Master of Social Work

Abbreviated Program Review

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Table of Contents

Introduction	1
Response to the Recommendations from Previous Review	1 1
Recommendation 1 – Develop a clear vision for the program Recommendation 2 – Improve the amount of clarity of communication between program, applicants	
and students	, 2
Recommendation 3 – Continuously re-visit curriculum	2
Responses to Recommendations	2
Curriculum Changes	4
Assessment Changes	5
Communication and Expectations	6
Standard of Excellence	9
Student Learning Outcomes	10
Foundation Year Assessment Description	11
Rationale for MSW Generalist Competency Benchmarks of 80%	13
Specialized Year Assessment Description	<i>13</i> 14
Specialized Year Assessment Measure 1: 'Capstone Project' Description Specialized Year Assessment Measure 2: 'Final (Specialized Year) Field Evaluation' Description	
Rationale for Specialized Assessment Measure 2. That (Specialized Tear) Field Evaluation Description	16
Description and Assessment of Program Changes	16
Specialized Curriculum Changes	16
Assessment Changes	16
Changes in Field of Social Work	18
Societal Need for Social Workers	18
Institutional Context	19
Changes Related to Diversity, Equity, and Inclusion	19
Evidence of Learning Outcomes	21
Foundation Year Student Learning Outcomes Findings	23
Specialized Year Student Learning Outcomes Findings	26 27
Promoting Inclusive Climate and Supporting Student Diversity and Equity Promoting Student Success	27
Graduate Student Learning Goals	28
Table 14. Alignment of Program Outcomes with SIUE Graduate Student Learning Goals for	28
Foundation Curriculum in Masters of Social Work Program Program Rigor and Student Experience	$\frac{20}{28}$
Program Information	31
Faculty-to-Student Ratio -MSW Program Enrollment and Recruitment Plans	31
Graduate Assistants	32 33
Student Demographic Data	35
Graduation Trends	36
SIUE Completion Data Compared to Regional MSW Programs	37
Length of Time to Degree Completion	37
Increasing Retention and Completion	38
Student Professional Development	39
Facilitating Completion & Maintaining Rigor	40
Demand for the MSW Program	40
Program Resources	40

Physical Space(s)	41
Electronic Resources	41
Support Staff	42
Instructional Technology Support	42
Development and Alumni/External Relations	42
Other College and University Support Staff and Resources	42
Additional Resources	42
Survey Data	43
Program Market Demand	44
Strengths	44
Areas for Improvement	45

Appendices

Faculty Survey Data Graduate Student Survey Data Faculty Vitae Program Assessment Plan EMSI 15 Year Regional Completions Report EMSI Program Market Demand Report EMSI Alumni Job Attainment Report

Introduction

The Masters of Social Work program was reviewed internally in 2014 and received a rating of Notable Merit. In response to the recommendations made by the review committee, the program completed an interim review report in 2018 and offered responses to the recommendations made by the review committee. Additionally, the MSW Program underwent a rigorous re-affirmation process with Council on Social Work Education (CSWE) in AY 2019/2020 and was re-accredited for another 8-year cycle in February 2021. The responses to this report are based heavily on the CSWE re-affirmation self-study as well as data collected annually by the program related to the assessment of student learning outcomes.

Response to the Recommendations from Previous Review

In 2014, the internal program review committee completed a full review of the MSW Program. The committee had three primary recommendations, each included sub-recommendations. The previous recommendations are listed and described below:

Recommendation 1 – Develop a clear vision for the program

Although the Masters of Social Work program provided its mission statement in the selfstudy, several faculty suggested there is no clear vision or direction for the program. This lack of clear vision may be contributing to some (4) faculty reporting their contributions in teaching, research, and service may not be adequately rewarded. With a clear vision, the program can have more strategic discussion son how to direct the program toward that vision. The review team provided the following for discussions about vision for the program:

1.1 Standard of Excellence: While it is clear that the Social Work program is a strong, well-respected program, the program clearly has the potential to achieve an even higher standards of excellence. A higher standard of excellence was suggested by several faculty and requested by students. Consistent standards in classes and in assessments for overall work in the program.

1.2 Student Assessment: Currently, the program's major student assessments are embedded within the last year of their graduate degree. Including more assessments earlier on in the program may help identify and support struggling students sooner in the program.

1.3 Research: Outside of the required research courses, the program review found limited integration of research into the curriculum. Based on the amount of students requesting more research experience or considering a doctorate degree, there may be an opportunity for the program to integrate more research for all students.

1.4 Target Audience: The Social Work Program is certainly responsive to demand for offering a variety of program options (advanced standing, regular standing, part-time and full-time); at the same time, all these options may be generating confusion among the students about program expectations. Should the program target a more narrow audience? If not, is there a way to implement differential teaching into the classroom? What are the options for 'testing out' of a course if a student comes to the program with a lot of pre-requisite knowledge from a related field?

1.5 Tracks: Both faculty and students suggested that the micro and macro tracks (developed in response to the 2006 program review) may not be serving their purpose. By revisiting the tracks, the program may be able to offer more flexibility of course offerings.

Recommendation 2 – Improve the amount of clarity of communication between program, applicants, and students

The Social Work program provides a variety of options for students seeking the graduate degree. As a result of balancing all the program options, information is often not communicated accurately, completely, explicitly, or at all. The review team provides the following for discussions about improving communication:

2.1 Program Expectations: How can the program best provide clear expectations of the program for applicants related to realistic time commitment for courses and requirements, and program options. A clear understanding of expectations for incoming students may improve the withdrawal rate. This includes the information provided on the program website as well as information exchanged during advising meetings.

2.2 Practicum: The role of the practicum supervisor could be expanded to manage the process in ways that may help to decrease student anxiety and stress during the identification and securing of experiences. Additionally, the supervisor may help facilitate practicum options that better coordinate with students' schedules, in particular those that are also working. Information provided by faculty mentors with respect to the practicum options and procedures was inconsistent across all faculty members.

Recommendation 3 – Continuously re-visit curriculum

Both faculty and students identified the limited number of elective offerings and rigidity of courses specific to each track. Many health professional programs are integrating multidisciplinary requirements in their programs to ensure students gain the breadth of understanding about the profession and individuals they serve. The review team provides the following for discussion about continued curriculum revisions:

3.1 Course offerings: Increase variety of electives, considering allowing students to take more classes outside of the program; pursue options for cross-listed courses or other opportunities for multidisciplinary collaboration with courses already offered elsewhere on campus (e.g. research methods, ethics in health professions, grant writing).

3.2 Micro and macro tracks: See comments in recommendation #1

3.3 Rigor: While it is clear that the social work program is a strong, well-respected program, the program clearly has potential to achieve an even higher standard of excellence through increasing program and course rigor. A higher level of rigor was suggested by several faculty and requested by students.

3.4 Multidisciplinary efforts: It is recommended that the program seek ways to collaborate with other disciplines on campus in terms of research, teaching, and service. This may help to attract and retain high quality faculty, enhance the success of existing faculty, and provide additional opportunities for students to broaden their training.

Responses to Recommendations

Since the 2014 program review, the Department of Social Work and Masters of Social Work Program have undergone some major changes that have helped to respond to some of the recommendations made in 2014 and prepare the program for re-affirmation. Through the preparations for the CSWE re-affirmation process, the faculty in the Department of Social Work spent a vast amount of time reviewing the curriculum, assessments, commitment to diversity, equity, and inclusion across the Department and Program, faculty achievements, and resources available and needed to achieve the Departmental mission. In response to the reviews, the MSW Program has changed the curriculum of the specialized (2^{nd}) year by eliminating the micro and

macro tracks and moving to an advanced generalist curriculum. The MSW Program has also implemented a new assessment protocol for the foundation (1st) year and overhauled the Capstone project that serves as one of two assessments for the specialized (2nd) year. Additionally, there have been changes in the faculty that oversee department and program administration including Department Chair, MSW Program Director, and Field Education Director. The changes in administration have spurred additional changes in how information is communicated to incoming and continuing students, community partners, among the faculty and department committees. Table 1 shows how each of the recommendations made by the previous review committee aligns with the changes made by the Department. The changes will be described in more detail below.

Recommendation	Response				
I	Recommendation 1: Develop a clear vision for the program				
1.1 Standard of	1. Faculty email listserv				
Excellence	2. Updating Department Operating and P&T Papers				
	3. Adding Clinical Lab Director position & compensating with course release				
	4. Formalized processes for Field Education Program				
	5. Applying for Grants				
1.2 Student Assessment	1. Addition of SWEAP Exam as a Foundation year assessment				
	2. Changes to the MSW Capstone Project Requirements				
	3. Changes to the MSW Field Practicum Evaluations				
1.3 Research	1. Establishing Department of Social Work Blackboard Page				
	2. Applying for Grants				
	3. Increasing the participation of students in faculty research initiative, present at				
	conferences, and publish manuscripts				
1.4 Target Audience	1. Changes to MSW Orientation				
	2. Changes to Department of Social Work webpage				
	3. Changes to Department of Social Work Student Handbook				
	4. Adoption of program specific email address				
	5. Establishing Department of Social Work Blackboard Page				
1.5 Micro/Macro Tracks	1. Changes to Specialized Year Curriculum (from micro/macro to advanced				
	generalist)				
	2. New field practicum placements added to roster				
Recommendation 2: Im	prove the amount of clarity of communication between program, applicants, and students				
2.1 Program	1. Addition of MSW Capstone Info Sessions prior to start of Practicum				
Expectations	2. Field Readiness course during winter session				
I	3. New process for seeking field practicum placements				
	4. New field practicum placements added to roster				
	5. Changes to Department of Social Work webpage				
	6. Changes to Department of Social Work Student Handbook				
	7. Adoption of program specific email address				
	8. Establishing Department of Social Work Blackboard Page				
	9. Changes to MSW Orientation				
	10. Faculty email listserv				
2.2 Practicum	1. Field Readiness course during winter session				
	2. New process for seeking field practicum placements				
	3. New field practicum placements added to roster				
	4. Adoption of program specific email address				
	5. Establishing Department of Social Work Blackboard Page				
	6. Changes to MSW Orientation				
	Recommendation 3: Continuously Re-visit the Curriculum				
3.1 Course Offerings	1. Changes to Specialized Year Curriculum (from micro/macro to advanced				
	generalist)				

Table 1. Response to previous program review recommendations

3.2 Micro/Macro Tracks	1. Changes to Specialized Year Curriculum (from micro/macro to advanced
	generalist)
	2. New field practicum placements added to roster
3.3 Rigor	1. Changes to the MSW Capstone Project Requirements
3.4 Multidisciplinary	1. New field practicum placements added to roster
Efforts	2. Changes to Specialized Year Curriculum (from micro/macro to advanced
	generalist)

Curriculum Changes

One of the major changes made since the last program review is the overhaul of the MSW specialized year curriculum. The traditional MSW Program, which is completed by students who do not possess a BSW degree that was obtained in the 7-years prior to admission to the MSW Program, requires students to complete two years of study. The first year is a foundation curriculum which provides students with a comprehensive introduction into all areas of social work. The second year of the curriculum is considered a specialized year of study whereby students build on their existing social work knowledge, skills, values, and cognitive/affective processing and may tailor their degree to a particular area of social work practice. Students who enter the MSW Program with a BSW degree from a CSWE accredited program that was obtained in the 7-years prior to MSW admission enter as an advanced standing student and only complete the specialized curriculum (Year 2).

Previously, the MSW Program had two specialized tracks. One track focused primarily on direct social work practice with individuals, families, and small groups - micro track. The second track focused primarily on social work practice with organizations and communities macro track. There were several issues with the two tracks including disparities in micro vs. macro course enrollment, overlap in course content across policy and research courses, and the implicit message to students that micro and macro social work are mutually exclusive, which is not the case in social work practice. After researching what other MSW Programs offer the faculty in the SIUE Department of Social Work decided to eliminate the micro and macro tracks and create one curricular track known as Advanced Generalist. The Advanced Generalist (AG) specialization prepares students for social work practice for a variety of settings, including but not limited to behavioral health, child welfare and integrated-care settings. Students learn how to use evidence-based research and other theory to intervene with a variety of populations, including youth, adults, and seniors. Upon completion of the AG courses and fieldwork, students will be trained to provide direct practice and leadership skills in order that they can enhance wellness and promote recovery of individuals, families and communities. The Advance Generalist specialization is appropriate for our region, since many alumni serve rural agencies where they must fill multiple professional roles, work with a variety of clients, and utilize multiple types of interventions.

Changing the specialized year of the MSW curriculum has helped the faculty to respond to recommendations made by the previous program review committee. First, by offering only one specialized curriculum, the Department does not have to offer as many required courses, thus faculty are free to teach more elective courses. The switch to the Advanced Generalist curriculum has also reduced the number of required courses students need to take from five to four. This has opened credit hours in the course of study for students to take an additional elective course (recommendations 1.5, 3.1, and 3.2). In order to increase flexibility and multidisciplinary education opportunities, the MSW Program policy now allows for students to take one elective course outside the Department of Social Work (recommendation 3.4). The Program Director maintains a list of electives that have been reviewed and approved by the MSW Curriculum Committee for MSW students to take as elective credit towards the MSW

degree. Since all MSW students in their specialized year must take the same required courses, the Department must offer multiple sections of each required course every year. To help increase flexibility, the Department has started scheduling a section of a required course during the summer session. If multiple sections of the same course are offered in the same semester, one section is offered in the afternoon and one section is offered in the evening. By mixing up the scheduling, students have been offered more options and flexibility (recommendations 1.5, 3.1, and 3.2).

Assessment Changes

Through the preparations for re-affirmation, the MSW program faculty had to review the assessment process and align it to the CSWE assessment requirements. CSWE requires for MSW Programs to have at least two assessments in place for the foundation year and two assessments in place for the specialized year of the MSW Program. The two assessments for each year of the curriculum must assess student mastery across all nine competency areas (ethics & professionalism, diversity, human rights, research, policy, engagement, assessment, intervention, and evaluation) and the four domains of competency (knowledge, skills, values, and cognitive/affective processing) across each competency areas.

The MSW Program has always had two assessments at the end of the program including the final specialized practicum evaluations and the MSW Capstone project. However, per CSWE requirements, the program also had to have two assessments specific to the foundation year. The program already had the final foundation practicum evaluation in place as one tool for assessment, but a second assessment needed to be implemented. The MSW Curriculum Committee chose to implement the Social Work Education Assessment Project (SWEAP) Exam as the second assessment measure for the foundation year. The SWEAP Exam is a standardized social work exam that has established reliability and validity. The questions on the exam are like questions that students will encounter on future social work licensure exams (Licensed Social Worker [LSW] and Licensed Clinical Social Worker [LCSW]). The knowledge-based questions span across the various competency areas and require students to recall information, apply critical thinking, reasoning, and problem-solving skills to answer the questions. The SWEAP Exam assesses the knowledge domain of competency across all nine competency areas, and the final foundation practicum evaluation assesses the knowledge, skills, values, and cognitive/affective processing domains across all nine competency areas. The addition of the SWEAP aligned the SIUE MSW Program to the minimum assessment requirements of CSWE and it helped to improve our assessment process as indicated by the recommendations made by the program review committee (recommendation 1.2). Using the SWEAP and final foundation practicum evaluations as part of our assessment process has helped the MSW Curriculum Committee to identify gaps in the curriculum and students who may be struggling in the program. Additional supports can be offered to those students to help them succeed and reduce the likelihood that they will be terminated from the program for poor performance.

In addition to the foundation year assessments, the MSW Curriculum Committee has also changed the MSW Capstone Project, which serves as an assessment of the specialized year of the program. Previously, students compiled a portfolio of work that was completed during their time in the MSW Program and wrote introductory statements that explained how those work products connected to the nine competency areas (ethics & professionalism, diversity, human rights, research, policy, engagement, assessment, intervention, and evaluation) and the four domains of competency (knowledge, skills, values, and cognitive/affective processing) across each competency areas. There were many challenges associated with this product, not the least of which being that it did not allow for the evaluation of student skills across the nine competency areas. The project was changed for the summer 2020 capstone cohort to an Executive Summary of Practice Activities whereby students present up to three case scenarios from their practicum experience and describe practice activities they have engaged in that demonstrate their knowledge, skills, values, and cognitive/affective processing across the nine competency areas. The product helps to capture what students are doing in their field placements and forces them to think about how those practice activities connect to the competency areas and domains set forth by CSWE. Since the new capstone project requires students to do more than regurgitate work, they already completed in the MSW Program, it is believed that the Executive Summary of Practice Activities is more rigorous as it challenges students to think about and plan for what they want to accomplish in their practicum placements as it relates to the competency areas at the start of their placement (recommendation 1.2 and 3.3). The new Capstone requires students to be thinking ahead about the final product and planning throughout their practicum placement for how they will achieve each competency and domain in practice.

Although the MSW field practicum evaluation forms have been used to evaluate student performance in practicum, the Field Education Director has made some additional changes to the forms to help capture better evaluation data. The evaluation forms require field supervisors to evaluate student performance across the 31 desired behaviors (1st year) and 35 behaviors (2nd year) using a likert scale. The new addition to the evaluation tools is requiring field supervisors to submit comments for each competency area that relate to the student's performance in that area. It is especially important for supervisors to include comments when they are rating a student's performance as very high or very low. This new requirement has raised the bar for both students as well as the field supervisors (recommendation 1.2, 2.2, and 3.3).

Communication and Expectations

With all the changes in leadership that have occurred in the Department of Social Work, new processes have been put into place to communicate information and expectations to prospective and current students, faculty, staff, and the public. This section of the recommendation response will discuss these changes.

One issue that the Department has attempted to address is transparency in communication among the faculty. We are a relatively small group and due to the accreditation requirements, it is imperative that we are in tune with what each other is doing in the classroom as our curriculum builds on itself. One way we have tried to keep communication open and transparent when it comes to departmental, program, curricular, field, and student issues is by using a listserv for sending out departmental faculty communications. This listserv includes all full-time faculty, staff, instructors, and semester lecturers. Using the listserv ensures that all members of the department are kept in the loop on important matters and can respond with their thoughts and opinions as they see fit (recommendation 1.1 and 2.1).

In addition to the faculty email listserv, the Department of Social Work has established a departmental Blackboard page. All current BSW and MSW students as well as faculty and staff have robust access to this page. The Department of Social Work Blackboard page has become communication hub for posting department level announcements, field practicum information, job announcements, and research articles. The Blackboard page also includes some backchannel communication using discussion boards where students can share information with faculty, staff, and other students. This mechanism has helped to improve communication with current students in both the BSW and MSW Programs (recommendation 1.3, 1.4, 2.1, and 2.2).

Prior to the submission of the Graduate Interim Review Report in 2018, the Department of Social Work had made sweeping changes to the website. The website contains information about our program accreditation, overview of the BSW and MSW programs, faculty and staff CVs and contact information, opportunities for students including financial aid and awards, and information about our student organizations. Many of the links on our website link to other

University webpages including the Graduate Catalog and online application system. By linking to other internal resources, it has reduced the number of places we need to make changes to when they are approved. The reformatting of the webpage has improved how the Department disseminates information to the public (recommendation 1.4 and 2.1).

As stipulated by our accreditation standards, there are several administrative positions required in the Department of Social Work. There must be one full-time faculty member to serve as the BSW Program Director, one full-time faculty member to serve as the MSW Program Director, and one full-time faculty member to serve as the Field Education Director. Over the last few years, the department has had to deal with some disruptions in these administrative roles due to the pandemic, sabbaticals, and family medical leaves. In order to ensure there is continuity in communication, departmental emails were established. Instead of listing the MSW Program Director's email address on promotional and website materials the MSWProgram@siue.edu address is listed. To deal with questions about field practicum, Practicum@siue.edu was established. These email inboxes are primarily maintained by the respective program director but can be accessed by other faculty and administrative staff in the Department. This has helped to ensure that prospective and current students, practicum sites, and other members of the community are able to reach someone regardless of the program director's availability (recommendation 1.4, 2.1, and 2.2).

One of the main ways the expectations of the MSW Program are communicated to students is through the Student Handbook. Prior to the start of each academic year, the social work program administrators update the Student Handbook (also accessible on the department webpage). The Handbook contains information about the policies and expectations of students in the BSW and MSW programs. For MSW students, the Student Handbook includes information about admission criteria and processes, curriculum sequences (full and part-time generalist curriculum and full and part-time advanced generalist curriculum), policies regarding academic probation, leave of absence, and program termination. Additional information regarding financial aid and awards is also included in the Student Handbook. Students are required to read the Handbook and certify on their MSW Application that they have done so when they apply. At the very least, students should know where to access information if they have a question (recommendation 1.4 and 2.1).

The MSW Program has made changes to the program orientation in order to improve communication about program options, requirements, and expectations with incoming students. Once a student is admitted to the MSW Program students receive a Welcome Packet that is tailored to their program of study (full or part-time, foundation or specialized). The Welcome Packet includes information about important deadlines, campus services such as financial aid, parking, ITS, how to obtain an e-id, access Cougarnet, and register for classes. The packet also contains information about department GA positions, instructions for how to apply, and the upcoming summer course offerings. The provision of this information has resulted in fewer individual questions being asked, higher numbers of students applying for GA positions, and high summer course enrollments (recommendations 1.4, 2.1, and 2.2).

In addition to the Welcome Packet, students are also provided information for the spring MSW orientation. Previously, MSW orientation was held in August; however, many of our incoming students take optional summer courses prior to their official fall start date. Offering orientation in May has allowed students to be made fully aware of the program policies, procedures, and expectations. Due to the COVID-19 pandemic, the MSW Orientation has been offered in an online format for the past two years. Incoming students were provided with an orientation packet designed for their specific program track (full or part-time, foundation or specialized). The orientation packet includes an overview with links to YouTube videos that cover topics including a welcome message, curriculum sequencing, field practicum, program

policies, and SIUE and departmental resources. After watching the videos, students were required to complete an online certification stating that they watched the video, and they were able to upload any questions about the content. Those questions were addressed during a synchronous orientation meeting scheduled for mid-May. This initial meeting served as a way for faculty to introduce themselves, for students to ask questions, and to provide advisement for initial course registration (recommendations 1.4, 2.1, and 2.2).

The changes in assessments have required that the MSW Program Director communicate early on with the specialized students about the Capstone project. It is important for students to know prior to entering their field placements that their Capstone would be integrally tied to what they do at their field placement. In fall 2020, two optional information sessions were offered so students could learn about the Capstone requirements. Those information sessions were recorded, and videos were posted for all students to access along with the project requirements. Presenting this information early on allowed students to know what the requirements for their Capstone six months prior to enrollment in the Capstone course and two months before starting their practicum placements (recommendation 2.1).

During the December 2020 – January 2021 winter session, the MSW Program piloted a 1-credit hour Field Readiness course taught by the Field Education Director for both foundation and specialized MSW students. This winter session course focused on familiarizing students with the CSWE competencies and domains of competence with the goal being for students to create their Field Learning Agreements prior to entering their field placements in January 2021. The Field Learning Agreement outlines the specific activities students will engage in at their practicum placement to fulfill the competency requirements. Although the Field Learning Agreement is subject to change throughout the student's placement, it also has the capacity to serve as a roadmap for both the practicum experience and the final Capstone project. All the students who completed the Field Readiness Seminar entered field practicum with a more robust, well-defined, and well-written field learning agreement. Students were able to get a more indepth practice site orientation as an unintended outcome and were able to enter practicum feeling more acclimated in spring semester. This course was optional for MSW students to take and the MSW Curriculum Committee has decided to pilot the course for another year before making a final determination about whether it should be added as a program requirement for all students (recommendations 2.1 and 2.2).

Under the previous Field Education Director, students received an email mid-way through the fall semester about identifying and setting up practicum placements for the upcoming spring and summer semesters. This process put the responsibility of reaching out to placement agencies 100% on the students. Only a list of agencies was provided to students with a deadline for submitting the final practicum agreement. This left many students uncertain about how to proceed with finding a placement and contributed to a high level of anxiety. Under the new Field Education Director, a representative from the SIUE Social Work Field Office reaches out to placement agencies to inquire about the availability and details of those placements including agency info, practicum role descriptions, qualifications, required days and hours, capacity of the agency to support accessibility and accommodations, and directions on how to apply for the placement. All this information is put into a practicum placement announcement that is posted directly into the Department Blackboard page, which all students, faculty, and staff have robust access to. It is up to students to decide if they are interested in the placement and then follow directions on how to inquire or apply for the position. It is still up to the students to follow directions, but they no longer have to cold call agencies to find out the details themselves. These changes to the placement search reduced the burden on students and placement agencies (recommendations 2.1 and 2.2).

The current Field Education Director has also been trying to establish new relationships with community agencies, so the Department has more placement options for MSW students. Over the past year, the Field Education Director has established 29 new placements. These new placements have expanded the locality, engagement and work modalities (i.e. face-to-face, remote, and hybrid), days and hours of service, and responsibilities students can assume at their practicums. Some of these new placements have specific requirements such as bilingual abilities, veteran status, or specific lived experiences. Also, the Field Education Director has been keen to identify placements that have the capacity to work with students with diverse abilities, learning, and specialized accessibility needs (recommendations 1.5, 2.1, 2.2, and 3.4).

Standard of Excellence

One of the recommendations made by the previous review committee was setting a clear standard of excellence and recognizing the contributions that faculty and staff make in the areas of teaching, research, and service. The turnover within the Department of Social Work, due mostly to faculty retirements, has allowed us to hire new faculty members. The new faculty members have brought new energy and fresh ideas into the Department. With the change in faculty, the addition of the Faculty Union, and other systemic changes at SIUE the Department is currently working on updating the Operating Papers and Promotion and Tenure documents. During the AY 2020/2021 faculty in the Department of Social Work met monthly to edit the Department Operating Paper to reflect current practices and future directions for the Department (recommendation 1.1).

The current papers recognized roles including Department Chair, MSW Program Director, BSW Program Director, and Field Education Director. Some of the changes to the papers recognize the committee work, responsibilities, and roles assumed by faculty. For instance, the Department needs a faculty member to oversee and manage the simulated client program. In the past, this role has been an uncompensated service role. However, due to the amount of time it takes to oversee hiring, supervising, scheduling, and debriefing the simulators as well as supervising the Graduate Assistants that assist with lab classes the faculty within the Department felt it was important to make the role of Clinical Lab Director a formal role, and to compensate the individual that assumed the role. The role has been added to the Department's Operating Papers to make it an official position. Furthermore, the Department has been able to secure a course release for the faculty member that assumes the role of Clinical Lab Director (recommendation 1.1).

The faculty within the Department of Social Work have worked hard to raise the profile of the Department and the MSW Program. The research agendas of faculty members in the Department have helped to establish new community relationships with the Madison County Mental Health Court and other area agencies. Other faculty have given of their time and expertise to provide community-based education on topics including Trauma-Informed Care, Social Work Ethics, Compassion Fatigue/Burnout, and LGBT+ Issues in Schools. Through these presentations, faculty have worked to raise the profile of the Department of Social Work and SIUE (recommendation 1.1). As we revise the P&T Papers in fall 2021, some are hopeful to capture this kind of work as a contributor to the P&T requirements (recommendation 1.1).

Over the years, several faculty members have had graduate assistants, graduate scholars, and competitive graduate research awardees that have helped with research projects and productivity. The Department of Social Work has had several students contribute to writing literature reviews and annotated bibliographies, assist with study recruitment, data collection and analysis, and writing scholarly articles. Tables 19 and 20, presented later in this report, show the research productivity that has included students from the MSW Program (recommendation 1.3).

The Field Education Director has worked tirelessly to formalize the Field Education Program by establishing new procedures that streamline the work expected of students and practicum sites. The changes in how students identify potential placements from cold calling to formal position announcements have had a positive impact. Furthermore, the enhanced focus on the development of Field Learning Agreements has raised the bar for students and increased the expectation for how students engage at their placements (recommendation 3.3). The formal processes put in place by the Field Education Director have no doubt raised the level of professionalism with which the Department interacts and corresponds with community partners (recommendation 1.1).

Another way the Department of Social Work and MSW Program faculty have attempted to uphold a high standard of excellence is through the application of Federal Grants. In 2018, the Department worked with the School of Education and School of Nursing to submit a Community Schools Grant through the US Department of Education. This program, had it been funded, would have established school-based mental health services open to any students within the Alton School District. The program would have created practicum placements for MSW students and School Social Work post-MSW trainees. In 2021, the Department worked with the School of Nursing to apply for a Behavioral Health Workforce Education Training grant through the Health Resource Services Administration. This program has been funded and will provide a stipend for specialized MSW students that are completing their practicum placement with one of the community partners specified in the grant (recommendation 1.1).

Student Learning Outcomes

This section of the program review report will present student outcomes. As stated previously, there are four assessments used to assess students' overall mastery of the nine CSWE competencies (see Table 2 below). Two assessments are administered during the Foundation Year of the MSW Program including: (1) The Social Work Educational Project (SWEAP) exam and (2) The Final Foundation Year Field Evaluation. Two assessments are administered during the Specialized Year of the MSW Program including: (1) MSW Capstone Project and (2) The Final Specialized Year Field Evaluation.

Council on Social Work Education Competency	Competency Language
Competency 1	Demonstrate Ethical and Professional Behavior
Competency 2	Engage in Diversity and Difference in Practice
Competency 3	Advance human rights and social, economic, and environmental justice
Competency 4	Engage in practice-informed research and research- informed practice.
Competency 5	Engage in policy practice.
Competency 6	Engage with individuals, families, groups, organizations, and communities.
Competency 7	Assess individuals, families, groups, organizations, and communities.
Competency 8	Intervene with individuals, families, groups, organizations, and communities.
Competency 9	Evaluate practice with individuals, families, groups,

Table 2. Masters of Social Work Competencies set forth by CSWE

organizations, and communities	
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Foundation Year Assessment Description

Table 3 presents information about the Foundation Year assessments. More description of each protocol is provided below.

Assessment	When	Where	How	Competency	Benchmark
Measure	Assessment	Assessment	Competency	Threshold	
	is	is	is Assessed		
	Completed	Completed			
SWEAP	End of last	SWEAP	Each student	Students who	80% of
Exam	Semester of	exam is	is given a	answer 55%	students must
	Foundation	either	special log-in	of questions	meet the
	Year (end	administered	to access the	correct in any	competency
	of summer	on campus at	digital exam.	given each	threshold
	semester)	SIUE in a	Using their	competency	
		computer lab	log-in	area are	
		or	credentials,	considered	
		asynchronous	students	competent in	
		ly online	complete the	that area.	
		from a	exam, which		
		location of	measures		
		the student's	student		
		choice.	mastery		
			across all nine		
			core		
			competency		
			areas.		
Final	End of last	Practicum	Field	Students must	80% of
Practicum	Semester of	evaluations	Supervisors	receive a	students must
Evaluation	Foundation	are	complete the	score of 2 or 3	meet the
	Year (end	completed at	final	across all	competency
	of summer	the field sites	evaluations	practice	threshold
	semester	by the Field	using a 3-	behaviors to	
		Supervisor/In	point scale: 1	meet the	
		structor.	– does not	competency	
			meet	expectation.	
			expectations 2		
			– meets		
			expectations 3		
			- exceeds		
			expectations		

Table 3. MSW Foundation Year Assessment Measures

Foundation Year Assessment Measure 1: 'The SWEAP Exam' Description

The first MSW Foundation year assessment protocol is student performance on the SWEAP Exam. The SWEAP is based on a 'Foundation Curriculum Assessment Instrument

(FCAI) that tests knowledge students gain throughout the curriculum. It is a computer-based exam that consists of multiple-choice questions that evaluate the dimension of knowledge across all nine (9) core CSWE 2015 EPAS Competencies. Students complete the exam at the end of their last semester in the program. The SWEAP Exam assesses students' knowledge across the nine competency areas set forth by the Council on Social Work Education (CSWE), 2015 EPAS. It is important to note that exam questions are randomly generated from a test bank to maintain the fidelity of the exam. Thus, each student taking the exam has the potential to have varied questions. The test bank questions focus on all nine core competencies, but due to the randomization of test bank questions, no two exams are alike.

Assessment Process

As this is an online exam, scores are computed digitally. The SWEAP administrative team provides our program with both aggregate scale scores for each core competency, with comparison to national averages. SWEAP also provides us with individual scale scores, so that we can see how individual students score.

Outcome Benchmarks

Students who answer 55% of questions correct in a competency domain are considered competent in that area of social work practice. For each cohort, the goal is that 80% of students will answer 55% of questions correctly.

Foundation Year Assessment Measure 2: 'Final (Foundation Year) Field Evaluation' Description

Another component of the MSW assessment protocol is the student's final evaluation from their foundation practicum placement. Students are evaluated at the end of their last semester in the program, which aligns with their final semester in the Foundation Field Practica. The Final Field Evaluation is an ordinal tool based on the 9 CSWE Competencies and 31 behaviors. The Field Education Director provides this tool to Field Supervisor/Instructors, so that the Field Supervisor/Instructor can assess the student across all 9 competencies and 31behaviors at the end of the practicum experience.

Assessment Process

Students are evaluated by their Field Supervisor/Instructor at the end of their final semester in the foundation year, which aligns with their final semester in Foundation Field Practicum. The evaluation assesses students' ability to perform the 31 practice behaviors and demonstrate overall mastery of the nine core competencies. Student performance on each practice behavior is rated by their Field Supervisor/Instructor on a 3-point ordinal scale: 1 – does not meet expectations, 2 – meets expectations, 3 – exceeds expectations.

Once completed by the Field Supervisor/Instructor, the form is turned in to the Field Education Director. For each student, the Field Education Director compiles and reports the scores that are reported. If a student receives a score of 3 across all behaviors associated with a particular competency area, the student exceeds the expectation. If the student receives a mix of 2s and 3s across all behaviors or scores of 2 across all behaviors associated with a competency area, the student meets the expectation for the competency area. If the student receives a score of 1 on one or multiple behaviors in a particular competency area, the student does not meet the expectation for the competency area. Table 4 displays this information below.

Outcome Benchmarks

Students must meet the expectation of being considered competent in each area. For each cohort, the goal is that 80% of students will meet the expectation in each competency area.

Table 4. Ordinal practice behavior scale translated to global competency rating for field
evaluation

Global Competency Rating Exceeds Expectation	Global Competency Rating Meets Expectation	Global Competency Rating Does Not Meet Expectation
All Practice Behaviors Scores		Practice Behaviors Scores =
= 3	Mixture of 3 and 2	Mixture of 3, 2, & 1
	All Practice Behaviors Scores	All Practice Behaviors Scores
	= 2	= 1

Rationale for MSW Generalist Competency Benchmarks of 80%

The Competency benchmark for both assessment measures (e.g., Measure 1- The SWEAP Exam and Measure 2 – The Final Field Evaluation) is set by the program is 80% for each competency area. Even though the program has a formal admissions process, student mentoring structures, a robust curriculum and faculty support, it is assumed that some students still may not reach full competency across all nine competency areas. Based on the history within our program and trends set by other similar social work programs, it was determined that an 80% benchmark would be appropriate. This benchmark is high enough to maintain our high standards yet allows for latitude as a result of student or program shortcomings.

Specialized Year Assessment Description

Table 5 presents information about the Specialized Year assessments. More description of each protocol is provided below.

Assessment	When	Where	How	Competency	Benchmark
Measure	Assessment	Assessment is	Competency	Threshold	
	is Completed	Completed	is Assessed		
MSW	End of last	The Capstone	The Capstone	Students are	80% of
Capstone	Semester of	product is	Project a	assessed on a	students must
Project	Specialized	completed in	culmination	5-point scale,	meet the
	Year (end of	the SOCW	of the	Exemplary	competency
	summer	565 –	practice	Competence,	threshold
	semester)	Capstone	activities	Accomplished	
		Course during	students have	Competence,	
		the summer	engaged in at	Competent,	
		semester	practicum	Emerging	
		leading up to	and an	Competence,	
		graduation	explicit	and	
		from the	expression of	Incompetent.	
		MSW	how those	Students must	
		Program.	activities	receive a rating	
			demonstrate	of competent	
			their mastery	or higher to be	
			of the 9 core	meet the	

Table 5. MSW Specialized Year Assessment Measures

Final Practicum Evaluation	End of last Semester of Specialized Year (end of summer semester	Practicum evaluations are completed at the field sites by the Field Supervisor	competencies and 4 dimensions of competency. Field Supervisors complete the final evaluations using a 3- point scale: 1 – does not meet expectations 2 – meets expectations 3 – exceeds expectations	competency threshold. Students must receive a score of 2 or 3 across all practice behaviors to meet the competency expectation.	80% of students must meet the competency threshold
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Specialized Year Assessment Measure 1: 'Capstone Project' Description

Previously, the MSW Capstone Project required students to compile a portfolio of work that was completed during their time in the MSW Program and to write introductory statements that explained how those work products connected to the nine competency areas (ethics & professionalism, diversity, human rights, research, policy, engagement, assessment, intervention, and evaluation) and the four domains of competency (knowledge, skills, values, and cognitive/affective processing) across each competency areas. The project was changed for the summer 2020 capstone cohort to an Executive Summary of Practice Activities whereby students present up to three case scenarios from their practicum experience and describe practice activities they engaged in that demonstrate their knowledge, skills, values, and cognitive/affective processing across the nine competency areas.

Assessment Process

While the content of the Executive Summary is based on activities the students engage in at their practicum, the actual product is completed within the context of SOCW 565 – Capstone. SOCW 565 is offered during the summer session. Three sections of the seminar are offered to provide students with adequate faculty support during the product creation and enough faculty to meet the Graduate School requirement of having three graders for each product. Each product is evaluated by three faculty. The competency areas are rated using a 5-point scale. A description of the competency ratings appears in Table 6 below. Students must achieve a rating of Competent or higher across all three evaluators to be considered competent in any given competency area.

Competency Rating	Rating Definition
Exemplary	Student provides excellent context for the case, and demonstrates
Competence	mastery of competency content by applying all desired behaviors,
	and all dimensions of competency to the practice activities.
	Application demonstrates critical thought & serves as BEST model of
	competent practice.

Table 6. Competency Rating for MSW Capstone Project

Accomplished Competence	Student provides good context for the case & demonstrates a high level of competence in regard to content by applying all the desired behaviors & dimensions of competence to the practice activity, though there is a lack of critical thought when it comes to the application.
Competent	Student provides sufficient context for the case scenario & demonstrates this competency content by appropriately applying select desired behaviors, & all dimensions of competency to the practice activities.
Emerging Competence	Inadequate or impertinent information about the case is provided and/or the student does not demonstrate appropriate connection of activity to competency; they do not apply the competency appropriately; they misapply 1 desired behavior and/or 1 dimension of competency to the activity.
Incompetent	The information about the case & practice activities is not applicable to the competency. More than 1 of the desired behaviors and/or dimensions of competence are misapplied or not addressed at all.

Outcome Benchmarks

Students must meet the expectation of being considered competent in each area. For each cohort, the goal is that 80% of students will meet the expectation in each competency area.

Specialized Year Assessment Measure 2: 'Final (Specialized Year) Field Evaluation' Description

Another component of the MSW assessment protocol is the student's final evaluation from their practicum placement. *The Final Field Evaluation measure is the measure based on demonstration of the competency in real or simulated practice situations*. Students are evaluated at the end of their final semester in the program, which aligns with their final semester in Field Practica. The evaluation assesses students' ability to perform the 35 practice behaviors and demonstrate overall mastery of the nine core competencies.

Assessment Process

Students are evaluated by their Field Supervisor/Instructor at the end of their final semester in the specialized year, which aligns with their final semester in Specialized Field Practicum. The evaluation assesses students' ability to perform the 35 practice behaviors and demonstrate overall mastery of the nine core competencies. Student performance on each practice behavior is rated by their Field Supervisor/Instructor on a 3-point ordinal scale: 1 – does not meet expectations, 2 – meets expectations, 3 – exceeds expectations.

Once completed by the Field Supervisor/Instructor, the form is turned in to the Field Education Director. For each student, the Field Education Director compiles and reports the scores that are reported. If a student receives a score of 3 across all behaviors associated with a particular competency area, the student exceeds the expectation. If the student receives a mix of 2s and 3s across all behaviors or scores of 2 across all behaviors associated with a competency area, the student meets the expectation for the competency area. If the student receives a score of 1 on one or multiple behaviors in a particular competency area, the student does not meet the expectation for the competency area. These ratings are presented in Table 4 above.

Outcome Benchmarks

Students must meet the expectation of being considered competent in each area. For each cohort, the goal is that 80% of students will meet the expectation in each competency area.

Rationale for Specialized Assessment Competency Benchmarks of 80%

The competency benchmark for both assessment measures (i.e., Measure 1 – The MSW Capstone Project and Measure 2 – The Final Field Evaluation) as set by the program is 80% for each competency area. Even though the program has a formal admissions process, student mentoring structures, and robust curriculum and faculty support, it is assumed that some students still may not reach full competency across all nine competency areas. Based on the history within our program and trends set by other similar social work programs, it was determined that an 80% benchmark would be appropriate. This benchmark is high enough to maintain our high standards yet allows for some degree of latitude as a result of student or program shortcomings.

Description and Assessment of Program Changes

Specialized Curriculum Changes

In preparation for the CSWE re-affirmation process in 2019 the faculty in the Department of Social Work overhauled the specialized curriculum (2nd year). The specialized curriculum had been structured with two tracks, a micro track focusing on social work practice with individuals and families, and a macro track focusing on social work practice with organizations and communities. There were several issues with the two tracks including disparities in micro vs. macro course enrollment, overlap in course content across policy and research courses, and the implicit message to students that micro and macro social work are mutually exclusive, which is not the case in social work practice. After researching what other MSW Programs offer the faculty in the SIUE Department of Social Work decided to eliminate the micro and macro tracks and create one curricular track known as Advanced Generalist. The Advanced Generalist (AG) specialization prepares students for social work practice for a variety of settings, including but not limited to behavioral health, child welfare and integrated-care settings. Students learn how to use evidence-based research and other theory to intervene with a variety of populations, including youth, adults, and seniors. Upon completion of the AG courses and fieldwork, students will be trained to provide direct practice and leadership skills in order that they can enhance wellness and promote recovery of individuals, families and communities. The Advance Generalist specialization is appropriate for our region, since many alumni serve rural agencies where they must fill multiple professional roles, work with a variety of clients, and utilize multiple types of interventions.

Assessment Changes

In preparation for CSWE re-affirmation, the MSW program faculty reviewed the assessment process and aligned it to the CSWE assessment requirements. CSWE requires MSW Programs to have two assessments in place for the foundation year (1st year) and two assessments in place for the specialized year (2nd year) of the MSW Program. The two assessments for each year of the curriculum must assess student mastery across all nine competency areas (ethics & professionalism, diversity, human rights, research, policy, engagement, assessment, intervention, and evaluation) and the four domains of competency (knowledge, skills, values, and cognitive/affective processing) across each competency areas.

Foundation year assessment changes. Per CSWE requirements, the program also had to have two assessments specific to the foundation year. The program already used the final foundation practicum evaluation as an assessment of student competency for the foundation year,

but a second assessment needed to be implemented. The MSW curriculum committee chose to implement the Social Work Education Assessment Project (SWEAP) Exam as the second assessment measure for the foundation year.

The SWEAP Exam is a standardized social work exam that has established reliability and validity. The questions on the exam are like questions that students will encounter on future social work licensure exams (Licensed Social Worker [LSW] and Licensed Clinical Social Worker [LCSW]). The knowledge-based questions span across the nine competency areas and require students to recall information, apply critical thinking, reasoning, and problem-solving skills to answer the questions. The SWEAP Exam assesses the knowledge domain of competency across all nine competency areas, and the final foundation practicum evaluation assesses the knowledge, skills, values, and cognitive/affective processing domains across all nine competency areas. The addition of the SWEAP aligned the SIUE MSW Program to the minimum assessment requirements of CSWE and it helped to improve our assessment process as indicated by the recommendations made by the program review committee. Using the SWEAP and final foundation practicum evaluations as part of our assessment process has helped the MSW Curriculum Committee to identify gaps in the curriculum and students who may be struggling in the program. Additional supports can be offered to those students to help them succeed and reduce the likelihood that they will be terminated from the program for poor performance.

Specialized year capstone project changes. In addition to the foundation year assessments, the MSW Curriculum Committee has also changed the MSW Capstone Project, which serves as an assessment of the specialized year of the program. Previously, students compiled a portfolio of work that was completed during their time in the MSW Program and wrote introductory statements that explained how those work products connected to the 9 competency areas (ethics & professionalism, diversity, human rights, research, policy, engagement, assessment, intervention, and evaluation) and the four domains of competency (knowledge, skills, values, and cognitive/affective processing) across each competency areas. There were many challenges associated with this product, not the least of which being that it did not allow for the evaluation of student skills across the nine competency areas. The project was changed for the summer 2020 capstone cohort to an Executive Summary of Practice Activities whereby students present up to three case scenarios from their practicum experience and describe practice activities they have engaged in that demonstrate their knowledge, skills, values, and cognitive/affective processing across the nine competency areas. The product helps to capture what students are doing in their field placements and forces them to think about how those practice activities connect to the competency areas and domains set forth by CSWE. Since the new capstone project requires students to do more than regurgitate work, they already completed in the MSW Program, it is believed that the Executive Summary of Practice Activities is more rigorous as it challenges students to think about and plan for what they want to accomplish in their practicum placements as it relates to the competency areas at the start of their placement. The new Capstone requires students to be thinking ahead about the final product and planning throughout their practicum placement for how they will achieve each competency and domain in practice.

Field practicum evaluation changes. Although the MSW field practicum evaluation forms have been used to evaluate student performance in practicum at both the foundation and specialized level, the new Field Education Director has made some additional changes to the forms to help capture better evaluation data. The evaluation forms require field supervisors to evaluate student performance across the 31 desired behaviors (1st year) and 35 behaviors (2nd year) of social work practice using a likert scale. The new addition to the evaluation tools is requiring field supervisors to submit comments for each competency area that relate to the

student's performance in that area. It is especially important for supervisors to include comments when they are rating a student's performance as very high or very low. This new requirement has raised the bar for both students as well as the field supervisors.

Changes in Field of Social Work

One of the major changes that we have seen occur over the past 18 months is the sweeping use of telehealth services. Since the onset of the COVID-19 pandemic, social service agencies have relied on telehealth for providing services to consumers. In March 2020, Governor Pritzker issued an executive order to expand telehealth services as a means of protecting health care providers and consumers in response to COVID-19. This change required all health insurers regulated by the Department of Insurance to cover telehealth services and reimburse providers at the same rate as in-person visits. The pandemic has forced the social workers in many fields of practice to become more comfortable and competent in the effective and efficient use of technology as a means of delivering services. Students were not exempt from this requirement. At the time of the stay-at-home orders in March 2020, all MSW students were in practicum placements and required to complete their practicums remotely, and in some cases, students were using telehealth to engage with and serve clients. The remote work for MSW practicum students continued throughout Summer 2020. At the start of Spring 2021, the faculty in the Department of Social Work made the decision to allow students to complete on the ground practicum hours if the student chose to and the agency was able to meet the safety guidelines and protocols of SIUE. While some students chose to work on the ground at their practicum placements, many students chose to work remotely. While the remote practicum experience was not what many students expected, it was a valuable learning experience that many social work professionals had to become familiar with and adapt to in their professional practice.

A primary goal of the social work profession has always been to enhance social justice for all groups, especially those that have been historically marginalized, oppressed, and discriminated against. Over the past two years this focus has been front and center with the unjust murders of George Floyd, Ahmaud Arvery, and Breonna Taylor as well as the unjust treatment and harm suffered by so many persons due to the societal value of whiteness and white supremacy. According to the Council on Social Work Education, social workers are called to address racism and all forms of social injustice. Social programs are charged with preparing students to act on this ethical principle and arming them with the knowledge of the forms and mechanisms of oppression and discrimination and recognize the extent to which our culture's structures and values oppress, marginalize, alienate, and create power and privilege. In addition to the strengthened focus on social justice, social work programs across the country are seeing students that are deviating from wanting to do clinical practice, working with individuals and families in a therapeutic setting, to working on a macro level to change policy, develop programs, and organize social action movements to fight against and change the mechanisms of oppression and discrimination.

Societal Need for Social Workers

According to the EMIS data provided by the SIUE Office of the Provost, the professional demand for social workers in the SIUE region has remained stable between 2011 and 2019. In 2011, there were 22,270 social work jobs in the 33 counties nearest to SIUE. In 2019, there was a -0.4% change documented from the 2011 data with 22,178 social work jobs in the 33 counties nearest to SIUE. The national demand for social workers is forecasted to increase over the next ten years by approximately 3 million positions. These numbers indicate that there is a societal

need for social workers and a demand for accredited MSW Programs to prepare professionals to take on those roles.

Institutional Context

The MSW Program is housed within the Department of Social Work. The Department of Social Work is housed in the College of Arts and Sciences. The Department also includes a Bachelor's of Social Work Program as well as a post-master's certificate program in School Social Work. The Department of Social Work is managed by the Department Chair, while the BSW Program is overseen by the BSW Program Director, the MSW Program by the MSW Program Director, and the Field Education Program is overseen by the Field Education Director. The department of Social Work Student Handbook, which is available on the department website. The Field Education Program policies are delineated in the Field Education Program policies are delineated in the Site. The mission, values, and policies of the Department of Social Work align with those of the College or Arts and Sciences, the SIUE Graduate School, and University.

Changes Related to Diversity, Equity, and Inclusion

The program's commitment to diversity is explicitly stated in the program's mission statement. In part, the mission of the program is to "... advance appreciation for diversity, social and economic justice through the preparation of capable and committed advanced generalist practitioners" (SIUE, MSW Program Mission Statement). The address of diversity in both the explicit and implicit curriculum is ongoing. The program strives to create a learning environment that is inclusive, modeling the professional values of respecting diversity and enhancing student competency in working with diverse populations. Student respect for and promotion of human diversity and non-discrimination are fundamental goals and objectives of the program. The following section will further detail how the program explicitly and implicitly provides a learning environment that models affirmation and respect for diversity and difference through a variety of efforts. Those efforts are discussed herein.

Diversity content throughout curriculum. Within the explicit curriculum there is a dedicated diversity course, but beyond this diversity-focused course, the values of diversity and inclusion are webbed throughout the content of all practice, theory, and policy courses.

Diversity, equity, and inclusion within field practicum. The management of Field Practica also demonstrates the program's commitment to diversity. This is evidenced in several areas of field, such as (1) the identification and selection of field sites, (2) the instruction provided in field seminar courses, (3) the training provided to Field Instructors, and (4) Field Evaluation assessments.

Identification of field sites. The Field Education Director is very intentional about selecting sites that do not discriminate against clients or students on the basis of age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. These placement sites serve a wide variety of client populations within both rural and urban community settings. The current roster of approved field site agencies includes those that serve individuals, families, groups, and communities across a wide diversity spectrum. In all cases, practicum sites sign a legal agreement with the Department committing to abide by the NASW Code of Ethics, including an agreement to nondiscrimination against any individual based on their identity(ies).

Field seminar instruction. Through field seminar case presentations, students discuss how diversity frames organizational culture, client engagement and assessment, and evaluation

of practice outcomes. In the last semester of seminar, students complete case presentations. These case presentations highlight how a student worked with an individual, family, group, or community 'case.' In this presentation, students are expected to detail the demographic characteristics of the case and its social context. Students are also expected to specify how they demonstrate all the behaviors of EPAS Competencies 2 and 3, regarding engaging in diversity and difference in practice and advocating for social justice, respectively.

Field supervisor training. On occasion Field Supervisors/Instructors receive Continuing Education Units (CEUs) provided by the Department of Social Work that focus on diverse populations and other issues related to cultural humility and diversity. Some of the topics that have been covered include: Developing multicultural competency and the evolution of ethics, managing anxiety and depression in adolescents, Alzheimer's Disease, Transgender issues, and ethics and the aging populations.

Field evaluation. At the conclusion of the field practica, the Field Supervisor/Instructor uses the Final Field Evaluation to assess the student's competency in the area of addressing diversity and human rights (EPAS Competencies 2 and 3).

Diversity, equity, and inclusion in the implicit curriculum. Less apparent, yet equally, if not more important are the ways in which the program demonstrates its commitment to diversity within the Implicit Curriculum. This commitment is evidenced through efforts in the following four areas including: Speaker series, seminars, and special programs, educational and social resources, as well as research and other initiatives.

Speaker series, seminars, and special programs. The University upholds high standards for diversity and inclusion and lead several initiatives both on campus and in the regional community. To this end, they provide resources to bring awareness to social justice issues and diversity. For many of these initiatives, faculty within the Social Work Department play a critical role in planning and program development. A sampling of recent events is:

- Faculty Microaggression & Campus Climate Survey
- Annual Diversity Summit
- Women Studies Book Club on Misogyny
- Pride Day Parade

Several faculty members are also active and listed as key points of contact for specialized programs on campus, such as the Women Studies Program, the International Studies Program, the Black Studies Program, and the Integrated Studies Program.

The program, with the combined efforts of the full Department and other program faculty, has spear-headed several special programs, seminars, and speaker's series which highlight issues of diversity, a few of which are noted here:

- Sharing our Stories: Mental Health & Trauma Presentation This presentation was implemented and sponsored by the Social Work Department. It was open to the larger campus community and boasted an attendance of over 100 students, many of which were social work majors. University faculty and staff and local community members were also in attendance. The event focused on raising awareness of black urban youth trauma and mental health care. Specifically, the presenters exposed students to the myriad of experiences that urban African American youth might have when growing up in impoverished communities. Special attention was also given to substance abuse, mental health, and gang life and membership;
- Lunch & Learn Community Education Series Program faculty received a community education grant to implement a community-based program dedicated to providing wellness, financial literacy, employment support, and professional development information for individuals in a nearby economically vulnerable urban community. This

area is experiencing an economic downturn, so providing these free educational events are a benefit to the families that live there. The program was grant funded, so participation was free of charge and sessions focused on youth, adult, older adult, and family issues. Social work students (BSW and MSW) assisted with program implementation and evaluation;

- Power Dynamics Keynote Campus Speaker The Department brought a national expert on conflict resolution and power dynamics to campus to present a Keynote address to the wider University community. The speaker focused on the exploration of people's core interest within a conflictual situation and differentiating that interest from their position. In addition to providing this campus-wide event, the Department worked with the speaker to explore departmental enhancements based on knowledge learned;
- Field Supervisor 'Power in the Clinical Encounter' Training Faculty facilitated a field supervisor/instructor training focused on the cultural construct of power and how it manifests in interpersonal dynamics between groups. The session explored how this frames clinician:client interactions and communications patterns and offered suggestions for addressing this is in practice.

As previously mentioned, the Department also sponsors ongoing community education seminars/trainings for social work practitioners and field supervisors. These seminars/trainings offer continuing education units (CEUs) and are held twice a year (Fall/Spring).

Educational and social resources. The University provides resources a wide variety of health, mental health, accessibility and learning services. While these are not sponsored by the Department of Social Work, faculty and students utilize these resources as needed. In recent years, faculty and students have utilized services such as interpreters, transcription services, digital readers, testing services, and notetakers to ensure adequate accommodations to meet learning needs.

Research and other initiatives. Over the years, the faculty in the Department of Social Work have engaged in research and other activities that relate to diversity, equity, and inclusion. These activities range from publications of books and articles, giving presentations at regional, state, and national conferences, providing community-based trainings and in-services, and working on grant funded projects.

Evidence of Learning Outcomes

This section of the program review report will present learning outcomes for both the foundation and specialized students across all assessment protocols described previously in this report. Tables 7 and 8 present the data from the foundation cohort SWEAP Exams for 2019, 2020, and 2021. Tables 9 and 10 present the data from the foundation cohort final field evaluations for 2019, 2020, and 2021. Please note that the scale for grading the projects was 3 - exceeds expectation; 2 - meets expectation; and 1 - does not meet expectation. Students received a score for each of the 35 practice behaviors and a global competency score was tabulated by averaging these scores. A student was considered competent if they averaged a score of 2 or higher, and a score of 2 or higher in a competency area across the cohort was considered meeting the benchmark for competency.

Table 7. MSW Foundation Student SWEAP Exam Average Percent of Correct Questions by Competency Area for AYs 2018/2019, 2019/2020, & 2020/2021

	Ethics	Diversity	Social Justice	Research	Policy	Engage	Assess	Intervene	Evaluate
2019 %	68.83%	74.24%	77.27%	57.14%	59.74%	63.64%	74.55%	81.82%	74.55%
Quest									

Correct (n=11)									
2020 %	71.43%	83.33%	79.63%	70.63%	54.76%	55.56%	78.89%	83.33%	64.44%
Quest									
Correct									
(n = 18)									
2021 %	69.23%	70.51%	73.08%	54.95%	54.95%	58.46%	80%	78.46%	61.54%
Quest									
Correct									
(n = 13)									

Table 8. MSW Foundation Student SWEAP Exam Number & Percent of Students Exceeding, Meeting, and Not Meeting Expectation by Competency Area for AYs 2018/2019, 2019/2020, & 2020/2021

	Ethics	Diversity	Social Justice	Research	Policy	Engage	Assess	Intervene	Evaluate
2019 #	11	10	10 (91%)	10	6	9	11	11	10
Exceed	(100%)	(91%)		(91%)	(55%)	(82%)	(100%)	(100%)	(91%)
(n =11)									
2019 #	0	0	0	0	0	0	0	0	0
Meet									
(n=11)									
2019 #	0	1	1	1	5	2	0	0	1
Not Meet		(9%)	(9%)	(9%)	(45%)	(18%)			(9%)
(n=11)									
2020 #	17 (94%)	17	17 (94%)	17	11	9	16	16	13
Exceed		(94%)		(94%)	(61%)	(50%)	(89%)	(89%)	(72%)
(n = 18)									
2020 #	0	0	0	0	0	0	0	0	0
Meet									
(n = 18)									
2020 #	1	1	1	1	7	9	2	2	5
Not Meet	(6%)	(6%)	(6%)	(6%)	(39%)	(50%)	(11%)	(11%)	(28%)
(n=18)									
2021 #	11	11	10	8	7	10	13	11	9
Exceed	(85%)	(85%)	(77%)	(62%)	(54%)	(77%)	(100%)	(85%)	(69%)
(n = 13)									
2021 #	0	0	0	0	0	0	0	0	0
Meet						1			
(n = 13)									
2021 #	2	2	3	5	6	3	0	2	4
Not Meet	(15%)	(15%)	(23%)	(38%)	(46%)	(23%)		(15%)	(31%)
(n= 13)									

Table 9. Assessment of MSW Foundation Student Field Evaluation Outcomes for AYs 2018/2019, 2019/2020, & 2020/2021

	Ethics	Diversity	Social Justice	Research	Policy	Engage	Assess	Intervene	Evaluate
2019	2.78	2.80	2.75	2.50	2.72	2.83	2.9	2.9	2.8
Mean									
Score/									
Area									
(n=11)									
2020 #	12	11	9	6	8	11	10	9	7
Exceed	(80%)	(73.3%)	(60%)	(40%)	(53%)	(73.3%)	(67%)	(60%)	(47%)
(n = 15)									
2020 #	3	4	6	9	7	4	5	5	7
Meet	(20%)	(27%)	(40%)	(60%)	(47%)	(27%)	(33%)	(33%)	(47%)
(n = 15)									
2020 #	0	0	0	0	0	0	0	1	1
Not Meet								(7%)	(7%)
(n=15)									

2021 #	4	7	5	3	1	6	6	2	3
Exceed	(31%)	(54%)	(38%)	(23%)	(8%)	(46%)	(46%)	(16%)	(23%)
(n = 13)									
2021 #	9	6	8	10	12	7	7	11	10
Meet	(69%)	(46%)	(62%)	(77%)	(92%)	(54%)	(54%)	(84%)	(77%)
(n = 13)									
2021 #	0	0	0	0	0	0	0	0	0
Not Meet									
(n=13)									

*Note the way the data was analyzed and reported for AY 2018/2019 is different than AY 2019/2020 and AY 202/2021

Table 10. Assessment of MSW Foundation Student Field Evaluation Outcomes Reported by
Competency and Practice Behavior AY 2020/2021

Competency/Practice Behavior	Exceeds Expectation	Meets Expectation	Does Not Meet Expectation
Ethics 1.1	6	7	0
Ethics 1.2	9	4	0
Ethics 1.3	7	6	0
Ethics 1.4	5	8	0
Ethics 1.5	9	4	0
Diversity 2.1	8	5	0
Diversity 2.2	9	4	0
Diversity 2.3	10	3	0
Social Justice 3.1	5	8	0
Social Justice 3.2	5	8	0
Research 4.1	5	7	0
Research 4.2	6	7	0
Research 4.3	3	10	0
Policy 5.1	1	12	0
Policy 5.2	1	12	0
Policy 5.3	2	11	0
Engagement 6.1	6	7	0
Engagement 6.2	9	4	0
Assessment 7.1	7	6	0
Assessment 7.2	6	7	0
Assessment 7.3	9	4	0
Assessment 7.4	7	6	0
Intervention 8.1	4	9	0
Intervention 8.2	5	8	0
Intervention 8.3	9	4	0
Intervention 8.4	7	6	0
Intervention 8.5	6	7	0
Evaluation 9.1	4	9	0
Evaluation 9.2	5	8	0
Evaluation 9.3	5	8	0
Evaluation 9.4	3	10	0
Total	183	219	0

*Missing 1 observation

Foundation Year Student Learning Outcomes Findings

The outcomes of the SWEAP Exam for AY 2020/2021 were rather low. The program did not meet the benchmark of 80% of students being competent in the knowledge domain across five competency areas. This is the largest percentage of students that have not demonstrated competence that we have observed in recent years. Typically, there are specific competency areas including: Research, policy, and engagement that are below the 80% benchmark, as these are areas that students tend to struggle with more in the curriculum than any others.

I would like to note that getting students to complete the SWEAP Exam required a lot of coaxing. Students were given two weeks to complete the online exam and only three students did

so successfully. The deadline was extended by one week, and there were still six students that had not completed the test. It came down to the Program Director texting students the day after it was due to complete the test. It is likely that students rushed through the exam to simply complete it since it was not tied to a grade. Since this measure is an assessment point required by CSWE the MSW Program Committee will be discussing how we should engage students to complete the test and entice them to perform their best.

As stated previously, the results of the 2021 SWEAP Exam demonstrate that students achieved the competency benchmark across competencies including: Ethics, diversity, assessment, and intervention. Although these competency areas meet the benchmark, it is clear from looking at the results from 2019 and 2020 that the 2021 cohort did not perform as well. The number of students who did not meet the expectation is higher among the 2021 cohort than the previous two years. I suspect that some of this underperformance is also related to a decrease in the quality of instruction due to the COVID-19 pandemic. The full 2018/2019 academic year was on-the-ground and face-to-face. The final 6 months of the 2019/2020 academic year were fully online and we see a bit of a reduction in SWEAP performance. The Department of Socia Work was fully online for the 2020/2021 academic year and the SWEAP Exam performance continued to decrease. It is our hope that with social work courses being back on campus face-to-face during the 2021/2022 academic year that we will see improvements in the SWEAP performance for the 2022 cohort.

The areas that demonstrate lower rates of competency including social justice, research, policy, engagement and evaluation will be a focus of the MSW Curriculum Committee for the coming year. We will start by reviewing the course descriptions and objectives to ensure that we are covering the necessary content for students to achieve competency, so they are fully prepared to enter their specialized year of the curriculum. In recent years, we have made some changes to the curriculum and course sequencing, but these have come in the wake of COVID, and it is hard to know whether or not the changes have been helpful to improving student assessment outcomes.

Although the students in the AY 2020/2021 cohort did not perform well on the SWEAP Exam, this same cohort of students met or exceeded the competency expectation across all competency areas on their final Field Practicum Evaluations. While the SWEAP Exam only measures competency dimension of knowledge across all nine core areas; the final Field Practicum Evaluation measures the competency dimensions of knowledge, skills, values, and cognitive/affective processing.

Table 11 presents the data from the specialized cohort Capstone projects for 2019, 2020, and 2021. Please note that the scale for grading the projects was 3 – exceeds expectation; 2 – meets expectation; and 1 - does not meet expectation. Students received a score for each of the 35 practice behaviors and a global competency score was tabulated by averaging these scores. A student was considered competent if they averaged a score of 2 or higher, and a score of 2 or higher in a competency area across the cohort was considered meeting the benchmark for competency. Tables 12 and 13 present the data from the specialized cohort final field evaluations for 2019, 2020, and 2021. Note again that the global competency scores for the final field evaluations in 2019 were determined by averaging the practice behaviors scores as opposed to counting the frequency of observations.

Table 11. Assessment of MSW Specialized Student Capstone Project Learning Outcomes AYs 2018/2019, 2019/2020, & 2020/2021

	Ethics	Diversity	Social Justice	Research	Policy	Engage	Assess	Intervene	Evaluate	
2019 Mean Score/ Area (n=29)	2.38	2.27	2.28	2.19	2.51	2.27	2.59	2.56	2.50	Total Reviews
2020 # Reviews Exceed (n = 72)	49 (68%)	34 (47%)	36 (50%)	32 (44%)	41 (57%)	42 (58%)	27 (38%)	30 (42%)	27 (38%)	318
(n - 72) 2020 # Reviews Meet (n = 72)	23 (32%)	34 (47%)	29 (40%)	32 (44%)	24 (33%)	27 (38%)	38 (52%)	31 (43%)	36 (50%)	274
2020 # Reviews Not Meet	0 (0%)	4 (6%)	7 (10%)	8 (12%)	7 (10%)	3 (4%)	7 (10%)	11 (15%)	9 (12%)	56
(n=72) 2021 # Reviews Exceed (n =111)	53 (48%)	59 (53%)	49 (44%)	37 (33%)	46 (41%)	51 (46%)	53 (48%)	42 (38%)	46 (41%)	436
2021 # Reviews Meet (n =111)	53 (48%)	48 (43%)	56 (51%)	63 (57%)	56 (51%)	50 (45%)	50 (45%)	60 (54%)	54 (49%)	490
2021 # Reviews Not Meet (n=111)	5 (4%)	4 (4%)	6 (5%)	11 (10%)	9 (8%)	10 (9%)	8 (7%)	9 (8%)	11 (10%)	172

*Note the way the data was analyzed and reported for AY 2018/2019 is different than AY 2019/2020 and AY 202/2021

Table 12. Assessment of MSW Specialized Student Field Evaluation Outcomes for AYs
2018/2019 & 2019/2020

	Ethics	Diversity	Social Justice	Research	Policy	Engage	Assess	Intervene	Evaluate
2019 Mean Score/Are	2.71	2.73	2.63	2.47	2.59	2.80	2.86	2.90	2.73
(n=29) 2020 # Exceed (n = 24)	19 (79%)	16 (66%)	19 (79%)	16 (66%)	19 (79%)	19 (79%)	20 (83%)	18 (75%)	16 (66%)
$ \begin{array}{c} 2020 \# \\ Meet \\ (n = 24) \end{array} $	5 (21%)	8 (34%)	5 (21%)	8 (34%)	5 (21%)	5 (21%)	4 (17%)	6 (25%)	8 (34%)
2020 # Not Meet (n=24)	0	0	0	0	0	0	0	0	0
2021 # Exceed (n = 37)	16 (43%)	17 (46%)	13 (35%)	10 (27%)	13 (35%)	18 (49%)	21 (57%)	16 (43%)	8 (22%)
2021 # Meet (n = 37)	21 (57%)	20 (54%)	24 (65%)	27 (73%)	24 (65%)	19 (51%)	16 (43%)	19 (51%)	28 (76%)
2021 # Not Meet (n= 37)	0	0	0	0	0	0	0	2 (6%)	0

*Note the way the data was analyzed and reported for AY 2018/2019 is different than AY 2019/2020 and AY 2020/2021

Competency/Practice	Exceeds Expectation	Meets Expectation	Does Not Meet Expectation
Behavior			
Ethics 1.1	29	14	0
Ethics 1.2	28	9	0
Ethics 1.3	22	15	0
Ethics 1.4	24	13	0
Ethics 1.5	29	8	0
Diversity 2.1	20	17	0
Diversity 2.2	24	13	0
Diversity 2.3	27	10	0
Social Justice 3.1	18	19	0
Social Justice 3.2	16	21	0
Social Justice 3.3	18	19	0
Research 4.1	13	24	0
Research 4.2	12	25	0
Research 4.3	20	17	0
Policy 5.1	18	19	0
Policy 5.2	16	21	0
Policy 5.3	16	19	0
Engagement 6.1	29	8	0
Engagement 6.2	23	14	0
Engagement 6.3	23	14	0
Assessment 7.1	26	11	0
Assessment 7.2	22	15	0
Intervention 8.1	22	15	0
Intervention 8.2	25	12	0
Intervention 8.3	19	16	2
Evaluation 9.1	23	13	0
Evaluation 9.2	14	22	0
Evaluation 9.3	21	15	0
Evaluation 9.4	18	18	0
Total	609	456	2

Table 13. Assessment of MSW Specialized Student Field Evaluation Outcomes Reported by Competency and Practice Behavior AY 2020/2021

*Missing 5 observations

Specialized Year Student Learning Outcomes Findings

The MSW Capstone outcomes for AY 2020/2021 were good. Out of 37 students that completed the Capstone, 36 met the standard required to graduate from the MSW Program. One student did not meet the minimum standard required to graduate and has been offered the option to return in summer 2022 to redo the Capstone project. Overall, the MSW Program benchmark of 80% of students demonstrating competence across the nine core areas was achieved.

The MSW Final Field Evaluations for the AY 2020/2021 were also good. All 37 students that completed the Field Practicum did so successfully. The MSW Program benchmark of 80% of students demonstrating competence across the nine core areas was achieved. The main concern identified in on the field evaluations was that the practicum placement did not have capacity to allow students to *move clients through the generalist intervention model*. The competency rating does not capture this rationale, but it was noted by the supervisor on the evaluation. In the future, a practicum supervisor orientation will be held to ensure that field supervisors understand that opportunities for students to engage in all practice behaviors will be held. This will also serve as an opportunity for field supervisors to network about how they create these learning opportunities for students. The goal would be for students to have an opportunity to demonstrate their competence across all practice behaviors at their field placement.

Promoting Inclusive Climate and Supporting Student Diversity and Equity

The diversity efforts within both the implicit and explicit curriculum, as identified in a previous section, provide opportunity for the program to bring the mission 'alive'. In engaging in these efforts, through involvement and leadership in both on-campus and community initiatives faculty model the tenets of social work practice that value respect for diversity and promotion of social justice. In many of these programs, students are involved as either recipient of knowledge or program assistants. When they are student assistants, they receive informal mentoring from faculty and learn how to negotiate issues of diversity so that they may be presented to public audiences in a diplomatic way. When students are participants in these events, they expand their worldview and build upon the content learned in the classroom. Thus, the Department proactively and conscientiously provides a supportive and inclusive learning environment for both faculty, staff, and students.

Promoting Student Success

The faculty in the MSW Program attempt to promote student success in multiple ways. Promoting student success starts as early as the when the student applies to the MSW Program. All tenured/tenure-track faculty members review applications, serve as faculty advisors and mentors, and stay attuned to student progress and success throughout the program. *MSW Program Admissions*

Though applications are accepted year-round, there is a 5-month review period (e.g., November through March). During this time applications are reviewed, and acceptance notifications are made. Prior to the review process, application materials are inventoried by the MSW Program Director to be sure all application requirements are met. The full faculty, under the guidance of the MSW Program Committee, then reviews materials and makes admissions decisions. For each applicant, two tenured/tenure-track faculty review completed admissions packets. The admissions packets include: the applications for graduate study, personal statement, letters of recommendation, and transcripts. In the event of reviewer agreement (both reviewers agree to admit or decline admission), the corresponding decision is made. In the event reviewers do not agree (admit/decline admission), the application materials are presented to the full MSW Program Committee for review, discussion, and decision. All decisions (admit/deny) are communicated via email to applicants as admissions decisions are made. The goal of the admissions process is to assist in gatekeeping for both the program and the social work profession. The involvement of the full faculty helps to ensure that we all understand the potential needs of the incoming students and that we are prepared to help students succeed during their time in the MSW Program.

MSW Student Advising and Mentoring

The faculty in the MSW Program promote student success in multiple ways. First, MSW students receive academic advising from a tenure-track faculty member in the Department of Social Work. Students must meet with their faculty mentor to discuss their schedule for the following semester. The faculty mentor will approve the student's schedule and release the registration hold. After meeting with their mentor and having the registration hold removed, students will enroll themselves in courses for the following semester.

Faculty in the MSW Program also offer professional mentoring. Students are assigned a full-time tenure-track faculty member to serve as their mentor upon their admission to the Department of Social Work. Faculty mentors are available to advise students about student development issues, such as information about various areas of the profession, advice regarding graduate school, tips for succeeding in social work or working through difficulties they encounter while in the social work program, etc. Mentors also assist with completing practicum

paperwork. Mentors keep regularly posted office hours. MSW students will meet with their faculty mentors for issues related to student and professional development issues, including but not limited to finding a practicum placement.

Graduate Student Learning Goals

The table below shows how each of the learning goals of the Graduate School aligns to the core competencies set forth by CSWE. The MSW Program maintains a formal admissions process, has student mentoring structures in place, offers a robust curriculum and faculty support to help ensure that students can achieve these learning goals. The MSW Program offers opportunities for students to engage in scholarly dialog with faculty members in a variety of ways. First, faculty members often promote scholarly dialog in the context of classes. This discussion also occurs in the context of the mentoring and advising relationship that students have with their Faculty Mentors. These dialogs also happen within the context of Practicum Supervision and Seminar as a means of tying research to practice. In some cases, students serve as Graduate Assistants, Graduate Scholars, and Competitive Graduate Awardees whereby they identify a faculty member to mentor them in the area of scholarship. The MSW Program has had several students over the years serve in these capacities.

SIUE's Goals of Graduate Student Learning	Program Student Learning Outcomes (CSWE Competencies Table 2)	Performance Indicator or Measure	Program Target
Demonstrate Breadth and Depth of Knowledge in the Discipline	Competency 1 - 9		
Effectively Communicate Knowledge in the Discipline	Competency 1 Competency 2 Competency 3	1. SWEAP Exam 2. Foundation	80% of students meet the
Demonstrate an Ability for Analytical Thinking in the Discipline	Competency 4 Competency 5 Competency 9	Practicum Evaluation 3. MSW Capstone 4. Specialized	competency expectation set forth for the
Exhibit the Best Practices, Values, and Ethics of the Profession	Competency 1 - 9	Practicum Evaluation	assessment protocol
Apply Knowledge of the Discipline	Competency 1 - 9		

Table 14. Alignment of Program Outcomes with SIUE Graduate Student Learning Goals for Foundation Curriculum in Masters of Social Work Program

Program Rigor and Student Experience

The student survey was disseminated to 65 students in July 2021 and a reminder email was sent after one week. Although the survey was distributed during the summer semester, students in the MSW Program take required courses during the summer session, so it was reasonable to expect that students would receive the email. A total of 27 MSW students completed the survey for a response rate of 41.5%. The following sections will present findings from the student survey about the quality of program components and perception of program rigor.

Table 15. Quality of Program Components (based on student survey data)

	Excellent	Good	Fair	Poor
Required Courses	3	14	9	1
Elective Courses	5	7	9	7
Faculty	1	15	9	3
Instruction	1	13	11	3
Other Students	12	11	6	0
Practicum Experience	6	9	6	6
Standard of Work	5	15	7	1
Opportunity to Work with	2	10	10	5
Faculty on Research				

Table 15 above presents the data from the student survey. The survey question asked students to rank the overall quality of various program components including required courses, elective courses, faculty in the program, instruction, other students in the program, practicum experiences, standards of work expected of students, and the opportunities to work with faculty on research. Approximately 63% of the students that participated in the survey reported the required courses to be of excellent or good quality. The qualitative data from the survey indicates that some 2-year/foundation students find some of the required curriculum to be redundant. This is also a concern that has been brought up among the faculty in the Department of Social Work. To address this issue, the MSW Curriculum Committee will be examining the course descriptions, objectives, topic areas, and requirements of the required foundation curriculum and comparing these areas to courses that align with the specialized curriculum. As faculty, we want to reduce redundancy, but we also want to be sure that everyone in the program has the required foundation knowledge, skills, values, and cognitive/affective processing to learn the specialized content.

More than half of students that completed the survey rated the quality of elective courses as fair or poor. In recent years, the Department of Social Work has sought to expand our elective offerings for graduate students. As recently as 2017, the only elective options offered were Mental Health Services, Substance Abuse Services, Gerontology, and Children, Youth, and Family Services. Since 2017 the Department has sought to gain approval for many of the undergraduate electives we offer to be approved for graduate credit, thus expanding the range of topic areas that are covered by our elective courses. The electives that are offered for MSW credit include the courses mentioned previously as well as: Spirituality in Social Work, International Social Work, Social Work in a Digital Age, Disaster Services, Gangs, Psychopathology, Social Work and the Law, Intimate Partner Violence, Issues with LGBTQ, and Trauma. Although the elective course offerings have expanded, due to the number of required courses we must offer each semester to remain in good standing with the accrediting body. CSWE, the Department is limited in the number of elective courses we can offer. In order to further expand the elective options, the MSW Program formally adopted the policy to allow students to take one elective course from an outside department. The MSW Committee maintains a list of approved electives and allows students to petition the committee for new courses to be approved. This policy helps students to further tailor their curriculum to meet their academic and professional interests. It should also be noted that over the past few semesters the Department has hired adjunct professors to teach some of the elective courses. These adjuncts had social work practice experience in the specific field of practice as well as teaching experience. Several students commented in the qualitative portion of the survey that they were dissatisfied with the performance of the adjuncts.

Half of the students who responded rated the quality of instruction as excellent or good, and half rated instruction as fair or poor. There is no doubt that the quality of instruction always

has room for improvement; however, it is likely that this result was impacted by the MSW Program having 100% of the courses taught online since March 2020. Faculty that never taught online were required to teach every course they were assigned in an online format. This change has been a major undertaking and has undoubtedly impacted the quality of instruction over the course of the last 18-months.

Many students believe that the quality of their fellow students and the standard of work that is required by the program are excellent or good.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Required Courses	7	17	4	1
Elective Courses	7	12	6	3
Exit Requirement	9	7	5	5
Exit Examination/Jury	4	15	3	3
Process				
Overall Graduate Program	6	13	5	3

Table 16. Perception of Rigor in MSW Program (based on student survey data)

*Note the MSW Program does not have an Exit Examination or Jury Process in place

Semester	Total Credit Hours	% A	% B	% C	% D	% F	% W	% I
SP18	384	83%	12%	1%	0%	0%	1%	3%
SU18	351	69%	24%	0%	0%	0%	1%	6%
FA18	495	75%	23%	1.5%	0%	0%	0%	0.5%
SP19	438	86%	13%	0.5%	0%	0%	0%	0.5%
SU19	381	67%	27%	5%	0%	2%	0%	0%
FA19	540	70%	26%	1%	1%	0%	2%	0%
SP20	393	84%	14%	0%	0%	0%	0%	2%
SU20	496	81%	15%	2%	0%	0.5%	0.5%	1%
FA20	692	87%	11%	1%	0%	0%	0%	1%
SP21	552	87%	12%	0%	0%	0%	1%	0%

Table 17. MSW Program Grade Distribution

Based on the data collected from the student survey, many of the students perceived the required curriculum in the MSW Program as being rigorous (83%). More than 65% of students perceived the elective courses as being rigorous, and 55% perceive the Capstone project as being rigorous. In response to the student feedback, the MSW Curriculum Committee is adding additional requirements to the Capstone project for the 2021/2022 graduating cohort. Previously, students demonstrated competency on the Capstone by addressing at least one practice behavior across competency areas and all four dimensions of competency across all competency areas. This year, students will be required to address all practice behaviors in order to be rated as competent in any given areas. This will raise the bar for students and require more critical thought both in their field placement as well as during Capstone completion. The grade distribution in Table 17 demonstrates that most students perform well throughout the

MSW Program, with most students earning grades of A or B. Under current policy, students can successfully complete a course (required or elective) with a grade of C, however, all students are expected to maintain a minimum GPA of 3.0 to remain in good academic standing. If students earn a grade lower than a C, the student has one opportunity to retake the course for a higher

grade. If the student does not achieve this grade on the second attempt, they are terminated from the MSW Program. As you can see, it is rare that students earn grades lower than a C during the MSW Program.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Program is up to date	1	6	0	0	0
Program is rigorous	1	3	2	1	0
Utilize professional standards	3	4	0	0	0
Student learning reflected in grades	0	6	1	0	0
Prepares students for doctoral studies	0	1	3	2	1
Prepares students for work in field	4	3	0	0	0

Table 18. Faculty Perceptions of MSW Program

Based on the data collected from the faculty survey, 100% of the faculty agree that the program curriculum is up to date, aligned to the professional standards set forth by CSWE, and that the program prepares students for work in the field of social work. Four faculty members agree that the program is rigorous, two faculty members do not agree or disagree that the program is rigorous, and one faculty member does not believe the program to be rigorous. The faculty perceptions of program rigor are also reflected in the faculty's perception that the program does not prepare students for doctoral studies. For the most part, faculty in the MSW Program believe that we are teaching major issues in the discipline, methods and techniques in the discipline, how to communicate knowledge of the discipline. The faculty in the MSW Program believe that the program does not teach students who to think analytically.

Program Information

Faculty-to-Student Ratio -MSW Program

In accordance with CSWE's ratio standards, the full-time equivalent faculty-to-student ratio for the Master's of Social Work Program is 1:12. The following faculty were dedicated to the M.S.W. Program in FY 2021 (Dr. Jill Schreiber [Chair], Dr. Jayme Swanke [MSW Program Director], Dr. Jennifer Erwin, Dr. Ariel Jones, and Dr. Lane Forsman). These faculty assumed core responsibility for curricular administration, development, and management of the Graduate Program. They also assumed a large share of the teaching responsibility within the graduate program and graduate student mentoring. The Field Director, Dr. Kimberly Carter was split between the MSW and BSW program. While not exclusively dedicated to the MSW program, she took responsibility for administration of activities dedicated to field.

In AY 2020/2021, there were 5 full-time tenure track faculty dedicated to the MSW Program. We hired one additional faculty member which helped us meet the CSWE standard of 6 faculty for the MSW program.

Table 19. Enrollment Trends for MSW Program

	AY 19/20	AY 20/21	AY 21/22 Expected
	Enrollment	Enrollment	Enrollment
Number of MSW Students	52	66	66

Enrollment and Recruitment Plans

With the current number of full-time faculty, we have dedicated to the MSW Program, the maximum enrollment is 72 students. This puts the program at the 1:12 student to faculty ratio. For the Fall 2021 semester we are 6 students shy of the maximum enrollment. Currently, we are at the level of optimal enrollment for our designated resources and personnel. *Current Recruitment Activities*

To maintain this level of optimal enrollment, the MSW Program has been taking several steps to enhance recruitment efforts. First, we participate in recruitment events sponsored by the SIUE Graduate School including the Graduate School Open House. In recent years, the Open House has been hosted virtually, and has been a wonderful opportunity for the MSW Program Director to meet with interested students about the MSW Program. In addition to participating in the Open House events, the MSW Program Director also liaises with directors and chairs from other undergraduate programs at SIUE such as Psychology, that the MSW Program draws Foundation MSW applicants from. The MSW Program Director also maintains contact with BSW Programs in the tri-state area that do not have MSW programs to market our Specialized MSW Program to their students. Last year, personalized emails were sent to BSW Program Directors at these various programs to pass info about the Graduate School Open House and offer for the MSW Program Director to host a virtual Q&A session specifically for their students that may be interested in the SIUE MSW Program. Additionally, when students do not choose SIUE for their MSW education, we send them an optional survey asking for feedback on why they chose not to attend. The data that we have collected from this survey is minimal, but the few responses we have received suggest that students choose other graduate programs due to locality and having the ability to transition into doctoral programs upon completing the master's degree. New Recruitment Activities

New Recruitment Activities

For the upcoming academic year, the MSW Program Director is going to pilot an added information session about the application process. This session will be open to all students who are interested in applying to the MSW Program, as well as students who applied for Fall 2021 and were not admitted because their applications were weak.

In June 2021, SIUE received notice that a Health Resource Service Administration (HRSA) grant that Dr. Swanke (MSW Program Director) and Dr. Bogle (School of Nursing) applied for was awarded. The purpose of the grant is to increase the behavioral health workforce in the SIUE region. The grant funds are being used to pay students a stipend who complete their practicum placements with approved community partners that provide behavioral health services. It is rare for students in MSW practicum placements to be paid for their work. Offering students an opportunity to be paid a minimum of \$10,000 during their practicum placement will be a benefit that draws some students to the SIUE MSW Program.

Recruiting Underrepresented and International Students

The MSW Program at SIUE wrote a Targeted Funding Initiative grant in partnership with the Art Therapy Program at SIUE a few years ago. The grant funding was used to help build relationships with Historically Black Colleges and Universities to recruit students from historically underrepresented groups to attend the SIUE MSW and Art Therapy Programs. This grant has since expired, but the Department has continued to work with Graduate Admissions to host students from HBCUs when they visit SIUE and are interested in the MSW Program. One goal of the HRSA BHWET grant funding is to utilize new practicum partnerships as a feeder for professionals who are already working in the field. With new placements established in urban and rural communities which serve underrepresented groups, the hope is that existing professionals will consider SIUE for continuing their education.

Graduate Assistants

The Department of Social Work has four 25% assistantships that it funds. Typically, the newest junior faculty receive a graduate assistant to use for teaching or research work, and two graduate assistants split their time between working with a faculty member and serving as a teaching assistant for the simulated lab. Typically, the lab TAs work with the faculty members that are teaching the undergraduate courses that incorporate the use of simulated clients. The TAs are needed to provide feedback and debrief with students during the designated class time. The class time does not require the 10-hours per week the TA is assigned to work, so the extra hours are then used by a designated faculty member to assign teaching or research responsibilities to the TA. This structure is what the Department has done in the past. The lab was prioritized and then the needs of junior faculty were prioritized. Often, junior faculty were the ones teaching the lab classes and their GA had to be used in that capacity, whether that was their intention or not. This created a justice issue and required a different solution than the one we had been relying on for many years.

For the current academic year, the Department Chair, Dr. Jill Schreiber, was able to secure two additional graduate assistants to help with the simulated lab. These GAs will assume all the TA responsibilities for the labs and will not be required to work with any other faculty members. This allows the four junior faculty members in the Department of Social Work to have a GA that is solely dedicated to the work they want the GA to do, whether that is teaching, research, or a combination of those activities. This will make the division of labor and resources more just for the junior faculty in the Department and help them to prioritize the areas they need to focus on most as the progress through the tenure and promotion process.

Contributions of Graduate Assistants

Graduate assistants in the Department of Social Work assume a variety of roles for faculty in the realms of teaching and research. Typically, the Department hires four 25% graduate assistants each academic year. In the past, two of the graduate assistants have been reserved to help faculty run the simulated labs. Those two graduate assistants work with the Clinical Lab Director to prepare the lab spaces for SOCW 211 in the fall and SOCW 315 and 316 in the spring semesters. The graduate lab assistants also sit in on one of the three lab sessions to keep time, provide students with feedback, and make sure that students provide each other with feedback after each encounter with the simulated client. The graduate assistants that are reserved for the simulated labs are supervised by the Clinical Lab Director, but could assist up to three different faculty members, depending on the number of sections of each course that are taught. In theory, the labs do not take up the full 10-hours per week every week of the semester, so the leftover hours are allotted to a junior faculty member to assign the GA teaching or research work to make up the difference in hours. Over the years it has been documented that there are not a whole lot of hours left over for a junior faculty member to use for their own purposes, and at least one junior faculty member does not have this resource to utilize. For the 2021/2022 academic year, two graduate assistants were hired specifically to work with the Clinical Lab Director with no expectation that their time would be split with another faculty member. This left the four 25% graduate assistants available for the four junior faculty members to use at their own discretion.

Over the years, several faculty members have had graduate assistants help with research projects and productivity. The Department of Social Work has had several students contribute to writing literature reviews and annotated bibliographies, assist with study recruitment, data collection and analysis, and writing scholarly articles. In Table 19 below, you will see a list of publications produced by faculty and previous graduate assistants from the last five years. In Table 20 you will see a list of professional presentations done with graduate assistants from the last five years. Graduate assistants have also assumed lecture and grading responsibilities, as managed Blackboard sites, and assumed responsibilities associated with accreditation.

Table 19. Scholarly Products Completed with Graduate Assistants

Carter, K., Swanke, J., Stonich, J. Taylor, S., Witze, M., & Binetsch, M. (February 2018) Student assessment of self-efficacy and practice readiness following simulated instruction Journal of Teaching in Social Work,38 (1) 28-42; [Publisher: Taylor and Francis, United States, Philadelphia, PA]

Duckham, B.C. & Yann, C. (2016). Psychodynamic theory and treatment of autism: The case of Austin. Smith College Studies in Social Work,86(2).101-117.

Helton, J., Schreiber, J. C., Wiley, J., & Schweitzer, R. (2017). Finding a routine that works: A mixed methods study of foster parents. Child & Family Social Work.1-8.doi: 10.1111/cfs.12412

Table 20. Professional Presentations Completed with Graduate Assistants

- Carter, K., *Eng, K., *Hulbert, S., *Parks, M., *Perez, H., & Swanke, J.Moving Outside the Classroom: Using Hybrid Instruction to Increase Service-LearningInteractions. Social Work Distance Education Conference, Indianapolis, IN.
- Schreiber, J.C., Wiley, J., Schweitzer, Dichsen, T. (May 17, 2018). Foster parent religiosity. Paper accepted for presentation Twelfth International Congress of Qualitative Inquiry, Champaign. IL.
- Schreiber, J.C., Wells, A. M., Barrettsmart, C. (May 17, 2018). Preparing for Foster Children. Paper accepted for presentation Twelfth International Congress of Qualitative Inquiry, Champaign. IL.
- Schreiber, J.C., Wiley, J., Schweitzer (May 18, 2017). Foster Family Routines. Paper accepted for presentation Eleventh International Congress of Qualitative Inquiry, Champaign. IL.
- Schreiber, J.C., Dichsen, T. (May 17, 2018). Gender differences in a Child Advocacy Center. Paper accepted for presentation Twelfth International Congress of Qualitative Inquiry, Champaign. IL.
- Schreiber, J.C., Taylor, S., Stonich, J., (May 19, 2016). Teaching Practice Skills to Undergraduates Utilizing Simulated Clients. Paper accepted for presentation Tenth International Congress of Qualitative Inquiry, Champaign. IL.
- Carter, K.& Conway, S. (April 2017). Discovering Theory Digitally: Teaching Human Behavior in the Social Environment (HBSE) with Integrated Platforms, Social Work Distance Education Conference, Austin, TX
- Carter, K., Greer, V. & Bounds, S. (November 2016). Assessing and Improving Nonprofit Organizational Capacity: A Service-Learning Instructional Model, Council on Social Work Education, Annual Program Meeting 2016, Atlanta, GA

Student Demographic Data

The University provided demographic data on the student population in the MSW Program. The spreadsheet indicates that data was collected in May 2021. However, the MSW Program collects anonymous demographic data on the students willing to participate in the survey, and the program data is much more specific. The data collected by the MSW Program is from October 2020. This report will present findings from both data sets below.

Tabel 21. SIUE MSW Program Data – Student Gender ($n = 63$)

Gender Category	Number (Percent) of Students
Male	8 (13%)
Female	55 (87%)

Table 22. MSW Program Data – Student Gender (n = 53)

Gender Category	Number (Percent) of Students
Man	8 (15%)
Woman	45 (85%)

In addition to the gender data presented in the table, the MSW Program has one woman student that also identifies as transgender.

Table 23. SIUE MSW Program Data – Student Race $(n = 63)$

Tuble 25: BIOL MBW Trogram Data Stadent Race (in 65)	
Race Category	Number (Percent) of Students
Asian	1 (1%)
African American/Black	10 (16%)
Hispanic/Latino	2 (3%)
Multi-ethnic	2 (3%)
White	45 (71%)
Unreported	3 (6%)

Table 24. MSW Program Data – Student Race (n = 53)

Race Category	Number (Percent) of Students
African American/Black	1 (2%)
Black (Other)	4 (8%)
Asian	1 (2%)
Another Social Race Category	2 (3%)
White	44 (83%)
Biracial	1 (2%)

The two students that identified as *Another Social Race Category* also identified as having an ethnic background that is Hispanic/Latino/Latina. These were the only two students that identified as Hispanic/Latino/Latina. One student identified specifically as Puerto Rican and Guatemalan. The second student identified as Venezuelan. The two students that identified as *Black (Other)* identified specifically as Nigerian/Sierra Leone and the other as African.

Table 25. MSW Program Data – Student Age Data (n = 53)

Age Category	Number (Percent) of Students
18 - 29	28 (53%)
30 - 39	17 (32%)

40 - 49	7 (13%)
50 - 59	1 (2%)

Table 26. MSW Program Data – International Student	(n = 53)	
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International Student Country of Origin	Number (Percent) of International Students
Nigeria	2 (4%)
Kenya	1 (2%)
Antigua	1 (2%)
No international student status reported	49 (92%)

Four participants of the MSW Demographic Survey collected in October 2020 indicated that they were International Students. Those students reported Nigeria, Kenya, and Antigua as their countries of origin.

Table 27. MSW Program Data – Student Sexual Orientation (n = 53)

Sexual Orientation Category	Number (Percent) of Students
Bisexual	7 (13%)
Heterosexual	38 (72%)
Homosexual (gay/lesbian)	5 (9%)
Queer	2 (4%)
Unreported	1 (2%)

Table 28. MSW Program Data – Student Military Status (n = 53)

Military Brach	Number (Percent) of Students
Air Force	1 (2%)
Army	1 (2%)
Marines	1 (2%)
No military involvement reported	49 (92%)
Unreported	1 (2%)

Of the 53 students that completed the MSW Demographic Survey collected in October 2020, three students indicated that they are veterans of the military including the Air Force, Army, and Marines. One student did not report whether they were/not a current or past member of the military.

ACCESS Involvement	Number (Percent) of Students
Yes	7 (13%)
No	46 (87%)

Table 29. MSW Program Data – ACCESS Status (n = 53)

Of the 53 students that completed the MSW Demographic Survey collected in October 2020, seven students reported receiving services from ACCESS. Three students chose to elaborate on their disability status/condition. Those students reported receiving services for chronic physical and mental health concerns, dyslexia, learning disability, ADHD, PTSD, and MDD.

Graduation Trends

MSW students graduate from the program in August. The graph below shows the trends in graduation rate between 2005 and 2021. The rate of students who graduate from the MSW program fluctuates year to year based on the number of students in the cohort that are part-time, but the numbers have stayed consistent for the previous five years. In the past nine years, only one student has made it as far as the final semester, and not graduated from the MSW program because they did not meet the Capstone expectations.

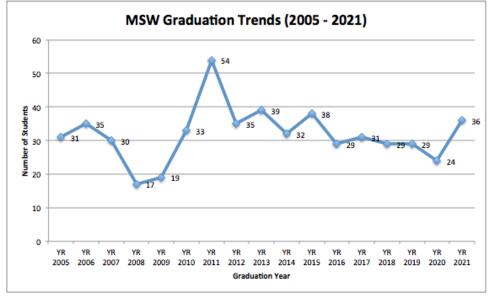


Figure 1. MSW Graduation Trends (2005 – 2021)

SIUE Completion Data Compared to Regional MSW Programs

The MSW Program at SIUE has the lowest number of graduates of any MSW Program in the region, based on the data from EMIS. However, the SIUE MSW Program is also the smallest MSW Program compared to all the programs in the region. Per CSWE accreditation requirements, an accredited MSW Program must maintain a 1:12 faculty to student ratio. As stated previously, the maximum capacity for the MSW Program is 72 students and we are currently at 66 students across both the foundation and specialized cohorts: full and part-time student status. For comparison, SIUE has eight full-time faculty members. The MSW Program at SLU has 19 full-time faculty members, Washington University has more than 50 faculty members listed on the program website, UMSL has 16 full-time faculty members listed on the program website, and SIUC has nine full-time faculty members listed on the program website.

Retention and Completion Concerns

Currently, the MSW Program does not have any concerns with retention or completion. There is also no data provided that allows for analysis of the retention and completion rates of historically underrepresented groups.

Length of Time to Degree Completion

The traditional MSW Program, which is completed by students who do not possess a BSW degree that was obtained in the 7-years prior to admission to the MSW Program, requires students to complete two years of study. The first year is a foundation curriculum which provides students with a comprehensive introduction into all areas of social work. The second year of the curriculum is considered a specialized year of study whereby students build on their existing social work knowledge, skills, values, and cognitive/affective processing and may tailor their degree to a particular area of social work practice by taking elective courses. Students have an option to enter the MSW Program as full-time or part-time students. It takes two full years to complete the traditional MSW Program as a full-time student. If a student enrolls as a part-time student, the traditional MSW Program can be completed in three to four years. This depends on the student's willingness to take summer courses and the Department's ability to offer required course options during summer and winter sessions.

Students who enter the MSW Program with a BSW degree from a CSWE accredited program that was obtained in the 7-years prior to MSW admission enter as an advanced standing student and only complete the specialized curriculum (Year 2). A student may complete the MSW Program as a full-time advanced standing student in one calendar year. If the student chooses to attend part-time, it will take the student two calendar years to complete the program.

Increasing Retention and Completion

Since the last review, one major step that has been taken to improve retention and completion rates is removing what was known as the 2 *C Policy*. Under the 2 *C Policy* a student who received two grades of C or lower in the MSW Program was automatically dismissed from the program. The faculty voted to change this policy to align with the SIUE Graduate School. A student must maintain a cumulative GPA of 3.0 to remain in good academic standing. If a student falls below a 3.0 they are placed on academic probation and must develop a plan with their faculty mentor to bring their GPA up to the minimum required level of 3.0. At the end of the semester, the MSW Program Director will review the student's progress and determine whether the student should be removed from academic probation, continue academic probation status, or be terminated from the MSW Program. This policy change allows for more flexibility. The new policy has not been implemented often, but in the past three years we have had one student of color fall below the 3.0 level and be able to continue in the program as progress was made to increase his/her GPA to the 3.0 level over two semesters.

Since the start of the COVID-19 pandemic the MSW Program has had more students request an admission deferral. The program has a policy in place that allows students who have been admitted to the program to defer their admission for one year without having to reapply to the MSW Program. However, if a student chooses to defer 3-semetsrs (fall, spring, summer), and return the following fall semester, s/he will need to reapply to the SIUE Graduate School for admission. Typically, we can work with the admissions office to get any fees associated with that application waived. When the pandemic started, the MSW Curriculum Committee chose to allow students to defer one, two, or three semesters. As stated, in the past, students who wanted to defer waited until the following fall to start classes. To be more accommodating, we allowed students to take classes (except for Practicum) in the spring semester if that option suited their situation better. It requires more tracking on the part of the MSW Director, but it shows our efforts to keep students engaged and our willingness to be flexible where we can.

Another change that was prompted by the pandemic was triggered by our accrediting body, the Council on Social Work Education, to the practicum placement requirements. In the past, CSWE has allowed students who are employed to complete practicum hours at their place of employment with strict stipulations. For instance, a student must work in a different program than they are employed and have a different supervisor for their practicum placement than for their job. Due to the shortage of agencies willing to accept practicum students and public health risks associated with exposure to multiple client populations, CSWE waived these requirements, allowing students to complete practicum hours within their context of their jobs. This has made the completion of practicum hours much easier for students who are employed at a social service agency. Students do not have to give up their salaries and benefits to complete a practicum. This has helped to keep non-traditional graduate students in the MSW Program and helped them to matriculate faster. It, however, has not made meeting the practicum requirements easier, as some students do not execute practice activities that align with the core competencies and practice behaviors daily.

For the upcoming academic year, the MSW Program will be able to offer specialized students an opportunity to complete paid practicums through the Behavioral Health Workforce Education and Training (BHWET) grant program. Students who complete practicums with partners associated with the grant will be paid no less than \$10,000 for their involvement and completion of the required 500 hours. In some cases, this stipend may reduce financial burden associated with tuition and fees or allow a student to not have to work outside of practicum. If students have less stress when they are required to complete practicum, they are more likely to complete their hours, and produce quality Capstone products that result in successful completion of the MSW Program.

In addition to the practicum placements funded by the BHWET grant, the Field Education Director has worked hard to secure paid practicum placements. AY 2020/2021 was the first year the MSW Program had a paid placement with Crime Victim Advocate in St. Louis, MO. The Field Education Director is working to secure two new paid placements for the AY 2021/2022. Like the BHWET grant, a paid practicum placement may help to alleviate financial stress and ensure that students are able to complete their practicum hours and graduate on time.

Student Professional Development

The faculty in the Department of Social Work provide MSW students with mentoring, professional role models, professional development, and extra-curricular involvement opportunities throughout the year. This section will discuss some of these activities.

As described previously, faculty in the MSW Program also offer professional mentoring. Students are assigned a full-time tenure-track faculty member to serve as their mentor upon their admission to the Department of Social Work. Faculty mentors are available to advise students about student development issues, such as information about various areas of the profession, advice regarding graduate school, tips for succeeding in social work or working through difficulties they encounter while in the social work program, etc.

MSW students have access to a variety of professional role models. First, there are the faculty and instructors in the Department of Social Work that strive to uphold the NASW Code of Ethics and model the values of social work practice and the mission of the Department. Students also have access to their MSW Field Supervisors as professional role models. These supervisors assist students throughout their practicum placements and serve as professional role models in the field.

Typically, the Department of Social Work sponsors a continuing education program twice per year. This program is open to anyone in the community that is seeking continuing education units and is offered at a discounted rate for Practicum Field Supervisors and students. This program is marketed to BSW and MSW students and in some cases, students are excused from classes to attend the event.

Throughout the MSW Program, students are encouraged to engage in scholarly dialogue with their faculty and instructors in the context of the classroom. Some students have the opportunity to work as graduate assistants or receive awards such as the Competitive Graduate Award or the Graduate Scholar Award. These opportunities and awards offer a unique opportunity for students to work with faculty and be mentored by faculty in the area of research.

The MSW Program also has a student lead organization, Graduate Student Social Work Association (GSSWA). GSSWA, which is typically advised by a member of the social work faculty, offers students opportunities to engage in community service events, fundraisers, and professional development seminars related to social work and graduate education.

Facilitating Completion & Maintaining Rigor

Since the MSW Program is a professional program, the faculty have always been committed to holding high academic and professional performance standards. The program has been referred to as a high demand/high support program, meaning that expectations are high, but faculty and staff are willing to provide high levels of support to ensure student success. The MSW Program has a couple of mechanisms in place to help ensure that students complete the program, while also maintaining academic rigor.

MSW students receive academic advising from a tenure-track faculty member in the Department of Social Work. Students must meet with their faculty mentor to discuss their schedule for the following semester. The faculty mentor will approve the student's schedule and release the registration hold. Faculty in the MSW Program also offer professional mentoring. Mentors are available to advise students about various areas of the profession, advice regarding graduate school, tips for succeeding in social work or working through difficulties they encounter while in the social work program, etc.

Previously, the MSW Program had an academic policy in place that required students who had received two Cs during their MSW Program to automatically be terminated from the program. This policy has been changed since the last program review, and the academic retention policy was aligned with the SIUE Graduate School. Currently, students in the MSW Program must maintain a GPA of 3.0 or higher to remain in good academic standing. If a student falls below the 3.0 threshold, they are informed and placed on academic probation for the following semester. This policy change has helped the MSW Program to maintain academic rigor while also helping students to complete the program.

In the last two years, the MSW Curriculum Committee has changed the Capstone Project that is completed in the final summer semester of the MSW Program. The current project is much more rigorous than the previous product and requires students to critically examine the practice activities they have engaged in during their field practicum and link those activities to specific competency areas, social work behaviors, and demonstrate the dimensions of competency they have enhanced by engaging in those activities. Although this project requires a lot of critical thought and application on the part of students, the faculty that facilitate the Capstone seminars do so in a writing lab format. Students in the Capstone course have the opportunity to submit drafts over the course of five weeks to receive feedback from the three individuals that will evaluate the final product. Since students have several weeks to receive feedback, the expectation of the final product is high, and faculty raters hold that high bar.

Demand for the MSW Program

The demand for the MSW Program at SIUE has remained steady. For the past few years, the program has maintained enrollment levels within the faculty to student ratio set forth by the Council on Social Work Education. During the previous two admission cycles, the MSW Program has received more than 70 applications, has admitted 55 applicants, and 45 new students have started the program each year. The program has been able to maintain stable enrollment even with three other MSW programs in the St. Louis/Metro region and the expansion of CSWE accredited online programs.

Program Resources

There are physical, digital, and human resources that are utilized to help the MSW Program achieve its mission and goals. Since the program is operating at optimum enrollment,

there are no efforts to redirect resources at this time. However, additional resources are needed to help support the faculty, staff, and students in the Department of Social Work.

Physical Space(s)

The Department of Social Work has several physical spaces available to faculty, staff and students. These spaces include the social work office space, study and resource rooms, and student lounge. The following sections will provide a description of each space.

Social Work Office Space

In the summer of 2018, the Department of Social Work redesigned a suite within the Department offices to improve the safety, functionality and attractiveness of the space. Previously, the center of the social work suite was filled with large file drawers which obstructed views of the suite door, creating a safety issue. These file cabinets have been moved, and couches were acquired to put in the center of the suite. A space for a coffee maker and fridge was created to enhance hospitality for students, colleagues, and visitors. In addition to the hospitality area, two workstations were added for graduate assistants, and other workstations were created to better meet faculty needs.

Study & Resource Room

Affectionately referred to as 'the Social Work Library' the Social Work Department Study & Resource Room is a room that houses several donated social work print resources, learning aides, and books for student and faculty use. The resources are organized using a colorcoding system and out-of-date texts are weeded out annually. The room also houses a study table, chairs, and video-monitoring equipment for students who want to use this technology for learning purposes. The room is open to students during both daytime and evening hours, when social work courses are in session. Students or faculty may use the room at their discretion. There is no formal resource borrowing system, so use of print materials is open to all and run on 'honor-code' system.

Student Lounge

A lounge area is available for all social work students. This room is equipped with university-provided computers, a built-in desk and shelf system, a sofa, chairs, mini refrigerator, microwave, and storage cabinets. The room also houses student mailbox slots. This room is available for students 24 hours a day. It can be used for studying, student group meetings, and/or connecting with other social work students. The room also has a 'Announcements' board where faculty, staff, and students often post upcoming community events, trainings, seminars, CEU events, practice news and updates from NASW and CSWE, and job alerts.

Electronic Resources

The Department of Social Work has utilized cloud storage and other programs to improve efficiency and administration of the social work programs. A repository of accreditation materials, for example, was set up on Sharepoint to facilitate collaboration in completing that process. Graduate applications are now entered digitally and can be reviewed online. Programs to improve course delivery and communication, such as Zoom, have also been added.

Support Staff

Kelly Lasiter serves as an office support specialist for both the BSW and MSW programs. She assists the Chair in monitoring the budget, oversees expenditures for supplies and travel, and assists with contracts for hiring faculty and student workers (including simulated clients). Additionally, she provides support to the MSW Program by maintaining student files, overseeing practicum contracts, updating the website, and responding to student and community inquiries. Some semesters there is a student worker to aid the Department with special tasks. This is sufficient to meet the program's needs.

Instructional Technology Support

The University's ITS Department provides a contemporary, robust, and secure technology environment in the support of teaching, learning, research, service, and decision-making. The technological staff support the system administration of all offices and computer labs used by social work faculty and students. The ITS Department also trains, advises, and provides consultation to faculty about technology.

Development and Alumni/External Relations

Kyle Moore serves as the College of Arts and Sciences College Development Officer and assists with advising and supporting Departmental events, in particular those involving alumni, and with fundraising and management of the foundation accounts. Cindy Scarsdale is the College of Arts and Sciences Special Events Coordinator. She assists in organizing and supporting social work CEU events.

Other College and University Support Staff and Resources

The CAS Dean's Office serves as a liaison to other units on campus and provides support for all college Departments. This includes assistance with contracts, faculty searches, travel funding for faculty and students, facility issues, and compliance and safety. The Graduate School provides support for faculty research and assistance with grant writing and pre- and post-award support. The Graduate School provides internal grants and awards to faculty as well as support for travel expenses for faculty and graduate students to present research at conferences. There are multiple services on campus to support all students, including but not limited to a diversity center, a writing center, a counseling center, as well as ACCESS. Additionally, the CAS Copy Center provides free copy services to faculty and to the Department as well as services such as scanning and faxing documents.

Additional Resources

At the present time, the MSW Program is operating at optimum enrollment but needs additional resources to ensure that quality of the program. For AY 2021/2022 the Department was granted two additional graduate assistants to serve as teaching assistants for the social work simulated labs. This funding was not guaranteed beyond this academic year. The Department is seeking this support continues for the coming years to ensure quality of instruction as well as to ensure a just use of resources to support junior faculty in their teaching and research endeavors.

The College of Arts and Sciences also supported a course release for the Clinical Lab Director, who is in charge of the administration of the simulated client program. The Clinical Lab Director oversees the hiring and scheduling of all the simulated clients, supervises the graduate assistants, and helps the simulators and graduate assistants debrief after emotionally tense and challenging sessions. This role requires a lot of time and energy and should be compensated. The Department would like to see this course release funded in the future.

Another personnel resource the Department needs is an administrative assistant for the Department Field Education Office. The current Field Office is comprised of the Field Education Director and the Department of Social Work Office Associate. There is a lot of work required for running the Field Education Program, and additional assistance is needed to ensure that things run smoothly and timely. In addition to an office assistant for the Field Education Program, the Department needs field technology that will be supported by SIUE ITS.

The Department would benefit from having access to the technology enhanced classrooms. Since the MSW Program uses simulated clients across the curriculum, it would be beneficial for the Department to have access to classroom spaces that are equipped with cameras, microphones, etc. This will allow simulated sessions to be recorded and viewed later for students to receive feedback and critique. In addition to having access to this technology, it would be beneficial for the Department to have access to SIUE ITS supported and updated software to expand student education in the realm of telehealth.

The Department budget leaves limited resources for things like faculty travel, support lines, and additional equipment for student use. The program would benefit from additional funds to allocate toward these budget line items.

Survey Data

Based on the data collected from the student survey, many of the students perceived the required curriculum in the MSW Program as being rigorous (83%). More than 65% of students perceived the elective courses as being rigorous, and 55% perceive the Capstone project as being rigorous. In response to the student feedback, the MSW Curriculum Committee is adding additional requirements to the Capstone project for the 2021/2022 graduating cohort. Previously, students demonstrated competency on the Capstone by addressing at least one practice behavior across competency areas and all four dimensions of competency across all competency areas. This year, students will be required to address all practice behaviors in order to be rated as competent in any given areas. This will raise the bar for students and require more critical thought both in their field placement as well as during Capstone completion.

Many students that responded to the survey indicated that they were dissatisfied with the MSW Program. Several students reported that they thought there was redundancy in the curriculum for the first and second years of the MSW curriculum. Furthermore, many students were disappointed with the selection of electives students had to choose from. Also, many students reported that they were disappointed with the quality of instruction, especially from lecturers that had been hired to teach elective courses.

Based on the data collected from the faculty survey, 100% of the faculty agree that the program curriculum is up to date, aligned to the professional standards set forth by CSWE, and that the program prepares students for work in the field of social work. Four faculty members agree that the program is rigorous, two faculty members do not agree or disagree that the program is rigorous, and one faculty member does not believe the program to be rigorous. The faculty perceptions of program rigor are also reflected in the faculty's perception that the program does not prepare students for doctoral studies. For the most part, faculty in the MSW Program believe that we are teaching major issues in the discipline, methods and techniques in the discipline, how to communicate knowledge of the discipline. The faculty in the MSW Program believe that the program does not teach students who to think analytically.

The faculty survey responses indicate that most of the faculty find the department to be a collegial space whereby everyone contributes to completing the work required of the program. Some faculty are not satisfied with how teaching assignments are made, the amount of service required in the department, and how the effectiveness of the program, courses, and teaching are evaluated. At this time, the Department Promotion and Tenure papers are being revised, thus many faculty members reported being neither satisfied nor dissatisfied with the departmental ratings.

Program Market Demand

There will always be a place for social work in the labor market, and a demand for MSW Programs. As stated previously, the number of program applicants, admitted applicants, and students that begin the program has remained stable over the last few years. According to the EMSI data, there were 7,573 total job postings between July 2020 and May 2021. Of those postings, 1,738 were unique. The median salary for these unique positions is \$55,200, which is a 2.6% increase between July 2020 and May 2021. Approximately 57% of the unique job postings were in St. Louis County and St. Louis City County, 175 postings were in St. Clair County and 121 postings were in Madison County.

The alumni outcomes data provided by EMSI matched 103 SIUE MSW alumni. More than 70% of these alumni are employed in the field of social work and 56% of them reside in the region. Most of the matched alumni work in social and human services, as mental health and substance abuse social workers, and healthcare social workers.

The EMSI data provided for this review was robust, but it does not demonstrate the vastness of the profession or all professional settings that social workers are employed. For instance, there are no mentions of fields including education, law enforcement, community outreach, disaster response, compliance, research, employee assistance/human resources, public policy, and the military. The inclusion of these fields of practice could expand the number of job postings and the demand for social workers.

Strengths

The MSW Program was just re-affirmed by the Council on Social Work Education through October 2028. The accreditation requirements provide learning benchmarks and a clear process for regular evaluation. CSWE re-affirmed the MSW Program without any recommendations for improvement.

The Program has passionate students who are reflective, hardworking, and striving to make a positive impact on their communities. Although there are some students who start the program and do not complete it for a variety of reasons, the graduation rate for the MSW Program is projected to be over 90%. After graduation, many alumni of the MSW Program remain engaged with the program as field supervisors, guest lecturers, adjunct faculty, serve on committees, and assume other mentoring and volunteer roles on behalf of the MSW Program.

Every year, the MSW Program does a focus group with the graduating cohort to find learn about their perceptions of the program, what they liked about the program, and what they think needs to be improved. The faculty in the Department of Social Work use feedback from CSWE, internal program reviews, and our students to improve the program and student experience. As described previously, the faculty have used all this feedback to increase flexibility in the MSW Program by offering multiple scheduling options (afternoon and evening courses) and increasing elective offerings.

One of the MSW Program strengths is the current faculty and instructors that teach in the program. In the past three years, the Department of Social Work has hired four new faculty members that span a variety of fields of practice and research areas. The new faculty members have brought fresh ideas to the program and a renewed vigor for tackling the challenges and changes that are necessary.

Another strength of the MSW Program is the appointment of the new Field Education Director. She has raised the expectation for students, field supervisors, and placement sites across the board. The new Field Education Director has single-handedly streamlined the practicum search process for students and field sites. She has executed 25 new affiliation agreements with field placement sites. Furthermore, the Field Education Office has connected current practicum students with a variety of offices on campus that support social services on campus. Many of these new sites are nontraditional social work placements that are offering unique and robust learning opportunities for MSW students. She has updated the curriculum for the foundation and specialized field seminars, infusing essential information for students entering the field, as well as for new graduates preparing to enter professional practice.

The Department of Social Work has also developed a simulated client program that is a notable pedagogy used throughout both the BSW and MSW curricula. The Department has formalized role of Clinical Lab Director, who oversees the simulated client program. This individual oversees the hiring and management of simulators as well as graduate assistants that assist in the lab courses. A lot of time has been invested into enhancing the simulated client program with the use of virtual reality labs, telehealth, and in-person simulations.

Areas for Improvement

Although the MSW Program has been working to improve the curriculum, there are still several aspects of the curriculum that need to be addressed. The MSW Curriculum Committee needs to review the foundation and specialized curricula to prevent redundancy. The specialized curriculum should continue to build on the BSW education or foundation year curriculum but require students to think more critically and develop a deeper understanding of the content.

In addition to the curricular improvements, the program will work to improve the competencies and practice behaviors that have been set by the faculty. CSWE requires BSW and MSW Foundation curriculum to follow the competencies and practice behaviors that have been set by the accrediting body. However, the MSW programs are encouraged to establish specific practice behaviors that align with the competency areas that fit with the areas of specialization that are offered by the MSW program. The MSW Program at SIUE established more specific practice behaviors prior to our reaccreditation in 2020, but the faculty needs to re-review these behaviors and tweak them to ensure they are still measurable, relevant, and necessary.

Another change the MSW Program would like to consider is an official summer start for both the foundation and specialized cohorts. A summer start would require all students to take summer courses, generating more summer revenue for the College and Department. Students would be scheduled to complete practicum over fall and spring semesters, giving them more time to complete the required hours. The Capstone project would be moved to spring semester, which would mean all faculty are on contract to assist with the Capstone evaluation process. Finally, MSW graduates would be able to participate in the May Commencement Ceremony and be done with their degree.

The MSW Program would really benefit from having a documentation portal that can be accessed by students, faculty, staff, and community partners. There are several programs across

campus that use a variety of tracking software programs to keep track of internship information at the organization, supervisor, and student level. At the present time, the Department of Social Work does not have a database for tracking these activities that can be accessed by students and community partners. Having a database software that is supported by SIUE ITS would really benefit the Department of Social Work Field Education Program and streamline a lot of the work of the Field Education Director and community partners.

Since social work is a professional program, the MSW Program must hold students to both an academic as well as a professional standard. A few years ago, the faculty in the department established an Academic and Professional Standards policy based on the values of social work set forth by the National Association of Social Workers Code of Ethics. The intention of the policy was to have a mechanism to help address issues related to professional behavior prior to students entering field practicum and have a policy in place that allowed for the dismissal of students that did not uphold the Code of Ethics. The policy is currently under review by an ad hoc committee in the Department. Trends in the implementation of the policy suggest that it has not been justly implemented and that students of color have been negatively impacted by this policy.

The final area for improvement includes the recruitment of MSW students who identify as members of historically marginalized groups. The program has attempted to improve recruitment efforts, but there is still room for improvement.

Appendices

Faculty Survey Data
 Graduate Student Survey Data
 Faculty Vitae
 Program Assessment Plan
 ESRA's 8-year Regional Completions Report
 EMSI Program Market Demand Report
 EMSI Alumni Job Attainment Report

Abbreviated Program Review Self-Study Template-Graduate and Professional Programs

Please submit the self-study that was submitted to the Council on Social Work Education (CSWE) and the accreditation report. Then use the information included in the Self-Study for CSWE accreditation, the Annual Performance Reports, information from the reports provided from the Office of the Provost and surveys of students and faculty to provide information for each of the following for each program.

Initial Report

Combined Social Work Faculty Survey 2021 August 25, 2021 1:21 PM MDT

Q3 - Are you

#	Field	Choice Count
1	Tenure-Track or Tenured	7
2	A Full-time Instructor	1
		8

Showing rows 1 - 3 of 3

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you	1.00	2.00	1.13	0.33	0.11	8

Q4 - Please indicate the extent to which you agree or disagree with the following

statement regarding the "working atmosphere" for faculty in the department.

#	Field	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total
1	The department provides a collegial environment for faculty.	2	7	0	0	0	9
2	Faculty morale is high.	2	3	4	0	0	9
3	Faculty work together to get the program "work" done.	4	5	0	0	0	9
4	Contributions in teaching are rewarded.	1	7	0	1	0	9
5	Contributions in research/scholarship are rewarded.	1	5	1	1	0	8
6	Contributions in service are rewarded.	0	5	3	0	0	8
7	I feel valued by my colleagues.	4	3	2	0	0	9

Showing rows 1 - 7 of 7

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The department provides a collegial environment for faculty.	1.00	2.00	1.78	0.42	0.17	9
2	Faculty morale is high.	1.00	3.00	2.22	0.79	0.62	9
3	Faculty work together to get the program "work" done.	1.00	2.00	1.56	0.50	0.25	9
4	Contributions in teaching are rewarded.	1.00	4.00	2.11	0.74	0.54	9
5	Contributions in research/scholarship are rewarded.	1.00	4.00	2.25	0.83	0.69	8
6	Contributions in service are rewarded.	2.00	3.00	2.38	0.48	0.23	8
7	I feel valued by my colleagues.	1.00	3.00	1.78	0.79	0.62	9

Q5 - Please provide feedback on the support/resources you receive as they relate to your ability to provide a quality program. How would you rate the quality of support or resources related to each of the following:

#	Field	Excellent	Good	Fair	Poor	Total
1	Office space	3	3	2	0	8
2	Meeting space	4	3	1	0	8
3	Computing / Technical Resources	1	5	2	1	9
4	Travel support	0	1	4	3	8
5	Support for your scholarship	0	4	4	0	8
6	Support for your teaching	3	5	1	0	9
7	Availability of secretarial support	5	3	1	0	9
8	Quality of secretarial support	8	1	0	0	9
9	Support for professional development	4	0	5	0	9

Showing rows 1 - 9 of 9

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Office space	1.00	3.00	1.88	0.78	0.61	8
2	Meeting space	1.00	3.00	1.63	0.70	0.48	8
3	Computing / Technical Resources	1.00	4.00	2.33	0.82	0.67	9
4	Travel support	2.00	4.00	3.25	0.66	0.44	8
5	Support for your scholarship	2.00	3.00	2.50	0.50	0.25	8
6	Support for your teaching	1.00	3.00	1.78	0.63	0.40	9
7	Availability of secretarial support	1.00	3.00	1.56	0.68	0.47	9
8	Quality of secretarial support	1.00	2.00	1.11	0.31	0.10	9
9	Support for professional development	1.00	3.00	2.11	0.99	0.99	9

Q6 - Please indicate the quality of the following resources or sources of support:

#	Field	Excellent	Good	Fair	Poor	Total
1	Buildings, physical environments, and facilities in which you teach.	1	6	2	0	9
2	Equipment and supplies	0	5	4	0	9
3	University computing resources	0	6	3	0	9
4	Smart classrooms	0	7	1	0	8
5	Availability of computer labs	1	2	1	2	6
6	Web access from campus computer terminals	1	3	4	0	8
7	Web access from off campus computers	1	4	1	1	7
8	Faculty development workshops for teaching	2	7	0	0	9
9	Faculty development/ learning workshops for technology	2	6	1	0	9

Showing rows 1 - 9 of 9

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Buildings, physical environments, and facilities in which you teach.	1.00	3.00	2.11	0.57	0.32	9
2	Equipment and supplies	2.00	3.00	2.44	0.50	0.25	9
3	University computing resources	2.00	3.00	2.33	0.47	0.22	9
4	Smart classrooms	2.00	3.00	2.13	0.33	0.11	8
5	Availability of computer labs	1.00	4.00	2.67	1.11	1.22	6
6	Web access from campus computer terminals	1.00	3.00	2.38	0.70	0.48	8
7	Web access from off campus computers	1.00	4.00	2.29	0.88	0.78	7
8	Faculty development workshops for teaching	1.00	2.00	1.78	0.42	0.17	9
9	Faculty development/ learning workshops for technology	1.00	3.00	1.89	0.57	0.32	9

Q7 - To what extent are you satisfied or dissatisfied with the following aspects of your

department:

#	Field	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Does Not Apply	Total
1	The process by which teaching loads are made	3	5	0	0	0	8
2	Your teaching loads (i.e., the amount of teaching required).	4	4	0	0	0	8
3	The process by which courses are assigned to faculty.	4	2	2	0	0	8
4	Your teaching assignments (i.e., the courses to which you are assigned).	4	4	0	0	0	8
5	The process by which teaching schedules are made.	2	3	3	0	0	8
6	Your teaching schedule (day/time assignments only).	2	6	0	0	0	8
7	The process by which service assignments are made.	3	4	0	0	1	8
8	The amount of service required.	0	5	2	0	1	8
9	The process by which the effectiveness of the program is determined.	1	3	4	0	0	8
10	The process by which the effectiveness of courses is evaluated.	0	3	4	1	0	8
11	The process by which the effectiveness of teaching is evaluated.	0	3	5	0	0	8

Showing rows 1 - 11 of 11

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The process by which teaching loads are made	1.00	2.00	1.63	0.48	0.23	8
2	Your teaching loads (i.e., the amount of teaching required).	1.00	2.00	1.50	0.50	0.25	8
3	The process by which courses are assigned to faculty.	1.00	3.00	1.75	0.83	0.69	8
4	Your teaching assignments (i.e., the courses to which you are assigned).	1.00	2.00	1.50	0.50	0.25	8
5	The process by which teaching schedules are made.	1.00	3.00	2.13	0.78	0.61	8

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
6	Your teaching schedule (day/time assignments only).	1.00	2.00	1.75	0.43	0.19	8
7	The process by which service assignments are made.	1.00	6.00	2.13	1.54	2.36	8
8	The amount of service required.	2.00	6.00	2.75	1.30	1.69	8
9	The process by which the effectiveness of the program is determined.	1.00	3.00	2.38	0.70	0.48	8
10	The process by which the effectiveness of courses is evaluated.	2.00	4.00	2.75	0.66	0.44	8
11	The process by which the effectiveness of teaching is evaluated.	2.00	3.00	2.63	0.48	0.23	8

Q8 - Please indicate the extent to which you are satisfied or dissatisfied with the following

procedures, policies, or practices.

#	Field	Very Satisfied	Somewhat Satisfied	Neither Satisfied Nor Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied	Total
1	The policies and procedures with respect to determining departmental ratings of teaching	0	2	4	1	0	7
2	The policies and procedures with respect to determining departmental ratings of research	0	2	3	1	0	6
3	The policies and procedures with respect to determining departmental ratings of service	1	2	4	0	0	7
4	The policies and procedures regarding tenure	0	2	4	1	0	7
5	The policies and procedures regarding promotion	0	2	4	1	0	7

Showing rows 1 - 5 of 5

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The policies and procedures with respect to determining departmental ratings of teaching	2.00	4.00	2.86	0.64	0.41	7
2	The policies and procedures with respect to determining departmental ratings of research	2.00	4.00	2.83	0.69	0.47	6
3	The policies and procedures with respect to determining departmental ratings of service	1.00	3.00	2.43	0.73	0.53	7
4	The policies and procedures regarding tenure	2.00	4.00	2.86	0.64	0.41	7
5	The policies and procedures regarding promotion	2.00	4.00	2.86	0.64	0.41	7

Q9 - How important are the following in the department's assessment of the quality of

YOUR teaching?

#	Field Im	Very portant	Somewhat Important	Some Unimpo		Not at all Important	Total
1	End of the semester student evaluations of teaching	1	4		2	0	7
2	Faculty/ Colleague classroom visits and observations	1	3		1	0	5
3	External Evaluations	2	4		1	0	7
4	Faculty Teaching Portfolios	1	3		1	0	5
5	Other	0	0		1	0	1
		Showing rows 1	- 5 of 5				
		Showing rows 1	5015				
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
#	Field End of the semester student evaluations of teaching			Mean 2.14	Std Deviation	Variance 0.41	Count
		Minimum	Maximum				
1	End of the semester student evaluations of teaching	Minimum	Maximum 3.00	2.14	0.64	0.41	7
1 2	End of the semester student evaluations of teaching Faculty/ Colleague classroom visits and observations	Minimum 1.00 1.00	Maximum 3.00 3.00	2.14	0.64	0.41	7 5

Q10 - How effective are the department's graduate...

#	Field	Very Effective	Effective	Neither Effective Nor Ineffective	Ineffective	Very Ineffective	Total
1	efforts to recruit students	0	3	2	1	0	6
2	efforts to retain students	1	6	0	0	0	7
3	policies and procedures regarding student advising	0	4	0	1	0	5

Showing rows 1 - 3 of 3

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	efforts to recruit students	2.00	4.00	2.67	0.75	0.56	6
2	efforts to retain students	1.00	2.00	1.86	0.35	0.12	7
3	policies and procedures regarding student advising	2.00	4.00	2.40	0.80	0.64	5

Q12 - In which of the following ways does the department inform YOU of its program

goals, objectives, expectations, and standards for faculty and student performance?

#	Field	Yes	No	Does Not Apply	Total
1	Handbook (web or paper based)	6	1	0	7
2	Handouts or Fact / Policy Sheets	2	4	1	7
3	Faculty meetings	7	0	0	7
4	Informal discussions with colleagues	7	0	0	7
5	Informal discussions with chairperson or director	7	0	0	7
6	Email / list-serv discussions	6	0	1	7
7	Mentoring Meetings	5	2	0	7
8	Other	2	0	4	6

Showing rows 1 - 8 of 8

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Handbook (web or paper based)	1.00	2.00	1.14	0.35	0.12	7
2	Handouts or Fact / Policy Sheets	1.00	3.00	1.86	0.64	0.41	7
3	Faculty meetings	1.00	1.00	1.00	0.00	0.00	7
4	Informal discussions with colleagues	1.00	1.00	1.00	0.00	0.00	7
5	Informal discussions with chairperson or director	1.00	1.00	1.00	0.00	0.00	7
6	Email / list-serv discussions	1.00	3.00	1.29	0.70	0.49	7
7	Mentoring Meetings	1.00	2.00	1.29	0.45	0.20	7
8	Other	1.00	3.00	2.33	0.94	0.89	6

Q14 - To what extent are you knowledgeable of the Undergraduate Program?

#	Field	Choice Count
1	Very knowledgeable	3
2	Somewhat knowledgeable	4
3	Not too knowledgeable	0
4	No knowledge	0
		7
	Showing rows 1 - 5 of 5	

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent are you knowledgeable of the Undergraduate Program?	1.00	2.00	1.57	0.49	0.24	7

Q15 - To what extent do you agree or disagree with the following statements: In general,

our undergraduate program ...

#	Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1	Is timely / up to date	0	7	0	0	7
2	Is rigorous	0	4	3	0	7
3	Utilizes professional standards	2	5	0	0	7
4	Accurately reflects student learning via student grades	0	7	0	0	7
5	Prepares students so they come to your courses with adequate background knowledge	1	5	1	0	7
6	Prepares students for graduate studies in this field	1	6	0	0	7
7	Provides adequate opportunities for mentoring of students regarding career opportunities	1	5	1	0	7
8	Provides adequate opportunities for mentoring of students regarding educational opportunities	2	4	1	0	7

Showing rows 1 - 8 of 8

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is timely / up to date	2.00	2.00	2.00	0.00	0.00	7
2	Is rigorous	2.00	4.00	2.86	0.99	0.98	7
3	Utilizes professional standards	1.00	2.00	1.71	0.45	0.20	7
4	Accurately reflects student learning via student grades	2.00	2.00	2.00	0.00	0.00	7
5	Prepares students so they come to your courses with adequate background knowledge	1.00	4.00	2.14	0.83	0.69	7
6	Prepares students for graduate studies in this field	1.00	2.00	1.86	0.35	0.12	7
7	Provides adequate opportunities for mentoring of students regarding career opportunities	1.00	4.00	2.14	0.83	0.69	7
8	Provides adequate opportunities for mentoring of students regarding educational opportunities	1.00	4.00	2.00	0.93	0.86	7

Q16 - To what degree are you knowledgeable of the senior assignment in your

department?

#	Field	Choice Count
1	Very knowledgeable	3
2	Somewhat knowledgeable	2
3	Not very knowledgeable	2
4	Not at all knowledgeable	0
		7
	Showing rows	L - 5 of 5

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what degree are you knowledgeable of the senior assignment in your department?	1.00	3.00	1.86	0.83	0.69	7

Q17 - How active have you been in terms of the evaluation and assessment of senior

assignments in your department?

#	Field						Choice Count
1	Very Active						2
2	Active						1
3	Somewhat Active						1
4	Not Active						3
							7
	Showing ro	ows 1 - 5 of 5					
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How active have you been in terms of the evaluation and assessment of senior assignments in your department?	1.00	4.00	2.71	1.28	1.63	7

Q18 - How active have you been in designing/revising senior assignment in your

department?

#	Field							Choice Count
1	Very Active							1
2	Active							1
3	Somewhat Active							1
4	Not Active							4
								7
			Showing rows 1 - 5 of 5	5				
#		Field	Minimum	Maximum	Mean	Std	Variance	Count

Ŧ	Hela	Minimum	Maximum	Mean	Deviation	variance	Count
1	How active have you been in designing/revising senior assignment in your department?	1.00	4.00	3.14	1.12	1.27	7

Q19 - How active have you been in the program's discussions of senior assignment

results?

#	Field								Choice Count
1	Very Active								1
2	Active								1
3	Somewhat Active								3
4	Not Active								2
									7
			Showing rows	1 - 5 of 5					
#		Field	1	Minimum	Maximum	Mean	Std Deviation	Variance	Count

1	How active have you been in the program's discussions of senior assignment results?	1.00	4.00	2.86	0.99	0.98	7

Q20 - How active have you been in discussions of programmatic changes related to

senior assignment results in your department?

#	Field						Choice Count
1	Very Active						1
2	Active						1
3	Somewhat Active						3
4	Not Active						2
							7
	Showing r	ows 1 - 5 of 5					
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How active have you been in discussions of programmatic changes related to senior assignment results in your department?	1.00	4.00	2.86	0.99	0.98	7

Q21 - How satisfied or dissatisfied are you with the current senior assignment?

#	Field	Choice Count	
1	Very Satisfied	0	1
4	Somewhat Satisfied	3	ł
6	Somewhat Dissatisfied	0	I
7	Very Dissatisfied	0	,
		3	ł
		Showing rows 1 - 5 of 5	

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied or dissatisfied are you with the current senior assignment?	4.00	4.00	4.00	0.00	0.00	3

Q22 - How knowledgeable are you of the graduate program in your department?

#	Field	Choice Count
1	Very knowledgeable	5
2	Somewhat knowledgeable	2
3	Not too knowledgeable	0
4	Not at all knowledgeable	0
		7
	S	howing rows 1 - 5 of 5

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How knowledgeable are you of the graduate program in your department?	1.00	2.00	1.29	0.45	0.20	7

Q23 - To what extent do you agree or disagree with the following statements: In general,

our Graduate programs ...

#	Field	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total
1	are timely / up to date	1	6	0	0	0	7
2	are rigorous	1	3	2	1	0	7
3	Utilize professional standards	3	4	0	0	0	7
4	Accurately reflect student learning with student grades	0	6	1	0	0	7
5	Prepare students for doctoral studies in this field	0	1	3	2	1	7
6	Prepare students for work in the field	4	3	0	0	0	7

Showing rows 1 - 6 of 6

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	are timely / up to date	1.00	2.00	1.86	0.35	0.12	7
2	are rigorous	1.00	4.00	2.43	0.90	0.82	7
3	Utilize professional standards	1.00	2.00	1.57	0.49	0.24	7
4	Accurately reflect student learning with student grades	2.00	3.00	2.14	0.35	0.12	7
5	Prepare students for doctoral studies in this field	2.00	5.00	3.43	0.90	0.82	7
6	Prepare students for work in the field	1.00	2.00	1.43	0.49	0.24	7

Q24 - How well is this GRADUATE program doing with respect to teaching the

following...

#	Field	Excellent	Good	Fair	Poor	Don't Know/ Not Sure	Total
1	The theories/concepts/models	1	4	1	1	0	7
2	Major issues of the discipline	3	4	0	0	0	7
3	The methods/techniques of the discipline	2	5	0	0	0	7
4	How to communicate effectively the knowledge of the discipline	1	5	1	0	0	7
5	How to think analytically	1	2	4	0	0	7
6	How to apply knowledge of the discipline	3	4	0	0	0	7
7	The values/ethics/best practices of the discipline	2	5	0	0	0	7

Showing rows 1 - 7 of 7

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The theories/concepts/models	1.00	4.00	2.29	0.88	0.78	7
2	Major issues of the discipline	1.00	2.00	1.57	0.49	0.24	7
3	The methods/techniques of the discipline	1.00	2.00	1.71	0.45	0.20	7
4	How to communicate effectively the knowledge of the discipline	1.00	3.00	2.00	0.53	0.29	7
5	How to think analytically	1.00	3.00	2.43	0.73	0.53	7
6	How to apply knowledge of the discipline	1.00	2.00	1.57	0.49	0.24	7
7	The values/ethics/best practices of the discipline	1.00	2.00	1.71	0.45	0.20	7

Q25 - For each of the following, rate the GRADUATE program.

#	Field	Excellent	Good	Fair	Poor	Don't Know/ Not Sure	Total
1	Admissions Requirements	0	5	2	0	0	7
2	Degree Requirements	1	6	0	0	0	7
3	Plan of Study Requirements	1	5	0	0	1	7
4	Specific Course Offerings	0	5	2	0	0	7
Chausing rough 4 of 4							

Showing rows 1 - 4 of 4

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Admissions Requirements	2.00	3.00	2.29	0.45	0.20	7
2	Degree Requirements	1.00	2.00	1.86	0.35	0.12	7
3	Plan of Study Requirements	1.00	5.00	2.29	1.16	1.35	7
4	Specific Course Offerings	2.00	3.00	2.29	0.45	0.20	7

Q26 - Please take this opportunity to explain or elaborate on any of your answers on this

survey.

Please take this opportunity to explain or elaborate on any of your answers...

The program is in a lot of transition. We have had a lot of retirements and the new faculty are trying to develop policies and operating papers that better reflect our vision.

Hard to answer some of the questions accurately because we've been making so many changes (i.e., updating operating papers, revamping capstone, changing course sequences / electives, etc.) over the last few years

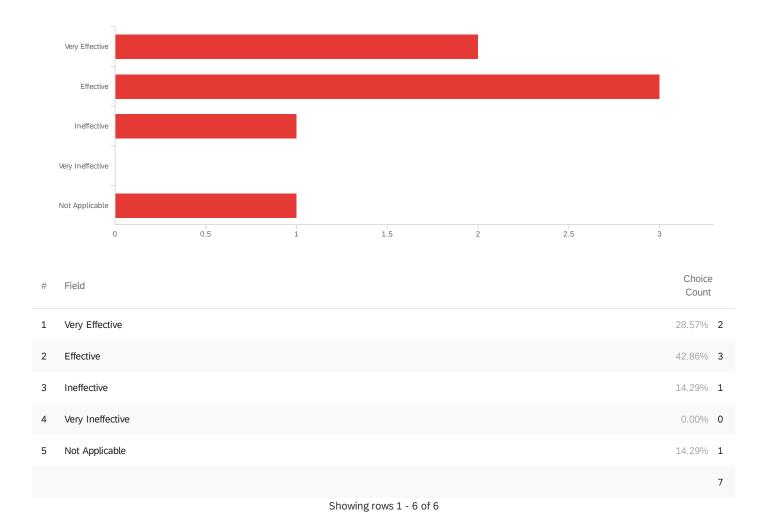
Q27 - Have we overlooked something? Is there something else the university should

know in order to assist in the delivery of this program?

Have we overlooked something? Is there something else the university shoul...

The program is strong and CAS is better supporting us than it has in the past.

It might be helpful to review the goals and assignments for each course to ensure there is limited repetition in the content that is reviewed in each class. I'm excited to hear about the new elective MSW courses being offered in the upcoming year.



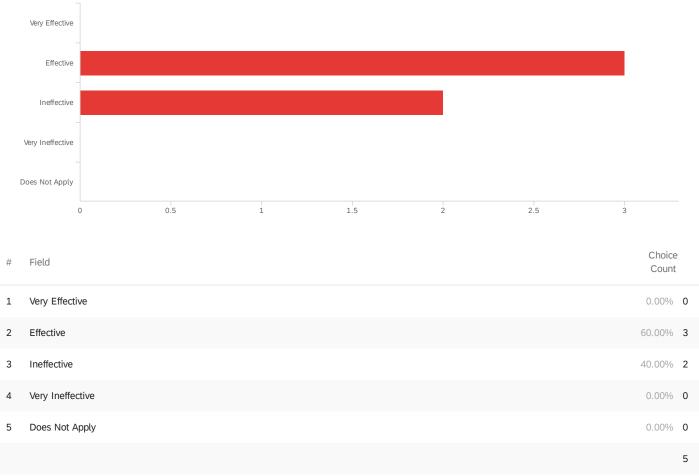
Q30 - How effective are the policies and procedures with respect to faculty recruitment?

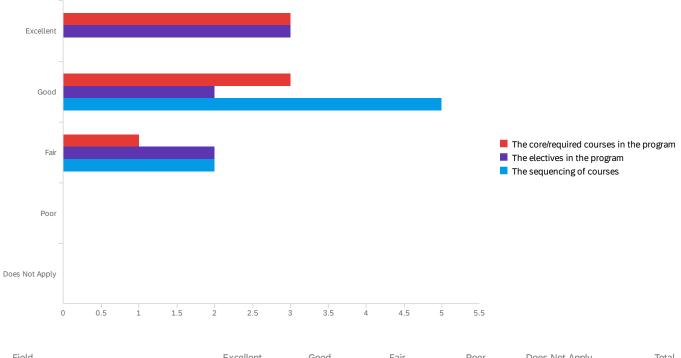
Very Effective Effective Ineffective Very Ineffective 1 3 1.5 2 2.5 0.5 0 Choice Field # Count Very Effective 40.00% **2** 1 2 Effective 60.00% **3** 0.00% **0** Ineffective 3 Very Ineffective 0.00% **0** 4 5

Q31 - How effective are the policies and procedures with respect to faculty collegiality?

Q32 - How effective or ineffective are the policies or procedures with respect to end-of-

the-semester student evaluations of teaching?





Q33 - How would you rate the quality of the following:

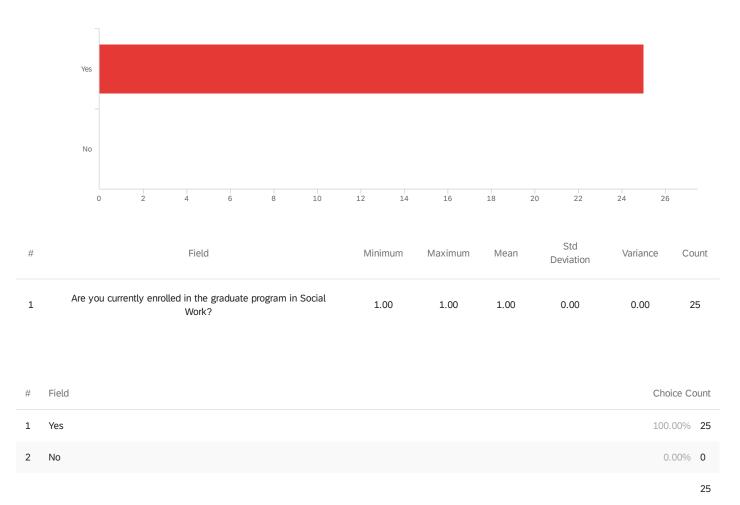
#	Field	Excellent	Good	Fair	Poor	Does Not Apply	Total
1	The core/required courses in the program	42.86% 3	42.86% 3	14.29% 1	0.00% 0	0.00% 0	7
2	The electives in the program	42.86% 3	28.57% 2	28.57% 2	0.00% 0	0.00% 0	7
3	The sequencing of courses	0.00% 0	71.43% 5	28.57% 2	0.00% 0	0.00% 0	7
Showing rows 1 - 3 of 3							

End of Report

Default Report

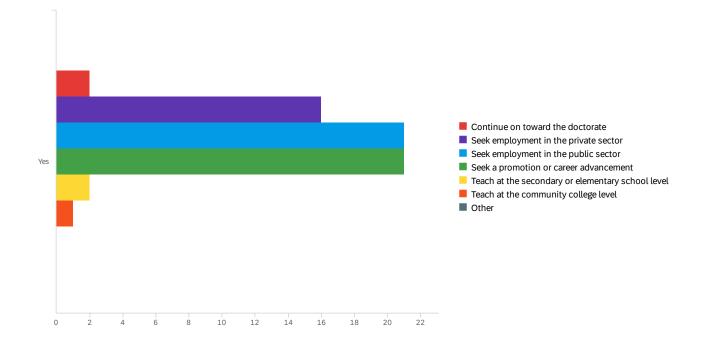
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Q2#1 - In what ways do you plan to apply the knowledge gained through your degree

program? - 1



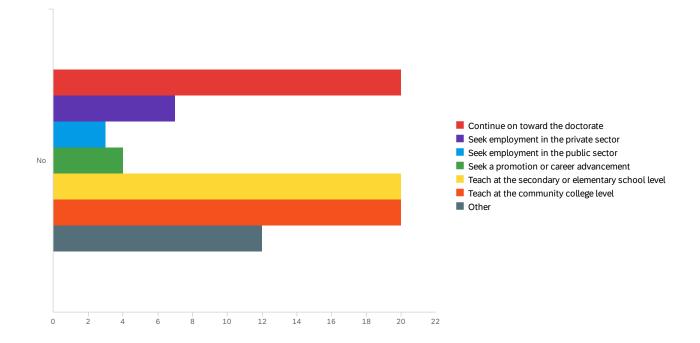
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Continue on toward the doctorate	1.00	1.00	1.00	0.00	0.00	2
2	Seek employment in the private sector	1.00	1.00	1.00	0.00	0.00	16
3	Seek employment in the public sector	1.00	1.00	1.00	0.00	0.00	21
4	Seek a promotion or career advancement	1.00	1.00	1.00	0.00	0.00	21
5	Teach at the secondary or elementary school level	1.00	1.00	1.00	0.00	0.00	2
6	Teach at the community college level	1.00	1.00	1.00	0.00	0.00	1
7	Other	0.00	0.00	0.00	0.00	0.00	0

#	Field	Yes	Total
1	Continue on toward the doctorate	100.00% 2	2
2	Seek employment in the private sector	100.00% 16	16
3	Seek employment in the public sector	100.00% 21	21

#	Field	Yes	Total
4	Seek a promotion or career advancement	100.00% 21	21
5	Teach at the secondary or elementary school level	100.00% 2	2
6	Teach at the community college level	100.00% 1	1
7	Other	0.00% 0	0

Q2#2 - In what ways do you plan to apply the knowledge gained through your degree

program? - 2



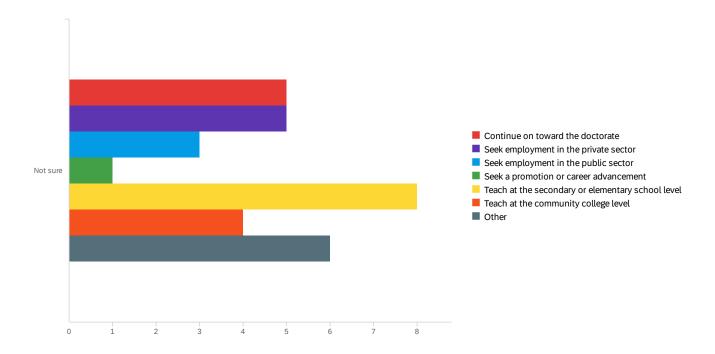
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Continue on toward the doctorate	1.00	1.00	1.00	0.00	0.00	20
2	Seek employment in the private sector	1.00	1.00	1.00	0.00	0.00	7
3	Seek employment in the public sector	1.00	1.00	1.00	0.00	0.00	3
4	Seek a promotion or career advancement	1.00	1.00	1.00	0.00	0.00	4
5	Teach at the secondary or elementary school level	1.00	1.00	1.00	0.00	0.00	20
6	Teach at the community college level	1.00	1.00	1.00	0.00	0.00	20
7	Other	1.00	1.00	1.00	0.00	0.00	12

#	Field	No	Total
1	Continue on toward the doctorate	100.00% 20	20
2	Seek employment in the private sector	100.00% 7	7
3	Seek employment in the public sector	100.00% 3	3

#	Field	No	Total
4	Seek a promotion or career advancement	100.00% 4	4
5	Teach at the secondary or elementary school level	100.00% 20	20
6	Teach at the community college level	100.00% 20	20
7	Other	100.00% 12	12

Q2#3 - In what ways do you plan to apply the knowledge gained through your degree



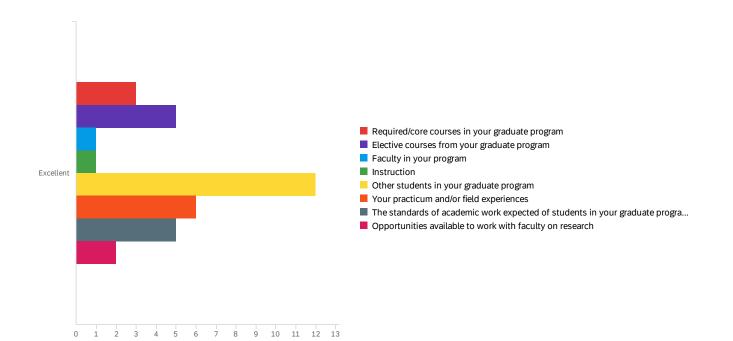


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Continue on toward the doctorate	1.00	1.00	1.00	0.00	0.00	5
2	Seek employment in the private sector	1.00	1.00	1.00	0.00	0.00	5
3	Seek employment in the public sector	1.00	1.00	1.00	0.00	0.00	3
4	Seek a promotion or career advancement	1.00	1.00	1.00	0.00	0.00	1
5	Teach at the secondary or elementary school level	1.00	1.00	1.00	0.00	0.00	8
6	Teach at the community college level	1.00	1.00	1.00	0.00	0.00	4
7	Other	1.00	1.00	1.00	0.00	0.00	6

#	Field	Not sure	Т	otal
1	Continue on toward the doctorate	100.00%	5 5	5
2	Seek employment in the private sector	100.00%	5 5	5
3	Seek employment in the public sector	100.00%	6 3	3

#	Field	Not sure	Total
4	Seek a promotion or career advancement	100.00% 1	1
5	Teach at the secondary or elementary school level	100.00% 8	8
6	Teach at the community college level	100.00% 4	4
7	Other	100.00% 6	6



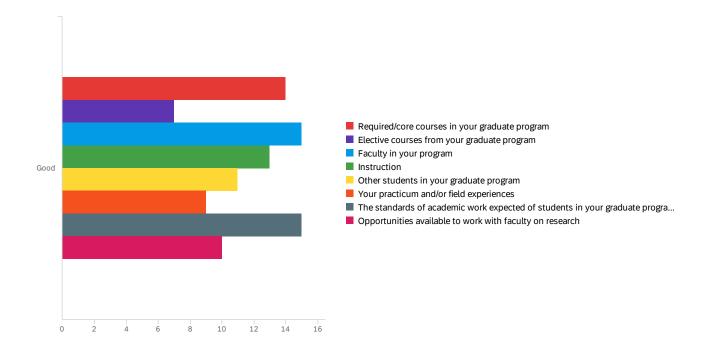


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Required/core courses in your graduate program	1.00	1.00	1.00	0.00	0.00	3
2	Elective courses from your graduate program	1.00	1.00	1.00	0.00	0.00	5
3	Faculty in your program	1.00	1.00	1.00	0.00	0.00	1
4	Instruction	1.00	1.00	1.00	0.00	0.00	1
5	Other students in your graduate program	1.00	1.00	1.00	0.00	0.00	12
6	Your practicum and/or field experiences	1.00	1.00	1.00	0.00	0.00	6
7	The standards of academic work expected of students in your graduate program	1.00	1.00	1.00	0.00	0.00	5
8	Opportunities available to work with faculty on research	1.00	1.00	1.00	0.00	0.00	2

#	Field	Excellent	Total
1	Required/core courses in your graduate program	100.00% 3	3
2	Elective courses from your graduate program	100.00% 5	5

#	Field	Exceller	t	Total
3	Faculty in your program	100.00%	1	1
4	Instruction	100.00%	1	1
5	Other students in your graduate program	100.00%	12	12
6	Your practicum and/or field experiences	100.00%	6	6
7	The standards of academic work expected of students in your graduate program	100.00%	5	5
8	Opportunities available to work with faculty on research	100.00%	2	2



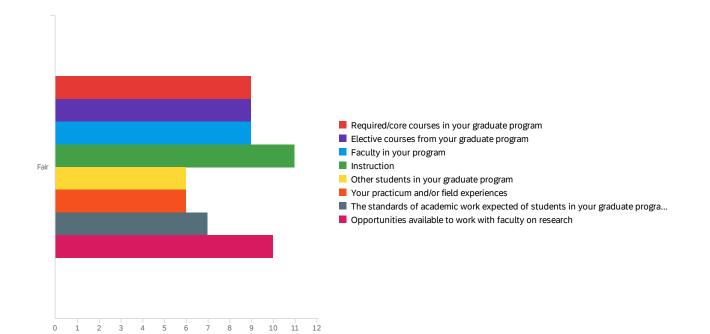


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Required/core courses in your graduate program	1.00	1.00	1.00	0.00	0.00	14
2	Elective courses from your graduate program	1.00	1.00	1.00	0.00	0.00	7
3	Faculty in your program	1.00	1.00	1.00	0.00	0.00	15
4	Instruction	1.00	1.00	1.00	0.00	0.00	13
5	Other students in your graduate program	1.00	1.00	1.00	0.00	0.00	11
6	Your practicum and/or field experiences	1.00	1.00	1.00	0.00	0.00	9
7	The standards of academic work expected of students in your graduate program	1.00	1.00	1.00	0.00	0.00	15
8	Opportunities available to work with faculty on research	1.00	1.00	1.00	0.00	0.00	10

#	Field	Good		Total
1	Required/core courses in your graduate program	100.00%	14	14
2	Elective courses from your graduate program	100.00%	7	7

#	Field	Good		Total
3	Faculty in your program	100.00%	15	15
4	Instruction	100.00%	13	13
5	Other students in your graduate program	100.00%	11	11
6	Your practicum and/or field experiences	100.00%	9	9
7	The standards of academic work expected of students in your graduate program	100.00%	15	15
8	Opportunities available to work with faculty on research	100.00%	10	10

Q3#3 - Please indicate the overall quality of the following: - 3

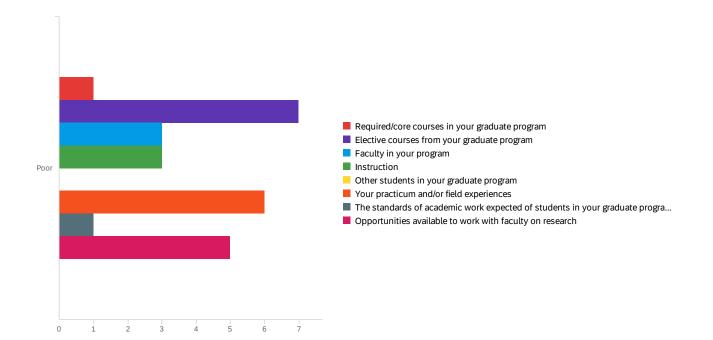


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Required/core courses in your graduate program	1.00	1.00	1.00	0.00	0.00	9
2	Elective courses from your graduate program	1.00	1.00	1.00	0.00	0.00	9
3	Faculty in your program	1.00	1.00	1.00	0.00	0.00	9
4	Instruction	1.00	1.00	1.00	0.00	0.00	11
5	Other students in your graduate program	1.00	1.00	1.00	0.00	0.00	6
6	Your practicum and/or field experiences	1.00	1.00	1.00	0.00	0.00	6
7	The standards of academic work expected of students in your graduate program	1.00	1.00	1.00	0.00	0.00	7
8	Opportunities available to work with faculty on research	1.00	1.00	1.00	0.00	0.00	10

#	Field	Fair		Total
1	Required/core courses in your graduate program	100.00%	9	9
2	Elective courses from your graduate program	100.00%	9	9

#	Field	Fair		Total
3	Faculty in your program	100.00%	9	9
4	Instruction	100.00%	11	11
5	Other students in your graduate program	100.00%	6	6
6	Your practicum and/or field experiences	100.00%	6	6
7	The standards of academic work expected of students in your graduate program	100.00%	7	7
8	Opportunities available to work with faculty on research	100.00%	10	10





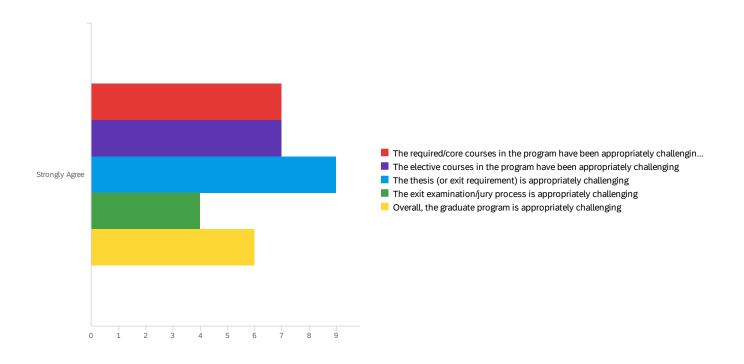
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Required/core courses in your graduate program	1.00	1.00	1.00	0.00	0.00	1
2	Elective courses from your graduate program	1.00	1.00	1.00	0.00	0.00	7
3	Faculty in your program	1.00	1.00	1.00	0.00	0.00	3
4	Instruction	1.00	1.00	1.00	0.00	0.00	3
5	Other students in your graduate program	0.00	0.00	0.00	0.00	0.00	0
6	Your practicum and/or field experiences	1.00	1.00	1.00	0.00	0.00	6
7	The standards of academic work expected of students in your graduate program	1.00	1.00	1.00	0.00	0.00	1
8	Opportunities available to work with faculty on research	1.00	1.00	1.00	0.00	0.00	5

#	Field	Poor		Total
1	Required/core courses in your graduate program	100.00%	1	1
2	Elective courses from your graduate program	100.00%	7	7

3Faculty in your program100.00%334Instruction100.00%335Other students in your graduate program0.00%006Your practicum and/or field experiences100.00%667The standards of academic work expected of students in your graduate program100.00%11	#	Field	Poor	Total
5 Other students in your graduate program 0.00% 0 0 6 Your practicum and/or field experiences 100.00% 6 6	3	Faculty in your program	100.00% 3	3
6 Your practicum and/or field experiences 100.00% 6 6	4	Instruction	100.00% 3	3
	5	Other students in your graduate program	0.00% 0	0
7 The standards of academic work expected of students in your graduate program 100.00% 1 1	6	Your practicum and/or field experiences	100.00% 6	6
	7	The standards of academic work expected of students in your graduate program	100.00% 1	1
8 Opportunities available to work with faculty on research 100.00% 5 5	8	Opportunities available to work with faculty on research	100.00% 5	5

Q4#1 - We are also interested in your perceptions of the rigor of your graduate program.

Please indicate... - 1



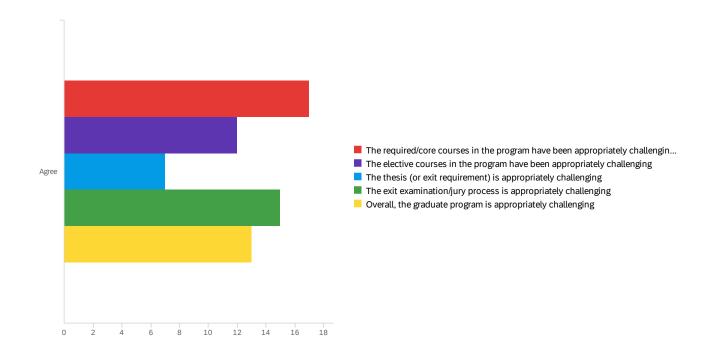
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The required/core courses in the program have been appropriately challenging	1.00	1.00	1.00	0.00	0.00	7
2	The elective courses in the program have been appropriately challenging	1.00	1.00	1.00	0.00	0.00	7
3	The thesis (or exit requirement) is appropriately challenging	1.00	1.00	1.00	0.00	0.00	9
4	The exit examination/jury process is appropriately challenging	1.00	1.00	1.00	0.00	0.00	4
5	Overall, the graduate program is appropriately challenging	1.00	1.00	1.00	0.00	0.00	6

#	Field	Strongly Agree	Total
1	The required/core courses in the program have been appropriately challenging	100.00% 7	7
2	The elective courses in the program have been appropriately challenging	100.00% 7	7
3	The thesis (or exit requirement) is appropriately challenging	100.00% 9	9
4	The exit examination/jury process is appropriately challenging	100.00% 4	4

#	Field	Strongly Agree	Total
5	Overall, the graduate program is appropriately challenging	100.00% 6	6

Q4#2 - We are also interested in your perceptions of the rigor of your graduate program.

Please indicate... - 2



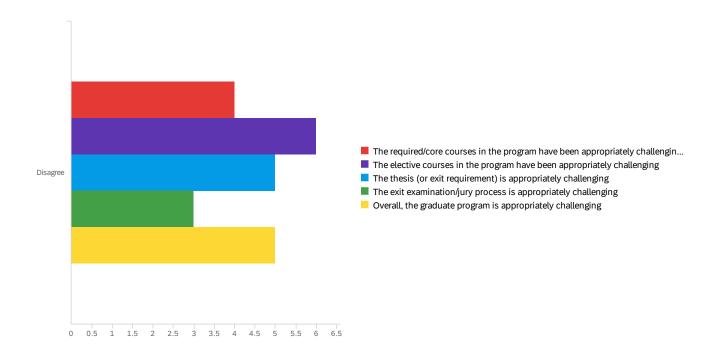
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The required/core courses in the program have been appropriately challenging	1.00	1.00	1.00	0.00	0.00	17
2	The elective courses in the program have been appropriately challenging	1.00	1.00	1.00	0.00	0.00	12
3	The thesis (or exit requirement) is appropriately challenging	1.00	1.00	1.00	0.00	0.00	7
4	The exit examination/jury process is appropriately challenging	1.00	1.00	1.00	0.00	0.00	15
5	Overall, the graduate program is appropriately challenging	1.00	1.00	1.00	0.00	0.00	13

#	Field	Agree		Total
1	The required/core courses in the program have been appropriately challenging	100.00%	17	17
2	The elective courses in the program have been appropriately challenging	100.00%	12	12
3	The thesis (or exit requirement) is appropriately challenging	100.00%	7	7
4	The exit examination/jury process is appropriately challenging	100.00%	15	15

#	Field	Agree		Total
5	Overall, the graduate program is appropriately challenging	100.00%	13	13

Q4#3 - We are also interested in your perceptions of the rigor of your graduate program.

Please indicate... - 3



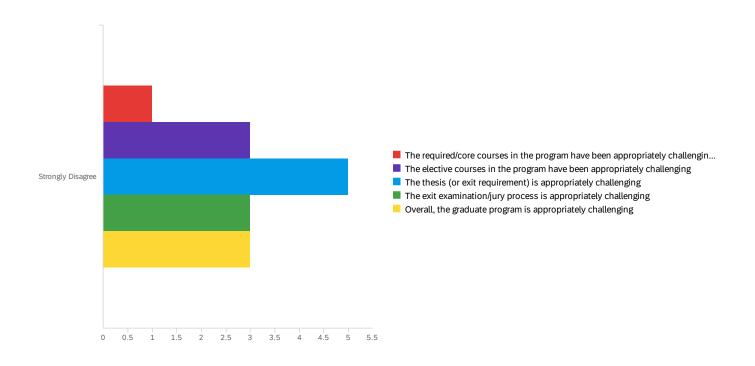
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The required/core courses in the program have been appropriately challenging	1.00	1.00	1.00	0.00	0.00	4
2	The elective courses in the program have been appropriately challenging	1.00	1.00	1.00	0.00	0.00	6
3	The thesis (or exit requirement) is appropriately challenging	1.00	1.00	1.00	0.00	0.00	5
4	The exit examination/jury process is appropriately challenging	1.00	1.00	1.00	0.00	0.00	3
5	Overall, the graduate program is appropriately challenging	1.00	1.00	1.00	0.00	0.00	5

#	Field	Disagree		Total
1	The required/core courses in the program have been appropriately challenging	100.00%	4	4
2	The elective courses in the program have been appropriately challenging	100.00%	6	6
3	The thesis (or exit requirement) is appropriately challenging	100.00%	5	5
4	The exit examination/jury process is appropriately challenging	100.00%	3	3

#	Field	Disagree	Total
5	Overall, the graduate program is appropriately challenging	100.00% 5	5

Q4#4 - We are also interested in your perceptions of the rigor of your graduate program.

Please indicate... - 4



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The required/core courses in the program have been appropriately challenging	1.00	1.00	1.00	0.00	0.00	1
2	The elective courses in the program have been appropriately challenging	1.00	1.00	1.00	0.00	0.00	3
3	The thesis (or exit requirement) is appropriately challenging	1.00	1.00	1.00	0.00	0.00	5
4	The exit examination/jury process is appropriately challenging	1.00	1.00	1.00	0.00	0.00	3
5	Overall, the graduate program is appropriately challenging	1.00	1.00	1.00	0.00	0.00	3

#	Field	Strongly Disagree	Total
1	The required/core courses in the program have been appropriately challenging	100.00% 1	1
2	The elective courses in the program have been appropriately challenging	100.00% 3	3
3	The thesis (or exit requirement) is appropriately challenging	100.00% 5	5
4	The exit examination/jury process is appropriately challenging	100.00% 3	3

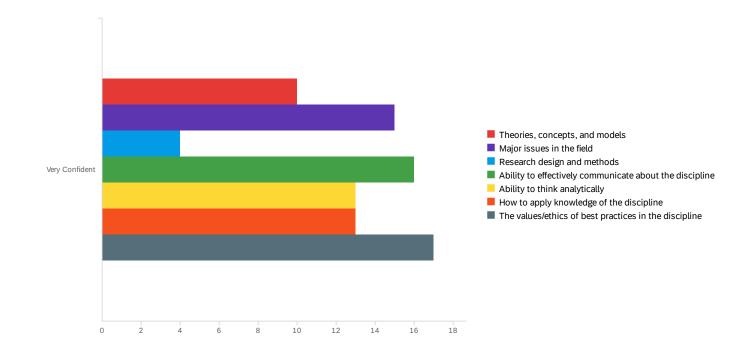
#	Field
11	inclu

3

100.00% **3**

5 Overall, the graduate program is appropriately challenging

Q5#1 - Considering the list that follows, how confident are you in your knowledge or



abilities? - 1

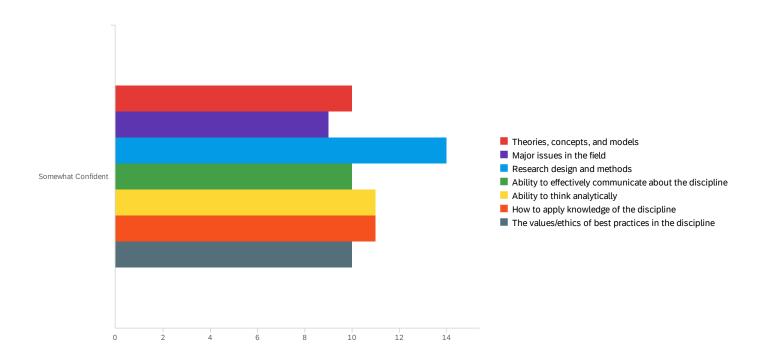
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Theories, concepts, and models	1.00	1.00	1.00	0.00	0.00	10
2	Major issues in the field	1.00	1.00	1.00	0.00	0.00	15
3	Research design and methods	1.00	1.00	1.00	0.00	0.00	4
4	Ability to effectively communicate about the discipline	1.00	1.00	1.00	0.00	0.00	16
5	Ability to think analytically	1.00	1.00	1.00	0.00	0.00	13
6	How to apply knowledge of the discipline	1.00	1.00	1.00	0.00	0.00	13
7	The values/ethics of best practices in the discipline	1.00	1.00	1.00	0.00	0.00	17

#	Field	Very Confident	Total
1	Theories, concepts, and models	100.00% 10	10
2	Major issues in the field	100.00% 15	15
3	Research design and methods	100.00% 4	4

#	Field	Very Confident	Total
4	Ability to effectively communicate about the discipline	100.00% 16	16
5	Ability to think analytically	100.00% 13	13
6	How to apply knowledge of the discipline	100.00% 13	13
7	The values/ethics of best practices in the discipline	100.00% 17	17

Q5#2 - Considering the list that follows, how confident are you in your knowledge or





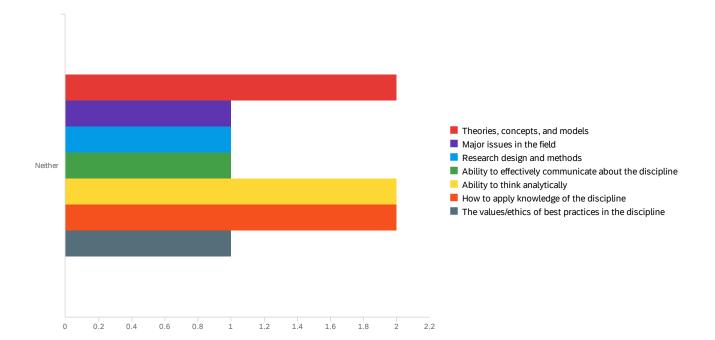
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Theories, concepts, and models	1.00	1.00	1.00	0.00	0.00	10
2	Major issues in the field	1.00	1.00	1.00	0.00	0.00	9
3	Research design and methods	1.00	1.00	1.00	0.00	0.00	14
4	Ability to effectively communicate about the discipline	1.00	1.00	1.00	0.00	0.00	10
5	Ability to think analytically	1.00	1.00	1.00	0.00	0.00	11
6	How to apply knowledge of the discipline	1.00	1.00	1.00	0.00	0.00	11
7	The values/ethics of best practices in the discipline	1.00	1.00	1.00	0.00	0.00	10

#	Field	Somewhat Confident	Total
1	Theories, concepts, and models	100.00% 10	10
2	Major issues in the field	100.00% 9	9
3	Research design and methods	100.00% 14	14

#	Field	Somewhat Confident	Total
4	Ability to effectively communicate about the discipline	100.00% 10	10
5	Ability to think analytically	100.00% 11	11
6	How to apply knowledge of the discipline	100.00% 11	11
7	The values/ethics of best practices in the discipline	100.00% 10	10

Q5#3 - Considering the list that follows, how confident are you in your knowledge or

abilities? - 3



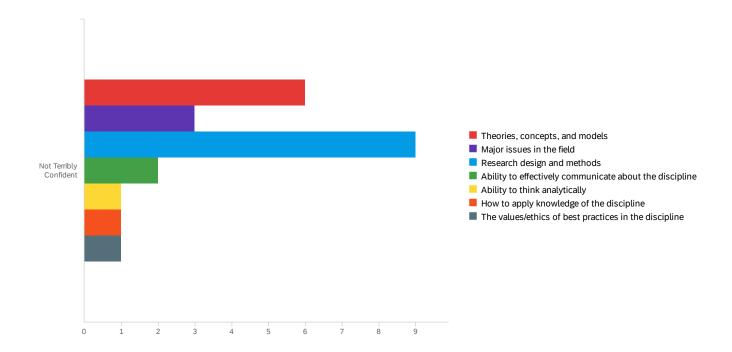
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Theories, concepts, and models	1.00	1.00	1.00	0.00	0.00	2
2	Major issues in the field	1.00	1.00	1.00	0.00	0.00	1
3	Research design and methods	1.00	1.00	1.00	0.00	0.00	1
4	Ability to effectively communicate about the discipline	1.00	1.00	1.00	0.00	0.00	1
5	Ability to think analytically	1.00	1.00	1.00	0.00	0.00	2
6	How to apply knowledge of the discipline	1.00	1.00	1.00	0.00	0.00	2
7	The values/ethics of best practices in the discipline	1.00	1.00	1.00	0.00	0.00	1

#	Field	Neither	Total
1	Theories, concepts, and models	100.00% 2	2
2	Major issues in the field	100.00% 1	1
3	Research design and methods	100.00% 1	1

#	Field	Neither	Total
4	Ability to effectively communicate about the discipline	100.00% 1	1
5	Ability to think analytically	100.00% 2	2
6	How to apply knowledge of the discipline	100.00% 2	2
7	The values/ethics of best practices in the discipline	100.00% 1	1

Q5#4 - Considering the list that follows, how confident are you in your knowledge or





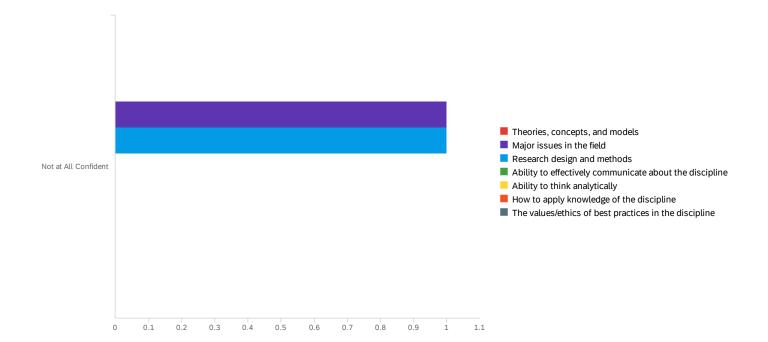
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Theories, concepts, and models	1.00	1.00	1.00	0.00	0.00	6
2	Major issues in the field	1.00	1.00	1.00	0.00	0.00	3
3	Research design and methods	1.00	1.00	1.00	0.00	0.00	9
4	Ability to effectively communicate about the discipline	1.00	1.00	1.00	0.00	0.00	2
5	Ability to think analytically	1.00	1.00	1.00	0.00	0.00	1
6	How to apply knowledge of the discipline	1.00	1.00	1.00	0.00	0.00	1
7	The values/ethics of best practices in the discipline	1.00	1.00	1.00	0.00	0.00	1

#	Field	Not Terribly Confident	Total
1	Theories, concepts, and models	100.00% 6	6
2	Major issues in the field	100.00% 3	3
3	Research design and methods	100.00% 9	9

#	Field	Not Terribly Confident	Total
4	Ability to effectively communicate about the discipline	100.00% 2	2
5	Ability to think analytically	100.00% 1	1
6	How to apply knowledge of the discipline	100.00% 1	1
7	The values/ethics of best practices in the discipline	100.00% 1	1

Q5#5 - Considering the list that follows, how confident are you in your knowledge or

abilities? - 5



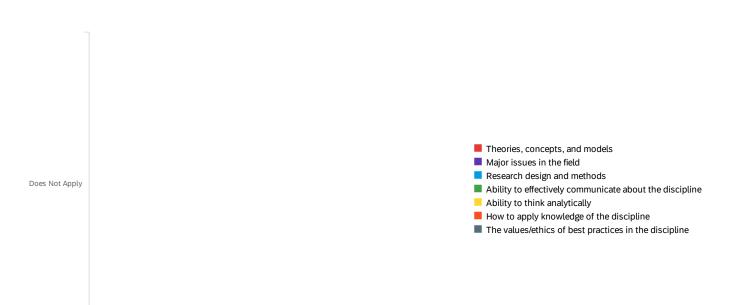
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Theories, concepts, and models	0.00	0.00	0.00	0.00	0.00	0
2	Major issues in the field	1.00	1.00	1.00	0.00	0.00	1
3	Research design and methods	1.00	1.00	1.00	0.00	0.00	1
4	Ability to effectively communicate about the discipline	0.00	0.00	0.00	0.00	0.00	0
5	Ability to think analytically	0.00	0.00	0.00	0.00	0.00	0
6	How to apply knowledge of the discipline	0.00	0.00	0.00	0.00	0.00	0
7	The values/ethics of best practices in the discipline	0.00	0.00	0.00	0.00	0.00	0

#	Field	Not at All Confident	Total
1	Theories, concepts, and models	0.00% 0	0
2	Major issues in the field	100.00% 1	1
3	Research design and methods	100.00% 1	1

#	Field	Not at All Confident	Total
4	Ability to effectively communicate about the discipline	0.00% 0	0
5	Ability to think analytically	0.00% 0	0
6	How to apply knowledge of the discipline	0.00% 0	0
7	The values/ethics of best practices in the discipline	0.00% 0	0

Q5#6 - Considering the list that follows, how confident are you in your knowledge or



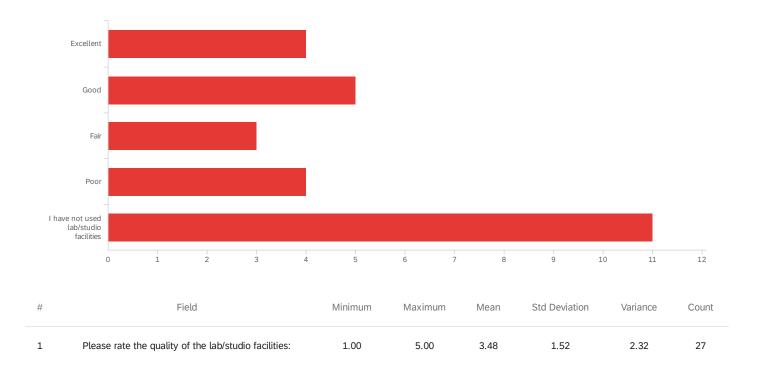


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Theories, concepts, and models	0.00	0.00	0.00	0.00	0.00	0
2	Major issues in the field	0.00	0.00	0.00	0.00	0.00	0
3	Research design and methods	0.00	0.00	0.00	0.00	0.00	0
4	Ability to effectively communicate about the discipline	0.00	0.00	0.00	0.00	0.00	0
5	Ability to think analytically	0.00	0.00	0.00	0.00	0.00	0
6	How to apply knowledge of the discipline	0.00	0.00	0.00	0.00	0.00	0
7	The values/ethics of best practices in the discipline	0.00	0.00	0.00	0.00	0.00	0

0

#	Field	Does Not Apply	Total
1	Theories, concepts, and models	0.00% 0	0
2	Major issues in the field	0.00% 0	0
3	Research design and methods	0.00% 0	0

#	Field	Does Not Apply	Total
4	Ability to effectively communicate about the discipline	0.00% 0	0
5	Ability to think analytically	0.00% 0	0
6	How to apply knowledge of the discipline	0.00% 0	0
7	The values/ethics of best practices in the discipline	0.00% 0	0

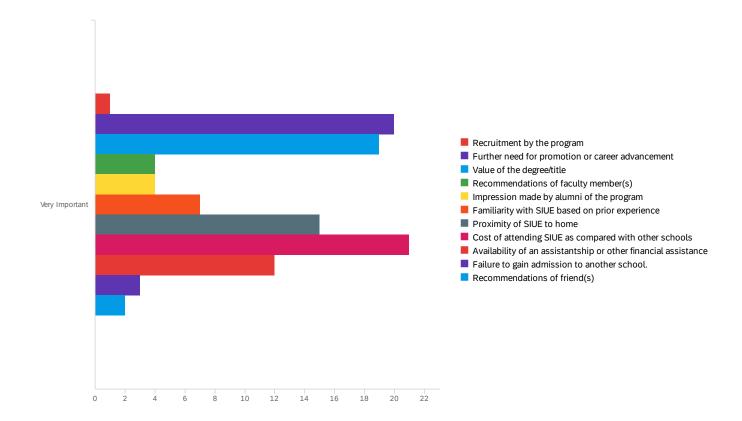


Q6 - Please rate the quality of the lab/studio facilities:

#	Field	Choic Coun	
1	Excellent	14.81%	4
2	Good	18.52%	5
3	Fair	11.11%	3
4	Poor	14.81%	4
5	I have not used lab/studio facilities	40.74%	11
			27

Q7#1 - What were the major factors in your decision to enroll in your graduate program

at SIUE? - 1



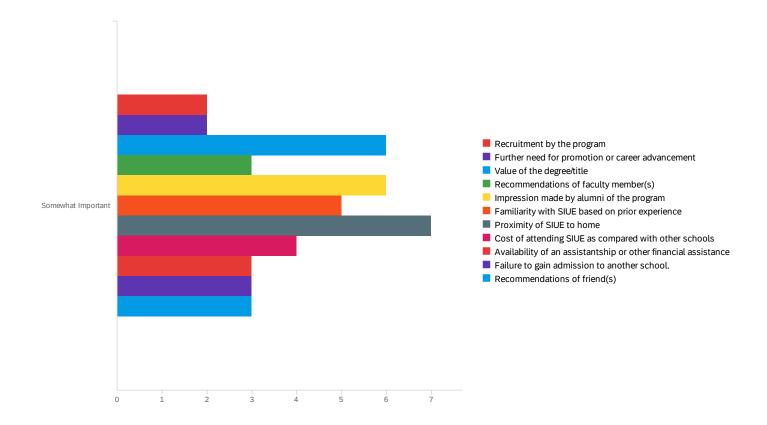
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Recruitment by the program	1.00	1.00	1.00	0.00	0.00	1
2	Further need for promotion or career advancement	1.00	1.00	1.00	0.00	0.00	20
3	Value of the degree/title	1.00	1.00	1.00	0.00	0.00	19
4	Recommendations of faculty member(s)	1.00	1.00	1.00	0.00	0.00	4
5	Impression made by alumni of the program	1.00	1.00	1.00	0.00	0.00	4
6	Familiarity with SIUE based on prior experience	1.00	1.00	1.00	0.00	0.00	7
7	Proximity of SIUE to home	1.00	1.00	1.00	0.00	0.00	15
8	Cost of attending SIUE as compared with other schools	1.00	1.00	1.00	0.00	0.00	21
9	Availability of an assistantship or other financial assistance	1.00	1.00	1.00	0.00	0.00	12
10	Failure to gain admission to another school.	1.00	1.00	1.00	0.00	0.00	3

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
11	Recommendations of friend(s)	1.00	1.00	1.00	0.00	0.00	2

#	Field	Very Impor	ant	Total
1	Recruitment by the program	100.00%	1	1
2	Further need for promotion or career advancement	100.00%	20	20
3	Value of the degree/title	100.00%	19	19
4	Recommendations of faculty member(s)	100.00%	4	4
5	Impression made by alumni of the program	100.00%	4	4
6	Familiarity with SIUE based on prior experience	100.00%	7	7
7	Proximity of SIUE to home	100.00%	15	15
8	Cost of attending SIUE as compared with other schools	100.00%	21	21
9	Availability of an assistantship or other financial assistance	100.00%	12	12
10	Failure to gain admission to another school.	100.00%	3	3
11	Recommendations of friend(s)	100.00%	2	2

Q7#2 - What were the major factors in your decision to enroll in your graduate program

at SIUE? - 2



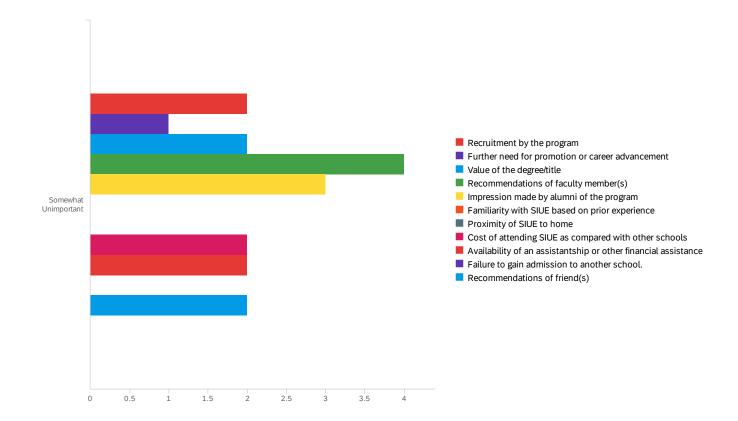
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Recruitment by the program	1.00	1.00	1.00	0.00	0.00	2
2	Further need for promotion or career advancement	1.00	1.00	1.00	0.00	0.00	2
3	Value of the degree/title	1.00	1.00	1.00	0.00	0.00	6
4	Recommendations of faculty member(s)	1.00	1.00	1.00	0.00	0.00	3
5	Impression made by alumni of the program	1.00	1.00	1.00	0.00	0.00	6
6	Familiarity with SIUE based on prior experience	1.00	1.00	1.00	0.00	0.00	5
7	Proximity of SIUE to home	1.00	1.00	1.00	0.00	0.00	7
8	Cost of attending SIUE as compared with other schools	1.00	1.00	1.00	0.00	0.00	4
9	Availability of an assistantship or other financial assistance	1.00	1.00	1.00	0.00	0.00	3
10	Failure to gain admission to another school.	1.00	1.00	1.00	0.00	0.00	3

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
11	Recommendations of friend(s)	1.00	1.00	1.00	0.00	0.00	3

#	Field	Somewhat Important	Total
1	Recruitment by the program	100.00% 2	2
2	Further need for promotion or career advancement	100.00% 2	2
3	Value of the degree/title	100.00% 6	6
4	Recommendations of faculty member(s)	100.00% 3	3
5	Impression made by alumni of the program	100.00% 6	6
6	Familiarity with SIUE based on prior experience	100.00% 5	5
7	Proximity of SIUE to home	100.00% 7	7
8	Cost of attending SIUE as compared with other schools	100.00% 4	4
9	Availability of an assistantship or other financial assistance	100.00% 3	3
10	Failure to gain admission to another school.	100.00% 3	3
11	Recommendations of friend(s)	100.00% 3	3

Q7#3 - What were the major factors in your decision to enroll in your graduate program

at SIUE? - 3



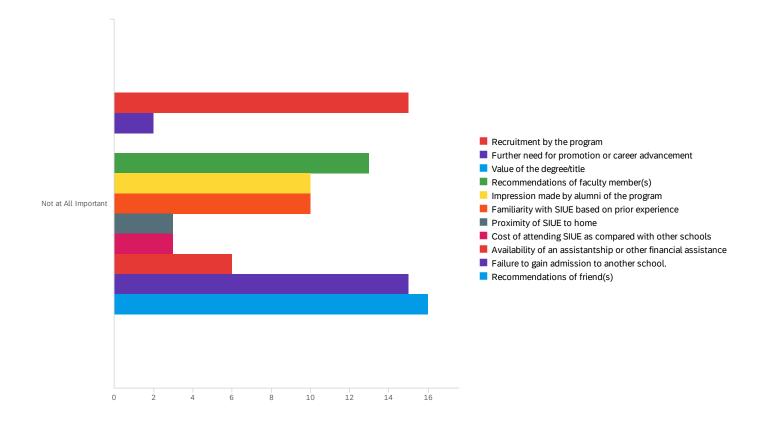
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Recruitment by the program	1.00	1.00	1.00	0.00	0.00	2
2	Further need for promotion or career advancement	1.00	1.00	1.00	0.00	0.00	1
3	Value of the degree/title	1.00	1.00	1.00	0.00	0.00	2
4	Recommendations of faculty member(s)	1.00	1.00	1.00	0.00	0.00	4
5	Impression made by alumni of the program	1.00	1.00	1.00	0.00	0.00	3
6	Familiarity with SIUE based on prior experience	0.00	0.00	0.00	0.00	0.00	0
7	Proximity of SIUE to home	0.00	0.00	0.00	0.00	0.00	0
8	Cost of attending SIUE as compared with other schools	1.00	1.00	1.00	0.00	0.00	2
9	Availability of an assistantship or other financial assistance	1.00	1.00	1.00	0.00	0.00	2
10	Failure to gain admission to another school.	0.00	0.00	0.00	0.00	0.00	0

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
11	Recommendations of friend(s)	1.00	1.00	1.00	0.00	0.00	2

#	Field	Somewhat Unimport	tant Total	l
1	Recruitment by the program	100.00%	2 2	2
2	Further need for promotion or career advancement	100.00%	1 1	L
3	Value of the degree/title	100.00%	2 2	2
4	Recommendations of faculty member(s)	100.00%	4 4	1
5	Impression made by alumni of the program	100.00%	3 3	3
6	Familiarity with SIUE based on prior experience	0.00%	0 0)
7	Proximity of SIUE to home	0.00%	0 0)
8	Cost of attending SIUE as compared with other schools	100.00%	2 2	2
9	Availability of an assistantship or other financial assistance	100.00%	2 2	2
10	Failure to gain admission to another school.	0.00%	0 0)
11	Recommendations of friend(s)	100.00%	2 2	2

Q7#4 - What were the major factors in your decision to enroll in your graduate program

at SIUE? - 4



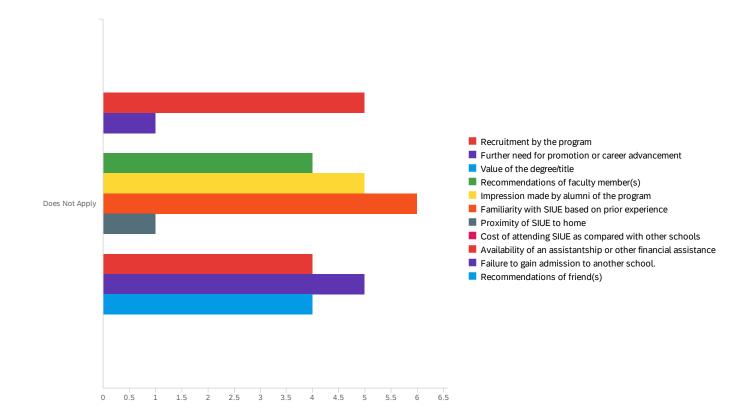
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Recruitment by the program	1.00	1.00	1.00	0.00	0.00	15
2	Further need for promotion or career advancement	1.00	1.00	1.00	0.00	0.00	2
3	Value of the degree/title	0.00	0.00	0.00	0.00	0.00	0
4	Recommendations of faculty member(s)	1.00	1.00	1.00	0.00	0.00	13
5	Impression made by alumni of the program	1.00	1.00	1.00	0.00	0.00	10
6	Familiarity with SIUE based on prior experience	1.00	1.00	1.00	0.00	0.00	10
7	Proximity of SIUE to home	1.00	1.00	1.00	0.00	0.00	3
8	Cost of attending SIUE as compared with other schools	1.00	1.00	1.00	0.00	0.00	3
9	Availability of an assistantship or other financial assistance	1.00	1.00	1.00	0.00	0.00	6
10	Failure to gain admission to another school.	1.00	1.00	1.00	0.00	0.00	15

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
11	Recommendations of friend(s)	1.00	1.00	1.00	0.00	0.00	16

#	Field	Not at All Important	Total
1	Recruitment by the program	100.00% 15	15
2	Further need for promotion or career advancement	100.00% 2	2
3	Value of the degree/title	0.00% 0	0
4	Recommendations of faculty member(s)	100.00% 13	13
5	Impression made by alumni of the program	100.00% 10	10
6	Familiarity with SIUE based on prior experience	100.00% 10	10
7	Proximity of SIUE to home	100.00% 3	3
8	Cost of attending SIUE as compared with other schools	100.00% 3	3
9	Availability of an assistantship or other financial assistance	100.00% 6	6
10	Failure to gain admission to another school.	100.00% 15	15
11	Recommendations of friend(s)	100.00% 16	16

Q7#5 - What were the major factors in your decision to enroll in your graduate program

at SIUE? - 5

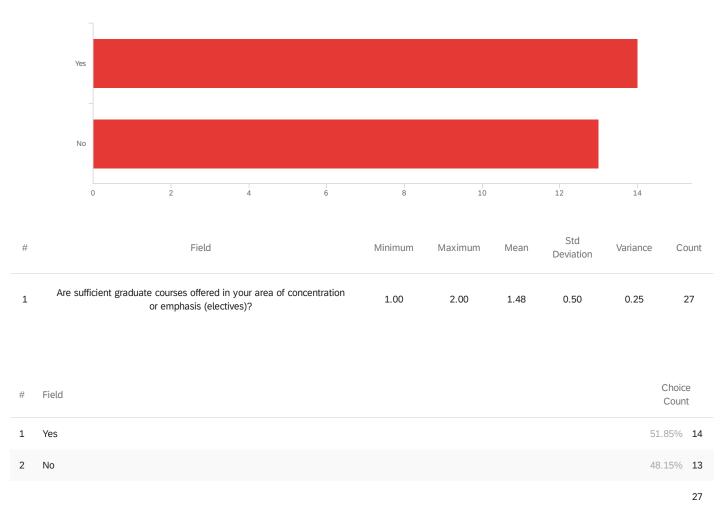


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Recruitment by the program	1.00	1.00	1.00	0.00	0.00	5
2	Further need for promotion or career advancement	1.00	1.00	1.00	0.00	0.00	1
3	Value of the degree/title	0.00	0.00	0.00	0.00	0.00	0
4	Recommendations of faculty member(s)	1.00	1.00	1.00	0.00	0.00	4
5	Impression made by alumni of the program	1.00	1.00	1.00	0.00	0.00	5
6	Familiarity with SIUE based on prior experience	1.00	1.00	1.00	0.00	0.00	6
7	Proximity of SIUE to home	1.00	1.00	1.00	0.00	0.00	1
8	Cost of attending SIUE as compared with other schools	0.00	0.00	0.00	0.00	0.00	0
9	Availability of an assistantship or other financial assistance	1.00	1.00	1.00	0.00	0.00	4
10	Failure to gain admission to another school.	1.00	1.00	1.00	0.00	0.00	5

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
11	Recommendations of friend(s)	1.00	1.00	1.00	0.00	0.00	4

#	Field	Does Not Apply	Total
1	Recruitment by the program	100.00% 5	5
2	Further need for promotion or career advancement	100.00% 1	1
3	Value of the degree/title	0.00% 0	0
4	Recommendations of faculty member(s)	100.00% 4	4
5	Impression made by alumni of the program	100.00% 5	5
6	Familiarity with SIUE based on prior experience	100.00% 6	6
7	Proximity of SIUE to home	100.00% 1	1
8	Cost of attending SIUE as compared with other schools	0.00% 0	0
9	Availability of an assistantship or other financial assistance	100.00% 4	4
10	Failure to gain admission to another school.	100.00% 5	5
11	Recommendations of friend(s)	100.00% 4	4

Q8 - Are sufficient graduate courses offered in your area of concentration or emphasis



(electives)?

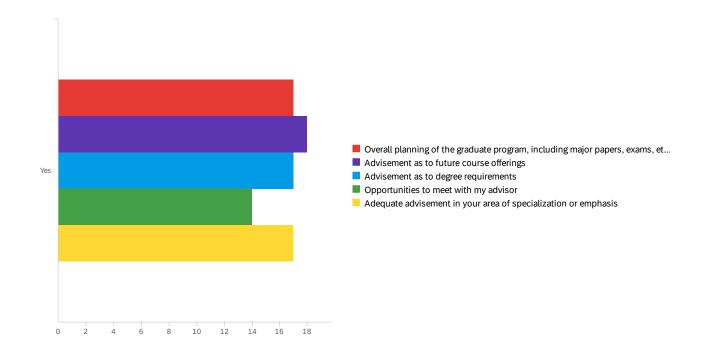
Q9 - Is there an appropriate balance between courses required by the department and



available electives?

Q10#1 - What problems, if any, have you experienced concerning advisement during the

course of your gradu... - 1



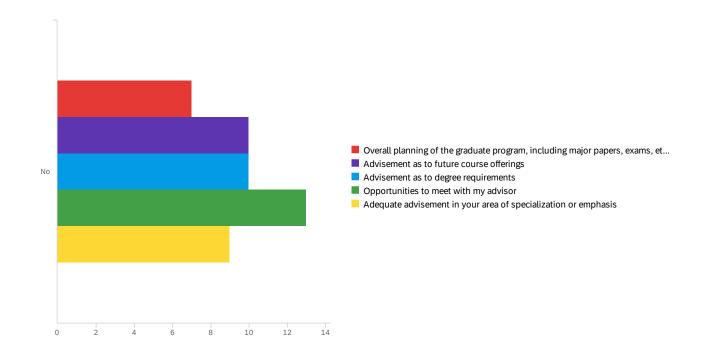
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall planning of the graduate program, including major papers, exams, etc.	1.00	1.00	1.00	0.00	0.00	17
2	Advisement as to future course offerings	1.00	1.00	1.00	0.00	0.00	18
3	Advisement as to degree requirements	1.00	1.00	1.00	0.00	0.00	17
4	Opportunities to meet with my advisor	1.00	1.00	1.00	0.00	0.00	14
5	Adequate advisement in your area of specialization or emphasis	1.00	1.00	1.00	0.00	0.00	17

#	Field	Yes		Total
1	Overall planning of the graduate program, including major papers, exams, etc.	100.00%	17	17
2	Advisement as to future course offerings	100.00%	18	18
3	Advisement as to degree requirements	100.00%	17	17
4	Opportunities to meet with my advisor	100.00%	14	14

#	Field	Yes		Total
5	Adequate advisement in your area of specialization or emphasis	100.00%	17	17

Q10#2 - What problems, if any, have you experienced concerning advisement during the

course of your gradu... - 2



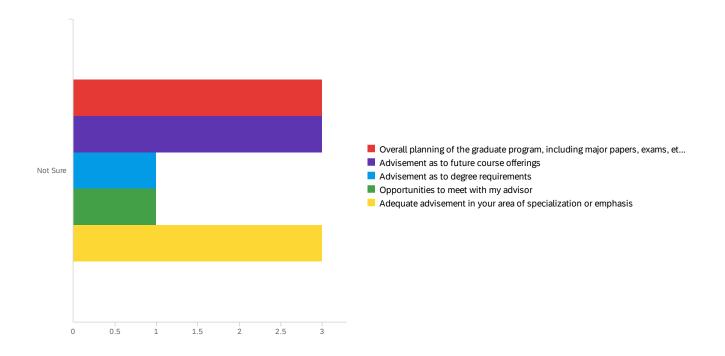
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall planning of the graduate program, including major papers, exams, etc.	1.00	1.00	1.00	0.00	0.00	7
2	Advisement as to future course offerings	1.00	1.00	1.00	0.00	0.00	10
3	Advisement as to degree requirements	1.00	1.00	1.00	0.00	0.00	10
4	Opportunities to meet with my advisor	1.00	1.00	1.00	0.00	0.00	13
5	Adequate advisement in your area of specialization or emphasis	1.00	1.00	1.00	0.00	0.00	9

#	Field	No		Total
1	Overall planning of the graduate program, including major papers, exams, etc.	100.00%	7	7
2	Advisement as to future course offerings	100.00%	10	10
3	Advisement as to degree requirements	100.00%	10	10
4	Opportunities to meet with my advisor	100.00%	13	13

#	Field	No		Total
5	Adequate advisement in your area of specialization or emphasis	100.00%	9	9

Q10#3 - What problems, if any, have you experienced concerning advisement during the

course of your gradu... - 3



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall planning of the graduate program, including major papers, exams, etc.	1.00	1.00	1.00	0.00	0.00	3
2	Advisement as to future course offerings	1.00	1.00	1.00	0.00	0.00	3
3	Advisement as to degree requirements	1.00	1.00	1.00	0.00	0.00	1
4	Opportunities to meet with my advisor	1.00	1.00	1.00	0.00	0.00	1
5	Adequate advisement in your area of specialization or emphasis	1.00	1.00	1.00	0.00	0.00	3

#	Field	Not Sure	Tota	al
1	Overall planning of the graduate program, including major papers, exams, etc.	100.00%	3	3
2	Advisement as to future course offerings	100.00%	3	3
3	Advisement as to degree requirements	100.00%	1	1
4	Opportunities to meet with my advisor	100.00%	1	1

#	Field	Not Sure	Total
5	Adequate advisement in your area of specialization or emphasis	100.00% 3	3

Q11 - To what extent would you be willing to recommend your program to prospective

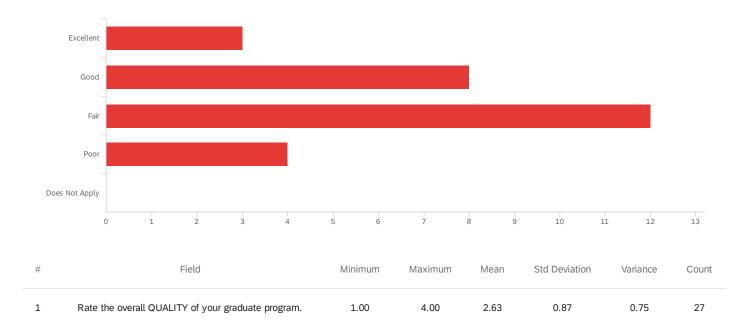
graduate students who are interested in pursuing a degree in the same area of study?



2	Would recommend with reservation	62.96%	17
3	Would definitely not recommend	22.22%	6
4	Would not comment either way	0.00%	0

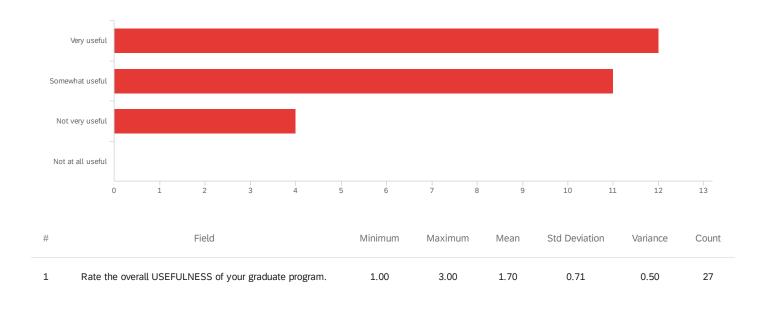
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Showing rows 1 - 5 of 5 $\,$



Q12 - Rate the overall QUALITY of your graduate program.

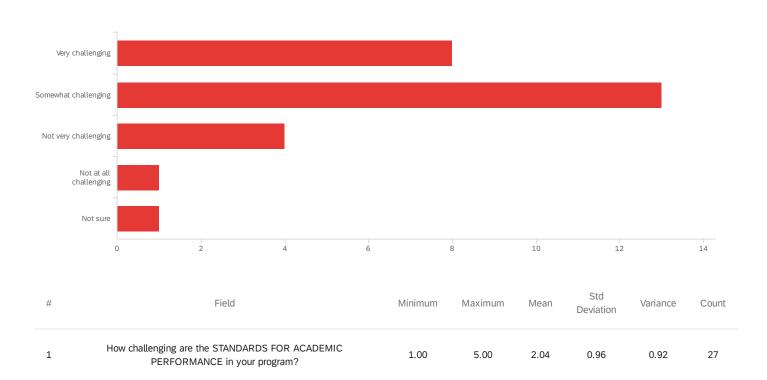
#	Field	Choic Coun	
1	Excellent	11.11%	3
2	Good	29.63%	8
3	Fair	44.44%	12
4	Poor	14.81%	4
5	Does Not Apply	0.00%	0
			27



Q13 - Rate the overall USEFULNESS of your graduate program.

#	Field	Choic Coun	
1	Very useful	44.44%	12
2	Somewhat useful	40.74%	11
3	Not very useful	14.81%	4
4	Not at all useful	0.00%	0
			27

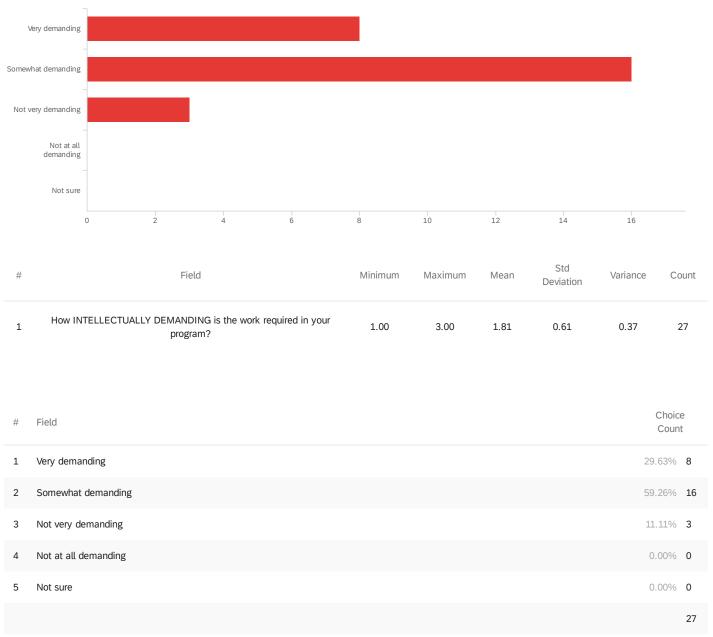
Q14 - How challenging are the STANDARDS FOR ACADEMIC PERFORMANCE in your

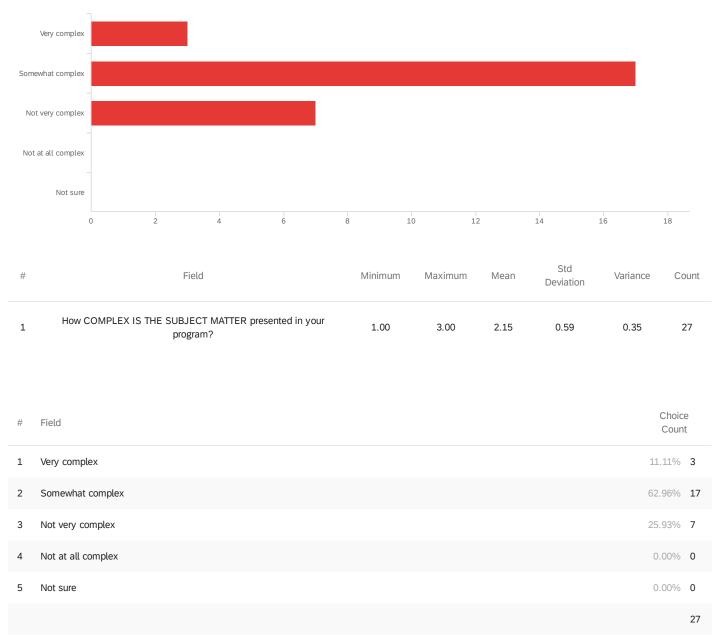


program?

#	Field	Choic Coun	
1	Very challenging	29.63%	8
2	Somewhat challenging	48.15%	13
3	Not very challenging	14.81%	4
4	Not at all challenging	3.70%	1
5	Not sure	3.70%	1
			27

Q15 - How INTELLECTUALLY DEMANDING is the work required in your program?





Q16 - How COMPLEX IS THE SUBJECT MATTER presented in your program?

Q17 - Please take this opportunity to explain or elaborate on any of your answers on this

survey.

Please take this opportunity to explain or elaborate on any of your answers...

I chose to continue to graduate studies at SIUE because of the positive experience I had on campus as an undergrad. I deeply cherished the relationships I built with many of my instructors. To my dismay, it seemed there was an exodus within the faculty. My main reasons for staying were gone. The faculty brought on board since then are phenomenal. However, the adjunct professors have been hit or miss. Imagine taking your course online with instructors who have been teaching for years and are simply intimidated by today's technology. Those courses don't run very smoothly. NOW imagine taking your course online with an adjunct whose day job is not teaching graduates daily AND have limited to NO knowledge on how to utilize the online tools and programs we must utilize such as Zoom and Blackboard. Can mandatory training of these products be implemented? We should not miss out on content or waste classroom time while the instructor tries to figure it out during class. or if they cannot, then we just move on disregarding the content. At the graduate level I expect more out of my faculty the same as they expect more from us as students at the graduate level. As long as Jill Schreiber is the chair of the social work department I will not ever recommend the social work program when asked. Especially to any BIPOC students as it would be a complete injustice on my part to send them into the lions den of microaggressions. This department could also work on it's communication style. As in try actually communicating once in a while instead of telling us that we cannot ask questions or show a look of disgust when we do have questions that faculty would rather choose to ignore because it's tough or uncomfortable. Perhaps send a poll to this graduate cohort to investigate how many of us had to increase our mental health supports due to the traumatic experiences of this program.

The Social Work department has a lot of problems. They allowed poor teaching to last for too long in the practicum program. They did not consider their resources in changing the standards when the poorest teacher left. The chair is inadequate and engages in disrespectful behaviors, such as repeatedly saying student's names wrong. Academically, there is A TON of overlap between the first year and the second year. Some professors are phenomenal. Others couldn't be worse. They need to be consistent and they need to totally revamp the second year courses, so students can actually learn the second year. The restrictions on electives outside of the program are too restrictive. They need to stop hiring random people to fill in or to teach electives. They need to actually vet out the people they have fill in. Most of the "filler" teachers were terrible.

Need more classes on not only theories, but also real-life experiences and necessary knowledge for after school/beginning of a new career.

The two main issues that influenced my responses were COVID & the way the faculty/admin. handled issues within the department/cohort.

Not going to lie this past year has been horrible and I'm disappointed. I feel like no one really knew what was going on. I feel like when we voiced our concerns they did not really matter. I cannot tell you anything that I learned that has helped me. I do not know who to go to whenever I have a question. I think the learning agreement we have to do needs to be redone. There are things we have to do in this program that was similar to my undergrad program but this program makes it way more confusing and hard. I think some of the professors are amazing but sadly I only met them once and that was it. The only person I can talk to is my mentor and she may not know the answers. I should be able to go to my other professors and be able to talk and ask them questions. My old school we knew everyone knew the program. I do not know anyone. I hate that I'm just another student in this program and not a person. I get we had to go remote but second semester was worse then first semester. I just thought this experience would help me with the next step and instead it's making me even question if I want to do this anymore. I had to get in contact with my undergrad professor to figure out the steps to move forward. I have no idea about licensure or tests that we may need to take. I just am really disappointed

I had some issues with the technological requirements of some of the courses. I did not grow up with computers like my classmates. It was difficult to not only complete the class assignments, but to first figure out how to use the programs. I also found the practicum to be unnecessarily complicated with way too much extra work and class time.

This program made has enlightened my thoughts, feelings, and understanding of the system we are living in. This program has nourished my passion to want to help, advocate and expand the social work services. The only factor for me personally that is a negative to this program is the lack of facility. Some don't even seem like they care about the program and that's is dishearten for someone like myself that is so passionate about it. I had to reach out to about 5 different facility members over an extended period of time to get simple guidance multit times and no response. This is including my assigned mentor. I guess I want the facility to be as committed to the program ad I am, because they should.

I am a non-traditional student and spent some time working in social service roles prior to this graduate program. I came from a related field of study. The core coursework was helpful to learn skills and knowledge specific to social work. I was disappointed in the electives offered. They did not seem like graduate level course work or offer the degree of specialization I was looking for. Often I felt like I put a great deal of effort into assignments then learned that the instructors gave everyone an A.

Please take this opportunity to explain or elaborate on any of your answers...

I will plan to apply the knowledge gained through the program in the non-profit and in the private sector. In the question about "What problems, if any, have you experienced concerning advisement during the course of your graduate study?" I meant to say in all my answers that I had a problem with all those statements. My advisor never reached out to me. I was the one that had to reach out once a semester to get my portal unlocked to sign up for classes. The few times I did reach out I did not get an answer, or when we did meet, the conversations were kept short by the supervisor. I wish I would have had more support to learn about the social work field/experience since I do not know any social workers in my life. This program fit my economical needs, which is the main reason why I applied and accepted the offer. I had gotten accepted to other schools with higher ratings, but I could not afford their tuition and their scholarship options were limited. I was hoping this program would meet my needs, but unfortunately, I did not feel challenged in most of my courses. There were a few courses such as research, psychopathology, micro practice, advanced policy that challenged me and helped me learn new skills and broaden my knowledge of the field. The rest of the classes felt repetitive from my past degree and they later felt over-repetitive because most advanced classes were a repetition of the first year. I was bored, unengaged, and felt like there was no point in trying so hard when I would always get all points in all assignments with barely any feedback from professors. I even at times did not receive any feedback from big final projects, so I would spend weeks researching and writing a paper, to then just see an "A" on my portal. It felt many times as if the professor's were just checking a checkmark to upload a grade. My hard work did not feel appreciated and I was not challenged to grow and do better. I would say that this program added to some of my knowledge (from a few classes), but most of my knowledge I h

The entire second year felt very repetitive. I believe students who join the 2-year MSW program should be given a lot more electives in their second year than the Advanced courses offered, which were extremely redundant to the first-year courses. They were too many disruptions with instructors over the last two semesters, and these were non-pandemic related. The department needs to have a better backup process for instructors or planning if an instructor is unavailable.

I think this department got lucky by not requiring a focus group for this program review. I know there are a lot of unhappy students in this cohort (myself included). The Social Work department has quality new professors, but the organization among the department and graduate program are nonexistent. The mentor/advising structure that is in place is not helpful to students and is unfairly putting extra stress on the professors. It is very obvious to students that the professors have too much on their plates and this negatively impacts our experience. The absolute lack of elective options is alarming, and the poor quality of the current elective options is embarrassing.

This has been a great and unique experience so far being in the master's of social work program. I am inspired more and more each semester by amazing professors and unforgivable experiences. With their guidance, education, and opportunity to grow I feel confident in the social work program.

End of Report

Kimberly A.E. Carter, Ph.D. Curriculum Vitae

Department of Social Work Southern Illinois University Edwardsville Box 1450 Edwardsville, IL 62026 Email: <u>kimcart@siue.edu</u>

Academic and Professional Positions

- 2020- Present Field Education Director, Department of Social Work, Southern Illinois University Edwardsville.
- 2012-Present Associate Professor, Department of Social Work, Southern Illinois University Edwardsville.
- 2010-2012 Public Health Research Assistant, Washington University School of Medicine.

Education

- 2010 Ph.D., Washington University, School of Social Work. Major: Mental Health Service Research; Care Disparities Dissertation Title: African American Caregiver Resiliency: Resources, Vulnerabilities, Coping, & Well-being Among Caregivers of Persons with Chronic Illness
- 2002 MSW, Washington University. Major: Mental Health Services Research & Non Profit Management Supporting Areas of Emphasis: Non Profit Management
- 1994 BA, Washington University. Major: Psychology Supporting Areas of Emphasis: Biology

SCHOLARSHIP

Peer-Reviewed Contributions

Refereed Journal Articles

O'brien, G., **Carter, K.** & Swanke, (*In Press*) The Utility of Simulated Clients in Macro-Practice Courses *Journal of Teaching in Social Work* (Accepted Feb 2018)

Carter, K. Swanke, J., Stonich, J. Taylor, S., Witze, M., & Binetsch, M. (2017) Student assessment of self-efficacy and practice readiness following simulated instruction *Journal of Teaching in Social Work, 38 (1) 28-42*

Drake, B. F., Boyd, D., **Carter, K.,** Gehlert, S., & Thompson, V. S. (2017). Barriers and Strategies to Participation in Tissue Research Among African-American Men. *Journal of Cancer Education*, 32 (1) 51-58.

Waters, E. A., Ball, L., **Carter, K**., Gehlert, S. (2014). Smokers' beliefs about the tobacco control potential of a 'gene for smoking': a focus group study. *BMC Public Health*, *14*, 9. www.biomedcentral.com/content/pdf/1471-2458-14-1218.pdf

Book Chapters

Carter, K., Swanke, J., Brown, V. A. (2014). Power Imbalance in the Clinical Encounter. In Roy Bean, Sean Davis, Maureen Davey (Ed.), *Book Title: Clinical Supervision Activities for Increasing Competence and Self-Awareness* (pp. 14). Hoboken, NJ: John Wiley & Sons Inc.

Published Research Reports

Carter, K., Swanke, J., Brown, V. (2016). State of Illinois Division of Children and Family Services (*DCFS*) *Permanency Enhancement Project, End of Year Report. Fiscal Year 2015-16*.

Carter, K., Swanke, J., Brown, V. (2015). State of Illinois Division of Children and Family Services (DCFS) Permanency Enhancement Project, End of Year Report. Fiscal Year 2014-15.

Carter, K., Swanke, J., Brown, V. (2014). State of Illinois Division of Children and Family Services (*DCFS*) *Permanency Enhancement Project, End of Year Report. Fiscal Year 2013-2014*.

Refereed Journal Articles, Under Review

Carter, K. & Bright, S. *Discovering Theory Digitally: Teaching HBSE with Integrated Platforms.* Journal of Baccalaureate Social Work

Carter, K. The Benefits & Challenges of Using E-Service Learning in Social Work: Instruction in Non-Profit Organizational Management. *Journal of Nonprofit Education & Leadership*.

Carter, K., Kreuger, L. W. Religious Experience and Social Support as Predictors of Psychological Well Being Among African Americans: Testing a Structural Equation Model. *Women, Gender & Families of Color.*

Swanke, J. & **Carter, K.** Understanding homelessness through cooperative and collaborative service learning. *Journal of Effective Teaching.*

Contracts, Grants and Sponsored Research

Funded Competitive Grants

Robb, M., **Carter, K.,** & Duckham, B. Southern Illinois University Edwardsville, College of Arts & Sciences, Targeted Funding Initiative Grant. 'Minority Mental Health Graduate Student Recruitment- Enhancing the Mental Health Pipeline' \$6,800 (January 2017-June 2017)

Carter, K. & Swanke, J. Southern Illinois University Edwardsville, College of Arts & Sciences, Targeted Funding Initiative Grant. 'SACK Lunch Community Education Series- East St. Louis Center Community Engagement' \$6,200 (January 2017-June 2017)

Not Funded Competitive Grants

Swanke, J., **Carter, K**., "Southern Illinois University Edwardsville Homecoming 2014: Faculty Involvement Grant," Sponsored by Southern Illinois University Edwardsville, Southern Illinois University Edwardsville, \$1,450.57. (August 8, 2014).

Funded Non-Competitive Grant Proposals

Carter, K. (Co-Principal) Brown, V. (Principal), "DCFS-IL Permanency Enhancement Grant," Sponsored by Division of Children Family Services Illinois, State, \$180,000.00. (July 1, 2019 -Present)

Carter, K. (Co-Principal) Brown, V. (Principal), "DCFS-IL Permanency Enhancement Grant," Sponsored by Division of Children Family Services Illinois, State, \$60,000.00. (July 1, 2018 - June 30, 2019)

Select Conference Proceedings

Reiheld, A., Fatima, A., & **Carter, K**. (November 2018) *Let's Strategize: Exploring Microaggressions in Academia and Finding A Way Forward,* National Women Studies Association Conference, Atlanta, GA

Robb, M., **Carter, K**., Cole-Brown, T. (October 2018).*Recruitment Initiative to Broaden the Student Pipeline in Mental Health Careers*, American Art Therapy Association Annual Conference, Miami, FL

Carter, K., Sweatt, A., Zubotka, L. (April 2018). *Two Students, Two Stories, A Major Difference: Innovative Career Outlooks in Macro Social Work Practice, through Undergraduate Research Assistantship Participation,* University of Memphis, Annual Social Work Conference **Carter, K.** & Conway, S. (April 2017). *Discovering Theory Digitally: Teaching Human Behavior in the Social Environment (HBSE) with Integrated Platforms,* Social Work Distance Education Conference, Austin, TX

Carter, K. & Schreiber, J. (November 2016). *Sharing the Story: Living and Teaching in the Shadows of Ferguson,* National Association of Christians in Social Work, Cincinnati, OH

Schreiber, J. & **Carter, K.** (November 2016). *In the Shadows of Ferguson: Teaching Diversity Dialogues in Group Work class.* Council on Social Work Education, Annual Program Meeting 2016, Atlanta, GA

Carter, K. Greer, V. & Bounds, S. (November 2016). *Assessing and Improving Nonprofit Organizational Capacity: A Service Learning Instructional Model,* Council on Social Work Education, Annual Program Meeting 2016, Atlanta, GA

Carter, K., Eng, K., Hulbert, S., Matthews, H., Parks, M., Swanke, J. (April 2015), *Enhancing Service Learning through Use of Hybrid Education*, Social Work Distance Education Annual Conference, Council for Social Work Education, Indianapolis, Indiana.

Carter, K., Swanke, J., Schreiber, J. (October 2014). *Student Assessment of Self-Efficacy and Practice Readiness Following Simulated Client-Based Instruction*, 60th Annual Program Meeting, Council for Social Work Education, Tampa, Florida.

Carter, K., Weissinger, S. E., Brown, V. A. (May 2014). *Using a Professional Bookclub to Address the Challenges of Minority Professionals in Academe*, National Conference on Race & Ethnicity (NCORE)Indianapolis, IN.

Schreiber, J., **Carter, K.,** Swanke, J. (May 2014). *Teaching Clinical Skills Using Simulated Clients: Preparation for Field Placements*, Congress of Qualitative Inquiry, Champaign, IL.

Waters, E., Ball, L., **Carter, K.** (April 2014). Society for Behavioral Medicine, *Smokers' understanding of factors that influence phenotypic expression,* Society for Behavioral Medicine, Philadelphia, PA.

Waters, E., Ball, L., **Carter, K.** (April 2014). *Smokers' beliefs about the tobacco control potential of 'a gene for smoking*, Society of Behavioral Medicine, Philadelphia, PA.

Carter, K., Drake, B. (August 2012). *Participation in Biospecimen Research – Investigating the African American male perspective*. Biorepository Network, National Institute of Health, National Cancer Institute, Bethesda, MD.

Research in Progress

Research on Teaching Pedagogies

"Exploring Student and Community Outcomes of Community Based Social Work Service-Learning Pedagogies'

"Benefits/Challenges of Simulated-Client-Based Instruction in Social Work"

"Use of Digital Innovations in Social Work Teaching – Outcome Exploration and Student Satisfaction"

Research on Cultural Disparities in Social Service Practice Settings

Barriers to Participation of African American Men in BioRepositories" National Cancer Institute (National Institute of Health)

"Communicating Multifactorial Risk to Cancer" American Cancer Society.

"Family Support & Education Interventions Efficacy Assessment".

"Power in the Caregiving Relationship in Social Work Practice Settings

TEACHING & FACULTY DEVELOPMENT

Past Teaching Experience

Introduction to Social Work (BSW/MSW) Foundations of Social Work II (BSW) Introduction to Social Welfare Policy (BSW/MSW) Human Behavior in the Social Environment I – Micro theory (BSW/MSW) Human Behavior in the Social Environment II – Mezzo, Macro theory (BSW/MSW) Social Science Research Methods (BSW/MSW) Field Practicum Seminar (BSW/MSW) Generalist Practice with Groups. (MSW) Advanced Practice with Families and Groups (MSW) Applied Social Science Research. (BMW) Advanced Practice with Organizations & Nonprofit Management (MSW) Mental Health Services (MSW) Graduate Capstone (MSW) Graduate Independent Study (MSW) Special Education, Social Work Interdisciplinary Practice (BSW)

SERVICE

Select Department Service

Committee Chair, Department of Social Work Graduate Hooding Ceremony Faculty. (August 2014 - Present).

Committee Member, Bachelors of Social Work (MSW) Curriculum Committee. (August 2012 - Present).

Committee Member, Masters of Social Work (MSW) Curriculum Committee. (August 2012 - Present).

Committee Chair & Member, Department of Social Work Faculty Search Committee. (September 2014 - Present).

Faculty Advisor, Graduate Student Social Work Association (Faculty Liaison). (August 2014 - Present).

Chair, Department of Social Work, Mental Health & Substance Abuse Annual Colloquium. (January 2014 - Present).

Department Liaison, Madison County Continuum of Care, Project Homeless Connect (Department of Social Work Community Partnership). (October 2014 - January 28, 2015).

Program Coordinator, 'Life Beyond Undergrad: Considerations for Graduate Education' Seminar. Department of Social Work (ongoing/annually)

Select University Service

Senator Elect, Faculty Senate Southern Illinois University, Edwardsville. (August 2016 - Present).

Faculty Development Council, Southern Illinois University, Edwardsville. (August 2016 - Present).

Secretary, Black Faculty and Staff Association Southern Illinois University, Edwardsville. (January 2016 – August 2017).

Faculty Fellow, Housing Southern Illinois University, Edwardsville. (August 2014 - Present).

Faculty Advisor, Graduate Student Social Work Association, Southern Illinois University, Edwardsville, IL (August 2013 - Present).

Faculty Representative, Event Assistant, Safe Zone - St. Louis Pride Festival, Southern Illinois University, Edwardsville. (2013 - Present).

Program Coordinator, Office of Institutional Diversity Southern Illinois University, Edwardsville - Book Discussion Club. (September 13, 2013 - February 21, 2014).

Select Professional Service

Conference Proposal Reviewer, National Association for Christians in Social Work (2016)

Grant Reviewer 'Seeds Grants for Traditional Exploratory Projects' Office of Research, Southern Illinois University, Edwardsville (October 2015-January 2016)

Reviewer, Journal Article, SIUE Polymath Journal, Edwardsville, IL. (October 2013 - December 2013).

Grant Reviewer. 'Excellence in Undergraduate Education Grant Proposals' Southern Illinois University-Edwardsville (2012)

East St. Louis University Collaborative, East St. Louis, IL. (August 2012 - Present).

Member, Prostate Cancer Community Partnership, St. Louis, MO. (October 2010 - Present).

Public Service

Committee Member, Sharing our Stories - IL Mental Health Community Education Group, East St. Louis, IL. (January 2014 - Present).

Officer, President Elect, Kids Under Twenty One (KUTO), St. Louis, MO. (December 2013 - Present).

Professional Memberships

American Association of University Women. (May 2011 - Present).

Association of Black Social Workers (St. Louis Chapter). (January 2008 - Present).

Council of Social Work Education. (September 2013 – Present)

Awards and Other Special Recognitions

- Nominee, Faculty Service Award (2016). Recognition from SIUE Student Affairs Office
- Nominee, Undergraduate Research Mentor of the Year Award (2016). SIUE Undergraduate Research and Creative Activities Office
- SIUE Phenomenal Woman Honor (2018). SIUE Office of Diversity and Inclusion, Office of the Provost

Jennifer C. Erwin Curriculum Vitae

Spring 2021

Department of Social Work, Southern Illinois University, Edwardsville Peck Hall Room 1306, Edwardsville, IL 62026

EDUCATION

2018	PhD, Social Work, The University of Tennessee
	Minor in Statistics, Intercollegiate Graduate Statistics Program
2013	MSW, The University of Georgia
2009	JD, Cumberland School of Law, Samford University
2005	BA, History, The University of Georgia

EMPLOYMENT

2019 to present	Southern Illinois University, Edwardsville, Assistant Professor
2017 to 2019	The University of Tennessee, Adjunct Professor
2018	Pellissippi State Community College, Adjunct Professor

PEER-REVIEWED PUBLICATIONS

Published

Reyes-Mason, L., Erwin, J., Brown, A., Hathaway, J., & Ellis, K. (2018). Climate change, weather extremes, and health: Exploring protective factors with a capitals framework. *Journal of Evidence-Based Social Work*, 15(5), 579-593.

In Progress

- Erwin, J. & Pryor, S. Americans' perception of criminal justice reform since the beginning of the Movement for Black Lives.
- Erwin, J., Jones, A., & Carter, K. Recruiting BSW students as faculty research assistants: The fallacy of equal opportunity in the Baccalaureate program.
- Forsman, R.L., Erwin, J., & Carter, K. Demystifying diversity in the faculty search process: Power sharing strategies and unique voices.

CONFERENCE PRESENTATIONS

- 2021 Forsman, R.L., Erwin, J., & Carter, K. *Demystifying diversity in the faculty search process: Power sharing strategies and unique voices.* Panel accepted for presentation at the Annual Program Meeting of the Council on Social Work Education in Orlando, FL, November 4-7.
- 2021 Erwin, J., Jones, A., & Carter, K. Recruiting BSW students as faculty research assistants: The fallacy of equal opportunity in the Baccalaureate program. Panel accepted for presentation at the Annual Program Meeting of the Council on Social Work Education in Orlando, FL, November 4-7.
- 2019 Erwin, J. *Improving mental health court completion rates*. E-Poster accepted for presentation at the Annual Program Meeting of the Council on Social Work Education in Denver, CO, October 24-27.
- 2019 Erwin, J. *Exploring individual factors related to mental health court completion*. Paper accepted for presentation at the National Organization of Forensic Social Work in Las Vegas, NV, June 11-14.
- 2018 Reyes-Mason, L., Erwin, J., Brown, A., Hathaway, J., & Ellis, K. *Health and financial impacts of extreme weather in the city*. Paper presentation at the Annual Conference of the Society for Social Work and Research in Washington, D.C., January 10-14.
- 2017 Erwin, J., Fedock, G.L., Sarantakos, S.P., Garthe, R., Gottlieb, A., Bonsu, J.E., Jacobs, L. Social work and paths to desistance and justice: Supporting marginalized populations. Roundtable presentation at the Annual Program Meeting of the American Society of Criminology in Philadelphia, PA, November 15-18.
- 2017 Erwin, J. *Making sense of the risk assessment literature: A place for risk assessments in mental health courts?* Workshop presented at the Annual Program Meeting of the National Organization of Forensic Social Work in Boston, MA, July 26-29.
- 2016 Erwin, J. *The impact of mental health courts on the psychosocial outcomes of participants*. Poster presented at the Annual Program Meeting of the National Organization of Forensic Social Work in New Orleans, LA, June 17-19.

TEACHING EXPERIENCE

Southern Illinois University, Edwardsville

Social Work and the Law (Spring 2021) Foundation Policy (Spring 2021) Quantitative Research Methods (Fall 2021, Spring 2021, Fall 2020, Spring 2020) Advanced Macro Practice (Summer 2021, Fall 2020, Summer 2020, Fall 2019) Qualitative Research Methods (Fall 2019)

The University of Tennessee

Social Work and Social Welfare Policies and Programs (online, Spring 2019) Evidence Based Practice with Children and Adolescents (online, Spring 2019) Foundation Research (Fall 2018, Fall 2017) Introduction to Direct Social Work Practice (Fall 2018) Foundations of Evidence Based Practice (online, Summer 2018)

Pellissippi State Community College

Introduction to Social Work (Fall 2018)

RESEARCH EXPERIENCE

2010-2013

2016-2017	Research Assistant, Dr. Lisa Reyes-Mason, The University of Tennessee Grant-funded project examining social vulnerability to extreme weather events and public perception of green infrastructure strategies in Knoxville, Tennessee.
2011-2013	Graduate Assistant, Dr. Ed Risler, Professor, The University of Georgia Project focused on vocational programs for inmates in state prisons.
PROFESSIC	DNAL EXPERIENCE
2014-2015	Development Assistant, Green Door, Washington, DC
2013-2015	Recovery Support Specialist, Green Door, Washington, DC

- Academic Mentor and Tutor, The University of Georgia, Athens, Georgia
- Job Developer, Athens Community Council on Aging, Athens, Georgia 2010-2011

INTERNSHIPS

2012-2013	Georgia Department of Juvenile Justice, Athens, Georgia
2012 2013	erengia Department er ta venne tastree, rithens, evengia

Spring 2012 Treatment and Accountability Court, Athens, Georgia

HONORS AND AWARDS

2015-2018	Graduate Assistantship, The University of Tennessee
2012-2013	Merit-Based Georgia Department of Juvenile Justice Internship, The University of
	Georgia
2011-2013	Graduate Assistantship, The University of Georgia

SERVICE, COMMITTEE, AND VOLUNTEER EXPERIENCE

- 2021-present Arch City Defenders, Young Friends
- 2018 Health and Housing Innovations Lab, Catholic Charities USA, Chicago, Illinois Assisted in facilitating an event bringing together stakeholders in housing and health sectors to discuss best practices across system; wrote a white paper compiling and synthesizing themes and ideas from various panel presentations
- 2011-2013 Board Member, Bike Athens, Athens, Georgia Coordinated events and supervised volunteers, drafted a Complete Streets policy for Athens-Clarke County, performed community outreach, assisted in managing the organization

Aidan Ferguson, LCSW

Assistant Professor, Southern Illinois University Edwardsville FL License: SW11552 (Qualified Supervisor)

Contact Information

Department of Social Work Southern Illinois University Edwardsville 1 Hairpin Drive Peck Hall, Rm. 1307D Edwardsville, 62026 aifergu@siue.edu Google Scholar: https://tinyurl.com/fergusongooglescholar ResearchGate: https://tinyurl.com/fergusonresearchgate

EDUCATION

Doctor of Philosophy Candidate College of Social Work Florida State University, Tallahassee, FL	Dec. 2021
Master of Science in Geographic Information Science (GIS) Department of Geography Florida State University, Tallahassee, FL	Dec. 2020
PhD Student School of Social Work Virginia Commonwealth University, Richmond, VA	2015-2016
Master of Science in Bioethics Alden March Bioethics Institute Albany Medical College, Albany, NY Mentor: Zubin Master, PhD Thesis Papers: Direct-to-Consumer Genetic Testing: Does it Help Patient Autonomy? Informed Consent in Biobanking	2014
Master of Social Work Certificate in Family Social Work Practice College of Social Work Florida State University, Tallahassee, FL	2010
Bachelor of Social Work Minor in Psychology College of Social Work Florida State University, Tallahassee, FL	2009

RESEARCH INTERESTS

Improving autonomy and increasing participation of vulnerable populations in research. Gain a deeper understanding of the process and influential factors of participation decisions. Advance recruitment and retention techniques for hard-to-reach and vulnerable populations. Engage in nonmonosex specific research and increase awareness of nonmonosex populations in clinical, educational, and research settings. Increase diversity and effectiveness of current ethics pedagogy and sub-field development in social work. Utilize GIS and provide GIS consultative services to support dissemination and holisticness of research.

RESEARCH & PUBLICATIONS

Refereed Journal Articles

- Ferguson, A., Swan, L., Forsman, R. L., Gilmour, M., Lacasse, J., & Killian, M. (in-progress). Understanding nonmonosex prevalence rates using meta-analytic techniques. [Team Lead: In data preparation and extraction phase.]
- Ferguson, A., Lacasse, J., & Clark, J. (in-progress). Research ethics pedagogy in social work. [Team Lead: Manuscript largely complete. To be submitted Dec. 2020 to *Journal of Social Work Education.*]
- Ferguson, A., Swan, L., & Im, H. (2019). A domains approach to perceived problems and solutions for community empowerment in an urban refugee community in Kenya. *Global Social Welfare*, 1-2. doi: 10.1007/s40609-019-00150-7.
- Ferguson, A. & Clark, J. (2018). The status of research ethics in social work. *Journal of Evidence-Informed Social Work, 15*, 351-370. doi: 10.1080/23761407.2018.1478756.
- Im, H., Ferguson, A. & Hunter, M. (2017). Cultural translation of refugee trauma: Cultural idioms of distress among Somali refugees in displacement. *Transcultural Psychiatry*, 54, 626-652.
- Ferguson, A. & Gilmour, M. (2017). Non-monosex research publication in U.S. based social work journals between 2008-2016. *Journal of Evidence-Informed Social Work*, 15, 23-37. doi: 10.1080/23761407.2017.1391730.
- Im, H., Ferguson, A., Warsame, A. H. & Isse, M. M. (2017). Mental health risks and stressors faced by urban refugees: Perceived impacts of war and community adversities among Somali refugees in Nairobi. *International Journal of Social Psychiatry*, 1-8. doi: 10.1177/0020764017728966.
- Im, H., Caudill, C., & Ferguson, A. (2016). From victim to perpetrator of violence: Lived experiences of gang-involved youth in Kenya. *Journal of Aggression, Maltreatment & Trauma*, 25(7), 753-771. doi: 10.1080/10926771.2016.1194939
- Ferguson, A. and Master, Z. (2016). Multisite research ethics review: Problems and potential solutions. *Bioethique Online*,5/7.

Blog Post

Ferguson, A. And Z. Master. (2014). *Multisite ethics review of research involving humans [web log post]*. Retrieved from http://www.amc.edu/BioethicsBlog/post.cfm/multisite-ethics-review-of-research-involving-humans

Refereed Presentations

- Ferguson, A., & Curley, E. (2020, November). Sexual identity classification instrument (SICI): Addressing information gaps for educators, researchers, and clinicians. Oral presentation at the 66th Annual Council on Social Work Education Annual Program Meeting. Virtual.
- Ferguson, A., & Swan, L. (accepted for presentation 2020, March). Using systematic review techniques as empowerment of non-monosex populations. Oral presentation at the Southeastern Women's Studies Organization Annual Conference. [Cancelled due to COVID].
- **Ferguson A.** (presented 2019, November). *The past and future of research ethics pedagogy in social work*. Oral Presentation at the 65th Annual Council on Social Work Education Conference, Denver, Colorado.
- **Ferguson, A., &** Clark, J. (presented 2019, January). *The problematic status of research ethics in social work*. Poster Presentation at the Annual Society for Social and Research Conference, San Diego, California.
- Ferguson, A., & Gilmour, M. (presented 2018, January). Non-monosex research publication in social work Journals between 2008 and 2016: Systematic review and content analysis. Oral presentation at the Annual Society for Social Work and Research Conference, Washington, D.C.
- Ferguson, A., & Im, H. (presented 2018, January). Intersection of war, daily stressors, and community adversity: Mental Health risk among Somali refugees in Africa. Oral presentation at the Annual Society for Social Work and Research Conference, Washington, D. C.
- **Ferguson, A.** (presented 2017, June) *Monosex bias: Research and practice.* Oral presentation and training at the National Association of Social Workers Florida Conference, Orlando, Florida.
- Im, H., & Ferguson, A. (presented 2017, January). Cultural translation of refugee trauma: Cultural idioms of distress among Somali refugees in displacement. Oral presentation at the Annual Society for Social Work and Research Conference, New Orleans, Louisiana.
- Im, H., & Ferguson, A. (presented 2017, January). Living on the margins: Trauma, violence, and gang activities among Somali refugee youth in displacement. Poster presentation at the Annual Society for Social Work and Research Conference, New Orleans, Louisiana.

- **Ferguson, A.** (presented 2016, June). *Social work, social justice, and research ethics*. Oral presentation and training at the Annual National Association of Social Workers Florida Conference, Orlando, Florida.
- **Ferguson, A.** (presented 2016, April). *Exploring the perceptions of social support as it relates to sexual assault in college students*. Oral presentation at Social Work Research Day at Virginia Commonwealth University, Richmond, Virginia.

RESEARCH EXPERIENCE

Team Lead Sexual Identity Classification Instrument (SICI) Project: Creating a tool to assist researchers with increased precision in identifying nonmonosex participants via a self-identification skip-logic survey tool. (In face validity stage)	2020-Present
Research Assistant Advisor: Yaacov Petscher, PhD Part of the Collaboration Lab at the Florida Center for Reading Research whose purpose is to assist with research and publication of various research projects via interdisciplinary research/education collaboration experiences. Providing research, writing, and GIS services, as needed.	2011- Present
Qualitative Methods Consultant PhD Candidate Dissertation Provided consultant services for a qualitative PhD dissertation looking at the policy process for marijuana and needle exchange programs via interviews with stakeholders. Provided coding review, secondary coding for code reliability/consistency, and input regarding appropriateness of coding standards for the project.	2018
Directed Individual Study Advisor: Dean Jim Clark College of Social Work Worked with Dean Jim Clark on two self-directed research projects on research ethics publication in social work and research ethics pedagogy in social work.	2017
Directed Individual Study Advisor: Daniel Fay, PhD Askew School of Public Administration Completed a selected topic semester on policy	2017

econometrics looking at policy dispersion in food stamp drug testing policy using quantitative and qualitative approaches.

Research Assistant/Extramural Collaborator

Advisor: Hyojin Im, PhD

Research focused on Somali urban refugees in Africa using qualitative methods. Focused on cultural idioms of distress, cycle of violence, factors of risk and resiliency, mental health, and refugee youth experiences. Developed paper looking at a new use for the domains approach in understanding refugee community empowerment. Qualitive methods using NVIVO and template analysis.

Research Assistant

Advisor: Tomi Gomory, PhD

Collecting, cataloging, and reviewing literature related to suicide risk assessments, mental health interventions, mental health practice, and sex trafficking. Data management for a projecting looking at the Educational Session Rating Scale.

TEACHING INTERESTS

Research ethics, research methods, social justice, human rights and clinical ethics, diversity, interviewing, and advanced clinical classes.

TEACHING EXPERIENCE

Instructor

Social Work Practice with Organizations and Communities (BSW) SIUE	Fall 2021
Practice I: Individuals and Families (BSW) Florida State University	Spring 2021
Research Methods in Social Work (MSW) University of North Florida Online	Spring 2021
Interviewing and Documentation (BSW) Florida State University Online Fall 2020	Spring 2019, Spring 2020, Fall 2020

2016-2018

5

Teaching Assistant

Practice Evaluation (MSW) Florida State University Online	Summer 2021
Research Methods in Social Work (MSW) Florida State University Online	Summer 2020, Summer 2021
Psychopathology (MSW) Florida State University Online	Spring 2020, Fall 2020
Research Methods in Social Work (BSW) Florida State University	Fall 2018
Guest Lectures	
Mononormativity, monosex bias, and monosexism. Diversity and Social Justice (BSW) Florida State University	Fall 2020
Social work & clinical ethics Social Welfare Policy and Programs (BSW) Florida State University	Spring 2019, Spring 2020, Spring 2021
Research ethics: The basics Research Methods in Social Work (BSW) Florida State University	Fall 2018
Monosex bias: Research and practice Diversity and Social Justice (BSW) Florida State University	Fall 2017
<i>Clinical ethics committees & social work</i> Fundamentals of Social Work Practice (BSW) Virginia Commonwealth University	Spring 2016

PRACTICE EXPERIENCE

Primary Care Social Worker

Department of Veterans Affairs, Orlando Veterans Administration Medical Center: Daytona Beach Outpatient Clinic, Daytona Beach, FL

• Responsible for overseeing case management of Blue Team patients including referrals to Veterans Administration programs and services, connection to community resources, crisis intervention, substance abuse intervention, supportive counseling, short-term therapy, medical social work related duties, and ongoing case management/treatment planning duties

August 2010–August 2015

• Responsible for facilitating the Freedom from Smoking Group, Advance Directive Group and prior co-facilitation of the Vietnam Veterans Support Group through the Vet Center

- Collaborating with primary care medical team on a daily basis around medical and psychosocial needs of clients
- Sexual assault response team social work member

Therapist/Case Manager Intern

Department of Veterans Affairs, Orlando Veterans Administration Medical Center: Orange City Community Based Outpatient Clinic, Orange City, FL

- Managed client referrals, treatment planning, individual/marital therapy, psychosocial assessments, case management and collaboration with assigned field educator
- Facilitated the Anger Management Group, which met once a week for 1.5 hours
- Presented slideshow on Solution Focused Therapy as part of field placement requirements
- Paid internship

Outpatient/Inpatient/Day

Treatment/Forensics Intern

Apalachee Center for Human Services, Tallahassee, FL

- Worked with clients diagnosed as dual diagnosis and severe and persistent mental illness by providing case management with outpatient program, planning and facilitation of Day Treatment Groups, and Forensics case management at Florida State Hospital
- Conducted intake assessments at inpatient facility, home visits with Child and Adolescent Program, and case closing and other case management duties
- Assisted with case closing and follow-up of discharged patients •

SERVICE

Ad Hoc Reviewer Accountability in Research: Policies and Quality Assurance	Ad hoc
Clinical Ethics Consultative Committee Member Clinical Ethics Consultation Service Orlando Veterans Administration Medical Center- Orlando Medical Center and adjoining medical facilities, Orlando, FL	2014-2015
Provided clinical ethics consultation services by reviewing ethics dilemmas, such as access to care, medication administration issues, client transfer from community living facility, clinical liability in service provision, service refusal issues and providing guidance to persons(s) who requested consultation service. Services were provided for Orlando Veterans Health Administration Hospital and outlying clinics, staff, patients and families.	
Institutional Review Board Member Stetson University, Deland, FL	201

Provided review of research proposals for bachelors, masters, and professors at Stetson University. Assisted with identifying

January 2010-April 2010

August 2008–December 2008

3-2015

possible research ethics issues, providing guidance on ethics issues, proposal composition, research methods and human		
subjects' protection. Social Work Research and Evidenced Based Practice Committee Veterans Administration Medical Center- Orlando Medical Center and adjoining medical facilities, Orlando, FL	2012-2015	
Assisted with promoting evidenced based practice throughout Orlando Veterans Health Administration social work staff, through tracking evidenced based practice needs and working with Social Work Education Committee in offering requested trainings in evidenced based practice. Promoted research within social work service by assisting with research projects by committee members through consultation assistance.		
Social Work Education Committee Veterans Administration Medical Center- Orlando Medical Center and adjoining medical facilities, Orlando, FL	2011-2015	
• Assisted with providing education opportunities to social work staff at the Orlando Veterans Health Administration		
Ethics Committee Representative National Association of Social Workers, Florida Chapter, Florida		
 Provided social work clinical ethics consultation services for NASW Florida resident social workers. 		
Volusia County	2014-2015	
Leon County	2015-2018	
OTHER RELEVENT EXPERIENCE AND MEMBERSHIPS Graduate Assistant 2009 College of Social Work, Office of Graduate Affairs, Florida State University, Tallahassee, FL • Managed Office administratively and aided in the selection of graduate student applicants. • Worked with Graduate Affairs office in assisting applicants in completing applications and answering application related questions.		
National Association of Social Workers	2014-2019	
Phi Alpha Social Work Honor Society Pres		
AWARDS/NOMINATIONS		
Awarded	202	

Awarded Diane F. Harrison Award Scholarship 2021

Best Doctoral Dissertation Prospectus

Nomination

International Philanthropic Education Organization Scholar Award (PSA) International Award

Nomination Outstanding Teaching Assistant Award (OTAA)

SKILLS, TRAINING, AND COMPETENCIES

- Nonviolent Crisis Intervention Training (2008)
- Collaborative Institution Training Initiative (CITI) Certification in Biomedical Responsible Conduct of Research (2013), Social and Behavioural Responsible Conduct of Research (2015), Basic-1 (Department of Veterans Affairs) (2014), Graduate Student/Postdoctoral Training- Social and Behavioural RCR (2018), Graduate Student/Postdoctoral Training-Biomedical RCR (2018), Essentials of Research Administration- Basic Course (2019), Conflicts of Interest- Basic Course (2019)
- Operation Iraqi Freedom/Operation Enduing Freedom/Operation New Day Clinical Treatment, Anger Management Clinical Treatment, Psychopharmacology, Medical Errors, Personality Disorders in Healthcare Settings, Military Sexual Trauma: Training for MST Coordinators

2020

R. Lane Forsman, PhD, MSW rforsma@siue.edu | Southern Illinois University - Edwardsville | Edwardsville, IL

Education

2020 SP	PhD, Social Work <i>Queering College Sexual Violence: The Interaction of Gender</i> <i>Identity and Sexual Assault on Campus</i> Lisa Schelbe, PhD (chair, Social Work) Florida State University, Tallahassee, FL
2014 FA	Master of Social Work Florida State University, Tallahassee, FL
2013 FA	Bachelor of Social Work Florida State University, Tallahassee, FL
Licensure	
2015 – 2019	Licensed Master Social Worker License Number 13201 Louisiana
2021 (Expected)	Licensed Clinical Social Worker Illinois and Missouri
Research	
Projects:	
2020 – Present	 Co-Principal Investigator Edwardsville, IL, SIUE Department of Social Work State College, PA, Penn State School of Visual Arts Tallahassee, FL, FSU College of Social Work <i>Gatekeeping, Identity Development, and Queer Identity</i> Trio-ethnography methodology Qualitative inquiry of personal, interpersonal, and societal factors that impact the development and understanding of nonmonosex identities
2020 – Present	 Principal Investigator Edwardsville, IL, SIUE Department of Social Work <i>Hidden Need</i> Content analysis of 10 regional university advertisements of sexual violence services Assessment of congruence between advertised university services and expressed student needs

R. Lane Forsman, PhD, MSW rforsma@siue.edu | Southern Illinois University - Edwardsville | Edwardsville, IL

2019 – Pres	 Review Team Member Tallahassee, FL, FSU College of Social Work Prevalence of Nonmonosex Identity in Research: A systematic review Participated in screening and coding of manuscripts Synthesized article data for comparison and reporting Worked in Covidence with PRISMA guidelines Assisted in manuscript preparation
2017 – 2020	 Dissertation Tallahassee, FL, FSU College of Social Work Chair: Lisa Schelbe, Ph.D. Queering College Sexual Violence: The interaction of gender identity and sexual assault on campus Secondary data analysis of the American College Health Association's National College Health Assessment Study focuses on assessing how the interaction of gender identity and experience of sexual violence affects physical health, mental health, and academic success outcomes
2018 – 2020	 Research Technician Tallahassee, FL, FSU College of Social Work <i>Institute for Justice Research and Development</i> Managed large longitudinal data sets Oversaw randomization and data collection for national randomized control trial Performed statistical analyses Provided consultation on data collection for analytic success Mentored MSW students in research and statistical analyses
2017	 Principal Investigator Tallahassee, FL, FSU College of Social Work Charlotte, NC, UNCC School of Social Work Support or Betrayal: Perceptions of institutional support for male victims of campus sexual assault Established research questions and associated hypotheses Combined, recoded and analyzed data sets Manuscript under review
2017	 Principal Investigator Tallahassee, FL, FSU College of Social Work Prevalence of sexual assault among college men, aged 18 – 24: a review Developed and performed a systematic literature search with predetermined inclusion and exclusion criteria Reviewed, critiqued, and synthesized outcomes from all included studies to establish primary findings

2016 – 2018 Research Assistant Tallahassee, FL, FSU College of Social Work; Phillip Osteen, PhD Review of relevant literature

- Quantitative data coding and analysis
- Survey development and implementation
- Participated in manuscript preparation and submission to journals

Scholarly Contributions

Peer Reviewed:

- Forsman, R. L. (2017). Prevalence of Sexual Assault Among College Men, Aged 18 24: A review. *Journal of Evidence Informed Social Work*, 6, 421 – 432. http://dx.doi.org/10.1080/23761407.2017.1369204.
- Osteen, P. J., Lacasse, J. R., Woods, M. N., Greene, R., Frey, J. J., & Forsman, R. L. (2018). Training youth services staff to identify, assess, and intervene when working with youth at high risk for suicide. *Children and Youth Services Review*, 86, 308-315. https://doi.org/10.1016/j.childyouth.2018.02.008.
- Osteen, P. J., Oehme, K., Woods, M. N., Forsman, R. L., Morris, R. C., Frey, J. J., (2020). Law Enforcement Officers' Knowledge, Attitudes, Self-efficacy, and Use of Suicide Intervention Behaviors. *Journal of the Society for Social Work and Research*, *11*(4). https://www.journals.uchicago.edu/doi/10.1086/712495

In Progress:

- **Forsman, R. L.**, Mennicke, A., & Magnuson, A. B. (under review). Support or Betrayal: Perceptions of institutional support for male survivors of campus sexual violence. *Journal of Sexual Aggression.*
- Forsman, R. L. (under review). Queering College Sexual Violence: The interaction of gender identity and sexual assault on campus. *Journal of School Violence*
- Forsman, R. L., Awitta, C., Schelbe, L. (Data Coding). Hidden Need: Help-seeking services for less traditional survivors of campus exual violence

Research Reports:

Osteen, P., Lacasse, J., & Forsman, R. L. (2017). Training Youth Services Workers to Identify, Assess, and Intervene when Working with Youth at High Risk for Suicide. *Florida Institute for Child Welfare*.

R. Lane Forsman, PhD, MSW

rforsma@siue.edu | Southern Illinois University - Edwardsville | Edwardsville, IL

Refereed Presentations

Paper:

Forsman, R. L. (2020). *Queering College Sexual Violence: The interaction of gender identity and sexual violence.* 2020 Annual Program Meeting of the Council on Social Work Education, Virtual due to COVID. (National)

Panel:

Erwin, J., Forsman, R. L., Carter, K. (2021). *Demystifying Diversity in Faculty Search Processes: Power sharing strategies and unique voices.* 2021 Annual Program Meeting of the Council on Social Work Education, Orlando, FL. (National)

Poster:

- Forsman, R. L., Mennicke, A., Magnuson, A. B. (2019). Support or Betrayal: Perceptions of institutional support for male victims of campus sexual assault. 23rd Annual Society for Social Work and Research Conference, San Francisco, CA. (National)
- Osteen, P., Lacasse, J. R., Woods, M. N., Greene, R. Frey, J. J., **Forsman, R. L.** (2018). *Suicide Intervention Training for Adults Working with High-Risk Youth in the Child Welfare System.* Poster presentation given at the 22nd Annual Society for Social Work and Research Conference, Washington, DC. (National)
- Osteen, P., Lacasse, J. R., Woods, M. N., Greene, R. Frey, J. J., **Forsman, R. L.** (2017). *Training youth service workers to identify, assess, and intervene when working with youth at high risk for suicide.* Poster presentation given at the 50th Annual American Association of Suicidology Conference, Pheonix, AZ. (National)

Awards & Funding

Travel:	
2020	FSU College of Social Work Conference Travel Grant (\$700)
2019	FSU College of Social Work Doctoral Student Presentation Grant (\$700)
2019	FSU Congress of Graduate Students Conference Presentation Grant (\$200)
2018	FSU Congress of Graduate Students Conference Presentation Grant (\$200)
Educational:	
2017	FSU Graduate Grant (\$1000)
2019	Walter Hudson Doctoral Scholarship (\$1000)
Teaching	

FA 2020 – Present Assistant Professor Department of Social Work, Southern Illinois University Edwardsville, Edwardsville, IL

R. Lane Forsman, PhD, MSW rforsma@siue.edu | Southern Illinois University - Edwardsville | Edwardsville, IL

FA 2018 – SU 2020	Adjunct Lecturer Kent School of Social Work, University of Louisville, Louisville, KY	
FA 2018 – SP 2020	Teaching Assistant – Instructor College of Social Work, Florida State University, Tallahassee, FL	
SU 2020	Adjunct Instructor College of Social Work, Florida State University, Tallahassee, FL	
<i>Instructor of Record:</i> 2018 FA UL 2019 SP FSU 2019 SU FSU 2019 FA FSU 2019 FA FSU 2019 FA UL 2020 SP FSU 2020 SU FSU 2020 SU FSU 2020 SU FSU 2020 FA SIUE 2020 FA SIUE 2021 SP SIUE 2021 SU SIUE 2021 SU SIUE	Advanced Social Work Practice II ^{*+} (2 Sections) Social Work Practice with Groups Statistics for Social Workers Statistics for Social Workers The Social Work Profession Advanced Social Work Practice II ^{*+} Social Work Practice with Groups (2 sections) Social Work Practice with Groups Social Work Practice with Individuals and Families Queer Affirming Practice in Social Work ^{^+} Advanced Policy ^{*+} (2 sections) Social Policy and Welfare ⁺ (2 sections) Psychopathology ^{+^} MSW Capstone ^{*+}	
<i>Invited Lectures</i> : 2013 FA TCC 2014 FA FSU 2017 FA FSU 2018 SU FSU	Principles of Contemporary Health: HIV/AIDS Crisis Intervention: Intervention following a natural disaster Intro to Social Work: The social worker as interdisciplinary team member Practice with Individuals and Families: Substance Misuse Counseling	
<i>Teaching Assistant:</i> 2018 FA FSU	Social Work Practice with Individuals and Families	
*Denotes graduate course ⁺ Denotes online course [^] Denotes independently developed course		
Professional Experience		
2018 - 2020	Research Technician* ⁺	

2018 – 2020	Research Technician*
	Institute for Justice Research and Development, Tallahassee, FL
	 Applied social justice and systems theory frameworks to criminal
	justice research development and implementation
	• Worked with stakeholders and constituents to promote policy change
	and advocacy in the criminal justice field
	 Supervised MSW student research associates

R. Lane Forsman, PhD, MSW rforsma@siue.edu | Southern Illinois University - Edwardsville | Edwardsville, IL Mental Health Professional*^ Apalachee Center, Assertive Community Treatment, Tallahassee, FL Utilized CBT and MI approaches for individuals experiencing active psychosis and other severe mental health symptoms Maintained open communication and integration of care services as a member of an interdisciplinary team

2015 Lead Clinician, Substance Abuse Counselor*[^]

ACER, New Orleans, LA

- Facilitated group treatment for intensive outpatient level of care
- Applied American Society of Addiction Medicine criteria as a clinical assessor
- Integrated trauma informed care during assessment and treatment

2014	Graduate Clinical Intern – Substance Abuse
	DISC Village, Tallahassee, FL
	• Facilitated supervised group treatment for intensive outpatient level of
	care

- Applied American Society of Addiction Medicine criteria as an independent clinical assessor
- Integrated trauma informed care during assessment and treatment

2013 Undergraduate Intern – HIV/AIDS Big Bend Cares, Tallahassee, FL Provided direct care case management to urban and rural individuals living with HIV/AIDS Performed psychosocial assessments for individuals seeking services

 Provided posttest counseling for individuals who tested positive for HIV

*denotes post-masters experience ⁺denotes macro level practice [^]denotes micro level practice

Professional & Academic Memberships

2016

Society for Social Work and Research Council on Social Work Education American College Health Association Seminole Torchbearers

R. Lane Forsman, PhD, MSW rforsma@siue.edu | Southern Illinois University - Edwardsville | Edwardsville, IL

Service

University Service:

2021 – Present	 Search Committee Edwardsville, IL, SIUE Center for Student Diversity and Inclusion Update search process to better address diversity, equity, and inclusion Review and assessment of job candidates Administration of center hiring processes
2021 – Present	 Field Committee Edwardsville, IL, SIUE Department of Social Work Program administration Constituent relations Curriculum updates and mapping
2021 – Present	 Behavior Policy Committee Edwardsville, IL, SIUE Department of Social Work Review existing policy and implementation Recommend and present updates Ensure policy is inclusive of DEI perspectives
2020 - 2021	 MSW Program Committee Edwardsville, IL, SIUE Department of Social Work Curriculum updates and mapping Admission to graduate program General program administration
2020 - 2021	 BSW Program Committee Edwardsville, IL, SIUE Department of Social Work Curriculum updates and mapping Admission to limited access undergraduate program General program administration
2020 - 2021	 Search Committee Edwardsville, IL, SIUE Department of Social Work Update search process to better address diversity, equity, and inclusion Review and assessment of job candidates Administration of department hiring processes
2020 Fall	 LGBTQ+ History Month Planning Committee Edwardsville, IL, SIUE Facilitated a discussion on LGBTQ+ rights and voting Lead planner for Drag Bingo event

2017 – 2018	 FSU CSW Representative, Congress of Graduate Students Tallahassee, FL, FSU College of Social Work Chair of the internal affairs committee (2017 – 2018) Represented the College of Social Work and graduate students to the university administration Heard requests for conference and student organization funding
2017 – 2018	 President's Advisory Panel on University Namings and Recognitions Tallahassee, FL, FSU Advised the university president and administration on creating an open and discrimination free environment regarding the selection and naming of university spaces, markers, and recognitions Solicited and incorporated constituent feedback
2016 – 2018	 Executive Board Member, FSU CSW Doctoral Student Organization Tallahassee, FL, FSU, College of Social Work First Year Student Representative (2016 – 2017) Treasurer (2017 – 2018)
<i>Community Service:</i> 2015 – Present	 RAINN Speaker's Bureau National Provide educational talks about sexual assault to communities, schools, and the media
2010 – 2011	 Team Leader, AmeriCorps National Civilian Community Corps Vicksburg, MS Lead a team of ten 18 – 24-year-olds in a full-time, residential service program supporting an 11-state region designed to meet needs in disaster response, infrastructure improvement, urban and rural development, energy conservation and stewardship, and environmental conservation Facilitated corps member development and program termination transition Managed a budget and assets in excess of \$65,000
2009 – 2010	 Remediation Specialist, AmeriCorps State, St Bernard Project Chalmette, LA Performed needs assessment for homes to be rebuilt post Hurricane Katrina Trained and lead volunteers and temporary AmeriCorps in the process of mold remediation

R. Lane Forsman, PhD, MSW rforsma@siue.edu | Southern Illinois University - Edwardsville | Edwardsville, IL

2009	 Corps Member, AmeriCorps National Civilian Community Corps Perryville, MD Served on a team of ten 18 – 24-year-olds in a full-time, residential service program supporting an 11-state region designed to meet needs in disaster response, infrastructure improvement, urban and rural development, energy conservation and stewardship, and environmental conservation Acted as assistant team leader on disaster deployment to lead 7 corps members in flood recovery Advised the region director on corps member issues and coordinated corps morale events as a member of the community council
Scholarly Service:	
2016	ad hoc reviewer, Research on Social Work Practice
2017	ad hoc reviewer, Evidence Informed Social Work
2018	ad hoc reviewer, Victims & Offenders
2018	ad hoc reviewer, Violence & Victims
2019	ad hoc reviewer, Violence & Victims

2017 - 2020 Reviewer, Perspectives on Social Work

Ariel N. Hooker Jones

Curriculum Vitae

Department of Social Work, Southern Illinois University, Edwardsville Peck Hall Room 1306, Edwardsville, IL 62026 ajoneas@siue.edu

EDUCATION

- 2017 PhD, Family Therapy, Saint Louis University School of Medicine
- 2006 MSW, The University of Illinois- Champaign/Urbana Concentration: Community Mental Health/ Children and Families
- 2005 BSW, The University of Iowa

TEACHING EXPEIENCE

- 2019 Southern Illinois University, Edwardsville, IL, Assistant Professor
- 2018 Lindenwood University, Belleville, IL Adjunct Professor
- 2015 Maryville University, St. Louis, MO, Adjunct Professor

CLINCAL EXPERIENCE

2013-2019	Clinical Social Worker/Developmental Consultation Private Practice, St. Louis, MO
2014-2016	Diagnostician/Therapist, Queen of Peace Center, St. Louis, MO
2013-2014	Medical Family Therapist, Health Resource Center, St. Louis, MO
2011-2014	Clinic Coordinator/Therapist, Center for Counseling and Family Therapy, St. Louis, MO
2010-2012	Functional Family Therapist -St. Clair County, One Hope United, Collinsville, IL

2005-2009 Therapist/Child Adolescent Specialist, Chestnut Health Systems, Belleville, IL

PEER-REVIEWED PUBLICATIONS

Published

Heiden-Rootes, K. M., Hooker Jones, A. N., Reddick, G. T., Jankowski, P. J., & Maxwell, K. (2015). "There's Something Not Right" and "Bringing it Forward" Identifying and Responding to Clinical Challenges. *The Family Journal*, 23(3), 262-270.

In Progress

- Hooker Jones, A., Creating Constructs: Understanding Parental Attitudes, Comfort and Experiences with Play- A Delphi Study.
- Hooker Jones, A., The Intersection of Play and Maternal Depression in Black Single Parent Families.

HONORS AND AWARDS

2014-2015	Family Process Journal: New Writer's Fellowship
2014-2015	Substance Abuse and Mental Health Administration Project Leadership Initiative for Tomorrow
2013-2014	Futures without Violence Campus Fellowship
2012-2013	American Association of Marriage and Family Therapy's Minority Fellowship Program
2012-2015	Graduate Assistantship: Saint Louis University
2006	Phi Alpha, National Honor Society in Social Work

2005 H.Wayne and Donna Johnson Scholarship – Univ. of Iowa School of Social Work

CONFERENCE PRESENTATIONS

Miller, B.J., Hooker Jones, A.N., Gildenblatt, L., Barenboim, H. (2014) Ethics in a Digital Age [breakout session]. Missouri Association of Marriage and Family Therapy Annual Conference,
Pettinelli, J.D., Heiden Rootes, K.M., Hooker-Jones, A.N., Rorer, A.L., Maxwell, K., & Reddick, G.T. (2013). The Impact of Supervision Training on the Clinical Development of MFT Doctoral Students [breakout session]. Missouri Association of Marriage and Family Therapy Annual Conference, April 26-27, 2013, Columbia, MO.
Hooker Jones, A.N., Maxwell, K., & Heiden Rootes, K.M (2013). Challenging Issues Faced by Marriage and Family Therapists [breakout session]. Missouri Association of Marriage and Family Therapy Annual Conference, April 26-27, 2013, Columbia, MO.
Hooker Jones, A . & Heiden Rootes, K.M. (2013). Conversations with Our Sons: Dialogue about Race Relations with Children, [interactive lecture]. International Family Therapy Association's 20th World Family Therapy Congress, February 20- 23, 2012, Orlando, FL.
Hooker Jones, A . & Reddick, G. (2013). Kicking the Hornets' Nest Implementing a Couples Group for Domestic Violence, [brief report]. International Family Therapy Association's 20th World Family Therapy Congress, February 20-23, 2012, Orlando, FL.

COMMUNITY PRESENTATIONS

2016-2019	Body, Mind and Soul: The Intersection of Mental Health, Spirituality, and Wellness. Class Instructor/Lecturer: Women's Conference. John Divine Baptist Church, East St. Louis, IL
2017- 2019	Marriage Seminar: Building Healthy Relationships. Class Instructor: Annual 3-day Marriage Retreat John Divine Baptist Church, East St. Louis, IL
2017	Training: Understanding Traumatic Stress and Addressing the Needs of Children in

	Urban Environments. Presented to Urban League Teachers and Staff. St. Louis, MO, March 24, 2017
2015	Hooker Jones, A.N., Muse, Fatima, Pettinelli, J.D. (2014) Medical Family Therapy in Collaborative Care - The North St. Louis Initiative [poster presentation]. Making a Difference in North St. Louis Symposium. St. Louis University, St. Louis, MO.
2013	Hooker Jones, A.N. & Heiden Rootes, K.M. (2013). Parenting Difficulties and Solutions. Community Health & Resource Fair, Mt. Bethel Missionary Baptist Church, St. Louis, MO April 13, 2013.

SERVICE/VOLUNTEER EXPERIENCE

- 2011 2019 John Divine Baptist Church, East St. Louis, IL, Youth Activities Coordinator: Aid in planning and organizing yearly activities such as after school/weekend tutoring, social events, and classes. Serve as a tutor and mentor for the youth involved.
- 2014-2018 United Congregations of the Metro East, Co-chair- Education task force: Work with local religious organizations/leaders of varying denominations and various communities. Focus on combating the root causes of systemic injustice in our region for addressing issues such as equitable funding for education affordable housing, and promoting improved transportation.
- 2013-2017 East St. Louis Race to the Top Innovation, Committee Chair & Stakeholder: Implement locally designed strategies and innovations to support the State of Illinois' vision that, "Every child birth to five is experiencing high quality early education with strong support from family, and ready access to health care and social services".

PROFESSIONAL LICENSING

2012	Licensed Clinical Social Worker (LCSW) , Illinois Department of Financial and Professional Regulation, Active License
2013	Licensed Clinical Social Worker (LCSW), Missouri State Committee of Social Workers Active License

PROFESSIONAL TRAININGS AND SKILLS

2015	Social Worker Supervision Training for Licensure
2012	Filial Therapy
2012	Grounded Theory Methodology
2010	Functional Family Therapy
2008	Wellness Recovery Action Planning (WRAP)
2007	Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)
2006	Motivational Interviewing (MET)
2006	Dialectical Behavioral Therapy (DBT)

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¹ Last Updated July 24, 2019

CURRICULUM VITAE

Gerald V. (Jerry) O'Brien, MSW, PhD Professor, Department of Social Work Southern Illinois University at Edwardsville

> 1306 Peck Hall Edwardsville, IL 62025 gobrien@siue.edu

EDUCATION

1997	Ph.D. Social Work University of Illinois, Urbana-Champaign, IL Dissertation Title: "Factors Associated with Food-Industry Discrimination Related to the Hiring and Retention of Persons with HIV/AIDS"
1987	MSW Clinical Social Work University of Missouri, Columbia, MO

1982 BSW Social Work University of Missouri, St. Louis, MO

PROFESSIONAL EXPERIENCE

7/10-Present	Professor Department of Social Work Southern Illinois University in Edwardsville
7/04-6/10	Associate Professor (Tenured) Department of Social Work Southern Illinois University in Edwardsville
8/98-6/04	Assistant Professor Department of Social Work Southern Illinois University in Edwardsville
8/96-6/98	Assistant Professor Department of Social Work Western Illinois University in Macomb

8/93-5/96	Graduate Research Assistant Division of Rehabilitation Education Services University of Illinois at Urbana-Champaign
7/87-12/92	Director Springfield Developmental Center Springfield, Illinois
8/84-5/86	Director S.E.L.S. Services, Inc. Troy, Missouri
4/84-8/84	Developmental Instructor St. Louis Association for Retarded Citizens Creve Coeur, Missouri

PUBLICATIONS

SCHOLARLY BOOKS

- O'Brien, G. (In development). Disability discrimination and social work.
- O'Brien, G. (In press). *Eugenics, genetics and the minority group model of disabilities: Social work implications*. Contract with Oxford University Press.
- O'Brien, G. (2021). 43 essential policies for social workers. Washington, DC: NASW Press.
- O'Brien, G. (2019). *Metaphor analysis in public policy and private practice: A social work perspective.* Washington, DC: NASW Press.
- O'Brien, G. (2018). Contagion and the national body: The organism metaphor in *American thought*. Routledge Press.
- O'Brien, G. (2013). *Framing the moron: The social construction of feeble-mindedness during the eugenic era*. Manchester, England: Manchester University Press. Paperback version released in February, 2016.

JOURNAL PUBLICATIONS (All peer-reviewed, except as noted)

O'Brien, G., Carter, K., & Swanke, J. (2018). The utility of simulated clients in macro practice courses. *Journal of Teaching in Social Work, 38*, 551-568.

- O'Brien, G. (2016). The historical and contemporary context of eugenic incentive provision: Social justice implications. Invited book chapter, published in the edited book *Advances in Sociology Research, Volume 20*. Nova Science Publishers.
- O'Brien, G. (2013). Margaret Sanger and the Nazis: How many degrees of separation? *Social Work, 58,* 285-287.
- O'Brien, G. (2011a). "Eugenics, genetics and the minority group model of disabilities: Implications for social work advocacy." *Social Work*, *56*, 347-354.
- O'Brien, G. (2011b). "Anchors on the ship of progress and weeds in the human garden: Objectivist rhetoric in American eugenic writings." *Disability Studies Quarterly* (on-line, peer-reviewed publication).
- O'Brien, G. & Molinari, A.* (2011). "Religious metaphors as a justification for eugenic control: An historical analysis", in D. Schumm & M. Stoltzfus (eds.), *Disability in Judaism, Christianity and Islam: Sacred Texts, Historical Traditions and Social Analysis* (pp. 141-165). New York: Palgrave Macmillan, 2011.
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- O'Brien, G. (2009). "Rosemary Kennedy." In the *Encyclopedia of Disability History*. Facts on File, Inc. (non peer-reviewed).
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- O'Brien, G. (2009). Metaphors and the pejorative framing of marginalized groups: Implications for social work education. *Journal of Social Work Education*, 45, 29-46.
- O'Brien, G. & Leneave, J.* (2008). The 'art' of social work and ADA's essential functions provision: Challenges and recommendations. *Administration in Social Work*, *32*, 87-99.

- O'Brien, G. & Brown, M.* (2008). Important elements of the Americans with Disabilities Act for persons with diabetes. *Journal of Social Work in Disability and Rehabilitation*, 7, 81-93
- O'Brien, G. & Ellegood, C.* (2005). The Americans with Disabilities Act: A decision tree for social service administrators. *Social Work*, *50*, 271-279.
- O'Brien, G. (2004). Rosemary Kennedy: The importance of a historical footnote. The *Journal of Family History*, *29*, 225-236.
- O'Brien, G. & Reynolds, C.* (2003). Courtesy stigma and the ADA: An analysis of third party discrimination. *Journal of Social Work in Disability and Rehabilitation*, 2, 65-79.
- O'Brien, G. (2003a). People with cognitive disabilities: The argument from marginal cases and social work ethics. *Social Work*, *48*, 331-337.
- O'Brien, G. (2003b). Indigestible food, conquering hordes, and waste materials: Metaphors of immigrants and the early immigration restriction debate in the U.S. *Metaphor and Symbol*, *18*(1), 33-47. Reprinted in *Rhetorical Criticism: Exploration and Practice*, *3rd Edition*. Sonja K. Foss, Editor (2004), pp. 307-319. Long Grove, IL: Waveland Press.
- O'Brien, G. (2002). Book Review of Richard Scotch's "From Good Will to Civil Rights: Transforming Federal Disability Policy." Published by H-Disability Website. http://www2.h-net.msu.edu/~disabil/
- O'Brien, G. & Maue, M.* (2002). Direct threat issues in the employment of persons with disabilities: Implications for the social work profession. *The Journal of Social Work in Disability and Rehabilitation*, *1*(1), 39-51.
- O'Brien, G. & Koerkenmeier, M.* (2001). Persons with HIV/AIDS in the workplace: Implications for employee assistance professionals. *Employee Assistance Quarterly*, *16*, 9-24.
- O'Brien, G. (1999). Protecting the social body: The use of the organism metaphor in fighting the 'menace of the feeble-minded.' *Mental Retardation*, *37*, 188-200.
- O'Brien, G. (1997) Factors Associated with Food-Industry Discrimination Related to the Hiring and Retention of Persons with HIV/AIDS. Doctoral Dissertation. Ann Arbor, MI: UMI Dissertation Services.
- O'Brien, G. & Schiro-Geist, C. (1997). Co-Editors, Special Double Issue on Rehabilitation and Persons with HIV/AIDS. *Rehabilitation Education*, 11(1 & 2).

- O'Brien, G. & Schiro-Geist, C. (1997). Primary, secondary and tertiary direct threat issues and employees with HIV/AIDS. *Rehabilitation Education* (Special Issue on Rehabilitation and Persons with HIV/AIDS), *11*(1 & 2), 101-110.
- O'Brien, G. (1996). Customer preference and workplace discrimination against persons with disabilities. *Journal of Job Placement*, *12*, 7-11.
- O'Brien, G. (1995). Employer defenses to discriminatory actions against persons with HIV/AIDS. *Journal of Job Placement*, 11, 37-41.
- O'Brien, G. & Schiro-Geist, C. (1995). Implications of Australian distance models for rehabilitation education. *Journal of Rehabilitation Administration*, 19, 315-321.

PRESENTATIONS

- 2021 *The ADA at 30: Implications for Social Work and Social Work Education.* Sabbatical presentation. April 20th, 2021, Southern Illinois University Edwardsville.
- 2019 *Eugenics, Genetics and the Minority Group Model of Disability.* Southern Illinois University Edwardsville. College of Arts and Sciences William and Margaret Going Endowed Professorship Lecture. November 12th, 2019.
- 2016 Metaphor Analysis and Social Work The Importance of "Front End" Policy Advocacy. Policy Conference II (National Social Work Policy Presentation). June 3, 2016. Washington University in St. Louis
- 2016 The ADA and Persons with Mental Illness or Problematic Behavioral Issues: Higher Education and Agency Issues. CEU Presentation, May 13, 2016. Southern Illinois University Edwardsville.
- 2014 *Contagion and the National Body: The Organism Metaphor in American Thought.* Sabbatical Presentation presented on October 27, 2014 at Southern Illinois University Edwardsville.
- 2014 *Metaphor Deconstruction and Social Problem Analysis.* Presented in June at the Policy Conference II (National Social Work Policy) in Austin, TX.
- 2014 Close But Not Touching: The Eugenics and Birth Control Movements From 1900-1930. Presented in April, 2014 at the College of Arts and Sciences Colloquium, Southern Illinois University Edwardsville.
- 2014 West Coast Jews: The Relationship between Anti-Japanese and Anti-Semitic

Movements during the Immigration Restriction Era. Presented in April, 2014 at the College of Arts and Sciences Colloquium, Southern Illinois University Edwardsville.

- 2013 *Margaret Sanger and the American Eugenics Movement*. Presented in August at First Unitarian Church of St. Louis, St. Louis, MO.
- 2010 *Charles Darwin, Evolution and Eugenic Control.* Presented in April at the College of Arts and Sciences Colloquium, Southern Illinois University Edwardsville.
- 2009 *Improving Service Delivery in the Health Care System for People with Disabilities.* CEU Presentation presented July 17th, sponsored by LINK and IMPACT Centers for Independent Living. Collinsville, Illinois.
- 2008 *The Evolution of Disability Studies within the University Curricula.* Presented in April at the College of Arts and Sciences Colloquium, Southern Illinois University Edwardsville.
- 2008 *After Brooker: Balancing Student Free Speech Rights with Professional Ethics in Social Work Education.* Presented, along with Emily Lane, in April at the College of Arts and Sciences Colloquium, Southern Illinois University Edwardsville.
- 2008 Persons with Mental Illness and Behavioral Issues Within the Workplace; The Scope of ADA Protection. Presented in April at the Illinois Rehabilitation Association Conference, Pere Marquette, IL.
- 2007 Use of the Organism Metaphor in the Denigration of Vulnerable Populations. Presented in October at the annual Council on Social Work Education Conference, San Francisco, CA.
- 2006 *War and the Eugenic Control of Persons with Disabilities: Metaphor, Rationalization and Point of Contrast.* Presented in June at the annual Society for Disabilities Studies Conference, Washington, DC.
- 2006 Black Smoke over Hadamar: German Eugenics and the Mass Murder of Persons with Disabilities. Presented in April at Southern Illinois University Edwardsville.
- 2006 *Before the Genome: Religion and Eugenics from 1900-1945.* Presented in March at the College of Arts and Sciences Colloquium, Southern Illinois University Edwardsville
- 2004 *Secondary Methods of Eugenic Control of Feeble-Mindedness*. Presented to the Disability Studies Faculty Group in October at Washington University, St. Louis, Missouri.

- 2004 *Eugenic Sterilization in the United States and Nazi Germany.* Presented in July to the Einstein Forum Summer Institute on *Contemporary Disability Studies and the Legacy of Nazi Eugenics*, held in Potsdam, Germany.
- 2003 Eugenic Policies, Metaphoric Themes, and the Social Construction of Moronity during the Eugenic Alarm Era (1900-1945). Presented in May, 2004 at the Policy History Conference in St. Louis, Missouri.
- 2003 ADA Backroads: Customer Preference, Direct Threat and Association Discrimination. Presented in September at the annual meeting of the Illinois Chapter of the National Association of Social Workers, Chicago, Illinois.
- 2001 *Eugenics, the Human Genome, and Persons with Disabilities: Implications for the Social Work Profession.* Presented at the Illinois Chapter of the National Association of Social Workers annual conference. Chicago, Illinois.
- 2001 From Restrictive Marriage to Incentive Provision: Secondary Methods of Controlling the Procreation of Persons with Intellectual Disabilities During the Eugenic Era. Presented at the Society for Disability Studies annual conference, Winnipeg, Canada.
- 2000 The Possible Impact of the Argument from Marginal Cases on Social Acceptance of Persons with Cognitive Disabilities. Presented at the Society for Disability Studies annual conference, Chicago, Illinois.
- 1998 Employment Discrimination against Persons with HIV/AIDS: Implications for Social Workers. Presented at the Regional CSWE Conference, Chicago, Illinois.
- 1997 Employer Defenses for Discriminating against Persons with HIV/AIDS: Their Standing Under the Americans with Disabilities Act of 1990. Presentation to the Illinois Rehabilitation Association, Central Illinois Chapter, Bloomington, Illinois.
- 1996 *Historical and Contemporary Issues Related to Eugenics and Persons with Disabilities: Implications for Rehabilitation Professionals.* Part of the Division of Rehabilitation Education Services (Campaign, Illinois) continuing education program, Chicago, Illinois.
- 1995 *Persons with HIV Disease, Employment Discrimination and the Customer Preference Defense.* Presented at the National Rehabilitation Counseling Association Annual Symposium, Tucson, Arizona.
- 1994 *Historical Trends in the Dehumanization of Developmentally Disabled Persons.* Presented at the Illinois Department of Rehabilitation Services (IDORS) Seminar. Chicago, Illinois.

DEPARTMENTAL ADMINISTRATION AND COMMITTEES

2020-Present	BSW Program Director	
2015-2018	Social Work Department Chair	
2004-2007 2008-2015	BSW Program Director Includes primary responsibility for CSWE Self-Study 2011-2012.	
2005-2020	Faculty Search Chair (3 Years) Faculty Search Committee other various years	
2007-2008	Interim Department Chair	
2009-2013	Faculty sponsor for Student Social Work Association (SSWA) student group.	
2018-2019	Faculty sponsor for Graduate Student Social Work Association (GSSWA) student group.	
2006-Present	Department of Social Work Promotion and Tenure Committee. Includes various years as Committee Chair.	
2004-2007	Member, Graduate Program Curriculum Committee.	
2000-2007	Member, Health, Mental Health and Disabilities Concentration Committee. SIUE Department of Social Work graduate program.	
2000-2005	Chair, Department of Social Work Student Affairs Committee.	
2000-2002	Co-coordinator, Undergraduate CSWE Reaffirmation Committee.	
1998-Present	Member, Department of Social Work Undergraduate Curriculum and Planning Committee.	

UNIVERSITY AND COLLEGE COMMITTEES

- 2008-2010 Member of SIUE Faculty Senate
- 2013-2015
- 2008-2010 Member of SIUE Faculty Senate and Rules and Procedures Council. Rules and Procedures Council Chair – 2009-2010 academic year.
- 2013-2015 Member of SIUE Faculty Curriculum Council. 2014-Co-Chair of the Undergraduate Courses Committee.

2019-Present	Member of College of Arts and Sciences Congress. Promotion and Tenure Subcommittee
2014-2015	Member of College Curriculum Committee
2007	External committee member for three promotion and tenure applicants from the Political Science Department.
2010-2015	Member - University Faculty Grievance Committee. Committee Chair for 2014-2015 academic year.
1998-2013	Member, College of Arts and Sciences Personnel Committee. During this tenure, served on all four sub-committees, and served as Chair of both the Elections and Administrative Review subcommittees. Served approximately seven years on the College Promotion and Tenure Committee. Was involved in College-level Sabbatical reviews every year until 2012.
2001-2005	Member, Multidisciplinary Research Group (MRG). "Exploration of Faculty-Student Perceptions of Student Writing."

Have served on the following Undergraduate or Graduate Assessment and Program Review Committees;

2010	Department of Speech Pathology (Graduate Program)
2006	Department of Nursing
2003	Department of Speech Pathology
2001	Department of Computer Science

COURSES TAUGHT

<u>Undergraduate Courses</u> (Sections Taught)

- Introduction to Social Work. (2)
- Foundations of Social Work, I (3)
- Foundations of Social Work, II (Professional Development) (5)
- Human Behavior in the Social Environment (Macro) (1)
- Introduction to Social Welfare Policy (11)
- Social Welfare Policy Analysis (19)
- Social Work Practice III (Community Organization) (15)
- Research Methods in Social Work (5)
- Disability in America (Elective) (3)

Interdisciplinary Studies Courses

- Historical and Contemporary Issues in Disability (3)
- The City (2)

Graduate Courses

- Generalist Practice: Neighborhoods, Organizations and Communities (3)
- Advanced Practice in Disabilities (3)
- Introductory Graduate Social Welfare Policy (8)
- Social Welfare Policy: Micro Practice (1)
- Social Welfare Policy: Macro Practice (1)
- Advanced Social Welfare Policy (6)
- Advanced Policy in Health, Mental Health and Disabilities (5)
- Advanced Practice in Organizations and Communities (1)
- Integrated Project (Capstone Portfolio class) (2)
- Mental Health Services (1)

AWARDS, GRANTS, and ELECTED POSITIONS

- 2020 Sabbatical awarded for Fall Semester, 2020 to complete a scholarly manuscript on disability discrimination and the social work profession.
- 2019 Recipient of William and Margaret Going Endowed Fellowship Award, presented by the SIUE College of Arts and Sciences.
- 2012 Sabbatical awarded for Fall Semester, 2013 to complete a scholarly manuscript on metaphor analysis in relation to marginalized groups.
- 2010 Received 2009 "Best Conceptual Article of the Year" award by the *Journal of Social Work Education* for the article "Metaphors and pejorative framing of marginalized groups: Implications for social work education."
- 2006 Winner of award for best paper submitted (Title: "Before the Genome: Religion and Eugenics from 1900-1945"); 2006 CAS Colloquium.
- 2004 Awarded a \$3,200 scholarship by the Duetscher Akademischer Austausch Dienst (German Academic Exchange Service) to participate in an International Summer Seminar in German Studies at the Einstein Forum. Topic of the Institute was "Contemporary Disability Studies and the Legacy of Nazi Eugenics." Held in Potsdam, Germany from July 5 to July 30, 2004.
- 2003 Elected by the Metro-East Regional members of the National Association of Social Workers (NASW) to represent them on the Association's Delegate Assembly for the

2003-2005 cycle.

- 2003 Sabbatical awarded for Spring Semester, 2005 to complete scholarly book on the social construction of moronity during the eugenic era.
- 2002 Member, Multidisciplinary Research Award Team, Southern Illinois University Edwardsville, Graduate Studies and Research, \$5,000. Funded.
- 1999 Summer Research Fellowship Award, Southern Illinois University Edwardsville, Graduate Studies and Research, \$3,000. Title: "The animalization of persons with mental retardation in historical perspective: Implications for the Argument from Marginal Cases (AMC)." Funded.

Lauren L. Raczkowski 14228 Cooperstown Dr Chesterfield, MO 63017 (215) 620-4868 LaurenRaz@outlook.com

PROFESSIONAL EXPERIENCE

Southern Illinois University Edwardsville Edwardsville, IL

Social Work Instructor, August 2019-Present

- Develop curricula and instruct Human Behavior in the Social Environment I/II, Social Work Group Practice, Social Work Practice with Individuals and Families and BSW/MSW Field Seminar courses.
- Devise weekly lesson plans that address current issues, theories and perspectives in human behavior as well as generalist practice intervention.
- Lead generalist practice labs to include simulated clients via telehealth
- Strive to maintain a thorough knowledge of instructional standards, practices and methodologies.

Alive, St. Louis, MO

Children's Trauma Therapist, May 2021-Present

- Provide clinical trauma-focused therapy for children experiencing crisis due to domestic violence
- Complete intake assessments and develop treatment plans
- Participate in clinical supervision and consultation

Life Solutions Counseling Associates, P.C. Carmel, IN

Home-Based Therapist, January 2019-August 2019

- Provide clinical individual and family therapy for those experiencing trauma, grief, mental health, drug and alcohol and domestic violence
- Complete mental health assessments and develop treatment plans
- Provide therapeutic supervised visitation
- Testify at court and family team meetings regarding client progress and compliance

MLJ Adoptions International, Inc, Indianapolis, IN

Director of Social Services, October 2018-June 2019

- Lead a team of home study assistants as they complete both international and domestic home studies for families in Indiana
- Ensure compliance of federal, state and Hague regulations regarding international adoptions, training and licensing
- Review and approve home studies for domestic and international adoptions
- Develop individual education plans for adoptive parents
- Oversee social services department and development of education resources, policy and procedures as well as best practice models
- Field Liaison for IUPUI MSW students

Department of Human Services, Philadelphia, PA

Social Work Supervisor, February 2015 - September 2018

Intake/Hotline/Adoptions Social Worker, September 2005 – February 2015

- Lead a team of social workers as they conduct investigations regarding child abuse and neglect
- Provide crisis intervention for children and families experiencing present danger
- Ascertain service level and resource needs for children and their families, including mental health, drug and alcohol, domestic violence and parenting
- Ensure compliance of federal, state and city mandates and policies pertaining to child welfare
- Piloted the federal screening tool for Commercial Sexual Exploitation of Children (CSEC) in Pennsylvania

- Investigated allegations of child abuse and neglect, including sexual abuse and child fatalities
- Been called to testify in appeals and criminal court regarding investigative findings and outcomes
- Interview and select potential hires and complete annual performance evaluations of staff
- Supervise and train social work interns and newly hired social workers
- Field Liaison for Temple University BSW students and Widener University MSW students

Salvation Army, Manhattan, NY

Volunteer Intake/Case Worker, November 2001

- Evaluated and assessed incoming clients affected by attacks on the World Trade Center
- Authorized and issued payment of bills to displaced workers and family members as a direct result of the September 11, 2001 attacks
- Provided counseling, consultation and proper referrals to community agencies and organizations

EDUCATION

Temple University, Philadelphia, PA

May 2013

- Masters, Social Work, clinical concentration
- Eastern Mennonite University, Harrisonburg, VA
 - April 2002
 - BS, Social Work
- Actilingua Academy, Vienna, Austria

April-May 2001

• Intensive German language and cultural studies

PROFESSIONAL LICENSES, TRAININGS AND AFFILIATIONS

- Licensed Social Worker, State of Illinois and Commonwealth of Pennsylvania
- Licensed Master Social Worker, State of Missouri
- EMDR therapist-in-training
- 2500 supervised hours earned towards clinical licensure (LCSW)

Jill C. Schreiber

Curriculum vitae July 21,2021

Southern Illinois University at Edwardsville Department of Social Work Box 1450 Edwardsville, IL 62026-1450 (618) 650-5820 jischre@siue.edu 1000 Prestonwood Dr. Edwardsville, IL 62025 (217) 390-9338 JillComerfordSchreiber@gmail.com

EDUCATION

PhD Social Work, University of Illinois at Urbana-Champaign, May 2013
Dissertation Title: "The Effect of Religiosity on the Delinquency of Maltreated Youth"
MSW, University of Illinois at Urbana-Champaign, May 1996
MA in Psychology, University of Illinois at Urbana-Champaign, May 1993
BA in Psychology with Honors, Indiana University at Bloomington, Indiana, May 1988

ACADEMIC POSITIONS

2019-current	Chair of the Department of Social Work, Southern Illinois University at Edwardsville
2019-current	Associate Professor (Tenured), Southern Illinois University at Edwardsville, Department of Social Work
2018-2019	MSW Program Director, Southern Illinois University at Edwardsville, Department of Social Work
2013- 2019	Assistant Professor, Southern Illinois University at Edwardsville, Department of Social Work
2013	Adjunct Professor, University of Illinois at Urbana-Champaign, School of Social Work

PUBLICATIONS-Peer Reviewed

- 2018 Schreiber, J. C., & Minarik, J. D. Simulated Clients in a Group Practice Course: Engaging Facilitation and Embodying Diversity. *Journal of Social Work Education*, 54(2), 310-323. doi:10.1080/10437797.2017.140452
- Helton, J., Schreiber, J. C., Wiley, J., & Schweitzer, R. Finding a routine that works: A mixed methods study of foster parents. *Child & Family Social Work*.1-8. doi: 10.1111/cfs.12412
- 2016 Helton, J., Schreiber, J. C. & Fiese, B. H. Foster Parents' Nutritional Strategies and Children's Well-Being. Child & Adolescent Social Work Journal. doi:0.1007/s10560-016-0454-4
- 2016 Duckham, B. & Schreiber, J. C. Bridging Worldviews through Phenomenology. *Social Work & Christianity 43*(4). ISSN 0737-5778
- 2015 Fuller T., Paceley, M.S., & Schreiber, J.C. Differential Response Family Assessments: Listening to what Parents have to Say about Helpfulness. *Child Abuse and Neglect*, 39, 7-17. doi: 10.1016/j.chiabu.2014.05.010
- 2014 Schreiber, J. C. & Culbertson, M.J. Religious Socialization of Youth Involved in Child Welfare. *Child Abuse and Neglect*, *38*, 1208-1220. doi: 10.1016/j.chiabu.2014.03.021
- 2014 Schreiber, J.C., Groenhout, R., & Brandsen C. Introducing a virtue perspective for social work and helping. *Social Work & Christianity*, *41*(2/3). ISSN 0737-5778.
- 2013 Schreiber, J.C., Fuller T., & Paceley, M.S. Engagement in child protective services: parent perceptions of worker skills, *Children and Youth Services Review*, *35*(4). doi.org/10.1016/j.childyouth.2013.01.018
- 2011 Schreiber, J. C. Parenting, policies, and practice: Christian influence on child welfare in America. *Social Work & Christianity*, *38*(3), 293-314.
- 1995 Uttal, D., Schreiber, J. C., & DeLoache, J. S. Waiting to use a symbol: The effects of delay on children's use of models. *Child Development*. 66(6), 1875-1889. doi.org/10.2307/1131916

PUBLICATIONS - Chapters in books and reports

- 2015 Schreiber, J.C., Groenhout, R., & Brandsen C. Introducing a virtue perspective for social work and helping. In T. A. Wolfer & C. Brandsen (Eds.), *Virtues and Character in Social Work Practice* (pp. 5-28). Botsford, CT: North American Association of Christians in Social Work. [Reprint of special issue of Social Work & Christianity, 41(2).]
- 2013 Schreiber, J. C., & Fuller, T. "Children in Substitute Care: Safety, Continuity, & Stability" In Children and Family Research Center *BH Consent Decree Monitoring Report- 2012*.
- 2012 Schreiber, J.C. Child Deaths in Illinois: 2011-12: Child Death Review Team Report.
- 2012 Schreiber, J. C., & Fuller, T. "Children in Substitute Care: Safety, Continuity, & Stability" In Children and Family Research Center *BH Consent Decree Monitoring Report- 2011*.
- 2012 Schreiber, J.C. Child Deaths in Illinois:2009-10: Child Death Review Team Report.
- 2011 Schreiber, J. C., Kurilla, C. & Fuller, T. "Children in Substitute Care: Safety, Continuity, & Stability" In Children and Family Research Center *BH Consent Decree Monitoring Report-2010*.

MANUSCRIPTS IN PROGRESS

Schreiber, J. C., Wiley, J., Schweitzer, R. (in process). Religious values and resources in foster families: a mixed methods study

Schreiber, J.C., (in process). Gender in a Child Advocacy Center.

Helton, J. and **Schreiber**, **J.C**. Food insecurity and eating disorders. Schreiber, J.C.,

HONORS/AWARDS

- 2011 Selected as a participant in the Summer Research Institute at the National Data archive on Child Abuse and Neglect (NDACAN), Cornell University.
- 2010 Ranked as "outstanding" (top 10%) on the List of Teachers Ranked as Excellent, University of Illinois Center for Teaching Excellence
- 2008 Ranked as "outstanding" (top 10%) on the List of Teachers Ranked as Excellent, University of Illinois Center for Teaching Excellence

GRANTS

2016/2017 "Fostering Wellbeing" study of foster families, Southern Illinois University Edwardsville Seed Grants for Transitional and Exploratory Projects (STEP) \$14,513, J. Schreiber (Principal Investigator)

PEER REVIEWED CONFERENCE PRESENTATIONS

- 2019 Carter, K. & Schreiber, J.C., Aspholm, R. *Weaving diversity through the layers of explicit and implicit curriculum.* Paper accepted for presentation at Counsel of Social Work Education Annual Program Meeting, Denver, CO.
- 2018 Schreiber, J. C., Minarik, J. D, & Helton, J.J. *Teaching social work research methods using team-based learning (TBL) and community engagement.* Paper accepted for presentation at Counsel of Social Work Education Annual Program Meeting, Orlando, FL.
- 2018 **Schreiber, J.C.** (July 17). *Simulation training in social work practice courses- an opportunity to practice skills with diverse clients.* Paper accepted for presentation International Family Violence and Child Victimization Research Conference, Portsmouth, NH.
- 2018 **Schreiber, J.C.,** Dichsen, T. (May 17). *Gender differences in a Child Advocacy Center*. Paper accepted for presentation Twelfth International Congress of Qualitative Inquiry, Champaign. IL.
- 2018 **Schreiber, J.C.,** Wiley, J., Schweitzer, Dichsen, T. (May 17). *Foster parent religiosity*. Paper accepted for presentation Twelfth International Congress of Qualitative Inquiry, Champaign. IL.
- 2018 **Schreiber, J.C.,** Wells, A. M., Barrettsmart, C. (May 17). *Preparing for Foster Children*. Paper accepted for presentation Twelfth International Congress of Qualitative Inquiry, Champaign. IL.
- 2017 Schreiber, J.C., Wiley, J., Schweitzer (May 18). Foster Family Routines. Paper

accepted for presentation Eleventh International Congress of Qualitative Inquiry, Champaign. IL.

- 2016 Carter, K. & Schreiber, J.C. (Nov 18). *Sharing the story-Living and Teaching in the Shadow of Ferguson.* Paper accepted for presentation at the National Association of Christians in Social Work.
- 2016 **Schreiber, J.C.,** Carter, K., & Minarik, J. (Nov 4). *In the Shadow of Ferguson: Teaching Diversity Dialogues in a groupwork class.* Paper accepted for presentation at Counsel of Social Work Education Annual Program Meeting, Atlanta, GA.
- 2016 Schreiber, J.C., Taylor, S., Stonich, J., (May 19). *Teaching Practice Skills to Undergraduates Utilizing Simulated Clients*. Paper accepted for presentation Tenth International Congress of Qualitative Inquiry, Champaign. IL.
- 2016 **Schreiber, J.C.** (March 31). *The Impact of Religiosity on the Delinquency of Maltreated Youth.* Paper accepted for presentation at the 2016 Society for Research on Adolescents Biennial Meeting, Baltimore, MD.
- 2014 Carter K., Swanke J. & Schreiber, J.C. (October, 25). Assessment of Self-Efficacy and Practice Readiness Following Simulated Client-Based Instruction. Paper accepted for presentation at Counsel of Social Work Education Annual Program Meeting, Tampa, FL.
- 2014 Schreiber, J.C., Carter K.& Swanke J. (May 23). *Teaching Clinical Skills Using Simulated Clients: Preparation for Field Placements*. Paper accepted for presentation Tenth International Congress of Qualitative Inquiry, Champaign. IL.
- 2014 **Schreiber, J.C.** (January 19). *The Impact of Religiosity on the Delinquency of Maltreated Youth.* Paper accepted for presentation at the Society for Social Work Research, San Antonio, TX.
- 2014 Fuller T., Paceley, M.S., & Schreiber, J.C. (January 19) *Inside the "Black Box": Parent Perspectives on Differential Response in Child Protective Services.* Paper accepted for presentation at the Society for Social Work Research, San Antonio, TX.
- 2012 **Schreiber, J.C.** & Culberston, M. (November 10). *Religious Socialization of Maltreated Youth.* Paper accepted for presentation at the Scientific Study of Religion Conference, Phoenix, AZ.
- 2012 **Schreiber, J.C.** (October 27). *Measuring Religion in Quantitative Research: A Primer.* Paper accepted for presentation at North American Association of Christians in Social Work in St. Louis, MO.
- 2011 Fuller, T., Helton, J., Kearney, K., & Schreiber, J.C. (August 29). *Mixed Methods Way of Thinking: A Primer.* Workshop presentation for the Child Welfare Evaluation Summit, Washington D.C.
- 2010 Schreiber, J.C. (November 10). *The Role of Religion in Foster Care*. Paper presented at North American Association of Christians in Social Work, Durham, N.C.
- 2010 Schreiber, J.C. (July 19). Virtue Ethics in Social Work: Challenging Christians to Embody the Word and Engage in Dialogue. Paper presented at the 2010 Social Work Seminar in Christian Scholarship, Grand Rapids, Michigan.
- 2009 Schreiber, J.C. (June 19). Adolescent Foster Youth's Religious Importance and Religious Attendance. Poster session presented at The Fourth International Spirituality and Social Work Conference, Los Angeles June 19, 2009.
- 2009 **Schreiber, J.C.** & Minarik, J. (June 20). *Creating a Religious Diversity Dialogue Class in Higher Education*. Presented workshop at The Fourth International Spirituality and Social Work Conference, Los Angeles.

INVITED WORKSHOPS

- 2017 Carter, K. & Schreiber, J.C. (Sept 25). *Sharing the story-Living and Teaching in the Shadow of Ferguson*. Webinar for the National Association of Christians in Social Work.
- 2016 Schreiber, J.C. Engagement in Child Protective Services: Parent Perceptions of Worker Skills. Presenter at 5 supervisory skill-building workshops for: Cook DCFS supervisory forum, Harvey, IL, Central Region Supervisors in Springfield IL, Northern Region supervisors in Aurora, IL, Southern Region supervisors in Mt. Vernon Illinois.
- 2015 Schreiber, J.C. *How to engage parents who are investigated by DCFS*. Presenter at Working Together: A Cross Training workshop, Champaign, IL
- 2015 **Schreiber, J.C.** *Engagement in Child Protective Services: Parent Perceptions of Worker Skills.* Presenter at skill-building workshop for Cook South DCFS agencies, Harvey, IL
- 2014 Schreiber, J.C. *Developing and Maintaining an Ethical Workplace*. Day long workshop for subset of Marion DCFS agencies, Marion, IL.
- 2011 Schreiber, J.C. & Schwartz, L. Inroads for Interfaith Cooperation at Illinois. Presented Workshop presentation for the Office of Inclusion and Intercultural Relations, University of Illinois, Urbana-Champaign.
- 2011 Schreiber, J.C. *Talking About Religion*. Workshop presentation at the Psychology Diversity committee, University of Illinois, Urbana-Champaign.
- 2009 Elsakka, N. & Schreiber, J.C. *Cross-Cultural Classroom Communications*. Workshop presentation at the Graduate Academy of College Teaching Session for International TAs University of Illinois, Urbana-Champaign.
- 2009 Carter-Black, J., Cole, S., Korang-Okrah, R., **Schreiber, J.C.,** Parnell, R., & Kublick, L. *Building a Culturally Competent Learning Community*." Workshop presentation at the Center on Democracy in a Multiracial Society, University of Illinois, Urbana-Champaign.

TEACHING EXPERIENCE

Southern Illinois University at Edwardsville

Graduate

Children, Youth and Family Services (Spring 2014-2017, 2020) Counseling Skills Development (Fall 2013-2018) Generalist Practice: Individuals & Families (Fall 2013-2017, 2019-2021) Human Behavior in the Social Environment (Fall 2020) Research Methods and Data Analysis (Spring 2018-9)

Undergraduate

Group Practice (Spring 2014-2018) Human Behavior in the Social Environment II (Spring 2021) Micro Skills of Counseling (Fall 2013-2017) Research Methods in Social Work (Fall 2014) Social Work Practice with Individuals and Families (Spring 2014-2018) Statistics (Spring 2018)

University of Illinois - Undergraduate

Social Work Research Methods (Spring 2013) Field Instructor, Children and Family Research Center (2010-2012) Social Issues Group Dialogue - Exploring Religious Diversity (2008-2012) World Religions Teaching Assistant (Spring 2010) Social Issues Group Dialogue - Conservative/Liberal (2009-2010) Child Development-Teaching Assistant (Spring 1993) Psychology of the Infant- Teaching Assistant (Fall 1992)

PREDOCTORATE RESEARCH EXPERIENCE

- 2010-2013 Research Specialist, Children and Family Research Center, University of Illinois.
 Part of interdisciplinary team evaluating child welfare outcomes PI Tamara Fuller.
 2007-2008 Research Assistant, School of Social Work. University of Illinois.
- Program evaluation of reentry program for mothers exiting prison. PI Susan Cole Research Assistant, Developmental Psychology, University of Illinois.
- Studied symbol thought in preschoolers, PI Judy DeLoache.
- 1989-1990 Editorial Assistant, Johns Hopkins School of Public Health, Baltimore, MD. Member of psychiatric epidemiology team. PIs: William Eaton and James Anthony.

PROFESSIONAL EXPERIENCE

2004-2006	Coordinator of Volunteers, Unit Four Schools, Champaign, IL,
1998-2004	Asst. Manager and Educational Coordinator, Ten Thousand Villages, Champaign, IL,
1995-1997	Child and Family Therapist, Community Resource & Counseling Center, Paxton, IL

SERVICE TO PROFESSION

2019	Reviewer for the Journal for the Scientific Study of Religion
2018	Reviewer for the Journal of Public Child Welfare
2017-2019	Reviewer for the Journal of Social Work Education
2016	The Precision Medicine Initiative (PMI) Community Partners Workshop, Bethesda
2016-2019	Reviewer for Social Work and Christianity
2016	Panelist for NSF Graduate Research Fellowship Program (GRFP) in Sociology &
	Geographic Sciences
2012-2019	Reviewer for Children and Youth Services Review
2014	Reviewer for Child Welfare

DEPARTMENTAL/UNIVERISTY SERVICE

- 2015-2019 Social Work Faculty Search Committee (3 searches)
- 2014-2019 MSW Committee Member, SIUE
- 2017 Program Review Committee for Graduate Sociology
- 2016-2017 College of Arts and Sciences Diversity Committee
- 2016 Program Review committee for Art Therapy
- 2013-2014 BSW Committee Member, SIUE
- 2009-2010 Member of Social Work PhD Committee UIUC
- 2007-2008 Member of Social Work Diversity Committee UIUC

PROFESSIONAL AFFILIATIONS

Council on Social Work Education

National Association of Christian Social Workers

SERVICE TO THE COMMUNITY

CASA volunteer- 2020-2021 Member of Rosecrans- Urbana Board (Champaign County Mental Health Center), 2011-2018 Volunteer for Crisis Nursery, 2017-2018

REFERENCES

Gerald O'Brien, PhD

Former Chair of Social Work Department Southern Illinois University Edwardsville Edwardsville, IL 62026-1450 (618) 650-5428 Email: <u>gobrien@siue.edu</u>)

Linda Markowitz. PhD

Former Chair of Social Work Department Southern Illinois University Edwardsville Edwardsville, IL 62026-1450 (618) 650-2451 Email: lmarkow@siue.edu

Joseph P. Ryan, Ph.D

Assoc. Prof. School of Social Work University of Michigan 1080 S. University Ann Arbor, MI 48109 Phone: (734) 763-6580

CURRICULUM VITAE

JAYME R. SWANKE, Ph.D., MSW, CADC

I. PROFESSIONAL AFFILIATION AND CONTACT INFORMATION

A. Present University Department or Unit

Southern Illinois University, Edwardsville Department of Social Work

- B. Office Address
 - 1. Box 1450 Edwardsville, IL 62026
 - 2. Phone: (618) 650-5978
 - 3. Email: jswanke@siue.edu
- C. Professional Licensure

Certified Alcohol and Other Drugs of Addiction Counselor 2006-Present

II. EDUCATION

Ph.D.	Southern Illinois University at Carbondale The Rehabilitation Institute Rehabilitation Administration and Services	2009
M.S.W.	Southern Illinois University at Carbondale School of Social Work Health and Mental Health Emphasis	2006
B.S.W.	Southern Illinois University at Carbondale School of Social Work	2004

III. PROFESSIONAL EXPERIENCE

A. Field Practice Experience

Mar. 2016 – Present	Crisis Intervention Specialist III Chestnut Health Systems, Granite City, IL Mental Health
FebAug. 2010	Intake Specialist Chestnut Health Systems, Bloomington, IL Adult Chemical Dependency Unit
2006-2009	Substance Abuse Clinician H-Group, Marion, IL Substance Abuse Services
July-Nov. 2006	Substance Abuse Counselor Illinois Impact Incarceration Program, Du Quoin, IL Substance Abuse Services

B. Post-Doctoral Research Fellowship

2011-2012	Post-Doctoral Scholar
	University of South Florida, Tampa, FL
	School of Social Work
	Florida Kinship Center

C. Academic Teaching Experience

2018 – Present	Associate Professor Southern Illinois University, Edwardsville Department of Social Work	
	Course Taught:	Gen. Practice with Org & Comm. (BSW) Statistics (BSW) Introduction to Social Work (BSW) Gen. Practice with Org & Comm. (MSW) Gen. Practice with Individuals (MSW) Substance Abuse Services (MSW) Addictions (BSW/MSW)
2012-2018	Assistant Professor Southern Illinois Uni Department of Social	
	Courses Taught:	Macro Practice (BSW)

		Human Behavior & Social Environment (BSW) Disaster Preparedness & Response (BSW) Statistics (BSW) Neighborhoods and Communities (MSW) Advanced Practice with Individuals (MSW) Substance Abuse Services (MSW) Children, Youth, & Family Services (MSW) Applied Social Science Research (MSW)
2010-2011	Visiting Professor University of St. Fran Department of Social	ncis, Joliet, IL l Work – BSW Program
	Courses Taught:	Human Behavior & the Social Environment Health Care Systems Introduction to Social Work Macro Practice
2009-2010	Adjunct Instructor Illinois Central Colle Drug and Alcohol Co	ege, Peoria, IL ounselor Training Program
	Courses Taught:	Introduction to Psychology Foundations of Addiction Addiction Counseling I Addiction Counseling II Pharmacology
2006-2009	Graduate Assistant Southern Illinois Uni School of Social Wo	iversity, Carbondale, IL rk
	Courses Taught:	Case Management Practice, Evaluation, & Policy Substance Abuse Practice, Evaluation, & Policy Statistics for Social Workers

IV. RESEARCH AND CREATIVE ACTIVITY

A. Invited Book Chapters

1. James, S., Reinking, A., & Swanke, J. (in press). The impact of trauma on rural communities. In Brianne Kramer & Jennifer McKenzie, *The Handbook of Trauma-Informed Practices*. Gorham, ME: Myers Educational Press.

- Swanke, J., Doktor, J., Shrestha, S., & Dreuth Zeman, L. (2015). Is the week over yet? Insight for educators about social network support among mothers raising children with ASD. In Reyes Quezada, Vivian Alexandrowicz, Sarina Molina, *Family, School, Community Engagement and Partnerships: Theory and Best Practices*. New York: Taylor and Francis.
- 3. Carter, K., Swanke, J., & Brown, V. (2014). Power imbalances in the clinical encounter. In Roy Bean, Sean Davis, Maureen Davey, *Clinical Supervision Activities for Increasing Competence and Self-Awareness*. New York: Wiley.
- 4. Doktor, J., Dreuth Zeman, L., & Swanke, J. (2010). Integrating mothers' views of resources that foster growth for children with ASD into policy. In Emily Douglas, *Current Trends in Child and Family Policy*. New York: Littlefield.

B. Articles in Refereed Journals

- 1. Carter, K., & Swanke, J. (under review). Benefits of Teaching Non-Profit Management with Online Instruction.
- 2. Swanke, J., & Carter K. (under review). Understanding Homelessness through Cooperative and Collaborative Service Learning.
- 3. O'Brien, G., Carter, K., & Swanke, J. (2018). The Utility of Simulated Clients in Macro-Practice Courses. *Journal of Teaching in Social Work, 38*(5), 551-568.
- 4. Carter, K., **Swanke, J.**, Stonich, J., Taylor, S., Witzke, M., & Binetsch, M. (under review). Student Assessment of Self-Efficacy and Practice Readiness Following Simulated Instruction.
- Sharrock, P., Yampolskaya, S., Armstrong, M. I., Strozier, A., & Swanke, J. R. (2017). Can the Actions of Child Welfare Case Managers Predict Case Outcomes. *Child Abuse and Neglect*, 64, 61-70. (Impact Factor 2.397; 5-year 2.974)
- Swanke, J. R., Yampolskaya, S., Strozier, A., & Armstrong, M. I. (2016). Mental Health Service Utilization and Time to Care: A Comparison of Children in Traditional Foster Care and Children in Kinship Care. *Children and Youth Service Review*, 68, 154-158. (Impact Factor 1.006; 5-year 1.337)
- 7. Swanke, J. R., & Dreuth Zeman, L. (2016). Building Skills in Psychiatric Assessment Through an Online Problem-Based Learning Course. *Journal of Practice Teaching and Learning*, 14(2), 01-12. (Impact Factor unknown)

- Swanke, J. R., & Dreuth Zeman, L. (2015). Evaluation of Nontraditional Age Learners' Experiences in Internet-Based Clinical Social Work Courses. *The College Quarterly 18(4).* (Impact Factor unknown)
- Kondrat, D., Swanke, J. R., Littlewood, K., & Strozier, A. (2014). Measuring social support among kinship caregivers: Confirming the factor structure of the Family Support Scale. *Child Welfare*, 93(3), 93 – 110. (Impact Factor 0.589)
- Yampolskaya, S., Sharrock, P., Armstrong, M. I., Strozier, A., & Swanke, J. (2014). Profile of children placed in out-of-home care: Association with permanency outcomes. *Children and Youth Services Review*, 36, 195-200. (Impact Factor 1.006; 5-year 1.337)
- Dreuth Zeman, L., & Swanke, J. (2013). A review of intimate partner violence for case managers. *Care Management Journals: Journal of Case Management, 14*(4), 214-220. [Also see Women's centers published in *Community Resources A Guide for Human Service Workers* different but similar publications] (Impact Factor 0.00)
- Armstrong, M. I., Swanke, J. R., Strozier, A., Yampolskaya, S., & Sharrock, P. J. (2013). Recent changes in the child welfare system: One state's experience. *Children and Youth Services Review*, 35(10), 1712-1718. (Impact Factor 1.006; 5-year 1.337)
- Littlewood, K., Swanke, J. R., Strozier, A., & Kondrat, D. (2013). Measuring social support among kinship caregivers: Validity and reliability of the Family Social Support Scale. *Child Welfare*, 92(6), 59-78. (Impact Factor 0.589)
- 14. Swanke, J., Doktor, J., Shrestha, S., & Dreuth Zeman, L. (2013). Is the week over yet? Insight for educators about social networking among cyber mothers raising children with ASD. *Teacher Education*, 24(2), 222-234. (Impact Factor 2.208)
- 15. Swanke, J. R., & Flowers, C. R. (2013). Employment among methamphetamine involved clients. *Journal of Social Work Practice in the Addictions*, *13*(2), 179-191. (Impact Factor 0.00)
- Dreuth Zeman, L., Swanke, J., & Doktor, J. (2011). Measurable successes for children with ASD: Perspectives from Mothers' Virtual Journals. *School Social Work Journal*, 36(1), 61-78.
- Swanke, J., & Dreuth Zeman, L. (2011). Parity, not perfect: Making sense of substance addiction equity for case managers. *Care Management Journals: Journal of Case Management*, 12(3), 101-107.

- Dreuth Zeman, L., Swanke, J., & Doktor, J. (2011). Strengths classification of social relationships among cybermothers raising children with autism spectrum disorders. *School Community Journal*, 21(1), 37-52.
- Buila, S. M., & Swanke, J. R. (2010). Patient-centered mental health care: Encouraging caregiver participation. *Care Management Journals*, 11(3), 146-150.
- 20. Swanke, J. R., and Buila, S. M. (2010). Gatekeeper training for caregivers and professionals: A variation on suicide prevention. *Advances in Mental Health*, *9*(1), 98-104.
- 21. Swanke, J., Dreuth Zeman, L., & Doktor, J. (2009). Discontent and activism among mothers who blog while raising children with autism spectrum disorders. *Journal of Maternal Health and Well-being*, 11(1), 199-210.
- 22. Swanke, J., & Dreuth Zeman, L. (2009). Family medical leave as a resilience resource for family caregivers. *Care Management Journals, 10.*
- Dreuth Zeman, L., & Swanke, J. (2008). Classification of consumer determination in state advance mental health directive goals and statutes in a national reform context. *International Journal of Mental Health and Addiction*, 6(4), 484-493. (Impact Factor 0.863)
- 24. Dreuth Zeman, L., & Swanke, J. (2007). Integrating social work practice and technology competencies: A case example. *Social Work Education, Special Edition on Technology Enhanced Learning and Teaching, 27*(6), 601-612. (Impact Factor 0.439)

C. Published Conference Proceedings

- 1. Swanke, J., Zeman, L. D. (in press). Problem-Based Learning in an Online Diagnostic Skills Course in Graduate Social Work Education. Paper presented at the annual meeting of the Lilly Conference on College and University Teaching, Hyatt Hotel, Newport Beach, CA.
- Doktor, J., Zeman, L.D., & Swanke, J. (2009-10-14). Web Journal Policy Analysis of Mothers of Children with ASD: Adequacy, Accommodations, Availability, and Accessibility. Paper presented at the annual meeting of the MWERA Annual Meeting, Sheraton Wesport Chalet Hotel, St. Louis, MO Online <PDF>. 2011-06-06 from http://allacademic.com/meta/p379340-_index.html

D. Papers and Presentations at Professional Meetings

(* Indicates student participant)

- 1. **Swanke, J.** (August, 2016). Taking the Flip. Lilly Conference on Evidence Based Teaching. Asheville, NC.
- Swanke, J., & Carter, K. (October, 2015). Balancing Power in the Clinical Encounter. National Association of Social Workers (IL Chapter) Annual Meeting, Wheeling, IL.
- Carter, K., Swanke, J., & Plocker, M. (October, 2015). Consider Culture at all Levels: The Challenges of Cultural Competence in Educational Settings. Illinois Assocation of School Social Workers Annual Meeting, Bloomington/Normal, IL.
- 4. Carter, K., *Eng, K., *Hulbert, S., *Parks, M., *Perez, H., & Swanke, J. Moving Outside the Classroom: Using Hybrid Instruction to Increase Service Learning Interactions. Social Work Distance Education Conference, Indianapolis, IN.
- 5. Swanke, J. (November, 2014). How to Flip Your Class and Measure Success. Focus on Teaching and Technology, St. Louis, MO.
- Carter, K., Swanke, J., & Schreiber, J. C. (October, 2014). Student Assessment of Self-Efficacy and Practice Readiness Following Simulated Client-Based Instruction. Council on Social Work Education's 60th Annual Program Meeting, Tampa, FL.
- 7. Swanke, J. (May, 2014). Virtual Social Support in Recovery. 10th Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Schreiber, J. C., Carter, K., & Swanke, J. (May, 2014). Teaching Clinical Skills Using Simulated Clients: Preparation for Field Placements. 10th Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Swanke, J., & Dreuth Zeman, L. (April, 2014). Evaluation of Adult Learners Using Web-Based Courses to Learn Social Work Practice Methods. 2014 American Education Research Association Annual Meeting, Philadelphia, PN. (1 of 12,000 submissions)
- Swanke, J., Yampolskaya, S., Strozier, A., & Armstrong, M. (March, 2014). Mental Health Service Utilization Among Children Placed in Kinship and Non-Kinship Foster Care. 27th Annual Children's Mental Health Research Conference, Tampa, FL.

- Swanke, J., & Dreuth Zeman, L. (March, 2014). Student Acquisition of Practice Behaviors in an Online BSSW Micro Practice Course. 2014 Baccalaureate Program Directors Annual Conference, Louisville, KY.
- 12. Swanke, J., & Dreuth Zeman, L. (February, 2014). A Competency Based Evaluation of Two Web-Based Social Work Practice Courses. 2014 Annual Lilly Conference on College and University Teaching, Newport Beach, CA.
- Dreuth Zeman, L., & Swanke, J. (February, 2014). Problem-Based Learning in an Online Diagnostic Skills Course in Graduate Social Work Education. 2014 Annual Lilly Conference on College and University Teaching, Newport Beach, CA.
- Kondrat, D., Swanke, J. R., Strozier, A., & Littlewood, K. A. (January, 2013). Social Support and Kinship Care: Examining the Psychometric Properties of the Family Support Scale Among Kinship Caregivers. 2013 Annual Conference of the Society for Social Work and Research, San Diego, CA.
- Swanke, J. R., & Strozier, A. (November, 2012). Social Support Among Kinship Caregivers: Psychometric Properties of the Family Support Scale. 2012 Council on Social Work Education Annual Program Meeting, Washington D. C.
- 16. Swanke, J. R. (October, 2012). Blogging Towards Recovery: An Introduction to Virtual Social Support. 2012 Fall IAODAPCA Conference, Rend Lake, IL.
- McGrew, L., Strozier, A., & Swanke, J. (March, 2012). Understanding the Needs and Strengths of Children in Kinship Care. The 25th Annual Children's Mental Health Research & Policy Conference, Tampa, Florida.
- Doktor, J., Dreuth Zeman, L., and Swanke, J. (October, 2009). Web Journal Policy Analysis of Mother's of Children with ASD: Adequacy, Accommodations, Availability, and Accessibility. Mid-Western Educational Research Association, St. Louis, Missouri.
- Swanke, J. (October, 2009). Evaluation of Teaching Methods Utilized in an Undergraduate Social Work Statistics Class. Mid-Western Educational Research Association, St. Louis, Missouri.
- 20. Dreuth Zeman, L., Doktor, J., and Swanke, J. (November, 2008). Social Niches of Mothers Raising Children in the Autism Spectrum, Poster Presentation. National Council on Family Relations Annual Conference, Lenses on Family, Little Rock, Arkansas.

- 21. Swanke, J. and Dreuth Zeman, L. (July, 2008). Resources that Support Mother Caregivers of Children in the Autism Spectrum. Paper Presentation. First National Research Conference on Child and Family Programs and Policy, Bridgewater State College.
- 22. Swanke, J. and Dreuth Zeman, L. (June, 2008). Blogging Activism: Antihegemonic Expression of Mothers Raising Children in the Autism Spectrum. Paper presentation. National Women Studies Association Annual Conference, Cincinnati, Ohio, June, 2008.
- 23. Dreuth Zeman, L. and Swanke, J. (October, 2007). puttingonahappyface: Web Images of Mothering Children with Autism Spectrum Disorders, Paper presentation. Association for Research on Mothering, Maternal Health and Well-Being Conference, Toronto, Ontario, Canada.
- 24. Swanke, J. and Dreuth Zeman, L. (April, 2007). Family Medical Leave as a Resilience Resource for Caregivers. Paper Presentation, 2007 Illinois Council on Family Relations, Understanding and Supporting Family Resilience. Urbana, Illinois.
- 25. Swanke, J. and Dreuth Zeman, L. (February, 2007). Integrating Social Work Practice and Technology Competencies through WebCt. Paper Presentation, American Association of Behavioral and Social Sciences, 10th Annual Meeting, Las Vegas Nevada.

E. Invited Presentations

- 1. **Swanke, J.** (November, 2011). Blogging Towards Recovery: An Analysis of Themes, Postdoctoral Research Colloquium, Tampa, Florida.
- 2. Swanke, J. (April, 2011). Employment Issues among Meth Involved Clients. Southern Illinois Methamphetamine Conference, Carterville, Illinois.
- 3. Swanke, J., & Buila, S. (April, 2009). Suicide Prevention: An Evaluation of a Community Response to a Community Problem. Southern Illinois Research Town Square, Carbondale, Illinois.
- 4. **Swanke, J.** (April, 2009). Suicide Statistics. Community Base Suicide Prevention Seminar, John A. Logan College, Carterville, Illinois.

F. Internal Grants

 11/29/2016 – 06/30/2016 (Co-Applicant)
 "East St. Louis Learning Resource Center S.A.C.K. Lunch and Learn Series" Southern Illinois University Edwardsville CAS Targeted Funding Initiative Amount Applied For: \$6,000 Amount Awarded: \$6,000

- 2. 09/01/2014 10/05/2014 (Co-Applicant)
 "Patching Together Our Stories"
 Southern Illinois University Edwardsville Homecoming 2014: Faculty Involvement Grant
 Amount Applied For: \$1,450.57
 Amount Awarded: \$0.00
- 07/01/2014 06/30/2015 (Principle Investigator)
 "Flipping Social Work Practice with Organizations and Communities" Southern Illinois University Edwardsville Excellence in Undergraduate Education grant program.
 Amount Applied For: \$5898.56
 Amount Awarded: \$0.00

G. External Grants

- Submitted January 20, 2021 (Project Coordinator) "2021 Behavioral Health Workforce Education and Training Grant" Health Resources & Service Administration Amount Applied For: \$1,865,139.21 Amount Awarded: \$1,865,139.21
- Submitted April 2019 (Co-Investigator) "2019 Full Service Community Schools Grant" United States Department of Education Amount Applied For: \$2,090,076.26 Amount Awarded: \$0.00
- 07/01/2016 06/30/2017 (Co-Investigator)
 "FY 2017 SIUE Southern Region Permanency Enhancement Project" Illinois Department of Children and Family Services Amount Applied For: \$60,000 Amount Awarded: \$60,000
- 07/01/2015 06/30/2016 (Co-Investigator)
 "FY 2016 SIUE Southern Region Permanency Enhancement Project" Illinois Department of Children and Family Services Amount Applied For: \$110,000 Amount Awarded: \$110,000
- 4. 07/01/2014 06/30/2015 (Co-Investigator)
 "FY15 SIUE Southern Region Permanency Enhancement Project" Illinois Department of Children and Family Services Amount Applied For: \$50,000 Amount Awarded: \$50,000

 07/01/2013 – 06/30/2014 (Co-Investigator)
 "SIUE – Southern Region Permanency Enhancement Project" Illinois Department of Children and Family Services Amount Applied For: \$49,630 Amount Awarded: \$49,630

V. SERVICE

A. Department Service

- 1. MSW Program Director (2019-Present)
- 2. Department of Social Work Annual Review Committee (2019)
- 3. BSW Program Director (2015 2019)
- 4. Student Social Work Association Faculty Advisor (2013-2019)
- 5. BSW Curriculum Committee (2012-2019)
- Preparing for Graduate School Application Process Seminar (Fall 2013, Fall 2014)

B. College Service

- 1. College of Arts and Sciences (CAS) Congress Curriculum Committee Sub-Committee Chair (2016-2019) (2020 – Present)
- 2. College of Arts and Sciences (CAS) Congress Curriculum Committee Member (2015-2019)

C. University Service

- 1. Graduate Programs Committee Member (2020-Present)
- 2. Graduate Programs Council Member (2016-2017)
- 3. Environmental Sciences Program Review Committee (Fall 2016)
- 4. Academic Program Market Research Kick-Off Committee (Fall 2014)
- 5. Blended Best of Both Worlds Seminar Mentor (Summer 2014)
- 6. Search Committee for Associate Director for Online Program Development & Summer Session in the Office of Educational Outreach (Fall 2013)
- 7. Faculty Fellow (2013-2015)
- 8. Kimmel Leadership Center Student Leadership Development Program Presenter (2013-2014)
- 9. SIUE Preview Day (Fall 2012, 2013, 2014)
- 10. SIUE Experience (2013)
- 11. SIUE Safe Zone Booth at St. Louis Pride Festival (Summer 2013, 2014)
- 12. Faculty Senate All Faculty Meeting Instructional Design and Learning Technologies Center Panel & Roundtable Member (Spring 2013)
- 13. SIUE Graduation (Spring 2013, Summer 2013, Spring 2014)
- 14. Excellence in Undergraduate Education (EUE) Review Committee (Spring 2013)

D. Professional Service

- 1. Journal Reviewer Journal of Social Work Practice in the Addictions (Present)
- 2. Southern Illinois Methamphetamine Conference Organizer (2009-2012)

E. Public Service

- 1. Alcoholic Community Rehabilitation Home Board of Directors Member (2014 2019)
- Madison County Continuum of Care, Executive Committee Member (2012 2015)
- 3. Project Homeless Connect Planning Committee (2012-2015)
- 4. Summit of Hope (2011 2013)
- 5. Big Brothers Big Sisters of Tampa, FL (2011-2012)
- 6. District 709 School Supply Drive (2011)
- 7. AmeriCorps Playground Build (2011)

VI. PROFESSIONAL ASSOCIATIONS

- A. Society for Social Work Research
- B. Council on Social Work Education

Graduate Program Assessment Plan

Program: Master's of Social Work Program

Date: September 7, 2021

I.

Performance Indicators or Assessments

A. **Program Student Learning Outcomes** (What do you want your students to demonstrate?)

Table 1 below presents the competencies set forth by the Council on Social Work Education. These are the nine core curricular areas that students are expected to demonstrate mastery of at the time they graduate. In addition to these competencies, students must also demonstrate four different dimensions of competency across each area including: Knowledge, skills, values, and cognitive/affective processes.

Council on Social Work Education Competency	Competency Language
Competency 1	Demonstrate Ethical and Professional Behavior
Competency 2	Engage in Diversity and Difference in Practice
Competency 3	Advance human rights and social, economic, and environmental justice
Competency 4	Engage in practice-informed research and research-informed practice.
Competency 5	Engage in policy practice.
Competency 6	Engage with individuals, families, groups, organizations, and communities.
Competency 7	Assess individuals, families, groups, organizations, and communities.
Competency 8	Intervene with individuals, families, groups, organizations, and communities.
Competency 9	Evaluate practice with individuals, families, groups, organizations, and communities

Table 1. Masters of Social Work Competencies Set Forth by the Council on Social Work Education

B. Alignment of Program Outcomes with Objectives for the Graduate Degree

The MSW Program uses four different assessments to evaluate student learning outcomes and graduate student learning goals. Two assessments are administered during the Foundation year. These assessments include the SWEAP Exam and the Final Foundation Practicum Evaluation. Two assessments are administered during the Specialized year. These assessments include the MSW Capstone and Final Specialized Practicum Evaluation. Table 2 presents the alignment of the Graduate Student Learning Goals to MSW Competencies and Program Performance Measures.

Table 2. Alignment of Graduate Student Learning Goals to MSW Competencies and Program Performance Measures

SIUE's Goals of Graduate Student Learning	Program Student Learning Outcomes*	Performance indicator or measure	When the measure is assessed	Program Target
Demonstrate Breadth and Depth of Knowledge in the Discipline Effectively Communicate Knowledge in the Discipline Demonstrate an Ability for Analytical Thinking in the Discipline Exhibit the Best Practices, Values, and Ethics of the Profession Apply Knowledge of the Discipline	Competency 1 - 9 Competency 1 Competency 2 Competency 3 Competency 4 Competency 5 Competency 9 Competency 1 - 9 Competency 1 - 9	 SWEAP Exam Foundation Practicum Evaluation MSW Capstone Specialized Practicum Evaluation 	SWEAP & Foundation Practicum Evaluation completed at end of 1 st year MSW Capstone & Specialized Practicum Evaluation completed at end of 2 nd year	80% of students meet the competency expectation set forth for the assessment protocol

II. Description of Program's Assessment Procedures and Process

A. Describe measures of student learning goals.

Foundation Year Assessment Description

Table 3 presents information about the Foundation Year assessments. More description of each protocol is provided below.

Assessment Measure	When Assessment is Completed	Where Assessment is Completed	How Competency is Assessed	Competency Threshold	Benchmark
SWEAP Exam	End of last Semester of Foundation Year (end of summer semester)	SWEAP exam is either administered on campus at SIUE in a computer lab or asynchronously online from a location of the student's choice.	Each student is given a special log-in to access the digital exam. Using their log-in credentials,	Students who answer 55% of questions correct in any given each competency area are	80% of students must meet the competency threshold
Practicum Evaluation	End of last Semester of Foundation Year (end of summer semester		meet expectations 2 – meets expectations 3 –	across all	

 Table 3. MSW Foundation Year Assessment Measures

Foundation Year Assessment Measure 1: 'The SWEAP Exam' Description

The first MSW Foundation year assessment protocol is student performance on the SWEAP Exam. The SWEAP is based on a 'Foundation Curriculum Assessment Instrument (FCAI) that tests knowledge students gain throughout the curriculum. It is a computer-based exam that consists of multiple-choice questions that evaluate the dimension of knowledge across all nine (9) core CSWE 2015 EPAS Competencies. Students complete the exam at the end of their last semester in the program. The SWEAP Exam assesses students' knowledge across the nine competency areas set forth by the Council on Social Work Education (CSWE), 2015 EPAS. It is important to note that exam questions are randomly generated from a test bank to maintain the fidelity of the exam. Thus, each student taking the exam has the potential to have varied questions. The test bank questions focus on all nine core competencies, but due to the randomization of test bank questions, no two exams are alike.

Assessment Process

As this is an online exam, scores are computed digitally. The SWEAP administrative team provides our program with both aggregate scale scores for each core competency, with comparison to national averages. SWEAP also provides us with individual scale scores, so that we can see how individual students score.

Outcome Benchmarks

Students who answer 55% of questions correct in a competency domain are considered competent in that area of social work practice. For each cohort, the goal is that 80% of students will answer 55% of questions correctly.

Generalized Year Assessment Measure 2: 'Final (Foundation Year) Field Evaluation' Description

Another component of the MSW assessment protocol is the student's final evaluation from their foundation practicum placement. Students are evaluated at the end of their last semester in the program, which aligns with their final semester in the Foundation Field Practica. The Final Field Evaluation is an ordinal tool based on the 9 CSWE Competencies and 31 behaviors. The Field Education Director provides this tool to Field Supervisor/Instructors, so that the Field Supervisor/Instructor can assess the student across all 9 competencies and 31behaviors at the end of the practicum experience.

Assessment Process

Students are evaluated by their Field Supervisor/Instructor at the end of their final semester in the foundation year, which aligns with their final semester in Foundation Field Practicum. The evaluation assesses students' ability to perform the 31 practice behaviors and demonstrate overall mastery of the nine core competencies. Student performance on each practice behavior is rated by their Field Supervisor/Instructor on a 3-point ordinal scale: 1 - does not meet expectations, 2 - meets expectations, 3 - exceeds expectations.

Once completed by the Field Supervisor/Instructor, the form is turned in to the Field Education Director. For each student, the Field Education Director compiles and reports the scores that are reported. If a student receives a score of 3 across all behaviors associated with a particular competency area, the student exceeds the expectation. If the student receives a mix of 2s and 3s

across all behaviors or scores of 2 across all behaviors associated with a competency area, the student meets the expectation for the competency area. If the student receives a score of 1 on one or multiple behaviors in a particular competency area, the student does not meet the expectation for the competency area. Table 4 displays this information below.

Table 4. Ordinal practice behavior scale translated to global competency rating for field evaluation

Global Competency Rating	Global Competency Rating	Global Competency Rating
Exceeds Expectation	Meets Expectation	Does Not Meet Expectation
All Practice Behaviors Scores = 3	Practice Behaviors Scores =	Practice Behaviors Scores =
	Mixture of 3 and 2	Mixture of 3, 2, & 1
	All Practice Behaviors Scores = 2	All Practice Behaviors Scores = 1

Outcome Benchmarks

Students must meet the expectation of being considered competent in each area. For each cohort, the goal is that 80% of students will meet the expectation in each competency area.

Rationale for MSW Generalist Competency Benchmarks of 80%

The Competency benchmark for both assessment measures (e.g., Measure 1- The SWEAP Exam and Measure 2 – The Final Field Evaluation) is set by the program is 80% for each competency area. Even though the program has a formal admissions process, student mentoring structures, a robust curriculum and faculty support, it is assumed that some students still may not reach full competency across all nine competency areas. Based on the history within our program and trends set by other similar social work programs, it was determined that an 80% benchmark would be appropriate. This benchmark is high enough to maintain our high standards yet allows for latitude as a result of student or program shortcomings.

Specialized Year Assessment Description

Table 5 presents information about the Specialized Year assessments. More description of each protocol is provided below.

Assessment	When	Where	How	Competency	Benchmark
Measure	Assessment is	Assessment is	Competency is	Threshold	
	Completed	Completed	Assessed		
MSW	End of last	The Capstone	The Capstone	Students are	80% of students
Capstone	Semester of	product is	Project a	assessed on a 5-	must meet the
Project	Specialized	completed in the	culmination of	point scale,	competency
	Year (end of	SOCW 565 –	the practice	Exemplary	threshold
	summer	Capstone Course	activities	Competence,	
	semester)	during the	students have	Accomplished	
		summer	engaged in at	Competence,	
		semester leading	practicum and	Competent,	
		up to graduation	an explicit	Emerging	
		from the MSW	expression of	Competence, and	
		Program.	how those	Incompetent.	
			activities	Students must	
			demonstrate	receive a rating of	
			their mastery of	competent or	
			the 9 core	higher to be meet	
			competencies	the competency	

 Table 5. MSW Specialized Year Assessment Measures

			and 4 dimensions of	threshold.	
			competency.		
Final Practicum Evaluation	End of last Semester of Specialized Year (end of summer semester	Practicum evaluations are completed at the field sites by the Field Supervisor	Field Supervisors complete the final evaluations using a 3-point scale: 1 – does not meet expectations 2 – meets expectations 3 – exceeds expectations	Students must receive a score of 2 or 3 across all practice behaviors to meet the expectation.	80% of students must meet the competency threshold

Specialized Year Assessment Measure 1: 'Capstone Project' Description

Previously, the MSW Capstone Project required students to compile a portfolio of work that was completed during their time in the MSW Program and to write introductory statements that explained how those work products connected to the nine competency areas (ethics & professionalism, diversity, human rights, research, policy, engagement, assessment, intervention, and evaluation) and the four domains of competency (knowledge, skills, values, and cognitive/affective processing) across each competency areas. The project was changed for the summer 2020 capstone cohort to an Executive Summary of Practice Activities whereby students present up to three case scenarios from their practicum experience and describe practice activities they engaged in that demonstrate their knowledge, skills, values, and cognitive/affective processing across the nine competency areas.

Assessment Process

While the content of the Executive Summary is based on activities the students engage in at their practicum, the actual product is completed within the context of SOCW 565 – Capstone. SOCW 565 is offered during the summer session. Three sections of the seminar are offered to provide students with adequate faculty support during the product creation and enough faculty to meet the Graduate School requirement of having three graders for each product. Each product is evaluated by three faculty. The competency areas are rated using a 5-point scale. A description of the competency ratings appears in Table 6 below. Students must achieve a rating of Competent or higher across all three evaluators to be considered competent in any given competency area.

Competency Rating	Rating Definition
Exemplary Competence	Student provides excellent context for the case, and demonstrates mastery of competency content by applying all desired behaviors, and all dimensions of competency to the practice activities. Application demonstrates critical thought & serves as BEST model of competent practice.
Accomplished Competence	Student provides good context for the case & demonstrates a high level of competence in regard to content by applying all the desired behaviors & dimensions of competence to the practice activity, though there is a lack of critical thought when it comes to the application.

Table 6. Competency Rating for MSW Capstone Project

Competent	Student provides sufficient context for the case scenario & demonstrates this competency content by appropriately applying select desired behaviors, & all dimensions of competency to the practice activities.
Emerging Competence	Inadequate or impertinent information about the case is provided and/or the student does not demonstrate appropriate connection of activity to competency; they do not apply the competency appropriately; they misapply 1 desired behavior and/or 1 dimension of competency to the activity.
Incompetent	The information about the case & practice activities is not applicable to the competency. More than 1 of the desired behaviors and/or dimensions of competence are misapplied or not addressed at all.

Outcome Benchmarks

Students must meet the expectation of being considered competent in each area. For each cohort, the goal is that 80% of students will meet the expectation in each competency area.

Specialized Year Assessment Measure 2: 'Final (Specialized Year) Field Evaluation' Description

Another component of the MSW assessment protocol is the student's final evaluation from their practicum placement. *The Final Field Evaluation measure is the measure based on demonstration of the competency in real or simulated practice situations.* Students are evaluated at the end of their final semester in the program, which aligns with their final semester in Field Practica. The evaluation assesses students' ability to perform the 35 practice behaviors and demonstrate overall mastery of the nine core competencies.

Assessment Process

Students are evaluated by their Field Supervisor/Instructor at the end of their final semester in the specialized year, which aligns with their final semester in Specialized Field Practicum. The evaluation assesses students' ability to perform the 35 practice behaviors and demonstrate overall mastery of the nine core competencies. Student performance on each practice behavior is rated by their Field Supervisor/Instructor on a 3-point ordinal scale: 1 – does not meet expectations, 2 – meets expectations, 3 – exceeds expectations.

Once completed by the Field Supervisor/Instructor, the form is turned in to the Field Education Director. For each student, the Field Education Director compiles and reports the scores that are reported. If a student receives a score of 3 across all behaviors associated with a particular competency area, the student exceeds the expectation. If the student receives a mix of 2s and 3s across all behaviors or scores of 2 across all behaviors associated with a competency area, the student meets the expectation for the competency area. If the student receives a score of 1 on one or multiple behaviors in a particular competency area, the student does not meet the expectation for the competency area. These ratings are presented in Table 4 above.

Outcome Benchmarks

Students must meet the expectation of being considered competent in each area. For each cohort, the goal is that 80% of students will meet the expectation in each competency area.

Rationale for Specialized Assessment Competency Benchmarks of 80%

The competency benchmark for both assessment measures (i.e., Measure 1 – The MSW Capstone Project and Measure 2 – The Final Field Evaluation) as set by the program is 80% for each competency area. Even though the program has a formal admissions process, student mentoring structures, and robust curriculum and faculty support, it is assumed that some students still may not reach full competency across all nine competency areas. Based on the history within our program and trends set by other similar social work programs, it was determined that an 80% benchmark would be appropriate. This benchmark is high enough to maintain our high standards yet allows for some degree of latitude as a result of student or program shortcomings.

B. Attach measures/rubrics

The following rubrics are attached to the assessment plan:

- 1. Foundation Final Field Evaluation
- 2. MSW Capstone Grading Rubric
- 3. Specialized Final Field Evaluation

C. Continuous Quality Improvement

Process for Assessing MSW Generalist Assessment Outcomes

Outcome Measure 1 - SWEAP:

As described previously, the SWEAP exams are graded automatically and student level data is compiled by the MSW Program Director. The overall results of the SWEAP are to the full faculty and discussed during a faculty meeting.

Outcome Measure 2 - MSW Generalist Final Field Evaluation:

The final field evaluations are completed by the Field Supervisor/Instructors. Those evaluations are submitted to the Field Education Director and the MSW Program Director. These Directors compile the final field evaluation results and disseminate them to the full faculty. The results are then discussed during a full faculty meeting.

Process for Evaluating MSW Specialized Assessment Outcomes

Outcome Measure 1 - Capstone:

As described previously, three tenure track faculty members review and score each of the MSW Capstone projects. The final results are compiled by the MSW Program Director. The overall results of the Capstone project are disseminated to the MSW Program committee and a summary is presented during a full faculty meeting.

Outcome Measure 2 - MSW Specialist Final Field Evaluation:

The final field evaluations are completed by the Field Supervisor/Instructors. Those evaluations are submitted to the Director of Practica and the MSW Program Director. These Directors compile the final field evaluation results and them to the MSW Program committee and a summary is presented during a full faculty meeting.

Southern Illinois University Edwardsville Department of Social Work Final Field Evaluation Form Specialized, Advanced-Level MSW Students

Semester 2 - SOCW 527

Updated: October 19, 2019

Student		Banner ID
Semester/Year	Practicum Site	
Name of Field Supervisor Ins	structor (FSI)	

Field Practicum Course Description:

SOCW 527 is the second of two semesters (a minimum of 250 hours each) of professionally supervised experience specialization/advanced generalist social work. Students should be evaluated by the knowledge, skill and professionalism they have demonstrated this semester in light of the student's advanced standing, specialization status. The 9 competencies and practice behaviors specified in this evaluation form correspond to the students' learning agreements.

This evaluation is intended to give the student feedback about her or his performance. Please rate the student on each competency area. The FSI should reference the student's field learning agreement (FLA) when completing this form and should discuss their ratings directly with the student. The field instructor's rating of these items will not directly be used to calculate the grade given to the student.

The field seminar instructor (e.g., social work department faculty) has responsibility of assigning the grade for field practicum. The grade that is assigned will be based on: the faculty's overall evaluation of the student's performance in field placement in conjunction with the field instructor's evaluation and other submitted materials such as: student logs, seminar participation, program professional behaviors, and assignments that integrate field with classroom instruction.

To complete this Final (End of Semester) Evaluation, we ask that the Field Supervisor Instructor (FSI) rate the student according to the following criteria:

Rating	Rating Description
3	The student has exceeded the expectation in this area. 'Exceeded' means above and beyond the average student; shown exceptional ability.
2	The student has <u>met</u> the expectations for students in this area. 'Met' means they accomplished the goal; shown average good ability
1	The student has <u>not yet</u> met the expectations in this area 'Not Met' means they could still use some coaching, work, or growth. Their ability is nominal/minimal or non-existent.

COMPLETION INSTRUCTIONS: PLEASE READ!

Reference the student's Field Learning Agreement and consider what objectives/activities they have completed from the learning agreement.

Please input a, "X" in the rating that corresponds.

Include comments - Comments should be made under some of the competency statements, to explain your ratings. While it is not necessary for the field supervisor instructor (FSI) to provide a comment on all the competency ratings, they should provide comments on at least half. Comments should explain the rating decision, particularly if the rating is high (3) OR low (1). Thus, it is important if the FSI indicates those areas in which they think the student is particularly strong and those areas in which the student needs improvement.

Supervisors should be wary of giving a student exceptional scores (all 3's) on all competencies. Most students will not get perfect ratings and that is okay, normal and acceptable; this is not even the expectation of our accrediting body (CSWE). A student does not fail the course if they get a few 1 ratings– this actually encourages professional growth.

Competency 1 – Demonstrate ethical and professional behavior

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

	Rating		
	3 (Exceeds)	2 (Meets)	1 (Does not Meet)
1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context			
1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations			
1.3 Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.			
1.4 Uses technology ethically and appropriately to facilitate practice outcomes.			
1.5 Uses supervision and consultation to guide professional judgment and behavior.			

Please provide comments to explain ratings:

Field Supervisor Comments	Students Successes or Concerns	

Competency 2 – Engage diversity and difference in practice

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

	Rating		
	3 (Exceeds)	2 (Meets)	1 (Does not Meet)
2.1 Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.			
2.2 Presents themselves as learners and engages clients and constituencies as experts of their own experiences.			
2.3 Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.			

Field Supervisor Comments	Students Successes or Concerns	

Competency 3 – Advance human rights and social, economic, and environmental justice.

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

	Rating		
	3 (Exceeds)	2 (Meets)	1 (Does not Meet)
3.1 Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.			
3.2 Engages in practices that advance social, economic, and environmental justice			

Field Supervisor Comments	Students Successes or Concerns	

Competency 4 – Engage in practice-informed research and research-informed practice.

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

	Rating		
	3 (Exceeds)	2 (Meets)	1 (Does not meet)
4.1 Uses practice experience and theory to inform scientific inquiry and research.			
4.2 Applies critical thinking to engage in analysis of qualitative and quantitative research methods and findings.			
4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery.			

Field Supervisor Comments	Students Successes or Concerns	

Competency 5 – Engage in policy practice.

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

	Rating		
	3 (Exceeds)	2 (Meets)	1 (Does not Meet)
5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.			
5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.			
5.3 Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.			

Field Supervisor Comments	Students Successes or Concerns	

Competency 6 – Engage with individuals, families, groups, organizations, and communities.

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

	Rating		
	3 (Exceeds)	2 (Meets)	1 (Does not meet)
6.1 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.			
6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			

ield Supervisor Comments	Students Successes or Concerns	

Competency 7 – Assess individuals, families, groups, organizations, and communities.

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

	3 (Exceeds)	2 (Meets)	1 (Does not meet)
7.1 Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.			
7.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.			
7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.			
7.4 Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.			

Field Supervisor Comments	Students Successes or Concerns

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

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

	Rating		
	3 (Exceeds)	2 (Meets)	1 (Does not meet)
8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.			
8.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.			
8.3 Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes			
8.4 Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.			
8.5 Facilitates effective transitions and endings that advance mutually agreed-on goals.			

Field Supervisor Comments	Students Successes or Concerns	

Competency 9 – Evaluate practice with individuals, families, groups, organizations, and communities.

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

	Rating		
	3 (Exceeds)	2 (Meets)	1 (Does not meet,
9.1 Selects and uses appropriate methods for evaluation of outcomes.			
9.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes			
9.3 Critically analyze, monitors, and evaluate intervention and program processes and outcomes			
9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.			

Field Supervisor Comments	Students Successes or Concerns	

FINAL OVERALL EVALUATION

Please check one of the following at the final evaluation.

_____ This student has excelled in field placement by **performing above expectations** for students.

_____ This student has <u>met the basic</u> expectations of the field placement.

This student has generally not met the expectations of the field placement and has not done well in 4 or more competency areas. Please name the areas:

Overall Comments - Please comment on the student's strengths and areas needing growth:

Signature of Field Supervisor Instructor	
-	

Job Title_____

_Date_____

The Following Section Should Be Completed By The Student

My field supervisor instructor has discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

- () I agree with the evaluation
- () I do not agree with evaluation

Student's Signature	Date
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If the student disagrees with the evaluation, the student should state that disagreement in writing and submit a copy of their statement to both the field supervisor instructor and the SIUE seminar faculty. A meeting between the student, field supervisor instructor, and the seminar faculty should then be held to discuss the disagreement.

Students, please retain a copy of this form for your records!

Upon completion of this Final Field Evaluation, the student should submit to the Field Seminar Instructor (based on the instructions provided -which may be any of the following, emailing a copy, turning in a paper copy, and/or uploading to Course BB Assignment Link. The student should ask the Field Seminar Instructor how to turn it in and FOLLOW directions provided). All parties, the student, the Seminar Instructor, & the Field Supervisor/Instructor should receive a signed version of this final evaluation for their records. Sharing with the Task Supervisor/Instructor is optional.

Southern Illinois University Edwardsville Department of Social Work Final Field Evaluation Form Specialized, Advanced-Level MSW Students

Semester 2 - SOCW 529

Updated: October 19, 2019

Student		Banner ID
Semester/Year	Practicum Site	
Name of Field Supervisor Inst	tructor (FSI)	

Field Practicum Course Description:

SOCW 529 is the second of two semesters (a minimum of 250 hours each) of professionally supervised experience specialization/advanced generalist social work. Students should be evaluated by the knowledge, skill and professionalism they have demonstrated this semester in light of the student's advanced standing, specialization status. The 9 competencies and practice behaviors specified in this evaluation form correspond to the students' learning agreements.

This evaluation is intended to give the student feedback about her or his performance. Please rate the student on each competency area. The FSI should reference the student's field learning agreement (FLA) when completing this form and should discuss their ratings directly with the student. The field instructor's rating of these items will not directly be used to calculate the grade given to the student.

The field seminar instructor (e.g., social work department faculty) has responsibility of assigning the grade for field practicum. The grade that is assigned will be based on: the faculty's overall evaluation of the student's performance in field placement in conjunction with the field instructor's evaluation and other submitted materials such as: student logs, seminar participation, program professional behaviors, and assignments that integrate field with classroom instruction.

To complete this Final (End of Semester) Evaluation, we ask that the Field Supervisor Instructor (FSI) rate the student according to the following criteria:

Rating	Rating Description
3	The student has exceeded the expectation in this area. 'Exceeded' means above and beyond the average student; shown exceptional ability.
2	The student has <u>met</u> the expectations for students in this area. 'Met' means they accomplished the goal; shown average good ability
1	The student has <u>not yet</u> met the expectations in this area 'Not Met' means they could still use some coaching, work, or growth. Their ability is nominal/minimal or non-existent.

COMPLETION INSTRUCTIONS: PLEASE READ!

Reference the student's Field Learning Agreement and consider what objectives/activities they have completed from the learning agreement.

Please input a, "X" in the rating that corresponds.

Include comments - Comments should be made under some of the competency statements, to explain your ratings. While it is not necessary for the field supervisor instructor (FSI) to provide a comment on all the competency ratings, they should provide comments on at least half. Comments should explain the rating decision, particularly if the rating is high (4 or 5) OR low (1). Thus, it is important if the FSI indicates those areas in which they think the student is particularly strong and those areas in which the student needs improvement.

Supervisors should be wary of giving a student exceptional scores (all 3's) on all competencies. Most students will not get perfect ratings and that is okay, normal and acceptable; this is not even the expectation of our accrediting body (CSWE). A student does not fail the course if they get a few 1 ratings– this actually encourages professional growth.

Competency 1 – Demonstrate ethical and professional behavior

Advanced generalist social workers utilize the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact advanced practice at the micro, mezzo, and macro levels. They demonstrate ethical and professional interactions based upon training in multiple evidence-based and best-practice perspectives in practice, research, and policy arenas. Practitioners with advanced generalist training evaluate how their personal experiences and affective reactions influence their professional judgment and behavior. Practitioners in advanced generalist social work recognize their role on inter-professional teams at all levels of practice. Advanced generalist social workers are dedicated to the ethical use of technology tools. Practitioners are also committed to lifelong learning.

	Rating		
	3 (Exceeds)	2 (Meets)	1 (Does not Meet)
1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulation, models of ethical decision-making to practice in specialized practice settings.			
1.2 Model professional demeanor in behavior and communication, maintaining an awareness of self in context, and maintain professional roles and boundaries.			
1.3 Resolves ethical dilemmas encountered in practice situations by applying a multi-systemic understanding of social work values			
1.4 Critically evaluates the use of technology to engage with others and make their practice more efficient and effective.			
1.5 Seeks professional feedback and learning opportunities.			

Field Supervisor Comments	Students Successes or Concerns

Competency 2 – Engage diversity and difference in practice

Advanced Generalists consistently examine the consequences of systemic oppression and the impact of implicit bias on all populations and their social environments. They assess the strengths of all cultures from an empowerment perspective to advocate effectively with and on behalf of clients. Advanced generalist social workers recognize that systematic oppression and client needs vary based on the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, geographic location, and tribal sovereign status. Advanced Generalist practitioners structure interventions to increase the choices and opportunities of all populations, especially those who are vulnerable, oppressed, or disadvantaged. They translate their knowledge of ecological systems into culturally responsive services and service delivery systems, utilizing well-developed self-awareness to recognize the influences of their own cultural backgrounds and manage the influences of their personal biases and values.

	Rating		
	3 (Exceeds)	2 (Meets)	1 (Does not Meet)
2.1 Demonstrates capacity to conceptualize and communicate how various mechanisms of oppression and privilege shape life experiences and practice at the micro, mezzo, and macro levels.			
2.2 Demonstrates a greater capacity to engage clients as experts of their own experience and embrace different perceptions of social problems and issues across diverse cultures.			
2.3 Continually evaluates personal biases and uses non-oppressive, empowering language. Works to manage biases and oppressive behavior in personal practices and spheres of influence.			

Field Supervisor Comments	Students Successes or Concerns

Competency 3 – Advance human rights and social, economic, and environmental justice.

Advanced generalist social workers are knowledgeable about the impact of oppression, historical trauma and human rights violations on the lives of clients at the micro, mezzo and macro levels of practice, particularly as these affect freedom, safety, privacy, income, health care and education. Advanced generalist social workers challenge the structures that perpetuate oppression and initiate community collaborations to advocate for policies to ensure that social goods, rights and responsibilities are distributed equitably to advance social, economic and environmental justice, human rights and social change.

	Rating		
	3 (Exceeds)	2 (Meets)	1 (Does not Meet)
3.1 Critically evaluates historical contexts and the social construction of systems that impact the human rights of all.			
3.2 Engages with constituents to jointly analyze, create and advocate for practices that advance social, economic, and environmental justice.			
3.3 Provides leadership in advocating for human rights and social, economic and environmental justice.			

Field Supervisor Comments	Students Successes or Concerns	

Competency 4 – Engage in practice-informed research and research-informed practice.

Advanced Generalist social workers are educated to function as responsible consumers, producers and evaluators of research. They think critically about the protection of vulnerable populations and are culturally sensitive when designing and evaluating research processes. Advanced Generalists critically evaluate published research and outcome studies to identify strong evidence-based practices for use with constituents at all levels of practice (micro, mezzo and macro). In addition, Advanced Generalist students use practice wisdom and theory to develop new lines of research inquiry. They design systematic, reflexive research consistent with ethical standards informed by multi-disciplinary sources.

	Rating		
	3	2	1
	(Exceeds)	(Meets)	(Does not meet)
4.1 Uses practice experience and theoretical			
underpinnings, including evidence-based practice			
models to inform scientific inquiry, quantitative and			
qualitative research in relation to program evaluation.			
4.2 Applies advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.			
4.3 Demonstrates intellect, integrity, and honesty in applying research evidence to improve practice, policy, and service delivery.			

Field Supervisor Comments	Students Successes or Concerns	

Competency 5 – Engage in policy practice.

Practitioners in advanced generalist social work are cognizant of the historical and structural impact social policy has had on individuals, families, groups, organizations and communities with a particular focus on a specific area of policy. Advanced generalist social workers analyze and evaluate the relationship between social policy at the international, federal, state, and local levels and the impact of these policies on social work services in communities and organizations. Advanced generalist social workers engage collaboratively to improve the effectiveness of social welfare services and advocate for policy initiatives with lawmakers and organizational and community leaders based on practice insights and experience on the micro, mezzo and macro levels of social work intervention.

	Rating		
	3 (Exceeds)	2 (Meets)	1 (Does not Meet)
5.1 Identifies and investigates a specific social problem and the corresponding social policies at the local, state, and federal level that impacts well-being, service delivery, and access to social services.			
5.2 Critically assesses particular social problems and policy responses at multiple levels (agency, local, state and/or federal, international)			
5.3 Develops and advocates for changes to existing social policies that will advance human rights and social, economic, and environmental justice.			

Field Supervisor Comments	Students Successes or Concerns	

Competency 6 – Engage with individuals, families, groups, organizations, and communities.

Advanced Generalist social workers anticipate special challenges to engagement with constituencies as a fundamental component of social work practice. Advanced generalist practitioners possess a high level of self-awareness and understand how their personal experiences and reactions may impact their ability to effectively engage with diverse clients and constituencies. Advanced generalist practitioners value principles of relationship-building, empathy, authenticity, the amplification of strengths, and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals. An understanding of systemic barriers, oppression, and often conflicting interactions between multiple systems is critical to the ability of the advanced generalist practitioner to effectively engage with clients

	Rating		
	3 (Exceeds)	2 (Meets)	1 (Does not meet)
6.1 Demonstrate the ability to reflect on how their identity shapes engagement.			
6.2 Identifies how theories and principles of relationship building inform engagement in challenging situations			
6.3 Purposefully uses culturally appropriate engagement skills and strategies with multiple client systems.			

Field Supervisor Comments	Students Successes or Concerns	

Competency 7 – Assess individuals, families, groups, organizations, and communities.

Advanced Generalist social workers design and utilize interactive assessment processes grounded in a multisystemic strengthsbased framework. They understand that this broad assessment process emanates from a holistic, culturally-grounded, empowerment model perspective. Advanced generalist social workers apply a complex analysis of the person in environment which addresses human development, policy, theory, environment, and social structures.

	3 (Exceeds)	2 (Meets)	1 (Does not meet)
7.1 Analyzes client and constituent issues from a multi-systemic framework and develops mutually identified goal areas			
7.2 Designs and implements evidence-based assessments that embody holistic and culturally- grounded approaches.			

Field Supervisor Comments	Students Successes or Concerns	

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

Advanced Generalist social workers have the capacity to develop interventions both autonomously and collaboratively, using knowledge of theories and evidence-based best-practices to advocate for and intervene with various constituencies. Practitioners in advanced generalist social work differentially and apply multiple types of culturally-grounded intervention strategies with individuals, families, groups, organizations, and communities.

	Rating		
	3 (Exceeds)	2 (Meets)	1 (Does not meet)
8.1 Autonomously develops and/or implements theoretically-based intervention			
8.2 Utilizes inter-and/or intra- professional approaches and best practice interventions to achieve the goals of clients and constituents.			
8.3 Demonstrates the ability to move a client through the steps of the generalist intervention model			

Field Supervisor Comments	Students Successes or Concerns	

Competency 9 – Evaluate practice with individuals, families, groups, organizations, and communities.

Advanced Generalist social workers embrace and utilize multilayered evaluation approaches to ensure effective and efficient service delivery. They appropriately design and/or apply models of research to evaluate engagement, assessment and/or interventions. Advanced Generalists demonstrate understanding and self-awareness of their socialization to various beliefs, attitudes, stereotypes, and biases that may affect their professional judgment about research and evaluation.

	Rating		
	3 (Exceeds)	2 (Meets)	1 (Does not meet,
9.1 Demonstrate practice autonomy in collecting,			
organizing and interpreting evaluation data			
9.2 Integrates evaluation outcomes to improve practice effectiveness at all system levels.			
9.3 Demonstrates awareness of how personal bias shapes the evaluation process, outcomes, and reporting			
9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, or macro levels.			

Field Supervisor Comments	Students Successes or Concerns	

FINAL OVERALL EVALUATION

Please check one of the following at the final evaluation.

_____ This student has excelled in field placement by **performing above expectations** for students.

_____ This student has <u>met the basic</u> expectations of the field placement.

This student has generally not met the expectations of the field placement and has not done well in 4 or more competency areas. Please name the areas:

Overall Comments - Please comment on the student's strengths and areas needing growth:

Signature of Field Supervisor Instructor	
-	

Job Title_____

_Date_____

The Following Section Should Be Completed By The Student

My field supervisor instructor has discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

- () I agree with the evaluation
- () I do not agree with evaluation

Student's Signature	Date
---------------------	------

If the student disagrees with the evaluation, the student should state that disagreement in writing and submit a copy of their statement to both the field supervisor instructor and the SIUE seminar faculty. A meeting between the student, field supervisor instructor, and the seminar faculty should then be held to discuss the disagreement.

Students, please retain a copy of this form for your records!

Upon completion of this Final Field Evaluation, the student should submit to the Field Seminar Instructor (based on the instructions provided -which may be any of the following, emailing a copy, turning in a paper copy, and/or uploading to Course BB Assignment Link. The student should ask the Field Seminar Instructor how to turn it in and FOLLOW directions provided). All parties, the student, the Seminar Instructor, & the Field Supervisor/Instructor should receive a signed version of this final evaluation for their records. Sharing with the Task Supervisor/Instructor is optional.

Suggested Description of Evaluation Component	Component Executive		Overall Score	Comments
Description of Organization	YES	NO	Exemplary Competence – student	
Organization's mission			provides excellent organization and case	
6			context. All components of the	
General services provided			descriptions are present and well written.	
General services provided			The introduction is well organized, well	
Populations served			written, and provides a great preview of	
i opulations served			the Executive Summary.	
			Accomplish Competence - student	
Overview of the student's			provides good organization and case	
role within the organization.			context. All components of the description	
Description of the Case #1	YES	NO	are addressed. The introduction is well	
			written and organized.	
Demographic Information			Competent - student provides sufficient	
			organization and case context. All	
Presenting Problem			components of the descriptions are	
			included but lack sufficient detail. The	
			introduction may include some spelling,	
Diagnosis (if applicable)			grammar, structure, or organization errors.	
			Emerging Competence - inadequate or	
Pertinent History			impertinent information about the organization or case is provided and/or the	
			student does not	
Description of student's role			include all the pertinent information. The	
or involvement with			introduction does not provide a good	
scenario			preview of the Executive Summary and	
			contains spelling, grammar, and	
			organization errors.	
			Incompetent - The information presented	
			about the organization and case are not	
			applicable to the Executive Summary.	
			Description components are missing.	
			Introduction contains spelling, grammar,	
			and organization errors.	
			Cannot be Evaluated - Section not	
			submitted/is incomplete/poorly written.	

Introduction Section of Executive Suggested Description of	Component	Included in		
Evaluation Component	Executive		Overall Score	Comments
Description of the Case #2	YES	NO	Exemplary Competence – student	
Demographic Information			provides excellent organization and case	
2 •g. up •			context. All components of the	
Presenting Problem			descriptions are present and well written.	
r resenting r robieni			The introduction is well organized, well	
Diagnosis (if annliaghla)			written, and provides a great preview of	
Diagnosis (if applicable)			the Executive Summary.	
			Accomplish Competence - student	
Pertinent History			provides good organization and case	
			context. All components of the description	
Description of student's role			are addressed. The introduction is well	
or involvement with			written and organized.	
scenario			Competent - student provides sufficient	
Description of the Case #3	YES	NO	organization and case context. All	
Demographic Information			components of the descriptions are	
			included but lack sufficient detail. The	
Presenting Problem			introduction may include some spelling,	
			grammar, structure, or organization errors.	
Diagnosis (if applicable)			Emerging Competence - inadequate or	
Diagnosis (ii applicable)			impertinent information about the	
Dentin ant Ilistan			organization or case is provided and/or the	
Pertinent History			student does not	
			include all the pertinent information. The	
Description of student's role			introduction does not provide a good	
or involvement with			preview of the Executive Summary and	
scenario			contains spelling, grammar, and	
			organization errors.	
			Incompetent - The information presented	
			about the organization and case are not	
			applicable to the Executive Summary.	
			Description components are missing.	
			Introduction contains spelling, grammar,	
			and organization errors. Cannot be Evaluated - Section not	
			submitted/is incomplete/poorly written.	

Practice Activity 1:	Practice Activity 2:	Practice Activity 3:	Competency Score Categories
Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	Exemplary Competence – student provides excellent context for the case, and demonstrates mastery of competency content by applying all desired behaviors, and all dimensions of competency to the
Adequate info about case scenario is provided and gives context for the practice activity.	Adequate info about case scenario is provided and gives context for the practice activity.	Adequate info about case scenario is provided and gives context for the practice activity.	practice activities. Application demonstrates critical thought & serves as BEST model of competent practice. Accomplish Competence - student provides good context for the case, &
Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	demonstrates a high level of competence in regards to content by applying all the desired behaviors & dimensions of
Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	competence to the practice activity, though there is a lack of critical thought when it comes to the application. Competent - student provides sufficient context for the case scenario & adequately demonstrates this competency content by appropriately applying select desired behaviors, & all dimensions of competency to the practice activities. Emerging Competence - inadequate or impertinent information about the case is provided and/or the student does not
Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	demonstrate appropriate connection of activity to competency; they do not apply the competency appropriately; they misapply 1 desired behavior and/or 1 dimension of competency to the activity. Incompetent - The information about the case & practice activities is not applicable to the competency. More than 1 of the desired behaviors and/or dimensions of competence are misapplied or not addressed at all.
Comments:		·	Cannot be Evaluated - Section not submitted/is incomplete/poorly written

Practice Activity 1:	Practice Activity 2:	Practice Activity 3:	Competency Score Categories
Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	Exemplary Competence – student provides excellent context for the case, an demonstrates mastery of competency content by applying all desired behaviors, and all dimensions of competency to the
Adequate info about case scenario is provided and gives context for the practice activity.	Adequate info about case scenario is provided and gives context for the practice activity.	Adequate info about case scenario is provided and gives context for the practice activity.	practice activities. Application demonstrates critical thought & serves as BEST model of competent practice. Accomplish Competence - student provides good context for the case, &
Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	demonstrates a high level of competence : regards to content by applying all the desired behaviors & dimensions of
Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	competence to the practice activity, thoug there is a lack of critical thought when it comes to the application. Competent - student provides sufficient context for the case scenario & adequated demonstrates this competency content by appropriately applying select desired behaviors, & all dimensions of competence to the practice activities. Emerging Competence - inadequate or impertinent information about the case is provided and/or the student does not
Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	demonstrate appropriate connection of activity to competency; they do not apply the competency appropriately; they misapply 1 desired behavior and/or 1 dimension of competency to the activity. Incompetent - The information about the case & practice activities is not applicabl to the competency. More than 1 of the desired behaviors and/or dimensions of competence are misapplied or not addressed at all. Cannot be Evaluated - Section not
Comments:			submitted/is incomplete/poorly written

Practice Activities Linked to Compet	tencies – Competency 3 Advance huma	n rights and social, economic, and env	ironmental justice.
Practice Activity 1:	Practice Activity 2:	Practice Activity 3:	Competency Score Categories
Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	- Exemplary Competence – student provides excellent context for the case, and demonstrates mastery of competency content by applying all desired behaviors, and all dimensions of competency to the
Adequate info about case scenario is provided and gives context for the practice activity.	Adequate info about case scenario is provided and gives context for the practice activity.	Adequate info about case scenario is provided and gives context for the practice activity.	practice activities. Application demonstrates critical thought & serves as BEST model of competent practice. Accomplish Competence - student provides good context for the case, &
Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	demonstrates a high level of competence in regards to content by applying all the desired behaviors & dimensions of
Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	competence to the practice activity, though there is a lack of critical thought when it comes to the application. Competent - student provides sufficient context for the case scenario & adequately demonstrates this competency content by appropriately applying select desired behaviors, & all dimensions of competency to the practice activities. Emerging Competence - inadequate or impertinent information about the case is provided and/or the student does not
Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	demonstrate appropriate connection of activity to competency; they do not apply the competency appropriately; they misapply 1 desired behavior and/or 1 dimension of competency to the activity. Incompetent - The information about the case & practice activities is not applicable to the competency. More than 1 of the desired behaviors and/or dimensions of competence are misapplied or not addressed at all.
Comments:			Cannot be Evaluated - Section not submitted/is incomplete/poorly written

Practice Activities Linked to Compet	encies – Competency 4 Engage in prac	tice-informed research and research-i	nformed practice.
Practice Activity 1:	Practice Activity 2:	Practice Activity 3:	Competency Score Categories
Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	- Exemplary Competence – student provides excellent context for the case, and demonstrates mastery of competency content by applying all desired behaviors, and all dimensions of competency to the
Adequate info about case scenario is provided and gives context for the practice activity.	Adequate info about case scenario is provided and gives context for the practice activity.	Adequate info about case scenario is provided and gives context for the practice activity.	practice activities. Application demonstrates critical thought & serves as BEST model of competent practice. Accomplish Competence - student provides good context for the case, &
Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	demonstrates a high level of competence in regards to content by applying all the desired behaviors & dimensions of
Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	competence to the practice activity, though there is a lack of critical thought when it comes to the application. Competent - student provides sufficient context for the case scenario & adequately demonstrates this competency content by appropriately applying select desired behaviors, & all dimensions of competency to the practice activities. Emerging Competence - inadequate or impertinent information about the case is provided and/or the student does not
Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	demonstrate appropriate connection of activity to competency; they do not apply the competency appropriately; they misapply 1 desired behavior and/or 1 dimension of competency to the activity. Incompetent - The information about the case & practice activities is not applicable to the competency. More than 1 of the desired behaviors and/or dimensions of competence are misapplied or not addressed at all.
Comments:			Cannot be Evaluated - Section not submitted/is incomplete/poorly written

	tencies – Competency 5 Engage in poli		
Practice Activity 1:	Practice Activity 2:	Practice Activity 3:	Competency Score Categories
Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	Exemplary Competence – student provides excellent context for the case, and demonstrates mastery of competency content by applying all desired behaviors, and all dimensions of competency to the
Adequate info about case scenario is provided and gives context for the practice activity.	Adequate info about case scenario is provided and gives context for the practice activity.	Adequate info about case scenario is provided and gives context for the practice activity.	practice activities. Application demonstrates critical thought & serves as BEST model of competent practice. Accomplish Competence - student provides good context for the case, &
Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	demonstrates a high level of competence in regards to content by applying all the desired behaviors & dimensions of
Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	competence to the practice activity, thoug there is a lack of critical thought when it comes to the application. Competent - student provides sufficient context for the case scenario & adequately demonstrates this competency content by appropriately applying select desired behaviors, & all dimensions of competence to the practice activities. Emerging Competence - inadequate or impertinent information about the case is provided and/or the student does not
Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	demonstrate appropriate connection of activity to competency; they do not apply the competency appropriately; they misapply 1 desired behavior and/or 1 dimension of competency to the activity. Incompetent - The information about the case & practice activities is not applicable to the competency. More than 1 of the desired behaviors and/or dimensions of competence are misapplied or not addressed at all.
Comments:			Cannot be Evaluated - Section not submitted/is incomplete/poorly written

Practice Activities Linked to Compet	tencies – Competency 6 Engage with in	idividuals, families, groups, organization	ons & communities.
Practice Activity 1:	Practice Activity 2:	Practice Activity 3:	Competency Score Categories
Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	- Exemplary Competence – student provides excellent context for the case, and demonstrates mastery of competency content by applying all desired behaviors, and all dimensions of competency to the
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Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	demonstrates a high level of competence in regards to content by applying all the desired behaviors & dimensions of
Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	competence to the practice activity, thoug there is a lack of critical thought when it comes to the application. Competent - student provides sufficient context for the case scenario & adequately demonstrates this competency content by appropriately applying select desired behaviors, & all dimensions of competence to the practice activities. Emerging Competence - inadequate or impertinent information about the case is provided and/or the student does not
Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	demonstrate appropriate connection of activity to competency; they do not apply the competency appropriately; they misapply 1 desired behavior and/or 1 dimension of competency to the activity. Incompetent - The information about the case & practice activities is not applicable to the competency. More than 1 of the desired behaviors and/or dimensions of competence are misapplied or not addressed at all.
Comments:			Cannot be Evaluated - Section not submitted/is incomplete/poorly written

Practice Activities Linked to Competencies-Competency 7 Assess individuals, families, groups, organizations & communities.					
Practice Activity 1:	Practice Activity 2:	Practice Activity 3:	Competency Score Categories		
Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	- Exemplary Competence – student provides excellent context for the case, and demonstrates mastery of competency content by applying all desired behaviors, and all dimensions of competency to the		
Adequate info about case scenario is provided and gives context for the practice activity.	Adequate info about case scenario is provided and gives context for the practice activity.	Adequate info about case scenario is provided and gives context for the practice activity.	 practice activities. Application demonstrates critical thought & serves as BEST model of competent practice. Accomplish Competence - student provides good context for the case, & demonstrates a high level of competence in regards to content by applying all the desired behaviors & dimensions of competence to the practice activity, though there is a lack of critical thought when it comes to the application. Competent - student provides sufficient context for the case scenario & adequately demonstrates this competency content by appropriately applying select desired behaviors, & all dimensions of competency to the practice activities. Emerging Competence - inadequate or impertinent information about the case is provided and/or the student does not demonstrate appropriately; they do not apply the competency appropriately; they misapply 1 desired behavior and/or 1 dimension of competency to the activity. Incompetent - The information about the case & practice activities is not applicable to the competency. More than 1 of the desired behaviors and/or dimensions of competence are misapplied or not addressed at all. 		
Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	Practice activity is applicable to competency area.			
Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?			
Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?			
Comments:	Cannot be Evaluated - Section not submitted/is incomplete/poorly written				

		individuals, families, groups, organiza	ations & communities.
Practice Activity 1:	Practice Activity 2:	Practice Activity 3:	Competency Score Categories
Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	- Exemplary Competence – student provides excellent context for the case, and demonstrates mastery of competency content by applying all desired behaviors, and all dimensions of competency to the
Adequate info about case scenario is provided and gives context for the practice activity.	Adequate info about case scenario is provided and gives context for the practice activity.	Adequate info about case scenario is provided and gives context for the practice activity.	practice activities. Application demonstrates critical thought & serves as BEST model of competent practice. Accomplish Competence - student provides good context for the case, & demonstrates a high level of competence in regards to content by applying all the desired behaviors & dimensions of competence to the practice activity, though there is a lack of critical thought when it comes to the application. Competent - student provides sufficient context for the case scenario & adequately demonstrates this competency content by appropriately applying select desired behaviors, & all dimensions of competency to the practice activities. Emerging Competence - inadequate or impertinent information about the case is provided and/or the student does not demonstrate appropriate connection of activity to competency; they do not apply the competency appropriately; they misapply 1 desired behavior and/or 1 dimension of competency to the activity. Incompetent - The information about the case & practice activities is not applicable to the competency. More than 1 of the desired behaviors and/or dimensions of competence are misapplied or not addressed at all.
Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	
Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	
Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	
Comments:	Cannot be Evaluated - Section not submitted/is incomplete/poorly written		

Practice Activities Linked to Com		ctice with individuals, families, groups	s, organizations & communities.
Practice Activity 1:	Practice Activity 2:	Practice Activity 3:	Competency Score Categories
Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	Adequate info about the organization is provided and gives context for the practice activity.	- Exemplary Competence – student provides excellent context for the case, and demonstrates mastery of competency content by applying all desired behaviors, and all dimensions of competency to the
Adequate info about case scenario is provided and gives context for the practice activity.	Adequate info about case scenario is provided and gives context for the practice activity.	Adequate info about case scenario is provided and gives context for the practice activity.	practice activities. Application demonstrates critical thought & serves as BEST model of competent practice. Accomplish Competence - student provides good context for the case, & demonstrates a high level of competence in regards to content by applying all the desired behaviors & dimensions of competence to the practice activity, though there is a lack of critical thought when it comes to the application. Competent - student provides sufficient context for the case scenario & adequately demonstrates this competency content by appropriately applying select desired behaviors, & all dimensions of competency to the practice activities. Emerging Competence - inadequate or impertinent information about the case is provided and/or the student does not demonstrate appropriately; they misapply 1 desired behavior and/or 1 dimension of competency to the activity. Incompetent - The information about the case & practice activities is not applicable to the competency. More than 1 of the desired behaviors and/or dimensions of competence are misapplied or not addressed at all.
Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	Practice activity is applicable to competency area.	
Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	Which desired behaviors identified by the student are applicable to the practice activity?	
Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	Which dimensions of competency are applied accurately to the practice activity?	
Comments:	Cannot be Evaluated - Section not submitted/is incomplete/poorly written		

Institution Completions 15yr Comparison

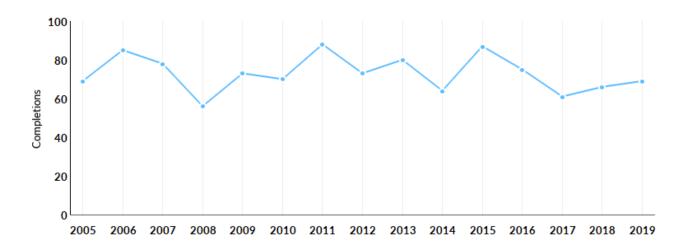
Emsi Q2 2021 Data Set

June 2021



400 University Park Dr Edwardsville, Illinois 62025 618-650-3255

Southern Illinois University-Edwardsville | Completions in Social Work (44.0701)



Award Level	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Award of less than 1 academic year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 1 but less than 2 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 2 but less than 4 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bachelor's Degree	38	50	48	39	54	37	34	38	41	32	49	46	30	37	40
Postbaccalaureate certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Master's Degree	31	35	30	17	19	33	54	35	39	32	38	29	31	29	29
Post-masters certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Doctor's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	69	85	78	56	73	70	88	73	80	64	87	75	61	66	69

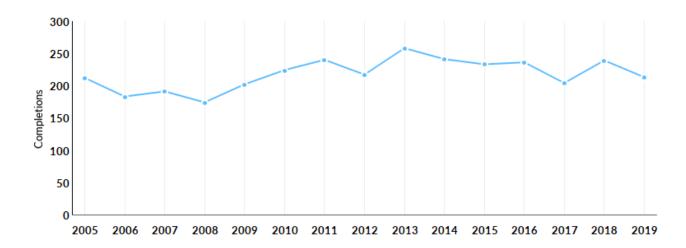
Institution Info

Address: II State Rte 157 Edwardsville, IL 62026

Website: www.siue.edu

Phone: 888-328-5168

Washington University in St Louis | Completions in Social Work (44.0701)



Award Level	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Award of less than 1 academic year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 1 but less than 2 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 2 but less than 4 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bachelor's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Postbaccalaureate certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Master's Degree	202	170	182	166	192	212	232	212	247	231	226	226	197	215	200
Post-masters certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	12	0
Doctor's Degree	10	13	9	8	10	12	8	5	11	10	7	10	7	12	13
Total	212	183	191	174	202	224	240	217	258	241	233	236	204	239	213

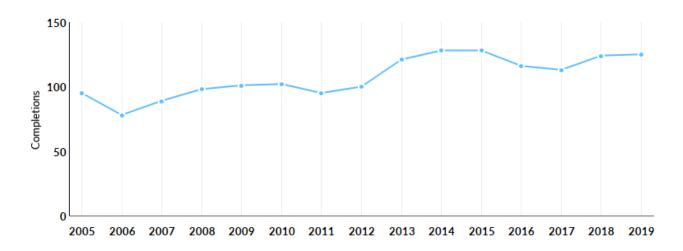
Institution Info

Address: One Brookings Drive Saint Louis, MO 63130

Website: www.wustl.edu

Phone: 314-935-5000

Saint Louis University | Completions in Social Work (44.0701)



Award Level	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Award of less than 1 academic year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 1 but less than 2 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 2 but less than 4 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bachelor's Degree	16	14	21	27	28	30	26	30	32	29	39	30	30	29	27
Postbaccalaureate certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Master's Degree	79	64	68	71	73	72	69	70	89	99	89	86	83	93	95
Post-masters certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Doctor's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3
Total	95	78	89	98	101	102	95	100	121	128	128	116	113	124	125

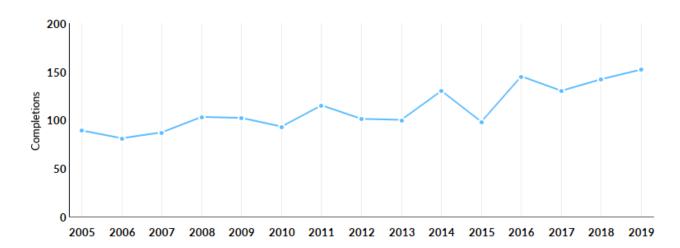
Institution Info

Address: One North Grand Blvd Saint Louis, MO 63103

Website: www.slu.edu

Phone: 314-977-2222





Award Level	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Award of less than 1 academic year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 1 but less than 2 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 2 but less than 4 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bachelor's Degree	46	45	54	66	59	62	58	67	47	72	60	79	76	90	81
Postbaccalaureate certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Master's Degree	43	36	33	37	43	31	57	34	53	58	38	66	54	52	71
Post-masters certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Doctor's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	89	81	87	103	102	93	115	101	100	130	98	145	130	142	152

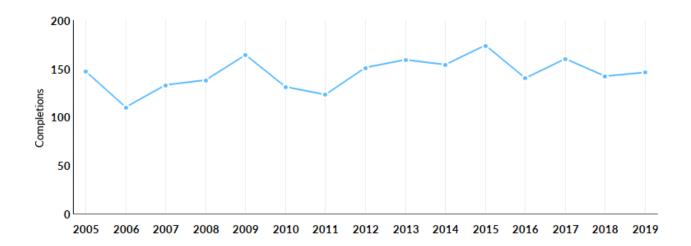
Institution Info

Address: One University Boulevard Saint Louis, MO 63121

Website: www.umsl.edu/

Phone: 314-516-5000

Southern Illinois University-Carbondale | Completions in Social Work (44.0701)



Award Level	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Award of less than 1 academic year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 1 but less than 2 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 2 but less than 4 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bachelor's Degree	100	64	81	83	101	69	69	86	92	88	103	70	87	82	85
Postbaccalaureate certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Master's Degree	47	46	52	55	63	62	54	65	67	66	71	70	73	60	61
Post-masters certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Doctor's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	147	110	133	138	164	131	123	151	159	154	174	140	160	142	146

Institution Info

Address: Lincoln Drive Carbondale, IL 62901

Website: www.siu.edu

Phone: 618-453-2121

Appendix A - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

.I Emsi Program Development & Review

Social Work (44.0701)

Contents

bout Emsi	L
Program Definition	
Competitive Landscape	3
abor Market Demand	5
elevant Skills	7
ppendix A (Geographies))
ppendix B (Geographies)	
ppendix C (Occupations)	1

About Emsi

Emsi—an affiliate of the Strada Education Network—is a labor market analytics firm that is passionate about providing meaningful data for colleges and their students.

Our data is trusted by a breadth of users including researchers at colleges and universities, economic development organizations, and Fortune 500 companies.

Emsi data offers a three-pronged approach to labor market information:

- Our traditional LMI combines dozens of government sources from agencies like the Bureau of Economic Analysis, U.S. Census Bureau, and Bureau of Labor Statistics into one dataset that details industries, occupations, demographics, academic programs, and more.
- 2. Emsi's job posting analytics give a real-time look into the needs of employers in today's labor market. Each month, millions of postings are scraped from employer sites and job boards, de-duplicated, and compiled into an actionable dataset.
- 3. Emsi also leverages workforce profiles—an innovative database of more than 100 million resumés and professional profiles that are aggregated from the open web. These profiles unify information for workers such as education, employment history, skills, and more—to reveal robust detail on what is happening in today's workforce.

Together, these data related to labor market demand, relevant skills, and the competitive landscape help colleges and universities make informed decisions about their program offerings.

Program Definition

Institution:

Code	Description
149231	Southern Illinois University-Edwardsville

Program in Question:

Code	Description
44.0701	Social Work

Competitive Landscape

Institution Sectors:	
Description	Description
Public, 4-year or above	Private for-profit, 4-year or above
Private not-for-profit, 4-year or above	
Education Levels:	
Description	
Master's Degree	
Program Type: Description	Description
Distance Offered (Includes Hybrid & Mixed Modality Programs)	Non-Distance Offered Programs
Region: 33 items selected. See Appendix A for details.	
Student Charges Type: Tuition & Fees	
Student Charges Grad Status:Graduate	
Student Charges Residency:In-State	

Program Overview

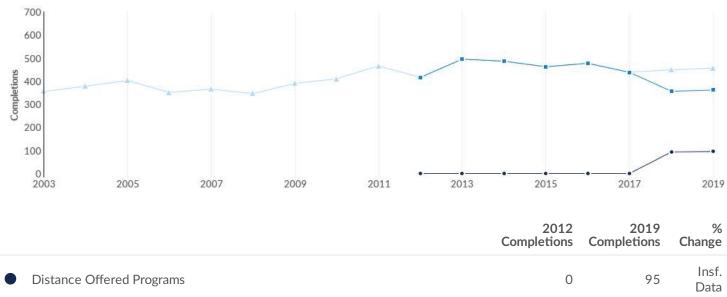
		Completions (2019)	% Completions	Institutions (2019)	% Institutions
	All Programs	456	100%	5	100%
456	 Distance Offered Programs 	95	21%	1	20%
Completions	 Non-Distance Offered Programs 	361	79%	4	80%

Completions by Institution

Institution	Master's Degree Completions (2019)	Growth % YOY (2019)	Market Share (2019)	IPEDS Tuition & Fees (2019)
Washington University in St Louis	200	-7.0%	43.9%	\$54,750
Saint Louis University	95	2.2%	20.8%	\$21,534
University of Missouri-St Louis	71	36.5%	15.6%	\$12,007
Southern Illinois University-Carbondale	61	1.7%	13.4%	\$15,826
Southern Illinois University-Edwardsville	29	0.0%	6.4%	\$9,176

.I Emsi Program Development & Review

Regional Trends



			Data
Non-Distance Offered Programs	416	361	-13.2%
All Programs	416	456	+9.6%

Labor Market Demand

Labor Market Area Selection: 33 items selected. See Appendix B for details.

Target Occupations: 11 items selected. See Appendix C for details.

Degree Levels:

Description

Master's degree

Completions Year (default): 2019

Jobs Year (default): 2020

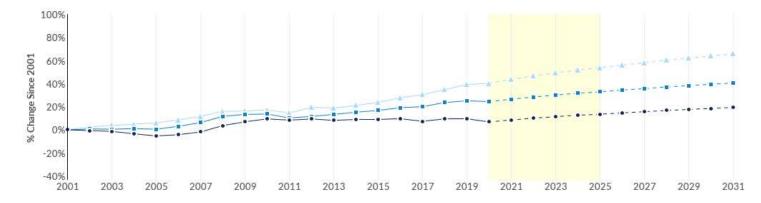
Target Occupations

*Filtered by the proportion of the national workforce in these occupations with a Master's degree

7,558 Jobs (2020)* 7% <mark>below</mark> National average*	+ 6.6% % Change (2020-2025)* Nation: +10.3%*	\$22.48/hr \$46.8K/yr Median Earnings Nation: \$23.30/hr; \$48.5K/yr	799 Annual Openings*
------------------------------------------------------------------	----------------------------------------------------	----------------------------------------------------------------------------------	-------------------------

Occupation	2020 Jobs*	Annual Openings*	Median Earnings	- Growth (2020 2025)*
Child, Family, and School Social Workers	1,432	139	\$22.07/hr	+4.47%
Clergy	1,303	130	\$25.29/hr	-0.23%
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	1,261	151	\$21.31/hr	+12.61%
Healthcare Social Workers	966	94	\$23.94/hr	+5.07%
Mental Health and Substance Abuse Social Workers	858	90	\$20.16/hr	+7.81%
Social and Human Service Assistants	498	67	\$15.95/hr	+10.64%
Social and Community Service Managers	446	44	\$29.82/hr	+10.54%
Social Workers, All Other	236	23	\$32.58/hr	+3.81%
Marriage and Family Therapists	219	30	\$22.79/hr	+19.18%
Probation Officers and Correctional Treatment Specialists	182	15	\$21.21/hr	0.00%
Counselors, All Other	159	17	\$20.83/hr	+6.92%





Region	2020 Jobs	2025 Jobs	Change	% Change
Region	22,289	23,690	1,401	6.3%
State	117,955	126,071	8,116	6.9%
Nation	2,142,300	2,349,201	206,901	9.7%

Occupation Gender Breakdown

Gender	2020 Jobs	2020 Percent	
 Males 	6,914	32.1%	
Females	14,657	67.9%	

Occupation Age Breakdown

	Age	2020 Jobs	2020 Percent	
	14-18	42	0.2%	I
	19-24	1,010	4.7%	•
	25-34	4,971	23.0%	-
	35-44	4,982	23.1%	
	45-54	4,438	20.6%	-
	55-64	4,208	19.5%	-
	65+	1,918	8.9%	

Occupation Race/Ethnicity Breakdown

Race/Ethnicity	2020 Jobs	2020 Percent	
• White	14,016	65.0%	
Black or African American	5,994	27.8%	
Hispanic or Latino	796	3.7%	•
• Two or More Races	382	1.8%	1
 Asian 	318	1.5%	I.
• American Indian or Alaska Native	49	0.2%	I
• Native Hawaiian or Other Pacific Islander	16	0.1%	I

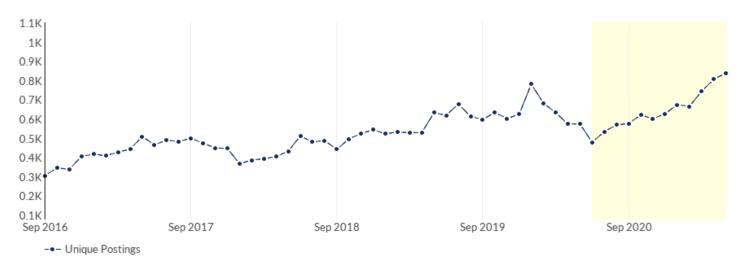
Job Postings Summary

		0.4
3,050	5:1	31 days
Unique Postings	Posting Intensity	Median Posting Duration
14,119 Total Postings	Regional Average: 4 : 1	Regional Average: 28 days

There were **14,119** total job postings for your selection from June 2020 to May 2021, of which **3,050** were unique. These numbers give us a Posting Intensity of **5-to-1**, meaning that for every 5 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (4-to-1), indicating that they are putting average effort toward hiring for this position.

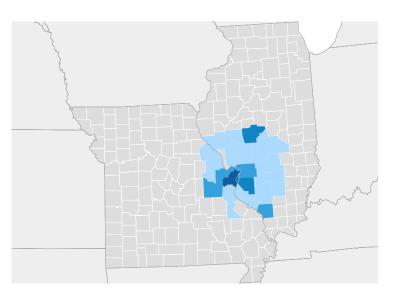
Unique Postings Trend



Month	Unique Postings	Posting Intensity
May 2021	838	5:1
Apr 2021	806	6:1
Mar 2021	743	5:1
Feb 2021	665	6:1
Jan 2021	674	6:1
Dec 2020	627	6:1
Nov 2020	601	6:1
Oct 2020	621	6:1
Sep 2020	576	6:1
Aug 2020	569	7:1
Jul 2020	534	8:1
Jun 2020	478	8:1

.II Emsi Program Development & Review

Job Postings Regional Breakdown



County	Unique Postings (Jun 2020 - May 2021)
St. Louis County, MO	1,033
St. Louis City County, MO	389
Sangamon County, IL	271
St. Clair County, IL	262
Madison County, IL	213

Top Companies Posting

BJC HealthCare 1,151 / 123 9:1 9:1 State of Illinois 613 / 118 5:1 9:1	51 days
State of Illinois 613 / 118 5 : 1 5	
	56 days
SSM Health Care Corporation 719 / 94 8 : 1	16 days
	81 days
Centerstone 247 / 76 3 : 1 3	36 days
Chestnut Health Systems, Inc. 185 / 70 3 : 1	41 days
Mercy 370 / 67 6 : 1	32 days
Peoples' Health Center 242 / 57 4 : 1 3	39 days
Washington University In St Louis 131 / 57 2 : 1	38 days
The Rome Group Inc 92 / 54 2 : 1 0	

Top Cities Posting

City	Total/Unique (Jun 2020 - May 2021)	Posting Intensity	Median Posting Duration
St. Louis, MO	5,250 / 1,066	5:1	34 days
Springfield, IL	1,249 / 258	5:1	27 days
Carbondale, IL	408 / 132	3:1	18 days
Alton, IL	307 / 77	4:1	37 days
Fenton, MO	175 / 73	2:1	8 days
East St. Louis, IL	221 / 68	3:1	34 days
Saint Charles, MO	332 / 66	5:1	26 days
Wentzville, MO	662 / 59	11:1	69 days
Belleville, IL	140 / 58	2:1	16 days
Granite City, IL	166 / 56	3:1	34 days

Emsi Q2 2021 Data Set | www.economicmodeling.com

Top Posted Occupations

Occupation (SOC)	Total/Unique (Jun 2020 - May 2021)	Posting Intensity	Median Posting Duration
Social and Human Service Assistants	3,613 / 725	5:1	29 days
Mental Health and Substance Abuse Social Workers	3,316 / 717	5:1	34 days
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	2,556 / 594	4:1	31 days
Healthcare Social Workers	2,159 / 360	6:1	38 days
Social and Community Service Managers	976 / 262	4:1	22 days
Child, Family, and School Social Workers	959 / 258	4:1	32 days
Clergy	455 / 90	5:1	28 days
Marriage and Family Therapists	79 / 40	2:1	13 days
Social Workers, All Other	4 / 2	2:1	143 days
Probation Officers and Correctional Treatment Specialists	2 / 2	1:1	25 days

Top Posted Job Titles

Job Title	Total/Unique (Jun 2020 - May 2021)	Posting Intensity	Median Posting Duration
Licensed Clinical Social Workers	615 / 143	4:1	38 days
Medical Social Workers	842 / 132	6:1	41 days
Social Workers	413 / 108	4:1	22 days
Therapists	316 / 60	5:1	44 days
Long Term Care Specialists	414 / 55	8:1	30 days
Behavioral Health Therapists	377 / 53	7:1	71 days
Child Welfare Specialists	275 / 53	5:1	15 days
Community Support Specialists	714 / 45	16:1	55 days
Mental Health Professionals	258 / 44	6:1	42 days
Case Managers	119 / 39	3:1	42 days

Rank as a Talent Provider

Emsi's workforce profile data shows Southern Illinois University-Edwardsville has 569 alumni working regionally in the 11 occupations selected. These 569 alumni represent 5.29% of regional profiles working in these occupations, which ranks your institution 1st among regional talent providers.



Top Talent Providers

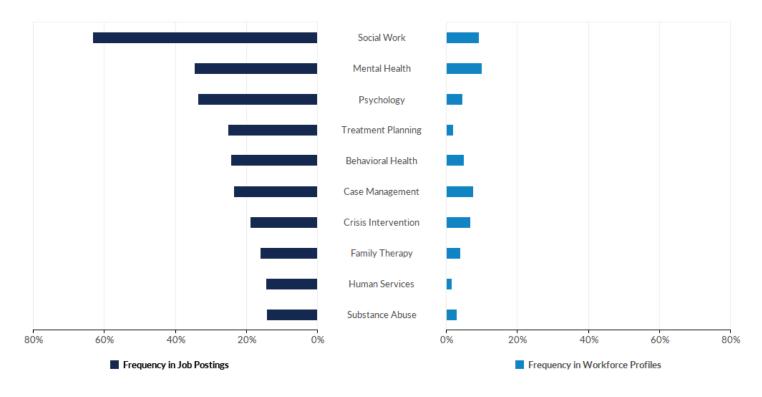
The top regional institutions supplying the labor market with workers employed in the target occupations listed above, based on Emsi's workforce profile data.

School	Profiles	Percent
Southern Illinois University-Edwardsville	569	5.29%
Southern Illinois University-Carbondale	519	4.82%
Lindenwood University	462	4.29%
University of Missouri-St Louis	396	3.68%
University of Illinois at Springfield	316	2.94%
Saint Louis University	302	2.81%
University of Missouri-Columbia	225	2.09%
Missouri Baptist University	180	1.67%
University of Illinois at Urbana-Champaign	179	1.66%
Webster University	163	1.51%

Relevant Skills

Top Hard Skills

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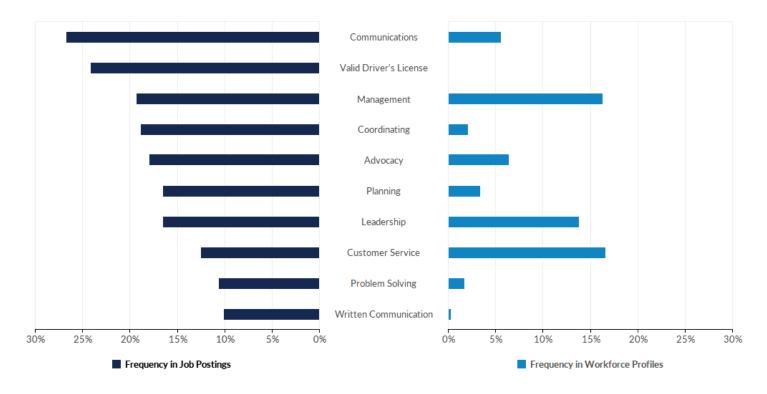


Skill	Frequency in Postings	Postings with Skill / Total Postings (Jun 2020 - May 2021)	Frequency in Profiles	Profiles with Skill / Total Profiles (2019 - 2021)
Social Work	63%	1,932 / 3,050	9%	948 / 10,206
Mental Health	35%	1,059 / 3,050	10%	1,026 / 10,206
Psychology	34%	1,026 / 3,050	5%	472 / 10,206
Treatment Planning	25%	771 / 3,050	2%	205 / 10,206
Behavioral Health	24%	743 / 3,050	5%	524 / 10,206
Case Management	24%	721 / 3,050	8%	773 / 10,206
Crisis Intervention	19%	578 / 3,050	7%	699 / 10,206
Family Therapy	16%	489 / 3,050	4%	405 / 10,206
Human Services	15%	445 / 3,050	2%	173 / 10,206
Substance Abuse	14%	435 / 3,050	3%	300 / 10,206

Emsi Q2 2021 Data Set | www.economicmodeling.com

.II Emsi Program Development & Review

Top Common Skills



Skill	Frequency in Postings	Postings with Skill / Total Postings (Jun 2020 - May 2021)	Frequency in Profiles	Profiles with Skill / Total Profiles (2019 - 2021)
Communications	27%	817 / 3,050	6%	567 / 10,206
Valid Driver's License	24%	737 / 3,050	0%	4 / 10,206
Management	19%	589 / 3,050	16%	1,663 / 10,206
Coordinating	19%	577 / 3,050	2%	215 / 10,206
Advocacy	18%	549 / 3,050	6%	653 / 10,206
Planning	17%	505 / 3,050	3%	347 / 10,206
Leadership	17%	505 / 3,050	14%	1,409 / 10,206
Customer Service	13%	383 / 3,050	17%	1,697 / 10,206
Problem Solving	11%	324 / 3,050	2%	178 / 10,206
Written Communication	10%	309 / 3,050	0%	33 / 10,206

Top Qualifications

Qualification Postings with Qualification 997 Licensed Clinical Social Worker (LCSW) Licensed Professional Counselor (LPC) 640 Licensed Marriage And Family Therapist (LMFT) 354 Licensed Clinical Professional Counselor 338 Licensed Master Social Worker 247 Licensed Social Worker 157 76 Certified Case Manager Licensed Practical Nurse 64 Licensed Professional Clinical Counselor 41 Certified Information Privacy Professional 37

Appendix A (Geographies)

Code	Description	Code	Description
17005	Bond County, IL	17133	Monroe County, IL
17013	Calhoun County, IL	17135	Montgomery County, IL
17021	Christian County, IL	17137	Morgan County, IL
17027	Clinton County, IL	17145	Perry County, IL
17051	Fayette County, IL	17149	Pike County, IL
17061	Greene County, IL	17157	Randolph County, IL
17077	Jackson County, IL	17163	St. Clair County, IL
17081	Jefferson County, IL	17167	Sangamon County, IL
17083	Jersey County, IL	17171	Scott County, IL
17117	Macoupin County, IL	17173	Shelby County, IL
17119	Madison County, IL	17189	Washington County, IL
17121	Marion County, IL	29071	Franklin County, MO

Code	Description	Code	Description
29099	Jefferson County, MO	29187	St. Francois County, MO
29113	Lincoln County, MO	29189	St. Louis County, MO
29163	Pike County, MO	29219	Warren County, MO
29183	St. Charles County, MO	29510	St. Louis City County, MO
29186	Ste. Genevieve County, MO		

Appendix B (Geographies)

Code	Description	Code	Description
17005	Bond County, IL	17133	Monroe County, IL
17013	Calhoun County, IL	17135	Montgomery County, IL
17021	Christian County, IL	17137	Morgan County, IL
17027	Clinton County, IL	17145	Perry County, IL
17051	Fayette County, IL	17149	Pike County, IL
17061	Greene County, IL	17157	Randolph County, IL
17077	Jackson County, IL	17163	St. Clair County, IL
17081	Jefferson County, IL	17167	Sangamon County, IL
17083	Jersey County, IL	17171	Scott County, IL
17117	Macoupin County, IL	17173	Shelby County, IL
17119	Madison County, IL	17189	Washington County, IL
17121	Marion County, IL	29071	Franklin County, MO

Code	Description	Code	Description
29099	Jefferson County, MO	29187	St. Francois County, MO
29113	Lincoln County, MO	29189	St. Louis County, MO
29163	Pike County, MO	29219	Warren County, MO
29183	St. Charles County, MO	29510	St. Louis City County, MO
29186	Ste. Genevieve County, MO		

Appendix C (Occupations)

Code	Description	Code	Description
11-9151	Social and Community Service Managers	21-1023	Mental Health and Substance Abuse Social Workers
21-1013	Marriage and Family Therapists	21-1029	Social Workers, All Other
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	21-1092	Probation Officers and Correctional Treatment Specialists
21-1019	Counselors, All Other	21-1093	Social and Human Service Assistants
21-1021	Child, Family, and School Social Workers	21-2011	Clergy
21-1022	Healthcare Social Workers		

Social Work at Southern Illinois University Edwardsville

This report details the employment outcomes of 103 alumni from your Social Work program, based on matching your institution's student data to Emsi's database of online profiles. Unmatched alumni are not included in this report.

Contents

What is Emsi Data?	1
Report Parameters	2
Executive Summary	3
Nhat jobs are they getting?	4
Nho are they working for?	7
Which skills do they possess?	8
Nhere do they live?	С
Nhen did they graduate?	1
FAQ	2

What is Emsi Data?

At Emsi we're passionate about providing meaningful labor market data for colleges and their students.

Our labor market dataset includes data from three categories: government sources, online job posting activity, and professional profiles/resumes. This report primarily leverages the latter, known as our Profile Analytics database, which aggregates social and professional profiles from over 100 public websites.

This dataset is extremely granular, allowing us to understand workforce credentials of millions of workers across the country. These credentials include alma mater, occupation, job title, employer, skills, qualifications, location, industry, and more.

Your institution gave Emsi a catalog of your academic programs and student records, which we matched to our profile database. The result is a robust analysis of your matched alumni's employment outcomes by program of study. Unmatched alumni are not included in the report.

FAQs are included at the end of the report.

Report Parameters

1 Program Name

Social Work

1 Degree Level

Master of Social Work

Graduation Year

1984 - 2018

Graduation Status

Graduated

Settings

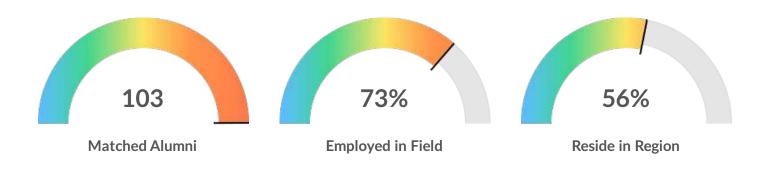
Limit to profiles with jobs that started after graduation

Class of Worker

QCEW Employees

Executive Summary

Generally, alumni from your Social Work program are working locally in a field related to their program of study.



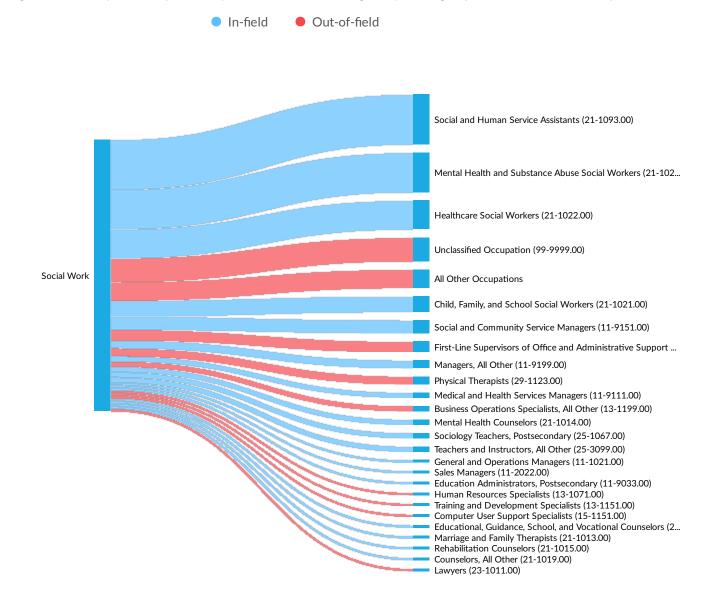
Earnings

Based on their occupations and where they live, these are estimates of what your alumni could be making at their current ages, and a potential wage based on the average wage for their occupations.

\$41.9K Estimated Wage \$50.5K Potential Wage

What jobs are they getting?

This visual displays the education-to-career paths of your alumni based on their program of study and current occupation. Note: This diagram includes up to the top 25 occupations with all remaining occupations grouped under All Other Occupations.



The following tables display the employment outcomes of your alumni based on their current role. These outcomes are classified by standardized occupation codes and job titles.

Occupations (SOC)	Alumni Profiles	Percent
Social and Human Service Assistants (21-1093)	19	18.45%
Mental Health and Substance Abuse Social Workers (21-1023)	15	14.56%
Healthcare Social Workers (21-1022)	11	10.68%
Unclassified Occupation (99-9999)	9	8.74%
Child, Family, and School Social Workers (21-1021)	6	5.83%
Social and Community Service Managers (11-9151)	5	4.85%
First-Line Supervisors of Office and Administrative Support Workers (43-1011)	4	3.88%
Managers, All Other (11-9199)	3	2.91%
Postsecondary Teachers (25-1099)	3	2.91%
Physical Therapists (29-1123)	3	2.91%

Job Title	Alumni Profiles	Percent
Therapist	4	3.88%
Social Worker	4	3.88%
Litigation Manager	4	3.88%
Medical Social Worker	3	2.91%
Social Work Supervisor	2	1.94%
Care Advocate	2	1.94%
Crisis Clinician	2	1.94%
School Social Worker	2	1.94%
Counselor	2	1.94%

Who are they working for?

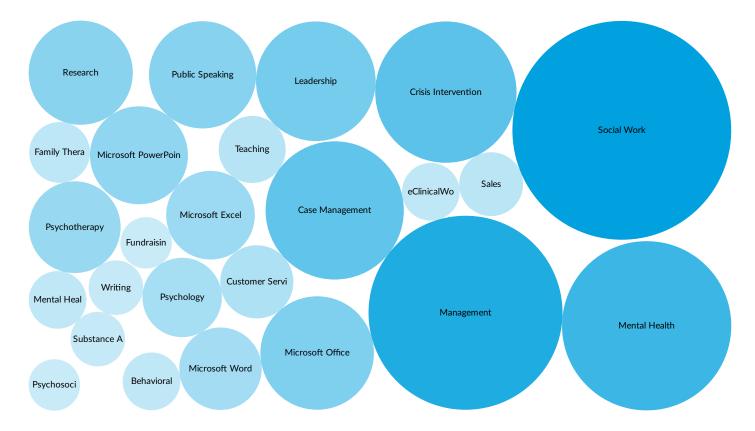
This table shows the top companies employing your Social Work alumni.

Company	Alumni Profiles	Percent
Chestnut Health Systems, Inc.	2	1.94%
Southern Illinois University Edwardsville	2	1.94%
Wellspring Resources	2	1.94%
Centerstone	2	1.94%
Bjc Behavioral Health	2	1.94%
Youth In Need	2	1.94%
Ssm Health Care Corporation	2	1.94%
United States Department of the Air Force	2	1.94%
Davita Inc.	2	1.94%
Crestview Health Services	1	0.97%

Which skills do they possess?

This diagram shows the top skills alumni from your Social Work program have included in their online profiles.

'Social Work' is the most frequently stated skill, associated with 67% of alumni. This skill is often paired with 'Management', 'Mental Health', and 'Case Management'.



Skills Profiles	Percent
Social Work 69	66.99%
Management 61	59.22%
Mental Health 53	51.46%
Crisis Intervention 44	42.72%
Case Management 43	41.75%
Leadership 37	35.92%
Microsoft Office 35	33.98%
Public Speaking 33	32.04%
Research 32	31.07%
Microsoft PowerPoint 30	29.13%

Where do they live?

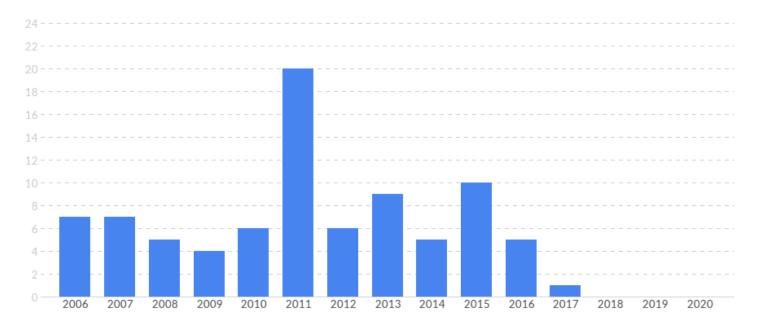
The map below displays the top locations of your alumni. The larger the bubble, the more alumni you have in that location. The largest portion of your alumni live in **St. Louis, MO** (32%).



City	Alumni Profiles	Percent
St. Louis, MO	33	32.04%
Glen Carbon, IL	5	4.85%
Collinsville, IL	4	3.88%
Belleville, IL	4	3.88%
Fairview Heights, IL	2	1.94%
Highland, IL	2	1.94%
Saint Charles, MO	2	1.94%
Alton, IL	2	1.94%
Edwardsville, IL	2	1.94%
Springfield, IL	2	1.94%

When did they graduate?

This chart represents the number of alumni who completed their program of study in the corresponding graduation year.



Note: This graph only represents graduates from the last 15 years.

FAQ

How does Alumni Outcomes work?

Your institution provided Emsi with a catalog of your academic programs and student records. We matched these records to our database of profiles and resumés to connect employment outcomes to your graduates so you get detailed, personalized results.

Alumni Outcomes Deliverables:

- Summary: Excel file with match statistics of overall project
- Data: detailed Excel file with all matched data for graduates, including names and contact information, where available
 Data (non-grad)*: detailed Excel file, for matched non-completers
- Analysis: Excel file with filterable pivot tables for most recent available location and employment for matched graduates/program completers (depersonalized)
 - Analysis (non-grad)*: Excel file for matched non-completers (depersonalized)
- Research portal: one year of access to a web tool for producing PDF and Word reports based on most recent available location, employment and skills for matched graduates/program completers. Contact your Emsi account manager with questions.
- GoRecruit portal*: one year of access to a web tool for producing high quality infographics based on most recent available location, employment and skills for matched graduates/program completers. Contact your Emsi account manager with questions.

Outcomes Analytics Deliverables*:

- Alumni Outcomes Dashboard: Tableau interactive dashboard based on the Alumni Outcomes data
- Benchmarking Analytics: Tableau analysis of the estimated earnings of your alumni compared to the earnings of alumni of other institutions in the state or nation
- Career Pathways Analytics: Tableau visualization of your alumni's career growth over time
- Lifetime Value of a Degree: PDF fact sheet highlighting key findings of the Lifetime Value of a Degree and a summary report with detailed results and methodology

*Contracts may vary

What is Emsi's profile database?

The profile database is an aggregation of publicly available, social and professional profiles, collected from more than 100 commonly used websites and sources where users openly share their own information. We currently have more than 120 million profiles in the database, which is updated quarterly.

How does Emsi construct a "profile"?

We consolidate billions of raw social profiles and data points from across the web. This brings back millions of duplicate profiles which we then match and unify to create one unique master profile; this profile corresponds to one real person. We attempt to match profiles based on known fields like email address, location, name, job title, etc. Finally, we export the final profile dataset and make it available to various customer facing applications.

What does Emsi count as a matched record?

Emsi matched your institution's past student information to a database containing public profiles. To count as a matched record, a profile had to match your institution's past student information on name and at least one of the following: contact information or award information (such as graduation year, program name, etc.).

What is the Highest Award setting?

When selected, the **Highest Award** checkbox will limit report results to one award per student. This enables school wide analysis by headcount and is selected by default only in the School Summary report. Deselect the checkbox to analyze all members of a group if it may include students who earned other awards at your institution.

What is the Job Started After Grad Year setting?

When selected, the **Job Started After Grad Year** checkbox will limit report results to profiles whose most recent job started after the year of graduation. This enables analysis of employment outcomes for selected groupings and is selected by default for both the School Summary and Program Snapshot reports. Deselect the checkbox to include profiles whose most recent job started on or before the year of graduation or did not include a job start year.

Where can I find the percentage of my graduates that Emsi matched?

A complete overview of match statistics can be found in your institution's summary Excel file.

How does Emsi determine if alumni are working in their field of study?

Emsi compares the SOC code of a profile's most recent job to our custom CIP-SOC mapping to determine whether the job is in or out of the field of study indicated by the CIP code your institution provided. The mapping is based on the NCES CIP-SOC crosswalk and the experience of Emsi's Professional Services team. In cases where no determination is possible, web reports indicate "out of field."

What is my region?

The list of counties or states that defines your service region (as specified by your institution) can be found in the region tab of the Outcomes or Analysis Excel files. Emsi uses this list to determine if a matched profile currently resides in or out of your region. *Note: Filtering the report by geographies outside of this service region will always result in 0 alumni in region.

How does Emsi estimate wages?

All wage metrics are an average for the group of your selected alumni. Potential Wage is based on the average wage for their occupation in their county. Estimated wage is based on the median wage for their occupation in their county, and adjusted for age and degree level. All wage data is built from OES and adjusted by QCEW, ACS and other sources.

How do I cite Emsi data?

Any time you include Emsi data in a webpage, report, or other media, you must abide by the following citation guidelines.

1. If you use Emsi data along with other data sources, you must include either a footnote or an in-text citation for each instance Emsi data is used, along with the year the data was published by Emsi. E.g. "Earnings for Idaho attorneys in the 75th percentile of earners is \$57.18/hr.' (Emsi, 2019)."

2. If you include only Emsi data, with no other contributing data sources, you may choose to either cite each instance of Emsi data used, or you may include a general attribution at the beginning or end of your webpage, report, etc. If you choose to include only a general attribution, the attribution must be prominently displayed.

3. In addition to the above requirements, whenever you cite Emsi data, you must display prominently on the webpage, report, etc. Emsi's website URL as follows: "Emsi – economicmodeling.com". For instance, at the bottom of a webpage containing Emsi data, you could include the following attribution: "Source: Emsi- economicmodeling.com".