td>
</tr>
</tbody>
</table>
The Gannon Social Work Program utilizes its resources to continuously improve the program and address challenges. Social Work Faculty member as well as social work students, specifically the social work club and its officers, regularly meet to plan and implement new initiatives to enhance various aspects of the Gannon Social Work Program. Recent examples of this include but are not limited to activities related to growing the student leadership opportunities by expanding the annual Christmas Dinner and Wellness Fair; supporting student attendance at social work conferences, and partial funding for the annual trip to Toronto to explore the differences in human service delivery in Canada. Furthermore, the Social Work Program faculty and students discuss the possibility of procuring various speakers for the annual spring conference.

The Gannon Social Work Program has sufficient support staff and technological resources to support its mission to prepare students as competent social work professionals.

The Social Work Program’s dedicated support staff consists of one full-time secretary we share with the Criminal Justice and the Organizational Learning and Leadership Programs; one full-time work study during the fall and spring terms; and one work study for 30 hours per week over the summer months. The technological resources at the program’s disposal include the Center for Excellence in Teaching and Learning (CETL) as well as the university wide Information Technology (IT) Department whose staff is available to update and/or trouble shoot the technology operated throughout the Social Work Program. ITS provides 200 student access computers in 8 labs through all of our academic buildings as well as the wireless networking that is available in all Gannon buildings.

Gannon University’s Msgr. Wilfrid J. Nash Library provides the resources, services, facilities and instructional programs necessary for the Social Work program to achieve its mission and goals. (See Appendix XVI for the Librarian’s Report –Nash Library)
Gannon’s Social Work Program is housed in the newly remodeled Palumbo Academic Center. Two class room PC 1222 and PC 1218 are specifically designated Social Work classrooms and the majority of the Program’s courses our conducted in these rooms. However, the social work classes can meet anywhere within the Palumbo Center.

Nestled within the department, the Social Work Program has a community room, complete with kitchenette and comfortable sitting, eating, study and storage areas. This community room is utilized by social work students before and between classes and is the weekly meeting place of the Social Work Club.

Each full-time faculty member has their own office within Palumbo Academic Center. Part-time faculty members share a desk in another office within Palumbo Center directly down the hall from the full-time faculty. In conclusion, there is sufficient classroom and office space to meet the Social Work Program’s needs.

Students in the Social Work Program have access to extensive assistive technology and learning aids through two university wide resources housed within Palumbo’s Student Success Center: 1) Program for Students with Learning Disabilities (PSLD) and 2) Disability Support Services (DSS).

**Program for Students with Learning Disabilities (PSLD)**

Gannon provides a comprehensive program to support unique learning styles. Our Program for Students with Learning Disabilities (PSLD) caters to students with average to gifted intellectual potential, high motivation, qualification for admission to the University and a diagnosis of a learning disability or Attention Deficit Disorder (ADD). Support services include one-to-one tutoring sessions as well as testing accommodations that include extended time, scribes and/or readers as needed.

**The Disability Support Services (DSS)** at Gannon University works directly with students to access the appropriate technology, most commonly through the Vocational Rehabilitation office within the student’s county of residence. Gannon’s 504/ADA Coordinator has a Masters and Ph.D. in Special Education and stays up-to-date on the most current assistive technologies through research and attending the annual conference on assistive technology. The Coordinator can advise students on the specific type of equipment/tools/technology that would best meet their needs and then advocate for the student in procuring the technology through their respective
Office of Vocational Rehabilitation. A limited offering of supports, for instance FM wireless transmitters and the Kurzweil text to speech program is available directly through the University. However, for the most part the 504/ADA Coordinator directs students to Learning Ally, (formerly Reading For the Blind and Disabled) or the student’s Vocation Rehabilitation office to access the necessary supports.
Gannon’s Social Work Program has developed and implemented a comprehensive approach to assessing the Program’s ability to attain the 10 core competencies and their related 40 measurable practice behaviors. This comprehensive assessment includes specific procedures, multiple measures and benchmarks.

**Assessment Procedures.** Social work faculty members are responsible for working together collaboratively to develop methods, tools and instruments for evaluating student achievement of the practice behaviors related to each member’s individual courses. Each faculty member is responsible for administering the practice behavior evaluation instruments relevant to their courses and submitting student scores from these instruments of evaluation to the Field Coordinator at the conclusion of each course. The Field Coordinator is responsible for summarizing all the outcomes annually for presentation at the final Social Work Program faculty meeting of the academic year, usually in mid-May.

The final Social Work Program faculty meeting of the academic year, which occurs shortly after the close of the spring term, is conducted for the purpose of reviewing the assessment outcomes and devising Program modifications and improvements to enhance student performance.

**Multiple Assessment Measures.** As previously noted in Table 4, pages 14-16, each competency is operationalized through a number of practice behaviors. The number of practice behaviors utilized as indicators for each competency ranges from two to six. There are a total of forty practice behaviors.

For each of the forty practice behaviors there are a number of practice behavior measures, or instruments for assessing student competency in the practice behavior. The number of instruments utilized for measuring student competency on any given practice behavior ranges from two to seven. These assessment instruments include, but are not limited to: field instructor evaluations, final exams, reflection papers, self efficacy measures, peer evaluations, article portfolios, class assignments and final papers. The document entitled ‘Social Work Program Competencies: From Practice Behavior to Curriculum Content’ (See Appendix I) lists the evaluation
instruments utilized for each of the ten competencies and their related practice behaviors. In addition, this document reports the specific course in which these practice behaviors evaluations are administered. Directly below this text, readers will find an excerpt from Appendix I to serve as an example for EP 2.1.1.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Curriculum Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency</td>
<td>Practice Behaviors (PB)</td>
</tr>
<tr>
<td>Identify as a professional social worker (EP 2.1.1)</td>
<td><strong>PB1. Advocate for client access to services</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PB2. Practice personal reflection &amp; self-correction</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PB3. Attend to professional roles/boundaries</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PB4. Demonstrate professional demeanor in behavior, appearance, communication</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PB5. Commitment to career-long learning &amp; growth</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PB6. Use supervision &amp; consultation</strong></td>
</tr>
</tbody>
</table>

Furthermore, readers are directed to Appendix XVIII entitled Practice Behavior Instruments, which is a collection of the actual assignments the Social Work Program is utilizing to evaluate the practice behaviors related to the competencies.

**Benchmarks for Assessment.** The Gannon Social Work Program has set the goal that 80% of our students will achieve a minimum of a 3.0 (80% or better) on each competency. A ‘B’ (80%) by definition is above average. However, it is consistent with the University and Program mission of striving for excellence in the competencies.

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

Evidence of the Gannon Social Work Program’s assessment process can be found in the documents in Appendix XVII, entitled ‘Results for Assessment of Practice Competencies’. This document reports and summarizes the data collected from the practice behavior instruments throughout the 2011-2012 academic year. Readers will find an excerpt from Appendix XVII to serve as an example for EP 2.1.1. on the following page.
## Competency: Identify as a professional social worker (EP 2.1.1)

<table>
<thead>
<tr>
<th>Competency Benchmark</th>
<th>Practice Behavior</th>
<th>Mean for Practice Behavior Measures (% Achieving 3.0)</th>
<th>Percent Contribution to Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum 3.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PB1. Advocate for client access to services</td>
<td>Self Eval 1.5 3.7273 (91% )</td>
<td>Instr.Eval 1.5 3.36 (82% )</td>
<td>MEAN 3.5436 86.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16.6%</td>
</tr>
<tr>
<td></td>
<td>PB2. Practice personal reflection &amp; self-correction</td>
<td>Comp. Quest VII.A 3.3 (82%)</td>
<td>Self Eval 1.6 3.7273 (91%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16.6%</td>
</tr>
<tr>
<td></td>
<td>PB3. Attend to professional roles/boundaries</td>
<td>Comp. Quest VII.E 3.7 (82%)</td>
<td>Self Eval 1.7 3.7273 (91%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16.6%</td>
</tr>
<tr>
<td></td>
<td>PB4. Demonstrate professional demeanor in behavior, appearance, communication</td>
<td>Comp. Quest VII.D 3.7 (91%)</td>
<td>Self Eval 1.8 3.8182 (91%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16.6%</td>
</tr>
<tr>
<td></td>
<td>PB5. Commitment to career-long learning &amp; growth</td>
<td>Self Eval 1.4 3.8182 (91%)</td>
<td>Inst.Eval 1.4 3.64 (91%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16.6%</td>
</tr>
<tr>
<td></td>
<td>PB6. Use supervision &amp; consultation</td>
<td>Comp. Quest VII.C 3.0 (73%)</td>
<td>Self Eval 1.10 3.7273 (91%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16.6%</td>
</tr>
</tbody>
</table>

### Results for Competency:

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>Est. Percent of Students Achieving Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.55</td>
<td>85.75%</td>
</tr>
</tbody>
</table>
Upon review of the summarized student outcomes in the ‘Results for Assessment of Practice Competencies’ in Appendix XVII it was apparent that although sections of the curriculum are strong, several changes in the curriculum are warranted.

In summary of the collected data, the Gannon Social Work Program met its benchmark of 80% or more of the students achieving a 3.0 or better for the following competencies:

**Category #1. Achieved Benchmark**

<table>
<thead>
<tr>
<th>Percent of students</th>
<th>Achieving competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>86% (EP 2.1.1)</td>
<td>Identify as a professional social worker</td>
</tr>
<tr>
<td>80% (EP 2.1.2)</td>
<td>Apply social work ethical principles to guide professional practice</td>
</tr>
<tr>
<td>82% (EP 2.1.4)</td>
<td>Engage diversity and difference in practice</td>
</tr>
<tr>
<td>81% (EP 2.1.5)</td>
<td>Advance human rights and economic/social justice</td>
</tr>
</tbody>
</table>

The Gannon Social Work Program is very near meeting its benchmark, with no less than 77% of the students achieving a 3.0 or better for the following competencies:

**Category #2. Nearly Achieved Benchmark**

<table>
<thead>
<tr>
<th>Percent of students</th>
<th>Achieving competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>79% (EP 2.1.3)</td>
<td>Apply critical thinking to inform and communicate professional judgments</td>
</tr>
<tr>
<td>77% (EP 2.1.6)</td>
<td>Engage in research-informed practice and practice-informed research</td>
</tr>
<tr>
<td>77% (EP 2.1.7)</td>
<td>Apply knowledge of human behavior and the social environment</td>
</tr>
<tr>
<td>79% (EP 2.1.8)</td>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
</tr>
<tr>
<td>78% (EP 2.1.10c)</td>
<td>Engage, assess, <strong>intervene</strong> and evaluate with individuals, families, groups, organizations and communities</td>
</tr>
</tbody>
</table>

The Gannon Social Work Program is somewhat short of meeting its benchmark of 80% of the students achieving a 3.0 or better for the following competencies:

**Category #3. Considerably Short of Benchmark**

<table>
<thead>
<tr>
<th>Percent of students</th>
<th>Achieving competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>73% (EP 2.1.9)</td>
<td>Respond to contexts that shape practice</td>
</tr>
<tr>
<td>66% (EP 2.1.10a)</td>
<td><strong>Engage</strong>, assess, intervene and evaluate with individuals, families, groups, organizations and communities</td>
</tr>
<tr>
<td>67% (EP 2.1.10b)</td>
<td>Engage, <strong>assess</strong>, intervene and evaluate with individuals, families, groups, organizations and communities</td>
</tr>
<tr>
<td>73% (EP 2.1.10d)</td>
<td>Engage, assess, intervene and <strong>evaluate</strong> with individuals, families, groups, organizations and communities</td>
</tr>
</tbody>
</table>
Based upon these outcomes, the Social Work Program affirmed some curriculum content, specifically content related to the Category #1 and some of Category #2; and also instituted several changes to enhance student performance, particularly in content related to the competencies in Category #3. These changes are enumerated in the following section 4.0.3.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

As noted on the preceding page, based on the analysis of the assessment data there were three general categories of competency outcomes. These consisted of outcomes for which the program 1) achieved its benchmark, 2) nearly achieved and 3) fell considerably short of achieving its benchmark. The Social Work Program instituted the following changes in the implicit and explicit curriculum pertaining to outcomes from seven competencies in final two categories.

(1)

<table>
<thead>
<tr>
<th>Percent of students Achieving competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>77%  (EP 2.1.6) Engage in research-informed practice and practice-informed research</td>
</tr>
</tbody>
</table>

There are three problematic practice behavior measures related to student outcomes on competency 2.1.6. First, the field instructors are rating only 64% of the students at the benchmark for PB2, ‘use of research to improve practice’. Through faculty discussion and conversations with field instructors and students, the problem has been identified as a lack of awareness on the part of field instructors of the students’ research projects. Students complete single subject designs as well as an empirical article portfolio that collects literature on recent evidence-based practice findings related to their field placements. Students are not necessarily sharing these assignments with their Field Instructors. Therefore, two changes will be instituted: 1) In the September Field Instructor Training a segment will be devoted to explaining to Field Instructors the student assignments related to this competency and preparing them to provide guidance for and evaluation of student work. 2) The competency exam will explicitly state the expectation that students will communicate with their field instructors the content concerning the planning, implementation and conclusion stages of their research assignments.

The second problematic practice behavior measure related to student outcomes on competency 2.1.6, is that only 14% of the students achieved the benchmark in the Research Methods course final paper. Social Work students typically struggle with this course, with the majority of the students scoring a ‘C’ on the final paper and improving to a ‘C’ in their research paper class presentation after correcting errors in their research design based on instructor feedback on their
papers. The course instructor, Lichtenwalter, will strive to enhance student learning by dividing the final paper assignment into segments that are due throughout the term. Therefore, students will receive feedback enabling the correction of each discrete section prior to submitting the final paper.

Lastly, only 73% of the students are achieving the benchmark in the Competency Exam Question V.A, which pertains to the application of evidence-based practices to the students’ field settings. This is a bit perplexing, because student scores are outstanding on their Empirical Article Portfolio, which is a similar assignment in SCWK 400 Integrated Seminar I course. This will be addressed by providing students with a more thorough review of the expectations of Competency Exam Question V.A. in the SCWK 401 Integrated Seminar II course.

(2)
Percent of students
Achieving competency
77% (EP 2.1.7) Apply knowledge of human behavior and the social environment

There are two problematic practice behavior measures related to student outcomes on competency 2.1.7. First, the field instructors are rating only 73% of the students at the benchmark for PB1, ‘utilize conceptual frameworks to guide the process of assessment, intervention and evaluation.’ Through faculty discussion and conversations with field instructors and students, the problem has been identified as the failure of the Social Work Program to create a standardized opportunity for students to routinely communicate their knowledge of theoretical frameworks to Field Instructors. Students can utilize appropriate frameworks as evidenced in Competency Exam Question IV.B, but simply lack a formal opportunity to adequately communicate this to Field Instructors. This will be addressed by instituting a formal requirement for students to convey this information to Field Instructors within their weekly supervision meeting and for students to document that they have done so within the weekly summaries sheets that accompany the time sheets.

The second problematic practice behavior measure related to student outcomes on competency 2.1.7. is the direct result of the last minute substitution of Dr. Baker as the instructor for SCWK 221 HBSE I in the fall 2011 term and his use of alternative instruments to capture PB2 ‘critique and apply knowledge to understand person and environment’. The Social Work Program will reinstitute the previously designed final exam for the SCWK 221 course, a cumulative exam that was developed over four years of teaching the class. The faculty believes this to be a better measure for the practice behavior.
There are several problematic practice behavior measures related to student outcomes on competency 2.1.9. First, the field instructors are rating only 64% of the students at the benchmark for every practice behavior, PB1-PB3. Through faculty discussion and conversations with field instructors and students, the Social Work Program has decided to address this through formally instituting two field placement requirements that were common activities of the students who achieved a better than 3.0 for this competency. These two requirements are 1) when attending staff meetings at their field placements, students will contribute information that demonstrates their ability to attend to changes (ex. scientific/technological development and/or emerging societal trends) 2) students will be required to conduct staff trainings within their field placements on one or more of such contemporary developments impacting their practice setting.

Furthermore, the Social Work Program will be adding an additional practice behavior measure as a measure for Competency 2.1.9 PB1-PB3. This will be an assignment from SCWK 401 Integrated Seminar that involves students presenting the background on, and leading a class discussion about, a controversial issue in contemporary social work. Examples of articles students utilized in presenting contemporary controversies are the following:


There is a significant problem with the practice behavior measures related to student outcomes on competency 2.1.10a. Only 33% of the students achieved the benchmark for PB3, ‘develop mutually agreed upon focus of work and desired outcomes’. This year was the first year the Social Work Program attempted to gather these practice behavior measures from the SCWK 360 Interview Skills course and the process revealed several weaknesses in the instruments. First, the instructor,
Chuck Murphy, defined ‘focus of work and outcomes’ as specific measurable goals/objectives. Due to time constraints and class size, which limited the number of in-class practice sessions, there was insufficient time for students to achieve competency at this level. For the fall 2012 term, Murphy will define and evaluate this more broadly as ‘mutually agreed upon focus of work and general outcomes’. This will impact the student scores on both their final exam and their graded practice interviews.

Furthermore, Murphy found that the number of instructor evaluated interview practice sessions he planned for the class could not be accomplished within the allotted timeframe. Therefore, he is planning more student (peer) evaluation sessions to increase the opportunities for skill building on every aspect of interviewing and engagement.

(5)

<table>
<thead>
<tr>
<th>Percent of students</th>
<th>Achieving competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>67% (EP 2.1.10b)</td>
<td>Engage, <strong>assess</strong>, intervene and evaluate with individuals, families, groups, organizations and communities</td>
</tr>
</tbody>
</table>

There are problems with student scores on the practice behavior measures related to student outcomes on competency 2.1.10b. Most significant is that the measures are rating only 56% of the students at the benchmark for PB1, ‘collect, organize and interpret client data.’ Parris Baker is providing the instructional support as well as designing and administering the instruments to evaluate student competencies in this arena. In an effort to improve our students’ skill and ability in conducting client assessments, Baker has determined to address shortcoming primarily this through changes in instructional content with the following corrective actions:

1. Increase the number of in-class assignments focused on case studies.
2. Increase number of professional social work presenters who can discuss the process of conducting comprehensive client assessment/client intake.
3. Increase number of journal readings that involve the application of system and ecological theory.
4. Provide increased number of in-class practice opportunities for students to use the DAP (Data, Analysis/Assessment, Progress/Plan) tool

(6)

<table>
<thead>
<tr>
<th>Percent of students</th>
<th>Achieving competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>78% (EP 2.1.10c)</td>
<td>Engage, assess, <strong>intervene</strong> and evaluate with individuals, families, groups, organizations and communities</td>
</tr>
</tbody>
</table>

There are two problematic practice behavior measures related to student outcomes on competency 2.1.10c. First, the measures are rating only 74% of the students at the benchmark for PB1, ‘initiate actions to achieve organizational goals.’ This is primarily due to student outcomes as measured by the Macro Practice Paper, assigned in SCWK 363 General Practice with Organizations and Communities.
The course instructor, Lichtenwalter, will strive to enhance student learning by dividing the Macro Practice Paper assignment into segments that are due throughout the term. Therefore, she can re-emphasize problematic content in the classroom and students will receive feedback enabling the correction of each discrete section of the paper prior to submitting the final paper.

The second problematic practice behavior measures are related to student outcomes on competency 2.1.10c. These measures are rating only 77% of the students at the benchmark for PB1, ‘help clients resolve problems’. This is primarily due to student outcomes on the assignment related to SCWK 361 Introduction to Generalist Practice. In an effort to improve our students’ skill and ability, the instructor, Dr. Baker, intends to institute the following changes in instructional content.

1) Include more in-class practice opportunities
2) Increase the number of outsiders (as opposed to classmates) on which students have an opportunity to practice

<table>
<thead>
<tr>
<th>Percent of students Achieving competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>73%</td>
</tr>
</tbody>
</table>

There are two problematic practice behavior measures related to student outcomes on competency 2.1.10d. First, the Field Instructors are rating only 55% of the students at the benchmark for PB1, ‘critically analyze, monitor and evaluate interventions.’ Through faculty discussions and conversations with field instructors and students, the problem has been identified as a lack of awareness on the part of field instructors of the students’ research projects. Students complete single subject designs as well as an empirical article portfolio that collects literature on recent evidence-based practice findings related to their field placements. Students are not necessarily sharing these assignments with their Field Instructors. Therefore, two changes will be instituted: 1) In the September Field Instructor Training a segment will be devoted to explaining to Field Instructors the student assignments related to this competency and preparing them to provide guidance for and evaluation of student work. 2) The competency exam will explicitly state the expectation that students will communicate with their field instructors the content concerning the planning, implementation and conclusion stages of their research assignments.

The second problematic practice behavior measure related to student outcomes on competency 2.1.10d was the result of an administrative error. The instructor, Lichtenwalter, failed to issue a separate grade for part C of the Marco Paper. She corrected the paper in its entirety issuing only one score. This will be corrected by the calculation of a separate grade on the formative and summative evaluations required within the assignment.
4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

The Social Work Program makes its constituencies aware of its assessment outcomes in three different ways. First, a summary of the annual assessment outcomes are shared at the spring Field Instructor’s meeting, leading a discussion soliciting ideas for enhancing the attainment of program competencies. Second, a summary of the annual assessment outcomes are shared at a Social Work Club meeting, leading a discussion soliciting ideas for enhancing the attainment of program competencies. Third, a summary of the annual assessment outcomes are posted to the Gannon Social Work Program web site.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.

The summary data assessing the attainment of each competency and the related practice behaviors for one full academic year, 2011-2012 can be found in Appendix XVII Results for Assessment of Practice Competencies 2011-2012.
References


Maclowry, R. (2002). *A Brilliant Madness*. PBS Home Video (60 min)


