IDAHO STATE UNIVERSITY

MASTER OF SOCIAL WORK PROGRAM

 Idaho State University | Sociology, Social Work and Criminology

Volume Three: Supporting Materials
April 30, 2018
VOLUME 3 INDEX

01 – MSW Field Practicum Manual

02 – MSW Student Handbook

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Master of Social Work Program

MSW Field Practicum Manual

A Handbook for Field Instructors and Students

Revised April 2018
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PREFACE

The Master of Social Work Program at Idaho State University has established this manual to explain the requirements and objectives of the MSW Field Practicum Program. It is intended for use as a handbook for agency field instructors as well as a guide for students enrolled in the practicum.

The Field Practicum experience is a major testing ground for the student’s knowledge, skills, values, cognitive and affective processes and behaviors. The student is supported in this experience by the leadership of her/his field instructor. The goals and activities presented are intended to provide helpful guidance and structure to aid in a successful practicum experience for the student and the field agency.

The ISU Master of Social Work Program welcomes feedback from students, field instructors, and agencies. Comments and/or questions may be submitted to the Master of Social Work Program Field Director, Stop 8114, Idaho State University, Pocatello, Idaho, 83209-8114. The Field Director can also be reached by calling 208-282-3377 and through e-mail at socwork@isu.edu.

The Field Manual may also be found by visiting the ISU Master of Social Work Home Page: http://www.isu.edu/sociology/pdf/swpracticummanual.pdf

PROGRAM INFORMATION

The Idaho State University Master of Social Work Program has been granted candidacy eligibility in a three-year process toward accreditation by the Council on Social Work Education (CSWE). CSWE’s Education Policy & Accreditation Standards (EPAS) 2015 (https://www.cswe.org/Accreditation) elaborates on the purposes of social work and student preparation in reaching competency:

*The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.*

The ISU MSW program’s mission specifically envisions that students will be prepared to contribute to human and social well-being, which is consistent with the overall purpose of social work in striving to promote human and community well-being. In addition, the ISU MSW program’s mission seeks to prepare students to advance social justice by engaging in the quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons in local and global communities. The mission emphasizes its importance of cultural diversity with integration of evidence-based knowledge, practice skills, and professional values in social work practice.

The general practice content incorporates the knowledge, values, skills, cognitive and affective processes and behaviors required to work as a generalist practitioner with individuals, families, groups,
organizations, and communities. The specialized practice content builds on the generalist perspective by teaching advanced clinical practice skills and knowledge with an emphasis on children and families and forensic social work.

PROGRAM MISSION STATEMENT

The mission of the Master of Social Work (MSW) program at Idaho State University (ISU) is to prepare students for advanced clinical social work practice that promotes human and social well-being and advances social justice. Graduates are expected to become culturally competent and effective practitioners with professional values, evidence-based knowledge, and skills relevant to their local and global communities.

ISU MASTER OF SOCIAL WORK PROGRAM GOALS

1. Preparation of students to develop an identity, which will incorporate the values, principles, and ethics of the social work profession.

2. Preparation of students as social work practice skills with individuals, families, groups, organizations, and communities applying evidence-based knowledge.

3. Preparation of students to develop critical thinking skills based on scientific inquiry and research-informed practice.

4. Preparation of students to work with diverse, vulnerable, oppressed, and disadvantaged populations locally and globally.

5. Preparation of students to advance global human rights and social, economic, and environmental justice.

6. Preparation of students to gain expertise in clinically focused practice with an emphasis on children and families and forensic social work.

FIELD PRACTICUM AND SEMINAR OBJECTIVES

Upon completion of the ISU MSW Program, students will have achieved the following objectives, which mirror the competencies in accordance with CSWE EPAS 2015 as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
REQUIREMENTS FOR MSW DEGREE COMPLETION

Standard Admission: Two – Year, Full-Time Study Curriculum (without BSW degree)
Year 1: Generalist Practice Courses (30 Credits, 400 Hours of Field Practicums)

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<tr>
<th>SOWK#</th>
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Year 2: Specialized Practice Courses (30 Credits, 500 Hours of Advanced Field Practicums)

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### Standard Admission: Course Progression for Four-Year Part-Time Study

**Generalist Practice Curriculum (30 Credits, 400 Hours of Field Practicums)**

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### Specialist Practice Curriculum (30 Credits, 500 Hours of Advanced Field Practicums)

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**Advanced Standing Admission: 1-Year, Full-Time Study Curriculum Plan (with BSW Degree)**

**Specialized Practice Courses (36 Credits, 500 Hours of Advanced Field Practicums)**
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**Summer 8 Weeks**

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Advanced Standing Admission: Course Progression for Two-Year Part-Time Study

Specialist Practice Curriculum (36 Credits, 500 Hours of Advanced Field Practicums)

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SOCIAL WORK COURSE DESCRIPTIONS

Generalist Practice:

**Foundations of Social Work (SOWK 5501)** will cover foundational concepts of the social work profession, including introduction of frameworks and models to understand human behavior and the social environment. Students are introduced to ethics, values, and standards of the profession, along with foundational conceptual frameworks and issues in human behavior and development. Special attention is devoted to the concept of person in environment, biopsychosocial perspective, human development over the lifespan, and social diversity. Generalist practice with a systems approach will be emphasized, and examples will be included that focus on racial, ethnic, gender, and sexual diversity and various vulnerable populations.

**Advanced Human Behavior and Social Environment II and Diversity Issues (SOWK 5510)** will focus on families, groups, organizations, and communities. Students will apply conceptual frameworks and issues for understanding human behavior in the social environment at the mezzo or macro level systems as a function of bio-pyscho-social-spiritual processes and interactions. Students will learn the structure and function of larger systems and their impact on people. Systems’ perspective and empowerment approach will be applied. Diversity issues pertaining to racial and ethnic groups as well as cultural differences will be discussed at the individuals’ and community’s levels of social work practice.
Direct Practice with Individuals and Families (SOWK 5520) will examine micro level systems within the generalist practice framework. Theoretical frameworks for use with individuals and families as well as interviewing and problem-resolution methods will be covered. Students will learn the NASW Code of Ethics and how these ethics and values of social work affect micro level practice. Students will utilize a generalist skill base in learning to engage, assess, intervene, and evaluate with individuals and families.

Direct Practice with Groups (SOWK 5550) will examine mezzo level systems within the generalist practice framework. Group theory, process, dynamics and their applications to practice will be covered. Students will utilize a generalist skill base in learning to engage, assess, intervene, and evaluate with small group systems. Knowledge, values, skill, cognitive and affective processes and behaviors development within the framework of generalist practice is presented in this course while focusing on specific intervention strategies within the content area of group work at the master’s level.

Social Welfare Policy (SOWK 5571) will examine social issues and problems within the context of policy systems. Social policies are created to address social issues and problems, including those pertaining to health, mental health, child welfare, discrimination, economic inequality and poverty, food and environment, housing, and crime. This course will review historical and contemporary social welfare issues and policies, and focus on political and economic conditions that shape policy needs and development. The American welfare state will be discussed by comparing various welfare systems in different countries. Critical analysis and evaluation of policy will be also emphasized. Students will apply critical thinking and research skills to understand policy development and evaluation. Students will also learn policy practice skills that are utilized to advocating for social, economic, and environmental justice for client populations.

Community Organization and Social Change (SOWK 5594) will prepare students with social work practice skills to aid clients with a focus on community and organizational structure and function. This course will utilize the framework of generalist practice with a direct focus on organizations and communities. Students will develop effective interpersonal and critical thinking skills that are conducive to working with organizations and communities. Students will expand understanding of social, economic, and environmental justice to advocating for human rights at individuals’ and multiple systems’ levels. Students will be expected to apply research skills to gather, organize, and interpret data that can be used to assess organizational and community needs and develop an appropriate intervention plan. Specific attention will be given to helping students develop necessary skills to engage, assess, intervene and evaluate macro-level social changes in organizations and communities.

Research in Social Work (SOWK 5515) will introduce the principles and procedures of scientific research. This course will provide students with an introduction to the design and practice of social research methods, including the conceptualization and measurement of social phenomena, design of research projects, and techniques of data collection and analysis. Students will learn how to formulate research questions and collect and analyze data aimed at answering their questions. Students will learn basic statistical techniques focusing on descriptive statistics, hypothesis testing and correlations.

Applied Research in Social Work (SOWK 6515) will prepare students with applying the methods of social research to the evaluation of social work practice and programs. Students will be expected to develop program evaluation and intervention skills using both quantitative and qualitative methods. Students will be required to conduct a research project to demonstrate a competency in utilizing practice-informed research and research-informed practice.

Field Practicum & Seminar I (SOWK 5576, SOWK 5577) will facilitates student application of classroom learning in a social service agency. Students will demonstrate their practicum competency in all nine competencies. In this internship students will gain a generalist perspective of social work practice and prepare to move into an advanced area of clinical practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will
complete their internship at a minimum of 200 hours within a social service agency under direction of a licensed master’s level social worker. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement and integrate practice, policy and research.

Field Practicum & Seminar II (SOWK 5578, SOWK 5579) will be continuation of Field Practicum and Seminar I (SOWK 5576, SOWK 5577) courses and facilitate student application of classroom learning in a social service agency. Students will demonstrate their practicum competency in all nine competencies. In this internship students will gain a generalist perspective of social work practice and prepare to move into an advanced area of clinical practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will complete their internship at a minimum of 200 hours within a social service agency under direction of a licensed master’s level social worker. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement and integrate practice, policy and research.

Advanced Clinical Practice:

Advanced Practice Interventions and Comparative Theories (SOWK 6620) builds on Direct Practice with Individuals and Families (SOWK 5520) and Direct Practice with Groups (SOWK 5530) by integrating advanced practice interventions and theories of social work treatments. Students will learn how to apply current best practices with client populations of interests by utilizing evidence-based practice models and critical thinking. Students will also extend their clinical practice skills with individuals, families, and groups.

Professional Communication (SOWK 6630) builds on Direct Practice with Individuals and Families (SOWK 5520), Direct Practice with Groups (SOWK 5530), and Community Organizations and Social Change (SOWK 5594) by extending and enhancing communication skills that are utilized in clinical practice. The course will cover written and oral professional communication required for the profession including court testimony and written reports, public speaking, case documentation, training, curriculum development, and grant writing.

Evaluation and Treatment of Mental Disorders (SOWK 6625) builds on Foundations of Social Work (SOWK 5501), Direct Practice with Individuals and Families (SOWK 5520), and Direct Practice with Groups (SOWK 5530) by augmenting knowledge and extending skills on clinical assessment and diagnosis. Students specifically learn how to use the current Diagnostic and Statistical Manual of Mental Disorders (DSM-V) in the evaluation and treatment of mental disorders.

Advanced Policy, Legislations, and Administration (SOWK 6671) will build on policy knowledge and advocacy skills learned in Social Welfare Policy (SOWK 5571) by focusing on policies, programs, and administrative social work that are related to clinical social work. The course will cover advanced policy knowledge and advocacy skills designed to build student competency in the areas of advancing human rights, and social, economic, and environmental justice.

Capstone Seminar (SOWK 6670) will focus on encouraging students to think critically about theories of social work treatments, research, policy, field experience and clinical practice skills learned over the courses in the MSW program. Content and assignments will focus on connecting various domains of learning to final demonstration project(s).

Field Practicum & Seminar III (SOWK 6676, SOWK 6677) will facilitate student application of classroom learning in a social service agency. Students apply their knowledge and skills in this advanced field practicum. Students integrate and apply the material learned in the classroom and in generalist practice internship or BSW internship. Students are afforded the opportunity to demonstrate all nine
practice competencies and behaviors in the advanced field practicum. Students will complete their internship at a minimum of 250 hours within a social service agency under direct supervision of a licensed master’s level social worker. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement, and integrate practice, policy and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through integration of advanced practice methods.

Field Practicum & Seminar IV (SOWK 6678, SOWK 6679) will be a continuation of the Field Practicum and Seminar III (SOWK 6676, SOWK 6677) courses. Students continue to expand on developing, broadening, and sharpening their knowledge and skills in the field practicum. In the final semester of the MSW field experience, field represents the integration and application of the material learned in the classroom and from the generalist practice internship. Student are afforded the opportunity to demonstrate all nine competencies and practice behaviors in the advanced field internship. Students will complete their internship at a minimum of 250 hours within a social service agency under direct supervision of a licensed master’s level social worker. The Field Seminar offers students the opportunity to address issues in social work field placement, and integrate practice, policy and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through integration of advanced practice methods.

Individualized Study in an Area of Interest

In addition to required core courses, students are able to gain expertise in an area of children and families or forensic social work by taking three elective courses. Two sample elective courses are presented.

Children and Families

Special Topic: Migrant and Refugee Children and Families (SOWK 5591). This course will examine the impact of forced migration on children and families—and the impact on hosting communities—in several locations across the globe. We will explore the psychological, social, and legal implications of human movement in recent history. This course will adopt a social justice framework as we investigate the implications on human rights and individual experiences. We will debate issues of local and international policy and ethical practice. (Fall 2018)

Forensic Social Work

Special Topic: Victims in Criminal Justice Systems (SOWK 5591). This course will provide an introduction to theory and research about individuals and specific populations which have been victimized by interpersonal, institutional and state sanctioned violence and abuse. Specific topics may include intimate partner violence, sexual assault, bias-related crimes, and post-trauma syndrome as a result of war, torture, social or environmental catastrophes. Students will also become acquainted with the variety of community services, specialized programs within the criminal justice system and practitioners who treat "survivors" of violence and abuse. (Fall 2018)
APPLICATION PROCESS

Generalist Practicum

1. Upon admission into the Master of Social Work Program, students are eligible for field placement. Students must complete a practicum survey at the time of admission that is used to guide the placement process.

2. Students in the four-year part-time study program will attend a practicum orientation session the semester prior to placement; these sessions are conducted 4 to 6 weeks before the end of the semester.

3. Students complete a field practicum survey and send resume to field director.


5. Students schedule and complete an interview with the practicum field director to review preparedness and discuss appropriate placement choices.

6. Students sign Release of Information forms including Affiliate Agreement and FERPA release. (Forms may be completed during initial agency visit.)

Advanced Field Practicum

1. Upon admission into the Master of Social Work Program with advanced standing option, students are eligible for advanced field placement. Students who have completed 30 credits of the Generalist Practice curriculum are also eligible for advanced field placement.

2. Students in part-time study programs will take advanced field internships in their final year. Students attend a practicum orientation session the semester prior to placement; these sessions are conducted 4 to 6 weeks before the end of the semester.

3. Students complete a field practicum survey and send resume to field director.


5. Students schedule and complete an interview with the practicum field director to review preparedness and discuss appropriate placement choices.

6. Students sign Release of Information forms including Affiliate Agreement and FERPA release. (Forms may be completed during initial agency visit.)

PRACTICUM STRUCTURE

Field Practicum is the signature pedagogy of social work education. It represents the central form of instruction and learning in which students are socialized to perform the role of social work practitioner. Field education connects the theoretical and conceptual material of the classroom with the practical world of the field agency setting.

The field practicum structure consists of two components:
1) the agency placement and
2) the weekly on-campus or synchronous video conference seminar taught by the assigned program faculty, most often the field director.

In placement, under field instructor supervision, students engage in social work practice in an approved agency. The seminar provides discussion, skills training, and exchange of information about community agency settings. Student exchange of information about field experiences is integral to the course. Students and faculty strive to integrate practice theory from academic course work with the practicum experience. The field director is the link between the Master of Social Work Program and the field instructors. Together they evaluate and assess the student’s progress and learning needs. The performance indicators used for evaluation are developed in the course syllabus and the student learning agreement.

**Generalist Practicum**

Students who have been admitted into the two-year and four-year MSW program will complete 400 hours (200 hours for each SOWK 5576 and 5578) of foundation practicum at a social service agency. Students will be placed in approved agencies and supervised by a licensed social worker with two-years post-degree social work experience. In this placement, students will demonstrate social work competencies with individuals, families, groups, organizations, and communities. A final evaluation will be conducted by both the student, the approved field instructor, and reviewed by the field director. Upon successful completion of the foundation practicum, students will be eligible to begin the advanced concentration practicum. Students who are admitted into the advanced standing program will not be required to complete this practicum.

**Advanced Field Practicum**

Students who successfully completed the foundation practicum, or were admitted into the advanced standing program with a BSW degree from a CSWE accredited program are eligible to begin the advanced concentration practicum. Students will complete 500 hours (250 hours for each SOWK 6676 and 6678) of social work practice supervised by an approved field instructor. The field director will make reasonable effort to place students in agencies that are consistent with their areas of concentration. Successful completion of the advanced concentration practicum is established through students’ self-evaluation and field instructors’ final field evaluation, which reflects the nine CSWE core competencies.

**Field Seminar and Confidentiality Requirements:**

The seminar component serves an integrative function for linking theory to applied practice. The placement component functions as an opportunity for the student to apply professional values, knowledge and skills. The seminar permits discussion and reflection upon the field experience. Clients and issues discussed within the seminar are privileged information and serve the sole function of developing the students learning experience. Client names are not used in the seminar. First names, which do not jeopardize a client’s right to privacy, may be used. Clients, cases, or agency issues such as personnel/staff matters are not to be discussed outside the seminar.

* A confidentiality violation is an ethical as well as a legal concern and may result in failure of the student’s practicum and possible dismissal from the master of social work program.

Concerns about possible violations should immediately be brought to the attention of the field director or agency field instructor.
A seminar syllabus is distributed each semester outlining course objectives, assignments, and expectations. The syllabus is updated each semester and is the guiding document for grading criteria.

**Placement Selection and Interviewing Process**

The student may begin placement selection and interviews with agency-based field instructors upon completion of an interview and authorization from the social work program field director (see Application Process section below). The student schedules interviews with agencies and field instructors. All interviews should be conducted the semester prior to placement. An agency is under no obligation to accept a student. Most agencies will conduct formal interviews and may interview more than one student for only one placement. The student should treat the agency interview as an employment interview and present oneself according to the standards of the agency.

**Application Process**

1. At orientation and prior to the student/field director interview, the student is referred to a current listing of approved practicum sites for review. Students can access a current agency list online through the Intern Placement Tracking (IPT) System. Login information is provided to students upon acceptance into the Master of Social Work Program and on the ISU Master of Social Work Homepage. The social work program office also maintains files on approved agency sites and field instructors. Students are encouraged to review this listing and ask questions of the social work faculty about placement sites.

2. The social work field director may advise the student to interview for a particular placement. However, the student should select those agencies that best meet his/her own interest areas and intended educational goals. Choice of a particular site must have final approval of the field director.

3. Prior to scheduling interviews, the student should complete a resume that can be given to the field instructor at the time of the interview. It is also recommended that the student make available to the field instructor copies of the reference letters submitted during the field application process. Most agencies now require a current background check. Scheduling and obtaining a background check is the responsibility of the student and should be completed prior to beginning practicum placement. Contact the agency for specific instructions in obtaining a background check that meets their requirements. Students must sign release of information forms before an agency can receive the completed background check.

4. Before or following an interview with a student, an agency may contact the field director for further information about the student. These discussions generally involve a review of the particular student’s strengths, limitations, and goals. Discussions with the field instructors regarding student’s needs and strengths will continue throughout the semester.

5. Students are encouraged to schedule at least two agency interviews and visits. This gives the student the ability to compare and contrast placement opportunities and field instructor support, particularly if he or she is experiencing uncertainty about a field of interest.
Most students, through prior work experiences, may be familiar with a job interview, which is similar to the pre-placement interview. The manner in which an appointment is promptly made and kept, the dress and personal appearance, and the interests or attitudes conveyed to the agency interviewer all influence their judgment about the student’s congeniality or fit in their agency. If the student expects to be treated as one of the staff and to become a representative of the agency with respect to service provisions, then this expectation must be demonstrated during the interview. Students should follow-up interviews with thank you notes/emails as well as notify agencies of their placement decision. One further point about the pre-placement interview: the student and agency representative should use this opportunity to lay the foundation for an initial learning agreement based on mutual job expectations and learning objectives consistent with the educational objectives of the practicum, the learning needs and interests of the student, and the discretion of the field instructor about appropriate assignments or activities.

New field instructors are required to participate in a Webinar Orientation.

**Participant Roles**

1. **Student**
   
   The student is responsible for initiating and maintaining open communication with agency and school representatives concerning personal educational objectives and priorities. In addition to being learners, students serve as an informal bridge between the school and the agency. Students are also enrolled in the weekly field instruction seminar.

2. **Faculty Advisor**
   
   The faculty academic advisor assists the student with pre-placement planning and is available as consultant in the event of a placement issue. The faculty advisor is available to students who request or require help with academic and career planning or with personal concerns.

3. **Field Director**
   
   The faculty field director has administrative responsibility for overall planning and coordination of the field practicum. The faculty field director is the linking person who provides general consultation to the agency and field instructor around academic planning and coordinating of field learning and teaching.

4. **Field Instructor**
   
   The field instructor is the agency-based masters-level licensed social worker who is responsible for guiding the student’s applied educational and practice experience in the field placement agency. The field instructor is responsible for planning tasks, weekly supervision, review of written work, case assignments, signing off on the student’s weekly logs and assisting in mid-term and final student evaluations.

5. **Faculty Liaison**
   
   The faculty liaison agrees to act as field instructor for the student when a qualified field instructor (masters-level licensed social worker) is not available in the agency to provide on-site supervision or instruction. The faculty liaison provides weekly consultation, periodic site visits, and reviews and signs off on the student’s weekly logs and learning agreement.
Participant Responsibilities

In order for the field work experience to be successful in meeting its educational function, a great deal of cooperation is essential between all concerned parties. The following expectations and responsibilities have been outlined as a guide for the University, the participating agency and field instructor, and the student.

1. The Agency
   a. Provides an on-going program that has community sanction and an array of tasks related to the development of social work skills.
   b. Offers a wide range of direct services in which, under supervision, the student can participate.
   c. Arranges physical place within the agency setting (desk, mail box, etc.) where the student can be a part of the program.
   d. Provides a qualified staff member (an experienced, licensed social worker) who will act as the student’s field instructor.
   e. Acknowledges an agency’s acceptance of the student in performing social work tasks within the program.
   f. Allows opportunity for the student to experience a range of intervention methods in the agency.
   g. Provides an opportunity to learn about that agency and its linkage with the community.

2. The Field Director
   a. Participates with the agency and the student in placement selection.
   b. Provides the agency with knowledge about the student and assists in the application and interview process if requested.
   c. Serves as a regular liaison and consultation to the agency field work instructor.
   d. Takes the responsibility for the final grade in consultation with the field instructor.
   e. Develops, with consultation from students and agencies, guidelines and expectations for the field experience.
   f. Provides the student with an adequate grasp of theory and skills in order to work in the placement experience.
   g. Offers training for the field instructor in regard to their role and the ISU academic program.
   h. Teaches a seminar that runs concurrently with the field work experience. The seminar is designed to integrate practice with theory.

3. The Field Instructor
   a. Commits to carrying out the supervisory responsibility as a licensed MSW social worker who is knowledgeable about professional practice.
   b. Orient the student to the agency’s operations and helps the student feel a part of the program. Assists the student in the development of the learning agreement.
   c. Assist the student in the development of the learning agreement.
   d. Provides modeling for the student in the first step of the learning process.
e. Makes meaningful assignments that are appropriate to the student’s skills.

f. Gradually gives more responsibility to the student as appropriate growth occurs.

g. Provides a wide range of learning activities commensurate with agency functions.

h. Provides ongoing supervision and feedback for the student. A regularly scheduled weekly session specifically for this purpose is desired.

i. Takes initiative for contact with the University field director prior to critical matters developing with the student.

4. The Student

a. Practices the required practicum hours per week in the agency setting and actively participates in the on-campus weekly seminar.

b. Submits weekly logs recording and discusses experiences and activities. The log will be reviewed by both the field instructor and the field coordinator.

c. Completes a learning agreement which delineates learning objectives as goals and includes time frames for completion and strategies for accomplishment and evaluation.

d. Conducts professional activities in conformance with the NASW Code of Ethics. Failure to do so may result in dismissal from the practicum program and the social work program.

e. Understands and complies with agency policies, regulations, and specific requirements regarding confidentiality.

f. Integrates academic knowledge, skills and theory by actively testing out such learning in practice.

g. Becomes knowledgeable about the use of community resources and the referral process.

h. Utilizes the supervision experience to further professional growth including the knowledge of self, practice theory, and skill development.

i. Practices ethnic sensitive social work.

5. The Faculty Liaison

a. Acts in place of a field instructor in an agency when the agency does not have a qualified field instructor available.

b. Becomes familiar with the agency purpose, responsibilities, client population, and staff.

c. Assists the student in the development of the learning agreement.

d. Meets with the student weekly to monitor progress and offer support.

e. Reviews and signs off on the student’s weekly logs.

f. Assists the student in documenting hours.

g. Participates in the student’s evaluation and prepares the final evaluation.
Selection of Agencies as Placement Sites and Criteria for Field Instructors

The Master of Social Work Program maintains a current listing of agencies throughout southeastern Idaho that meet qualifications as field instruction sites. New agencies are invited to complete the Agency Profile form (included below) and are subject to approval by the field director.

Title IV-E Child Welfare Scholar’s Stipend Program for Qualified, Accepted Students

Idaho State University Master of Social Work Programs’ partners with the Idaho Department of Health and Welfare to provide the Child Welfare Scholar’s Stipend Program for Social Work students interested in pursuing a career in the dynamic field of child welfare.

The program provides a stipend to help with tuition and fees to promising social work students who are committed to practicing social work in Idaho in the field of child welfare. The primary goal of the program is to prepare competent social workers in the areas of child welfare case management, foster care and adoption for career positions with IDHW, Family and Children’s Services (FACS).

Students accepted into the Child Welfare Scholars Program are placed in child welfare agencies in Idaho for their field practicum and have access to a variety of child welfare training opportunities and resources.

Interested students should contact the Title IV-E Scholars Coordinator or the field director.

A. Expectations of Agency and Practicum Setting

The selection of an agency as a field instruction setting is based on criteria related to the agency’s commitment to a shared responsibility for professional education and expertise of staff. The specific criteria for selecting placement settings include the following:

1. The presence of a solid commitment by the administrator and staff to provide professional, educational learning opportunities in cooperation with the social work program.

2. A licensed Master’s level social worker with a minimum of two years practice experience who agrees to act as field instructor for the Bachelor level student.

3. The willingness by participating personnel to provide students educationally guided experiences as contrasted to indiscriminate odd-job assignments or limited observations.

4. The ability and willingness of the agency to provide “hands-on” problem-solving practice experience.

5. The availability of staff who are willing and able to devote time to a student, in addition to their normal work load. As a rule of thumb, agencies are expected to provide at least an average of one hour of supervisory time per week, not including daily supervisory tasks.

6. The ability and willingness of the agency to offer a diverse practice setting in regards to factors including 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.

B. Procedure for Approving an Agency as a Practicum Site

1. Periodically, the social work program will solicit new field placements to insure a continuing variety of placement opportunities for students or area agencies will contact the program to investigate the possibility of becoming a placement agency. Upon contact the social work program field director will:
a. Correspond by mail, phone, or email with the potential new placement, explaining the criteria for selection of field placements and the structure of the field program and the overall social work program. The applicant agency will be asked to complete an Agency Application (included in this manual and posted online).

b. Potential Field Instructors will be asked to complete the application, Field Instructor Background Form (included in this manual and posted online).

c. Any additional information the agency might wish to send is also welcome such as organizational charts, service brochures, and pamphlets.

d. Upon receipt of the requested information, social work faculty conduct a review to assess reciprocity of agency standards and services with the goals and objectives of the social work program.

e. Any agency not accepted by the social work program can appeal to the Chair of the Department of Sociology, Social Work and Criminology.

f. Upon approval, agencies are added to the list of approved placement sites posted on the IPT password protected site.

g. Approval by the social work program does not mean that a student will be placed in the agency. Placement of a student is based on interest, student numbers and appropriateness of fit between the agency and the student.

C. Field Instructor Criteria

1. The social work program has established the following criteria for approval of persons as field instructors:

   a. Licensed Social Worker with two years post-graduate experience. Exceptions are evaluated individually.

   b. An Idaho Social Work License.

   c. Two years of experience in social work beyond the degree.

   d. Recommendation of the agency in which the applicant is employed.

   e. Approval by the social work program.


   g. Attendance at field instructor trainings typically offered each semester is strongly encouraged.

These criteria are standard. In some circumstances, an agency and/or field instructor not meeting the criteria will be considered.

D. Field Instructor Orientations

Orientation materials are provided to acquaint field instructors with practicum updates and role expectations. At the start of the new semester, training for all field instructors will be offered by the second week of the semester to review expectation and needs for effective practicum supervision. Topics covered include the learning agreement, learning objectives, evaluation process, and Intern Placement Tracking System (IPT). The orientation lasts one hour and is developed to access online to provide ease in training without travel. Additionally, training workshops are scheduled each semester for field instructors with the intent of skill and knowledge development and to assist in meeting continuing education requirements for state licensure. When offered, these workshops are provided free of cost (other than travel, etc.) to the field instructor.
Field Instructor University Affiliate Faculty Status and Application

1. Field Instructors may be appointed to Affiliate Faculty status under ISU Policies and procedures:

   Part 4. Personnel Policies > Section III. Academic Rank and Other Appointments
   > B. Academic Appointments > 3. Nontenure Track Appointments > e. Affiliate Faculty

   e. Affiliate Faculty

   Description and Conditions:

   (1) Restricted to part-time appointments either by the course or for other specific limited service; normally persons in this category are not compensated.

   (2) Appointed through academic departments and colleges, in accordance with University policy.

   (3) Possess appropriate credentials and/or expertise to serve as an instructor for a specific course or courses, or as a researcher/advisor for a specific project.

   (4) Appointed to one of the Affiliate Faculty titles in accordance with the qualifications of the appointee:

      Affiliate Instructor
      Affiliate Assistant
      Professor Affiliate
      Associate Professor
      Affiliate Professor

      Affiliate Clinical Instructor
      Affiliate Clinical Assistant
      Professor Affiliate Clinical
      Associate Professor
      Affiliate Clinical Professor

      Affiliate Clinical
      Research Associate
      Affiliate Research
      Instructor
      Affiliate Research Assistant
      Professor Affiliate Research
      Associate Professor
      Affiliate Research Professor

   (5) Governed by college/department policies relative to:

      (a) Participation in department meetings
(b) Participation in annual peer evaluations  
(c) Participation in annual evaluation of department chair  
(d) Eligibility for department travel funds  
(e) Research/service obligations

Duration:
Appointment as an Affiliate Faculty member is made for up to one (1) academic year upon recommendation of the Department Chair with approval of the Dean of the College and the Academic Vice President. Renewal of this status follows regular personnel procedures, except that the standards of nonreappointment do not apply.

Privileges:
(1) Use of the Computer Center and microcomputer laboratories for University-related business.
(2) Authorization to apply to granting agencies in the name of Idaho State University in accordance with University procedures.
(3) Issuance of a Faculty/Staff Bengal Card by the Office of Human Resources granting:
   (a) Library privileges;
   (b) Access to Reed Gym and associated facilities;
   (c) Check cashing privileges in the Student Union.
(4) Non-paid Affiliate Faculty are eligible for the issuance of a General Parking permit at no cost.
(5) Use of Computer Center.

Affiliate Faculty Nomination Form
https://www.isu.edu/media/libraries/academic-affairs/academic-policies/Affiliate_faculty_nomination-&-privileges.pdf
PRACTICUM POLICIES

Master of Social Work Program Requirements

Formal admission to the MSW Program is required. Program applications may be obtained online at the Master of Social Work Program Home Page. Students accepted to the program are required to meet with their advisor on a regular basis.

Statement on Absence From Class for Field Placement Activity

Social work students need to be absent occasionally from course work to participate in field placement activities. These choices are apt to be influenced by (1) pressing client service requirements that cannot wait for delayed action or (2) unique learning opportunities in agency programs where supervisors invite student participation. Decisions to miss classes for these reasons necessitate responsible choice by the student. This includes clarification to course instructors regarding planned activity at the agency. Such decisions also involve acceptance of responsibility by the student for determining class content and assignments which will be missed. Finally, such decisions also include student acceptance of risk in missing tests or participatory classroom activities which may not be repeated or made up.

It is important that the Social Work faculty and agency representatives have a mutual understanding that what each expects for the student learning experience may be important or necessary. We do not wish to “compete” with each other to determine which experience is most relevant to this purpose. Instead, students must make professional choices which weigh the constraints cited above.

Grievance Procedure

The Master of Social Work Program faculty encourage direct, professional communication between field instructors and students when concerns arise within the practicum setting. If resolution cannot be reached then the situation should be discussed with the Social Work Program Field Director. If resolution still cannot be reached the problem should come before the Social Work Program Director and Faculty Review Committee in accordance with the Student Review and Grievance Procedures outlined in the ISU Social Work Student Handbook found on the ISU Master of Social Work Home Page.

Finances

An agency is not expected to reimburse a student carrying out a practicum assignment unless there is a special agreement. If students are expected to use their automobiles in carrying out assignments they are subject to the policies of their agency. Other authorized expenditures will be treated in the same manner.

Practicum Students Employed in Social Service Agencies

The student’s practicum assignment must be clearly distinguished from regular employment activities and allow the student to integrate classroom learning with practical experience, expand knowledge, and practice new skills. The employed student must be given the opportunity afforded other practicum students to be in the observer and learner roles. The student’s practicum role must be consistent with his/her learning goals, objectives, and activities as outlined in the Learning Agreement. It is recommended that the student be assigned a practicum field instructor that is different from the regular work supervisor. The field instructor must be approved per ISU requirements for field instructors and spend at least one hour per week in the supervision of the student in his/her practicum role. All other practicum guidelines and assignments outlined in this manual shall apply. Students must complete the Employment-Based Field Practicum Plan and receive signed approval from the Field Director prior to beginning placement hours. (See Form in the Appendix section.)
Malpractice Insurance:

Students who have been admitted to the Master of Social Work Program are automatically charged a fee per semester for malpractice insurance coverage. The Social Work Program Field Director will provide a copy of the Student Malpractice Declaration certificate upon request by the field agency.

Workers’ Compensation Coverage:

Effective July 1, 2013, Idaho Codes §§ 72-102 and 72-205 were modified to change the existing statutes to require a university or college to purchase workers’ compensation coverage for students that fall under the definition of "a work experience student who does not receive wages while participating in the school's work experience program."

"Work Experience Student" means any person enrolled in a public institution of higher education of this state and who, as part of his/her instruction, is enrolled in a class or program for academic credit and for which the student, without receiving pay, is employed by, works for, or provides services to, a private or governmental entity. Students who meet this definition and are providing unpaid services ("working") off campus OR at an ISU location (clinics), are covered by the Idaho higher education policy and are eligible for some workers compensation benefits if they are injured on the job.

This would include students working under an affiliation agreement with a health care facility, student teachers, business majors, and others who may go out into the community and "work" internship hours in an unpaid setting to fulfill his/her practicum requirements for academic credit. However, it would not include students who are out in clinics observing in instructional settings but not providing services. It would not include students who are paid by the employer, whether or not they are receiving academic credit for the experience, as paid employees would be covered under the employer's policy.

Thus, in regards to social work students, the MSW practicum experiences fall under the category of “work experience student” as these internships involve service provision.

International Field Placements

The Master of Social Work Program strives to support individual student interest in international study abroad as a means to broaden understanding of cultural and diversity issues. Any international experience must include approval through Idaho State University International Programs Office. Students must follow all safety requirements and procedures as established through the International Programs Office. Please be aware that the approval process takes time and requires advanced planning so if you are interested in study abroad opportunities, contact your advisor and the International Programs Office at least two semesters in advance.

International Field Placements are considered on an individual basis and are dependent on compatibility of proposed university and agency programming with ISU Master of Social Work Program requirements for field placements. The proposed international placement agency must meet general agency requirements as outlined in the ISU Field Practicum Manual and be willing to provide an agency field instructor with appropriate social work degree qualifications and experience. The agency must be able to provide a generalist social work learning experience with opportunities to work in micro, mezzo, and macro practice settings with individuals, families, groups, organizations, and communities. The standard ISU Master of Social Work Program Learning Agreement will serve as a guide to structuring student placement experiences. Students are required to enroll in an online seminar course with assigned ISU faculty throughout the practicum placement.
Attendance and Holidays

University and agency holidays may be different. Conflicts between university and agency calendars should be negotiated with field instructors so that services to clients are maintained. Students should always be in the agency at agreed times. If impossible for reasons of illness or the like, then contact with the field instructor must be made. In cases of extended absences from the agency, arrangements must be made to make up this time.

Outside Employment

It is recommended that students not work at outside jobs when taking fieldwork. If students work, there must not be conflict with fieldwork assignments.

Non-Discriminatory Policy

The Master of Social Work Program at ISU does not discriminate 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. This policy is applicable to every aspect of the program.
PRACTICUM PLACEMENT FLOW CHART
ISU Master of SOCIAL WORK PROGRAM

Mid-semester prior to beginning practicum:
Student completes Application for MSW Practicum including:
1. Resume
2. Letters of Reference

Student schedules appointment and meets with ISU Field Director.

Student schedules interviews with Field Instructors at potential Field Practicum sites (2). Discuss mutual job expectations and learning objectives.

No Match. Review site list. Meet with Field Director as needed.

Decision by student and field instructor to proceed with placement. Notify ISU Field Director prior to semester start and provide assigned field instructor contact information. Student complete background check and other required

Begin placement first week of semester. Complete Learning Agreement, p. 1: agency orientation, work schedule, and supervision meeting time by first seminar class.

Draft Learning Agreement Week 1 and complete final copy by Week 2.

Student arranges agency visit for field instructor, student and field director to meet.
STUDENT LEARNING AGREEMENT

1. Nine Core Competencies and Practice Behaviors

Upon completion of the ISU Master of Social Work Program, students are expected to have achieved the Nine Core Competencies in per CSWE EPAS 2015. These nine competencies along with specific practice behaviors are detailed in the student Learning Agreement and Evaluation. In the MSW Field Practicum and Seminar courses, students will utilize social work knowledge, values, and skills, cognitive and affective processes and behaviors in order to demonstrate the achievement of these competencies through practice behaviors.

Review of the competencies and detailed practice behaviors should assist the student and the field instructor in describing individualized learning activities to be included in the learning agreement that are consistent with the goals of the practicum. The learning strategies are specific activities that the agency and field instructor and student have agreed upon that the student will participate in for the duration of the practicum. The learning activities should be described as specifically as possible. Learning activities which are required of all ISU Social Work students for seminar or program capstone assignments are already included on the Learning Agreement form.

The intent of the field practicum is to help students apply knowledge acquired in the classroom and develop generalist skills through beginning practice and exposure to multiple social work roles and methods of practice. A successful practicum is when the student is prepared for entry level practice or graduate education.

2. Learning Strategies and Activities

Clearly written learning strategies and activities in the agreement add structure to the student’s field efforts, individualize the experience, and delineate the process of evaluation. Learning Activities/Tasks enable a student to clearly demonstrate the stated outcome measures. Well-stated learning strategies are task specific and assist in critical performance review. The student and field instructor will work together to tailor these activities more specifically to meet individual student learning needs and agency setting.

Writing the Learning Agreement

1. Students

a. Review the nine core competencies and practice behaviors on the Learning Agreement.

b. Review the Learning Agreement rating scales. This tool will be used as part of the final evaluation and can indicate pre/post measure of growth if rated at the beginning of practicum, midterm and final evaluation times.

c. Make a list of the skills and knowledge that you would like to develop during the coming semester(s). This list may include skill deficits as well as skills and knowledge that you already possess but would like to develop further.

d. Pare the list down to a manageable size. Keep in mind career objectives, agency setting, past work and academic experience which may be applied to the field practicum.

e. Edit the shortened list and begin to tailor the activities to fit individual learning needs. Use the following guidelines:

   1. Be specific. Avoid global or general statements. Describe learning activity in terms that can be observed, evaluated or measurably achieved.
2. Write simple. It is not necessary to include jargon or buzz words.

3. Use examples if it will help reader understand the intent.

4. Learn to condense material (putting the emphasis on quality not quantity).

f. Learning activities often reflect a process which can be broken down into a number of smaller activities or steps. For example, the competency, “Engage, assess, intervene, and evaluate with individuals, families” can be broken down into the following learning activities:

1. Observe field instructor in the engagement, assessment and intervention process with an individual and/or family.

2. With field instructor, co-facilitate an assessment and intervention with a family.

3. Complete self-directed assessment and intervention sessions with a family.

4. Review tape or process recording with field instructor for feedback.

g. When possible, assign target dates for the completion of learning activities. Be specific for ways in which the outcomes can be evaluated. (Example: Submit written summary of learning in regards to engaging families to field instructor and discuss on Week 6.)

h. Set target dates for learning activities in accordance to a student’s block or concurrent placement.

Block students will need to receive a midterm grade at approximately 200 hours and concurrent students will be finished with their first semester placement at 200 hours. Establishing target dates for completion of particular activities will aid in assessment of student’s progress.

2. Field Instructors

The writing of the learning agreement is the responsibility of the student. However, the identification of learning strategies and activities cannot be accomplished without the field instructor’s direct comment, participation and orientation of the student to learning possibilities within the agency. The competencies and practice behaviors on the Learning Agreement are designed to facilitate direction, learning process, exposure to various fields of practice and specificity in performance and consequently, evaluation. A defined strategy or activity should be considered as an incremental step in the student’s development of knowledge and skill.

Questions or items for consideration:

1. What do I want this student to learn during his/her time with my agency?

2. What is the purpose of the learning strategy or activity?

3. Will it give the student an opportunity to practice the kind of behavior implied by the objective?

4. Does the activity build upon or encourage the student to examine knowledge or skills brought from past experience and/or the academic setting?

5. Does the activity challenge the student’s interest and provide satisfaction in carrying it out? Doing what one is familiar with or going through the motions, i.e. “busywork”, does not put demands on the student to increase competency.

6. Is there a balance between observational and participatory activities? It is important to provide ample opportunity for the student to put theory into practice.
7. **How feasible is the activity?** Once an activity is begun, there should be sufficient agency resources to assure its completion.

8. **Does the activity give the student opportunity to increase independent performance?** Activities should permit the student to progress from supervised to self-directed practice.

**EVALUATION AND GRADING**

There are two components to student evaluation:

1. The field experience comprised of completion of the agency based hours, agency and field instructor expectations, development and completion of the learning agreement, maintenance of signed weekly logs, and a satisfactory score from the final evaluation instrument completed by the field instructor.

2. Successful completion of the field seminar.

Any variance in this evaluation process must be agreed upon by the agency and field instructor, the social work program and the field director, and the student.

**SITE VISITS**

The field director will visit with the field instructor and the student two times during the semester. The first visit is to assist the field instructor and the student in clarification and development of the learning agreement and mutual expectations. The second visit is the semester or final evaluation. A midterm check will be made via telephone or email and is designed to assure progress towards the final evaluation. Second semester concurrent students may only receive one site visit from the field director unless otherwise requested. Field instructors and students are encouraged to request meetings with the field director at any time throughout the semester particularly if problems or issues arise that cannot be resolved within the agency or between the field instructor and the student. Professional responsibility and appropriate use of supervision suggests that the student attempt to do problem solving within the boundaries of the student-instructor relationship and the agency before involving the field director. In addition, continuing education is offered each semester, and all field instructors are invited to participate. Free or reduced cost Continuing Education Units (CEU’s) for Social Workers are offered to encourage attendance of field instructors.

**Evaluation of Practicum**

The evaluation of practicum and placement is designed to provide opportunity for input from all involved parties: the practicum student, field instructor and field director. The field practicum uses a letter grade system based on the accumulation of points which is specifically outlined in the syllabus. The final grade is assigned by the field director.

1. Evaluation of the student by the field director. The field director has the final responsibility in assigning student performance grade.

2. Evaluation of the student by the field instructor. The field instructor evaluates the student at the end of the semester. The Learning Agreement and Evaluation is the tool used for this purpose. The Field Instructor provides feedback to the student throughout the semester during weekly supervision sessions.
3. Evaluation of the field agency, field instructor and field practicum by the student. The student provides feedback regarding the agency placement, practicum experience and field instruction utilizing the Field Practicum Agency Evaluation form. The student is expected to provide feedback and discuss concerns with the field instructor throughout the semester.

4. Evaluation of the field director by the student. The student provides feedback to the field coordinator via the midterm and final course evaluation in the practicum seminar class.

5. Process of feedback by the field instructor into the practicum and the university curriculum and the field director regarding the effectiveness of the agency placement and field instructor. Agency visits and field instructor seminars will be utilized as a means of mutual feedback and evaluation.

On the Job at Your Field Placement
The Dos and Don’ts of Being a Practicum Student

Field placement is like being a teenager: you look like a grownup, sometimes act like a grownup (more on that below), but you’re not quite ready for independence. Adolescence is a confusing, conflicting time. Field placement can be that way, too. It’s not the same as being a professional social worker, but you’re not exactly playing pretend either. Here are some Dos and Don’ts for wading through these murky waters.

Do:

- **Look the part.** If you go to your field site looking like a college kid, that’s likely how you’ll be treated. This is especially important for setting boundaries with clients.
- **Demonstrate a desire to learn.** If you act like you know everything already, people are less likely to try and teach you. Your instincts may tell you to “fake-it-’til-you-make-it,” but humility and an eagerness to learn will open opportunities for growth.
- **Maintain healthy boundaries.** This is important with both clients and coworkers.

Don’t:

- **Bite off more than you can chew.** Part of developing your identity as a social worker means exploring all the learning avenues presented, but don’t take on too much. You have to balance your academic requirements with self-care, family and other competing obligations. Making time for life balance is an important skill to learn now, rather than after you’ve taken on the responsibilities of a full-time professional.
- **Fight your instincts when something feels off.** If you feel a conflict brewing, say something. If you’re concerned about meeting a learning need, process it. Trust your gut, whether you’re talking about an interpersonal conflict or a professional one.
- **Hesitate to ask for help if you need it.** There is no shame in seeking supervision early and often. The CSWE framework establishes multiple sources of supervision for a reason. If you feel like you need to consult multiple sources, do so, provided you do so within the bounds of confidentiality established by your university and field site.

The Murky Waters of Ethical Dilemmas

You should have received a copy of the NASW Code of Ethics from your faculty adviser or another resource provided by your university prior to beginning your field placement. Familiarize yourself with it before you report for your first day of practicum. Go to your first field seminar or meet with your field instructor prepared to ask clarifying questions.

If you find yourself in a murky situation, consult the social work professionals available to you through your field site, your seminar, your faculty, etc. The only stupid questions in these situations are the ones you don’t ask. Betsy Voshel, Director of Field Placement at the University of Michigan offers students the following advice: “One of my favorite sayings is ‘when in doubt, shout!’ Students need to learn how to engage in supervision so that they are comfortable seeking consultation related to any and all ethical dilemmas they may face. We work diligently in our school teaching a peer consultation model, as seeking consultation is a skill that will last a lifetime. All too often, students do not seek out support or discussion out of a fear they will be criticized or get in trouble. We need to recognize that we were all ‘rookies’ at one time or another and; therefore, social work field instructors need to recognize the importance of providing our ‘rookie’ students (or new employees for that matter) with a warm, supportive and caring learning environment.”
Some additional tips to avoid finding yourself in ethical hot water:

**Document. Document. Document.** Your field site should have policies and procedures in place for you to document your work with clients. You can also make notes for yourself regarding supervisory sessions, your field seminar, case staffings, etc. If you’re called on the carpet about something that happened six months ago, it’s unlikely you’ll remember all the details without notes to jog your memory.

**Consider investing in malpractice insurance before you begin field placement.** Some universities cover student malpractice as part of the cost of tuition. Others may require you to purchase malpractice insurance independently. Regardless of how you get it, insuring your professional practice is a smart thing to do. Some companies even offer reduced rates for MSW students.

**Join NASW.** Like the malpractice insurance companies, the National Association of Social Workers offers special membership rates to students (4). Among the wealth of benefits provided to members is the opportunity to consult with experts when dealing with an ethical dilemma or if you’re ever in need of legal consult (5).

**Supervision Savvy—Fostering Positive Relationships with your Supervisors**

Your field instructors are VIPs in your MSW education. Their evaluations may follow you as you pursue licensure by your state, and they’re likely to be important references for your first few job applications post-graduation. If you’re lucky, they may even be among the first to offer you a job as a professional social worker!

But before you get to any of that, the field instructor is an invaluable resource during your MSW program. They are your onsite mentor as you work with your first clients. Therefore, it’s vital that you have a good relationship in order to make the most of your practicum. Here are a few tips for making the most of this relationship:

**Approach them as their student.** In many cases, your MSW field coordinator handpicked these social workers to supervise you. They have been deemed excellent sources of social work learning. Treat them as you would any member of your social work faculty.

**Respect their time.** A lot of field instructors agree to take on practicum students in addition to their existing responsibilities without changes in pay or job duties. Respect their time by being on time for appointments, scheduling meetings in advance and always asking if they have time to talk. You’re more likely to get their full attention if they’re not preoccupied with their own clients, other meetings, or being interrupted during a rare lunch break.

**Address concerns when they happen, rather than after they spiral.** Schedule a regular supervision meeting and be consistent in your attendance. Feel like you’re not getting the supervision you need? Mention it when you feel it. If you find yourself in a situation where you feel uncomfortable addressing a problem with your field instructor directly, take it to your faculty adviser, field seminar instructor or other designated faculty member before it festers.

**What to Do if Problems Arise**

Every road has bumps, even those paved with the best of intentions. These can be minor miscommunication about your hours, or major SNAFUs, such as your agency assigning you to serve as the office secretary rather than with clients. As a student, you may feel powerless to address on-the-job problems…but you’re not.

In many cases, your university will provide you with a handbook (or perhaps something less formal) for field education that outlines your goals, rights and responsibilities. Your field instructor will also lay out expectations at your site, agency rules and regulations, and you may even sign a learning contract stipulating each party’s duties. Even with all these safeguards in place, problems inevitably arise in every workplace. You may have a personality conflict with a colleague or your field instructor. Agency changes or competing responsibilities may lead to oversights. If you can address concerns with your field instructor directly, that’s usually the best way to maintain a positive relationship.

However, sometimes that’s not easy, or you may not know how to go about it. That’s why your university provides a variety of other professionals to provide support. These include your field seminar instructor, faculty adviser or the school’s director of field education. Your university has procedures for when students have grievances at the field site. If you’re not familiar with these procedures, ask or consult your school’s aforementioned field education handbook.

Approach the situation as someone looking for a solution, rather than someone who simply sees a problem for other people to solve. At the end of the day, everyone’s goal is the same: for you to get the most out of your field education experience.

**You’ve Survived Field Education…Now What?**

As you near graduation, there will be loose ends to tie, and field education is no exception. Here are some steps to take as you near the finish line.
• **Prepare your clients for termination.** You’ll receive a lot of guidance about termination during your coursework, but it’s something to process with your field instructor, too. Your agency will need a plan for your clients after you finish your hours. Give yourself, and the people you are serving, several weeks to prepare.

• **Make sure the work you leave behind makes sense.** Don’t let the end-of-semester stress make you sloppy. Your clinical notes, treatment plans and other paperwork will need to be accessible and sensible to the person taking over your cases. Be sure everything is organized and up-to-date.

• **Give your field instructor plenty of time to do their end-tying.** In addition to your evaluation, you may need to request letters of recommendation, references or additional paperwork for your licensure. Don’t plan to give this pile to your field instructor a couple days before it’s due. Remember, a lack of planning on your part does not constitute an emergency on theirs.

• **Be grateful and gracious.** You’ve spent hundreds of hours at your field site. Take a serious moment to thank your supervisors and colleagues for the effort they have put into your training. Solidify those relationships you may need for the future.

• **Even if you’re not leaving, take time to terminate with your field instructor.** Even if you’re working at the same agency, your relationships will change when you graduate. You’re a professional social worker now, not a practicum student. Communicate with your team about how that will change your expectations and theirs.

**Additional Resources:**

**NASW Press Journal Online**
Free to access with NASW membership, this is a great research tool for students who will utilize journal articles for papers and research projects throughout their graduate program.

**Be a Social Worker**
A great resource for prospective social work students. It even includes an informal quiz to measure what kind of social worker you’ll be.

**Substance Abuse & Mental Health Service Administration (SAMHSA)**
Government resource for mental health practitioners. Includes free TIP guides and other resources related to specific areas of practice.

**SocialWorkChat.org**
An online social media community for social workers. Get support and “meet” other social workers in your practice area.

**Social Workers Speak**
A media roundup related to social work. Information and editorials on social workers as portrayed in movies, books and other media. Advocacy for accurate portrayal of our practice.
Prior to beginning practicum placement, students should review ethical codes, laws and policies as provided in the links below.

NASW Code of Ethics

Idaho Social Work Examiners Laws and Rules

CSWE Educational Policy and Accreditation Standards
Idaho State University’s Master of Social Work program is accredited by the Counsel of Social Work Education (CSWE). For the most current update of the accreditation standards and program expectations, please see CSWE at https://www.cswe.org/Accreditation
APPENDIX

Forms
MSW Survey

Hello,

We are using this survey to gather information to aid in setting up interviews for practicum placement. Please enter your responses and click submit to enter your information for our practicum director.

Please contact me if you have any questions.

Thank you,

Kevin

~ ~ ~ ~ ~ ~ ~ ~ ~
Kevin Owens, BA
Administrative Assistant
208-282-3377 socwork@isu.edu

Please provide your most current contact information:

* Required

Email address *

Phone number *

xxx-xxx-xxxx
Practicum Information

**Practicum area of interest (1st choice):** *
Choose from the dropdown menu below.

- Aging/Gerontological Social Work
- Alcohol, Drug, or Substance Abuse
- Child Welfare
- Community Planning
- Corrections/Criminal Justice
- Developmental Disabilities
- Family Services
- Health
- Mental Health or Community Mental Health
- Occupational/Industrial Social Work
- School Social Work

**Practicum area of interest (2nd choice):**
Choose from the dropdown menu below.

- Aging/Gerontological Social Work
- Alcohol, Drug, or Substance Abuse
- Child Welfare
- Community Planning
- Corrections/Criminal Justice
- Developmental Disabilities
- Family Services
- Health
- Mental Health or Community Mental Health
- Occupational/Industrial Social Work
- School Social Work

*If other:*

**City:** *
please tell us which city you would be interested in doing your practicum.
**Agencies:**
If there are any agencies where you would like to complete your practicum, please identify them here (placement not guaranteed). Please tell us the agency name, and its location (optional).

______________________

______________________
Admission type/Study track

Admission type and study track that you wish to pursue: *
Choose from the dropdown menu below.

- Advanced Standing Admission/One-Year, Full-Time Study
- Advanced Standing Admission/Two-Year, Part-Time Study
- Standard Admission/Two-Year, Full-Time Study
- Standard Admission/Four-Year, Part-Time Study

A copy of your responses will be emailed to the address you provided

Powered by

Google Forms
EMPLOYMENT-BASED FIELD PRACTICUM PLAN

Student Name ___________________________ Date ________________________

Telephone ___________________________ Email ________________________

Agency Name ___________________________

Address: ________________________________

Supervisor Name ___________________________

Telephone ___________________________ Email ________________________

Field Instructor Name ___________________________ Degree ________________________

Telephone ___________________________ Email ________________________

(Proposed Field Instructor must complete the Field Instructor Background Form and be approved per ISU Social Work Program requirements.)

Description of student's current employed title, role, and duties:

Description of student's proposed field experience within the agency setting: (See ISU Practicum Manual regarding policy requirements. Note how the practicum experience will be different from student's regular job assignment and duties and enable the student to experience new learning and application of social work skills.)

Describe how student's workload will be adjusted to accommodate the practicum hours:

Signatures:

Student: ___________________________ Date of Plan Submission: ________________________

Agency Supervisor: ___________________________ Date: ________________________

Proposed Field Instructor: ___________________________ Date: ________________________

Approved as indicated by Field Director signature: ___________________________ Date: ________________________

Rev: 10/12/2017 ko
LEARNING AGREEMENT

Idaho University
Social Work Field Practicum

Date:

Student Information
Name:
Telephone:

Agency Field Instructor Information
Name:
Telephone:
Agency Name:
Street Address:
Semester: [ ] Fall  [ ] Spring  Placement: [ ] Block  [ ] Concurrent

Practicum Work Schedule:
Total Hours Per Week:
Weekly Meeting Time with Field Instructor:
Agency Orientation and Staff Introductions: Date Completed:

Statement of Agreement: I have read and understood my role and responsibilities as outlined in the SUA Practicum Manual and agree to fulfill my responsibilities as written.

Student/Date:  Field Instructor/Date:  Field Director/Date:

SAVE WORK

Is the student employed in the agency? [ ] Yes  [ ] No  [ ] NA
If so, has the employed student been evaluated and approved by the Field Coordinator? [ ] Yes  [ ] No  [ ] NA

Instructions:
The Learning Agreement is the guiding document for students to assess their own integrating social work knowledge, values, skills, and ethics. The listed competencies and practice behaviors are directly tied to the Practicum site. Students are expected to be proactive in their learning and are responsible for prioritizing their placement. Successful completion of these assignments demonstrates the student's proficiency of achievement for graduation from the Social Work Program. Additional instructional learning activities are designed by the student and field instructor to meet the student's learning needs and agency opportunities. Please see the SUA Practicum Manual for further information regarding the Learning Agreement.

The Learning Agreement must be completed and signed by the third week of placement. The final placement will be reviewed and approved by the Field Coordinator. The student will complete a minimum of six evaluation forms during the placement. These forms must be submitted to the Field Coordinator by the end of the term. The forms will be evaluated and returned to the student. Field instructors should be prepared to discuss their performance with the student and provide constructive feedback to support student learning.

At the end of the semester, the student will present a seminar to the field instructor and the student. The seminar will be evaluated by the field instructor on a five-point scale, which will allow for more focused and helpful discussion. The final evaluation will be submitted to the Field Coordinator. The student's final grade is assigned by the field instructor, according to the syllabus guidelines.

Explanation of Evaluation Rating Scale:
5. Excellent; consistently performs (Letter Grade-A)
4. Good; consistently able to perform the skill (Letter Grade-B)
3. Adequate; more practice is desirable (Letter Grade-C)
2. Marginal; needs practice and assistance (Letter Grade-D)
1. Unacceptable; does not meet minimal level of performance (Letter Grade-F)
0. No opportunity to observe; too basic for evaluation

Competency 1: Demonstrate Ethical and Professional Behavior.

Student is able to:

<table>
<thead>
<tr>
<th>Nature of Ethical Decision Making and Research Conduct</th>
<th>Student Pre-Placement Self-Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics, if any appropriate or relevant.</td>
<td>▼</td>
</tr>
<tr>
<td>b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td>▼</td>
</tr>
<tr>
<td>c. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.</td>
<td>▼</td>
</tr>
<tr>
<td>d. Use technology ethically and appropriately to facilitate practice outcomes.</td>
<td>▼</td>
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<tr>
<td>e. Use supervision and consultation to guide professional judgment and behavior.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Student/Agency Identified</th>
<th>Field Instructor Evaluation Comment</th>
<th>Student Pre-Placement Self-Rating</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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Seminar/Capstone Requirements
1. Weekly Logs/Critical Reflection
2. Bio-Psycho-Social-Spiritual History/CASE Presentation

### Competency 2: Engage Diversity and Difference in Practice

The student demonstrates...

- a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

The student is able to...

- a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- b. Engage in practices that advance social, economic, and environmental justice.

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

The student is able to...

- a. Use practice experience and theory to inform scientific inquiry and research.
- b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- c. Use and translate research evidence to inform and improve practice, policy, and service delivery.
### Competency 5: Engage in Policy Practice

<table>
<thead>
<tr>
<th>The student is able to...</th>
<th>Student Pre-Placement Self-Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
<td>▼</td>
</tr>
<tr>
<td><strong>b.</strong> Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
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</tr>
<tr>
<td><strong>c.</strong> Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
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<table>
<thead>
<tr>
<th>Learning Activities/Tasks</th>
<th>Field Instructor Evaluation Comment</th>
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</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
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<td><strong>2.</strong></td>
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<td><strong>3.</strong></td>
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<table>
<thead>
<tr>
<th>Seminar/Capstone Requirements</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Weekly Logs/Critical Reflection</td>
<td></td>
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<tr>
<td><strong>2.</strong> Agency Presentation</td>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>The student is able to...</th>
<th>Student Pre-Placement Self-Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
<td>▼</td>
</tr>
<tr>
<td><strong>b.</strong> Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Activities/Tasks (at least one per level, i.e. micro, mezzo, macro)</th>
<th>Field Instructor Evaluation Comment</th>
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<tbody>
<tr>
<td><strong>1.</strong></td>
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<td><strong>2.</strong></td>
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<td><strong>3.</strong></td>
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<table>
<thead>
<tr>
<th>Seminar/Capstone Requirements</th>
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</thead>
<tbody>
<tr>
<td><strong>1.</strong> Weekly Logs/Critical Reflection</td>
<td></td>
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<tr>
<td><strong>2.</strong> Frameworks Papers</td>
<td></td>
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<tr>
<td><strong>3.</strong> Research Project</td>
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<tr>
<td><strong>4.</strong> Case Presentations/Bio-Psycho-Social-Spiritual Els</td>
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### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>The student is able to...</th>
<th>Student Pre-Placement Self-Rating</th>
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</thead>
<tbody>
<tr>
<td><strong>a.</strong> Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
<td>▼</td>
</tr>
<tr>
<td><strong>b.</strong> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
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</tr>
<tr>
<td><strong>c.</strong> Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
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</table>

Learning Agreement

1. Select appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of clients and constituencies.
   - Micro Level (Individuals, Families)
   - Mezzo Level (Groups)
   - Macro Level (Organizations and Communities)

Learning Activities/Tasks: (at least one per system level, i.e. micro, mezzo, macro).
1. 
2. 
3. 

Seminar/Capstone Requirements:
1. Weekly Logs/Critical Reflection
2. Frameworks Papers
3. Research Project
4. Case Presentations/Bio-Psycho-Social-Spiritual Hx

SAVE WORK:

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

The student is able to...

a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
   - Micro Level (Individuals, Families)
   - Mezzo Level (Groups)
   - Macro Level (Organizations and Communities)

b. Apply knowledge of human behavior and the social environment, persons-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
   - Micro Level (Individuals, Families)
   - Mezzo Level (Groups)
   - Macro Level (Organizations and Communities)

c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
   - Micro Level (Individuals, Families)
   - Mezzo Level (Groups)
   - Macro Level (Organizations and Communities)

d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
   - Micro Level (Individuals, Families)
   - Mezzo Level (Groups)
   - Macro Level (Organizations and Communities)

e. Facilitate effective transitions and endings that advance mutually agreed-on goals.
   - Micro Level (Individuals, Families)
   - Mezzo Level (Groups)
   - Macro Level (Organizations and Communities)

Learning Activities/Tasks: (at least one per system level, i.e. micro, mezzo, macro).
1. 
2. 
3. 

Seminar/Capstone Requirements:
1. Weekly Logs/Critical Reflection
2. Application of Frameworks/Interventions
3. Research Project
4. Case Presentations/Bio-Psycho-Social-Spiritual Hx

SAVE WORK:

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

The student is able to...

a. Select and use appropriate methods for evaluation of outcomes:
   - Micro Level (Individuals, Families)
   - Mezzo Level (Groups)
# Learning Agreement

**Micro Level (Organizations and Communities)**

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

**Micro Level (Individuals, Families)**

**Macro Level (Groups)**

**Macro Level (Organizations and Communities)**

c. Critically analyze, monitor, and evaluate interventions and program processes and outcomes.

**Micro Level (Individuals, Families)**

**Macro Level (Groups)**

**Macro Level (Organizations and Communities)**

d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Micro Level (Individuals, Families)**

**Macro Level (Groups)**

**Macro Level (Organizations and Communities)**

## Learning Activities/Tasks: (at least one per system level; i.e., micro, mezzo, macro)

<p>| | |</p>
<table>
<thead>
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</tbody>
</table>

## Seminar/Clinical Requirements

1. Weekly Log/Critical Reflection
2. Application of frameworks, interventions
3. Research Project

---

**Field Instructor:**

**Evaluating Comment:**

---

**Total Points:** [Total Possible=90]

For those students granted a Title IV-E stipend, there is an additional section of evaluation below.

### Title IV-E: Child Welfare Scholar

<table>
<thead>
<tr>
<th>Practice Behaviors/Outcomes Student is able to...</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Pre-Placement Rating for Learning Agreement.</td>
<td>▼</td>
</tr>
<tr>
<td>Review and become familiar with the Child Welfare competencies and exhibit an ability to abide by them.</td>
<td>▼</td>
</tr>
<tr>
<td>Participate in PRIDE activities as determined by student team and learning activities within the agency.</td>
<td>▼</td>
</tr>
<tr>
<td>Demonstrate commitment and enthusiasm for the profession of social work and public child welfare practices.</td>
<td>▼</td>
</tr>
</tbody>
</table>

Summary: What is your signed-off statement of the work that has been completed?

**Student:**

**Field Instructor:**

---

**IDAHO STATE UNIVERSITY**

**SOCIAL WORK FIELD PRACTICUM**

Sign and return this portion after writing the proposed learning agreement activities/tasks (Due: 3rd week of semester)

**Student Signature**

**Agency Field Instructor Signature**

**Field Director Signature**

Sign this portion after completing the Final Evaluation (Due: Final week of semester)

**Student Signature**

**Agency Field Instructor Signature**

**Faculty Field Director Signature**

---

10/24/2017

Learning Agreement

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

Printable Version

# ISU Social Work Program

## Weekly Practicum Log

**Student Name:**

**Log of ___ of 15**

To receive full credit, each entry must:

1. Be submitted on time. See syllabus.
2. Contain at least two substantial entries which demonstrate reflection and critical thinking (i.e., not just a recitation of weekly activities and facts). Substantial items reflect one or more of the following: 1) a challenge, 2) an ethical decision-making opportunity, 3) an insight to self-awareness, 4) application of social work theory, frameworks, models, interventions, or research evaluation.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Narrative – Describe Learning Experiences, Apply, and Integrate with Social Work Theory and Concepts</th>
<th>Hours</th>
<th>Field Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

**Student Signature:**

**Supervision Meeting Date:**

**Hours:**

**Cum. Hours:**

**Field Instructor Signature:**

**Topics Covered:**

**Progress:**

**Field Director Comments:**

**Field Director Signature:**

**Note:** You must click on the "SAVE" button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.


---

45
# Idaho State University Social Work Program

## Field Instructor Background Form

### CURRENT INFORMATION

<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAIL</td>
<td>TELEPHONE</td>
</tr>
<tr>
<td>AGENCY NAME</td>
<td>TITLE AT AGENCY</td>
</tr>
<tr>
<td>AGENCY ADDRESS</td>
<td>DATE EMPLOYMENT BEGAN AT THIS AGENCY</td>
</tr>
</tbody>
</table>

### JOB DESCRIPTION AND ROLE AT THIS AGENCY

| SOCIAL WORK LICENSE NUMBER AND CERTIFICATION | TOTAL YEARS POST SOCIAL WORK DEGREE EXPERIENCE |

### EDUCATION

<table>
<thead>
<tr>
<th>FIRST DEGREE</th>
<th>FIRST COLLEGE/UNIVERSITY</th>
<th>FIRST GRADUATION YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECOND DEGREE</td>
<td>SECOND COLLEGE/UNIVERSITY</td>
<td>SECOND GRADUATION YEAR</td>
</tr>
</tbody>
</table>

### SOCIAL WORK EMPLOYMENT HISTORY

<table>
<thead>
<tr>
<th>FIRST AGENCY</th>
<th>YEARS WITH FIRST AGENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE AT FIRST AGENCY</td>
<td></td>
</tr>
<tr>
<td>SECOND AGENCY</td>
<td>YEARS WITH SECOND AGENCY</td>
</tr>
<tr>
<td>TITLE AT SECOND AGENCY</td>
<td></td>
</tr>
<tr>
<td>THIRD AGENCY</td>
<td>YEARS WITH THIRD AGENCY</td>
</tr>
<tr>
<td>TITLE AT THIRD AGENCY</td>
<td></td>
</tr>
</tbody>
</table>

### EXPERIENCE AS A PRACTICUM FIELD INSTRUCTOR

---

Submit Form to:

Field Director
Justin Scott Lee at [leejus2@isu.edu](mailto:leejus2@isu.edu)
Idaho State University Social Work Program
Online Practicum Agency Profile

This practicum Agency Profile form is utilized by students when they are determining placement preferences. This information will be accessible to students and staff. Clear descriptions of the agency and learning activities will assist students and faculty in best assessing the potential fit for a particular student and agency.

<table>
<thead>
<tr>
<th>Agency Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agency Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact</th>
<th>Phone:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Web URL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Agency Director</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agency Mission/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Client Population Served</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Services Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Practicum Descriptions:

**Senior Field Practicum: 400 hours**
Depending on student and agency preference, students may either complete a Block placement (400 hours; one 16 week semester; 28 hours per week. 200 hours must be complete in the first 8 weeks) or a Concurrent placement (200 hours; two 16 week semesters; 12.5 hours per week). Students should receive one hour of weekly supervision by a licensed BSW or MSW with two years post degree experience.

**Junior Practicum Experience: 60 hours**
Students are required to complete 60 hours with at least 40 hours involved in shadowing/observing a social worker completing intakes, social histories, file review, etc. Twenty (20) hours may be hands-on volunteer work such as food distribution with the same social service agency or another agency.

**Group Practicum Experience: 12 hours**
Students are required to observe-shadow an educational or treatment group within an agency.

<table>
<thead>
<tr>
<th>Number of student placements available</th>
<th>Prefer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Senior: Block [ ] Concurrent: [ ]</td>
</tr>
<tr>
<td></td>
<td>Junior: [ ] Ind/Family: [ ] Group: [ ]</td>
</tr>
</tbody>
</table>

Rev: 10/11/2017
Idaho State University Social Work Program
Online Practicum Agency Profile

<table>
<thead>
<tr>
<th>Areas of knowledge students should be aware of before beginning a field experience with your agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>![ ] Individual (micro)</td>
</tr>
<tr>
<td>![ ] Communities (macro ~ Outreach, organizing, advocacy, networking)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Briefly describe program, learning activities, and/or services that a student may likely be involved in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience with diverse client populations (i.e. ethnicity, culture, race, age, gender, preference, people with disabilities, socioeconomic) is desirable.</td>
</tr>
</tbody>
</table>

**PLEASE NOTE**

Non-Discriminatory Policy and Vulnerable Populations

The Social Work Program at ISU does not discriminate on the basis of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Readings, lectures, class discussions and assignments include content on diversity and vulnerable populations.

<table>
<thead>
<tr>
<th>Describe experiences available at your agency</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Hours available for students to work within your agency</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Stipend available</th>
</tr>
</thead>
<tbody>
<tr>
<td>![ ] Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are students required to use their own cars</th>
</tr>
</thead>
<tbody>
<tr>
<td>![ ] Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transport clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>![ ] Yes</td>
</tr>
</tbody>
</table>

Field Instructor availability

List MSWs or BSWs available in the agency to supervise students.
(Each Field Instructor must also submit a Field Instructor Background Form)

<table>
<thead>
<tr>
<th>Supervisor name</th>
<th>job title</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supervisor degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>![ ] BSW</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>degree year</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supervisor name</th>
<th>job title</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supervisor degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>![ ] BSW</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>degree year</th>
</tr>
</thead>
</table>

Return form to Field Director: Justin Scott Lee at jessus2@isu.edu

Rev: 10/11/2017
By signing and dating this Confidentiality Understanding, the undersigned Student indicates an understanding of, and agrees to be bound by, a certain Affiliation Agreement between

________________________ (Agency),

Name of practicum placement

and IDAHO STATE UNIVERSITY on behalf of its MASTER OF SOCIAL WORK PROGRAM (“Program”).

As a material part of any consideration that Student provides to Agency in exchange for Agency allowing the Student’s practicum education at Agency, Student confirms that any client information acquired during the practicum education is confidential, and Student at all times must maintain the confidentiality of and not disclose this information, whether during the practicum education or after it has ended.

Student further must abide by the applicable rules and policies of both Agency and Program while at Agency. Student understands that, in addition to other available remedies, Agency immediately may remove the Student and terminate the Student’s practicum education if Agency considers the Student to endanger any client, breach client confidentiality, disrupt Agency’s operation, or not to comply with any request by Agency including its supervisory staff.

Student further acknowledges that Agency staff and Program staff will communicate on a regular basis regarding the performance and needs of the student, including issues of discipline or deficits as seen by Agency staff.

I have read, understand and agree to abide by this Confidentiality Understanding.

__________________________________________ Date

Student’s Signature

__________________________________________ Date

Student’s Name (Print)

__________________________________________ Date

Field Director (Signature)

_____________________________

Field Instructor Name and Title (Print)

Original: Department Affiliation Agreement/Release of Information Files
Student Name: _________________________ Student ID Number: _________________________

(please print)

I give permission for the Idaho State University to release my education records, including my criminal background check, immunization records, first aid/CPR certification and any other personally identifiable information to:

(name of practicum site) ________________________________________________________________ and

(name of practicum site) ________________________________________________________________

and to any other facilities where I may participate in practicum coursework.

The purpose of this release is to convey information relative to my participation in practicum course(s).

I understand that under the Family Educational and Privacy Rights Act, 20 USC 1232g I have the right not to consent to the release of my education records.

This consent shall remain in effect until revoked by me, in writing, and delivered to ______________________, but any such revocation shall not affect disclosures made prior to receipt of my written revocation.

_________________________________________  __________________________
Student Signature                        Date
SITE VISIT REPORT

Date: ___________________________

Agency Name: _______________________________________________________

Field Instructor: ______________________ Student: ______________________

Brief Review of Field Experience :
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Does the field education experience meet the course objectives of the practicum?  Yes ___ No ___

Placement Strengths: _________________________________________________
____________________________________________________________________
____________________________________________________________________

Any Concerns/Recommendations: ________________________________________
____________________________________________________________________
____________________________________________________________________

Proposed Resolution or Plan of Action to Address Concerns/Recommendations: ______________________
____________________________________________________________________
____________________________________________________________________

Follow-Up Plan: ______________________________________________________
____________________________________________________________________

Signatures:

_____________________________________________  Date

Field Instructor

_____________________________________________  Date

Field Director

_____________________________________________  Date

Student
STUDENT EVALUATION OF FIELD PRACTICUM

Your feedback is essential in assisting us to maintain high quality practicum experiences for social work students and improve field education. Information from this survey is confidential. However, in the interests of promoting direct communication, you are encouraged to share your perceptions with your field instructor as well.

Agency: ___________________________ Field Instructor: ___________________________

Student Name (optional): ___________________________ Date: ___________________________

Please rate each item according to the following scale:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No comment or unable to rate</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

My Field Instructor:

1. Has a sound knowledge of his/her area of social work practice.
2. Is committed to professional social work ethics.
3. Is knowledgeable about current trends in social work and applies them in practice.
4. Clearly defines expectations of the student.
5. Provides clear structure and format for the supervisory relationship.
6. Commits to the supervisory relationship by ensuring regularity and consistency of meetings.
7. Serves as a professional role model by engaging in ethical, competent practice.
8. Utilizes a variety of supervisory techniques and is responsive to my professional needs and stage of development.
9. Assigns tasks and activities based on my level of experience, training and goals.

The Field Agency:

1. The agency’s philosophy is compatible with the values and ethics of the social work profession.
2. The administration and staff respect students and accept the educational focus of the program of field instruction.
3. The agency provides appropriate learning activities which encourage student professional growth.
4. The agency makes adequate space and resources available for student use.
5. The agency provides an atmosphere conducive to learning.

Additional Comments: ________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Updated July 2012
### Midterm Evaluation for Concurrent Students

**Student:**

**Field Instructor:**

**Semester:**

**Year:**

#### Evaluation Rating Scale:

- **5:** Excellent, highly competent
- **4:** Good, consistently able to perform in the competency area.
- **3:** Adequate; more practice is desirable
- **2:** Marginal; needs practice and assistance
- **1:** Unsatisfactory; does not meet minimal level of performance
- **0:** No opportunity to observe; no basis for evaluation

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Student Self-Rating</th>
<th>Field Instructor Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Engage Diversity and Difference in Practice</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Engage in Evidence-informed Research and Research-informed Practice</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Engage in Policy Practice</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Assess Individuals, Families, Groups, Organizations, and Communities</td>
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<td>[ ]</td>
</tr>
<tr>
<td>Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Progress towards Completing Learning Activities/Goals</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

#### Student strengths:

#### Student needs:

**Do you need any additional support from the Field Director (i.e. contact, clarification, etc)?**

[ ] [Please Specify]:

[Click to sign Completed Document]

**STUDENT**

[Click to sign Completed Document]

**FIELD DIRECTOR**

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

[SAVE]

**Printable Version**

### SOWK 4476 Evaluation

**Idaho State University**  
**Social Work Field Practicum**

**SOWK 4476 Evaluation**  
*(To Be Completed at Midterm for Full-Time Students and First Semester for Concurrent Students)*

**Student:**  
**Field Instructor:**

**Evaluation Rating Key:**  
When evaluating, keep in mind that you are rating a Student Social Worker at completion of 200 hours. The student needs to be able to show competency in the area and exhibit independent thinking while seeking advice and consultation essential for the learning process.

**Explanation of Evaluation Rating Scale:**

- **5 Excellent; highly competent, can independently perform**  
  - (Letter Grade: A)
- **4 Good; consistently able to perform the skill**  
  - (Letter Grade: B)
- **3 Adequate; more practice is desirable**  
  - (Letter Grade: C)
- **2 Marginal; needs practice and assistance**  
  - (Letter Grade: D)
- **1 Unsatisfactory; does not meet minimum level of performance**  
  - (Letter Grade: F)
- **0 No opportunity to observe; no basis for evaluation**

| Competency  | Demonstrate Ethical and Professional Behavior.  
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student is able to...</td>
<td>Student Self-Rating</td>
<td>Field Instructor Rating</td>
</tr>
<tr>
<td>1.</td>
<td>Apply the standards of the NASW Code of Ethics in making ethical decisions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrate professional domains in behavior, appearance, and communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Use supervision and consultation to guide professional judgment and behavior.</td>
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<td></td>
</tr>
</tbody>
</table>

| Competency  | Engage diversity and difference in practice.  
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</thead>
<tbody>
<tr>
<td></td>
<td>Student is able to...</td>
<td>Student Self-Rating</td>
<td>Field Instructor Rating</td>
</tr>
<tr>
<td>5.</td>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice.</td>
<td></td>
<td></td>
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</tbody>
</table>

| Competency  | Advance human rights and social, economic, and environmental justice.  
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student is able to...</td>
<td>Student Self-Rating</td>
<td>Field Instructor Rating</td>
</tr>
<tr>
<td>6.</td>
<td>Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems levels.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Competency  | Engage in practice-informed research and research-informed practice.  
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student is able to...</td>
<td>Student Self-Rating</td>
<td>Field Instructor Rating</td>
</tr>
<tr>
<td>7.</td>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Competency  | Engage in policy practice.  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student is able to...</td>
<td>Student Self-Rating</td>
<td>Field Instructor Rating</td>
</tr>
<tr>
<td>8.</td>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Competency  | Engage with individuals, families, groups, organizations, and communities.  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student is able to...</td>
<td>Student Self-Rating</td>
<td>Field Instructor Rating</td>
</tr>
<tr>
<td>10.</td>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Competency  | Assess individuals, families, groups, organizations, and communities.  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student is able to...</td>
<td>Student Self-Rating</td>
<td>Field Instructor Rating</td>
</tr>
<tr>
<td>11.</td>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Apply knowledge of human behavior and the social environment, person-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Competency  | Intervene with individuals, families, groups, organizations, and communities.  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student is able to...</td>
<td>Student Self-Rating</td>
<td>Field Instructor Rating</td>
</tr>
<tr>
<td>13.</td>
<td>Critically choose and implement interventions to achieve practice goals.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SOWK 4476 Evaluation

<table>
<thead>
<tr>
<th>Competency</th>
<th>Student Self-Rating</th>
<th>Field Instructor Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Select and use appropriate methods for evaluation of outcomes.</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td>15. Overall Learning Agreement, Activity and Task Progress</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td>Total Points (Total Possible = 75)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Narrative Feedback:** (i.e. appraisal of work and placement to date; progress toward completing learning activities, strengths, needs, etc.):

**Student:** 

**Field Instructor:** 

Do you need additional support/information/clarification from the Field Director? ▼

**Signatures:**

[Click to sign Completed Document]

[Click to sign Completed Document]

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

CLOSE  SAVE

**Printable Version**
Idaho State University

Master of Social Work

GRADUATE STUDENT HANDBOOK

April 29, 2018
Welcome to the Master of Social Work Program at Idaho State University! A career in social work is filled with meaning, action, diversity and satisfaction. As Social Work Program Faculty, we are honored to be a part of your educational and career journey.

This handbook is designed to familiarize you with the field of Social Work, the ISU Master of Social Work Program, and student resources. A copy of the Student Handbook is available on our program homepage http://www.isu.edu/sociology/socialwork/index.shtml or in hard copy form in our offices at the Kegel Liberal Arts Building, #323.

We encourage student involvement and welcome your questions, comments, and concerns.

Best Wishes!

ISU Master of Social Work Program Faculty
Telephone: (208) 282-3377
Fax: (208) 282-4733

Non-Discriminatory Policy
The Master of Social Work Program at ISU does not discriminate 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. This policy is applicable to every aspect of the program.
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Social Work: A Professional Career

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

(CSWE Educational Policy and Accreditation Standards, 2015)

Professional social workers assist individuals, groups, and communities in restoring or enhancing their capacity for social functioning, while creating societal conditions favorable to their goals. The practice of social work requires knowledge of human development and behavior, of social, economic and cultural institutions, and of the interaction of all these factors. Social work is a profession devoted to helping people function the best they can in their environments. This not only means providing services or therapy directly to people, but also working for change to improve social conditions.

The phrase "in their environments" points to a distinguishing characteristic of social work—one that sets it apart from other helping professions. Social workers help clients deal with how they feel about a situation and with what they can do about it. As a social worker, you will help people overcome some of the most difficult challenges in life including discrimination, poverty, mental illness, abuse, addiction, physical illness, loss, disability and educational problems. Social workers help prevent crises as well as counsel individuals, groups, families, and communities to cope more effectively with the stresses of everyday life (NASW, http://www.socialworkers.org/, 2009).

Professional social workers can be found in almost every facet of community life including public and private agencies serving schools, hospitals, prisons, senior centers, residential living facilities, mental health clinics, military organizations, and corporations. The social work profession has its own body of knowledge, code of ethics, practice standards, credentials, state licensing, and a nationwide system of accredited education programs. These equip the professional social worker to combine the desire to help others with the knowledge, skills, values, and ethics necessary to provide that help.

To be a social worker one must have a degree in social work from a college or university program accredited by the Council on Social Work Education. The undergraduate degree is the Bachelor of Arts in Social Work (BASW) and prepares graduates for generalist entry-level work. Graduate degrees include the Master of Social Work (MSW), which enables graduates to engage in more advanced clinical practice, and the Doctorate in Social Work (DSW) or PhD, which is useful for conducting research or teaching at the university level. Degree programs involve classroom study as well as practical field experience.
Most states, including Idaho, require practicing social workers to be licensed, certified, or registered, although standards vary. Contact the state regulatory board directly (https://secure.ibol.idaho.gov/IBOL/BoardPage.aspx?Bureau=SWO) or the American Association of State Social Work Boards (www.aswb.org) for a list of regulatory agencies or for a comparison of state regulations.

The National Association of Social Workers (NASW) is the largest membership organization for social workers in the world. To discover additional information about the profession of social work, we encourage you to browse the NASW website at: http://www.socialworkers.org.

Is Social Work the Right Career Choice for You?

If you are looking for a career with meaning, action, diversity, satisfaction, and flexibility, then consider social work. Social workers are people who care about people, who want to make things better, who want to relieve suffering, and who want their work to make a difference (NASW, http://www.socialworkers.org/, 2009).

Characteristics of effective social workers include:

- A general belief in people’s potential for positive change and a sense of commitment to the well-being of other people
- A commitment to helping individuals, groups, and community systems function effectively and to helping meet their needs to the greatest extent possible
- Strong analytic and communication skills, both verbal and written
- A non-judgmental and non-punitive attitude toward people with problems
- An interest in people and the ability to form effective working relationships with different kinds of people from many different backgrounds
- A willingness to abide by the National Association of Social Workers (NASW) Code of Ethics
- An understanding of the need to acquire the knowledge and skills necessary to work effectively in a helping relationship with others and to fight realistically and effectively against social problems
- Sufficient objectivity, emotional stability and a healthy self-concept to be able to focus on the needs of clients with whom you work rather than trying to use your clients to meet your own needs

For more information about social work as a career, we encourage you to visit NASW’s website: http://www.socialworkers.org/Careers.aspx.
The Idaho State University Master of Social Work Program

Mission Statement

The mission of the Master of Social Work Program at Idaho State University is to prepare students for advanced clinical social work practice that promotes human and social well-being and advances social justice. Graduates are expected to become culturally competent and effective practitioners with professional values, evidence-based knowledge, and skills relevant to their local and global communities.

The Master of Social Work Program

The Master of Social Work Program is located within the Department of Sociology, Social Work and Criminology in the College of Arts and Letters. It will offer a Master of Social Work degree program that is expected to be accredited by the Council on Social Work Education, the national accrediting agency in 2021.

The mission of promoting human and social well-being and advancing social justice through advanced clinical practice emphasizes its importance of the generalist practice skills at different levels of systems but also focuses on clinical social work practice that will be translating into making changes in a macro environment. The generalist practice content incorporates the client’s relationship to the environment and requires that students gain skills in assessment, problem solving and resource development in order to work with people of all ages and backgrounds at different levels of practice. Based on the generalist practice curriculum, the specialized practice content focuses on developing general advanced clinical practice skills with an emphasis on children and families or forensic social work. The program’s objective is to equip students with the knowledge, professional values, skills, and scientific and practice methods that are required for generalist social work practice as well as advanced knowledge and clinical practice skills for advanced professional social work practice.

Central to the program is a commitment to human and social well-being and social justice. The program strives to support students in their development as practitioners who identify themselves with the social work profession and are able to apply ethical principles and critical thinking in practice. Students will be prepared for the delivery of social work services that improve and enhance well-being of individuals, families, groups, organizations, and local and global communities by applying evidence-based knowledge. This includes the elimination of social injustices, which deny human dignity and opportunity. Students will be encouraged to incorporate social diversity in their practice. They will be also encouraged to advocate for human rights and social, economic, and environment justice by recognizing, supporting, and building on the strengths and resiliency of human beings locally and beyond. Students will be expected to develop critical thinking skills by applying scientific inquiry and research-informed practice. Students will gain expertise in the content area of children and families or forensic social work by strengthening their clinical practice skills. In carrying out these practices, the MSW Program is committed to fostering respect for cultural diversity in students’ values and life
experiences and to helping diverse students integrate those values and experiences into their professional education and practices.

**Idaho State University Master of Social Work Program Goals**

Derived from the Program mission, the goals of the Master of Social Work Program are to prepare students:

1. To develop an identity which will incorporate the values, principles, and ethics of the social work profession
2. To develop practice skills with individuals, families, groups, organizations, and communities applying evidence-based knowledge
3. To develop critical thinking skills based on scientific inquiry and research-informed practice
4. To work with diverse, vulnerable, oppressed and disadvantaged populations locally and globally
5. To advance global human rights and social, economic, and environmental justice
6. To gain expertise in clinically focused practice with an emphasis on children and families and forensic social work

Upon completion of the program, students are expected to have achieved nine core competencies as outlined in the CSWE 2015 EPAS:

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
4. Engage In Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

For detailed information on each of these competencies, please refer to: [https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS](https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS).

As a graduate of the Master of Social Work Program, the student is eligible to apply for licensure as a social worker in the State of Idaho. Many excellent career opportunities for social workers are available in the areas of family and children’s services, adult and juvenile corrections, health care, community mental health, and services for senior citizens.
**Master of Social Work Program Context**

The Department of Sociology, Social Work, and Criminology currently offers the degree options of a Bachelor of Arts in Social Work, a Master of Arts in Sociology, a Bachelor of Arts in Sociology, a Bachelor of Arts in Sociology with a Criminology emphasis, an Associate Arts in Criminology, and a minor in Gender and Sexuality.

Social work job openings are growing at local, state, and national levels and are expected to significantly exceed other job openings. Particularly in Idaho, social work-related jobs are likely to be one of the top areas of growth not only in the next few years but throughout the next decade according to the Idaho Short-Term Occupational and Industry Project Report (2014). Given the current and future employment opportunities for Social Workers, ISU is responding to the needs of Southeast Idaho Regions 5 and 6 and the needs of ISU students by developing this quality, primarily seated MSW program.

ISU’s request to implement the new MSW program was approved by the Idaho State Board of Education on December 19, 2016. The Northwest Commission on Colleges and Universities has approved the addition of the MSW as part of the accreditation of Idaho State University on May 4, 2017. Given the nature of social work, a student must graduate from an accredited program in order to be eligible for licensure within the state (Idaho Administrative Code IDAPA 24.14.01 - Rules of the State Board Bureau of Occupational Licenses of Social Work Examiners, Section 100, Page 3). The ISU MSW program’s candidacy eligibility application was approved on February 5, 2018, being placed on the 3-year Candidacy Model with Timetable for June 2021 agenda by the Council on Social Work Education. The MSW Program has three full-time faculty in the 2018-2019 year. The Department recently hired a director and field director for the MSW program, and the current interim director of MSW program will move into the MSW program in Fall 2018. Over the next two years, the Department will add three additional faculty members whose principal duties are with the MSW program to fulfill accreditation requirements.
The Master of Social Work Program Overview

**Program options.** The ISU MSW program is a clinically focused advanced social work master’s program. The program offers the MSW degree with an emphasis on children and families and forensic social work practice.

**Advanced standing.** Students admitted with advanced standing will have completed a BSW in a CSWE accredited Social Work program within the past 7 years which includes a field internship of not less than 400 hours under the supervision of a professional with a BSW/MSW from a CSWE accredited Social Work Program. Students will take two bridge courses (6 credits) in addition to the curriculum of specialized practice education.

- Advanced HBSE II and Diversity Issues (SOWK 5510)
- Applied Research in Social Work (SOWK 6615)

**Generalist practice.** The generalist practice content incorporates the knowledge, values, and skills required to work as a generalist practitioner with individuals, families, groups, organizations, and communities. Students will complete 400 hours of field education and 30 hours of credits including 6 credits field practicums and seminars over two semesters.

**Specialized practice.** The specialized practice content builds on the generalist perspective by offering courses and practicums for advanced clinical practice skills and knowledge with an emphasis on children and families and forensic social work. Students will complete 500 hours of advanced field education and 30 hours of credits. Among those credits, 8 credits are assigned on field practicums and seminars and 9 credits are assigned to take specialty required elective courses for developing clinical practice skills and expanding knowledge either in children and families or forensic social work.
## The Master of Social Work Curriculum Plans

### Table 1. Standard Admission: Two – Year, Full-Time Study Curriculum (without BSW degree)

#### Year 1: Generalist Practice Courses (30 Credits, 400 Hours of Field Practicums)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>SOWK# 5501 Foundations of Social Work</td>
<td>SOWK# 5520 Direct Practice with Individuals and Families</td>
</tr>
<tr>
<td>SOWK# 5510 Advanced HBSE II and Diversity Issues</td>
<td>SOWK# 5550 Direct Practice with Groups</td>
</tr>
<tr>
<td>SOWK# 5571 Social Welfare Policy (Online)</td>
<td>SOWK# 5594 Community Organization and Social Change (Online)</td>
</tr>
<tr>
<td>SOWK# 5576 Field Practicum I</td>
<td>SOWK# 5578 Field Practicum II</td>
</tr>
<tr>
<td>SOWK# 5577 Field Seminar I</td>
<td>SOWK# 5579 Field Seminar II</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>Total Credits</strong></td>
</tr>
</tbody>
</table>

#### Year Two: Specialized Practice (30 Credits, 500 Hours of Advanced Field Practicums)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>SOWK# 6620 Advanced Practice Interventions and Comparative Theories</td>
<td>SOWK# 6625 Evaluation and Treatment of Mental Disorders</td>
</tr>
<tr>
<td>SOWK# 6630 Professional Communication</td>
<td>SOWK# 6671 Advanced Policy, Legislations, and Administration</td>
</tr>
<tr>
<td>SOC/SOWK 5591/6691 Specialty Area Required Elective</td>
<td>SOC/SOWK 5591/6691 Specialty Area Required Elective</td>
</tr>
<tr>
<td>SOC/SOWK 5591/6691 Specialty Area Required Elective</td>
<td>SOC/SOWK 5591/6691 Specialty Area Required Elective</td>
</tr>
<tr>
<td>SOWK# 6676 Field Practicum III</td>
<td>SOWK# 6678 Field Practicum IV</td>
</tr>
<tr>
<td>SOWK# 6677 Field Seminar III</td>
<td>SOWK# 6679 Field Seminar IV</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>Total Credits</strong></td>
</tr>
</tbody>
</table>
### Table 2. Course Progression for Four-Year Part-Time Study

#### Generalist Practice Curriculum (30 Credits, 400 Hours of Field Practicums)

<table>
<thead>
<tr>
<th>Year One</th>
<th>Fall Semester</th>
<th>Course Title</th>
<th>Cr.</th>
<th>Spring Semester</th>
<th>Course Title</th>
<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SOWK#</td>
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<td>SOWK#</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5501</td>
<td>3</td>
<td>5520</td>
<td>Direct Practice with Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5515</td>
<td>3</td>
<td>5550</td>
<td>Direct Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6615</td>
<td>Applied Research in Social Work</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>6</strong></td>
<td><strong>Total Credits</strong></td>
<td><strong>9</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Fall Semester</th>
<th>Course Title</th>
<th>Cr.</th>
<th>Spring Semester</th>
<th>Course Title</th>
<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5510</td>
<td>3</td>
<td>5571</td>
<td>Social Welfare Policy (Online)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5576</td>
<td>2</td>
<td>5578</td>
<td>Field Practicum II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5577</td>
<td>1</td>
<td>5579</td>
<td>Field Seminar II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>9</strong></td>
<td><strong>Total Credits</strong></td>
<td><strong>6</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Specialized Practice Curriculum (30 Credits, 500 Hours of Advanced Field Practicums)

<table>
<thead>
<tr>
<th>Year Three</th>
<th>Fall Semester</th>
<th>Course Title</th>
<th>Cr.</th>
<th>Spring Semester</th>
<th>Course Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SOWK#</td>
<td></td>
<td>SOWK#</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6620</td>
<td>3</td>
<td>6625</td>
<td>Evaluation and Treatment of Mental Disorders</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6630</td>
<td>3</td>
<td>6671</td>
<td>Advanced Policy, Legislations, and Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SOC/SOWK 5591/6691</td>
<td>Specialty Area Required Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>6</strong></td>
<td><strong>Total Credits</strong></td>
<td><strong>9</strong></td>
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<table>
<thead>
<tr>
<th>Year Four</th>
<th>Fall Semester</th>
<th>Course Title</th>
<th>Cr.</th>
<th>Spring Semester</th>
<th>Course Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SOWK#</td>
<td></td>
<td>SOWK#</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC/SOWK 5591/6691</td>
<td>Specialty Area Required Elective</td>
<td>3</td>
<td>SOC/SOWK 5591/6691</td>
<td>Specialty Area Required Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6676</td>
<td>Field Practicum III</td>
<td>3</td>
<td>6678</td>
<td>Field Practicum IV</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6677</td>
<td>Field Seminar III</td>
<td>1</td>
<td>6679</td>
<td>Field Seminar IV</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6670</td>
<td></td>
<td></td>
<td>Capstone Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>7</strong></td>
<td><strong>Total Credits</strong></td>
<td><strong>8</strong></td>
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</tr>
</tbody>
</table>
Table 3. Advanced Standing Admission: 1-Year, Full-Time Study Curriculum Plan  
(with BSW Degree)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOWK#</strong></td>
<td><strong>Cr.</strong></td>
</tr>
<tr>
<td>5510</td>
<td>Advanced HBSE II and Diversity Issues</td>
</tr>
<tr>
<td>6620</td>
<td>Advanced Practice Interventions and Comparative Theories</td>
</tr>
<tr>
<td>6630</td>
<td>Professional Communication</td>
</tr>
<tr>
<td>SOC/SOWK 5591/6691 Elective</td>
<td>3</td>
</tr>
<tr>
<td>6676</td>
<td>Field Practicum III</td>
</tr>
<tr>
<td>6677</td>
<td>Field Seminar III</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

**Summer 8 Weeks**

<table>
<thead>
<tr>
<th><strong>SOWK#</strong></th>
<th><strong>Course Title</strong></th>
<th><strong>Cr.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC/SOWK 5591/6691 Elective</td>
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<td></td>
</tr>
<tr>
<td>6670</td>
<td>Capstone Seminar</td>
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<td><strong>Total Credits</strong></td>
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Table 4. Course Progression for Two-Year Part-Time Study

<table>
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<tr>
<th>Year One</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tr>
<td>SOWK#</td>
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<tr>
<td>5510</td>
<td>Advanced HBSE II and Diversity Issues</td>
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<tr>
<td>6620</td>
<td>Advanced Practice Interventions and Comparative Theories</td>
<td>3</td>
</tr>
<tr>
<td>6630</td>
<td>Professional Communication</td>
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<td>Specialty Area Required Elective</td>
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</tr>
<tr>
<td>6676</td>
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<td>Capstone Seminar</td>
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<tr>
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The Master of Social Work Course Descriptions

Generalist Practice:

Foundations of Social Work (SOWK 5501) will cover foundational concepts of the social work profession, including introduction of frameworks and models to understand human behavior and the social environment. Students are introduced to ethics, values, and standards of the profession, along with foundational conceptual frameworks and issues in human behavior and development. Special attention is devoted to the concept of person in environment, biopsychosocial perspective, human development over the lifespan, and social diversity. Generalist practice with a systems approach will be emphasized, and examples will be included that focus on racial, ethnic, gender, and sexual diversity and various vulnerable populations.

Advanced Human Behavior and Social Environment II and Diversity Issues (SOWK 5510) will focus on families, groups, organizations, and communities. Students will apply conceptual frameworks and issues for understanding human behavior in the social environment at the mezzo or macro level systems as a function of bio-psycho-social-spiritual processes and interactions. Students will learn the structure and function of larger systems and their impact on people. Systems’ perspective and empowerment approach will be applied. Diversity issues pertaining to racial and ethnic groups as well as cultural differences will be discussed at the individuals’ and community’s levels of social work practice.

Direct Practice with Individuals and Families (SOWK 5520) will examine micro level systems within the generalist practice framework. Theoretical frameworks for use with individuals and families as well as interviewing and problem-resolution methods will be covered. Students will learn the NASW Code of Ethics and how these ethics and values of social work affect micro level practice. Students will utilize a generalist skill base in learning to engage, assess, intervene, and evaluate with individuals and families.

Direct Practice with Groups (SOWK 5550) will examine mezzo level systems within the generalist practice framework. Group theory, process, dynamics and their applications to practice will be covered. Students will utilize a generalist skill base in learning to engage, assess, intervene, and evaluate with small group systems. Knowledge, values, skill, cognitive and affective processes and behaviors development within the framework of generalist practice is presented in this course while focusing on specific intervention strategies within the content area of group work at the master’s level.

Social Welfare Policy (SOWK 5571) will examine social issues and problems within the context of policy systems. Social policies are created to address social issues and problems, including those pertaining to health, mental health, child welfare, discrimination, economic inequality and poverty, food and environment, housing, and crime. This course will review historical and contemporary social welfare issues and policies and focus on political and economic conditions that shape policy needs and development. The American welfare state will be discussed by comparing various welfare systems in different countries. Critical analysis and evaluation of policy will be also emphasized. Students will apply critical thinking and research skills to understand policy development and evaluation. Students will also
learn policy practice skills that are utilized to advocating for social, economic, and environmental justice for client populations.

**Community Organization and Social Change (SOWK 5594)** will prepare students with social work practice skills to aid clients with a focus on community and organizational structure and function. This course will utilize the framework of generalist practice with a direct focus on organizations and communities. Students will develop effective interpersonal and critical thinking skills that are conducive to working with organizations and communities. Students will expand understanding of social, economic, and environmental justice to advocating for human rights at individuals’ and multiple systems’ levels. Students will be expected to apply research skills to gather, organize, and interpret data that can be used to assess organizational and community needs and develop an appropriate intervention plan. Specific attention will be given to helping students develop necessary skills to engage, assess, intervene and evaluate macro-level social changes in organizations and communities.

**Research in Social Work (SOWK 5515)** will introduce the principles and procedures of scientific research. This course will provide students with an introduction to the design and practice of social research methods, including the conceptualization and measurement of social phenomena, design of research projects, and techniques of data collection and analysis. Students will learn how to formulate research questions and collect and analyze data aimed at answering their questions. Students will learn basic statistical techniques focusing on descriptive statistics, hypothesis testing and correlations.

**Applied Research in Social Work (SOWK 6515)** will prepare students with applying the methods of social research to the evaluation of social work practice and programs. Students will be expected to develop program evaluation and intervention skills using both quantitative and qualitative methods. Students will be required to conduct a research project to demonstrate a competency in utilizing practice-informed research and research-informed practice.

**Field Practicum & Seminar I (SOWK 5576, SOWK 5577)** will facilitates student application of classroom learning in a social service agency. Students will demonstrate their practicum competency in all nine competencies. In this internship students will gain a generalist perspective of social work practice and prepare to move into an advanced area of clinical practice. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Students will complete their internship at a minimum of 200 hours within a social service agency under direction of a licensed master’s level social worker. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement and integrate practice, policy and research.

**Field Practicum & Seminar II (SOWK 5578, SOWK 5579)** will be continuation of Field Practicum and Seminar I (SOWK 5576, SOWK 5577) courses and facilitate student application of classroom learning in a social service agency. Students will demonstrate their practicum competency in all nine competencies. In this internship students will gain a generalist perspective of social work practice and prepare to move into an advanced area of clinical practice. This course prepares students to apply practice theories,
models, and ethical principles in a specific social service delivery system. Students will complete their internship at a minimum of 200 hours within a social service agency under direction of a licensed master’s level social worker. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement and integrate practice, policy and research.

**Advanced Clinical Practice:**

**Advanced Practice Interventions and Comparative Theories (SOWK 6620)** builds on Direct Practice with Individuals and Families (SOWK 5520) and Direct Practice with Groups (SOWK 5530) by integrating advanced practice interventions and theories of social work treatments. Students will learn how to apply current best practices with client populations of interests by utilizing evidence-based practice models and critical thinking. Students will also extend their clinical practice skills with individuals, families, and groups.

**Professional Communication (SOWK 6630)** builds on Direct Practice with Individuals and Families (SOWK 5520), Direct Practice with Groups (SOWK 5530), and Community Organizations and Social Change (SOWK 5594) by extending and enhancing communication skills that are utilized in clinical practice. The course will cover written and oral professional communication required for the profession including court testimony and written reports, public speaking, case documentation, training, curriculum development, and grant writing.

**Evaluation and Treatment of Mental Disorders (SOWK 6625)** builds on Foundations of Social Work (SOWK 5501), Direct Practice with Individuals and Families (SOWK 5520), and Direct Practice with Groups (SOWK 5530) by augmenting knowledge and extending skills on clinical assessment and diagnosis. Students specifically learn how to use the current Diagnostic and Statistical Manual of Mental Disorders (DSM-V) in the evaluation and treatment of mental disorders.

**Advanced Policy, Legislations, and Administration (SOWK 6671)** will build on policy knowledge and advocacy skills learned in Social Welfare Policy (SOWK 5571) by focusing on policies, programs, and administrative social work that are related to clinical social work. The course will cover advanced policy knowledge and advocacy skills designed to build student competency in the areas of advancing human rights, and social, economic, and environmental justice.

**Capstone Seminar (SOWK 6670)** will focus on encouraging students to think critically about theories of social work treatments, research, policy, field experience and clinical practice skills learned over the courses in the MSW program. Content and assignments will focus on connecting various domains of learning to final demonstration project(s).

**Field Practicum & Seminar III (SOWK 6676, SOWK 6677)** will facilitate student application of classroom learning in a social service agency. Students apply their knowledge and skills in this advanced field practicum. Students integrate and apply the material learned in the classroom and in generalist practice
internship or BSW internship. Students are afforded the opportunity to demonstrate all nine practice competencies and behaviors in the advanced field practicum. Students will complete their internship at a minimum of 250 hours within a social service agency under direct supervision of a licensed master’s level social worker. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement, and integrate practice, policy and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through integration of advanced practice methods.

**Field Practicum & Seminar IV (SOWK 6678, SOWK 6679)** will be a continuation of the Field Practicum and Seminar III (SOWK 6676, SOWK 6677) courses. Students continue to expand on developing, broadening, and sharpening their knowledge and skills in the field practicum. In the final semester of the MSW field experience, field represents the integration and application of the material learned in the classroom and from the generalist practice internship. Student are afforded the opportunity to demonstrate all nine competencies and practice behaviors in the advanced field internship. Students will complete their internship at a minimum of 250 hours within a social service agency under direct supervision of a licensed master’s level social worker. The Field Seminar offers students the opportunity to address issues in social work field placement, and integrate practice, policy and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through integration of advanced practice methods.

**Individualized Study in an Area of Interest**

In addition to required core courses, students are able to gain expertise in an area of children and families or forensic social work by taking three elective courses. Two sample elective courses are presented.

**Children and Families**

**Special Topic: Migrant and Refugee Children and Families (SOWK 5591).** This course will examine the impact of forced migration on children and families—and the impact on hosting communities—in several locations across the globe. We will explore the psychological, social, and legal implications of human movement in recent history. This course will adopt a social justice framework as we investigate the implications on human rights and individual experiences. We will debate issues of local and international policy and ethical practice. *(Fall 2018)*

**Forensic Social Work**

**Special Topic: Victims in Criminal Justice Systems (SOWK 5591).** This course will provide an introduction to theory and research about individuals and specific populations which have been victimized by interpersonal, institutional and state sanctioned violence and abuse. Specific topics may include intimate partner violence, sexual assault, bias-related crimes, and post-trauma syndrome as a result of war, torture, social or environmental catastrophes. Students will also become acquainted with the variety of community services, specialized programs within the criminal justice system and practitioners who treat “survivors” of violence and abuse. *(Fall 2018)*
Admission to the Master of Social Work Program

Baccalaureate Degree

The ISU Master of Social Work Program requires an earned baccalaureate degree from a college or university regionally accredited in the U.S. or its equivalent from a school in another country with a minimum of 21 credits in social or behavioral sciences. Applicants also must have earned a grade of C or better in human biology or general psychology as well as one introductory social or behavioral science course. The ISU Master of Social Work Program welcomes applicants from all academic backgrounds who meet these liberal arts requirements.

Other Criteria

Applicants must have achieved a minimum cumulative undergraduate GPA 3.0 (based on a 4.0 grading scale) with strong potential of successful academic performance at the graduate level. Applicants also must have a score at a minimum of the 40th percentile on one of the three sections of the GRE or 40th percentile of the MAT; a test is waived for applicants with a 3.5 or higher cumulative GPA for the last 60 ± semester or 90 ± quarter credits. ISU graduate school will only accept GRE and MAT scores from tests taken within the past five years. Applicants must demonstrate experience in providing service to people at a minimum of 30 hours of paid or volunteer work experience in the human services. They must demonstrate strong interest, motivation, and commitment to social work profession and values. Personal qualifications such as professionalism, sensitivity to cultural differences, capacity for self-awareness, concern for the needs of others, and strong written and communication skills are also highly considered.

Applicants’ academic, professional, and personal qualities are evaluated through their personal statement, academic transcripts, test scores, work history, and three references. One reference letter must be provided from a faculty member who has taught the applicant a social science course. The other letter must be provided from either the applicant’s undergraduate field instructor, or supervisor for paid or volunteer social services work. A third letter can be provided from either of the two types of references described above. A satisfactory background check and a confirmation letter of volunteer hours (only for applicants with non-social work BA/BS degree) must be submitted to the Department.

Students with BSW

Applicants who earned BSW degree from a CSWE-accredited program within the past seven years can apply for our advanced standing program. Applicants who completed BSW more than seven years ago but have substantial post-BSW social work practice experience may be considered for the advanced standing program. In addition to all requirement at the above, they must have achieved a cumulative GPA of 3.3 or better for all Social Work courses in their undergraduate program. BSW students entering our advanced standing program do not take the whole first year generalist practice coursework, but rather begin with specialized practice coursework as well as two bridge courses (SOWK
Applicants who have earned a BSW, but are ineligible for advanced standing, may be considered for standard admission, thus they should take our generalist practice coursework. Generalist practice coursework neither duplicates nor repeats the content they have studied in undergraduate courses but advances it to the graduate level.

Policies and Procedures for Evaluating Applications

Applications are completed and submitted online along with official transcripts, official test scores, a personal statement, three reference letters, and a resume. Once all items are complete, transcripts are assessed through the ISU graduate school to ensure a proper bachelor’s degree was earned and to calculate a cumulative GPA for the last 60 ± semester or 90 ± quarter credits. Applications are then sent to three social work faculty in the admission committee for review. Applications are ranked based on academics, letters of recommendation, and a personal statement with experience. Following individual reviews, the faculty in the admission committee then meet as a group to discuss ratings as well as strengths and concerns. Admission decisions are made through consensus. After that, the admission committee’s decisions are reviewed and confirmed by the Department Chair, the Dean, and the Associate Dean of the Graduate School at ISU.

Policies and Procedures for Notifying Students of Admission

Applicants are notified of admission decisions via an electronic decision letter. The admissions decision letter is attached to a copy of the Approval for Admission Form that provides three response options. Applicants can confirm enrollment, defer admission, or decline admission. Students may defer their enrollment only once and reapplication is permitted only within 1 year of the original acceptance without further application activity and the processing fee. Students, however, should submit a new satisfactory background criminal check which is issued within 6 months to the Department. Graduate students who have enrolled for the term in which they have been admitted may take one year (2 semesters excluding summers) off before they would need to re-enroll or reapply to the Graduate School.

Contingent Conditions

For students with academic conditions, the graduate school’s admission decision letter includes the performance requirements. Students will also be notified any requirements for their enrollment from the MSW program’s welcome letter. Students are not able to register courses without fully submitting official transcripts and test scores to the graduate school. The other academic conditions (i.e., prerequisite courses for standard admission) must be met by the end of the first semester of enrollment. Students who have not completed BA/BS degree at the time of application date must submit final official transcripts showing their degree conferred to the graduate school before the first semester of the MSW program.
Transfer of Credits Policy

Applicants requesting transfer of credits must meet specific criteria and provide additional documents. They must have completed the previous coursework at another CSWE-accredited Master of Social Work program. The coursework must be equivalent to the ISU MSW coursework, grades earned must be a 3.0 or higher on a 4.0 scale, and coursework must have been completed within 8 years of admission to the MSW program. A total of 9 semester graduate level credits may be transferred from regionally accredited institutions. Applicants must submit One Transfer Credit Approval Form for each course within 1st year of program enrollment, prior to submission of program of study. Applicants also submit a course syllabus for each course and completed assignments for each course for which transfer of credit is requested. Coursework is evaluated on a course-by-course basis by a faculty member who has been teaching an equivalent course at the ISU’s MSW program. Once approved, only the credit hours transfer, not the grades. Students must have official transcripts with final grades posted on file in the Graduate School in order for transfer credit request to be processed. The Graduate School will notify students and department chair via email when the request has been processed.

The Master of Social Work Program does not grant credit for previous life experience. Students with prior volunteer or social service work experience are encouraged to seek practicum placements that may offer different learning activities and opportunities for personal and professional growth.

Reasonable Accommodations for Students

Students who are experiencing barriers in the educational setting due to a qualified permanent or temporary disability may be eligible for services through the Idaho State University's ADA (Americans with Disabilities Act) and Disabilities Resource Center. Accommodations for all reasonable requests will be made for documented disabling conditions. Students should discuss their needs with instructors at the beginning of the semester. Students with disabling conditions must qualify for the program by the same criteria as all other students and meet the academic standards for participation in the program.

Advising

All students are invited to an orientation meeting upon acceptance into the program. At this orientation, faculty meet their advisees and offer group advising sessions as well as schedule individual appointments with students. Every ISU social work student admitted to the MSW program has an assigned ISU MSW social work faculty advisor. Students are urged to consult with their faculty advisor at least once a semester and particularly upon acceptance into the program in order to develop a course graduation plan. The faculty advisor assists students in choosing coursework which will further their professional development and career interests. The University’s Degree Works program is accessible to every student and assists them in planning as well. Faculty maintain posted scheduled office hours and can also be reached via email or telephone to schedule an advising appointment. The Social Work Program Office Specialist can offer basic advising assistance. Social Work faculty makes themselves
available for Advising Center questions. Students interested in the Master of Social Work may tour the Department and meet with faculty.

Fees

Beginning fall 2009, a professional fee per semester per student was approved by the Idaho State Board of Education. The cost of maintaining accreditation for the Master of Social Work Program significantly exceeds the cost of nonprofessional programs, which do not require accreditation at the university. In order to be licensed and to be accepted in graduate programs, social work students must graduate from an approved university with an accredited program. The professional fee covers the cost of program accreditation and reaffirmation requirements, thereby ensuring that the ISU Master of Social Work Program can continue to offer a quality, accredited curriculum to our students. Malpractice insurance coverage for students engaged in practicum field agency experience is also required to be paid by the student. These fees will be collected each semester. Please check with the Social Work Program office for a current list of fee amounts.

Moodle and ISU Email Accounts

Social work students are required to maintain an ISU email account in order to facilitate communication regarding class and program information. In addition, students need to be knowledgeable about the Moodle online learning system where social work course syllabi and other class materials may be accessed.

Intern Placement Tracking System (IPT)

The ISU Master of Social Work Program utilizes a web-based software system called Intern Placement Tracking (IPT) as a method of tracking all admitted social work students and particularly those students who are placed in Senior Field Practicum sites. The IPT system gives students a valuable tool to research prospective field agency sites. The IPT system allows ISU faculty, field agency instructors, and students to communicate throughout the practicum process. In addition, the IPT system provides a means of collecting statistical information that allows compilation of more complete and accurate reports for accreditation purposes. Thus, it is essential that students and agencies keep all information current. Students, faculty, agencies, and field instructors using the IPT system are given a default username and password to login for the first time. Please contact the ISU Master of Social Work Program with any questions, or to request your default username and password.
**Student Participation**

**Student Social Work & Sociology Association (SSWSA)**

SSWSA, the official student organization of the Idaho State University Social Work Programs, is committed to the active participation, learning and representation of social work students as they develop into entry level professionals. The mission of SSWSA is to advance a spirit of fellowship among social work and sociology majors, to recognize and encourage leadership, to provide the opportunity for meaningful exchange of ideas, and to interface with the social work profession. Any student who is a pre-major or declared social work or sociology major is eligible to become a member of SSWSA. All social work majors are urged to join and become active in the organization. Membership drives are held each year. Meeting times are established at the beginning of the school year based upon the best accommodations to the student body schedule.

SSWSA is the official student voice in Social Work Programs affairs. Association representatives may attend social work faculty meetings and may serve on other program committees. SSWSA takes an active role in campus activities and the broader community. Its members coordinate and plan several community service projects a year, as well as invite social work professionals to speak with the club throughout the semester. Additionally, the SSWSA attends the annual NASW Advocacy Days in Boise each spring semester where students gain important networking skills and have the opportunity to participate in advocating for social justice with the Idaho Legislature. Students involved with the SSWSA can expect to form valuable professional and personal relationships, have the opportunity to take part in community service, and acquire experience with planning and organizing events.

**Student Course Evaluations**

Students provide valuable feedback to faculty and administration through course evaluations. Students have the opportunity to complete course evaluations at the end of each semester in every class. Course evaluations are utilized by social work faculty as a means of Program evaluation in making adjustment to course offerings, course design, and curriculum modifications. In addition, the university utilizes course evaluations in promotion, tenure and advancement decisions concerning professors.

**Student Participation in Policy-Making**

At least one graduate student representative is invited to participate in the Social Work Advisement Committee, which meets each semester. The Advisement Committee is made up of social work professionals in the community, ISU social work program alumni, and at least one student currently in the program. The Advisement Committee provides input and feedback on policies, curriculum, and current relevance of the ISU program to community needs.
Student Participation in Faculty Hiring and Promotion

Students actively participate in interviewing new faculty candidates and providing feedback on candidate skills. At least one student is required to participate in faculty tenure committees.

Professional Organizational Involvement

Students are encouraged to join the National Association of Social Workers (NASW). The SSWSA offers partial reimbursement for first year student dues if yearly budget allows. Speakers from NASW are invited to present in classes and NASW website materials are used as references in course development by faculty.

Research Projects

Students are encouraged to participate in faculty research projects as well as further their own research interests through independent study or display at University Student Research Days.
Practicum Placements

Field education is the signature pedagogy of social work education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with practical experience in a field agency setting (https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS).

Overview

Field education and evaluation is organized utilizing a competency based learning approach. Consistent with EPAS 2015, Field Education is the signature pedagogy of social work education at Idaho State University in that it represents the central form of instruction and learning in which students are socialized to perform the role of social work practitioner. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with practical experience in a field agency setting. The integrated field education program in which faculty, field instructor and student work together enables the implementation of evidence-informed practice. Each practicum holds increasing expectations and requirements.

Generalist Practice

Students admitted in the two year program have completed non-social work BS/BA degree with liberal arts educational background. Students are also expected to complete basic biology or general psychology course, another introductory course in social or behavioral sciences as well as a minimum of 30 hours of paid or volunteer experience in the human services. Such prior basic social work related education and work experience can help students to take field internships as well as courses required for generalist practice.

Full-time students will take eight courses and two consecutive field practicums (SOWK 5576, SOWK 5578) and seminars (SOWK 5577, SOWK 5579) over two semesters. These courses include Foundations of Social Work (SOWK 5501), Advanced Human Behavior and Social Environment II and Diversity Issues (SOWK 5510), Direct Practice with Individuals and Families (SOWK 5520), Direct Practice with Groups (SOWK 5550), Social Welfare Policy (SOWK 5571), Community Organizations and Social Change (SOWK 5594), Research in Social Work (SOWK 5515), and Applied Research in Social Work (SOWK 6515).

Students will learn about foundational concepts of the social work profession including ethics, values and standard of the social work profession (SOWK 5501). Students will learn about conceptual frameworks to understand human behaviors in the social environment at human development across the lifespan (SOWK 5501) and at mezzo or macro level systems (SOWK 5510). Social diversity and cultural differences will be also discussed (SOWK 5501, SOWK 5510). Generalist practice model is introduced in the relevant courses (SOWK 5501, SOWK 5520, SOWK 5550, and SOWK 5594) at different levels of systems. Students will also learn about theoretical frameworks, skills, and methods of interventions and evaluations how to engage, assess, intervene, and evaluate practice with different
levels of client systems (SOWK 5520, SOWK 5550, and SOWK 5594). Students will learn about social advocacy, policy development and basic analysis skills (SOWK 5571). By taking two sequenced research methods in social work (SOWK 5515, SOWK 6515), students will learn about how to utilize scientific inquiry methods and critical thinking to practice.

Students in four-year part-time study program will take the Foundation Field Practicums and Seminars in their second year after they complete five courses in their first year. Students will learn about basic social work foundational concepts, generalist practice model, practice skills to work with individuals, families or groups, and basic and applied research methods knowledge and skills before they start to take Field Internships.

**Advanced Clinical Practice**

Advanced students in the MSW Program will begin the Advanced Field Placement in the fall of their second year for full-time students with standard admissions. Students in four-year part-time study program will take the Advanced Field Practicum in the fall of their fourth year. Students admitted with the advanced standing program will take this Advanced Field Practicum in the fall of their first year with full-time study option as well as in the fall of their second year with part-time two-year study option. In order to obtain advanced placement status, students must have completed a BSW from a CSWE-accredited social work program within the past 7 years or have successfully completed the Generalist Practice Curriculum with Field Practicums.

Full-time advanced students will take four core courses, capstone seminar, two consecutive advanced field practicums and seminars, and three elective courses in one content of their interest. Five required courses include Advanced Practice Interventions and Comparative Theories (SOWK 6620), Professional Communication (SOWK 6630), Evaluation and treatment of Mental Disorders (SOWK 6625), and Advanced Policy, Legislations, and Administration (SOWK 6671) and Capstone Seminar (SOWK 6670).

Building on generalist practice education, students will enhance clinical practice skills by expanding knowledge of advanced practice interventions and comparing theories of social work treatments (SOWK 6620). Students will also extend skills on clinical assessment and diagnosis by learning about how to use the current DSM-V in the evaluation and treatment of mental disorders (SOWK 6625). Students will enhance professional writing and communication skills (SOWK 6630). Students will learn advanced policy analysis and advocacy skills by expanding knowledge and extending skills in the areas of policies, programs and administrative social work (SOWK 6671). Students will complete their advanced field practicums over two semesters in their final year. While taking two sequenced advanced field internships (SOWK 6676, SOWK 6678) and seminars (SOWK 6677, SOWK 6679), students will integrate and apply the material learned in the classroom and in generalist practice internship or BSW internship. In their final semester, students will integrate what they have learned from classes and field experiences and complete one final capstone project (SOWK 6670). By integrating research, practice, theory, and policy components, students will complete a practice-based research
paper with presentation. Additionally, students will be able to gain expertise in an area of children and families or forensic social work by taking three elective courses by expansion of knowledge and enhancing clinical practice skills with that specific client population and its surrounding environments.

Field Education

Students will complete Foundation Field Practicums as part of the Generalist Practice Curriculum and Advanced Field Practicums as part of the Specialized Practice Curriculum, Advanced Clinical Practice Concentration. The Field Practicum experience is a major testing ground for the student’s knowledge, values, and skills as well as cognitive and affective reactions. The student is supported in this experience by the leadership and supervision of his/her agency field instructor. The practicum structure consists of two components: 1) the agency placement, and 2) the weekly on-campus seminar taught by the faculty field director. In placement, under field instructor supervision, students experience social work practice through application of the generalist model and the advanced clinical practice framework, including the phases of engagement, assessment, intervention and evaluation. The seminar provides discussion, skills training, and exchange of information about community agency settings. Student exchange of information about field experiences is integral to the course. Students and faculty strive to integrate practice theory and academic course work with the practicum experience. The field director is the link between the Master of Social Work Program and the field instructors. Together the field instructor, student, and field director evaluate and assess the student’s progress and learning needs. The performance indicators used for evaluation are developed in the course syllabus and the student learning agreement.

National and International Exchange Programs for field practicum may be available. If you are interested, please see the field director as soon as possible upon admission to the social work program as this planning process takes considerable time.

For further information about senior practicum please see http://www.isu.edu/sociology/socialwork/practicum.shtml. With your IPT login, you may also view the agency listing information at https://www.alceasoftware.com/web/login.php.
Student Safety

Every social work student is entitled to completing the practicum experience in a safe environment. Safety education is introduced as a curriculum component in the students’ generalist practice course (SOWK 5520, Direct Practice with Individuals and Families). In addition, safety education is provided to students (during seminar) and field instructors (during the field instructor training). The field director visits each site at the beginning of the practicum and addresses potential safety concerns. Students have the right to address safety concerns within their practicum settings with their assigned field instructor and/or the field director without negative impact on their academic pursuits. The social work programs at ISU follows the 2013 NASW Guidelines for Social Work Safety in the Workplace (https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3d&portalid=0).

Professional Expectations of ISU Social Work Students

The Master of Social Work Program at ISU strives to support social work students in their development as professional practitioners who incorporate the values and ethics of the social work profession. Thus, it is expected that all social work students seek to develop and demonstrate professional values and ethics during their enrollment in the Program. This professional behavior should be demonstrated in the interactions with each other, with professors and department staff, in the classroom, and while interning in social service agencies that are off campus.

Students, faculty instructors, and field agency instructors complete a rating of the student's professional behavior and progress in each of the practice classes. At the completion of each semester, social work faculty utilize the below expectations to review the professional performance and progress of each student. If there are concerns, the faculty advisor or instructor initiates scheduling an appointment with the student to discuss the issue.

In keeping with the NASW Code of Ethics and CSWE Competency Standards, professional expectations for students follow:

1. **Service.** The Social worker’s primary goal is to help people in need and to address social problems. Students demonstrate this professional value by the following behaviors:
   - Active participation in service learning requirements of the curriculum.
   - Demonstrating professional values and ethics in their interactions at service learning sites, including being on time, appropriate dress, and readiness to serve.

2. **Social Justice.** Social workers challenge social injustice. Students demonstrate this professional value by the following behaviors:
• Sensitivity in speech and actions when relating to persons who have experienced discrimination and oppression.
• Learning ways to seek social change and advocate for a more just society.

3. Dignity and Worth of the Person. Social workers respect the inherent dignity and worth of the person. Students demonstrate this professional value by the following behaviors:

• Speaking and behaving in ways that show respect for others.
• Refraining from behaviors which interfere with the learning process in the classroom or work environment in the field setting.

4. Importance of Human Relationships. Social workers recognize the central importance of human relationships. Students demonstrate this professional value by the following behaviors:

• Forming and sustaining positive working relationships with others, including using appropriate channels to resolve conflicts.
• Accept responsibility for their own behavior in interaction with others.
• Giving feedback in a constructive manner.

5. Integrity. Social workers behave in a trustworthy manner. Students demonstrate this professional value by the following behaviors:

• Meeting class or field responsibilities, including preparation and active participation.
• Doing own work and taking credit for own work—no plagiarizing, cheating, dishonesty in assignments and examinations.
• Treating any personal information that is heard in a strictly confidential manner (i.e., never disclose identifying information; maintain information shared in class, small groups or field within that unit; use judgment in self-disclosing personal information).

6. Competence. Social workers practice within their areas of competence and develop and enhance their professional expertise. Students demonstrate this professional value by the following behaviors:

• Attending class and field practicum as scheduled, completing work, doing readings.
• Utilizing resources as needed (e.g., Writing Center, Counseling Center, Advising, and Supervision).
• Accepting, applying and benefiting from constructive feedback.
• Seriously considering life commitments and course load in order to devote sufficient attention to studies.
Grievance Policies and Procedures

The ISU MSW program’s grievance policies and procedures are available on the Graduate School’s website. A link to this information will be also included in letters of dismissal from the program. Graduate students who wish to appeal final grades must use the following procedural format within one semester following the posting of the grade.

In compliance with the academic policies outlined in the Graduate Catalog (http://coursecat.isu.edu/graduate/generalinfoandpolicies/appealsanddismissals/), the appeal process involves the following steps. When a student receives a grade that is judged by that student to be unjustifiably low, a student is strongly encouraged to seek informal solutions by discussing the matter with the instructor of the course. If the instructor believes the original grade given to be accurate, the student may file a formal appeal. The student must prepare a formal written statement in accordance with format presented in the “Protocol for Appealing a Grade”.

At the next level of appeal of a student, the Department chair will review the student’s and the instructor’s written statements. The chair must render a decision within 15 working days of receipt of the student’s appeal documents. The Dean of College of Arts and Letters is next in the formal appeal process. The committee of graduate faculty members’ deliberation and the Dean’s decision must be completed within 30 working days of receipt of the student’s appeal in the Dena’s office. If the decision of the Dean is not accepted by the student, the appeal may be taken by the student to the Graduate Council. At the request of the student, the Graduate Council will review all appeal documentation and respond with a decision within 30 working days of receipt of the student's appeal. Once the decision is made, it is final and will be communicated by the Dean of the Graduate School.

After each step in the procedures for the appeal of a grade, all written appeal request and decision statements must be copied to all involved parties (e.g., the student, the instructor, the department chair, the Dean of College of Arts and Letters). At any stage where the appeal process is concluded, the last appeal level will process a change of grade, if appropriate, using standard procedures.

Formal Meetings with the Faculty Review Committee

At any time throughout the semester if a referral involving a concern about a social work student's academic, ethical or professional behavior is raised, a social work faculty review committee will be convened. Concerns may be raised by faculty, field instructors, and/or students pertaining to compliance of expected professional behavior and ethical conduct.

The review committee meets as needed throughout the year and consists of the Program Director and at least two other social work faculty members. The process is intended to be a collaborative problem-solving forum with intent to stimulate student personal and professional growth as well as to assert the gatekeeping mandate of the profession. After assessing the situation with the student and discussing a plan to address the concern, the meeting is documented and the student
indicates by signature his or her affirmation of the plan. In some cases the Faculty Review Committee process may result in a student’s termination or withdrawal from the Program.

**Student Referral and Review Procedures**

a. Prior to filing a referral, the referent initiates contact with the student in a confidential manner alerting the student of intent to file a referral. If for some reason direct communication is precluded, a referent must submit a signed concern to the Program Director. Anonymous referrals or grievances will not be addressed. In cases involving safety, need for immediate action, or University misconduct, the Social Work Program Director will consult with the Office of Student Affairs.

b. Following the conversation, the referent submits the referral concern to the Program Director in writing within five (5) business days.

c. The referral form is sent by the Program Director to the referent, review committee members, and the student.

d. The student is required to submit a typed and signed response to each of the noted concerns and submit their response within five (5) business days to the Program Director.

e. The Program Director notifies the review committee immediately upon receipt of responses.

f. The committee reviews all material and advises the student whether an interview with the student is necessary. If not, the committee documents its findings and informs the student of the outcome within 10 business days. If a meeting with the student is required, the student is notified of available dates by email or in writing.

h. The meeting is held within 15 days of the Program Director receiving the referral. The student may be accompanied by a student advocate, whose role will be to provide support for the student.

i. The committee meeting produces a plan that will be documented and signed by the student. The student retains the original document, a copy is sent to the referent, and a copy is maintained in the student’s departmental file.

The outcome of the Faculty Review Committee process will be one of three possible decisions:

1) **Unfounded** – which results in no further action by the Faculty Review Committee regarding the referral.

2) **Founded** – which results in an amelioration plan or recommendation for termination. The plan to address an area of concern is developed with the student in the Review Committee meeting. The student responds to the written documentation of the plan by submitting a letter in writing to the Program Director within 5 days of receiving the plan affirming his or her intent to follow the plan. Such a plan may include referral for
services, participation in continuing education, placement on probation while improvement is documented, etc.

3) **Referred** to appropriate college officials, i.e. Department Chair, Dean of College of Arts and Letters, and/or ISU Office of Student Affairs for issues in violation of the ISU Code of Student Conduct [https://www.isu.edu/media/libraries/isu-policies-and-procedures/student-affairs/5000-Student-Conduct-System.pdf](https://www.isu.edu/media/libraries/isu-policies-and-procedures/student-affairs/5000-Student-Conduct-System.pdf).

**Termination from the Master of Social Work Program**

The Faculty Review Committee may recommend that a student’s participation in the Social Work Program be terminated on the basis of professional non-suitability if the social work faculty determines that a student’s behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the Idaho Social Work Examiners Laws and Rules, the ISU Social Work Student Manual, and/or the ISU Code of Student Conduct. These violations may include but are not limited to:

1. Failure to meet or maintain academic standards as established at admission
2. Academic dishonesty
3. Demonstrated failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite to fulfill academic responsibilities or professional practice responsibilities as a social worker
4. Inappropriate or disruptive behavior toward colleagues, faculty or staff (at the school or in field placement)
5. Documented evidence of criminal misconduct during the course of study that could render a student unable to be licensed as a Social Worker or threaten the safety and well-being of clientele

The student has the right to appeal the decision of the Faculty Review Committee. For further appeal action, the student should consult the current ISU grievance and appeals procedure found on the ISU Student Affairs website ([https://www.isu.edu/studenta/student-rights-responsibilities-and-advocacy/assistance-and-grievances/](https://www.isu.edu/studenta/student-rights-responsibilities-and-advocacy/assistance-and-grievances/)) and in the Idaho State University Student Conduct Code ([http://www2.isu.edu/policy/5000/5000-Student-Conduct-System.pdf](http://www2.isu.edu/policy/5000/5000-Student-Conduct-System.pdf)).

**Program Faculty**

Social Work Program faculty members all have advanced social work degrees (MSW, DSW, or Ph.D.) as well as direct practice experience. In addition to teaching, faculty members also serve in professional capacities and engage in research activities to further the profession of social work. Please see our [Faculty & Staff](http://www.isu.edu/sociology/contact.shtml) page for social work faculty teaching, specialties, and research interests.
Useful Links:

National Association of Social Workers (NASW) Code of Ethics:  
https://www.socialworkers.org/About/Ethics/Code-of-Ethics

Idaho Bureau of Occupational Licenses:  

Council of Social Work Education (CSWE):  
http://www.cswe.org/

CSWE Policy and Accreditation Standards:  
https://www.cswe.org/Accreditation

MSW Curriculum Plans:  
http://www2.isu.edu/sociology/socialwork/indexmsw.shtml

Admission Requirements to MSW Program:  
http://www2.isu.edu/sociology/socialwork/mswadmission.shtml

Online Graduate School Application for Admission to Master of Social Work Program:  
https://www.isu.edu/graduate/

Student Services:

ADA & Disability Resource Center:  
http://www.isu.edu/ada4isu/

Registration & Records:  
http://www.isu.edu/departments/areg/

Library:  
http://www.isu.edu/library/

Student Success Center:  
http://www.isu.edu/success/writing/index.shtml

ISU Counseling Center (free counseling services for students):  
http://www2.isu.edu/ctc/counselingservices.shtml
**Professional Expectations for ISU Social Work Students**

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<tr>
<th>Professional Value</th>
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<th>Rating Low-High</th>
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**Rating Scale Key:**

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<td>Student rarely demonstrates this professional behavior. Remedial action recommended as detailed and discussed with student.</td>
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<td>Student consistently displays this professional behavior. Actions and words reflect a solid understanding of professional social work ethics and values</td>
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**Signature of Rater (Faculty, Field Instructor, or Student for Self-Rating):** ______________________________________________
CURRICULUM VITAE
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MSW Faculty

Fredi Giesler, PhD ............................................Assistant Professor/Program Director

Jeehoon Kim, PhD ..........................................................Assistant Professor

Tara Ashley, MSW, LCSW .................................................. Lecturer/Field Director

BSW Faculty

Staci Jensen-Hart, MSW, ACSW, LCSW ....... Associate Professor/Program Director

D J Williams, PhD..............................................................Associate Professor

Justin Scott Lee, PhD ..........................................................Assistant Professor

Other Social Work Faculty

Lacey Wuthrich, LMSW ..................... Title IV-E Child Welfare Scholar’s Coordinator

Sociology Faculty

Antony Hoskin, PhD .......... Associate Professor/Director of Criminology Program

Dierdre Caputo-Levine, PhD ..............................................Assistant Professor
Fredi (Edna) Giesler, M.S.W., Ph.D.

Curriculum Vitae

603 S. State St. Appleton, WI 54911 920-279-9213 (C)

gieslerf@uwosh.edu 920-424-0278 (W)

EDUCATION

• Ph.D. in Social Welfare, June 2002, University of Washington, Seattle, WA 98195


PERSONAL STATEMENT

As a Social Work educator and scholar I am committed to integrating my teaching and research for the benefit of clients, students and the social work profession as a whole. My many years of social work practice experience and research activities in child welfare, and family support inform my commitment to improving the quality and effectiveness of program services and public policy as well as prepare students to be effective and competent social workers. I am seeking a leadership/administration position in a dynamic Educational Department that can fully employ my myriad skills.

ACADEMIC LEADERSHIP AND ADMINISTRATIVE EXPERIENCE

University of Wisconsin Oshkosh

Professor and Chair, Department of Social Work, 2012-present

In this position, I am responsible for ensuring that departmental and university policies and procedures are followed in an effort to support the mission of the Department of Social Work and the University of Wisconsin Oshkosh, as well as comply with the Council on Social Work Education (CSWE) accreditation standards. I facilitate departmental meetings, supervise and evaluate instructors and support staff, mentor and guide teaching faculty, hire and supervise parttime instructors, manage the departmental budget, coordinate with other university departments and facilitate the CSWE accreditation process. I manage course scheduling and workload assignments. I am the departmental representative to college and university committees.

University of Wisconsin Oshkosh

MSW Program Coordinator, 2013-present

In 2013 UW Oshkosh and UW Green Bay began the process of decoupling the Collaborative MSW Program. At this time, I became the Program Coordinator for the new UW Oshkosh MSW Program (50%
In this role, I facilitated the dissolution of the Collaborative MSW Program, initiated candidacy for a new MSW Program, completed the accreditation process, wrote curriculum documents and the accreditation self-study, hired and trained faculty, recruited and enrolled students and launched the initial MSW cohort (2016-2017). This program is currently in candidacy for accreditation from CSWE and is due to receive initial accreditation in February, 2018. I provide all MSW student advising and ensure that program curriculum is approved at UW Oshkosh through the shared governance process.

**MSW Liaison (UW Oshkosh), July 2010-August 2012**

In this position (25% appointment) I was the point of contact for coordination of the Collaborative MSW Program on the UW Oshkosh campus. I also provided advising for full-time graduate students in the Collaborative MSW Program. I provided support to the Department chair, the Collaborative MSW Program Coordinator, and the Collaborative MSW Field Coordinator, served on the Collaborative MSW Oversight committee, taught in the MSW program, facilitated needed curriculum changes in order to comply with CSWE accreditation standards, and represented the Collaborative MSW on the UW Oshkosh campus as needed.

**Collaborative (UW-Green Bay & UW-Oshkosh) MSW Program Coordinator, August 2006-July 2010**

As the Program Coordinator (50% appointment) I reported to the department chairs and divided my time between each campus. In this position, I was responsible for the overall development and maintenance of the MSW Collaborative Program on both campuses, in accord with the equity principles annunciated in the request to the UW System for program implementation authorization. I employed collegial input and abided by institutional and CSWE policies in carrying out specific responsibilities pertaining to the MSW Collaborative Program. I provided the day-to-day management of the Collaborative MSW Program. I developed a part-time option for the MSW and a post-MSW preparation program for social workers interested in being Licensed Clinical Social Workers in Wisconsin.

**Collaborative (UW-Green Bay & UW-Oshkosh) MSW Field Coordinator, January 2004-July 2006**

In this position (50% appointment) I annually placed 45 students in MSW level field placements throughout the Northeast region of Wisconsin. Many students were placed in public child welfare agencies as well as a variety of private non-profit agencies. Few MSW placements were available at the beginning of this appointment and at the end of this appointment nearly 100 placements were available throughout the region.

**TEACHING EXPERIENCE**

**University of Wisconsin-Oshkosh, Oshkosh WI, 54901**

**SW 220 Family Life Cycle, Fall 2002, Spring 2003, Fall 2003**

This course is an interdisciplinary approach to understanding change and diversity in the family through the life cycle with attention given to personal and family dilemmas related to childhood, adolescence, employment, dating, relationships and marriage, parenthood, retirement and aging. (3 credits)
SW 298 Interpersonal Skills, Spring, 2017, Fall 2017, Spring, 2018

This class is an introduction to theoretical models relating to basic interpersonal helping skills and the opportunity to practice and refine these skills, including self-awareness, effective communication, assertive behavior, and skills for effective teamwork in organizational environments as well as for working with individuals and families. It pays attention to multicultural aspects of human relations skills as well as opportunities for role play and practice of effective problem-solving. (3 credits)

INTRDSCP 271 and 272, Spring 2006 through Spring 2010

These courses are Honors Program writing courses that “heighten student awareness of the range of cultural events and opportunities in the community”. Students learn to evaluate and analyze these cultural events through writing assignments. My role was to assist students in identifying appropriate events and then evaluating their papers. (1 credit)

SW 333 Poverty, Summer Study Abroad-Fulda, Germany, 2012

This course examines the cultural and structural aspects of poverty and their impact on populations at risk both globally and in the U.S. It explores the particularly damaging effects of poverty on women, children, and persons of color. This course encourages exploration of societal and social welfare policies and practices, which contribute to or reinforce impoverishment. It also encourages exploration of the need for practitioners to become more aware of and sensitive to the effects of poverty on human behavior and to examine how professionals in social welfare organizations relate to impoverished and oppressed persons. (3 credits)

SW 340 Research in Social Services, Spring 2003, Summer 2010, Summer 2011

This course prepares Social Work majors to understand research methodology and the use of the scientific process. Students are involved in designing a small-scale social research project. I developed a hybrid version (50/50 on-line and traditional teaching strategies) of this course for the summer semester. (3 credits)

SW 371/571 Child and Family Welfare, Fall 2004 and Summer 2007

This course reviews policy practice and research related to social work practice with children and families. Specific focus is placed on social work in the public sector, including child protective services, foster and group care, and adoption. Students also learn about family support, child abuse prevention and youth development. Students explore how other risk factors such as poverty, substance abuse, and crime impact child and family development. (3 credits)

SW 375/575 Treatment and Mistreatment of Offenders, Spring 2008, Fall 2010

This course explores Social Work practice in the criminal justice system and focuses on the social worker’s role as a change agent within a generalist framework. Correctional models are examined within the context of social values, and bio-psycho-social theories of criminal causation. I developed a hybrid
SW 379 Generalist Practice Community Lab, Spring 2015, Spring 2016

This course offers intensive hands-on participation and skill development for practice competency development with communities and organizations. Students learn macro-practice frameworks, community development, social planning, social advocacy and social action. (3 credits)


This course examines theories of group behavior and their application within a generalist practice framework with families and people in small groups. Emphasis is placed on understanding group dynamics, phases of group development, group process and behavior, and skill development for working with various types of groups. Students learned to use video recordings to critique their practice skills. (3 credits)


This course promotes masters’ level development of skills necessary to practice social work with diverse individuals within groups, organizations and communities. I developed this course to be taught in a 50/50 on-line and traditional format. Students work in small groups to develop a community change project to raise awareness of social service needs or provide an important social service. (3 credits)


This skills lab introduces students to a range of skills required for effective practice with various professional community groups, with organizations and with communities. Experiential practice techniques are the primary method of instruction. Students engage in real time community-based projects and use case studies to develop macro practice skills. I developed this course to be taught in a 50/50 on-line and traditional format. (1 credit). I am currently converting this course to a 3-credit elective in the new UW Oshkosh MSW program.

SW 709 Field I: Foundations Social Work Field Practicum, Fall, 2003-2010, and 2011

This course provides supervision of students in their social work practicum experience in a human service agency setting. Student placements are focused on generalist practice skills and abilities. Students complete 225 hours in a Foundation level internship. (4 credits)


This course provides supervision of students in their social work practicum experience in a human service agency setting. Student placements are focused on generalist practice skills and abilities. Students complete 225 hours in a Foundation level internship. (4 credits)

SW722 Social Work Management and Supervision, Spring 2007
This advanced practice course is the practice requirement for students in the Administration and Management Concentration of the Collaborative MSW. This course prepares students for leadership roles in public and non-profit social service agencies. Students also develop grant-writing skills. I developed this course to be taught in a 50/50 on-line and traditional format. (3 credits)

**SW 728 Advanced Social Welfare Policy, Fall 2009, Fall 2010, Fall 2011, Fall 2012**

This course focuses on an in-depth analysis of selected social welfare policies and programs in the United States, particularly as they impact diverse clientele and those living in rural areas. The course is designed to provide students with the tools they need to critically analyze social welfare policy and programs in order to begin to carry out leadership roles in positively impacting social problems, policy and programs in the region. Emphasis in the course is on both organizational and political change. I developed this course to be taught in a hybrid format using 50/50 on-line education and a traditional face-to-face format. For **fall 2016** this course was changed to: **Advanced Social Work Policy Practice (Hybrid)** - This course prepares Advanced year MSW students for competent policy practice in health care and mental health care practice contexts. Students will develop leadership skills to promote human rights and social justice, improve service access and delivery and evaluate policy outcomes. Students will engage in policy practice at the local, state, national and international levels. (2 credits)

**SW 731 Advanced Research Applications in Social Work Practice, Fall 2013, 2014 & 2015**

This course prepares advanced-year MSW students to plan an independent field-based research project. Students learn about quantitative and qualitative research methods and how to apply these approaches in social work practice. Students learn to conduct literature reviews, identify measurement tools and propose how to answer research questions relevant to social work professionals. Students also learn to use Microsoft Excel to manage data collection and analysis. (3 credits)


This is the capstone project for MSW students and is completed over two semesters. Students develop a field research project and gain Institutional Review Board approval during the spring semester. During the summer semester they collect original data or study secondary data to answer a research question, analyze the results and then complete a written report. This project is completed independently and I guide the students through the process, providing substantial feedback throughout.

**Woodring College of Education, Western Washington University (Seattle Extension)**

**Bellingham, WA 98225**

**ELEd435 Child Abuse and Neglect: Issues for Educators, Fall 2000 & Fall 2001**

This course is required for all new teachers and focuses on helping teachers understand the impact of child abuse and neglect on a child’s cognitive, social, emotional and behavioral development. Students become familiar with the resources available to families in the community, how they can promote prevention of child maltreatment, and their reporting responsibilities. (3 credits)
School of Social Work, University of Washington
Seattle, WA 98195

SW 320 Contemporary Social Welfare Policy, Winter 2002

This course covers social welfare policy development from 1935 through the present and focuses on specific social welfare policies and issues. Specific topics include policy development, social justice, poverty, and public assistance strategies, services to the elderly and disabled, protection of children, civil rights, services to the mentally ill, provision of health and nutrition services and evaluation of social welfare policy. (3 credits)

SW 555 Using Information to Improve Agency Performance, Winter Quarter 1998 (Auxiliary faculty); Spring 2000 (Teaching Practicum)

This was a required course for MSW students in their 2nd year of the program and was designed for students interested in administration and program evaluation. I focused on teaching students to evaluate practice in an agency setting. I instructed the students in the use of the database functions of Microsoft Excel, as this software is frequently available in social service agencies and is useful in managing small data sets and conducting descriptive analysis. (3 credits)

SW 531 Child and Family Policy and Services, Fall 1999 & Fall 2000

This was a required course for MSW students in their second year of the program and explored policy issues in selected areas of child, youth and family services. The class offered students a framework for policy analysis and stressed the role of values and evidence in policy formation. Course exercises were interactive and highlighted the critical interplay of policy, practice, and research. I developed materials specifically related for better understanding child neglect and presented this information in the course. These materials were later incorporated into the primary text used for this course (Pecora, Whittaker, Maluccio, Barth, Plotnick, (2000), *The Child Welfare Challenge*, 2nd ed.).

PUBLICATIONS


Abstract: Lesbian, gay, and bisexual (LGB) individuals are challenged daily regarding the lack of emotional support from employers in acknowledging cultural differences. The LGB population is at high risk for heterosexist discrimination despite new employment laws that protect individuals from termination based on sexual orientation. Previously completed research indicated that LGB employees who felt supported emotionally in the workplace showed a higher rate of future employee recruitment, increased productivity, quick adjustment periods for new employees, decreased stress, and were committed to their agency. The purpose of this research study was to develop strategies to help the LGB population feel supported in the workplace. The strategies were identified from anonymous surveys...
completed by employees in the developmental disability support field. The study participants are members of the *Advancing Strong Leadership* program for North Carolina DD Professionals. Participants shared their personal perceptions of how supportive their agency is for the LGB population. The results showed that 86.36% of the survey participants felt a change could be made to their agency to help increase support and acceptance for LGB employees. There were 16.6% of the employees that identified as LGB from public and non-profit agencies. The results suggest strategies for improving agency climate for LGB workers.


The challenges faced by families with young children who are homeless as well as the resources available to them have changed very little in the past 25 years since the passing of the McKinney Vento act. Homeless children are at great risk for negative outcomes. This study examined the efficacy of the implementation of an evidence-based treatment intervention: Filial Play Therapy to mediate the negative impacts of shelter living. A standardized, evidence-based curriculum, which promotes positive attachment between parent and child, decreases stress for both parent and child, and increases self-esteem in children was implemented with six homeless parents at a homeless shelter. The results of this intervention are reported and suggest recommendations for future research.


Abstract: To effectively advocate with local level policy makers it is important for social workers to understand how social services boards are structured as well as the factors that influence their decisionmaking process. This study explores these factors. Members of the 72 Wisconsin County Human/Social Service Boards were surveyed and 223 Human/Social Service board members responded to the survey. Survey participants reported that they primarily use social service agency reports, social service agency staff consultation, and other board member’s opinions when making decisions regarding service delivery and social service policy. Recommendations for social workers advocating for their clients are suggested.


I produced end of chapter study questions, supplementary Microsoft PowerPoint slides and chapter test questions for this introductory social text book.


The Early Head Start Research and Evaluation Project (EHSREP), which found that families participating in programs that combined home-based and center-based (i.e., mixed) approaches had the broadest
pattern of significant impacts on parents and children through age 3, offers an opportunity to examine this question. This paper provides a brief description of key service features of these mixed approach programs in the EHSREP and compares the reported intensity of service receipt over time and staff qualifications across program approaches. The impact of type and timing of receipt of EHS services on child and family outcomes at 36 months is examined. Descriptive results underscore the flexible responsiveness to family support of the mixed services approaches in the national study. Quantitative results show greater intensity and duration of services reported by families and higher levels of staff education and experience in the mixed approach programs. Experiencing intensive home visits prior to the child’s second birthday is associated with positive qualities of parent-child interaction and a more stimulating home environment. Experiencing intensive home visits after the child turns 2 is associated with cognitive, socioemotional and parent outcomes. Being enrolled in an EHS center during this later period was associated with increased receptive vocabulary skills. The experience of mixed approach programs follows Reynolds’s (1998) recommendations for effective early childhood programming.


This review provides a conceptual overview of an important aspect of early childhood home visiting research: understanding how parents are involved in program services and activities. Involvement is defined as the process of the client connecting with and using the services of a program to the best of the client’s and the program’s ability. The term includes two broad dimensions: participation, or the quantity of intervention; and engagement, or the emotional quality of the intervention. Research that includes examination of parent involvement is reviewed, including examples from the recently-concluded study of Early Head Start. Factors that impact involvement are noted, including parent characteristics, program features, and qualities of the home visitor. The need for further measurement development is discussed, as well as implications for home visiting programs themselves.


The outcome results of home visiting programs have been mixed and modestly encouraging at best. To further understand this phenomenon it is important to understand what influences participation in home visiting programs. This study explores the relationship between housing stability and level of participation in an Early Head Start home visiting program. The housing needs of 76 Early Head Start participants were explored and compared to their participation in program home visiting services. Results indicated that housing problems were related to lower participation in home visiting services. Practice implications and recommendations are suggested.


This chapter examines how participation in Early Head Start impacts parent-child attachment relationships in low-income families. Participation rates and “dose” of intervention services varied
considerably and many families dropped out of program services early. Results indicated that the program studied here did not enhance parent-child attachment relationships. Since full participation in the program was limited this may have significantly impacted results.


This chapter explores the challenges to success in early childhood home visiting programs.


June 2002

Committee Supervisor, Susan P. Kemp, Ph.D.

This case study of program uptake at one EHS site offers a glimpse into the “Black Box” of home visiting services, as well as a look at how home visiting is impacted by other parenting services and the context of service delivery. Seventy-six low-income families participated in child development home visits, PHN home visits and parenting group services over a three-year period. It was observed that none of these families participated to the extent expected, according to the EHS performance standards for home-based services. There was considerable variability in the intensity, frequency, content and duration of program participation. Most child development home visits included discussions and observations of child development related to the focus child and her/his siblings. Additional child development home visiting content was concentrated around parenting and parent relationships with other significant adults. PHN home visit content was focused on parent education and assessment. The content of parenting group services was focused on child development. Caregiver involvement in this program indicated that race/ethnicity, education status, housing stability and adult mental representations of attachment were associated with caregiver participation in this EHS program. Caucasian caregivers, those who had not completed high school, those with unresolved loss and trauma issues and those with housing needs were more likely to drop out of the program early than were caregivers of color, those who had completed high school, those who had resolved prior feelings of loss and trauma, and those who had secured stable housing. This study explored some of the reasons for these findings and recommendations for future social work practice and research are suggested.

CURRENT PROJECTS

CALM (Caring, Action, Leadership, Mindfulness)

I am the Principal Investigator for this 4-year project, which is funded by the Aurora Better Together Fund ($156,251) to facilitate violence prevention activities on the UW Oshkosh campus. The Department of Social Work is partnering with the UW Oshkosh Counseling Center and REACH Counseling to provide a comprehensive violence prevention program. CALM engages students across campus and promotes the development of competent MSW professionals. This project builds on existing campus resources and
interventions and is reaching out to all students living on campus. This project has four goals: 1. Increase student awareness of the power of interpersonal relationships. 2. Increase employment of effective interpersonal communication. 3. Provide a challenging, well organized and supportive graduate internship for 2 MSW students annually. 4. Prevent violence on campus. A short article about this program was published in the New Social Worker in August, 2017

**UW System Counseling Center Impact Evaluation**

Beginning 8/1/2017 I became the Principal Investigator for this project to evaluate the impact of counseling services and client mental health across the UW System. UW System universities and the UW Colleges participate in this annual evaluation, which is overseen by a system-wide committee that is comprised of Counseling Center directors. The project tracks a core set of common data elements across UW-System counseling centers, for the purposes of providing benchmarking data for each campus and to allow for system-level analyses of counseling utilization and impact. Each campus has contributed client intake data, outcome data and client satisfaction data annually to facilitate this process. In 2017 data from nearly 4800 student clients were reported. These results are compared to national averages on the same standardized data collection instruments. The primary reported concerns are anxiety, stress and depression. On average, participants engage in six counseling sessions. The majority of participants report improved mental health at the end of the semester after having participated in counseling services. This project offers a thoughtful and systematic approach for strengthening the ways in which outcomes are assessed for the betterment of the clients served.

**Winnebago County Drug Court Evaluation**

I am completing an evaluation of the outcomes and costs of the Winnebago County Drug Court between 2006 and 2017. This report is due to be submitted by 9/30/2017. I have included an undergraduate Psychology student in this study as a research assistant. She conducted interviews with program graduates to better understand their experiences in the program. This report utilizes both quantitative and qualitative data to report the results of this community-based program, which offers alternative sentencing for individuals who have committed crimes related to substance abuse behavior.

**CURRENT RESEARCH ACTIVITIES**

**Social Work Policy Practice Education (November 2014 to the present)**

This study is examining a number of aspects of competent social work policy practice. To date, I have completed a pilot study of the ways that BSW/Foundation MSW students demonstrate their level of policy practice competency at the end of the Field Internship and have developed a course assignment to track foundation policy practice competency. I submitted a manuscript for a book chapter to be included in a forthcoming book published by Nova Science Publishers and titled: *Public Policy: Perspectives, Implementation and Future Directions*. The book chapter is titled: *Preparing Competent Policy Practitioners: How to be an effective advocate for your clients* (see below). I have also presented the findings of the pilot study to the Wisconsin Council on Social Work Education (April, 2017) and have applied to present this study at the Baccalaureate Program Directors conference in Spring, 2018.
COMPLETED RESEARCH REPORTS


Abstract: Many social workers and social service providers lack confidence in their ability to engage in policy practice (see Council on Social Education definition below). Current political power lies with a number of individuals who are unsympathetic toward the vulnerable and oppressed people that social workers work with and advocate for. This dismissive attitude can be intimidating to advocates. Consequently, policy practice competency is vitally important to promote and preserve social justice and access to social services. The nature of social work requires that professionals be competent and confident in order to meet the needs of vulnerable and oppressed clients and support flourishing communities. Interestingly, research has found that policy makers rely on the expertise of social workers when making social welfare policy decisions. This chapter will suggest a framework for effective policy practice and detail five, evidence-based, strategies for competent social service policy practice. The author will draw from research, as well as professional experience, the experience of colleagues, and the experience of social work students. Case examples, resources, and tools will be provided in order to facilitate easy implementation of the policy practice strategies. Strategies will address personal relationships, organizing clients and constituents, written communication, use of social and electronic media, and collaboration.


Abstract: This research examined the probability that children involved in Early Head Start who experienced early housing insecurity would have worse outcomes in grade five than children who did not experience early insecure housing. Follow up at fifth grade suggests that housing continues to be a challenge for families involved in Early Head Start. The percentage of families experiencing inadequate housing at intake did not change at the fifth-grade follow-up (12.8% vs 11.48%). The indicators of family well-being suggested poor parent-child relationships for families experiencing housing insecurity. The available evidence is clear that early family stress impacts the outcomes for children as they grow into young adulthood.


Abstract: A healthy parent-child relationship requires a secure attachment between the caregiver and the child, effective communication and the ability of caregivers to effectively cope with stress. Being homeless can significantly impact each of these aspects of well being and further traumatize young children. This study explored the needs of homeless families with young children from the perspective of
both caregivers and shelter providers. The researchers asked caregivers and shelter staff what they believed homeless families with young children needed to promote parent-child attachment, foster family communication and reduce stress. Based on these responses the researchers identified responsive, evidence-based interventions that would mediate the negative impacts of shelter living.


Abstract: This study analyzes local public policy board member’s motivation for serving on a public policy board, perception of responsibility, and understanding of agency strengths. Elected and volunteer members of the 72 Wisconsin County Human/Social Service Boards were surveyed in 2010. A majority of survey participants had served between three to ten years on the public policy board, and identified their primary motivation and responsibility as improving services to families and individuals within the county. Board member satisfaction with agency services was correlated with the identified agency strengths. Implications for social worker advocacy practice are suggested.


RECENT RESEARCH ACTIVITIES

Homeless Services for Young Families (January 2012 to July 2016)

Dr. Lenore Wineberg and I received a UW Oshkosh Faculty Development Research Grant to implement a Filial Play parent-child education group at the Emergency Shelter of the Fox Valley during the summer of 2013. This intervention was designed to support the parent-child relationship for young families who are living in the shelter. The intervention promotes parent-child attachment, fosters family communication and reduces stress. Program assessment data is currently being analyzed for preparation of a research report.

Human/Social Services Board Decision-making Study (October 2010 to October 2013)

I am the Principle Investigator of a study that surveyed the County Human/Social Service board members in all 72 counties in WI. The study is focused on learning the factors that influence the decision-making process for board members. Data has been analyzed and one manuscript was published, December, 2012 and a second manuscript was submitted to Journal of Policy Practice for peer review (see above). The study results were presented at the 36th Annual National Institute on Social Work and Human Services in Rural Areas (7/2011), at a UW Oshkosh Dean’s Symposium (11/28/2012) and at the WI Chapter of the National Association of Social Workers conference: The Vibrant Tapestry of Social Work: Celebrating our Professional Diversity (10/18/2013).

4K LEAP Program Evaluation (January 2009 to January 2012)

I have been the program evaluator for 4K LEAPS, a professional development project for teachers of four-year-old pre-kindergarten classes that provided in-depth knowledge of the complexity of factors affecting literacy development and how to support parents in implementing literacy skills at home. A
follow-up grant was submitted in October 2011 to employ trained 4K LEAPS teachers as mentors for new project participants. The WI Department of Public Instruction’s Improving Teacher Quality Grant funded the original project. The subsequent grant application was also submitted to this organization, but was not accepted. Lenore Wineberg was the Principle Investigator.

NE WI Rural Health Care Coalition (September 2009 to September 2011)

I have been part of a collaborative research team (UW Green Bay, UW Oshkosh and Aurora Medical Center) that is working to improve access to health/mental health care services to rural communities. I assisted in the development and submission of a grant to fund follow-up services in rural areas of NE WI for patients with chronic illness and a recent hospitalization. The grand application was not funded.

Trauma Project (Spring 2011)

I partnered with mental health therapists from Winnebago and Dane County to deliver a traumainformed parent education program at the Community Partnership of Madison, WI. I was the program evaluator for this project. The project failed to recruit enough families and was discontinued.

ARC-ROFBT Program Evaluation (November 2008 to the May 2010)

This community-based substance abuse treatment program provided family support services to women and their families who were coping with substance abuse in the Madison, WI area. I was part of a team of evaluators that was exploring the impact of integrated family support services to promote healthy outcomes for families impacted by substance abuse. A presentation of preliminary results was given in May 2010 at UW Oshkosh.

Marathon County Child Protection Outcome Evaluation (April 2007 to September 2010)

This study examined outcomes for families involved in child protection services in Marathon County, Wisconsin, with a CPS case closed in 2006. The study used case data from the standardized county information system (WISACWIS) to explore child safety and family outcomes at the time of case closure. Additionally, the study examined qualitative data from interviews to further explore the meaning of the outcome data and to understand how policy makers perceive expected Child Protection outcomes for families. Information from this study was used to improve services to families involved in CPS in Marathon County and to improve child protection practices among CPS workers. The results of this study have been shared with local constituents and a manuscript was submitted for peer review at the Journal of Public Child Welfare. The manuscript was not accepted for publication.

Relationships Between Foster Parents and Foster Children

I was partnering with three other researchers (Judy Martin, Yvonne A. Unrau, and Kathryn C. Wehrmann) to understand foster care relationships. This independently, supported pilot project was the first of a multi-phase research project investigating intra- and interfamily dynamics of the foster care experience. The overall aim of the project was to better understand what makes the family experience of foster care work for foster children, their families-of-origin, and their foster families living in Midwest
states. In the initial pilot project, focus groups, comprised of foster parents in our respective geographic areas (Western Michigan, Central Illinois, and two sites in Central Wisconsin), were conducted. The study was discontinued when researchers changed locations and were unable to interest an adequate number of foster parents to participate in the study.

**RESEARCH PROJECTS PRIOR TO FALL 2002**

**School of Nursing, Early Head Start Research Project, University of Washington, Seattle, WA 98195**

**September 1998-June 2002**

**Research Assistant, Supervisor: Susan Spieker, Ph.D.**

The primary focus of the research project was attachment relationships. My responsibility had been to study how the Early Head Start Home Visiting services were implemented in a local Head Start program. This involved a qualitative review of case files and development of a database file of qualitative data. Specific study was focused on how families engaged in services and the barriers to engagement in services. Additionally, I participated in a national research work-group on topics related to participant involvement in program services. This work-group was analyzing data from the national EHS data set to understand and report participant involvement in program services. Two manuscripts were published from this work (see above).

**Remann Hall Women’s Project, Museum of Glass**

**Tacoma, WA**

**September 2001- September 2002**

**Co-evaluator, Lewayne Gilchrist, Ph.D.**

We evaluated the implementation and effectiveness of a state-funded violence prevention project that used a variety of artistic workshops to enhance the self-efficacy of adolescent girls incarcerated in a county detention facility. The final project resulted in the young women creating a large art installation that was displayed at the grand opening of the *International Museum of Glass* in Tacoma, WA.

**School of Social Work, Early Head Start: Keeping Families Connected, University of Washington**

**Seattle, WA 98195**

**March- September 1999**

**Research Practicum, Supervisor: Maureen Marcenko, Ph.D.**

I worked as a research assistant on this Early Head Start program for teen parents that were living with an adult caregiver. My responsibilities included data analysis of research subject scores on standardized instruments including the AAPI (Bavolek, 1984), F-COPES (McCubbin, 1991), and the Hare-Self-Esteem
Scale (Hare, 1987). Descriptive analysis of demographic data, and service need data was also conducted. SPSS statistical analysis software was utilized to conduct the analysis.

**School of Social Work, Child Neglect National Institute of Health (NIH) Grant Application**

**University of Washington, Seattle, WA 98195**

**June-September 1999**

**Grant Development Assistant, Supervisor: Jean Kruzich, Ph.D.**

I worked as a Grant development research assistant in the development of a grant to fund a study of child neglect among substance abusing parents. My responsibilities included writing sections of the grant application, conducting literature searches, meeting with state officials regarding use of state database data, and maintaining contact with NIH staff.

**PROFESSIONAL PRACTICE EXPERIENCE**

**CSWE Macro Practice Curriculum Guide: 2017-2018**

I am a contributor to the development of this Advanced Practice curriculum guide for CSWE accredited MSW Programs.

**Manuscript and Textbook Reviewer: 2012-present**

I am a manuscript reviewer for the following Professional Social Work Journals:

- Child and Youth Forum
- Journal of Social Work Education
- Child Welfare

I have reviewed four manuscripts submitted for publication in these professional journals. I completed these reviewed by the designated deadlines. Additionally, I have reviewed two textbooks and suggested strengths and challenges for Taylor Francis and Sage publishers.


**6/2009-January 2012**

I developed end of chapter study questions and a test-bank for the 6th edition of this text and created chapter PowerPoint slides for the 5th and 6th editions of this text.

**Ethics and Boundaries Trainer- Private Contractor**

**Oshkosh, WI**
9/2007 – present

I provide Social Work Ethics and Boundaries training for professionals interested in maintaining their WI State Social Work Certification and licensure. The training provides 4 units of continuing education credit and meets WI state requirements. I conduct training 2-4 times per year.

**Program Manager-Washington Council for Prevention of Child Abuse & Neglect**

Seattle, WA 98104

7/91-12/2001

I managed program evaluation activities and budget review for funded programs. I also provided technical assistance and training to community-based program staff. Additional responsibilities included monitoring 20-25 community-based programs and providing program development technical assistance to child abuse prevention programs statewide. I was responsible for organizing, reviewing, and distributing 70+- request for proposal applications for grant review. Other duties included, writing and editing papers related to child abuse prevention and family support, grant writing, developing reports for various stakeholders including the Governor's Office and legislators, reviewing and drafting legislation and supervising MSW student interns. July 1, 1997 - August 20, 1997 I held the position of Acting Executive Director and as such I managed the agency budget (approximately $1,000,000, both state and federal sources of funds), supervised 5 staff members, and managed the daily operations of the agency. Supervisor: Kikora Dorsey (206) 464-6151

**Instructor/Therapist-Family Services**

Seattle, WA 98104

9/90-9/98

Responsibilities included teaching parent anger management skills and general parenting skills to volunteer and court-referred clients. Additionally, I developed treatment plans, provided monthly reports of client progress, and assessed client behavior and attitude changes. I have also provided home based family counseling under a contract with DSHS for home-based services. I revised the Parent Anger Management curriculum. I also taught one-time workshops on Parent Anger Management and positive parenting.

**School Social Worker-Bethel School District**

Spanaway, WA 98387

3/91-6/91; 9/89-6/90 (MSW Intern)

Responsibilities included individual and group counseling with elementary and junior high school students. Additionally, I was responsible for assessment of student needs, child abuse reporting, and
student behavior management planning. As an intern I coordinated a program designed to improve academic achievement of ethnic minority students.

Social Worker 3-Child Protective Services, Dept. of Social & Health Services
Kent, WA 98032
6/89-9/90

I investigated allegations of child abuse and neglect, and assessed risk to children. I maintained case files, prepared court reports, made recommendations for placement/services for children and their families. I also worked with a team to develop an assessment protocol for families with substance abuse problems.

Pre-MSW Professional Practice:

- Interim Executive Director and Director of Client Services-Jessie Dyslin Boys Ranch, Tacoma, WA 98446 (5/81-6/89). This was a residential treatment facility for adolescent boys who were dependent on the State of Washington.

- Medical Social Worker-Puget Sound Hospital, Tacoma, WA 98408 (2/81-5/81). I worked with medical and surgical patients assisting them and their families with discharge planning. I also conducted intake assessments in emergency and on the In-Patient Psychiatric unit.

- Basic Education Tutor-Western State Hospital, Ft. Steilacoom, WA 98498 (9/79-12/80). I provided basic education tutoring and educational planning for adult patients involuntarily placed at the State Mental Hospital.

PRESENTATIONS

Policy Practice Scavenger Hunt, April 7, 2017, WCSWE Semi-Annual Conference, Wisconsin Dells, WI

Parent-Child Relationship in a Homeless Shelter: Promoting Play, January 14-18, 2015, SSWR Annual Conference (19th), New Orleans, LA

This e-poster presented the results of our research to implement Filial Play in a homeless shelter.

Parent-Child Relationship in a Homeless Shelter: Promoting Play, October 20, 2014, NASW-WI Annual Conference (40th), Waukesha, WI

This workshop presented the results of our research to implement Filial Play in a homeless shelter.

ADVOCATING WITH LOCAL SOCIAL SERVICE POLICY MAKERS, July 23-26, 2014, NASW CONFERENCE, WASHINGTON D.C.
This presentation focused on the factors that influence the decision-making process for local human/social service board members and offered suggestions for effective local policy advocacy.


The presentation describes the implementation of an evidence–based parent support intervention at a local homeless shelter. Six parents of preschool children were trained in *Filial Play Therapy* over 7 sessions in the summer of 2013. Parents and children participated in video recorded play sessions to observe and improve their skills. This presentation focuses on formative outcomes.

**Human/Social Services Board Decision-Making, October 18, 2013 WI-NASW Conference, Madison, WI**

The study focused on learning the factors that influence the decision-making process for local human/social service board members.


*Paper presented at the International Conference on Social Work and Social Policy June 11-13, 2012 and the Baccalaureate Program Directors Conference March 5-9, 2008.* This paper presentation outlines the resources needed and the lessons learned from the development of a new MSW program on the foundation of two existing BSW programs.


This paper reported the results of a study that surveyed 223 county social service policy makers, both elected and appointed, in WI to better understand the mechanism that influence their decisions regarding county social services. This presentation focused on the results from rural counties, which represent 66.7% of the responses. The results provide insight and guidance for rural social workers interested in shaping policy and improving resources for rural clients.


This is a presentation of the results of a pilot study conducted by former BSW students in their Field placements. The study explores the comparison of two models for preparing youth in foster care for independent living when they reach majority.
Supervisory Skills

*Presentation at the Classified Staff Conference, UW Green Bay, Green Bay, WI, October 2006*

This interactive training was developed for new supervisors and included information on motivating employees, communication, giving feedback and taking corrective action when necessary. Participants presented current challenges that were used to demonstrate problemsolving.

Research and Community-based Program Collaboration: Strengths & Challenges of Participating in a National Research Study. Co-Presenters: Anthippy Petras, MSW, Peg Mazen, MS, Susan Spieker, Ph.D.

*Presentation at the Society for Prevention Research, Seattle, WA, May 2002*

This poster outlines the benefits and challenges of a research partnership with a community-based service provider to develop and study a new community-based family support program. Recommendations for future partnerships of this nature are also suggested.

1 My former name was Staerkel

Early Head Start: Caregiver’s Engagement with Home Visitors Co-Presenter: Susan Spieker, Ph.D.

- *Presentation: NCAST Conference, Bellevue, WA, August 2000*


- *Planned Presentation: Head Start and Child Care Birth to Three Institute, Washington D.C., January 2001 (Co-presenters Susan Spieker, Ph.D. and Joanne Solchaney, Ph.D.)*

- *Planned Poster: Society for Research in Child Development Conference, Minneapolis, MN, April 2001*

This workshop/poster presents preliminary data on families participating in an Early Head Start program who were designated by home visitors as easy or difficult to engage in home visiting services. The data presented reflects outcomes related to parenting stress, child development and level of program participation. A paper for publication is under development.

Teen Mothers and Their Adult Caregivers: A Study of Needs, Challenges, and Strengths. Co-Presenter: Joanie McCollum, MSS

*Head Start Research Conference, Washington DC, June 2000*

We presented intake data from an Early Head Start Program serving 70 African American teen mothers who are living with an adult caregiver in N. Philadelphia. Service needs, risk factors, knowledge of TANF,
parenting, coping and self-esteem were measured. Implications for social work practice were also presented. A paper for publication is under development.

**Resiliency in Children in the Child Welfare System. Co-Presenter: Susan Kemp, Ph.D.**

*Child Welfare League of America National Conference, Seattle, WA, June 1999*

This workshop presented the concept of resilience as experienced by children in foster care or out of home placement. Participants learned to recognize and assess strengths in children and were offered the opportunity to engage in a case study exercise.

**Meeting the Challenges of Community-based Program Evaluation. Co-Presenters: Lynn Keenan, Ph.D. and Venita Quan, MA**

- *Family Based Services Annual Conference, San Diego, CA, November 1998*
- *WSU Parent Educators Annual Conference, Wenatchee, WA, April 1999*
- *Northwest Family Resource Conference, Seattle, WA, June 1999*
- *Family Resource Coalition of America Biennial Conference, Chicago, IL, April 2000*

This three-hour workshop provided community-based family support service providers with a framework for evaluating their program services. Participants learn about the Logic Model for program evaluation, were exposed to client-friendly measurement tools and methods, and introduced to a management information system that is easy to develop and run in a small community-based program.

**GRANTS RECEIVED**

**Aurora Better Together Fund ($156,251, January 1, 2017-December 31, 2021)**

This grant supports the *CALM Campus Violence Prevention Project*, and funds 2 MSW students to deliver a comprehensive violence prevention program to students living on campus at UW Oshkosh. I’m the Principle Investigator and grant manager. Services are delivered in collaboration with the UW Oshkosh Counseling Center and REACH (a sexual assault advocacy provider).

**Scholarship of Teaching and Learning Stipend ($500, Spring 2015)**

This grant supported the development of the *Social Work Policy Practice Education* research project. I worked with an SOTL mentor to develop a project proposal, which is IRB approved.

**UW Oshkosh Faculty Development Teaching Grant ($8768, April 2014)**

This university grant funds the development of an inter-professional teaching module in collaboration with the College of Nursing at UW Oshkosh. The focus of the teaching module is palliative care and hospice practice.
**Title IVE Child Welfare Education and Stipend Grant** ($220,584, annually)

This federal grant funds tuition for 10 UW Oshkosh MSW students who are interested in Child Welfare Practice.

**Faculty Development Research Grant** ($9000, May 2013)

This grant funded the implementation of the Filial Play Therapy group at the Emergency Shelter of the Fox Valley

**Faculty Development Grant, UW Oshkosh** ($600, October 2010)

This grant funded supplies and mailing for the Human/Social Services Board Research Study.

**WI Teacher Quality, 4K LEAPS** (Lenore Wineberg, PI, Spring 2009)

I contributed to the development of the grant and served as the project evaluator. This project provided training and professional development for 4K teachers in the Fox Valley.

**Graduate Studies Initiative Program, UW Oshkosh** ($3,500, January 2008)

This grant provides funds to develop two MSW courses employing a distance education approach and using available technology to reduce on-campus classroom meetings (e.g. on-line format).

**Marathon County Child Protection Outcome Evaluation: Parent Interview Grant** ($120, Spring 2007)

The grant provides funds to compensate parents who participate in interviews about Child Protective Services in Marathon County, WI

**Preparing Future Faculty Initiative: Mini Grant** ($800, Spring 2000)

Using Microsoft Excel Database Functions to Manage and Report Social Service Program Outcomes

**Washington State Family Support Services and Child Abuse Prevention State CAPTA Funding**

(Approximately $500,000, Summer 1997)

Washington Council for Prevention of Child Abuse and Neglect (Children’s Trust fund) federal funding for statewide family support and prevention of child maltreatment.

**UW OSHKOSH DEPARTMENT OF SOCIAL WORK SERVICE**

- Current Chair: Reappointment, Tenure and Promotions; Assistant Professor Search Committee; MSW Assessment Committee
Member: MSW Oversight; MSW Admissions; MSW Advisory Committee; MSW Curriculum Revision workgroup, MSW Child Welfare Committee, BSW Field Committee; BSW Curriculum Committee, Merit Committee, Departmental Advisory Committee; faculty search committees

UW OSHKOSH UNIVERSITY SERVICE (CURRENT)

Member: Faculty Senate, COLS Social Science Division Committee; COLS Promotion Committee; COLS Faculty/Staff Experience Committee; Graduate Council, Graduate Dean Search Committee, Faculty Development Committee.

MEMBERSHIPS AND VOLUNTEER EXPERIENCE

Member National Association of Social Workers, and Chair of the WI Legislative Policy Committee (Current)


President and Executive Committee member for the Wisconsin Council on Social Work Education (current)

Member Lakeland Care District Appeals Committee (current)

Member of the Council on Social Work Education (current)


Family Resource Center Board member, Fond du Lac, WI, 2008

Student Rep.-UW Graduate Professional Student Services (2000-2001 academic year)

Facilitate/organize orientation-UW School of Social Work Ph.D. students (Sept., '99 & '00)

Children's Alliance of Washington State

Washington Prevention Professionals
• Former Chair of Children's Home Society Healthy Families Advisory Committee (Auburn, WA), member of the Finance Committee. Member of Resource Development Committee- Redmond (1991-1997).

Jeehoon Kim, PhD  
Assistant Professor

EDUCATION

Doctor of Philosophy in Social Welfare, University at Albany, December, 2011  
Dissertation Committee Chair: Dr. Anne (Ricky) E. Fortune

Master of Social Work, University at Albany, May, 2003  
Specialization: Macro Practice

Master of Home Economics, Seoul National University, South Korea, August, 1997  
Specialization: Aging and Family Studies  
Thesis Committee Chair: Dr. Gyeonghae Han

Bachelor of Home Economics, Seoul National University, South Korea, February, 1995  
Major: Agricultural Home Economics

FULL-TIME ACADEMIC APPOINTMENTS

Associate Professor, Department of Sociology, Social Work, & Criminology, Idaho State University, Pocatello, ID, August 2018

Assistant Professor, Department of Sociology, Social Work, & Criminology, Idaho State University, Pocatello, ID, August 2012 – May 2018

Interim Director of Master in Social Work, Department of Sociology, Social Work, & Criminology, Idaho State University, Pocatello, ID, 2017 – 2018

PROFESSIONAL SOCIAL WORK EXPERIENCE


Senior Research Assistant, New York State Division of Criminal Justice Services, Albany, NY, July 2009 – December 2011


**CURRENT PROFESSIONAL AFFILIATIONS**

Gerontological Society of America

Council on Social Work Education

Korean-American Social Work Educators Association

**COMMUNITY SERVICE ACTIVITIES (PAST 3 YEARS)**

Secretary, Korean-American Social Work Educators Association, Center for Diversity and Social Economic Justice, Council on Social Work Education, 2016 – 2017


Council on Social Work Education Annual Program of Meeting Abstract Reviewer, 2015 – 2017

The 21st IAGG World Congress of Gerontology and Geriatrics Abstract Reviewer, 2016 – 2017

The Annual Scientific Meeting of the Gerontological Society of America Abstract Reviewer, 2013 – present

External Grant Proposal Reviewer, The Minnesota Agricultural Experiment Station, 2015

Manuscript Reviewer, Journal of Gerontology Social Sciences 2018

Quality of Life Research, 2016 – 2017

Journal of Psychosocial Oncology, 2015 – date

Psycho Oncology, 2015

**AWARDS (PAST 3 YEARS)**

- My first authored paper entitled “Technology Access and Use and Their Associations with Social Engagement among Older Adults: Do Women and Men Differ” was selected as the Editor’s Choice Article in the Section of Social Sciences of Journals of Gerontology, Volume 72, Issue 5, September 1, 2017.

- Internal Research Grant

  Faculty Research Grant for Course Release, $3,435, College of Arts and Letters, Idaho State University, Spring 2016

  Faculty Research Grant for Course Release, $3,335, College of Arts and Letters, Idaho State University, Spring 2014

- Travel Grant

  Faculty Travel Grant, $1,000, College of Arts and Letters, Idaho State University, Fall 2016

  Faculty Travel Grant, $400, Office of Research and Economic Development, Idaho State University, Spring 2016

  Faculty Travel Grant, $1,200, College of Arts and Letters, Idaho State University, Fall 2015

  Faculty Travel Grant, $1,250, Office of Research and Economic Development, Idaho State University, Summer 2015

  Faculty Travel Grant, $1,200, College of Arts and Letters, Idaho State University, Fall 2014

  Faculty Travel Grant, $500, Office of Research and Economic Development, Idaho State University, Spring 2014

**PEER-REVIEWED ACADEMIC PRESENTATION – NATIONAL AND INTERNATIONAL (PAST 5 YEARS)**


Kim, J. & Min, J (November 2016). *The Impact of Older Parents’ Assistive Devices Use on Adult Child Caregivers’ Depressive Symptoms*. Poster Presentation at the 68th Annual Scientific Meeting of the Gerontological Society of America, Orlando, FL.


Kim, J., Lee, H., Christensen, M.C., & Merighi, J. (November 2015). *Older Adults’ Use of Social Networking Sites and its Link to Depressive Symptoms*. Poster Presentation at the 68th Annual Scientific Meeting of the Gerontological Society of America, Orlando, FL.


Kim, J., Lee, H., Christensen, M.C., & Merighi, J. (October 2015). *Gender Differences in Older Adults’ Technology Use and Social Activity Participation*. Poster presentation at the 61st Annual Program Meeting of the Council on Social Work Education, Denver, CO.

Kim, J. & Joo, H.S. (November 2014). *Impact of Older Adults’ Internet Use on the Cost of Informal Caregiving*. Poster presentation at Late Breaker Sessions at the 67th Annual Scientific Meeting of the Gerontological Society of America, Washington, DC.


Lee, H. & Kim, J. (November 2013). *Impact of Communication Technology Use on Depression and Health Status of Older Adults Dwelling in Retirement Communities*. Poster presentation at the 66th Annual Scientific Meeting of the Gerontological Society of America, New Orleans, LA.


PEER-REVIEWED PUBLICATIONS (PAST 5 YEARS)


Tara Ashley, MSW, LCSW  
2023 Cassia St. Pocatello, Idaho  
(208)244-8295

**Education**  
Simmons College School of Social Work, Boston, MA  
Masters Degree in Social Work, May 1997  
Regis College, Weston, MA  
Bachelors Degree in Social Work, May 1994

**Experience**

4/11 to Present  
Idaho State University, Pocatello, ID  
Embedded Hub Child Welfare Trainer  

1/15 to Present  
Mental Wellness, Pocatello ID  
Contract Therapist  
Provide outpatient Trauma Focused Cognitive Behavioral Therapy for individuals with a history of adverse childhood experiences.

3/12 to 1/15  
Bannock County Juvenile Probation, Pocatello, ID  
Contract Therapist  
Provided psycho-education, family therapy, individual therapy and TF-CBT for juveniles and their families. Assessed and treated traumatized youth who had entered the system due to delinquent behavior. Provided supportive mental health treatment that met the needs of individuals and families to address historical familial trauma that contributed to negative behavior in youth.

4/09 to 10/10  
Joshua D. Smith & Associates, Pocatello, ID  
Therapist  
Provided individual therapy for 15-20 adults living in the community while they navigated life with mental health challenges and psychiatric diagnoses. Provided intake assessments and annual comprehensive diagnostic assessments as required by the state. Assisted with group supervision of PSR workers.
9/03 to 7/08  
**St. Mary’s Hospital, Green Bay, WI**

**Masters Level Licensed Social Worker**

Responded to social work emergencies throughout the hospital. Evaluated and provided brief therapy in situations such as suicide attempts, nursing home placements, child abuse, domestic violence, drug and alcohol use and abuse, issues around death and dying, anxiety, and depression. Provided case mgmt. and discharge planning after hours. Worked with a team of doctors and nurses to safely plan and coordinate best case practice and referrals.

9/00 to 5/01  
**Metro State College, Denver, Co**

**Social Work Adjunct Faculty**

Taught Bachelor’s candidates core classes. (Human Behavior and the Social Environment and Urban Living) (see page 3)

9/99 to 2/01  
**Jefferson County Department of Social Services, Golden, CO**

**Sex Abuse Team, Supervisor**

Provided supportive, clinical supervision and education for seven caseworkers and two case aids in a specialized unit of child protection where intra-familial sexual abuse was the primary issue. Facilitated team meetings and promoted containment within the professional community for families. Interviewed, hired and trained new staff. Participated in Safe Jeff-co Working Group for juvenile sex offenders. Acted as a liaison between caseworkers and administration.

10/97 to 9/99  
**Jefferson County Department of Social Services, Golden, CO**

**Sex Abuse Team, Caseworker III**

Cooperatively created and implemented court ordered treatment plans for families identified by child protection and probation. Carried a specialized caseload of families whose presenting issues were identified as intra-familial sexual abuse. Facilitated and managed treatment for both sexual abuse victims and perpetrators. Utilized a containment team to make decisions around victim/perpetrator reunification, and community safety.

6/96 to 7/97  
**Boston Medical Center, Boston, MA**

**Family Development Center, Therapist/Case Manager**

Provided case management and therapy for children and families that have been victims or witnesses of violence and/or neglect. Supported children and families in a therapeutic preschool, milieu, multi-cultural setting. Co-facilitated a psycho-educational, supportive, foster parent group meeting monthly.
6/94 to 7/97  
**Judge Baker Children's Center, Boston, MA**  
**Telephone Case Screener**

Screened reports of child abuse and neglect for the Department of Social Services (DSS). Gathered data from callers, assessed callers' needs, and implemented appropriate responses for the DSS after-hours emergency services. Coordinated DSS case requests or situations and transmitted case management information when children were maltreated in crisis situations. Trained new trainers and screeners. Participated in interviewing new staff.

**1999 - 2001 Metro State College, Undergraduate School of Social Work Denver, CO**

Adjunct Faculty

Courses Taught

• Human Behavior in The Social Environment: Human Development across the Life Span
• Urban Families

2015 – 2018 Idaho State University - IET (Interdisciplinary Evaluation Team) - Social Work Assessor

**Child Welfare Academy Courses Taught for 7 years (2011-2018) (post-undergraduate classes for child welfare workers with a BSW):**

- Child and Family Engagement Part I
- Child and Family Engagement Part II (authored)
- Family Group Decision Making
- Family Centered Practice
- Child Welfare in Statutory Context
- Idaho Permanency Oriented Practice
- Concurrent Planning
- Foster Care
- Knowing Who You Are – race and ethnicity for communities working with youth in foster care
- Working With Older Youth
- Ethics of Family Centered Practice (including Fort Hall social workers)
- Ethics and Social Media (including Fort Hall social workers)
- Ethics of Boundaries
- Ethics of the Learning Climate (including Fort Hall social workers)
- Ethics of Cultural Humility (authored)
- National Child Traumatic Stress Network Child Welfare Trauma Training
• National Child Traumatic Stress Network Juvenile Justice Trauma Training
• Resilience Alliance (secondary traumatic stress for social workers)
• Secondary Traumatic Stress for Early Learning Professionals
• Including Fathers in Child Welfare (authored)
• Learning Circles for Supervisors (co-authored)
• Managing Juvenile Sex Offenders in the Community (authored)

Consultations

• 1998 Federal Think Tank in Portland Oregon for Registration of Juvenile Sex Offenders
• 1999 Colorado Placement of Juvenile Sex Offenders in other states
• 2017 Trainings Regarding Trauma for Southeast Idaho (CMH)
• 2011 – 2018 Trauma and Behavior of Youth in Foster Care (on-going)

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

• ITP - International Trauma Professionals, 2015.
• TF-CBT Supervision Circle

Idaho approved supervisor for LMSW’s seeking LCSW licensure

Additional Information: state approved supervisor for LCSW candidates, actively supervising 2 LMSW therapists, IET social work instructor/assessor, completed TF-CBT training & 1 year supervision
Staci Jalyn Jensen-Hart, MSW, ACSW, LCSW

Social Work Program Director, Associate Professor

EDUCATION

1985-1987  Masters of Social Work; University of Utah; Clinical Emphasis: Families and Children; Research-Literature Review, Fetal Alcohol Syndrome

1980-1983  Bachelor of Arts in Social Work; Boise State University

ACADEMIC APPOINTMENTS

- **Associate Professor, Tenured; Program Director**
  08/15-present  *Idaho State University*  Pocatello, ID

- **Associate Professor, Tenured; Field Director**
  07/12-07/15  *Idaho State University*  Pocatello, ID

- **Associate Professor, Tenured; Social Work Program Director**
  08/11-06/12  *Idaho State University*  Pocatello, ID

- **Assistant Professor, Tenure-Track; Social Work Program Director**
  05/10-07/11  *Idaho State University*  Pocatello, ID

- **Assistant Professor, Tenure-Track; Field Practicum Coordinator**
  08/06-05/10  *Idaho State University*  Pocatello, ID

- **Adjunct Instructor/Practicum Supervisor**
  01/02-8/06  *Walla Walla College*  Missoula, MT

PROFESSIONAL EXPERIENCE

Social Work/Counseling

- **School Social Worker/Counselor**
  08/96-06/05  *Idaho Falls School District #91*  Idaho Falls, ID
  08/87-06/93  *Bonneville School District #93*  Idaho Falls, ID
Therapist

03/93-08/96  Private Practice  Idaho Falls, ID
08/87-08/89  Christian Counseling Services  Idaho Falls, ID

Mental Health/Social Work Consulting Services

06/93-08/96  Idaho Falls Group Homes  Idaho Falls, ID
08/93-08/96  Headstart  Idaho Falls, ID
08/87-08/88  Headstart  Idaho Falls, ID
06/83-07/85  Idaho Department of Health and Welfare  Boise, ID

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

National Association of Social Workers (NASW) (member since 1983)

National Association of Christian Social Workers (NACSW)

Council on Social Work Education (CSWE)

State of Idaho Board Approved Clinical Supervisor for Social Work since 2008

Licensed Clinical Social Worker in the State of Idaho since 1989

NASW Academy of Certified Social Workers (ACSW) since 1989

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES FOR THE LAST 3 YEARS

2016-2017  Planning Committee Assistance for West Coast Child Welfare Trainer’s Conference

2015-2017  MSW Program Proposal Team. Moved proposal forward to approval by State Board of Education

2016-2017  Mentor for new Psychology faculty member

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, OR OTHER RECOGNITION DURING THE LAST 3 YEARS

Principal Investigator, Title IV-E Scholars Contract, Idaho Department Health & Welfare; Award Amount: $125,000/year. July 2010-present.

PROFESSIONAL PRESENTATIONS DURING THE LAST 5 YEARS


10/15 Invited Presenter for Pocatello Area Hospice Chaplains Meeting Developing Resiliency in Hospice Work

05/15 Presenter: Outreach in the Community Event Sponsored by ISU Social Work Program Ethical Connections: Relationships with Clients, Colleagues, and Community

11/14 Presenter: Idaho State University, Field Instructor Training Field Instructor Cultural Humility and Ethics

01/14 Invited Speaker for Staff Training at Bannock County Juvenile Justice Keeping the Bounce: Developing Resiliency in Helping Professions

11/13 Invited Speaker for Ethics Portion at both locations; Moderator for Idaho Falls section Guardian Scholar Symposium: Mentoring in Higher Education. Separate sessions in Pocatello and Idaho Falls, Idaho

11/13 Co-Presenter. Idaho State University, Field Instructor Training. Dialogue Journaling

04/13 Presenter. Idaho State University, Field Instructor Training. Supervision in Changing Societal Contexts

10/12 Moderator. Guardian Scholar Symposium: Engaging Foster Youth in Higher Education. Pocatello, Idaho
PROFESSIONAL PUBLICATIONS THE LAST 5 YEARS


Child Welfare Curriculum written for use by the Idaho Department Health & Welfare. Peer Reviewed by Team and IDHW Central Office.


D J WILLIAMS, PHD
Associate Professor

EDUCATION

Postdoctoral Research Fellow in Leisure Sciences, University of Alberta, 2005-2006
  – Specializations: offender gambling and deviance / leisure
  – Supervisor: Dr. Gordon J. Walker

Doctor of Philosophy in Physical Education and Recreation, University of Alberta, 2004
  – Specialization: exercise psychology / behavioral medicine (forensics contexts)
  – Supervisor: Dr. William B. Strean

Master of Social Work, University of Utah, 2000

Master of Science in Exercise and Sport Science, University of Utah, 1998
  – Supervisor: Dr. Evelyn G. Hall
  – Specialization: exercise psychology

Bachelor of Science in Psychology, Weber State University, 1992

Associate of Science (cum laude), Dixie College, 1990

FULL-TIME ACADEMIC APPOINTMENTS

Associate Professor of Sociology, Social Work, & Criminology, Idaho State University, 2015-date

Director of Social Work, Idaho State University, 2012-2015

Assistant Professor of Sociology, Social Work, & Criminal Justice, Idaho State University, 2006-2008 and 2011-2015

SOCIAL WORK PRACTICE EXPERIENCE

Program Director and Forensic Psychotherapist (LCSW), Northern Utah Sex Offender Outpatient Services, Center for Family Development, Salt Lake City, Utah, 2003-2004
Forensic Psychotherapist, Center for Family Development (CSW), Salt Lake City, Utah, 2000-2002

Programming Supervisor (SSW), Valley Mental Health Forensics Unit, Salt Lake City, Utah, 1996-2000

**CURRENT PROFESSIONAL AFFILIATIONS**

- Atypical Homicide Research Group at Northeastern University (by invitation)
- Homicide Research Working Group
- Center for Positive Sexuality
- Community-Academic Consortium for Research on Alternative Sexualities
- Society for the Scientific Study of Sexuality
- National Coalition for Sexual Freedom

**COMMUNITY SERVICE ACTIVITIES (PAST 3 YEARS)**

- Co-Founding Editor, *Journal of Positive Sexuality*, 2015-date
- Director of Research, Center for Positive Sexuality, Los Angeles, 2013-date
- Editorial Board Member, *Journal of Forensic Social Work*, 2007-date
- Reviewer for multiple academic journals and book publishers
- Committee member for numerous graduate students (internal and external)
- Presenter/trainer for multiple academic and professional institutions (local, national, international)
- Consultant/expert witness for multiple institutions, including the Federal Bureau of Investigation
- Served on multiple professional committees (internal and external)
• Dozens of interviews given to media outlets worldwide on diversity, deviance, and crime research

AWARDS (PAST 3 YEARS)

• Excellence in Leadership Award, Center for Positive Sexuality, Los Angeles, 2017
• Multiple small research funding awards (internal and external)

PEER-REVIEWED ACADEMIC PRESENTATIONS-NATIONAL AND INTERNATIONAL (PAST 5 YEARS)

Williams, D J (invited plenary address, scheduled September 2017). New directions in serial homicide research: The application of forensic leisure science. North London Forensic Services 12th International Conference at the University of Cambridge, United Kingdom


Williams, D J (June 2016). Expanding multidisciplinarity: Can leisure science contribute to a more complete understanding of serial homicide? 2016 Homicide Research Working Group (HRWG) Annual Meeting, St. Louis, Missouri

Thomas, J. N., & Williams, D J (April 2016). What the cluck! Responding to the absurdity of sex offender policy from a positive sexuality model. Pacific Sociological Association 87th Annual Meeting, Oakland, California


Bischoff, D., Williams, D J, & Burnett, J. L. (November 2013). *Becoming a widow at the hands of the State: A personal narrative of capital punishment from a convict criminology perspective.* American Society of Criminology (ASC) 69th Annual Meeting, Atlanta, Georgia

Williams, D J (June 2013, **invited plenary address**). *Offender gambling and its severe cost to society.* North American Gaming Regulators Association (NAGRA) Education and Training Conference, Virginia Beach, Virginia


**PEER-REVIEWED PUBLICATIONS (PAST 5 YEARS)**


Williams, D J (2012). How can leisure be used to integrate young, minority offenders into society? In M. T. Fagin, K. Darboe, & W. E. Allen (Eds.), *A reader on race and ethnic relations: Harmonizing indigenous and immigrant voices* (Section II). Dubuque, IA: Kendall Hunt Publishing.

Justin Scott Lee
Social Work Field Director, Assistant Professor

EDUCATION

Doctor of Philosophy, Virginia Commonwealth University, School of Social Work. April 13, 2012
Dissertation: Unaccompanied Refugee Minors and the Strategies they Use to Navigate in a New World: A Grounded Theory Approach
Chair: Dr. Pamela J. Kovacs

Certificate in Forced Migration, University of Oxford, July 2017

Master of Social Work, Eastern Washington University, June 2007

Bachelor of Science (Sociology), Brigham Young University, August 2005

FACULTY APPOINTMENTS

Idaho State University—Department of Sociology, Social Work & Criminal Justice
Director of Field Education & Assistant Professor, August 2016—Current

University of North Carolina at Greensboro—Department of Social Work
Assistant Professor, August 2013—August 2016

Barton College—School of Social Work
Assistant Professor, August 2011—June 2013

PRACTICE EXPERIENCE

Post MSW

In-Home Counselor—Hallmark Youthcare of Richmond
Richmond, Virginia, May 2008—March 2009

• Provide in-home psychotherapy to children and adolescents and families when returning home from residential care.

• Facilitate group therapy seasons of 10-15 adolescents on substance abuse, anger management, and social skills.
• Was selected as *Employee of the Quarter* for going beyond what was required in providing excellent service to marginalized populations.

*Program Therapist*—Hallmark Younrcare of Richmond
Richmond, Virginia, March 2009—December 2009

• Provide psychotherapy to adolescents in residential treatment facility.

• Engage in therapy sessions with residents and their families.

• Facilitate group therapy in a variety of

*In-Home Counselor*—Hallmark Younrcare of Richmond
Richmond, Virginia, December 2009—June 2011

• Provide in-home counseling for adolescents and families when adolescents return home from residential care.

**PROFESSIONAL AFFILIATIONS**

**Member**

• National Association of Social Workers

• Council on Social Work Education

• American Public Health Association

• Society for Cross-Cultural Research

• Academy Health

• International Association for the Study of Forced Migration

• Association for Research on Nonprofit Organizations and Voluntary Action

**SERVICE (PAST 3 YEARS)**

**Community:**

Idaho State University

• *Health Disparities and Access in Local Immigrant Populations*
Community Outreach Training—CEUs for Local Social Workers
November 2016

- Engaging in Mental Health Services with Unaccompanied Refugee Minors
  Utah Health and Human Rights—Staff Training, Salt Lake City
  January 2017

University of North Carolina at Greensboro

- Conducting Asset-Based Assessment with Immigrants and Refugees
  Church World Service—Harrisonburg Virginia Staff Retreat, August 2015
  Church World Service—Greensboro Staff Retreat, March 2015

- Reidsville Area Foundation—Needs assessment of the Reidsville New Housing Authority geo-based child success intervention, Summer 2014

- Immigrant Rights Working Group Member, August 2014—Current

- Latino Community Coalition Member, March 2014—Current

- Immigration Panel: Business, Bibles, and Badges Moderator—UNCG Community Meeting, March 2014

University:

Idaho State University

- Faculty Advisor to the Student Social Work Organization, Fall 2015—Current

University of North Carolina at Greensboro

- Faculty Advisor to the Student Social Work Organization, Fall 2015—Spring 2016

- Health and Human Sciences Committee on Committees Chair, Fall 2015—Spring 2016

- Health and Human Sciences Executive Committee Member, Spring 2014—Spring 2016

- Health and Human Sciences Cultural Competence Workgroup, Spring 2014—Spring 2016

- Research Fellow at the Center for New North Carolinians, Fall 2013—Spring
2016

Service to the Profession

Idaho State University

- Journal Peer Reviewer: Journal of Immigrant and Refugee Studies

University of North Carolina at Greensboro

- Journal Peer Reviewer: International Journal for the Study of Service-Learning and Community Engagement
- Journal Peer Reviewer: Sage Open
- Journal Peer Reviewer: International Journal of Diabetes and Clinical Research

AWARDS, FELLOWSHIPS, GRANTS (PAST 3 YEARS)

Funded Research Activities: External

- Research and Intervention to Alleviate Disparities.  
  Project Collaborator: 2 years NIH $35,000  
  PI: Dr. Debora Wallace  
  August 2014—Current

- Engaging Vulnerable Consumers in Developing Useful Public Healthcare Reports  
  Project Coordinator: 2.5 year AHRQ $77,000  
  (Grant #1R21HS021902-01)  
  PI: Dr. Daniel R. Longo  
  September 2012—February 2015

Funded Research Activities: Internal

- HHS Grant Writing Program—Developing successful grant proposals.  
  $2000  
  Summer 2015—Spring 2016

- HHS Faculty Excellence Grant—From patients to providers: What is working to reduce health disparities among Latinos in Greensboro?  
  PI: Justin Lee $10,000  
  April 2014—April 2016
• OLSO Community-Based Research Grant with Undergraduate: *Discovering the voices of refugee women: The impact of employment*
  PI: **Justin Lee** $4000
  August 2014—April 2015

**Research Awards**

• CSWE: Council on Racial, Ethnic, and Cultural Diversity (CRECD) Award
  October 2015

**PROFESSIONAL PRESENTATIONS (PAST 5 YEARS)**

**Paper Presentations**

*A Comparison of Psychosocial Health Profiles between Straight Latino Men and Latino Sexual Minorities*
  • Society for Cross-Cultural Research, Portland, OR, February 2016

*Hispanic/Latino Access to Healthcare in the United States: Identifying Strategies to Overcome Barriers*
  • Society for Cross-Cultural Research, February 2015

*Unaccompanied Children: Why do they Leave?*
  • Association for Refugee Service Providers, October 2014

*A Strengths-Based Empowerment Approach to Durable Solutions: From the Perspectives of People Forced to Migrate*
  • International Association for the Study of Forced Migration, Bogota, Colombia, July 2014

*The Role of Culture on Mental Health Diagnosis and Treatment of Unaccompanied Refugee Youth over Time*
  • International Society for Ethical Psychology and Psychiatry, Greensboro, NC, November 2013

*Human Trafficking in America*
  • Elon University Special Event, Elon, NC, November 2013

*Follow, Comment, Like: Developing new skills using social media in the classroom*
  • Association of Baccalaureate Social Work Program Directors (BPD), Myrtle Beach, NC, March 2013
Poster Presentations

A Comparison of Demographic, Psychosocial, and Health Profiles Between Latino Men by Sexual Orientation in a New Latino Settlement State.
- American Public Health Academy, Denver, CO, November 2016

Hispanic/Latino Access to Healthcare in the US: Identifying Strategies to Overcome Barriers
- American Public Health Academy, Chicago, IL, November 2015

Giving Back: Lessons Learned from Refugees and Immigrants
- Council on Social Work Education Annual Program Meeting, Denver, CO, November 2015

Latino Access to Healthcare in the US: Strategies to Overcome Barriers
- Council on Social Work Education Annual Program Meeting, Denver, CO, November 2015

Giving Back: Lessons Learned from Refugees and Immigrants
- Association for Research on Nonprofit Organizations and Voluntary Action, Denver, CO, November 2014

What do Patients who are Vulnerable Want in Publicly Available Health Care Consumer Reports?
- Academy Health—Annual Research Meeting, San Diego California, July 2014

Public Reporting as a Communication Tool to aid Vulnerable Consumers in Healthcare Decisions: What do we know?
- Academy Health—Annual Research Meeting, Baltimore Maryland, July 2013

SCHOLARSHIP (PAST 5 YEARS)

Publications


alternative care practice with Muslim unaccompanied refugee minors in the US. *Journal of Human Rights and Social Work.*


**Under Review**

Lee, J. S., & Weng, S. (Chapter Submitted). Transportation as a central barrier to Latino Healthcare access: A qualitative study of what patients and providers believe will work. In C.

Vindrola-Padros, A. E. Pfister, & G. A. Johnson (Eds.), *Healthcare in motion: Mobility forms in health service delivery and access.*


Summary of Qualifications

- Provided individual, family, and group therapy in order to reduce clinical symptoms
- Gathered, researched, and analyzed data on participant recidivism in clinical treatment program
- Co-facilitated weekly Parent Management Training Group with a focus on military families in order to collect data and inform practice on working with military and veterans
  - Four years active duty experience in the United States Army

Education

Master of Social Work, Boise State University, Twin Falls, ID, May 15, 2013

Bachelor of Arts in Social Work, Idaho State University, Pocatello, ID, December 15, 2010

Publication


Student Social Work Association President 2010

Licensure: Master Social Worker (LMSW) expires: October 30, 2018

Social Work Experience

Title IV-E Child Welfare Coordinator, Idaho State University, Pocatello, ID, February 2018-Current

- Administer stipend program designed to provide financial support to students who complete practicums with child welfare agencies.
- Provide oversight regarding adherence to and consistency with federal guidelines for reimbursement.
- Teach College Courses including; Child Welfare and Introduction to Social Work.

Clinician, Mental Health Specialists, Pocatello, ID, October 2017-Current

- Assess individuals through a clinical diagnostic assessment in order to establish needs and formulate diagnoses.
- Provide individual, couple, and family therapy using evidence-based therapeutic methods such as; Cognitive Behavioral Therapy, Seeking Safety, Mindfulness, and Solutions Focused Therapy.


- Completed mental health assessments, DSM-V diagnoses, and treatment planning on children referred for services, ages 6-17.
- Provided parent education, group therapy, and family therapy using nationally recognized evidence-based program for families with at risk teens. Program included video supervision in order to monitor fidelity of program implementation.
Coordinated and facilitated multi-disciplinary team meetings in order to assess the needs of teenagers receiving mental health services.

Conducted frequent formal safety assessments for teens at risk of suicide or self-harm.

**Social Work Intern** Bannock County Juvenile Justice, Pocatello, ID, 2012-2013
- Provided semi-structured individual and family assessments, treatment planning, and psychotherapy services to families and individuals involved in the court system.
- Collaborated with administrator and private agency on the development of an administrative policy that included the need for program evaluation and research over a 4-month period.
- Successfully co-facilitated trainings for professionals and community partners on evidence-based interventions.

**Social Worker**, Children and Family Services, Department of Health and Welfare, 2011-2013
- Provided case management services for up to 18 families at a time, which required professional collaboration with community partners, legal team, families, and foster parents.
- Conducted quality improvement evaluations on case management services at the State office.
- Frequently completed informal assessments on substance abuse, mental health, treatment, and other services provided to families and individuals in order to report progress to the court.

**Research Assistant**, Social Work Department, Idaho State University, 2010
- Completed assessments and training over a 9-month period on 10 week Child Parent Relationship Training.
- Successfully helped recruit approximately 10 military and veteran families to participate in the program.
- Effectively compiled data from assessments in order to understand the need for play therapy with military families and inform social work practice.

**Related Experience**

**On-Call Female Juvenile Attendant**, Sixth District Juvenile Detention Center 2007-2011
- Conducted intake assessments on females ordered to detention. Responsible for ensuring the safety of up to 16 residents at detention center, this required proficiency in verbal de-escalation and constant observation of risks.

**Relevant Trainings and Conferences**
- Seeking Safety Intervention for Trauma/PTSD and Substance Abuse, Blackfoot, ID, 2013
- Framework for Suicide Risk Assessment in Clinical Practice, Pocatello, ID, 2013
- “Knowing Who You Are” Cultural Diversity Training, Blackfoot, ID, 2011
- Peace Officer Academy Training and Certification, Meridian, ID, 2008
- Bowlby’s Attachment Theory, Idaho State University, Pocatello, ID 2017
- Understanding and Working with LGBT Youth, Idaho State University, Pocatello, ID 2017
ANTHONY W. HOSKIN, PhD
Department of Sociology, Social Work, and Criminology
Idaho State University
May 2018

Address

Work  Department of Sociology, Social Work, and Criminology
      Idaho State University
      S. 8th Avenue, Stop 8114
      Pocatello, ID 83209
      E-mail: hoskanth@isu.edu
      Phone: (208) 282-2576

Home  1550 Pointview Drive, Pocatello, ID 83201
       Phone: (208) 269-7286

Current Positions

Associate Professor of Criminology, Department of Sociology, Social Work, and Criminology, Idaho State University, August 2015 to present.

Criminal Justice Director, Department of Sociology, Social Work, and Criminology, Idaho State University, January 2016 to present.

Education

State University of New York at Albany
  PhD in Sociology, 1999.

University of Utah

Professional Experience

Associate Professor of Criminology, Department of Social Sciences, University of Texas of the Permian Basin, June 2013 to August, 2015.

Graduate Program Head, Criminal Justice Administration, August 2008 to August, 2015.

Criminology Area Coordinator, May 2012 to August, 2015.

Criminal Justice Online Program Coordinator, June 2013 to August, 2015.
Assistant Professor of Criminology, Department of Social Sciences, University of Texas of the Permian Basin, September August 2008 to June, 2013.

Assistant Professor of Criminal Justice, Department of Criminal Justice, California State University, Bakersfield. September 2002 to August 2008.

Assistant Professor of Sociology and Criminology, and Director of the Crime and Justice Degree Completion Program. Department of Sociology, Albright College, Reading, PA. August 1999 to August 2002.


Certifications


Areas of Research Specialization

Interpersonal Violence
Criminological Theory
  Firearms, Substance Abuse, and Violence
  Biosocial Criminology
  Police Coercion
  Quantitative Research Methods

Undergraduate Courses Taught

Introductory Criminology/Criminal Justice
Criminal Justice Administration
Criminological Theory
Juvenile Delinquency/Justice
Gangs/Organized Crime
Drugs and Crime
Profiling Violence
   Issues in Criminology
Senior Seminar in Criminal Justice
Senior Research Seminar
Ethics in Criminal Justice
   Social Deviance
Life Course Criminology
Elite Deviance
Serial Murder
Statistics
Research Methods
Introductory Sociology
Social Problems
Introduction to Families
Intimate/Family Relations

Graduate Courses Taught

   Advanced Statistics
   Advanced Research Methods
   Deviant Behavior
   Public Administration in Criminal Justice
   Crime and Justice
   Civil Liability
   Women and Minorities in the Criminal Justice System
   Serial Murder
   Elite Deviance
   Life Course Criminology
   Critical Issues in Policing

Grant Application Submissions


Books


Peer-Reviewed Publications


**Revise-and-Resubmits**


**Works in Progress**


**Conference Presentations**


Professional Service

Peer Reviewer for:

Justice Quarterly
Homicide Studies
Frontiers in Sociology
   Frontiers in Psychology
   Frontiers in Medicine
Journal of Ethnicity in Criminal Justice
International Journal of Comparative and Applied Criminal Justice
Women and Criminal Justice
Contemporary Economic Policy
Journal of the Scientific Study of Religion
Review of Religious Research
Kentucky Journal of Anthropology and Sociology


Editorial Board Member, Madridge Journal of Behavioral and Social Sciences. 2017 to present.

Associate Field Editor, Encyclopedia of Criminology and Criminal Justice. 2013. Springer.

Session Chair, American Society of Criminology, 2013.


University/College/Departmental Service

BAS Committee Member, August, 2017 to present.

Criminal Justice Director, Spring 2016 to present.

Criminology Faculty Committee Search, 2016.

Criminology Faculty Search Committee, Spring 2015.

Master’s Thesis Committee Member, Daniel Moody, 2017-

Master’s Thesis Committee Chair, Ryen Smith, 2016-2017.

Master’s Thesis Committee Member, JoeLene Kuntz, 2017.

Master’s Thesis Committee Member, Jordan Miller, 2016.

Co-Advisor, Student Social Work and Sociology Association Fall, 2015 to present.

Faculty Senate, August 2014 to May 2015.

Faculty Affairs Subcommittee, Fall 2013 to Spring 2014.

Spanish Faculty Search Committee, Fall 2013.

Criminology Faculty Search Committee, Fall 2011.
Distance Education Committee, Fall 2010 to Fall 2014.

Institutional Review Board, Fall 2010 to 2013.

Undergraduate Research Program Committee, Fall 2010 to 2013.

Master’s thesis adviser, Fall 2009 to present.

Sociology Faculty Search Committee, Fall 2009

Institutional Effectiveness Program contact person for criminal justice. Fall 2008 to present.

Member of the Criminology Search Committee, Fall 2008 to Spring 2009.

McNair Faculty Board, Winter 2005 to Spring 2008.

Faculty Grievance Panel, Fall 2007 to Spring 2008.

RPT Taskforce, Fall 2005 to Winter 2006.

General Education Committee, Fall 2005 to Winter 2006.

Student Grievance Panel, Spring 2005 to Spring 2009.

Commencement Committee member, Winter 2004 to Winter 2006.


Member of the Communications Search Committee, 2002.

Chair of the Judiciary Board, 2001.


Member of the Alpha Advising Committee, September 2000 to May 2001.

Member of the Sociology Search Committee, 2001.

Member of the Latin American Studies Search Committee, 2001.
Community Service

Parish Council Secretary, Assumption Greek Orthodox Church, Spring 2016 to present.


Condominium Association Board President, Bear Valley Springs, Spring 2007 to Fall 2008.


Board member of Berks County Autism Society of America, January 2000 to January 2002.

Awards

President's Research Award, 2014, University of Texas of the Permian Basin.

Nominated two years in a row (2000 and 2001) for outstanding teaching, Albright College.


Graduated summa cum laude with a BS in Sociology from the University of Utah, 1993.

Memberships

American Society of Criminology
Academy of Criminal Justice Sciences
American Sociological Association
Western Social Science Association
Southwestern Association of Criminal Justice
Western Association of Criminal Justice
Curriculum Vitae of Deirdre Caputo-Levine
Department for the Study of Culture and Society
921 S. 8th Avenue, Stop 8114, Pocatello, ID 83209
Email: capudeir@isu.edu | Cell: 518-932-3891

Education:

Ph.D., Sociology
State University of New York at Stony Brook Department of Sociology
2015
Dissertation Title: Removing the Yard Face: the Impact of the Carceral Habitus on Reentry and Reintegration
Advisor: Michael Schwartz, Ph.D.
Committee Members: Javier Auyero, Ph.D., Ken Feldman, Ph.D., Kerwin Kaye, Ph.D.

Master of Arts, Sociology
State University of New York at Stony Brook Department of Sociology
2008

Bachelor of Science, Biology
State University of New York at Stony Brook Department of Biology
1999

Areas of Specialization:

Critical Criminology
Embodiment
Intersectionality
Sociology of Punishment
Race and Ethnicity
Sociology of Knowledge
Reentry and Reintegration
Social Theory

Publications:


2010 “Lessons for prison re-entry from the feminist movement.” Dialectical Anthropology, vol. 34, 497-500

Other Publications:


Research Manuscripts:

In Progress  “Constructing the Ghetto: An Analysis of the Construction of Urban African American Communities in Urban and Community Sociology Courses.” Will be submitted to *Race & Ethnicity*.

“Interrogating Stagolee: Investigating the Meanings of Hustling” In the third round of revisions.

“Stupid White Girl Stuff: The Impact of the Scholarly Habitus in the Field Site.”

“Isolation: A Case Study in Rural Reentry” to appear in *Prisoner Reentry in the 21st Century: Critical Perspectives of Returning Home*

Projects:

In Progress  “Teaching the Inner City: a Critical Discourse Analysis of Frequently Used Ethnographies in Urban Sociology and Urban Studies Courses”. With Vanessa Lynn (SUNY Stony Brook)

Evaluation of the Programming at the Bannock County Youth Development Center

“Formerly Incarcerated Individual’s Narratives of Reentry and Reintegration”. Received a 2017 Faculty Seed Grant.
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| Spring 2018 | Sociology, Social Work and Criminology Department | Idaho State University | Assistant Professor. | Contemporary Social Theory (Upper Division)  
Juvenile Delinquency (Lower Division) |
| Fall 2017   | Sociology, Social Work and Criminology Department | Idaho State University | Assistant Professor. | Introduction to Sociology (Lower Division)  
Juvenile Delinquency (Lower Division) |
| Summer 2017 | Sociology, Social Work and Criminology Department | Idaho State University | Assistant Professor. | Research Methods  
Thesis Supervision |
| Spring 2017 | Sociology, Social Work and Criminology Department | Idaho State University | Assistant Professor. | Contemporary Social Theory (Upper Division)  
Introduction to Sociology (Lower Division)  
Juvenile Delinquency (Lower Division)  
Thesis Supervision |
| Fall 2016    | Sociology, Social Work and Criminology Department | Idaho State University | Assistant Professor. | Sociology of Terrorism (Graduate & Upper Division)  
Juvenile Delinquency (Lower Division) |
## Teaching Experience:

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<td>Spring 2016</td>
<td>Department for the Study of Culture &amp; Society, Drake University</td>
<td><strong>Criminology:</strong> Instructor for elective course open to majors. Developed and directed a theory driven course that combines traditional and critical criminological approaches.</td>
<td>30 students</td>
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<td><strong>Juvenile Delinquency:</strong> Instructor for elective criminology course. Developed a class with a strong theoretical basis. Lectured, facilitated group work and assisted students in developing their final projects.</td>
<td>35 students</td>
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<td><strong>Sociology of Terrorism:</strong> Instructor for elective course open to majors and non-majors. Developed and directed a theory driven course that combines traditional and critical approaches to terrorism.</td>
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<td><strong>Drugs &amp; Society:</strong> Instructor for elective course open to majors and non-majors. Selected texts, developed lectures, facilitated classroom discussions and student presentations of readings, supervised the development of students’ final projects (the development of policy recommendations for dealing with krokodil within the Russian Federation).</td>
<td>35 students</td>
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<td>Fall 2015</td>
<td>Department for the Study of Culture &amp; Society, Drake University</td>
<td><strong>Social Theory:</strong> Instructor for required for sociology majors. Developed and directed a course that investigated the major theorists and theoretical schools ranging from Durkheim, Marx and Weber to Du Bois, Foucault, Bourdieu and Hill Collins.</td>
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<td><strong>Juvenile Delinquency:</strong> Instructor for elective criminology course. Developed a class with a strong theoretical basis. Lectured, facilitated group work and assisted students in developing their final projects.</td>
<td>35 students</td>
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<td><strong>First Year Seminar (The Social Context of Autism):</strong> Instructor for required course for incoming first year students. Developed course that used autistic spectrum to investigate a number of issues including: identity; the social construction of illness; the sociology of knowledge, science and expertise; access to education; and representations of autism in popular culture. Course covered an introduction to college reading, textual analysis and writing.</td>
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<td>2015</td>
<td>Department of Sociology, Hofstra University</td>
<td><strong>Sociology of Inequality:</strong> Instructor for elective course open to majors and non-majors. Developed and directed a theory driven course that combines traditional sociological approaches with materials from public health and criminology.</td>
<td>30 students</td>
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<td><strong>Sociology of Terrorism:</strong> Instructor for elective course open to majors and non-majors. Developed and directed a theory driven course that combines traditional sociological approaches with materials from public health and criminology.</td>
<td>30 students</td>
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Teaching Experience (cont.):

2015  
**Department of Sociology, SUNY College at Old Westbury**

*Juvenile Delinquency*: Instructor for elective criminology course. Developed a class with a strong theoretical basis. Lectured, facilitated group work and assisted students in developing their final projects. Enrollment: 40 students.

*Social Deviance*: Instructor for required criminology course. Lectured, facilitated classroom discussions, wrote and administered exams, oversaw the students’ application of theory papers. Enrollment: 40 students.

*Global Sociology*: Instructor for upper division, elective sociology course. Developed and directed a survey of global sociology. Lectured, advised students. Administered exams and supervised students in the development of their final projects. Enrollment: 15 students.

2014  
**Department of Sociology, Hofstra University**

*Sociology of Inequality*: Instructor for elective course open to majors and non-majors. Developed and directed a theory driven course that combines traditional sociological approaches with materials from public health and criminology. Enrollment: 30 students.

2014  
**Department of Sociology, Farmingdale State College**

*Urban Sociology*: Instructor for elective course open to sociology and criminal justice majors. Lectured, facilitated classroom discussions, advised students and oversaw the development of students’ community ethnographies. Enrollment: 35 students.

2014  
**Department of Sociology, SUNY College at Old Westbury**

*Research Methods*: Instructor for upper division, required course. Developed and directed a course that instructs students in sociological and criminological research methods. Lectured, wrote exams, advised students and oversaw the development of students’ research proposals. Enrollment: 30 students

*Social Deviance*: Instructor for required criminology course. Lectured, facilitated classroom discussions, wrote and administered exams, oversaw the students’ application of theory papers. Enrollment: 40 students.

*Prison, Reentry and Parole*: Developed and instructed an upper division, elective course. Designed course materials. Lectured, facilitated classroom discussions, advised students, supervised the development of students’ assessment and development of policy papers. Enrollment: 32 students.

*Global Sociology*: Instructor for upper division, elective sociology course. Developed and directed a survey of global sociology. Lectured, advised students. Administered exams and supervised students in the development of their final projects. Enrollment: 32 students.
Teaching Experience (cont.):

2014

Department of Sociology, SUNY Stony Brook

**Sociology of Drugs and Alcohol:** Selected texts, developed lectures, facilitated classroom discussions and student presentations of readings, supervised the development of students’ final projects (the development of policy recommendations for dealing with krokodil within the Russian Federation). Enrollment: 20 students.

2013

Department of Sociology, SUNY College at Old Westbury

**Research Methods:** Instructor for upper division, required course. Developed and directed a course that instructs students in sociological and criminological research methods. Lectured, wrote exams, advised students and oversaw the development of students’ research proposals. Enrollment: 30 students.

**Juvenile Delinquency:** Instructor for elective criminology course. Developed a class with a strong theoretical basis. Lectured, facilitated group work and assisted students in developing their final projects. Enrollment: 40 students.

**Social Deviance:** Instructor for required criminology course. Lectured, facilitated classroom discussions, wrote and administered exams, oversaw the students’ application of theory papers. Enrollment: 40 students.

**Victimology:** Instructor for upper division criminology elective. Developed a class with a strong theoretical basis and critical focus. Lectured, facilitated group activities, found guest speakers and advised students. Provided assistance as necessary when students found the course material provocative and stressful. Assisted students with the development of their policy development projects. Enrollment: 40 students.

**Global Sociology:** Instructor for upper division, elective sociology course. Developed and directed a survey of global sociology. Lectured, advised students. Administered exams and supervised students in the development of their final projects. Enrollment: 32 students.

**Introduction to Criminology:** Instructor for required introductory criminology course. Prepared course materials, lectured, advised students, assisted students with the development of their final papers, wrote and administered exams. Enrollment: 30 students.

2013

Department of Sociology, SUNY Stony Brook

**Sociology of Drugs and Alcohol:** Selected texts, developed lectures, facilitated classroom discussions and student presentations of readings, supervised the development of students’ final projects. Enrollment: 48 students.

2012

Department of Sociology, SUNY College at Old Westbury

**Juvenile Delinquency:** Instructor for elective criminology course. Developed a class with a strong theoretical basis. Lectured, facilitated group work and assisted students in developing their final projects. Enrollment: 40 students.
Teaching Experience (cont.):

2012  
**Department of Sociology, SUNY College at Old Westbury**

*Victimology:* Instructor for upper division criminology elective. Developed a class with a strong theoretical basis and critical focus. Lectured, facilitated group activities, found guest speakers and advised students. Provided assistance as necessary when students found the course material provocative and stressful. Assisted students with the development of their policy development projects. Enrollment: 40 students.

*Criminal Justice Administration:* Instructor for required criminology course. Lectured, facilitated classroom discussions, wrote and administered exams, oversaw the students’ application of theory papers. Enrollment: 40 students.

*Introduction to Criminology:* Instructor for required introductory criminology course. Prepared course materials, lectured, advised students, assisted students with the development of their final papers, wrote and administered exams. Enrollment: 30 students.

*Theories of Crime:* Instructor for a required, upper-division course. Facilitated classroom discussions, lectured, worked with students who required extra assistance, advised students, assisted students with the development of their theory and policy projects. Enrollment: 35 students.

*Punishment:* Instructor for an elective, upper-division course. Selected course materials, prepared lectures, facilitated classroom discussions, assisted students with the development of their final projects. Enrollment: 35 students.

2012  
**Department of Sociology, SUNY Stony Brook**

*Sociology of Crime:* Selected texts, developed lectures, facilitated classroom discussions and student presentations of readings, supervised the development of students’ policy development projects Enrollment: 20 students.

2011  
**Department of Sociology, SUNY College at Old Westbury**

*Juvenile Delinquency:* Instructor for elective criminology course. Developed a class with a strong theoretical basis. Lectured, facilitated group work and assisted students in developing their final projects. Enrollment: 40 students.

*Law and Society:* Instructor for upper division elective sociology course. Selected course materials, lectured, facilitated classroom discussions, wrote and administered exams, oversaw the students’ group projects. Enrollment: 30 students.

*Victimology:* Instructor for upper division criminology elective. Developed a class with a strong theoretical basis and critical focus. Lectured, facilitated group activities, found guest speakers and advised students. Provided assistance as necessary when students found the course material provocative and stressful. Assisted students with the development of their policy development projects. Enrollment: 30 students.
Teaching Experience (cont.):

2011  
**Department of Sociology, SUNY College at Old Westbury**
*Introduction to Sociology:* Instructor for required introductory course. Prepared course materials, lectured, advised students, assisted students with the development of their final papers, supported students who required assistance with course material, wrote and administered exams. Enrollment: 30 students.

2011  
**Department of Sociology, SUNY Stony Brook**
*Research Methods:* Instructor for upper division, required course. Developed and directed a course that instructs students in qualitative and quantitative research methods. Lectured, wrote exams, advised students and oversaw the development of students’ research proposals. Enrollment: 50 students.

*Sociology of Racial and Ethnic Relations:* Selected texts, developed lectures, facilitated classroom discussions and student presentations of readings, supervised the development of students’ policy development projects. Enrollment: 20 students.

2011  
**Department of Sociology, John Jay College of Criminal Justice**
*Parole and Probation:* Instructor for elective course. Sourced course materials, prepared lectures, selected guest speakers and facilitated students with the development of their final projects. Enrollment: 40 students.

2010  
**Department of Sociology, John Jay College of Criminal Justice**
*Introduction to Sociology:* Instructor for required introductory course. Sourced course materials, prepared lectures, selected guest speakers and facilitated students with the development of their final papers. Enrollment: 30 students.

2010  
**Department of Sociology, SUNY Stony Brook**
*Sociology of Crime:* Instructor for upper division, elective course offered to majors and non-majors. Lectured, facilitated classroom discussions, advised students and oversaw the development of students’ policy proposals. Enrollment: 25 students.

*Sociology of Racial and Ethnic Relations:* Instructor for upper division elective course offered to majors and non-majors. Selected texts, developed lectures, facilitated classroom discussions and student presentations of readings, supervised the development of students’ final projects. Enrollment: 25 students.
Teaching Experience (cont.):

2009  
**Department of Sociology, John Jay College of Criminal Justice**

*Parole and Probation*: Instructor for elective course. Sourced course materials, prepared lectures, selected guest speakers and facilitated students with the development of their final projects. Enrollment: 35 students.

*Research Methods*: Instructor for upper division, required course. Developed and directed a course that instructs students in qualitative and quantitative research methods. Lectured, wrote exams, advised students and oversaw the development of students’ research proposals. Enrollment: 35 students.

*Juvenile Delinquency*: Instructor for elective criminology course. Developed a class with a strong theoretical basis. Lectured, facilitated group work and assisted students in developing their final projects. Enrollment: 40 students.

2009  
**Department of Sociology, SUNY Stony Brook**

*Urban Sociology*: Instructor for upper division, elective course offered to majors and non-majors. Lectured, facilitated classroom discussions, advised students and oversaw the development of students’ community ethnographies. Enrollment: 20 students.

*Sociology of Racial and Ethnic Relations*: Instructor for upper division elective course offered to majors and non-majors. Selected texts, developed lectures, facilitated classroom discussions and student presentations of readings, supervised the development of students’ final projects. Enrollment: 30 students.

2008  
**Department of Sociology, SUNY Stony Brook**

*Sociology of Crime*: Instructor for upper division, elective course offered to majors and non-majors. Lectured, facilitated classroom discussions, advised students and oversaw the development of students’ policy proposals. Enrollment: 25 students.

*Sociology of Racial and Ethnic Relations*: Instructor for upper division elective course offered to majors and non-majors. Selected texts, developed lectures, facilitated classroom discussions and student presentations of readings, supervised the development of students’ final projects. Enrollment: 25 students.

Academic Presentations:

2018  

2017  
“Prisoner Reentry through the Perspectives of Returning and Former Offenders”. ASC 73rd Annual Meeting. Philadelphia, PA.

2016  
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<td>2013</td>
<td>“It’s Their Fault: Discourse Surrounding Police Shootings of Unarmed African American and Latino Men.”</td>
<td>The American Society of Criminology Conference. Atlanta, GA.</td>
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</table>
Presentations (cont.):


Research Activity:

In Process  “Pilot Study of Prisoner Reentry in Idaho”. IRB completed, currently recruiting subjects.


University Service:

2018  Faculty Judge. Graduate Research Symposium. Idaho State University. Pocatello, ID.

2017  “The future of the Western Alliance”. Roundtable Discussion. Idaho State University. Pocatello, ID.


Professional Service:

Ongoing  Committee member. Committee on the Status of Persons with Disabilities of the American Sociological Association

Editorial Activities

Ongoing  *Contemporary Justice Review*

**Professional Affiliations:**

- American Sociological Association
- Society for the Study of Social Problems
- American Society of Criminology
- Justice Studies Association

**References:**

*Michael Schwartz*
Department of Sociology  
State University of New York at Stony Brook  
Stony Brook, New York 11794-4356  
Tel: (631) 632-7700  
E-mail: Michael.Schwartz@stonybrook.edu

*Ken Feldman*
Department of Sociology  
State University of New York at Stony Brook  
Stony Brook, New York 11794-4356  
Tel: (631) 632-7700  
E-mail: Kenneth.Feldman.1@stonybrook.edu

*Kerwin Kaye*
Department of Sociology  
Wesleyan University  
238 Church Street  
Middletown, CT 06459  
Tel: (860) 685-2880  
E-mail: kkaye@wesleyan.edu

*Javier Auyero*
Department of Sociology  
University of Texas at Austin  
CLA 3.306, Mailcode A1700  
Austin, TX 78712  
Tel: (512) 232-8073  
E-mail: auyero@austin.utexas.edu
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* Library Holdings, and Circulation and Use Data available on request.