



Committee for the Evaluation of Social Work and Human Services
Study-programs

**Department of Social Work
The College of Judea and Samaria
Evaluation Report**

September 2007

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Chapter 1- Background

At its meeting on March 8th, 2005 the Council for Higher Education (hereinafter: the CHE) decided to evaluate study programs in the fields of Social Work and Human Services during the academic year 2005-2006.

Following the decision of the CHE, the Minister of Education who serves ex officio as a Chairperson of the CHE, appointed a committee consisting of:

- Professor Jonathan Rabinowitz - School of Social Work, Bar-Ilan University, Committee Chairman
- Ms. Ilana Ben-Shahar - Director of the Social Work Department, Ministry of Health
- Professor Ronald A. Feldman - School of Social Work, Columbia University, USA
- Professor Eileen Gambrill - School of Social Welfare, the University of California at Berkeley, USA
- Professor Zahava Solomon - School of Social Work, Tel-Aviv University

Within the framework of its activity, the committee was requested to¹:

1. Examine the self-evaluation reports, which were submitted by institutions that provide study programs in Social Work and Human Services, and to hold on-site visits at those institutions.
2. Present the CHE with final reports for the evaluated academic units and study programs - a separate report for each institution, including the committee's findings and recommendations, together with the response of the institutions to the reports.
3. To submit to the CHE a report regarding its opinion as to the examined field of study within the Israeli system of higher education and a proposal of standards for Social Work & Human Services studies. The committee will submit a separate report to the CHE in this matter.

The first stage of the quality assessment process consisted of self-evaluation by the institutions. This process was conducted in accordance with the CHE's Guidelines for Self-Evaluation (of October 2005) and on the basis of the Specific Questions for the Fields of Social Work and Human Services which were compiled by the committee.

¹The Document with Terms of Reference of the committee is attached as **Appendix 1**

Chapter 2 -Committee Procedures

The Committee held its first meeting on May 11, 2006, during which it discussed fundamental issues concerning Social Work and Human Services study programs in Israel and the quality assessment activity.

During the months of July and August 2006 the committee members received the self-evaluation reports and in September 2006 they began to hold discussions regarding these reports.

In November 2006 the committee members conducted a full-day visits to Social Work and Human Services Departments in five universities and three colleges. During the visits, the committee met with the academic leadership of the institution and that of the academic units under evaluation, representatives of committees, academic staff members, teaching assistants and students.

This report deals with the Department of Social Work, the College of Judea and Samaria

The committee's visit to the Department of Social Work took place on November 16, 2006. The schedule of the visit, including the list of participants representing the institution, is attached as Appendix 2.

The committee members would like to express their appreciation for the extensive amount of labor, thought and resources that went into preparations of the report and on-site visit and thank the management of the College and the Department of Social Work for their hospitality towards the committee.

Chapter 3 - College of Judea and Samaria, Department of Social Work

I. Mission and Goals

The College of Judea and Samaria was founded in 1982 in Kedumim. In 1990 the college started to operate as an extension of Bar-Ilan University and moved to a new campus in the industrial area of Ariel. In 1996 the college was authorized to grant academic degrees.

The Department of Social Work opened its doors in 1999 and received formal approval by the Council for Higher Education in 2000-2001. Social work is seen by the college administration as a major field of study in the college. The Department aims to train social workers by constructing "a knowledge base that reflects the societal, psychosocial, and spiritual needs of Israeli society". It seeks to benefit individuals, groups, and communities that suffer from disadvantages found in Israeli society. In particular, much of the curriculum is focused around issues of stress and uncertainty, which are heightened in Judea and Samaria.

The program attracts numerous students and is seen as a much needed and highly valued profession as it has considerable potential to make a contribution to the community.

In the future the college plans to grow and its leaders see it as a university in the making. They compare themselves to universities both in terms of emphasis on research and budgeting.

II. Study Program

The Department offers a BA program in social work, an academic retraining program for BA graduates in allied fields, a continuing education program, and in 2005, opened a non-thesis MA program in social work for students majoring in the field of "The Individual, The Child, and The Family". The lattermost program had not yet been approved when the evaluation effort was started; hence, it was not subject to the current evaluation effort and thus not discussed in this report.

The BSW program is a generic program with emphasis on family. Faculty see the family as a major pillar of society and as a major source of support and security. They believe that the importance of the family is further accentuated due to the Israeli realities of war, terror, and uncertainty.

Currently the educational program offers individual and family or community tracks. A topic-oriented or population-oriented specialization is lacking and is desired by faculty. Students contend that there is an overemphasis on casework while more course work is needed about communities and social action.

The department has recently reduced the number of courses which they asserted was in response to complaints of students regarding the heavy course load. The committee's impression was that the program does not allow the student to delve in-depth sufficiently, tending to provide only modest exposure

to a given topic. Since students are being trained to work throughout the country, the curriculum should not be too narrowly focused on stress and trauma. It should provide students with a broader and more solid theoretical and practice basis, including the emphasis on ethical issues.

A key challenge for the Department is the need to improve the extent of correspondence between academic courses and field training with regard both to substantive content and the coordinated timing of learning assignments.

It is not altogether evident how course content is selected for introduction into the curriculum. When staff were asked what criteria are used to select practice theories and intervention programs to teach, the evidentiary status of the intervention program or practice theories was not mentioned.

Most faculty were not familiar with the Cochrane and Campbell databases of reviews. Both of these are designed to prepare, maintain and disseminate high-quality exhaustive reviews regarding specific practice and policy questions.

Also it does not seem that they have a clear understanding of what evidence-based practice is as described in original sources. The faculty described evidence-based practice as "Interventions that have been proven to be effective." That is they describe evidence-based practices (e. g., practice guidelines), not the philosophy and practice of evidence-based practice. Content should be selected based upon evidentiary data about helping clients.

III. Faculty and Teaching

At the time of the assessment, there were 10 full time faculty positions and 83 hours of adjunct instruction. This academic year the college administration has allocated a few more tenure slots to the department.

The senior staff are few in number. They tend to be retired professors. The junior faculty are recent doctoral graduates. This places a heavy burden on faculty members who necessarily must be involved in virtually all of the Department's activities. The Department reportedly has an excessive number of external lecturers due purportedly to its aspiration to recruit only outstanding staff members. Because the Department has not been in existence for very long, faculty members have a strong sense of mission and commitment to development of the educational program. Nevertheless, there are difficulties in recruiting senior faculty because of heavy teaching loads and concurrent demands for research and publication.

There also are difficulties in recruiting young faculty. The heavy teaching loads are a clear disincentive. There is also a structural problem. Given the number of hours taught it is often difficult to find enough courses for each faculty member to teach. Hence, faculty members frequently have to teach in more than one department. Another area of concern is that some of the classes that require student discussion are too large.

Students did not have an awareness of what type of research would be most germane to a particular decision that must be made; students could not identify what kind of published research this would be calling into question the claim that the department produces educated research consumers.

IV. Students

In 2005-2006 academic year 252 students studied towards a BA in Social Work and 31 towards an MSW without a thesis. The student body consists of students from all parts of Israel, not necessarily from Judea and Samaria. A survey of program graduates has provided useful information for making revisions in the educational program. The survey revealed, for example, that the community experience provided for students in the second and third years of study was of considerably less value than other components of the educational program. The Department is attempting to cope with the conflicting demands of elevating its admission standards while also accepting students with special needs including new immigrants and students with disabilities.

Students wish to have more courses on children and youth and on intervention methods. They often are unable to enroll for the courses that they need. More administrative support is needed in this area and others but it is difficult to obtain because the administrative infrastructure of the Department is very small and in need of assistance.

V. Research

The College sees research as a major goal and encourages the faculty to engage in research. There is an internal process for evaluating the research activities of faculty. Senior faculty advise young and less experienced faculty in research, writing and publications. Department seminars are dedicated to research of faculty members. Research groups and research collaboration among faculty are encouraged. The college supports research by providing seed money, help in writing grants, statistical analysis and editing of manuscripts. Research prizes are given by the college which can amount to up to 20% increase in salary. The college also pays for participation in scientific meetings and conferences. College authorities believe that they are unique in providing such generous support to faculty for research.

At the same time, research productivity of the faculty is relatively low. It is hindered severely by the small number of senior faculty and heavy teaching loads (12 teaching hours per week), and the lack of sufficient research infrastructure including computers, funded research projects, and readily available technical consultation. Reportedly, there is great variability with regard to faculty members' ability to engage in scientific writing.

VI. Infrastructure

Parts of the physical infrastructure for the Department are new. However, much more space is needed for offices and to accommodate technologies for contemporary professional education. Due to space limitations classes are taught in buildings located throughout the campus. Office space is in very short supply (32 instructors share six rooms). The shortage of space hinders research and confidential student advising. There are shortages of telephone lines, photocopiers, computers and printers.

From an operational perspective, the Department head is subject to dual subordination to both the Dean and the Academic Administration. Reportedly,

this sometimes causes disruptions in procedures, as well as extra work. Nonetheless, the Department tends to operate independently and informed the committee that it "has developed in accordance with its goals and objectives." An area that is in need of administrative support is the Field Training Unit. It has no secretary who could substantially relieve the head of the unit and the coordinators from attending to routine administrative tasks.

The library lacks access to key journals and this should be remedied.

VII. Fieldwork

Over the years, the field instruction and field training system has developed and grown from 5 agencies and 10 instructors to 46 agencies and 90 field instructors who supervise 245 students.

In the first year, students visit and observe various social service agencies as a preparation for the second year, during which they begin their field training in such agencies. The visits are conducted in small groups, pairs, or individually. In the second semester of the second year, students choose a study track: Individual and Family or Community. Accordingly, they are placed in training positions in their third year. During the third year of field practice, students work twice a week from the first week to the last week of studies.

Traditional methods are used to evaluate student's activities in the field. There is little direct observation of students with clients. It is not clear that research based formats are used to train students like repeated corrective feedback based on observation. In field work attention is not given to client focused outcomes.

The field work program can and ought to be improved by more extensive supervision of those who are employed as practicum supervisors. It appears that more individual supervision of field supervisors is needed. The field supervisors' course is not properly documented and it is thus difficult to ascertain whether it is adequate.

The Department also needs to do a better job of systematically appraising field instructors about the content of classroom courses and then coordinating the classroom and field work experiences more closely.

There are very few social agencies that can train students in their field work close to the college and this is a major challenge. There is some indication that students are not getting sufficient numbers and variety of clients. In part this appears to be due to the college's desire to reduce the demands of field work; yet, this may have a negative impact on preparing the student to be a professional social worker.

Students are concerned about the costs of transportation to and from field work especially since many training sites are located at far distances from the College.

VIII. Budget

The college reported that it receives from the Planning and Budgeting Committee only 48% of the university's expenditures for each student. Despite

tight resources, the college places great emphasis on research and even provides some funds for faculty who are doing research.

The college representatives noted that they economize on buildings, office space, and administrative costs. Since the training of social work students is more costly per capita than for students in other departments, the college loses money on its social work program. Despite such losses, the institution sees social work education as vital to its mission.

IX. Self-Study Process

The self-study process was approached with seriousness of purpose. In the course of the self-study, the faculty identified a large array of curriculum and educational problems that were in need of attention, such as a need for study tracks that focus on specific populations, need to expand the foundation for field training, need to develop advanced practice skills and need for closer links with the community. The self-evaluation activity resulted in a faculty plan to develop a number of program innovations based on their self-study. These include, addressing the problems raised above, developing a clinic for student training and service to the surrounding communities, and broadening the MA program to include a thesis as well as a non-thesis program. The lattermost aim should be considered carefully before it is implemented, especially to assure that sufficient personnel and other resources are in place. It would be unwise to launch such a program without sufficient numbers of faculty members who have research expertise, ongoing research projects, and the time to serve as thesis advisors.

Engagement in the self-study process has helped the faculty to recognize the need for serious and thoughtful evaluations. However, regularized and more systematic assessment systems are needed in most areas especially with regard to student learning and the quality of student practice. The Department does not have a mechanism for examining the reliability and validity of its methods for assessing student performance.

Chapter 4 -Recommendations: (* priority recommendations)

General

- Reconsider the advisability of launching a thesis track in the MA program.
- Seek funding to pay field work instructors

Recommendations to the college administration

- Seek funding to reimburse students for expenditures entailed in traveling to field work sites.
- Increase administrative support; hire a secretary for the Field Training Unit.

Recommendations to the Department of Social Work

Study Program

- *Select curriculum content based upon evidentiary status of practices and policies.
- Improve intellectual level of required practice courses.
- Infuse curriculum with content that enables students to select the most effective interventions for given groups of clients.
- Add more courses and curriculum on mental health.

Teaching and Learning

- Familiarize faculty and students with the Cochrane and Campbell Collaborations which are international endeavors designed to create, maintain and disseminate high-quality reviews concerning specific practice and policy questions.
- Attention should be given to helping students develop fluid critical appraisal skills for reviewing different kinds of research related to particular practice and policy questions

Infrastructure

- *The physical infrastructure for the program should be vastly improved. If possible, the Department should have its own building.

Field Work

- *Provide more supervision of field work instructors
- Apprise field work instructors more readily about classroom content.

SIGNED BY:

Jonathan Rabinowitz
Prof. Jonathan Rabinowitz
Chairperson

J. Ben-Shahar
Ms. Ilana Ben Shahar

Ronald A. Feldman
Prof. Ronald A. Feldman

Eileen Gaibril
Prof. Eileen Gaibril

Zahava Solomon
Prof. Zahava Solomon

APPENDIX 1

Terms of Reference of the Committee



מדינת ישראל

STATE OF ISRAEL

Minister of Education Culture and Sports

December 4, 2005

To:

Professor Jonathan Rabinowitz	School of Social Work, Bar-Ilan University
Ms. Ilana Ben-Shahar	Director of the Social Work Department, Ministry of Health
Professor Ronald A. Feldman	School of Social Work, Columbia University, USA
Professor Eileen Gambrell	School of Social Welfare, Berkeley University of California, USA
Professor Zahava Solomon	School of Social Work, Tel-Aviv University

Esteemed Ladies and Gentlemen,

I hereby appoint you as members of the Council for Higher Education's (CHE) Committee for the Evaluation of Social Work & Human Services Study-programs (that have already received authorization) within institutions of higher education in Israel.

You are kindly requested to operate in accordance with the Appendix to the Terms of Reference of Evaluation Committees (study-programs), which is attached to this Terms of Reference document.

The Committee is requested within the framework of its activity to:

1. Examine the self-evaluation reports that shall be submitted by the institutions that provide study-programs in Social Work & Human Services, and hold on-site visits to those institutions.
2. Present the CHE- by January 2007- with final reports regarding the evaluated academic units and study-programs- a separate report for each institution including the Committee's findings and recommendations, together with the institutions' responses to the reports.

Within the framework of the final reports, the Committee is requested to refer to the following topics, among others, in relation to each of the study-programs:

1. The goals and aims of the evaluated academic unit and study-programs.
2. The study-program and its standard.
3. The academic staff.
4. The students.
5. The organizational structure — both academic and administrative - of the academic unit and study-program.
6. The broad organizational structure (school/faculty) in which the academic unit and the study-program operate.
7. Physical and administrative infrastructure available to the study-program.

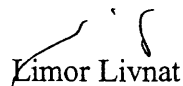
8. Internal mechanisms for quality assessment
9. Conclusions of the academic unit and the study-program.
10. Other topics to be decided upon by the Evaluation Committee.

In addition to its final report concerning each study program under examination, the committee shall submit to the CHE the following documents:

1. A report regarding its opinion as to the field of Social Work & Human Services within the Israeli system of higher education.
2. A proposal of standards for Social Work & Human Services studies.

Professor Jonathan Rabinowitz shall preside over the Committee as Chairman.
Ms. Hadas Keppel shall coordinate the Committee's activities.

Yours sincerely,



Limor Livnat
Minister of Education, Culture and Sport
Chairperson of The Council for Higher Education

cc: Mr. Naftali Weitman, Secretary of The Council for Higher Education
Ms. Hadas Keppel, Committee Coordinator

Enclosure
**Appendix to the Terms of Reference of Evaluation Committees (study-
programs).**

Appendix to the Terms of Reference of Evaluation Committees **(Study-Programs)**

1. General

On June 3, 2003 the Council for Higher Education (CHE) decided to establish a system for quality assessment and assurance in Israeli higher education. Within this framework, study-programs are to be evaluated once in six years and institutions once in eight years. The quality assessment system came into effect in the academic year of 2004-2005.

The objectives of the quality assessment activity are:

- To enhance the quality of higher education in Israel;
- To create an awareness within institutions of higher education in Israel of the importance of this subject and to develop internal mechanisms for the evaluation of academic quality on a regular basis;
- To provide the public with information regarding the quality of study programs in institutions of higher education throughout Israel;
- To ensure the continued integration of the Israeli system of higher education in the international academic arena.

It is not the CHE's intention to rank the institutions of higher education according to the results of the quality assessment activity. The evaluation committee is requested not to make comparisons between the institutions.

2. The Evaluation Committee

- 2.1 The CHE shall appoint a Committee to carry out quality assessment of the study-programs.
- 2.2 A senior academic figure in the examined field shall be appointed as Chairman.
- 2.3 The Committee shall include 3 to 5 senior academic figures in the field from leading institutions in Israel and abroad. In exceptional cases, and in cooperation with the committee chairman, an authoritative figure who is not on the academic staff of an institution of higher education may be appointed as a committee member.
- 2.4 In the event that a member of the committee is also a faculty member in an institution being evaluated, he will not take part in discussions regarding that institution.

3. The work of the Evaluation Committee

- 3.1 The Committee shall hold meetings, as needed, before visiting the institution, in order to evaluate the material received.
- 3.2 The committee shall visit the institution and the academic unit being evaluated within 3-4 months of receiving the self-evaluation report. The purpose of the visit is to verify and update the information submitted in the self-study report, clarify matters where necessary, inspect the educational environment and facilities first hand, etc. During the visit the committee will meet with the heads of the

institution, faculty members, students, the administrative staff, and any other persons it considers necessary.

- 3.3 In a meeting at the beginning of the visit, the committee will meet with the heads of the institution (president/rector, dean), the head of the academic unit and the study-programs, in order to explain the purpose of the visit. At the end of the visit, the committee will summarize its findings, and formulate its recommendations.
- 3.4 The duration of the visits will be coordinated with the Chairman of the Committee according to the issue, and in any event will not be less than one day.
- 3.5 Following the visit, the committee will write its final report, including its recommendations, which will be delivered to the institution and the academic unit for their response. The institution's and the academic unit's response will not result in changes to the content of the Committee's report, unless they point out errors in the data or typographical errors in the Committee's report. In such cases, the committee will be able to make the required corrections in its final report.

4. The Evaluation Committee's Report

- 4.1 The final report of the evaluation committee shall address every institution separately.
- 4.2 The final report shall include recommendations on the subjects listed in the guidelines for self-evaluation, and in accordance with the Committee's Terms of Reference.
- 4.3 The recommendations can be classed as one of the five following alternatives:
 - 4.3.1 *Congratulatory remarks and minimal changes recommended, if any.*
 - 4.3.2 *Desirable changes recommended* at the institution's convenience and follow-up in the next cycle of evaluation.
 - 4.3.3 *Important/needed changes requested for ensuring appropriate academic quality* within a reasonable time, in coordination with the institution (1-3 years).
 - 4.3.4 *Essential and urgent changes required, on which continued authorization will be contingent* (immediately or up to one year).
 - 4.3.5 *A combination of any of the above.*
- 4.4 The committee's report shall include the following:
 - 4.4.1 **Part A — General background and an executive summary:**
 - 4.4.1.1 General background concerning the evaluation process, the names of the members of the committee, a general description of the institution and the academic unit being assessed, and the committee's work.
 - 4.4.1.2 An executive summary which will include a description of the strengths and weaknesses of the academic unit and program being evaluated, according to the subjects listed in the body of the report and a list of recommendations for action.
 - 4.4.2 **Part B — In depth description of subjects examined:**
 - 4.4.2.1 This part will be composed according to the topics examined by the evaluation committee, in accordance with the committee's Terms of Reference and the report submitted by the institution, and at the discretion of the committee.
 - 4.4.2.2 For each topic examined - the report will present a summary of the findings, the relevant information and an analysis thereof, and conclusions and recommended actions.
 - 4.4.3 **Part C — Summary and recommendations:**

4.4.3.1 A short summary of every one of the topics described in detail in Part B, including the committee's recommendations.

4.4.3.2 Comprehensive conclusion/s and recommendation/s regarding the evaluated academic unit and the study-programs.

4.4.4 **Part D- Appendices:**

The appendices shall contain the committee's Terms of Reference, relevant information about the institution and the evaluated academic unit, the schedule of the on-site visit.

4.5 The final report will be delivered to the institution, with the deadline for its and the academic unit's response noted.

4.6 The Committee's final report together with the response of the institution and the academic unit will be brought before the CHE.

4.7 The CHE will discuss these documents and formulate its decisions within (approximately) a year from the time the guidelines for self-evaluation were sent to the institutions.

APPENDIX 2

The schedule of the visit

Schedule of the on-site visit to Judea and Samaria College, 16.11.2006
סדר הייום המתוכנן לביקור ועדת מל"ג 16.11.2006

Meeting with	Participants	שעות	מיקום	משתתפים	פגישות עם
Academic and Administrative Management of the College: President Vice-President for academic affairs Dean of the Faculty of Social Sciences and Humanities General Director Director of Academic Development.	Prof. Dan Meyerstein Prof. Zilla Sinuany-Stern Prof. Israel Nebenzahl Mr. Yoram Shai Dr. Niza Davidovitch.	09:30 – 09:00	חדר בנין 3 א'- ישיבות	פרופ' דן מאיר שטיין פרופ' צילה סינואני-שטרן פרופ' ישראל נבנצאל מר יורם שיי ד"ר ניצה דוידוביץ	הנהלת המכללה נשיא מטעם לנשיא לעניינים אקדמיים דיקן מדעי החברה והרחה מנכ"ל ממונה על הערכת האיכות במוסד
Academic and Administrative Management of the Department	Prof. Shlomo Sharlin(Head of Department) Dr. Liora Birnbaum, Ms. Ahuva Even Zohar	10:00 – 09:30	חדר בנין 3 א'- ישיבות	פרופ' שלמה שרלין ד"ר ליאורה בירנבאום גב' אהובה אבן זוהר	הנהלה אקדמית ומנהלת של המחלקה לעבודה סוציאלית
The representatives of the committees:	Prof. Zilla Sinuany-Stern Prof. Shlomo Sharlin Prof. Israel Nebenzahl	11:00 – 10:00	חדר בנין 3 א'- ישיבות	פרופ' צילה סינואני שטרן פרופ' שלמה שרלין פרופ' ישראל נבנצאל	פגישת עם נציגי הוועדות: • ועדת מנויים
Teaching Committee	Prof. Shlomo Sharlin, Dr. Liora Birnbaum,			פרופ' שלמה שרלין ד"ר ליאורה בירנבאום	• ועדת הוראה

<ul style="list-style-type: none"> Admissions Committee Library Committee Heads of BSW and MSW Programs 	<p>Ms. Ahuva Even Zohar.</p> <p>Prof. Shlomo Sharlin Dr. Liora Birbaum Dr. Sharona Mandel</p> <p>Prof. Shlomo Sharlin Dr. Shimson Neikrug</p> <p>Prof. Shlomo Sharlin Dr. Liora Birbaum Ms. Ahuva Even Zohar</p>		<p>גב' אהובה אבן זוהר.</p> <p>פרופ' שלמה שרלין ד"ר ליאורה בירנבאום ד"ר שרונה מנדל</p> <p>פרופ' שלמה שרלין ד"ר שמשון נייקרוג</p> <p>פרופ' שלמה שרלין ד"ר ליאורה בירנבאום גב' אהובה אבן זוהר</p>	<ul style="list-style-type: none"> ועדת קבלה ועדת ספרייה ראשי תכניות לתואר ראשון ושני 	
<p>Meeting with the representatives of the institution/department responsible for the budget</p>	<p>Tour in the Department</p>	<p>11:30 – 11:00</p> <p>12:00 – 11:30</p>	<p>בניין 3 א'- חדר ישיבות</p>	<p>פרופ' דן מייזנשטיין, פרופ' צילה סינאוי-שטרן, פרופ' שלמה שרלין, פרופ' ישראל נייבנזאל נבנצאל, מר יורם שיי</p> <p>חדר סמנריונים, חדר מורים, מוניטור, מרכז טיפולי</p>	<p>פגישת עם אנשי תקציבים (מנונים על התקציב)</p> <p>סיור במחלקה לעבודה סוציאלית</p>
<p>Lunch – closed meeting of the committee</p>	<p>Representatives of the senior staff</p>	<p>12:30 – 12:00</p> <p>13:15 – 12:30</p>	<p>חדר ישיבות</p> <p>בניין 3 א'- חדר ישיבות</p>	<p>פרופ' אלי לישם ד"ר ליאורה בירנבאום גב' אהובה אבן זוהר ד"ר שמשון נייקרוג ד"ר חיה פאסיק ד"ר ניקול דואן ד"ר יאירה חממה-רז ד"ר תמר זוהר הרזאל</p>	<p>ארוחת צהריים – ישיבה סגורה של הוועדה</p> <p>נציגי סגל בכיר של המחלקה לעבודה סוציאלית</p>
<p>Representatives of the junior staff</p>	<p>Representatives of the senior staff</p>	<p>13:45 – 13:15</p>	<p>חדר ישיבות</p>	<p>ד"ר שרונה מנדל גב' יפעת חן גב' תמי רומי גב' חוה שורץ גב' נירית ויסבורד</p>	<p>נציגי סגל זוטרי והמתרגלים של המחלקה לעבודה סוציאלית</p>

<p>Representatives of the fieldwork Unit</p>	<p>Ms. Ahuva Even Zohar Ms. Hava Schwartz Dr. Shimson Neikrug</p> <p>Instructors: Second year Dr. Pinchas Gerber Ms. Zofia Zemach Ms. Sigal Tubi Ms. Einat Shemesh Ms. Dina Etedegi</p> <p>Third year Dr. Mira Bar Dr. Pesach Gielman Ms. Ruthy Goor Ms. Dorit Lehzon Ms. Ruth Ashbell</p>	<p>14:15 – 13:45</p>	<p>בניין 3 א'-חדר ישיבות</p>	<p>גבי אהובה אבו זוהר גבי חוה שורוז ד"ר שמשתון נייקרוג</p> <p>מדריכי שדה: שנה ב' ד"ר פנחס גרבר- גבי צופיה צמח גבי סיגל טובי גבי עינת שמש גבי דינה אטדגי</p> <p>שנה ג' ד"ר מירה בר ד"ר פסח גיטלמן גבי רות גור גבי דורית לוינסון גבי רות אשבל</p>	<p>נציגי שדה עם נציגי מחלקה להוראת שדה (הכשרה מקצועית)</p>
<p>Students' representatives</p>	<p>Students first year (2006) Guy Almog Renana Halili Liron Tal</p> <p>Students Second year (2006) Sopia Mogilevski Alon Assayag</p> <p>Students Third year (2006) Neta Tabak Hagit Sabag Meital Pinhasov</p> <p>conversion program first year (2006) Tehila Maoz Salit Isaak Rapapurt</p> <p>conversion program Second year (2006) Hagit Borochowitz Ron Sarig</p>	<p>15:00 – 14:15</p>	<p>בניין 3 א'-חדר ישיבות</p>	<p>סטודנטים- שנה א' (בתשס"ו) גיא אלמוג רננה חלילי לירון טל</p> <p>שנה ב' (בתשס"ו) סופיה מוגילבסקי אלון אסייג</p> <p>שנה ג' (בתשס"ו) נטע טובק חגית סבג מיטל פינחסוב (קודילה)</p> <p>תכנית הסבה (פרימ) שנה א') תהילה מאוז סלית יסאק ראפאורט</p> <p>הסבה (פרימ) שנה ב') חגית בורוכוביץ רון סריג</p>	<p>נציגי סטודנטים של המחלקה לעבודה סוציאלית (נציגי הכינות, לפחות 10 נציגים)</p>
<p>Summary meeting with the heads of the</p>	<p>Prof. Dan Meyerstein,</p>	<p>15:30 – 15:00</p>	<p>בניין 3 א'-חדר ישיבות</p>	<p>פרופ' דן מאירשטיין,</p>	<p>ישיבת סיכום עם הרגלת המכללה</p>

institution				פרד"ר צ'ילה סינאני-שטרך פרד"ר ישראל נבינאל פרד"ר שלמה שרלין מר יורם שי ל"ר ניצה דוידוביץ ל"ר ליאורה כרנבאום גב' אהובה אבן זוהר	רהמחלקה
	Prof. Zilla Sinuany-Stern Prof. Israel Nebenzahl Prof. Shlomo Sharlin Mr. Yoram Shai, Dr. NITZA Davidovitch, Dr. Liora Birnbaum Ms. Ahuva Even Zohar			פרד"ר צ'ילה סינאני-שטרך פרד"ר ישראל נבינאל פרד"ר שלמה שרלין מר יורם שי ל"ר ניצה דוידוביץ ל"ר ליאורה כרנבאום גב' אהובה אבן זוהר	רהמחלקה