

University of Maine System
Program Integration
Round Two

Social Work

Below please find a summary of the key points derived by the UMS Chief Academic Officers from the report provided by the **Social Work** program integration team. The team's full report follows the CAOs' summary and recommendation.

UMS Chief Academic Officers' **Summary and Recommendations**

Social Work

Social work (and related) programs have a history of collaboration. Students transfer among the three undergraduate programs (BSW) with success and relative efficiency, and graduates of all three BSW programs can apply to earn their graduate degree (MSW) in just one year (4+1) at either USM or UM. USM has an agreement with UMF allowing some highly qualified applicants to earn their MSWs through a 3+2 program. UMM and UMFK (and UMF) have worked with the USM counselor education program on pathways to graduate school through the cohort model. UM's undergraduate program has a transfer agreement with Kennebec Valley Community College to help students transfer in as juniors and graduate in two years, making them eligible for advanced standing status in the MSW program (2+2+1). Given the limitations of accreditation and the different missions, strengths, and challenges faced by the programs on the team, meetings and discussions led to the following recommendations:

1. Explore possibilities for sharing TK20 software across UMS campuses, including the following specifics:
 - a. Sharing field placements to enhance placement efficiency
 - b. Creating one student performance evaluation for all three programs, created to match newly revised CSWE, Educational Policy and Accreditation Standards (EPAS).
2. Explore possibilities for collaborations on training programs for field instructors (needed several times a year) as well as on general community trainings for the CEU credits needed for social work licensure. These could be live, online, or teleconferenced.
3. Once the Department of Health and Human Services/Substance Abuse and Mental Health Services and the Muskie School of Public Service have finished reviewing MHRT/C training, explore possibilities for more collaboration, sharing of courses, and coordinated scheduling of MHRT/C classes across UMS campuses.
4. Expand pathways to graduate education, especially for non-social work programs (e.g. MH/HS, Community Studies, Behavior Sciences).
5. Begin to share electives across campuses.
6. Work with UMA to explore the possibility of increasing access to social work graduate assistants with funding from UMA.
7. Determine what it would take to convene a meeting of all UMS social work (and related) faculty each year.

SOCIAL WORK TEAM REPORT
PROGRAM INTEGRATION ROUND 2

February 27 2016

TEAM MEMBERSHIP

Jeanine Uzzi-Provost and VP for Academic Affairs USM (Team CAO)

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Frank Ellis, Professor, Director Mental Health/Human Services, UMA

Shawn Graham, Assistant Professor, Program Coordinator, Behavioral Sciences and Social Sciences Program, UMFK

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Kelly Jaksa, BSW Coordinator, UM

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EXECUTIVE SUMMARY

The Social Work Team met five times during Round Two of the University of Maine System's Program Integration initiative. We discussed strategies to enhance quality, increase access and enrollment, and increase productivity and financial sustainability. Unlike the other teams in Round Two, we were not charged with aligning learning outcomes, names and numbers of foundational courses.

Something that must be considered when discussing Program Integration for the discipline of social work is the fact that education for this profession must be accredited the Council on Social Work Education. This accreditation mandates a certain faculty-student ratio and a particular administrative structure and governance.

The Social Work Team was made up of three social work programs (UMPI, USM, UM) and three undergraduate programs preparing students to work in the human services (UMM, UMFK, UMA); a clinically licensed social worker in the Bangor community; the Coordinator of Student Services at UC; and the CAO from USM. Meetings allowed for interesting discussions about our respective programs and ways we have worked together in the past and might continue to work together in the future. Some considered initiatives/recommendations were restricted to the three social work programs, and others spanned across all programs in the team. We grouped our recommendations in two categories:

1. Collaboration (including in the delivery of coursework leading to the Mental Health and Rehabilitation Technician certification and in the use of the TK20 database software across social work programs); and
2. Expanded opportunities for students (including sharing of courses across programs and exploring pathways to facilitated graduate education).

Pursuing some of these recommendations could occur without additional resources, but others will require financial support as team members are stretched for time and programs have been cut deeply.

BACKGROUND

Team Activities

The Social Work Team met five times between September 26, 2015 and January 13, 2016. Additionally there was email and phone contact between the Team Leader and individual team members throughout the PI2 period. In general we enjoyed the opportunities to meet and talk about our programs and ways to work together, but finding the time for the meetings was challenging, given our other job demands. The meetings dates and attendance were as follows:

September 26, 2015 (in-person, Orono)—Attending were: Butler, Jaksa, Boylan (for Kelly), Cashman, Graham, Grant, Ellis, and Bommarito

October 20, 2015 (conference call)—Attending were: Richfield, Kelly, Duff, Rush, Bommarito, Ellis, Graham, and Butler

November 5, 2015, (3 subcommittees)

BSW conference call—Attending were: Cashman, Rush, Richfield, and Jaksa

MSW conference call—Attending were: Bommarito, Andonian, and Kelly

Access to graduate education Google hangout—Attending were: Graham, Duff, Ellis, Butler, and guest, Charlie Bernacchio, from USM Counselor Education and Rehabilitation Counseling program

November 13, 2015 (in-person, Bangor)—Attending were: Uzzi, Graham Bommarito, Richfield, Grant, Andonian, Rush, Kelly, Jaksa, and Butler

January 13, 2016 (polycom)—Attending were: Uzzi, Richfield, Andonian, Perkins, Kelly and Butler

Past Collaborations

The Social Work Team is made up of three social work programs (UMPI, USM, UM) and three undergraduate programs preparing students to work in the human services (UMM, UMFK, UMA); a clinically licensed social worker in the Bangor community; the Coordinator of Student Services at UC; and the CAO from USM. Social work programs have a history of collaboration. Students already transfer between our three undergraduate programs (BSW) with success and relative efficiency, and graduates of all three BSW programs can apply to earn their graduate degree (MSW) in just one year (4+1) at either USM or UM. USM already has an agreement with UMF (not part of team) allowing some highly qualified applicants to earn their MSWs through a 3+2 program. UMM and UMFK (and UMF) have worked with the USM Counselor Education program on pathways to graduate school through the cohort model. UM's undergraduate program has a transfer agreement with Kennebec Valley Community College to help students transfer in as juniors and graduate in two years, making them eligible for Advanced Standing status in the MSW program (2+2+1). The discussions held by the team this year encouraged us to think of further collaboration in the future.

Accreditation

An important consideration for Program Integration for the discipline of social work is the fact that education (at both the undergraduate and graduate levels) for this profession must be accredited by an external professional agency, the Council on Social Work Education (CSWE). Each program has a separate accreditation, which mandates a certain faculty-student ratio and a particular administrative structure and governance. UM, USM, and UMPI have all been accredited. This external accreditation serves as the program review process for the three programs, and reaccreditation is required every eight years.

In Maine, the licensure process for social work practice specifies that in order to be considered for licensed social work practice at the Master's and Clinical level, one's social work degree must be from an 'accredited' program. The two larger programs, USM and UM, are nationally recognized by this body as combined programs that offer degrees at both the undergraduate BSW level, and graduate, MSW level. UMPI is accredited as a 'stand-alone' BSW granting program.

Data Provided to Team

The team was provided with data throughout the PI2 process. In our initial meeting in Orono, we received information about majors and degree completions from 2010 to 2015. These data indicated that majors represented by the Social Work Team members' programs had consistent numbers of students over the past five years. UMA's Mental Health/Human Services (MH/HS) program is a particularly large undergraduate program with 711 students in spring semester 2015. Social work has one of the largest graduate programs in the UMS (UM and USM combined) with 190 students in spring semester 2015, and is also well represented among the undergraduate programs with 383 BSW students (UMPI, USM, UM combined) in spring 2015.

In early December 2015 we were provided with “market data for social work” that clearly indicated more job openings in the state than there were BSW graduates (71 graduates for 163 job openings in 2013). Graduates from the other human/community services programs are also prepared to fill many of these positions. The data also indicated that general job categories for which MSW graduates would apply are predicted to increase over the next ten years. These categories are not all social work specific (e.g., mental health counselors, family and marriage therapists, school teachers and social workers) so the data had limited utility, although anecdotally we know the graduates of our MSW programs are getting jobs.

In February 2106, we were provided with course capacity data on social work courses (but not courses in the other Social Work Team programs). We view these data with caution, as they are dependent on each program’s chosen cap for a course, or for a site of a distance course. The decisions on those caps are influenced by a variety of factors. But with that caveat in mind, the data indicate that some courses have 0% spare capacity, some are over-enrolled, and some have spare capacity. At UM, those with spare capacity tend to be electives or sections of courses that are taught at a distance with more than one site. The data do indicate that there is capacity to increase enrollment in some courses across the system—electives could be a good place to start—by creating distance courses that could be enrolled across social work programs.

Descriptions of Programs on Social Work Team

University of Maine, School of Social Work

The University of Maine School of Social Work offers two fully accredited degree programs rooted in the philosophical approach of the generalist perspective, well suited to a rural state such as Maine. UM has provided undergraduate education in social work and social welfare since the 1950s, and began offering the BA in Social Work in 1972. The BSW was granted accreditation by the Council on Social Work Education (CSWE) in 1979. The Master’s Degree in Social Work degree was approved by the Board of Trustees in 1987 and received CSWE accreditation in 1991. The BSW program has grown three-fold in the past 30 years from 50 to 150 students, including a small cohort taught via polycom at the Hutchinson Center in Belfast. The MSW program has expanded to include a distance program in four different formats: 1) a weekend program offering all classes at the Hutchinson Center in Belfast; 2) a weekend program offering classes in three different sites around the state (such as Belfast, Presque Isle, Calais, Falmouth); 3) a fully-online program (first offered in Fall 2015); and 4) an Online Hybrid program (to be offered fall 2016). There are currently about 120 students in our MSW program.

Below is a partial list of strengths and challenges facing the UM School of Social Work in delivering quality programming.

Strengths:

- Supportive environment and welcoming reception to students
- Strong advising and well considered academic review process
- Internationally and nationally known, highly productive faculty doing interdisciplinary research
- Longevity of faculty and collaborative work environment
- Mature students with rich work experience
- Affiliation with the UMaine Center on Aging, directed by professor of School
- Certificate in aging available to graduate students and participation in Hartford Practicum Program Initiative (focus on aging)
- Affiliation with Center for Community Inclusion/Disability Studies, two professors of social work run Disability Studies
- Strong collaboration with our College of Natural Sciences, Forestry and Agriculture, and with the UMaine Graduate School
- Second largest graduate program on campus
- Field department works with over 350 community agencies and has well-developed training program for Field Instructors
- School has adopted the “Sanctuary Model” of trauma-informed practice, currently being initiated (first academic program to do this in the country)
- Growing Alumni Association with close relationship and loyalty to the School
- Strong adjunct faculty, well connected to practice community
- Online program well received and in demand; close working relationship with UMaine Online
- Strong relationship with Hutchinson Center and 15 years of offering the MSW program and BSW courses
- BSW program has increased by 25% in past three years
- Faculty and students involved in community-based research
- Faculty frequently chair or are members of committees for students pursuing Interdisciplinary PhD
- Faculty actively involved in community service at the local, state and national levels

Challenges:

- Uncertainty regarding sufficient full-time faculty to meet accreditation standards and to meet student demand
- UMaine Online desire for us to run the online cohort more frequently, but insufficient faculty resources to do so
- School located in a temporary, rather shabby building since 1986

- Lack of scholarship money for students—reduces the number of strong out-of-state students who accept admission
- Only one Graduate Assistantship in the School
- Lack of racial diversity in student body and faculty—overwhelmingly white (though we have consistently had Native American students and have recently increased the number of international students).

University of Southern Maine, School of Social Work

Some strengths and challenges at USM, SSW:

Strengths:

- Long-standing program—close to 50 years for BSW program; 14 years for MSW. The SSW is well respected and established in the broader community
- Roughly 200+ community agency affiliations, many very long term, for fieldwork, service learning, research and other coursework.
- Service learning and volunteer work requirements in several classes
- Faculty longevity and consistency—broad faculty expertise
- Faculty place high value on community engagement as part of the service and scholarship agenda
- Faculty engaged in cross-disciplinary research, scholarship and creative activity
- Beginning conversation about dual degree program development with Maine Law. Also, interested in pursuing an MSW/MPH degree plan
- Strong research curriculum: two courses on undergrad level, three on grad level are required. Most students present their findings at the annual *Thinking Matters* forum
- A growing number MSW students are choosing to pursue the thesis option and faculty volunteer to support and supervise—many of these students have PhD aspirations
- In response to an identified need for improved student writing skill, a new one-credit, 5 session “writing for social work” (SWO 150) course has been developed and will be implemented in fall 2016 (possible extension of this course across the system?)
- Innovation in curriculum, e.g., cross listed grad/undergrad courses
- Implementation of TK20 to streamline internal processes and data collection for students and programs
- Actively engaged Community Advisory Committee (CAC) in the SSW—members given authority and freedom to propose programs, plan activities, etc. CAC offers input into SSW curriculum based on current practice trends and needs
- Development of new undergraduate-to-graduate pathways (currently with UMaine Farmington psychology program and developing plan with USM SBS at the Lewiston-Auburn Campus)
- Very mature, dynamic, experienced and community-engaged student body (BSW & MSW)

Challenges:

- Inadequate resources to support programs—greatly affects capacity to offer additional course sections and electives; impedes curriculum flexibility to meet diverse student scheduling needs
- Lack of resources for student services—loss of Student Affairs position due to resignation one year ago and never allowed to rehire
- Inadequate funding for scholarships
- Consistent struggle to meet the CSWE faculty-student ratio requirement, with dip below the requirement currently. Program is consistently stressed about the resources to maintain CSWE accreditation.
- Only one Administrative Specialist position in the SSW to support the director, coordinators, field, faculty and students
- Desire to recruit more students to increase enrollments but this will impact the ratio and we have limited classroom capacity for additional students
- Want to grow the program to extend our online presence but lack the technology support and faculty resources to accomplish this effectively
- Technology support for TK20 implementation has been challenging given the restructuring of IT in UMS—do not have a designated point person to assist with data loading and resolving technical problems related to TK20 (aside: IT staff have been *very* helpful in ways they can be—after many months of TK20 development in the SSW, we are still without a point person, but not because IT is unwilling to help—IT staff roles and responsibilities are not designated to support TK20 needs).

University of Maine at Presque Isle, Social Work Program

The University of Maine at Presque Isle Bachelor of Social Work program is anchored in the doctrine of the generalist model. Generalist social work education enhances the effectiveness of graduates in addressing and alleviating the varied social problems in our region. The UMPI BSW program resides in a geographically and socially isolated area. The program stresses starting where the client is and utilizing his or her own strengths in order to empower people to move toward positive change. The economic base for rural Maine is driven by either global industry such as tourism and lumbering or self-employment. Therefore, service delivery is most often organized through not-for-profit agencies and organizations. Social Workers are the backbone to that workforce. The rural social service delivery systems of Maine are in need of practitioners who can competently fulfill a variety of practice roles, e.g., broker, advocate, administrator, case manager, networker, community organizer, group facilitator, change agent. Lastly, the ability to ask salient questions, determine the best means of addressing issues, and then implementing the strategies to effect change describes the critical thinking aspect of this BSW program.

As part of the criteria for accreditation, CSWE requires an extensive candidacy period prior to accreditation. One component of investigation regarding program viability is proximity of the candidacy program to other accredited programs. When the BSW program at Presque Isle was in candidacy, this question was addressed. After review of the candidacy application, CSWE deemed there to be no concern about program's impinging on the potential student pool of other social work education programs in

Maine. In fact, CSWE felt the BSW program was needed in order to provide this level of professional education throughout the state.

The UMPI BSW Program attracts and accepts several students from the Canadian Provinces each year. This diversity brings both strengths and challenges to the program. Many of the students enter with a completed bachelor degree and are looking for a professional degree, specifically the BSW. This means they are a little older and have college experience. The students add a different perspective to the classes, which is a strength. Many of our classes add material, which is pertinent to Canada so all the students gain knowledge concerning both countries' programs and policies. Students from New Brunswick complete the field placements in New Brunswick and their experiences are shared with all students in the seminars. A challenge has been to meet the requirements for the Canadian foreign degree audit, which is required before the students can become licensed (registered) in their home province. The requirements have necessitated the UMPI BSW Program to make changes to the Junior and Senior Field courses in particular. The number of hours for Junior Field is 200 hours over 2 semesters and the number of hours for the Senior Field is 500 hours over 2 semesters. This exceeds the requirement for CSWE. It may affect transferability from UM or USM if the student from these institutions has not completed an equivalent number of hours and course work which accompanies the courses. Moreover, the foreign degree audit does not accept any non-social work courses, which means that students with a prior degree cannot use a psychology course in research as equivalent to SWK 410 Social Work Research, or a Canadian student cannot take a course from another UMS campus, which does not offer social work courses.

University of Maine at Augusta, Mental Health/Human Services Program

The University of Maine at Augusta's Mental Health and Human Services program is a unique program, offering students the opportunity to obtain both a college degree and the opportunity to be employed immediately after graduation. The program consists of ten faculty members with diverse backgrounds and interests, residing on two campuses. The baccalaureate program consists of four different concentrations, adult mental health, addictions, child and family and a generalist focus. Additionally, students can earn various certifications and minors in various related fields. Typically, each semester there are about 900 mental health students taking courses. On average, a UMA student takes 8.3 credit hours per semester. That means that for those students starting the program as freshmen, it will take them over 15 semesters or 5 years going each semester, to obtain a baccalaureate degree.

Currently the UMA MH/HS program graduates approximately one hundred baccalaureate degree students each year. For many, the graduation experience is a joyous but essentially uneventful experience because large numbers of our graduates are employed at the time of graduation. Their degree serves more as a manifestation of personal accomplishment than the opening of new opportunities. However, for a growing number of our students continued education, either immediately or in the near future, is an increasing option.

Many students, interested in advanced degrees, have indicated that continuing at UMA would be their top choice. At this time, the program lacks the resources to establish and maintain such a program. From UMA's perspective the Program Intergration Teams' charge of 'increasing student success' can be operationalized as providing appropriate and supportive relationships with graduate programs within state universities.

UMA's program is able to meet many of our academic and programmatic challenges. We have developed the ability to provide quality education at a distance through the use of interactional television, video conferencing and asynchronous offerings. Additionally through the use of adjunct faculty, we can offer courses at various University College centers across the state.

University of Maine at Fort Kent, Behavioral and Social Sciences Programs

The Behavioral and Social Science programs at the University of Maine at Fort Kent align with the strategic directives of the university by providing professional education and career pathways that serve the needs of rural Maine. The rural setting and diverse training and research interests of program faculty provide a strong foundation for the integrated nature of the programs. Faculty members work closely together to improve their pedagogy to meet students' needs as well as emerging trends in the field. The programs are small enough to be innovative, personal, and allow faculty to develop one-on-one mentoring relationships with students. The program has a Human Services tract designed to prepare students for direct employment. In the process of completing their degree, students have the opportunity to obtain several professional credentials including a conditional Social Work license, Certified Alcohol and Drug Counselor certification, and Mental Health Rehabilitation Technician certification. A graduate tract prepares students for advanced learning in a number of behavioral science disciplines. The emphasis is on developing critical thinking and research skills that are broadly applicable.

The programs have strong relationships and work collaboratively with area agencies and providers through the Advisory Council. These connections not only better inform the programs as they prepare high quality professionals to enter the field or prepare students for advanced study, they also provide increased internship and service/experimental learning opportunities. Additionally, the rural setting of the university allows the programs to support UMFK's mission of nurturing rural communities and beyond through affordable, technologically-enhanced, and professionally-focused educational programs.

University of Maine at Machias, Psychology and Community Studies Program

Psychology & Community Studies at UMM is not a social work program, but a community-engaged interdisciplinary social sciences program with concentrations in either Applied Psychology or Disabilities in Youth. Most of our students do social work/human services internships and work with our community partners on related senior projects. We do teach all the MHRT/C classes; many are offered online, but we do not offer Trauma & Recovery or Introduction to Counseling Skills online.

At UMM, we have been cut to the bone in terms of support staff (and faculty release time), which limits our ability to develop projects (including grant proposals, MOUs for bigger collaborations, conferences, workshops, etc.) Right now we have no administrative support for UMM's faculty, though a half time position is currently posted. Lack of staff and/or release time is a major impediment to collaboration and cross campus coordination.

We really want to help support regional students' access to Master degree programs. This is a big hope we have for the system-wide initiative. We favor the Rural Distance Outreach model that allows regional students the best of both worlds - the flexibility of online and getting the support they need from faculty and peers through low-residency course meetings. We can be very helpful with brokering relationships with community partners for both recruiting graduate students and hosting interns/practicum students. We also talk a lot about career planning throughout the degree program, thus many alumni reach out to us for graduate school advice and letters of reference within 1-3 years of graduating UMM. Again, on our end, the biggest impediment to supporting these collaborations (with system graduate schools) is lack of faculty/staff time for the coordination piece.

RECOMMENDATIONS

Given the restrictions around social work accreditation and the different missions, strengths and challenges faced among the various programs in our Team, our fruitful meetings and discussions led to two broad recommendations addressing the PI2 charge to enhance quality, increase access, and increase productivity. These recommendations are:

8. Continued collaboration among the social work, humans service and community studies programs; and
9. Expanded opportunities for students.

These are described more fully below.

Collaboration (Enhance Quality, Increase Access and Increase Productivity)

1. All programs in the Team, except the UM School of Social Work, provide courses leading to the Mental Health Rehabilitation Technician Certification (MHRT/C). Currently this training is under review by the Department of Health and Human Services/Substance Abuse and Mental Health Services and the Muskie School of Public Service. Once that review and redesign is complete, there is potential for more collaboration, sharing of courses, and coordinated scheduling of classes. (**Indicators: *Enhanced quality***—programs able to teach in areas of strength; ***Increased access***—more students successfully completing MHRT/C; ***Increased productivity***—less redundancy across programs.)
2. Social work programs could share TK20 software across campuses. Currently USM and UMPI social work programs use this powerful database software and UM program is hopeful of being able to finance it in FY17. Possible benefits include:
 - Sharing field placements to enhance placement efficiency (**Indicators: *Enhanced quality, increased access, increased productivity***—students placed more quickly and in more suitable placements; placement disruptions minimized.)
 - One student performance evaluation for all three programs, created to match newly revised CSWE, Educational Policy and Accreditation Standards (EPAS). (**Indicator: *Enhanced quality***—more faculty working together to produce best possible form)
3. Social work programs could collaborate on training programs not only for Field Instructors (needed several times a year), but also more general community trainings for CEU credits needed for social work licensure. These could be live, online, or teleconferenced. (**Indicators: *Enhanced quality***—better training benefiting from unique assets of specific programs; ***Increased access***—able to reach larger audiences; ***Increased***

productivity—reduce redundancy of similar trainings being offered by different programs)

Expanded Opportunities for Students (Enhance Quality, Increase Access, and Increase Productivity)

1. Sharing electives and other courses
 - The social work programs already work well in facilitating the transfer process for students moving between the three undergraduate programs. Classes and field hours are not identical, but due to accreditation, very similar. The table in Appendix A represents our preliminary effort to examine the social work courses undergraduates take in each of the three BSW programs and how they compare to one another. With some effort (and going through the many levels of changing course titles, numbers and objectives at each institution) these courses could be made more clearly transferable. Appendix B identifies the courses currently available to non-matriculated students in the three BSW programs. We note those courses that are offered in distance format, allowing for easy access across programs.

Transferring between the two MSW programs is also possible (though generally no more than 30 credits can be transferred) and many courses (listed in Appendix B) are available to non-matriculated students, so can easily be taken by students outside their home MSW program. Electives would be particularly easy to share across the two MSW programs and we could more intentionally share among programs lists of electives each semester. (**Indicators: *Enhanced quality***—programs can play to strengths and utilize unique assets; ***Increased access***—courses are more available to student no matter where they live or what program they are matriculated in; ***Increased productivity***—redundancy can be reduced and courses more likely to be fully enrolled)

The three non-social work programs on the PI team could also explore whether there are courses that could be easily shared across degrees. (**Indicators: *Enhanced quality***—programs can play to strengths and utilize unique assets; ***Increased access***—courses are more available to student no matter where they live or what program they are matriculated in; ***Increased productivity***—redundancy can be reduced and courses more likely to be fully enrolled)

2. Continue to explore pathways to graduate education
 - There already exists a 4 + 1 opportunity for students with BSW degrees to earn an MSW. There are good relationships among the UMS social work programs with graduates from the three BSW programs attending both MSW programs. These students complete their degrees as “Advanced Standing” students, meaning an abbreviated graduate program (e.g., for UM it is a reduction of 17 credits from 63 to 46)
 - Data indicate that 48% of UMS graduates pursuing MSWs in the state have gone to the University of New England. This is likely primarily due to the well-developed

- online program UNE has had for a number of years and their generous scholarship program. With the start of UM's online MSW program, this may reduce the flow of UMS graduates to UNE. Continuing to build capacity for online and alternative formats for the two MSW programs within the UMS (e.g., USM's proposed low-residency option) would allow us to attract more UMS graduates. (**Indicator: Increased access**—fewer UMS graduates choosing UNE's MSW program over USM's and UM's MSW programs)
- Explore easier pathways for students from other undergraduate programs (e.g., MH/HS; Community Studies; Behavior Sciences) to receive graduate education.
 - USM already has a 3 + 2 agreement with UMF; this could be explored with other programs (**Indicator: Increased access**-more UMS students have easier access to graduate education)
 - The USM Continuing Education and Rehabilitation Counseling program has explored and/or initiated 3 + 2 cohort models with UMM, UMFK, and UMF. These efforts should continue to be explored, refined, and financially supported to meet the needs of these students. (**Indicator: Increased access**-more UMS students have easier access to graduate education)
 - UM has a transfer agreement with Kennebec Valley Community College for a 2 + 2 undergraduate program, making those transfer students then eligible for “advanced standing” status for the MSW program (2 + 2 + 1). This could be explored with other units. A similar agreement existed with UMA's MH/HS program in the past. (**Indicator: Increased access**—more students from within and outside UMS system transfer to BSW programs, and thus have easier access to MSW degree)

CAPABILITIES

1. Several programs require greater resources to do what they are doing well (e.g., UMM has been “cut to the bone”; USM and UM struggle to maintain the required faculty-student ratio for accreditation; UM, to date, has not been able to afford the database TK20 that will improve program quality, though they may receive funds to do so in FY17)
2. Ongoing collaboration, while appealing on the surface, requires time away from teaching and other responsibilities. Even for this PI endeavor, finding times to meet was challenging for team members. Ultimately, the members found the meeting beneficial, although no meetings were attended by all team members.
3. If UMS decides we should continue with these collaborations and pursue the above recommendations, funding for time and travel would be necessary. Furthermore, it would be important to have realistic expectations of what is possible when faculty and staff are stretched so thin.

Appendix A-Course Comparisons

(Course names have been abbreviated for table)

USM BSW Requirements	UM BSW Requirements	UMPI BSW Requirements
None	SWK101 1st Yr class (1 cr)	None
SWO201 Intro to SWK	SWK320 Intro to SWK	SWK 200 Intro to SWK/Social Welfare
SWO250 Intro to Social Welfare	Combined in SWK 320	Combined in SWK 200
SWO333 Research I	SWK 491 Research	PSY/SOC 311 Research
SWO Research II	None	None
SWO350 Social Policy	SWK 440 Social Policy	SWK 300 Social Policy
SWO365 Oppression	SWK330 Oppression	SWK305 Multiculturalism
SWO370 HBSE	SWK350 HBSE I	SWK285 HBSE I
None	SWK351 HBSE II	SWK 287 HBSE II
SWO393 SWK Prac I (20 hrs service learning)	SWK361 SWK Prac I	SWK315 SWK Prac I
SWO403 SWK Prac II	SWK462 SWK Prac II	SWK400 SWK Prac II
SWO404 SWK Prac III	SWK463 SWK Prac III	SWK405 SWK Prac III
None	SWK395(1) Jr Field (30 hrs)	SWK396A Jr Field (100 hrs)
None	SWK395(2) Jr Field (30 hrs)	SWK396B Jr Field (100 hrs)
SWO411 Field Work 1 (240 hrs)	SWK 495 (1) Field Work (200 hrs)	SWK496A Senior Field (250 hrs)
SWO412 Field Work (240 hrs)	SWK495(2) Field Work (200 hrs)	SWK496B Senior Field (250 hrs)
1 elective	None	SWK380 Prac with Families
Prerequisites		
Intro to Sociology	Intro to Sociology	Intro to Sociology
Statistics class	Statistics class	Statistics class
Intro to American Govt	Intro to American Govt	Intro to American Govt/or Western European Govt
Intro to Psych	Intro to Psych	Intro to Psych
HRD200 Multicultural Human Growth & Dev	Human Bio (a few alternatives)	BIO112 Human Bio and PSY446 Psychobiology
None	Persuasive or Business Writing	None
None	Ethics class	None
Intro to Macro-Econ	None	Economics course

Appendix B: Social Work Courses Available to Non-Matriculated Students

UMPI Courses-BSW

SWK 202: Ethics in the Helping Professions

SWK 300: Social Welfare Policy

SWK 305: Ethnicity and Multiculturalism MHRT course also (online in the summer)

SWK 307: Incest and Sexual Abuse MHRT course also

SWK 309: Case Management Practice MHRT course also

SWK 325: Gerontology MHRT course also

SWK 350: Children and Grief and Its Impact on Learning

SWK 380: Social Work Methods and Practice with Families

SWK 381: Crisis Intervention MHRT course also

SWK 396A: Junior Field I

SWK 410: Social Work Research

USM Courses-BSW

SWO 201: Introduction to Social Work Sometimes offered online

SWO 250: Introduction to Social Welfare

SWO 350: Social Welfare Policy

SWO 365: Examining Oppression & Valuing Diversity Sometimes offered online

USM Courses-MSW

SWO 501: Multicultural Social Work Sometimes offered online

SWO 502: Human Behavior I

SWO 504: Social Welfare Policy I

SWO 505: Social Work Research I

Sometimes offered online

SWO 552: Human Behavior II (SWO 502 prerequisite)

UM Courses-BSW

SWK 320: Introduction to Social Work Teleconferenced to Belfast FHC

SWK 330: Contemporary Issues in Diversity and Pluralism Sometimes online

SWK 350: Human Behavior in the Social Environment I Teleconferenced to Belfast

SWK 351: Human Behavior in the Social Environment II Teleconferenced to Belfast

SWK 365: Problems of Child Abuse and Neglect

SWK 380: The Biological Person and the Environment Online

SWK 440: Social Welfare Policy and Issues Teleconferenced to Belfast

SWK 497: Special topics in SWK-Expressive Therapies

UM-MSW Courses

SWK 540: Social Welfare Policies and Issues Sometimes weekends Belfast

SWK 550: Human Behavior in the Social Environment I Sometimes weekends Belfast

SWK 571: Assessment and Intervention of Trauma in Social Work Practice

SWK 577: Group Strategies in Health/Mental Health Settings Belfast in summer

SWK 580: Adult and Child Psychopathology Sometimes online

SWK 597: Special Topics in SWK-Expressive Therapies

SWK 597: Special Topics in SWK-Spirituality and Social Work Orono in summer

SWK 597: Special Topics in SWK-Children's Mental Health Online

SWK 597: Special Topics in SWK-Substance Abuse Online

SWK 650: Human Behavior in the Social Environment II Sometimes weekends Belfast

* Courses taught in Weekend program sometimes teleconferenced to other sites in state