



SUMMER 2024 COURSE SYLLABUS

COURSE INFORMATION SOCW 623 Portfolio Continuation and Completion Seminar
Asynchronous. Portfolio defenses are completed on Zoom.

PREREQUISITE(S)/ COREQUISITE (S): Successful completion of SOCW 620 Advanced Portfolio Seminar.

INSTRUCTOR (S) **Name:** Stephanie Guster, MSW, LCSW
 Office: Daniells Hall #1110
 Office Hours: By appointment. *E-mail is the best method to reach me.*
 Office Phone: 423.236.2020
 E-mail: sguster@southern.edu

ONLINE LEARNING

The Eclass URL is <http://eclass.e.southern.edu>. For technical support, contact the Eclass Help Desk at 423.236.2086 or by e-mail at eclasshelp@southern.edu. Students should use *Google Chrome* as their browser to access eclass with the greatest ease (<https://www.google.com/intl/en/chrome/browser/>).

REQUIRED TEXTS

NONE

COURSE DESCRIPTION

Students demonstrate readiness to practice social work at the advanced generalist level through the completion and defense of a professional portfolio. The course culminates in the portfolio defense. Pass/Fail.

PROGRAM COMPETENCIES AND LEARNING OUTCOMES

Upon completion of this course, students will:

Competence

1. Demonstrate ethical and professional behavior

Practice Behaviors/Course

1B Implement supervisory and self-care strategies that integrate professional strengths, limitations, and challenges;
1C Exhibit commitment to professional growth through continuing education, supervision, and ongoing consultation;
1D Demonstrate professional oral and written communication skills.

SOCIAL WORK CORE VALUES & THEIR BIBLICAL FOUNDATION FOR FAITH & LEARNING

Social Work Core Values (NASW, IFSW)	Biblical Foundation
Service	Matthew 25:31-45; Luke 10:25-37
Social justice	Jeremiah 22:3; Micah 6:7-9; Isaiah 58:6
The importance of human relationships	Matthew 5: 23-24; Matthew 22:37-39; Mark 12:31
The dignity and worth of the person	Isaiah 49:14-16; Matthew 10:31; Romans 12:9-13; Romans 15:7
Integrity	1 Chronicles 29:17; 1 Timothy 3:9
Competency	Proverbs 3:5 Matthew 7:7; Matthew 25:13-30; 2 Timothy 2:15; 2 Corinthians 3:5
Human rights	Genesis 1:27; Proverbs 22:2; Proverbs 31:8-9; Exodus 22:21; Leviticus 19:33-34; Galatians 3:28; James 2:1-4;

STUDENT'S COMMITMENT LEVEL FOR SUCCESS: In order to be successful in this course, it is helpful to understand the level of commitment that is expected of graduate students from the School of Social Work. Each credit hour represents a weekly expectation of one "in-class" hour and a minimum of two additional coursework hours. Because this is a 1-credit course, you can anticipate that you will spend a minimum of 3 hours completing the required coursework each week.
Organize your time wisely!!!

LEARNING ACTIVITIES

1. **Assignment Descriptions (25 points):** Students will submit a link (google or temporary tab) for their course assignment descriptions and saved assignments per course.
2. **Online Portfolio/SW Pro Website (50 points):** Students will continue working on the online portfolio. All SW Pro Website title pages will be created. Students must have a minimum of four of the nine competencies and evidences uploaded by mid-term.
3. **Special Project Completion (100 points):** Students will complete their special project by 400 hours of field (completion includes the implementation of the intervention and your evaluation). Written description will be assessed on the SWPro Website
4. **Online Portfolio/SW Pro Website (50 points):** Students must have completed a minimum of seven of the nine competencies and evidences uploaded.
5. **Advisor Meeting (50 points):** Students will schedule a meeting with their academic advisor to discuss their special project and portfolio production. The goal of the advisor meeting is to allow the advisor to provide initial feedback on portfolio development and make recommendations.
6. Course Evaluation

EVALUATION: *The final grade will be based on the following:*

Assignment Descriptions (25 points)	10%
Online Portfolio/SW Pro Website (Pages and Evidences) (50 pts)	35%
Special Project Completion (100 points)	35%
Advisor Meeting (50 points)	20%

Extra Credit Opportunities (+45)

<i>Total</i>	<i>100%</i>
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GRADING SCALE

This course is graded "Pass/Fail". You will earn a passing grade if you have completed all learning activities as outlined above, and completed your course evaluation. Since the class is "Pass/Fail", there will be no A, B, C, D letter grades...only P or F. Note that a grade of F will negatively affect your grade point average, so you want to be sure that you meet the requirements for passing this course. A grade of P does not affect your grade point average in any way; however, it does earn you credit for this course towards the requirements needed for graduation.

- To qualify for portfolio defense the students must achieve at least 80% of the grade in this class.
- Please note that until you successfully defended your portfolio, you will receive an "Incomplete" grade. In special circumstances, a student may have up to one calendar year to defend the portfolio after the last day of the current semester; otherwise, the incomplete grade will automatically turn into a failing grade (F).

SOUTHERN ADVENTIST UNIVERSITY DISABILITY STATEMENT:

In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge, (i.e. physical, learning, psychological, ADHD or other type), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by Lynn Wood Hall, Room 1082. Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter

of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website at www.southern.edu/disabilitysupport.

SCHOOL OF SOCIAL WORK POLICIES:

Southern Adventist University and the MSW program faculty have developed a set of policies to ensure effective communication and enhance understanding of academic benchmarks for our students. These policies are also designed to encourage and deepen professionalism, an essential competency for excellence in social work practice.

A. General Course Policies

All students enrolled in the MSW Program in the School of Social Work are expected to demonstrate the following professional and academic behaviors:

- Students are expected to complete all online assignments in a timely manner and arrive prepared for class discussion;
- Students are expected to actively participate in e-class and class discussions and cohort projects. Those who disrupt the class (talk/whispering, clowning, etc.) or over-participate (monopolize or dominate) in discussions on a regular basis should expect to be penalized in the same manner as those who under-participate;
- Students are expected to assess personal and educational needs and interact with the professor as necessary. Do not wait until late in the semester to ask for assistance!
- Students are expected to adhere to the *NASW Code of Ethics* in all aspects of course work and participation.

B. Attendance Policy

This is an online class with weekly online group meetings. Therefore although there are no meetings in the traditional class setting students are still required to attend online meetings that will fall under the regular attendance policy developed by the School of Social Work faculty.

1. A meeting schedule is provided at the beginning of the school semester.
2. Students are responsible for clearing their calendars so they may attend all of the scheduled online group meetings.
3. Missing more than 30 minutes of meeting is considered an absence under this policy. Three times of being late or leaving early (each less than 30 minutes) also accrues to one absence.
4. There are two types of absences: emergency/excused and unexcused. An absence is considered "excused" under very limited emergency circumstances, which include documented death in the immediate family, or documented illness of self or a dependent child. All other absences are considered unexcused.
5. For all absences, either emergency/excused or unexcused, students need to alert the professor to the situation, preferably in advance of class.
6. Students who miss class for a documented emergency may lose points that are given for work done during that missed

class period.

7. In the event of an excused absence, it is the student's responsibility to ask another student to record, with the permission of the professor, or take notes to cover all class content presented, and to make up any learning activities missed during group meetings.
8. If a student has an unexcused absence, the point total towards the final grade for the course will be reduced by 5% for each unexcused absence and, additionally, no points will be available for missed online group activities.
9. A student who have four unexcused absences from group meetings will be dismissed from the course, will receive an F (unexcused) as a final grade for the course, and will be required to repeat and is financially responsible for the course charges the next time it is offered.
10. If a student acquires four excused absences during a semester and falls behind with the class requirements then he/she will receive an Incomplete/Incomplete in Progress for the class is at the discretion of the professor on a case-by-case basis.

C. AI Policy

As an institution committed to Christian values and the highest educational standards, Southern Adventist University urges faculty and students to prayerfully and critically evaluate how and when we use generative AI and other emergent technologies. Using AI tools can short-circuit critical thinking and impede learning goals. Further, because it is based on the accumulated work of others, it can also pose ethical problems and violate standards of academic integrity. For that reason, it is the policy of Southern Adventist University that students use generative AI tools only after consultation with their instructor or when specifically invited to use it as part of an assignment. Inappropriate use may be penalized.

D. Late Assignment Policy

The MSW program at SAU is a competency-based and evidence-based academic program. As such, students in the MSW program are required to complete and/or remediate any unsatisfactory work until they meet or exceed program standards for all of the required competencies, as defined by their respective practice behaviors. In this learning environment, students are expected to complete all required assignments *prior* to advancing to their next coursework. This policy delineates the MSW program's standards and processes associated with the late submission of course assignments.

General:

1. Due dates/times for assignments and exams are clearly marked in the course schedule found in the syllabus and/or Eclass.

2. Exemptions from the penalties for late assignments will be granted only for documented medical or other emergency reasons, as defined in the procedures section below.
3. Assignments submitted after the designated due date will be considered late and will receive 10% off the achieved score for each day the work is late, up to seven days (70%).
4. Assignments will not be accepted later than one week after the due date.

E. Policy on Academic Honesty and Integrity

The School of Social Work is dedicated to scholastic integrity. Students are expected to maintain high professional, ethical, and Christian levels of academic honesty. This policy was developed to define the academic honesty standards that apply to MSW coursework.

1. All coursework should reflect the student's own original work and be cited appropriately; all other sources should be cited appropriately.
2. It is the student's responsibility to learn the proper procedures for acknowledging quoted wording, information, or ideas. Please note that "not knowing" is not an acceptable justification for work that is identified as plagiarized. This includes "self-plagiarism." <https://www.turnitin.com/blog/what-is-self-plagiarism-and-what-does-it-have-to-do-with-academic-integrity>
3. For all coursework, students are required to use the most recent American Psychological Association (APA) guide to formatting citing and referencing works cited.
4. Students must submit all papers to Turn-it-in for an online check of their writing. If the Turn- it-in report notes a similarity index of 30% or more, the student will need to do an immediate rework of the paper.

Policy Procedures

1. When a student engages in academic dishonesty or fails to meet appropriate citation guidelines, a meeting is called between the professor(s) and the student to discuss the incident. This meeting may result in:
 - a. Redoing the assignment
 - b. Failing the assignment without opportunity to make up points
 - c. Failing the course
2. If the incident is not resolved in the student/teacher(s) meeting, the issue will go to the MSW Leadership Team for a determination.
3. If there is a second infraction, the MSW Leadership Team will automatically review the incident and respond. In addition to the possible consequences listed above, the MSW Leadership Team may consider dismissing the student from the program.
4. The student has the right to appeal the decision of the MSW Leadership Team using the process outlined in the Academic Grievance section of the university's graduate catalog.

Disclaimer: *This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as course needs arise*

Turnitin: *Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.*

F. Electronic Media Policy

The School of Social Work is committed to educationally sound uses of technology in the classroom and to preventing technology from becoming disruptive to the learning environment.

To assist in achieving these goals, the MSW program has developed the Electronic Media Policy.

1. Professors have the authority to decide their media policy for each class. This means that the professor has the authority to allow or disallow the use of cell phones, laptop computers, iPads, iPods, etc. during class time.
2. When their use is allowed, students must not abuse the use of cell phones in class.
 - a. Generally, cell phones should be turned off during class. For rare exceptions (emergency, parent with sick child, or similar types of situations), the phone should be put on vibrate mode. In this case, the student must inform the professor in advance, of the possibility to excuse him/herself to take an important call.
 - b. Students must NOT engage in text messaging in the classroom.
 - c. Students who create disturbance with ringing cell phones or text messaging will be warned and may be asked to leave the class session if the behavior continues.
3. Any audio or video taping during class must have the permission of the professor. In cases where permission is given to record, the information recorded is for the sole use of educational purpose for that specific class therefore prohibited from being distributed, published or posted to any public website and/or social media outlets. No technology activities are allowed that violate laws, such as those related to intellectual property rights or copyrights, invasions of privacy, or sexual harassment. Examples of this may include using a camera phone to videotape, or taking inappropriate photos without the subject's permission.

G. Incomplete Grade Policy

The Incomplete Grade Policy applies to a situation in which a student has not been able to complete a major course assignment because of extenuating and compelling circumstances. A grade of incomplete (I), under this policy, may be granted to a student only if it can be demonstrated that it would be unfair to hold the student to the normal time limits of the course. This policy does not apply to situations normally covered under the Late Assignment Policy or the Remediation Policy.

1. It is the policy of the School of Social Work to consider granting the grade of incomplete (I) on a case-by-case basis. Emergency and/or extenuating circumstances are the usual basis for consideration.
2. Students receiving an "I" will be required to submit plan to complete the work to the professor no later than the last F2F class of the semester. Time allowed for the completion for the Incomplete work should not exceed more than a month after the last day of the semester in which the course was taken. Additional time to satisfy the requirements of the Incomplete Contract will be considered on a case-by-case basis.

Policy procedures:

1. To receive a grade of "I," a student must complete a Plan for an Incomplete or Remediation form. This form must be approved by the course professor and MSW Leadership Team, and signed by the MSW Program Director and the School of Social Work Dean

H. Remediation and Extension Policy

The MSW program at SAU is a competency-based learning program. As such, students in our MSW program are encouraged to remediate as needed to meet the required competencies. Issues of importance in the extension policy are outlined as follows:

Course competency remediation

MSW students who advocate/petition for additional remediation opportunity to master challenging competencies and practice behaviors will be allowed to extend their study until that same class time the next year.

Extended study can be arranged by providing a written request with details of the remediation plan prior to the last day of class. Any extended course will be given a grade of In Process (IP) with no additional tuition costs to the student. The student will be given opportunity to master remediation content during a second time attending class and/or addressing challenging components as per the previously arranged written plan with the instructor. All course expectations must be met. Any remediation work must be completed before advancing to next semester classes.

I. Progression-Retention Policy

Foundation students must satisfactorily complete all Foundation-level courses, including the foundation field practicum, before progressing to Advanced Placement.

Students are required to maintain both academic and non-academic standards to remain in the MSW program. First, the university's academic standards for retention must be met and sustained. However, even if a student's academic performance is satisfactory, it may become necessary, due to unsatisfactory professional performance, to advise a student to reconsider his/her

goodness-of-fit to the field of social work. Failure to do so may result in termination from the MSW program.

1. Students in the MSW program are responsible for taking full ownership of meeting all academic and non-academic retention requirements.
2. University academic standards for retention must be met and sustained, as follows:
 - a. Students must maintain a minimum cumulative grade point average of 3.0, earning a grade below B- in no more than two courses.
 - b. Courses with an earned grade of C- or below will not be counted for credit toward the master's degree.
3. The MSW Leadership Team will evaluate students' grades and GPA at the end of each semester. If a student's academic performance does not meet the university's standards, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether extenuating circumstances are present. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.
4. A student may be asked to withdraw from the MSW program for any of the following non-academic reasons:
 - a. Academic honesty breaches
 - b. Failing the field practicum
 - c. Failing to abide by professional values and ethics, as outlined by the NASW Code of Ethics.
5. When there is evidence that a student is not meeting the professionalism standards outlined in program policy, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether the student may be retained in the program. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.

Policy procedures

In general, faculty will provide ongoing professional feedback for professionalism breaches, offering students opportunities to make corrective behaviors, prior to termination from the MSW program; however, any professional ethics breach could result in immediate termination from the program.

1. Challenges to program termination decisions will follow the Grievance Policy.

Course Schedule Summer 2024

Dates	Topic	Learning Activity
<u>MODULE #1</u> May - June	Assignment Description Link	Create a tab on your SWPro Website to save assignments and syllabi from all of your advanced year MSW courses. Upload your link to eclass dropbox. Due by June 2, 8:00 a.m..
<u>MODULE #2</u> June - July	Online Portfolio/SW Pro Website (50 points)	All SW Pro Website pages will be created. Students must have a minimum of one evidence for each of the nine competencies. Due by July 7, 8:00 a.m..
<u>MODULE #3</u> July - August	Special Project Completion (100 points)	Complete your special project no later than 400 hours of field. Completion includes the implementation of the intervention and your evaluation as well as write up on SWPro Website. Written description will be assessed on the SWPro Website. Due by August 4, 8:00 a.m..
<u>MODULE #4</u> Aug 4 - 18	Advisor Meeting (50 points)	Students will meet with their advisor to discuss their special project and portfolio production. The goal of the advisor meeting is to allow the advisor to provide feedback on portfolio development and make recommendations. All revisions prior to your advisor meeting. Due by August 18, 8:00 a.m.. *Note: SCHEDULE THIS IN ADVANCE! The beginning of fall semester is really, really (REALLY) busy.
<u>Extra Credit</u>	Early Submission Extra Credit (+30 points)	Students may earn extra credit as follows: Complete all nine competencies and evidences and special project on SWPro Site for early clearance from your advisor (15 points, Deadline 8/4/24), Submitting portfolio self-assessment form (15 points, Deadline 8/4/24), Obtaining/completing peer assessment form (15 points, Deadline 8/4/24). *Note: When scoring the portfolio assessment,, scores of 4 mean that it is uploaded and ready to go on your SWPro Site.

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PORTFOLIO EVIDENCES

- Competencies 1-5
 - 1 evidence per practice behavior
 - Must be a balanced mix between field and course evidences
 - Must be a balanced mix of micro and macro foci (So, this would amount to a minimum of 2 for each: macro and micro)
- Competencies 6-9
 - 2 evidences per practice behavior:
 - 1 from field
 - 1 from course
 - Must be a balanced mix of micro and macro evidences

Each evidence must include the following content in the introduction (You have to have all these questions answered across each competency, not for each evidence, but it is helpful to begin thinking of answering all these questions for each evidence, and see how it fits. So, within each competency, we need to see knowledge, values, skills, processes (link to a list of processes available in e-class) and theoretical foundations/theories (link to theories website provided in e-class).

- What knowledge was used in this evidence/competency?
- What values are present in this evidence/competency?
- What skills have you used in this evidence/competency?
- What are the affective and cognitive processes you used in this evidence/competency?
- What theoretical foundations/theories are used in this evidence/competency?

THE SPECIAL PROJECT

During your portfolio defense you will be asked to present one of the projects developed during the advanced level school year that shows in practical terms the way you have addressed each social work competency in your practice. Chose a project that is complex enough to cover all the nine competencies or present two projects. On your SWPro page as well as during your presentation, provide evidence that you have achieved advanced generalist graduate level mastery of each competency while working on your project/s.

Guidelines for describing the project:

1. Introduction:
 - Project title, location, agency, duration, participants
2. What social issue has been addressed and why?
 - Describe the social issue in the community/agency context
 - How significant was that issue? Implications? People affected?
 - Who initiated the project? Sponsors?
3. What interventions have been designed?
 - Mission, goals, intervention tools, theoretical perspectives, review of literature (for the last two, you need to address the theoretical framework refers to the one helping you to understand and/or address the issue. Why would the design succeed, or how does theory helps us understand the problem and therefore the solution? The same for the literature – here we don't need a long list of articles: just a 3-5 that really support your chosen intervention for your chosen populations – evidence based practice articles).
4. What were some of the results achieved?

- People served, or other measurable outcomes,
 - Reviews, rewards, or any other form of recognition
 - If there are no results (project was implemented after student left the internship, project was a proposal, etc.), explain why, and whether there are plans to implement it
5. Conclusions
- Limitations for implementing the project (examples: time, financial resources, human resources, etc.).
 - What could have been done better?
 - What were some unexpected outcomes?
6. Address all nine competencies as you are developing (writing about, and then presenting) each aspect of your project. Use pictures or examples of any materials developed during your project.

DEFENSE STRUCTURE

- 5 minutes – presentation of professional self and professional journey
- 15 minutes – presentation of the Special Project, and how it connects with the 9 competencies (with details)
- 30 minutes – Q&A of application of theories and knowledge into practice.
 - What is the social work area you would like to work?
 - What is the main population you would be working with?
 - What are some of the micro and macro theories that inform work with this population? You should be able to explain them and how they are applied.
 - What are the most common interventions (micro and macro) in this area of interest, with this specific population?
 - What are the main social issues affecting this populations?
 - What are the main policies addressing issues for this population/ area of interest?
 - HBSE – what are the main family, neighborhood, and environmental dynamics for this population?
 - What are the main milestones for this population?
 - What is your ethical decision making model?
 - How do you implement your ethical decision making model?
 - What would be the most common dilemmas in this area of practice?
- 5 minutes – Evaluators deliberations and feedback
- 2 minutes – Picture

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