

# Social Work Program

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**Program: Social Work**

**Chairperson: Shay Bankston, MSW, MAOM**

**Date: May 2019**

## **PROGRAM HISTORY AND ACCREDITATION**

Lourdes University has offered specialized courses in human services since 1958. In 1980, a two-year degree program in social services was established, and in 1984, a four-year social work program was formalized under the newly accredited B.I.S. Degree. In 1986, the Ohio Board of Regents and accredited by North Central Association of Universities and Schools authorized a Bachelor of Arts Degree that included the undergraduate degree in social work. In 1992, Lourdes College received accreditation from the Council on Social Work Education (CSWE) to offer a Baccalaureate Program in Social Work. The most recent reaffirmation of accreditation through CSWE occurred in 2013, and the Social Work program received full-accreditation through 2021.

### **1. Mission**

#### **1.1 Lourdes University Mission**

Lourdes University, rooted in Catholic and Franciscan traditions, provides a values-centered education that enriches lives and advances academic excellence through the integration of the liberal arts and professional studies.

**1.2 Copy of College of Social Sciences mission statement here:** None

**1.3 If applicable, copy the program's mission statement here:**

The mission of the Social Work program is to educate baccalaureate social work students and to provide the knowledge, values and skills necessary to engage in generalist social work practice. Through a liberal arts education based in the Franciscan tradition, graduates of the program are prepared to:

- Engage in critical thinking that includes examination of his/her personal values
- Advocate for human rights and social justice
- Commit to professional growth and development

Figure 1 provides a visual description of the integration of the Program's mission, goals, and defined generalist social work practice.

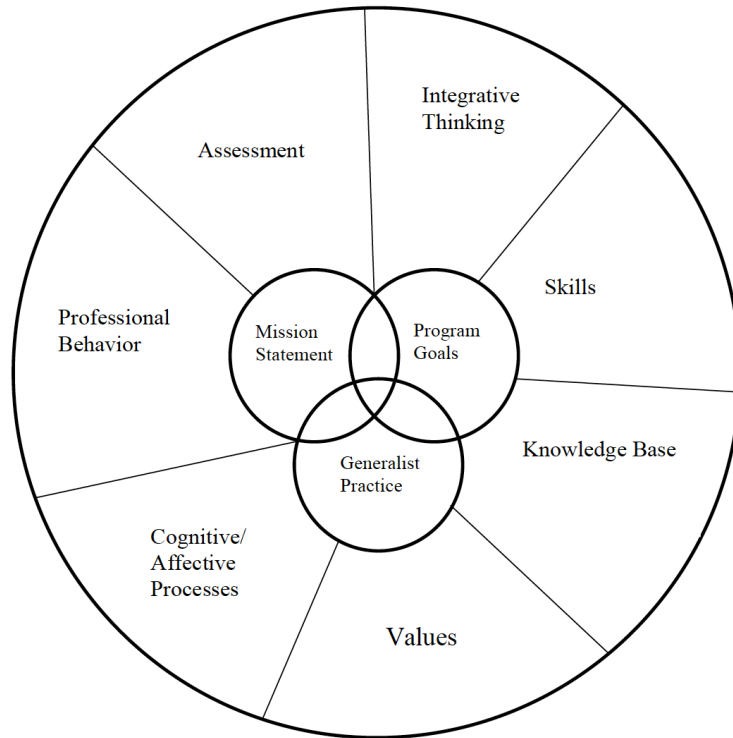


Figure 1

#### **1.4 Describe of illustrate how the program's mission aligns with the College and University mission.**

The importance of "community" is a basic tenet of social work as articulated in professional values and ethics, and in professional studies and practice. As a professional program grounded in a liberal arts education, the mission statement of the social work program focuses on directing and monitoring the education and training of students within a community of learning. As a discipline and a profession, social work is closely tied to the Franciscan values of the University that calls students and faculty to be an inclusive community, promoting growth and transformative learning both in ourselves and in the world around us.

- **Describe how the program learning objectives (PLOs) and the program’s mission make explicit the University’s Franciscan values of community, learning, reverence, and service.**

Social work education uses an outcome based process of assess student competency. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In Education Policy and Accreditation Standards (EPAS), social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

The PLOs are articulated through the prescribed competencies of CSWE (EPAS 2015):

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

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

- **The program’s mission is published in institutional, college, and program specific documents.**

The mission statement is published at the following:

Social Work Student Handbook

Field Education Handbook

University catalog

Program site (online)

- **Was the program's mission revised since the program's last review?**

Yes. In 2011, the statement was revised to concisely articulate the focus, intent and purpose of the program. These changes were completed with input from the Advisory Council and with attention to alignment to CSWE EPAS standards.

- **In accordance with the University mission and values, how do your faculty and students engage?**

- Faculty engages through service on multiple community boards and through various consulting opportunities as well as facilitating and sponsoring community events. These service projects establish valuable community connections that raise the profile of Lourdes University and attract students to study at Lourdes.
- Students engage in the community under the direction of the program through attending community events, service learning through the program, and, most importantly, through field education .
- The social work program aligns with the mission in service to the community and exceptional relationships with local and regional service providers.
- The accreditation through CSWE requires documentation of the program's commitment to the community with input from internal and external stakeholders. The program meets these rigorous standards.

## **2. PROGRAM PLANNING**

### **2.1 Describe the department's strategic plan.**

The Program does not have a current strategic plan; It is expected that the program will articulate yearly goals and a comprehensive strategic plan by 2020 through preparation for reaffirmation. In this preparation, the Program is engaged in developing goals in key areas that include:

#### **Education**

Provide comprehensive, innovative instruction and professional mentoring to students to support the development of skilled practitioners and leaders.

#### **Community Impact**

Promote individual, group, and community well-being at local, state, and regional levels.

#### **Inclusion**

Create an environment that fosters cultural competence within Lourdes University and the community at large.

#### **The Social Work Profession**

Promote standards and best practices in education and training for generalist social work.

#### **Scholarship**

Create opportunities and experiences for faculty and student engaged community research.

## **2.2 How does the department strategic plan align with the support the University and college strategic plan(s)?**

The key areas as identified by the social work program (in italics) align with the following within the University Strategic Plan:

- Articulation of recruitment and enrollment management strategies to grow the program in students and faculty *through promotion of standards and best practices in education and training for generalist social work*
- Development of partnership and collaborations that promote opportunities for faculty research and scholarship through *creation of opportunities for faculty and student engaged community research.*
- Active participation in service that enriches faculty teaching and scholarship, guiding student-faculty engagement and supporting student retention *through innovative instruction and professional mentoring.*

## **2.3 From your department's annual reports, list or provide a table with all the program goals related to the strategic plan completed since your last program review.**

- Prepare and assure alignment with EPAS 2015 standards for accreditation
- Integrate new undergraduate research opportunities for students to work with faculty
- Develop new undergraduate service and pre-field education experiences

## **2.4 From your department's annual reports, list or provide a table with all the program goals related to the strategic plan which are still in progress.**

The University Strategic Plan has been revised, edited and adapted three times since the last Program Review. Through the continued updates to the University plan, the Social Work program has maintained a focus on accreditation standards that are consistent with the University's mission.

**2.5 From your department's annual reports, list or provide a table with all the program goals related to the strategic plan abandoned since your last program review.**

See explanation in 2.4.

**2.6 Describe or provide the process of the program's strategy for annual review and revision of its strategic plan.**

Each spring, the Advisory Council of the social work program meets to provide input and expertise on the role of the program in providing undergraduate social work education. This annual meeting (open to students and the campus community) provides opportunity for review of data and strategy. The Program presents information about progress towards meeting goals and provides a draft of plan for next academic year for comment, input and revisions. Consideration of goal accomplishment through a strategic plan as well as data from multiple sources is consistent with the continuous improvement plan. (Figure 2)



## Department of Social Work - Lourdes University

### Continuous Cycle of Program Evaluation and Improvement Flow Chart

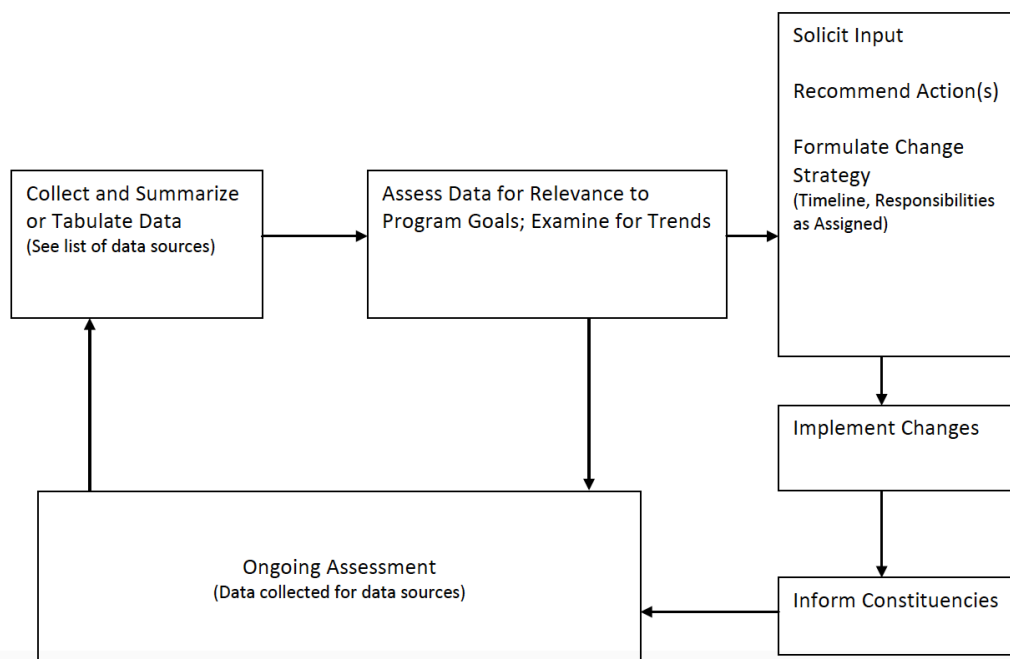


Figure 2

**2.7 The program reviews persistence and completion reports included in the annual report. Provide an analysis of these reports. Then, describe how these reports are used to plan and make improvements to the program.**

Persistence and completion reports for the social work program are considered as a measure of program effectiveness. Since the previous Program Review, social work finds that students in the major consistently remain enrolled in the major. However, the number of majors has dramatically decreased. (It should be noted that enrollment across many majors at Lourdes University has been negatively impacted in recent years.) This remains a significant concern of

social work and a strong effort has been made to develop strategies with Marketing and Admissions.

**2.8 Describe how program faculty respond to University needs and contribute to University planning, and development.**

Social Work faculty have been active participants on University committees that have created new initiatives, revised the University Strategic Plan and developed strategies for recruitment, retention and student services.

**2.9 If the department provides courses for programs outside the department other than general education (e.g. the Biology Department providing courses for the Nursing program), describe how the program coordinates efforts with the other department(s).**

- SWK 209/Multicultural Perspectives is a strong option for students in all disciplines who want to expand knowledge beyond required general education requirement of diversity.
- Collaboration with science faculty to identify courses that are best suited for a for social work majors, especially courses that contribute to social work understanding of environmental justice.
- Cross-listing of a course that provides service to Rosary Care Center and The Sylvania Village through the Scripps Grant of the Sylvania Franciscan Village.
- A Social Work and CJ major that allows for faculty to collaborate on student learning in both disciplines.

**2.10 Copy the program's succession plan for faculty rank, promotion, leadership, and retirement here.**

The Program does not have a formalized plan but has given thoughtful consideration to how to plan for continued, successful leadership. Within the past 2 years, there have been many changes within University and College leadership. Social Work faculty have moved into leadership positions in administration of the University and the College of Social Sciences. The Social Work Program has attracted and maintained strong new faculty members in key leadership roles.

### **3 FACULTY EFFECTIVENESS**

#### **3.1 Provide evidence that all program faculty are well qualified to teach the courses they are assigned with a minimum of 18 graduate hours in the sub-discipline above the degree taught, or other expertise has been documented in their files.**

CVs of faculty with primary teaching responsibilities in the Social Work program are included within Appendix A.

Drs. Terry Keller and Joyce Litten now have administrative roles but maintain faculty appointments in social work and continue to teach in the program as needed.

#### **3.2 Describe how your program evaluates and documents faculty teaching effectiveness.**

- Course evaluations
- Peer Review/Feedback through in-classroom evaluation
- Self-evaluations through Evaluation of Faculty Effectiveness
- CSWE Program Assessment of Student Learning Outcomes

#### **3.3 The program supports and engages in current teaching/learning strategies that follow best practices for the field.**

- Attendance by all faculty at conferences and trainings about teaching and learning
- Use of CSWE resources on best practices for teaching social works
- Feedback from Advisory Committee
- All faculty completion of training for online teaching through Quality Matters

#### **3.4 How does the program assess courses offered by other departments that are required for this program (not gen-ed courses) to show that the courses effectively meet the program's needs?**

- The social work curriculum is prescribed by CSWE with no limited options for integration of content other than gen ed as required by Lourdes
- Social work at Lourdes works with Business to offer Macroeconomics as support to students understanding of social policy
- Dual Degree in Social and CJ provides students with options outside of general education requirements.

**3.5 Adjuncts are provided training and support. Provide evidence.**

Currently, no adjuncts are hired in teaching required social work courses. However, orientation has been provided in the past by the program and the University when adjuncts were needed to cover additional sections due to higher enrollment.

**3.6 Provide a list of scholarly activities begun, as well as those completed, since the last program review.**

Scholarly Activity of the Faculty in the Social Work Program (last 7 years)

<b>Scholarship</b>	<b>Number</b>
Journal articles	3
Peer-review presentations	17
Invited presentations	5
Grants	3

**4 CURRICULUM**

**4.1 Attach a list of the Program Learning Objectives (PLOs) as Appendix B .**

**4.2 In Appendix C, provide a curriculum map showing which courses address which PLOs and an updated University Learning Outcome (ULOs) curriculum map aligning program courses.** The program does not have a current curriculum map that aligns the required social work curriculum and all courses required within the degree plan.

**4.3 Provide evidence that:**

- a. The program’s curriculum is congruent with current professional/discipline standards.**  
The Program’s curriculum meets the CSWE accreditation standards of knowledge, values and skill integration as evidenced by 2013 reaffirmation that noted no deficiencies in meeting standards.
  
- b. The program concentrations are congruent with professional standards.**  
The program offers no concentrations.

New Course	2/13/2015	SWK 345	New Course: SWK 345: Spirituality and Social Work. Provides an overview of spiritual aspects of social work practice with individuals, families, and small groups.
New Course	2/13/2015	SWK 436	New Course: SWK 436: Advanced Research. Course provides students with opportunities to address emerging issues through application of research design and methods. Student-identified projects are encouraged and faculty-student projects are supported within this course.

**c. The program minors are congruent with professional standards.**

The program offers no minors.

**4.4 Attach, as Appendix D, a report from the registrar and/or accreditation standards indications the program's curriculum meets federal requirements and is congruent with the institution's overall standards and requirements for granting the academic degree.**

**4.5 List important curricular changes/improvements since the last program review in the table below. (data may be gathered from CPR documents.)**

Course Objective Change (less than 50%)	5/7/2015	SWK 210	Course objective (less than 50%) for SWK 210: Human Behavior in the social Environment I . As a strategic initiative of the Parent Institute at Lourdes University, the curriculum for Education/Social Work/Nursing has been reviewed to insure that students have the knowledge, values and skills (dispositions) to work with parents.
Course Objective Change (less than 50%)	5/7/2015	SWK 310	Course objective (less than 50%) for SWK 310: Human Behavior in the social Environment II . As a strategic initiative of the Parent Institute at Lourdes University, the curriculum for Education/Social Work/Nursing has been reviewed to insure that students have the knowledge, values and skills (dispositions) to work with parents.
Course Objective Change (less than 50%)	5/7/2015	SWK 311	Course objective (less than 50%) for SWK 311: Social Work Process I . As a strategic initiative of the Parent Institute at Lourdes University, the curriculum for Education/Social Work/Nursing has been reviewed to insure that students have the knowledge, values and skills (dispositions) to work with parents.
Course Objective Change (less than 50%)	5/7/2015	SWK 411	Course objective (less than 50%) for SWK 411: Social Work Process II . As a strategic initiative of the Parent Institute at Lourdes University, the curriculum for Education/Social Work/Nursing has been reviewed to insure that students have the knowledge, values and skills (dispositions) to work with parents.
New Course	12/1/2016	SWK 250	New course: SWK 250 International Social Work . Immersion experience in a host country explores current opportunities and challenges for international health and social work practice, policy, research, and collaboration.
Core change	5/3/2018	SWK 205	Change to Core: SWK 205 Pre-Professional Seminar to fulfill FYE 102: Career Connections for SWK majors

**4.6 Complete the following table, describing how the program curriculum addresses the needs of internal and external constituencies.** List internal and external constituencies served by the program (not by individual faculty), the needs of the constituencies addressed by the curriculum, and how the curriculum addresses those needs.

<b>Constituency (Internal and External)</b>	<b>Needs</b>	<b>How curriculum addresses needs</b>
Lourdes Students (all disciplines)	Multicultural studies	Program provides instruction through SWK 209 course as one option to meet this requirement
Criminal Justice (CJ) Program	Research course	Program provides instruction through cross-listed SWK/SOC 413 course to meet this requirement
Lourdes Students	Preparation for CJ students interested Social Work studies and licensure	Degree plan that provides for completion of CJ and Social Work majors
Lourdes Students	Study in specialized topics	Program provides courses as electives for all students That include parenting, substance abuse, behavioral health, and social justice
Sylvania Franciscan Village	Partnership in Scripps grant funded project	Program developed cross-listed course with Psychology that will provide students collect data regarding cognitive impairment and functioning of residents in long-term care
Lourdes Social Work Students	Field Education	Program has strong relationships with community agencies that provide comprehensive education within Field Education course sequence

**4.7 The curriculum provides depth, breadth, and a variety of learning experience (e.g. lectures, small group projects, labs, research) in the discipline.**

- Online and hybrid learning options in 30% of required curriculum
- Service Learning designation in SWK 111, SWK 413 and SWK elective offerings
- Field Education as capstone for all students

- Research class requires creation and presentation of student proposal

**4.8 The program has fair, equitable, and published admission (if applicable) and advancement and/or graduation policies.**

There are no admission standards for the program. The following policies are in place and clearly articulated in the University catalog, Social Work Student Handbook, registration and advising materials, and other Program publications and sites:

“Academic standards that a student must meet in order to remain a Social Work major:

- a 2.0 G.P.A. (overall) on a 4-point scale,
- A grade of “B-” or better in SWK 111/Introduction to Social Work and a grade of “B-” or better in SWK 205/Pre-professional Seminar: and
- A 2.5 G.P.A. in the required courses within the Social Work major. “

**4.9 Describe how students contribute to scholarship, creative work, and discovery of knowledge.**

Students have opportunities to share in research or other scholarly or creative work with faculty. Development of a research proposal in SWK 413, a required course, provides students with knowledge and skill to conduct community-based research. In SWK 418, a required social work course, students conduct a community needs assessment. The Instructor in SWK 218 uses creative interviewing techniques to model best practices. Social Work electives provide students with opportunities to study specific areas of behavioral health, addictions, spirituality, parent and child attachment, and case-management.

**4.10 Describe the co-curricular opportunities the program provides for students.**

- Annual participation in Tent City
- Recognition of March is Social Work Month
- Support of Children Services, Bethany House, and Community Resource Centers through volunteer opportunities at fund-raisers and events



- Application and selection for participation in Public Policy forum through Senator Sherrod Brown's office
- Advocacy efforts such as fundraising and awareness of clean water needs of Flint, Michigan

## 5 ASSESSMENT AND EVALUATION

### 5.1 Provide a copy of the program assessment plan as Appendix E

### 5.2 Summarize findings from assessment data since the last program review, and explain how they have been used to make decisions designed to improve student learning in the program.

Consistent with the requirements of CSWE, the Social Work Program measures, reports and considers data related to student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the Social Work Program for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency. The Social Work Program reviews this data within the program and with the Advisory Council and uses these findings to inform changes to the curricula and within the program policies.

Data collection reports are located at: <https://www.lourdes.edu/academics/social-work-ba/>

### 5.3 Describe or chart how the program evaluates the success of its graduates (including employment rates, graduate degree acceptance, participation in special programs).

The Program uses the following quantitative and qualitative data to evaluate success of its graduates:

- biennial employer survey of alumni
- focus groups of students in last semester of field education
- a graduate self-assessment of competency
- report of employment rates and graduate degree acceptance to Career Services.

## 6 CAPACITY

**6.1 The department has a sufficient number of faculty to accomplish program goals and meet the needs of other programs served by the department.** The Program currently has sufficient faculty to meet needs of program within accreditation standards; One faculty designated (full-time with appropriate release to administer program) as Program Director and one faculty designated (full-time) as Director of Field Education.

**6.2 The program faculty’s workload obligations are commensurate with those of the institution as a whole or similar institutions.** See 6.1

**6.3 The department has appropriate and adequate fiscal and physical resources to support the operation of the program, serve other programs (if applicable, and promote success in student learning.** The Program lacks for professional development and conference travel to support and inform continued accreditation, especially as the program moves towards reaffirmation preparation in the next 2 years.

**6.4 Submit the annual budget for the program as Appendix F.**

**6.5 Necessary services for students in the program are sufficient to support their success in learning. If not, what new or additional services are needed?** Students could benefit from having access to licensure prep material and/or programming that will assist in increasing pass rates, such programs are available through CSWE and other sources. We currently incorporate licensure preparation strategies into course content, however designing a formal approach to preparing for the licensure exam would be beneficial.

**6.6 The program enrolls and retains a sufficient number of students to sustain a quality program.** As noted, the program retains a high number of students in the major. However, recruitment of new students to the major is challenging. Many incoming students see Psychology as a pathway to “counseling” and are not knowledgeable about professional preparation or licensure for clinical practice. Social work will continue to advocate for outreach to those students who are interested in the helping professions and will need licensure to seek employment.

**6.7 List the capital and other budget needs of the program.**

Budget Need	Reasoning
Licensure Exam Preparation Program	Increase pass rates of licensure exam
Full funding of conference fees and travel for all faculty to attend CSWE APM	CSWE APM attendance and participation provides faculty with knowledge to prepare for and maintain accreditation

## **7 SUMMARY & FEEDBACK**

### **7.1 Describe or chart the Strengths, Weaknesses, Opportunities, and Challenges the program has self-identified while completing this Program Review.**

- Strengths = Well-regarded faculty with specific research interests; Well-defined curriculum; Good partnership with other disciplines; Leaders in service-learning and community connections; Strong mentorship and academic advising; Strong, positive relationships for field education and job placement.
- Weaknesses = Program's lack of development of curriculum map and integration of assessment plan; Need to re-visit 7 week classes for required courses that are not sufficient to integrate essential content; Less than acceptable licensure pass rates
- Opportunities = Increase student preparedness for licensure exam; more focus on essential skill building and knowledge in key areas; using community connections for recruitment
- Challenges = Very limited funds for professional development and student engagement opportunities

### **7.2 What does the program need/want from the institution to be able to prioritize challenges and weaknesses and to be able to take advantage of opportunities?**

- Increased support and dedicated efforts to recruitment in targeted areas as identified by faculty
- Discipline specific promotion/recruitment materials

### **7.3 The External Reviewer will provide feedback and evaluations for the program here.**

### **7.4 The External will provide evaluation and recommendations about this program to Lourdes Administration here.**

**7.5 The Lourdes University Administration will provide feedback to the program and address recommendations here.**

**7.6 The Program will provide a response to the Administration and Reviewer. This response will include a plan to address the concerns raised by the Reviewer and Administration.**

**External Reviewer:**

**Position:**

# **APPENDICES**

**Appendix A: Faculty Curriculum Vitae**

**Shay Elletha Bankston, MSW, MA**

**I. Academic Degrees**

**Doctorate of Education** - Educational Foundations and Leadership Policy  
ABD Bowling Green State University  
Bowling Green, Ohio

**Master of Arts in Organizational Management** 2008  
Spring Arbor University

**Master of Social Work** 2006  
Concentration: Mental Illness and Chemical Dependency  
Eastern Michigan University

**Bachelor of Social Work** 2004  
Concentration: Child and Family Welfare  
The University of Toledo

**II. Academic Positions**

**Director Social Work Department** 2018-Present  
Lourdes University

**Social Work Instructor** 2015-2017  
Department of Human Services  
The University of Toledo

**Social Work Instructor** 2012-2015  
Department of Human Services  
Bowling Green State University

**Adjunct Instructor** 2012  
Social Work Department  
Lourdes University

**Graduate Assistant** 2010-2012  
Educational Foundations and Leadership Policy  
Bowling Green State University

**Department Leader:** Graduate Student Orientation 2011

Bowling Green State University

**Department Senator:** Graduate Student Senate 2010  
Bowling Green State University

### III Non-academic Professional Experiences

#### **CEO/Founder**

Premier Consulting 2017-Present  
Behavioral Health and Community Development Private Practice  
[www.premierconsultingtoledo.com](http://www.premierconsultingtoledo.com)

#### **Director** 2017-2018

Family Service of Northwest Ohio  
Toledo, Ohio

- Skillfully developed departmental goals, objectives, standards of performance, policies and procedures
- Led the planning and achievement of goals and objectives consistent with the organizational mission and philosophy
- Recruited, hired, trained and coached clinical team
- Developed and achieved financial and growth goals
- Responsible for securing \$285,000 in local and state grant funding within a 6 month time period
- Responsible for balancing the site's budget within ten months

#### **Habilitation Coordinator** 2008-2010

Lucas County Board of Developmental Disabilities  
Toledo, Ohio

- Direct supervision of 25 employees within a unionized environment
- Ensured Medicaid and state regulatory compliance as it related to funding
- Developed and facilitated trainings that support quality services
- Member of organizational policy and procedure review committee
- Coordination of services with internal/external team members
- Community Outreach (fundraising events, health fair, linkage, advocacy)
- Developed Habilitation Programs that focused on skill development and cognitive growth

#### **Home/Office Based Clinical Therapist** 2006-2008

Unison Behavioral Health Group 1425 Starr Ave.  
Toledo, Ohio



- Provided therapeutic services within the home for a case-load of 85 persons diagnosed with severe and persistent mental health disorders, developmental delays, chemical and/or dependency
- Completed psychological evaluations and identified appropriate diagnoses
- Developed and implemented individual service plans
- Facilitated Sexual Offenders Treatment Group
- Facilitated Domestic Violence Treatment group
- Facilitated Anger Management Group
- Coordination of services with community providers (Lucas County Children Services, rescue Crisis, Toledo Public Schools, Lucas County Juvenile Courts)

**Case Manager 2004-2006**

Unison Behavioral Health

Toledo, Ohio

- Provided supportive services to individuals diagnosed with severe and persistent mental health disorders
- Coordination of services with community organizations
- Symptom monitoring and maintenance
- Developed and implemented individual service plans
- Trained new hires on the completion of documentation and Medicaid rules

**Diagnostic Assessor/Mental Health Technician 2005-2007**

Connecting Point

Toledo, Ohio 43608

- Development and implementation of individualized treatment plans for youth experiencing severe symptomatic behavior
- Crisis Intervention
- Family Conflict Resolution
- Community Outreach
- Client Advocacy
- Participation in Cluster

**IV. Internships**

**The Salvation Army 2001**

- Distributed food and hygiene supplies
- Assisted in the completion of rental assistance and utility application
- Community Outreach

**Lagrange Elementary School – Tutoring Services 2002**

- Provided educational services to at risk youth, grades 4-6, attending an inner city elementary school

#### **The Aurora House 2002**

- Coordinated fundraising events to engage youth in meaning educational activities such as the Toledo Art Museum

#### **Lucas County Children Services 2003-2004**

- Amongst the first group of social work students at The University of Toledo to participate in pilot program that allowed students to complete one year of internship at Lucas County Children Services and upon successful completion be hired
- Was offered employment in June of 2004

#### **Unison Behavioral Health Group 2005-2006**

- Completed Diagnostic assessments, individual therapy sessions, and facilitated group
- Therapy (Sex Offenders Group, Domestic Violence)

### **V. Professional Development**

Licensed Independent Social Worker – State of Ohio

Ohio Department of Developmental Disabilities Management Certification

Development of curriculum that focuses on habilitation, skill building, and cognitive functioning for persons diagnosed with developmental disabilities for the Lucas County Board of Developmental Disabilities

Development of independent living curriculum for youth receiving foster care services and are preparing to emancipate from the child welfare system

Development and facilitation of “independent living” program that educates youth receiving foster care services and are nearing the age of emancipation, of educational and vocational opportunities. Youth participating in this program receive the following services: visit local colleges and universities, receive information regarding vocational and technical programs, assistance in understanding and completing financial aid forms, assistance in identifying available scholarships and funding sources, and assistance in applying for aid provided by social welfare programs. 6

### **VI. Thesis**

Eastern Michigan University 2006

“Examined the impact that “No Smoking” policies in psychiatric hospitals has on persons experiencing severe symptomatic behavior”

#### **Dissertation**

“Examining the experiences of African American doctoral students and the impact that mentoring has

on academic success” In progress

#### **VII. Research Interests**

- Welfare Policy (Specifically Reform)
- Educational Policy (No Child Left Behind)
- Health Care
- Social Policy (Holding parents accountable)
- Child Welfare Policies
- Child Welfare System

#### **VIII. Membership in Professional Organizations**

- Member of Alpha Kappa Alpha Sorority Incorporated
- Food for Thought – Board Member
- Member of the Lucas County Foster Parent Association

### **Michelle R. Rose, MSW, MUP**

#### **Education**

- Master of Urban & Regional Planning – University of Iowa, 5/08  
Concentrations: Human Services Planning, Housing & Community Development
- Master of Social Work – University of Iowa, 5/07  
Concentration: Community & Organizational Practice
- Bachelor of Arts in Psychology with Distinction – Purdue University, 5/04  
Minors: Biology & Criminal Justice

#### **Academic Experience**

Instructor/Director of Field Education, Lourdes University, Sylvania, OH 8/17 - present  
Provide leadership, supervision, and support to students entering the field practicum portion of their undergraduate social work education through teaching and agency site visits.

Partner with local organizations to sustain a network of practicum opportunities for students in their practice areas of interest while maintaining competency standards set by the Council on Social Work Education.

Position entails classroom-based teaching, including the field seminar class and two courses within the general social work curriculum per semester.

Adjunct Professor/Faculty Liaison, St. Louis University, St. Louis, MO 8/17- 12/18

Provided supervision and support to Master of Social Work students entering the field practicum portion of their education.

Program is part of a partnership with Lourdes University in Sylvania, OH to offer a degree from a school in Missouri to students in Ohio and Michigan.

Recruited practicum sites within local region to participate in the newly developed program.

Provided administrative and practical support to organizations and students.

Adjunct Instructor - Dept. of Social Work, Lourdes University, Sylvania, OH 8/16 - 8/17

Parent Institute Coordinator, Lourdes University, Sylvania, OH 6/16 – 8/17

Promoted integration of PI Curriculum within Lourdes University academic programs

Oversaw creation and implementation of PI Curriculum with service providers in Toledo area

Establishment and management of web presence and social media accounts

Provided support and direction to the Parent Institute Advisory Council

Developed relationships with local media to promote PI activities

Academic Program Coordinator, College of Engineering, University of Toledo, Toledo, OH 8/10 - 5/12

Maintained records and monitored undergraduate and graduate student progress

Recruited undergraduate and graduate students for Department of Civil Engineering

Assisted with assessment activities, including preparation of accreditation reports

Developed and maintained retention efforts for undergraduate Civil Engineering majors

Generated reports for enrollment, graduation, and course scheduling

Taught Freshman Orientation coursework

Evaluated transfer credit coursework

Organized and led departmental open houses, orientations, and student award ceremonies

Coordinated departmental course schedule each semester

Assisted with resume review and conducted mock interviews with students

Interim Academic Advisor, Owens Community College at The Source, Toledo, OH 7/09 - 8/10

Advised enrolled and prospective students regarding academic programs and curriculum

Served on Advising Web Pages Committee to develop content for OCC Advising Website

Served on Advising Assessment Team to develop assessment plan for advising at OCC

Accommodations Coordinator, Student Disability Services, University of Iowa, Iowa City, IA 9/08 - 6/09

Advising - facilitated academic accommodations for students with disabilities, counseled students on academic problems or concerns, provided guidance to prospective students  
Alternative Media Services (AMS) - assisted with program which transcribes printed course materials into alternative formats, oriented new student users to AMS technology, supervised 10 student employees working in AMS lab  
Liaising - represented SDS on UI committees: Greek Award Committee, Iowa Edge Planning Committee, Student Services Assessment Team, Council on Disability Awareness

### **Related Work Experience**

Director, Mothers' Center of Greater Toledo, Toledo, OH 5/15 -5/16

Governed and directed the affairs of the Mothers' Center of Greater Toledo  
Examined and established the policies and by-laws of the center, with input from the membership  
Created and implemented plans for all programming and outreach projects  
Reviewed the center's systems and effectiveness in developing leadership  
Oversaw the center's financial obligations and budget to ensure the fiscal health  
Established a system of checks and balances to maintain financial oversight  
Facilitated all Leadership Committee Board Meetings  
Managed volunteer leadership staff of 26 people

Director of Volunteer Services, Johnson County Crisis Center, Iowa City, IA, 1/08 - 9/08

Recruited, trained, and supervised volunteer pool of over 300 individuals  
Maintained Crisis Center volunteer database, website, and social networking sites  
Increased number of volunteers by over 33% within six months of hire date  
Planned and executed special events and fundraisers  
Provided direct services through Crisis Line and Food Bank

Public Housing Program Assistant, Iowa City Housing Authority, Iowa City, IA, 5/06 - 1/08

Conducted case management for over 80 households in Public Housing Program  
Performed property management for PH Program, Sunflower Property Management, and Peninsula Apts.  
Assisted with planning and implementation of homebuyer education courses, poverty trainings for city employees, and other workshops

Graduate Assistant, University of Iowa, Department of Urban & Regional Planning, 8/06 - 5/07

Teaching Assistant, University of Iowa, Department of Social Work, 8/05 - 5/06

Social Welfare Policy and Practice (Fall 2005)

Introduction to Social Work Research (Spring 2006)

Advanced Practicum, Family Self-Sufficiency Program, Iowa City Housing Authority, 8/05 - 5/06

Coordinated and planned community events/workshops: Bridges out of Poverty, donation drive for Hurricane Katrina victims, financial education class for teens in residential treatment facility, and Hunger and Homelessness Awareness Week, among others

Foundation Practicum, Neighborhood Centers of Johnson County, 1/05 - 5/05

Developed and implemented “Welcome Wagon” for new neighborhood residents  
Facilitated after-school program for youths ages 5-13

Teaching Assistant, Child Psychology, IPFW (under L. R. Vartanian,) 1/03 - 5/03

Research Assistant in Department of Psychology, IPFW (under J.W. Jackson), Fall 2003

Research regarding how the Five Factor Model of personality, situational factors, and prejudice can all be related to one another.

Field Experience in Psychology-Parkview Beacon Hospital, Fort Wayne, IN, Summer 2003

Mental health work in Parkview Beacon Hospital through observation, interaction, and shadowing of patients and employees.

Circulation Assistant, Allen County Public Library, Fort Wayne, IN,

1998 - 2003

### **Courses Taught**

#### **Lourdes University – Undergraduate Classes**

- • Human Behavior in the Social Environment I
- • Human Behavior in the Social Environment II
- • Practice-Oriented Research
- • Social Work Process III
- • Pre-Professional Seminar in Social Sciences
- • Capstone: Field Seminar I
- • Capstone: Field Seminar II
- • Capstone: Field Placement I
- • Capstone: Field Placement II
- • College Connections: First Year Experience
- • Enduring Questions: How Does Place Shape Understanding?
- • Enduring Questions: What is the Role of Parents?

#### **Saint Louis University – Graduate Classes**

- • Foundation Integrative Practice Seminar

- • Clinical Concentration Integrative Practice Seminar
- • MSW Foundation Practicum
- • Clinical 1st Concentration Practicum
- • Clinical 2nd Concentration Practicum

### **Training Facilitation**

- • Field Instructor Training Continuing Education Workshop for Lourdes University BSW Field Instructors, December 2017, August 2018
- • Field Instructor Training Continuing Education Workshop for Saint Louis University @ Lourdes MSW Program Field Instructors, December 2017, August 2018
- • Crisis Intervention Volunteer Training (trauma-informed care, suicide prevention, and suicide intervention trainings), Johnson County Crisis Center, 2008
- • Food Bank Volunteer Training, Johnson County Crisis Center, 2008

### **Professional Presentations**

Engaging Parents and Supporting Children: A Toolkit for Educators and Social Service Providers, Lourdes University, 5/2017

Building Community, Creating Connection, and Learning from Other Groups' Successes, Momentum Webinar, 11/2015

Jackson, J.W., **Martin, M.**, Rose, J., & Rehil, H. (2004, May). Cooperation in Social Dilemmas: Integrating Group Identification and Rational Calculation Models. Poster presented at annual meeting of the American Psychological Society, Chicago, IL.

**Martin, M.**, Michael, E., & Wilson, J., & Jackson, J.W. (2003, November). The five factor model of personality, intergroup contact experiences, and intergroup attitudes: Exploring links and limitations. Poster presented at 8th Annual Indiana University Undergraduate Research Conference. IUPUI Campus.

Dillman, C., Greth, N., & **Martin, M.**, & Vartanian L.R. (2003, April). Students' perceptions of undergraduate teaching assistants as a function of time and interpersonal interaction.

### **Professional Development**

- Association of College and University Educators Certificate in Teaching Effectiveness, 2019
- Council on Social Work Education Reaffirmation Training, 2019
- Kevin Mitnick Security Awareness Training, 2018
- Mom-mentum Certified Facilitator Training, 2015
- "Advising Non-Traditional Students," OHAAA Regional Seminar, Lourdes College, Sylvania, OH, 2010
- American Planning Association National Conference, Las Vegas, NV, 2008; Philadelphia, PA, 2007
- Annual Convening of Crisis Intervention Personnel, Chicago, IL, 2008
- Annual Governor's Conference on LGBT Youth, Des Moines, IA, 2007

- Toxic Talk Symposium, Project on Rhetoric of Inquiry, Iowa City, IA, 2007
- Race, Privilege, and Cultural Competence Conference, Women's Resource and Action Center, Iowa City, IA, 2007, 2006
- "Making Great Communities Happen," Annual Iowa Chapter of the APA Conference, Iowa City, IA, 2006
- "Beyond Katrina: Community Congress," Unified New Orleans Plan, New Orleans, LA, 2006

### **Professional Memberships**

- ACE Women's Network, Member, 8/17 - present
- Council on Social Work Education, Member, 8/17 - present
- National Association of Christian Social Workers, Member, 8/17 - present
- National Association of Social Workers, Member, 9/08 - present
- American Planning Association, Member, 9/08 - present
- Mom-mentum, Member, 5/12 - 12/16
- Ohio Academic Advising Association, Member, 7/09 - 11/12
- Association on Higher Education and Disability, Member, 9/08 - 12/09

### **Service to University/College**

- Facilitator for ACUE Course in Teaching Effectiveness under CIC Grant, 5/18 - present
- Ireland Study Abroad Program Coordinator/Instructor, 8/18 - present
- Special Admission Decision Committee, 8/17 - present
- Adjunct Field Liaison, Saint Louis University @ Lourdes MSW Program, 8/17 - 12/18
- Department Liaison to Ohio Counselor & Social Worker Board for CEU Provider Status, 1/17 - present
- Parent Institute Advisor Board Member, 6/16 - present
- Intercollegiate Committee on Advising, 8/10 - 5/12
- Association on Higher Education and Disability, 9/08 - 6/09
- University of Iowa Council on Disability Awareness, 9/08 - 6/09
- 2009 TAGARISTA Award Committee, 9/08 - 6/09
- 2009 Iowa Edge Planning Committee, 11/08 - 6/09
- UI Student Services Assessment Team, 11/08 - 6/09
- Senator, Graduate Student Senate, University of Iowa, 8/05 - 5/07
- Treasurer, Psi Chi, 2003-2004

### **Service to Community**

- This is OH, Member, 1/19 - present
- Boy Scouts of America, Volunteer, 8/18 - present
- Ronald McDonald House, Volunteer, 8/18 - present



- OHES, Reading Parent Volunteer, 8/18 - present
- Mom-mentum Advisory Board, 8/15 - 12/16
- Mothers' Center of Greater Toledo, Membership Committee Chair, 5/12 - 5/15
- Mothers' Center of Greater Toledo, Secretary, 5/12 - 5/14
- Program Coordinating Comm. for Family Self-Sufficiency Program, Member, 8/05 - 1/08
- Johnson County Coalition against Domestic Violence, Member, 8/05 - 5/06
- Local Homelessness Coordinating Board, Member, 8/05 - 5/06
- Graduate Student Senate, University of Iowa, Senator, 8/05 - 5/07
- Iowa Women Initiating Social Change, Member, 8/04 - 5/07
- Big Brothers Big Sister, Volunteer, 2003-2004
- Aging and In-Home Services of Northeast Indiana, Volunteer, 2003-2004
- Volunteer at Friends of the Third World, Volunteer, 2002

### **Honors & Awards**

- The University of Toledo *Outstanding Academic Adviser Award*, 2012  
Awarded to a faculty or staff member who exemplifies excellence in academic advising
- Member of Phi Alpha Social Work Honors Society
- Senior Excellence Award in Psychology, Purdue University
- Member of Psi Chi Psychology Honors Society
- Member of Phi Eta Sigma Honor Society
- Member of Phi Kappa Phi Honor Society  
Member of Alpha Lambda Delta Academic Honor Society
- Excellence in Foreign Language Award, Purdue University
- Graduation with Distinction
- Dean's list: all eight semesters
- Honors list: all eight semesters

### **Appendix B: Program Learning Outcomes**

The PLOs are articulated through the prescribed competencies of CSWE (EPAS 2015):

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

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

### **Appendix C: Curriculum Map**

No current Curriculum Map in place.

**Appendix D**  
**Accreditation Documentation**



## COUNCIL ON SOCIAL WORK EDUCATION

STRENGTHENING THE PROFESSION OF SOCIAL WORK  
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October 28, 2013

Dr. David J. Livingston  
President  
Lourdes University  
Office of the President  
6832 Convent Boulevard  
Sylvania, OH 43560

Dear President Livingston:

At its October 2013 meeting, the Commission on Accreditation (COA) reviewed the self study, the COA *Letter of Instructions*, the *Site Visit Report*, and the program's response to the report as the *Reaffirmation* application for the baccalaureate social work program. The COA voted to reaffirm the accreditation of the program for eight-years, ending in October 2021.

Please accept our congratulations in this achievement.

Please be in touch with Dr. Joyce Z. White, Accreditation Specialist in the Office of Social Work Accreditation, if there are any questions about this letter or the procedures and actions of the Commission on Accreditation.

Sincerely,



Carmen Ortiz Hendricks, DSW, ACSW  
Chair,  
Commission on Accreditation

COH/JZW

Cc: Terry Keller, MSW, MBA  
Department Chair & Assistant Professor of Social Work

**Appendix E: Assessment Plan**

<b>1. Demonstrate Ethical and Professional Behavior</b>		<p>Social workers:</p> <ul style="list-style-type: none"> <li>• make ethical decisions by apply the standards of the NASW <i>Code of Ethics</i>, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</li> <li>• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> <li>• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</li> <li>• use technology ethically and appropriately to facilitate practice outcomes; and</li> <li>• use supervision and consultation to guide professional judgment and behavior</li> </ul>	<p>Measure 1: FE Seminar</p> <p>Measure 2: SWK 205</p> <p>Measure 3: SWK 311/ SWK 411</p>
<b>2. Engage Diversity and Difference in Practice</b>		<p>Social workers:</p> <ul style="list-style-type: none"> <li>• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li> <li>• Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</li> <li>• Apply self-awareness and self-regulations to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul>	<p>Measure 1: FE Contract</p> <p>Measure 2: SWK 111</p> <p>Measure 3: SWK 209</p>

			Measure 4: SWK 218
<b>3. Advance Human Rights and Social, Economic, and Environmental Justice</b>		Social workers: <ul style="list-style-type: none"> <li>• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level; and</li> <li>• engage in practices that advance social, economic, and environmental justice.</li> </ul>	Measure 1: FE Seminar  Measure 2: SWK 310  Measure 3: SWK 312
<b>4. Engage in Practice-Informed Research and Research-</b>		Social workers: <ul style="list-style-type: none"> <li>• use practice experience and theory to inform scientific inquiry and research;</li> <li>• apply critical thinking to engage</li> </ul>	Measure 1: FE Contract



<b>Informed Practice</b>		<p>in analysis of quantitative and qualitative research methods and research findings, and</p> <ul style="list-style-type: none"> <li>• use and translate research evidence and improve practice, policy, and service delivery.</li> </ul>	<p>Measure 2: SWK 412</p>        <p>Measure 3: SWK 413</p>
<b>5. Engage in Policy Practice</b>		<p>Social workers:</p> <ul style="list-style-type: none"> <li>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</li> <li>• Assess how social welfare and economic policies impact the delivery of and access to social services; and</li> <li>• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>	<p>Measure 1: FE Contract</p>        <p>Measure 2: SWK 312</p>        <p>Measure 3: SWK 412</p>
<b>6. Engage with Individuals, Families, Groups, Organizations,</b>		<p>Social workers:</p> <ul style="list-style-type: none"> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other</li> </ul>	<p>Measure 1: FE Contract</p>

<b>and Communities</b>		multidisciplinary theoretical frameworks to engage with clients and constituencies; and <ul style="list-style-type: none"> <li>• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>	Measure 2: FE Seminar  Measure 3: SWK 210  Measure 4: SWK 218
<b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b>		Social workers: <ul style="list-style-type: none"> <li>• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</li> <li>• 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;</li> <li>• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies; and</li> <li>• select appropriate intervention strategies based on the assessment, research knowledge, and values and preference of clients and constituencies.</li> </ul>	Measure 1: FE Contract  Measure 2: SWK 218  Measure 3: SWK 310  Measure 4: SWK 311  Measure 5: SWK 418

<b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		Social workers: <ul style="list-style-type: none"> <li>• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> <li>• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</li> <li>• facilitate effective transitions and ending that advance mutually agreed-on goals</li> </ul>	Measure 1: FE Contract  Measure 2: SWK 411
<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>		Social workers: <ul style="list-style-type: none"> <li>• select and use appropriate methods for evaluation of outcomes;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluate of outcomes;</li> <li>• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</li> <li>• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</li> </ul>	Measure 1: FE Contract  Measure 2: SWK 411  Measure 3: SWK 413

### Appendix F: Budget

Budget Activity		16-17 Budget	17-18 Budget	17-18 Activity	18-19 Budget
A/C #	Descriptions				
7109	Independent Contractors	\$ 898.00	\$ 800.00	\$ -	\$ 800.00
7183	Computer Software	\$ -	\$ -	\$ -	\$ -
7203	Postage & Mail & Shipping	\$ -	\$ -	\$ 15.00	\$ 50.00
7205	Supplies	\$ 48.00	\$ 48.00	\$ 134.65	\$ 200.00
7253	Instructional Supplies	\$ 164.00	\$ 164.00	\$ 120.03	\$ 164.00
7260	Dues and Memberships	\$ 609.00	\$ 500.00	\$ 698.75	\$ 600.00
7261	Recognition Expense	\$ 50.00	\$ 50.00	\$ 74.99	\$ 50.00
7273	Special Programs / Events	\$ 434.00	\$ -	\$ 101.00	\$ -
7303	Mileage	#####	\$ 700.00	\$ 102.13	\$ 700.00
7305	Meals & Snacks	\$ 140.00	\$ 65.00	\$ 86.73	\$ 65.00
7306	Meetings	\$ 41.00	\$ 41.00	\$ 82.95	\$ 150.00
7301	Conference	\$ -	\$ -	\$ -	#####
7202	Printing	\$ -	\$ -	\$ -	\$ -
0	0				
0	0				
	<b>Total</b>	#####	#####	#####	#####

Budget Activity		16-17 Budget	17-18 Budget	17-18 Activity	18-19 Budget
A/C #	Descriptions				
7109	Independent Contractors	\$ 898.00	\$ 800.00	\$ -	\$ 800.00
7183	Computer Software	\$ -	\$ -	\$ -	\$ -
7203	Postage & Mail & Shipping	\$ -	\$ -	\$ 15.00	\$ 50.00
7205	Supplies	\$ 48.00	\$ 48.00	\$ 134.65	\$ 200.00
7253	Instructional Supplies	\$ 164.00	\$ 164.00	\$ 120.03	\$ 164.00
7260	Dues and Memberships	\$ 609.00	\$ 500.00	\$ 698.75	\$ 600.00
7261	Recognition Expense	\$ 50.00	\$ 50.00	\$ 74.99	\$ 50.00
7273	Special Programs / Events	\$ 434.00	\$ -	\$ 101.00	\$ -
7303	Mileage	#####	\$ 700.00	\$ 102.13	\$ 700.00
7305	Meals & Snacks	\$ 140.00	\$ 65.00	\$ 86.73	\$ 65.00
7306	Meetings	\$ 41.00	\$ 41.00	\$ 82.95	\$ 150.00
7301	Conference	\$ -	\$ -	\$ -	#####
7202	Printing	\$ -	\$ -	\$ -	\$ -
0	0				
0	0				
	<b>Total</b>	#####	#####	#####	#####