

WSU Five-Year Program Review
Self-Study

Department of Social Work and Gerontology
Social Work Program

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Executive Summary

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A. INTRODUCTION

Social work courses were first introduced into the curriculum at Weber State College in September, 1965 under the direction and leadership of Dr. Raymond H. Clark, who served as Department Chair for 29 years. At that time, one MSW social worker joined the college faculty to teach selected courses in Sociology/Social Work. These early social work courses were integrated into the sociology curriculum and were listed as sociology classes. Increased student demand and the addition of several other social workers to the faculty led to the development of more social work courses. As this occurred, greater discrimination was made between the disciplines of Sociology and Social Work.

In the 1970-71 academic year, the first major structural change in the Department occurred. The department designation was changed from the Department of Sociology and Anthropology to the Department of Sociology, Anthropology and Social Work. Courses taught within the Department were, for the first time, designated as social work courses, which furthered the identification of social work within the college and community.

A major thrust was initiated in the 1971-72 academic year to develop a Certificate Program in Social Work. The College Curriculum Committee approved the proposal and the program was initiated during the next academic year (1972-73).

In May of 1975, the Undergraduate Certificate Program in Social Work was granted accredited status by the Council on Social Work Education, retroactive to the beginning of the 1974-75 academic year. Concurrently, a proposal to establish a Bachelor of Social Work degree (major) was approved by the College and submitted to the Utah State Board of Regents. In May of 1975, the Board of Regents reviewed the proposal submitted to them. The Board of Regents was reluctant to act upon the request to establish the major insofar as other institutions of higher education in the State did not offer a major, but had programs similar to the one that existed at Weber State College. The Board of Regents requested that the proposal to establish a major at Weber State be re-examined in two years. During this two-year period, a review of all social work education programs in the State was undertaken and a master plan for social work education was developed.

In November of 1974, the Utah State Board of Regents appointed an Ad Hoc Committee to study social work/social service education within the Utah System of Higher Education. The assignment given to the Ad Hoc Committee was to review and assign role responsibility across the social work educational continuum.

In June of 1983, the State Board of Regents' action to grant a social work major at Weber State College was approved. The major in social work was implemented in July of 1983 and the first social work majors graduated in June of 1984.

During the 1984-85 academic year, a separate social work budget was approved which provided greater autonomy for social work. Negotiations began to create a separate Department of Social Work, which was approved and became operational July 1, 1985.

In 1988, the School of Social Sciences, as part of the School's strategic planning, reviewed all its academic programs. As a result of that process, the Center of Aging (which housed the Gerontology major) was merged with the Department of Social Work. In 1989, the Board of Regents approved the proposed merger and the name of the department was changed to the

Department of Social Work and Gerontology.

Dr. Mark O. Bigler is serving as Chair of the Department, a position he assumed in 2005 when the prior transitional chair, Dr. Paul Johnson, returned to full-time teaching duties in the Criminal Justice Department.

Purpose/Description. The goal of social work education at every level is for students to integrate the knowledge, skills, competencies, and values of the profession into a generalist practice framework. Social work education takes place in four-year undergraduate and two-year graduate programs and leads to professional degrees at the baccalaureate and master's levels, respectively. Students graduating with the undergraduate degree are eligible for an advanced standing one-year master's program, as they have acquired the initial first year master's level educational experience. These levels of education differ from each other in the level of knowledge and skill they expect students to synthesize in practice competence. The distinctions and the discretion provided by the tradition of academic freedom contribute to the desired uniqueness of each program. The Social Work Program at Weber State University is also accredited at the baccalaureate level by the Council on Social Work Education (CSWE), the accrediting body of Social Work, a status it has maintained continuously since 1974..

Social Work is a self-regulating profession with sanction from public, private and voluntary entities. Through all its roles, functions, and multiple settings, social work is based upon knowledge, skill, and competence and is guided by professional values and ethics. With its central focus on the transactions between people and their environments, social work uses research and theory from social, behavioral, and biological sciences as well as from social work practice itself, developing a unique perspective on the human condition.

Sound curriculum designs give the educational program the integrated focus inherent in the profession's enduring philosophical base. This ensures historical continuity and provides a stable framework from which to assess and incorporate practice innovations, emerging knowledge, and interdisciplinary exchanges. The combination of curricular stability and flexibility is essential if the Program is to respond effectively to changing social forces and provide leadership in the profession's ongoing quest for progressive social change. It is also, therefore, essential that all professional social workers have in common knowledge, skills, competence, and values that are generally transferable from one setting, population group, geographic area, or problem to another.

B. PROGRAM MISSION STATEMENT

The bachelor's Program in social work at Weber State University was designed to be consistent with accreditation standards of the Council on Social Work Education (CSWE), the unique demands of WSU students, local and regional needs for social service and social welfare providers, and expected competencies and skills of professional social workers. The Program is guided by the mission, goals, and educational objectives described and discussed below.

The mission of Weber State University, revised and simplified in 2007, sets the philosophical framework for all academic programs and gives focus to the Social Work Program:

Weber State University offers associate, baccalaureate and master degree programs in a broad variety of liberal arts, sciences, technical and professional fields. The

university provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in and out of the classroom. To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community-based learning experiences in an environment that encourages freedom of expression while valuing diversity.

The institution's mission provides direction and offers a sound framework for the mission of the Weber State University Social Work Program:

The WSU Social Work Program: prepares undergraduate students in beginning generalist social work practice with diverse people and systems in a wide variety of settings and contexts, with special focus on the unique needs of individuals, families, and communities in northern Utah and the broader intermountain region. Emphasis is placed upon the development of skills, ethics, and knowledge required of bachelors-level practitioners. Additionally, the Program emphasizes an underlying value of service to individuals, families, groups, communities, organizations, and institutions. Graduates of the Social Work Program are charged with commitment to the development of human well-being and to the alleviation of poverty and oppression.

Specifically, it is the mission of the WSU Social Work Program to:

1. Prepare students for generalist entry-level social work practice;
2. Prepare students for graduate social work education;
3. Prepare students to take the Social Service Worker licensing examination;
4. Provide a liberal interdisciplinary learning experience to help students in their understanding of and adjustment to living in a democratic society; and
5. Provide continuing educational opportunities for the baccalaureate and para-professional social work practitioners.

Program Goals. From the mission of the Social Work Program at Weber State University flow specific Program goals which direct the activities of faculty members and staff and guide students in their professional preparation. In the context of an interdisciplinary, liberal arts education, the Social Work Program at Weber State University provides teaching and learning opportunities that:

1. Facilitate the development and integration of knowledge, values, and skills, grounded in the profession's history, purposes, and philosophy, for competent and effective professional social work practice (**Integration of knowledge, values, and skills for**

practice);

2. Help ensure practice and behavior that is consistent with the principles, values, and ethics of the profession of social work (**Ethical practice**);
3. Encourage respect for and appreciation of human diversity (**Diversity**);
4. Promote an understanding of the complex network of systems that impact and are impacted by individuals, families, groups, and organizations (**Systems**);
5. Prepare students to work for social and economic justice to assist all people, with a special focus on oppressed and disadvantaged populations, in order to improve their quality of life and achieve acceptance, tolerance, and full participation in society (**Social and economic justice**);
6. Establish a commitment to the implementation and delivery of social services that are designed to enhance functioning of the individual, families, groups, organizations, and the community (**Humane service delivery**); and
7. Create a foundation for lifelong learning through introspection, critical thinking, research skills, continuing education, and advanced professional studies (**Lifelong learning**).

These goals are designed to help achieve the purposes of social work education as outlined in the Educational Policy and Accreditation Standards (EPAS) of CSWE.

C. CURRICULUM

The Weber State University Social Work Program prepares undergraduate students in beginning generalist social work practice with diverse people and systems in a wide variety of settings and contexts, with special focus on the unique needs of individuals, families, and communities in northern Utah and the broader Intermountain region. Emphasis is placed upon the development of skills, ethics, competence, and knowledge required of bachelors-level practitioners. Additionally, the Program emphasizes an underlying value of service to individuals, families, groups, communities, organizations, and institutions. Graduates of the Social Work Program are charged with commitment to the development of human well-being and to the alleviation of poverty and oppression.

Coherence, integration, and consistency. The curriculum of the Social Work Program at Weber State University, which emphasizes an ecological systems model, reflects and supports the Program's mission, goals, and objectives and is consistent with social work's purpose, knowledge, skills, competencies, values, and ethics. The curriculum design that defines and directs course work in the Weber State University Social Work Program centers around and builds toward core professional training in "Social Work Practice" and "Field Education." Course

requirements have been organized strategically so that the curriculum is coherent and progressive. Early courses provide a strong basis upon which professional values, ethics, identity, and advanced practice skills can be built and developed. Furthermore, foundational content (i.e., values and ethics, diversity, populations at risk/social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, research, field education) is integrated throughout the curriculum.

Liberal arts education. The Social Work curriculum has been designed to provide students with a professional generalist foundation that builds on a liberal arts education. Students are typically admitted into the Social Work Program late in their sophomore year or early in their junior year. By this point, most have completed all or the majority of the general education course work required by the University. As a result, they begin concentrated work on their major with a strong liberal arts background, having completed classes in composition, American institutions (i.e., American National Government, American Civilization, or Economic History of the United States), quantitative literacy (i.e., Mathematics or Deductive Logic), computer and information literacy, humanities/creative arts, physical and life sciences, and social sciences. However, while these courses provide a good beginning, general education requirements do not necessarily ensure that students have acquired a liberal arts perspective that effectively supports social work practice. Therefore, specific liberal arts courses, which are believed to form a firm foundation for undergraduate social work education, have been identified as prerequisites for formal admission into the WSU Social Work Program. These include:

ANTH 1000 - Introduction to Anthropology

PSY 1010 - Introductory Psychology

SOC 1010 - Introduction to Sociology

ZOOL 1020 - Human Biology

Weber State University has adopted additional liberal arts requirements in the areas of diversity and scientific inquiry. The Social Work Program faculty has been supportive of these changes, believing these areas of study to be an essential part of a liberal arts education. The following are specific courses required of social work majors that fulfill these University requirements:

SW 2200 - Issues in Diversity

GERT/PSY/SOC/SW 3600 - Social Statistics/Statistics in Psychology

SW 3700 - Social Work Research

It is noteworthy that each of these courses can be used to meet a portion of the University's general education requirements. With this in mind, early advisement of students who wish to

major in social work is extremely important and members of the Program's faculty are encouraged to be proactive in this process.

Major course of study. In addition to University General Education requirements, including the liberal arts courses outlined above, social work majors at Weber State University must complete an established set of courses similar to those offered by other undergraduate social work programs. The course of study to be followed by all students in the WSU Social Work Program is listed in Table 6 (Appendix F).

Curriculum Map. As the mission, goals, and educational outcome objectives of the Weber State University Social Work Program have evolved and been fine-tuned, the Program's faculty members have worked together to ensure that each course in the curriculum is informed by and reflects these expectations, and that students have the opportunity to achieve the educational learning outcome objectives through their participation in the WSU Social Work Program. As a result, through a carefully designed combination of classroom instruction and field experience, program objectives have been thoroughly integrated into course activities throughout the curriculum and are addressed within individual course objective. Table 7 (Appendix G) is a curriculum map that shows the relationship between Program learning outcome objectives and individual course objectives. High impact courses (i.e., those with significant service learning and/or community partnership components) are identified in the second column of this table. Program learning outcome objectives, which are described in detail in Section D of this report, are noted in columns numbered 1-12. The degree to which Program learning outcome objectives are met (Low, Moderate, High) is also indicated for each of these courses. Corresponding course objectives can be seen in sample syllabi from required Social Work courses (Appendix H).

A formal evaluation process has been designed to provide systematic feedback regarding student performance, as well as Program strengths and weaknesses. This ongoing assessment is also used to determine the degree to which Program objectives are being met. A more detailed description and discussion of evaluation measures and procedures is presented in the following section of this self-study.

D. STUDENT LEARNING OUTCOMES AND ASSESSMENT

Measurable Learning Outcomes. The WSU Social Work Program has adopted 12 measurable educational learning outcome objectives that originate from the mission of the university, the mission and goals of the Social Work Program, and the goals of the social work profession as a whole. Graduates of the WSU Social Work Program demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research finding to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Table 8 (Appendix I) shows the relationship between WSU Social Work Program goals and the Program's educational outcome objectives. The educational outcome objectives adopted by the Weber State University Social Work Program reflect an ecological systems model and are firmly grounded in the liberal arts. Further, these objectives are fully integrated throughout the Program's curriculum and reflect the Foundation Program Objectives as outlined in CSWE Educational Policy and Accreditation Standards (EPAS).

Evidence of Learning: Major Courses. Weber State University has dedicated efforts to evaluate the Social Work Program through both direct and indirect measures. Indirect evaluation methods include assessments in each course as outlined on individual syllabi and meeting with students as part of club activities or academic advisement. Direct measures of the program include: Senior Capstone Paper, the Baccalaureate Educational Assessment Program (BEAP), a Survey of Graduating Seniors, and field practicum evaluations. Table 9 (Appendix J) identifies evaluation tools employed to assess educational outcome objectives, indicating the timing of the assessment and who is primarily responsible for conducting each respective assessment.

Table 10 (Appendix K) shows evidence of learning outcomes for major courses. In an effort to demonstrate which specific measures lead to which specific findings for each program

objective, the following narrative discusses the Program's evaluation process by individual outcome objective.

Educational Objective 1: Apply critical thinking skills within the context of professional social work practice. Applying critical thinking skills within the context of social work practice is measured specifically in SW 4860, SW 4861, and SW 4990. The measures in which critical thinking skills are evaluated are the BEAP Exit Survey and the Senior Capstone.

BEAP Exit Survey. The BEAP Exit Survey addresses critical thinking skills in the following areas:

Evaluating own practice with supervision

Evaluating research studies

Applying the findings of research studies

Applying Bio-psycho-social models

The following table provides data for these specific items from the BEAP Exit Survey. The table indicates the number of responses, minimum and maximum scores, and means scores for each item.

| BEAP Item | N | Minimum | Maximum | Mean (SD) |
|---|-----|---------|---------|-----------------|
| Evaluating my own practice with supervision | 279 | 0 | 10 | 7.11 (1.975) |
| Evaluating research studies | 279 | 0 | 10 | 6.51 (2.166) |
| Applying findings of research | 278 | 0 | 10 | 6.50 (2.186) |
| Applying bio-psycho-social knowledge | 278 | 2 | 10 | 7.32 (1.850) |

Senior Capstone: Students are required to write, as part of their senior capstone paper, a section addressing how critical thinking skills are important to generalist social work practice. The following are examples:

The application of critical thinking skills is important to the generalist practice social worker. Workers should always ask questions, examine facts, study efficacy of interventions, and analyze arguments carefully. The assumption should be made that the information that is received needs to be proven and thoroughly analyzed. This objectivity can lead to a more effective and efficient social worker. Critical thinking is important because it opens up a vast amount of options and it allows room for the most successful intervention. NJ, 2008

In order to fully understand the impact of an issue it must be considered on all sides. In my practicum setting I am an adoption and birth parent caseworker. Critical thinking comes into play in practically every aspect of this work but especially when it comes to how open an adoption will be and the relationship between the birth parents and the adoptive couple. As a caseworker, I am advocating for either the couple or the birth parents. As their advocate I communicate with the other party's caseworker in evaluating situations, feelings, correspondence, and progress. I must try to see the other clients' perspective and be able to represent my client's perspectives. Openness has been a relatively recent issues in adoption in the respect that it is more acceptable and more of the norm. In respect to openness I must help my clients see the effects of openness on others and what it may mean to them based on their values, traditions, personalities, beliefs, and comfort level. They must be critical thinkers in evaluating where they are so they can set openness boundaries and be honest about what they can do and be comfortable with. LA, 2006

Educational Objective 2: Understand the value base of the profession and its ethical standards and principles, and practice accordingly. Educational Objective 2 is assessed both through the BEAP Exit Survey and the Senior Capstone.

BEAP Exit Survey. The BEAP Exit Survey addresses values, ethics, and the application of professional standards in practice with the following items:

Uphold client confidentiality
Respect self determination
Respect dignity of clients

| BEAP Item | N | Minimum | Maximum | Mean (SD) |
|-------------------------------|-----|---------|---------|-----------------|
| Uphold client confidentiality | 278 | 1 | 10 | 8.8 (1.495) |
| Respect self determination | 278 | 3 | 10 | 8.84 (1.494) |
| Respect dignity of clients | 277 | 3 | 10 | 8.72 (1.465) |

Senior Capstone: Students reflect their understanding of social work values, principals, and ethical standards in various sections of the senior capstone paper and are expected to demonstrate in writing the application of these professional tenets and expectations to practice. The following are examples:

Positive diversity and its relation to skills and values is significant for practice in that it reinforces for social workers their core beliefs of dignity and worth of the

individual (and group) and self-determination. It also helps them recognize possible instances of unjust discrimination, and magnifies their efficacy in helping clients reach goals. DL, 2005

These core values guide and direct our practice of social work. They are there to help us make ethical choices in our daily practice. I have seen these values acted out in real life during my internship at DCAS. The Meals on Wheels program could not exist without the help of caring volunteers. These volunteers live out the core values of “dignity and worth of the person” and the “importance of human relationships”. Every day they enter people’s homes, rich or poor, clean or dirty, and they share a word or two while they give the person their meal. The volunteer drivers and runners get to know their clients are aware of those who need a little more time, a little more conversation. To the volunteers, all the clients deserve not only a hot meal, but a positive attitude. This type of thinking is true for the professionals and support staff at DCAS. We all work with the elderly, and we often work with the elderly living in poverty. The “dignity and worth of the person” is inherent in the DCAS professionals’ practice of social work. SD, 2006

Educational Objective 3: Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.

Educational Objective 3 is assessed in the following courses: Social Work Values, Methods and Ethics (SW 3900); Interventions for Populations at Risk (SW4500); Field Experience I and II (SW 4860 and SW 4861); and Senior Seminar (SW 4990). Assessment tools include: the Graduate Survey (indirect), the BEAP Exit Survey, and the Senior Capstone.

Indirect Methods: Students in their field placements are expected to practice without discrimination and with respect. The indirect measures employed are in SW 3900, SW 4860, SW 4861, and SW 4990. Students must successfully complete each course with a C or better.

BEAP Exit Survey. The BEAP Exit Survey assesses this objective in three different sections: knowledge, skills, and values and ethics. Items from the knowledge section include:

Theories of diversity
Oppressions and discrimination

| BEAP Item | N | Minimum | Maximum | Mean (SD) |
|--------------------------------|-----|---------|---------|-----------------|
| Theories of diversity | 279 | 1 | 10 | 7.06 (1.830) |
| Oppressions and discrimination | 279 | 2 | 10 | 7.27 (1.753) |

An item from the skills section of the BEAP Exit Survey is:

Culturally competent interventions

| BEAP Item | N | Minimum | Maximum | Mean (SD) |
|------------------------------------|-----|---------|---------|-----------------|
| Culturally competent interventions | 278 | 0 | 10 | 6.97 (1.931) |

Items from the values and ethics section include:

Non-judgmental manner

Respect cultural and social diversity

| BEAP Item | N | Minimum | Maximum | Mean (SD) |
|---------------------------------------|-----|---------|---------|-----------------|
| Non-judgmental manner | 278 | 3 | 10 | 8.65 (1.543) |
| Respect cultural and social diversity | 278 | 1 | 10 | 8.60 (1.657) |

Senior Capstone: Students discuss throughout their capstone document issues related to diversity, nondiscrimination, and respect for the individual. The following examples are offered to demonstrate students' attainment of this educational outcome:

...There are unfortunately many barriers we as social workers will face as we work with diverse populations. Within my experiences in the social work field, I have been able to work with populations having different sexual, religious, ethnic, marital, and political views. As a practitioner these experiences have facilitated as expansions of my understanding and sensitivity to diversity and its value within today's society. Without understanding these differences I would not be able to complete assessments or tap into the client's individual cultural resources. BS, 2004

The Code of Ethics provides social workers with an outline of how to conduct quality social work. Without such an outline, no boundaries would be set, limiting the results that social workers could obtain. Having these ethics and boundaries allows social workers to provide services to their clients knowing where to draw the line. It delineates appropriate behaviors on the part of the client and the worker. KB, 2006

Educational Objective 4: Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. Student understanding of the forms and mechanisms of oppression and discrimination and the ability to advocate for social change and economic justice are evaluated in

SW 3500, SW 4500, SW 4860, and SW 4861. Evaluation methods include the BEAP Exit Survey and the Senior Capstone.

BEAP Exit Survey. Two items from the BEAP Exit Survey assesses this objective:

Promote social and economic justice

Social and economic justice (knowledge)

| BEAP Item | N | Minimum | Maximum | Mean (SD) |
|---|-----|---------|---------|-----------------|
| Promote social and economic justice | 279 | 0 | 10 | 8.24 (1.794) |
| Social and economic justice (knowledge) | 278 | 2 | 10 | 6.71 (1.797) |

Senior Capstone: Understanding the evolution process of the social work field is an important way to measure success. Understanding what works and what doesn't comes from our understanding of the past. Social work is a relatively new field. However, people have been practicing social work since the beginning of time. Helping others is a natural part of the human process. Being able to identify problems and address them in a productive fashion works toward defining special work roles and relationships. Since the recognition of the work of Jane Addams, the influence of the Elizabethan Poor Laws and the impact of the Industrial Revolution, the importance of history has emerged. The information available provides a foundation for practice.

Understanding the history of domestic violence and its impact on victims helps Safe Harbor address the current needs of society. For example, a victim coming from an older generation may have different needs than a victim from a younger generation. Historically, it is evident that abuse in the home has been discussed less and accepted more. This means that instead of arming someone with the tools to leave, we may be serving their interest by arming them with the tools to stay. However, this doesn't mean accepting violence; it simply means that leaving may not be an option for them. In order to help, we need to understand their paradigm, and assist them how we can without chasing away their historical perspective. MA, 2007

All social workers should be knowledgeable about the history of social work and understand how social work practice came to be what it is today. Practitioners should also be knowledgeable about the historical development of the agency they practice with. This knowledge allows practitioners to gain an appreciation for the professional practice of social work as well as gain an understanding regarding the foundation of the profession. The history that we learn from also helps us define our work and responsibilities and ways we can improve practice efforts and the social work field as a whole. As a result by accepting and applying this knowledge we can practice with more professionalism and provide better service to our clients. CB, 2006

Educational Objective 5: Understand and interpret the history of the social work profession and its contemporary structures and issues. Objective 5 is assessed through indirect measure in SW 3900 and at other points in the Program through the BEAP Exit Survey and the Senior Capstone.

Indirect Methods: In SW 3900 – Social Work Values, Methods, and Ethics, students are required to begin writing their senior capstone paper which includes a section on the history of social work. Students must complete the course with a grade of C or better.

BEAP Exit Survey. Three items from the BEAP Exit Survey are used to evaluate student success with this objective:

History of social work

Social work professional organizations

Current issues in the social work profession

| BEAP Item | N | Minimum | Maximum | Mean (SD) |
|--|-----|---------|---------|-----------------|
| History of social work | 279 | 2 | 10 | 7.33 (1.863) |
| Social work professional organizations | 279 | 3 | 10 | 7.18 (1.810) |
| Current issues in the social work profession | 279 | 2 | 10 | 7.21 (1.850) |

Senior Capstone: To complete the senior capstone paper, students revise and expand on the work they have done in SW 3900 and prepare a section of this document that outlines the history of social work and the development of contemporary structures and services. The following samples from student capstones illustrate a high level of knowledge and understanding of this evolution of the profession.

Understanding the evolvement process of the social work field is an important way to measure success. Understanding what works and what doesn't comes from our understanding of the past. Social work is a relatively new field, however, people have been practicing social work since the beginning of time. Helping others is a natural part of the human process. Being able to identify problems and address them in a productive fashion works toward defining special work roles and relationships. Since the recognition of the works of Jane Addams, the influence of the Elizabethan Poor Laws and the impact of the Industrial Revolution, the importance of history has emerged. The information available provides a foundation for practice.

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and accepted more. This means that instead of arming someone with the tools to leave, we may be serving their interest by arming them with the tools to stay. However, this doesn't mean accepting violence; it simply means that leaving may not be an option for them. In order to help, we need to understand their paradigm, and assist them how we can without chasing away their historical perspective. MA, 2007

All social workers should be knowledgeable about the history of social work and understand how social work practice came to be what it is today. Practitioners should also be knowledgeable about the historical development of the agency they practice with. This knowledge allows practitioners to gain an appreciation for the professional practice of social work as well as gain an understanding regarding the foundation of the profession. The history that we learn from also helps us define our work and responsibilities and ways we can improve practice efforts and the social work field as a whole. As a result by accepting and applying this knowledge we can practice with more professionalism and provide better service to our clients. CB, 2006

Educational Objective 6: Apply the knowledge and skills of generalist social work practice with systems of all sizes. Educational Objective 6 is measured indirectly in the Program's practice courses (SW 3910, SW 3920, and SW 3930), as well as through the Senior Capstone and responses to items in the Graduate Survey.

Indirect Methods: SW 3910, SW 3920, and SW 3930 are the Program's practice courses which introduce students to micro, mezzo, and macro practice, respectively. Students complete assignments in SW 3910 which include role playing and videotaping micro practice skills. Students also complete a case study in this course to demonstrate mastery of working with a client on the micro level. In SW 3920 students run a mock group to demonstrate skills on the mezzo level. In SW 3930 students complete a community/agency change project on the macro level. Students are required to complete each of these courses with a grade of C or better.

Senior Capstone: Students demonstrate their knowledge of generalist practice skills in various sections of the senior capstone paper. In fact, throughout this document, students are asked to consider the application of generalist practice concepts at the micro, mezzo, and macro levels. The following quotations from select capstones are indicative of students' ability to articulate and understand the generalist model and its application to social work practice.

In order to practice within systems we must possess the knowledge of how each system works and affects our client, and in turn how the client affects and influences the systems. For example, if we are treating an individual who is disgruntled about the obvious lack of communication and respect within the family system, the ethical and crucial method of intervention would be to treat the entire family. We would take a look at family dynamics and discern what approach and methods need to be employed to have a successful outcome. DC, 2006

At the undergraduate level, generalist social work practice involves the ability to use a problem-solving approach in which the problem is identified, possible solutions are generated and evaluated, and one solution is chosen by the client. That chosen solution is then implemented and again evaluated to determine its level of success. Generalist social work practice also requires the ability to apply knowledge, skills, and core social work values to a wide range of situations at the micro, mezzo, and macro levels. The ability to work with, and effectively intervene with, individuals, groups, organizations, and communities is central to generalist social work practice. A single generalist social worker will spend a variable amount of time working at each level and is educated accordingly.

“Jack of all trades” may best describe the generalist social worker as they must hold a common core of knowledge and be skilled in many different areas. Such a worker does not need to be a specialist in any one area, but should be familiar with local resources and specialists to make an appropriate referral. In addition, all generalist social workers are change agents. SJ, 2004

Graduate Survey and revised Graduate Survey. One item from the graduate survey and the revised graduate survey assesses this objective.

| Graduate Survey Item | Poor (%) | Below Average (%) | Average (%) | Above Average (%) | Excellent (%) |
|--|----------|-------------------|-------------|-------------------|---------------|
| The skill and ability to apply the knowledge and skills of generalist social work to practice with systems of all sizes. | 0.0 | 0.0 | 12.0 | 42.4 | 43.5 |
| The skill and ability to apply the knowledge and skills of generalist social work to practice with systems of all sizes. (revised) | 0.0 | 0.0 | 2.0 | 24.5 | 73.5 |

Educational Objective 7: Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. This objective is assessed in SW 3900, SW 4860, SW 4661, and SW 4990. Indirect Methods are used as an evaluation tool as well as more formal means of assessment including the BEAP Exit Survey, the Graduate Survey, and the Field Survey.

Indirect Methods: In SW 3900 students begin to work on the senior capstone paper. In addition, a significant focus of this course is on theory development. Students are introduced to theories within social work and learn the purpose of theory. The course also gives significant attention to key philosophical underpinnings and elements of prominent theories. Students must pass this course with a grade of C or better.

BEAP Exit Survey. The BEAP Exit Survey assesses this objective in both the knowledge and skills sections. Items from the knowledge section include:

Bio-psycho-social development
 Family development
 Group development
 Organizational development
 Community development
 Interactions among systems

| BEAP Item | N | Minimum | Maximum | Mean (SD) |
|-------------------------------|-----|---------|---------|-----------------|
| Bio-psycho-social development | 278 | 2 | 10 | 7.59 (1.770) |
| Family development | 279 | 2 | 10 | 6.97 (1.784) |
| Group development | 279 | 1 | 10 | 6.95 (1.986) |
| Organizational development | 279 | 0 | 10 | 6.65 (1.978) |
| Community development | 276 | 0 | 10 | 6.55 (1.975) |
| Interactions among systems | 278 | 0 | 10 | 6.71 (1.974) |

Two items from the skills section of the BEAP Exit Survey which relate to this objective include:

Generalist interventions
 Applying bio-psycho-social knowledge

| BEAP Item | N | Minimum | Maximum | Mean (SD) |
|--------------------------------------|-----|---------|---------|-----------------|
| Generalist interventions | 278 | 2 | 10 | 7.51 (1.747) |
| Applying bio-psycho-social knowledge | 278 | 2 | 10 | 7.32 (1.850) |

Graduate Survey and revised Graduate Survey. One item from the graduate survey and the revised graduate survey assesses students' perceived knowledge of theoretical frameworks and supporting empirical evidence.

| Graduate Survey Item | Poor (%) | Below Average (%) | Average (%) | Above Average (%) | Excellent (%) |
|---|----------|-------------------|-------------|-------------------|---------------|
| The ability to apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use the theoretical framework to understand the interactions among individuals, and between individuals and social systems (i.e. families, groups, organizations, and communities). | 0.0 | 0.0 | 14.7 | 36.9 | 47.3 |
| The ability to apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use the theoretical framework to understand the interactions among individuals, and between individuals and social systems (i.e. families, groups, organizations, and communities). (revised survey) | 0.0 | 0.0 | 6.1 | 32.7 | 61.2 |

Educational Objective 8: Analyze, formulate, and influence social policies. This objective is assessed in SW 3500 and SW 4990. Indirect Methods are used as an evaluation tool as well as the BEAP Exit Survey and the Senior Capstone.

Indirect Methods: In SW 3500 – Social Welfare Policy students consider policy implications from the program level to national and international governance and social welfare. As part of the course requirements, students complete a policy analysis. As with all other major courses, students are required to earn a grade of C or better in this course.

BEAP Exit Survey. Two items from the BEAP Exit Survey are used to evaluate student success with this objective:

Impact of social policies
Influence organizational policies

| BEAP Item | N | Minimum | Maximum | Mean (SD) |
|-----------------------------------|-----|---------|---------|-----------------|
| Impact of social policies | 279 | 2 | 10 | 6.98 (1.793) |
| Influence organizational policies | 277 | 2 | 10 | 6.62 (1.938) |

Senior Capstone: Students demonstrate their understanding of social policy and its relevance to social work practice in the senior capstone paper.

Policy sets guidelines or boundaries within which agencies practice. The social worker is obligated to work within the given guidelines of policy which then in turn affects their clients as well. As social workers and clients are affected by these laws, they need to not only be aware of these guidelines and boundaries but also need to take an active part in shaping them so that the needs of clients can in fact be met.

McKay Dee Hospital is a facility operating under required government policy and procedure for health care facilities. Not meeting these set regulations could result in closure of the facility and loss of services for the community. In addition to government set policy for health care facilities, McKay-Dee also has internal policy and procedure for facility operations as well as providing quality care for patients and families and a positive work environment for employees and volunteers. TG, 2006

Policies are important to social workers because they are the framework that guides us in our practice of social work. Although we consider agency policies to be “set in stone” rules, social workers must constantly be analyzing policy to make sure a particular policy is legal, clear, equitable, rational, compatible with social values, and cost-effective. Analyzing a policy allows a social worker the ability to identify the short-comings within a policy. By identifying a policy’s shortcomings, social workers can then examine the effectiveness or the impact that policy has on the clients, workers, and agency. This allows a social worker to make recommendations for change to a policy to make it more effective and minimize its shortcomings.

Policies are a fundamental part of social work practice at LDS Family Services. A published policy manual is required to be accessible to all employees, interns, and volunteers. There are also unwritten policies or rules that employees are expected to follow. A written policy that all employees, interns, and volunteers must follow is that the must be temple recommend holding members of the LDS church. An example of an unwritten policy is that employees must pay \$1 to eat lunch in the cafeteria, but student interns get to eat for free. Because every employee, intern, and volunteer knows the agency’s policy, this minimizes the mistakes the workers make and also provides a better more structured environment for the clients; and this environment allow clients the feeling of safety within our agency walls. MS, 2007

Educational Objective 9: Evaluate research studies, apply research finding to practice, and evaluate their own practice interventions. This objective is assessed in SW 3700, SW 4860, SW 4861, and SW 4990. The measures by which research knowledge and skills are evaluated include: Indirect Measure, the BEAP Exit Survey, and the Senior Capstone.

Indirect Methods: SW 3700 is the Program's research course. Students are required to write a research paper as an assignment for this course as well as evaluate current research articles. Students must complete the course with a grade of C or better.

BEAP Exit Survey. Three items from the BEAP Exit Survey are used to evaluate student success with this objective:

Evaluating research studies

Applying findings of research

Evaluating my own practice with supervision

| BEAP Item | N | Minimum | Maximum | Mean (SD) |
|---|-----|---------|---------|-----------------|
| Evaluating research studies | 279 | 0 | 10 | 6.51 (2.166) |
| Applying findings of research | 278 | 0 | 10 | 6.50 (2.186) |
| Evaluating my own practice with supervision | 279 | 0 | 10 | 7.11 (1.975) |

Senior Capstone: Students demonstrate their research knowledge skills in the senior capstone paper. An entire section of the capstone is devoted to this content area.

The Summit Day Treatment is an example of an evidenced based practice. The facility manager bases his entire practice off of research that he does on a continual basis. He is currently developing a community awareness program on self-harm. He has asked his interns to find research articles that have studied self-harm. He wants to find the most effective intervention that is available. He has found that most parents are uneducated about this topic and he wants to bring awareness to them. This awareness can open up the lines of communication between parents and teenagers, and social workers and their clients. NJ, 2008

To be effective in social work it is important to know the current research and its applications. To do this you need to keep up on the current interventions and theories.....In my practicum we use monthly visits and assessments to evaluation the client. We also contact allied agencies monthly to check on the clients and catch any concerns that may come up. BC, 2004

Educational Objective 10: The ability to use communication skills differentially with a variety of clients, populations, colleagues, and members of the community. This objective is

assessed in SW 4860, SW 4861, and SW 4990. The BEAP Exit Survey and portions of the Senior Capstone are used to measure this objective.

BEAP Exit Survey. Several items from the BEAP Exit Survey are used to evaluate this objective:

Work with colleagues in social work
Work with colleagues in other fields
Maintain professional relationship
Communicate based on diversity and ability

| BEAP Item | N | Minimum | Maximum | Mean (SD) |
|--|-----|---------|---------|-----------------|
| Work with colleagues in social work | 278 | 1 | 10 | 8.24 (1.735) |
| Work with colleagues in other fields | 278 | 0 | 10 | 7.91 (1.881) |
| Maintain professional relationship | 279 | 3 | 10 | 8.68 (1.570) |
| Communicate based on diversity and ability | 277 | 0 | 10 | 7.50 (1.803) |

Senior Capstone: Students demonstrate their knowledge of communication and their communication skills both in the creation and content of the senior capstone paper. The following quotations reflect this objective at the cognitive level.

Communication is what makes the profession of social work exist. It is the role of the social worker to be attentive and understanding, and this can be expressed through communication. Social workers need to be familiar with verbal and non-verbal communication.

There are many approaches to verbal communication that social workers should keep in mind. Additive empathy and confrontation are types of verbal communication. Additive empathy is fitting when the client is ready for self exploration and to identify deeper feelings. Confrontation should be used with warmth. Assertiveness communication is a type that should be practiced at the macro level. The worker can express his/her ideas yet be accepting of the input of others.

I have learned from experience at my agency what communication to use with certain clients. I have used confrontation many times when working with domestic violence victim. They do not always want to accept the reality of the situation, and I kindly inform them about the cycle of abuse. Many of them say their significant other is going to get counseling and they are going to work it out. Some of them say

they plan on getting out of the relationship, yet fail to do so. Confrontation is beneficial in these situations. My non-verbal behavior plays a significant role as well. I let my clients know that I care and am attentive through my facial expressions and how I present myself. SR, 2005

The use of open and closed ended questions allows the social worker to gain important insights into the lives of the client. It also helps when the social worker validates the statements made by the client. As I mentioned earlier the use of effective communication skills is quite possibly the most important skill a social worker can master. When a client and practitioner understand one another it is much easier to accomplish the task at hand.

I have a client who has a difficult time in group,. He almost never speaks, even when spoken to, and he continually has his head down and his eyes closed. Whenever I try to get him to smile, he just sits there and almost acts like he didn't hear me. I have talked to my supervisor about this and he told me that the young man is not like this in individual therapy. He is talkative and responsive. So far, I have not been able to get more than a couple of words out of him during group. I'll ask closed ended questions and he'll usually answer with one word or less, but if I ask him open-ended questions, he'll sit there in uncomfortable silence until we decide to go on. It is a difficult situation, one I haven't yet figured out how to fix. I do like a good challenge and look forward to applying new skills in order to get this young man to trust and respect me enough to open up and speak in the group setting. RS, 2008

Educational Objective 11: Use supervision and consultation appropriate to social work practice. This objective is assessed primarily in conjunction with the field (SW 4660 and SW 4861) and in SW 4990 – Senior Seminar. Items from the BEAP Exit Survey and portions of the Senior Capstone are used to measure this objective.

BEAP Exit Survey. Two items from the BEAP Exit Survey are used to evaluate this objective:

Use supervision in practice
Evaluating my own practice with supervision

| BEAP Item | N | Minimum | Maximum | Mean (SD) |
|---|-----|---------|---------|-----------------|
| Use supervision in practice | 278 | 0 | 10 | 7.33 (1.939) |
| Evaluating my own practice with supervision | 279 | 0 | 10 | 7.11 (1.975) |

Senior Capstone: Students discuss the value and use of supervision in the senior capstone paper:

Communication is central in appropriate use of supervision. As social workers we must be willing and able to communicate with our supervisors and colleagues in order to gain information necessary to perform our job well. We strive to maintain a practice centered on helping our clients. In order to do that, we must be able to receive feedback and suggestions from our supervisors. While I am working with the Meals on Wheels program at DCAS, Marian McPeak is my direct supervisor. Marian leads by example. I was able to shadow her for several days before doing an assessment on my own. She then observed while I did two assessments. She provided valuable feedback while letting me have my own style of interviewing. SD, 2006

The task of supervision has always been necessary in any field. In social work this is a practice used all the time, both by management and the case worker. Management monitors the task assigned to the worker and evaluates their progress. In turn, the caseworker supervises the progress of the client and then evaluates the progress made and reports it to his supervisor. Because of this use of supervision, it is important to use effective communication between staff and client. Without it there will always be room left for confusion and disagreements. This can easily be resolved by assertive communication.....At CCS I had a supervisor that believed in assertive communication. This led to a wonderful working environment because all employees felt they were being heard and had worth. DG, 2005

Educational Objective 12: Function within the structure of organizations and service delivery systems and seek necessary organizational change. This objective is assessed as students participate in the field experience (SW 4660 and SW 4861) and in the course of the Senior Seminar (SW 499) which serves as the culmination of the academic program. Items from the BEAP Exit Survey and portions of the Senior Capstone are used as evaluative measures of this Program objective.

BEAP Exit Survey. Two items from the BEAP Exit Survey serve as measurement indicators for Objective 12:

Function within organization structures and policies
Professional use of self

| BEAP Item | N | Minimum | Maximum | Mean (SD) |
|--|-----|---------|---------|-----------------|
| Function within organization structures and policies | 279 | 2 | 10 | 7.32 (1.853) |
| Professional use of self | 278 | 1 | 10 | 7.83 (1.792) |

Senior Capstone: Using their field placement setting as a major context, students discuss organizational structure and behavior in the social welfare service delivery system in the senior

capstone paper. In addition, students consider the process of organizational change and their professional role in it.

One of the goals of HYRC is to find street youth that are difficult to reach. The Street Outreach Team makes initial contact with street youth. They begin to build the relationship during the first meeting. A lot of information comes from youth receiving services at the center. Currently they are trying to build relationships with teen girls prostituting for drugs. This organization serves homeless youth ages 15 to 22. Most services for clients come from HYRC. Clients seeking an educational component are referred to the Youth Employability Services (YES) and Department of Child and Family's (DCFS) Transitioning into Adult Living program. Those in need of medical attention use connections within the community. HYRC is the only program in Utah for this underserved population. If a client is over the age of 23 or under the age of 15 they are turned away. The agency does not discriminate based on race, gender, religion, or sexual orientation. AA, 2008

The Division of Child and Family Services has expanded their services to victims of domestic violence. Reports of domestic violence have increased about 48% since the enactment of a law stating that any form of domestic violence acted out in front of children will result in an allegation of child abuse. Statistics show that 20% of children have witnessed domestic violence. In the past six years, DCFS has made a conscious effort to provide training and services to assist this population.

Most DCFS clients are involuntary: they have been court ordered to receive services. DCFS offers voluntary services, rendered when a need is identified by the client of Child Protective Services. Clients can refuse services that will result in the attorney general's office working with a caseworker to have the client court ordered to receive services. TB, 2004

Overall program efficacy. In addition to the evaluation measures described above in relation to each of the Program's 12 educational outcome objectives, the Program also employs three other means of assessment: field practicum evaluations, exit interviews, and informal conversation and discussion among members of the faculty.

Field Practicum Evaluation. Field Practicum Evaluations are performed during the last semester in the field. Students complete this assessment as a measure of how the agency met their professional development needs as well as the objectives of the social work program. The field survey includes evaluation of the field placement site, the student's supervisor, and the overall experience in the field. This evaluation provides students the opportunity to assess how the field integrates knowledge from the classroom.

Beginning Spring, 2009, the forms used for field evaluation were changed to reflect more consistently the Program's twelve (12) educational outcome objectives. This change was approved by the faculty during the 2008-2009 academic year, and faculty members have been working on standardizing forms for the Program's two field experience semesters. This change is

largely a function of the feedback the department received regarding the forms that had been used previously. Some feedback suggested that the old forms were cumbersome and not clear.

Evidence of Learning: General Education Courses. The WSU Social Work Program includes one course (SW 1010 - Introduction to Generalist Social Work Practice) that meets a University general education requirement in social science.

Table 11 (Appendix L) shows evidence of learning outcomes for this general education course. To date, there has been no formal assessment of general education objectives. Evaluation has been based on anecdotal reports and course expectations. It is noteworthy, however, that the Program's sole general education course was recently re-approved by the Faculty Senate through its general education review process for courses in the College of Social and Behavioral Sciences. No curricular or pedagogical changes are planned at this time. However, the Program's faculty will be discussing and planning more formal assessment procedures in the future.

E. ACADEMIC ADVISING

Advising Strategy and Process. Social Work Program faculty members recognize that academic advising is a necessary part of higher education. Advising is viewed as the process that helps students receive information, consider a program of study, and make informed career choices. The faculty is committed to the objectives as set forth in the University Policy and Procedure Manual (PPM), section 6.5, *Academic Advisement* (Appendix M). The policies and procedures clearly state that faculty members are:

- A. To help students define and develop realistic goals.
- B. To help students identify and understand their strengths, limitations, and needs.
- C. To refer students to available resources, when necessary.
- D. To assist students in planning their academic programs consistent with individual abilities, interests, and goals.
- E. To assist students in monitoring their progress toward educational career goals.
- F. To assist students in identifying the connection between academic preparation and the world of work.
- G. To assist students in identifying the connection between academic preparation and the world of work.
- H. To assist students in developing their academic abilities to the fullest extent.

Additionally, PPM section 9.5, *Faculty Responsibilities to Students* (Appendix N), states that "Faculty members should make available a reasonable number of hours for student consultation or otherwise assure their accessibility to students." Faculty members are required to set and keep regular office hours for student consultation. It is also the policy of the College of Social and Behavioral Sciences that faculty members post and adhere to a schedule of at least five hours per week (one hour per day), and "should conscientiously strive to be in their offices during their chosen hours."

- a. The hours should be scheduled at convenient times for students.

- b. Office hours should be posted on the office door of each faculty member at all times and should be honored at all times.

Students are assigned a faculty advisor based on their last name as follows:

| | |
|--------------|-------------------------------------|
| A-I | Kerry Kennedy, LCSW, PhD |
| J-N, X-Z | Steven C. Vigil, LCSW |
| O-W | Corina D Segovia-Tadehara, CSW, PhD |
| Davis Campus | Herman M. Hooten, LCSW |
| TBD | Mark O. Bigler, LCSW, PhD |

Students are also advised that they may request a change of advisor in the event they may have already established a working relationship with another faculty member prior to admission to the Program. Whenever possible, this request is honored. Advisors assist students in meeting all university and departmental requirements, however, students are ultimately responsible for completing these requirements and for knowledge regarding any and all requirements in the major. The role of the social work advisor is not a therapeutic one. Social work faculty do not provide personal counseling to students, as this could easily place faculty in conflict with their role as professional gatekeepers. Consequently, it is the Social Work Program's policy to refer students needing personal counseling to the University Counseling Center or other resources in the community.

Students are advised of their individual responsibility in determining compliance with published standards as spelled out in the appropriate catalogue. Students should also carefully monitor their progress through the Lynx Self-Service computer program. Under their student and financial aid section they can view their student records and obtain a degree evaluation to help plan subsequent courses to assure steady progress toward graduation. These policies are noted in the Social Work Student Handbook, pp. 37-40.

Once admitted to the field program, the student is further advised and evaluated by the Director of Field Practicum who conducts an interview with each student to reinforce the educational learning objectives of the program, the learning needs of the student, and other concerns/needs of the student before agency placement. The Field Director then meets with each field practicum student at regularly scheduled points throughout their internship experience.

Effectiveness of Advising. Although no systematic evaluation of the effectiveness of student advising has been conducted, overall the department has received few complaints and there is significant anecdotal evidence that suggests this process is functioning well for social work majors. Prospective and new majors are directed to their respective faculty advisor at their first contact with department personnel, which initiates an academic advising relationship. In exit interviews with the Department Chair, graduating students often refer to this process and speak positively of this relationship, noting that faculty members are readily available for academic advising and have provided expert guidance in scheduling and completing required courses. In addition, students commonly mention that faculty members have also served as mentors and positive professional role models.

Field evaluations are done with students and their specific field supervisors at the practicum agencies. Evaluations with the Director of Field Practicum and with students' field supervisors occur at the 50, 75, 100, 150, and 200 hour marks to ensure that each student is meeting the program requirements of case management, family interventions, educational group instruction, community organization and administration. Adjustments are made on occasion based on the outcome of these meetings (e.g., hours are shifted, supervisors are reassigned, a student is placed in an alternate setting). In very rare cases, when it has become apparent at this late stage that social work is poor career choice, students have chosen to change their major, opting most often to complete a Bachelor of Integrated Studies (BIS) degree with social work as one of three emphases.

A few years ago, the College of Social and Behavioral Sciences implemented a graduation clearance process that directs students to meet with the College academic advisor and academic advisors in their major and minor programs to review their transcript prior to graduation. With rare exception, students arrive at this point with their major requirements completed as outlined, which speaks to the quality and effectiveness of the academic advising they have received from the Department faculty. It is also noteworthy that this college-wide graduation clearance process has helped identify problems while they are still manageable and has greatly reduced the likelihood that a student would leave the university believing she/he had graduated, only to learn of incomplete requirements months or years later.

Past Changes and Future Recommendations. It is the consensus of the Social Work Program faculty that academic advising within the Program functions well. Because of the small number of faculty members and the sizeable number of majors, the Program does not have the luxury of assigning one person the task of academic advisement. Even if this were a possibility, the distribution of advising responsibilities helps to foster professional mentoring relationships between faculty and students. It also sends students the message that faculty members are accessible, that each is familiar with program requirements, and that all are invested in the academic success and professional development of social work majors.

As a future recommendation, the Department would be well-served by the development and implementation of a more structured, systematic evaluation of its academic advising. While the tracking of social work majors throughout their course of study is fairly efficient, a more formal assessment process could help the program pinpoint specific problems and identify unique advising and/or programmatic needs of different types of students (e.g., female/male, traditional/non-traditional, etc.). The "town meeting" concept where faculty member and majors meet in an informal group setting each semester, which was suggested in the last program review, would be one valuable evaluation tool. In addition, the current system of advising is essentially student-initiated. In their role as academic advisor, faculty members could be more proactive in making sure that contact is made each semester with student advisees. Finally, because all faculty members in the Program serve as academic advisors to social work majors, it would be beneficial for the Department to meet annually with the College's academic advisor. This would provide an opportunity for all parties to receive advising updates from one another and to discuss specific student issues. Furthermore, such meetings could help facilitate communication about advising issues throughout the year.

F. FACULTY

Faculty Demographic Information. Weber State University's Social Work Program has six full-time faculty positions, giving the department 6.0 FTE to teach the social work curriculum. Four of these positions are tenure-track and two are renewable annual contracts. Demographic information for current full-time faculty members is summarized in Table 2 (Appendix B)

The full-time faculty in Social Work is supported by a highly qualified pool of part-time/adjunct instructors. Adjunct faculty members are supervised by the Department Chair. The number of adjunct faculty assignments varies each semester depending on faculty vacancies, anticipated student demand, and specialized curriculum offerings. Demographic information for adjunct faculty members is summarized in Table 3 (Appendix C).

Program/Department Teaching Standards. The expected teaching load for full-time tenured and tenure-track faculty members is eight courses (24 semester credits) per year. Full-time contract faculty members are expected to teach 10 courses (30 semester credits). The Chair of the Department of Social Work and Gerontology is expected to teach four courses during the academic year in addition to administrative responsibilities, or the equivalent of 50% release time for administrative purposes. In addition, the Department Chair has a 10-month contract, a one month extension from the standard nine-month contract for tenured/tenure-track faculty members. The Program's field director has an 11-month contract. Under this contract, he is expected to teach three courses (10 credits) per semester, including SW 4860 (Social Service Field Experience I – 4 semester credits), SW 4861 (Social Service Field Experience II – 4 semester credits), and SW 4990 (Senior Seminar – 2 semester credits). Assigned time for the field director is built into the credit system of the two Field Experience courses. At Weber State University, one semester credit equates to 15 hours of face-to-face class time – a total of 150 hours for a 10-credit teaching load. While the field experience courses are worth a combined total of eight credits, each involves only 15 hours of face-to-face instruction. The remaining 45 hours (a total of 90 for the two Field Experience courses combined) is reserved for the administrative and liaison duties for the field for 40-50 students each semester. In other words, of the 150 hours of face-to-face contact that would normally be expected for a 10-credit semester teaching load, Mr. Vigil is released from 90 (60%) for field direction. In each of these cases, this administrative release time is consistent with the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS). This workload allows these individuals to contribute to meeting both program and institutional goals and objectives.

Faculty Qualifications. Dr. Mark O. Bigler, LCSW, PhD, department chair, is a full-time, tenured faculty member who has been at Weber State since 1999. He has held the rank of associate professor since 2003. Dr. Bigler earned his MSW at the University of Utah in 1987 and completed his PhD in human sexuality and health education at New York University in 1992. His primary teaching areas include: introduction to social work, diversity, HBSE, social work research, social work methods, and micro practice.

Dr. Corina Segovia-Tadehara, MSW, PhD, is a full-time, tenured member of the social work faculty who has been at Weber State since 2002. She has held the rank of associate professor since 2008. Dr. Tadehara earned her MSW at the University of Utah in 1993 and completed her PhD in social work at the same institution in 2000. Her primary teaching areas include:

introduction to social work, HBSE, diversity, mezzo practice, and interventions for populations at risk.

Dr. Kerry Kennedy, LCSW, PhD, is a full-time, tenured faculty member who has been at Weber State since 2005. She was hired at the rank of assistant professor and successfully completed her tenure review in 20011 and was promoted to the rank of associate professor beginning with the 2011-2012 academic year. Dr. Kennedy earned her MSW at Ohio State University in 1999 and complete her PhD in social work at the same institution in 2005. Her primary teaching areas include: introduction to social work, social work research, social statistics, micro practice, and macro practice.

Mr. Steven Vigil, LCSW, is a full-time, contract faculty member who has been at Weber State since 2005. As a contract faculty member, Mr. Vigil holds the rank of instructor. He earned his MSW from the University of Utah in 1994. He serves as the program's field director. In addition to his responsibilities related to field practicum, his primary teaching areas include: child and family welfare, senior seminar, and DSM IV.

Mr. Herman Hooten, LCSW, is a full-time, contract faculty member who has been at Weber State with the Social Work Program since 2006. As a contract faculty member, Mr. Hooten holds the rank of instructor. He earned his MSW from the University of Utah in 1980. Mr. Hooten is currently assigned to teach courses at the Weber State University Davis Campus in Layton, Utah. His primary teaching areas include: introduction to social work, HBSE, diversity, and macro practice.

The sixth full-time faculty position, which is on the tenure track, is currently open. It is hoped that an active search to fill this position will occur in the 2012-2013 academic year. The position requirements include having an MSW from a CSWE-accredited institution and a PhD in social work or a related field. Though the individual hired to fill this position will have teaching responsibilities across the curriculum, primary teaching areas will include: introduction to social work, social welfare policy, social work methods, and macro practice.

Evidence of Effective Instruction/Full-Time Faculty. Social work faculty members are required to submit a development plan that describes their activities with regard to teaching, scholarship, and service, but also their accomplishments over the previous two years. This document also identifies goals and activities for the following year and is used to review faculty with regard to merit evaluation.

Full-time faculty members undergo a minimum of two student evaluations per year as required in the PPM. From 2006 to the present, the Department has continued to use a standardized College evaluation instrument which provides comparative standings for each instructor. The instrument was developed exclusively for this College. Two general questions at the end of the instrument are published and made available to students in the Stewart Library. At the end of each semester, the department secretary distributes and collects student evaluations in all face-to-face courses. Completed evaluations are forwarded to the Office of Institutional Research where forms are scanned and results are compiled. Aggregated data and student comments are then returned to the Department and are confidentially reviewed with the faculty member and the Department Chair. A copy of these data is kept on file in the Department office. Courses taught online or in a hybrid format are assessed in a similar fashion by the Continuing Education Department, which collects and compiles student evaluation data. Student evaluation

data are considered in conjunction with the tenure and promotion process and post-tenure merit reviews.

During this same period, the Department has also conducted regular peer evaluations of tenure-track and full-time contract faculty. This classroom teaching evaluation assesses the instructor's learning set, organization and structure of presentation, pacing, learning techniques/process, use of teaching resources, communication and rapport, students participation, importance of material, and lesson closure. Completed peer evaluations are shared with the respective faculty member. Peer evaluations are considered in conjunction with the tenure and promotion process and post-tenure merit reviews. The peer evaluation process is also considered to be an important part of faculty mentoring.

Evidence of Effective Instruction/Adjunct Faculty. Adjunct faculty members are recruited both by word of mouth and through the University's Adjunct Faculty Task Force. Also, the department has an open posting for adjunct positions in both Social Work and Gerontology on the Human Resources webpage. The Department then initiates a four-part process consisting of (1) candidate identification, (2) screening, (3) hiring, and (4) orientation. Successful candidates are invited to attend the university's annual adjunct faculty retreat. All courses taught by adjunct faculty are evaluated during the last two weeks of class with the same instrument used with regular full-time faculty. After tabulation, the results are forwarded to the Chair for review. The Chair meets with the adjunct and results are discussed.

Though this process is similar in theory to that used with full-time faculty, the Department needs to be more systematic in its use of student evaluation data and feedback to assess part-time/adjunct faculty. In addition, a peer evaluation process, similar to that used with full-time faculty members, could serve the Department in its assessment of the quality of instruction provided by adjunct/part-time faculty.

Mentoring Activities. The Social Work Program employs six full-time faculty members and an open pool of part-time adjuncts. Newly hired full-time faculty members are appointed a mentor within the Department and are provided maximum assistance in developing course syllabi and becoming acquainted with Department and University procedures. New faculty members serve only on Departmental committees for their first two years and are monitored in developing courses. Broader participation occurs beginning in the third year when full-time faculty members are encouraged to participate on College and University committees, both to provide service to the campus community as well as to increase visibility on campus and to become more familiar with the University's organizational culture and climate. Additionally, all faculty members become familiar with the University and College promotion and tenure documents, and are reviewed every two years by the Chair regarding performance and expectations.

Faculty members are also urged to participate in the WSU Teaching and Learning Forum as well as to attend the several campus-wide professional development workshops. Furthermore, full-time faculty members are urged to attend discipline-enhancing meetings as expenses allow. Over the past five years, faculty members have attended a variety of local and national professional meetings including the Association of Baccalaureate Social Work Program Directors (BPD), Council on Social Work Education (CSWE), the Hawaii International Conference on Social Sciences, Society for the Scientific Study of Sexuality (SSSS), Society for Social Work

and Research (SSWR), Utah Chapter of the National Association of Social Workers (NASW) and Utah Critical Issues Facing Adolescents and Children.

Part-time/adjunct faculty members are invited to participate in Adjunct Faculty Task Force activities and to attend periodically scheduled adjunct faculty retreats.

Diversity of Faculty. The full-time Social Work faculty is one of the most diverse groups on campus. Two of the five current faculty members are female. The faculty also includes one African-American, one Hispanic, and one Native American. Furthermore, while the faculty functions as a cohesive unit with a unified vision of social work education, professional practice, and the role of the Department, personal backgrounds and professional perspectives vary widely. A good example of this “unified diversity” is the Program’s course SW 4810 - Perspectives in Drug Use and Substance Abuse. This course is team-taught by four Social Work Program faculty members and is unique in its diversity of topics and perspectives related to the subject of drugs, drug use, drug policy, and the role of social workers in addressing these issues.

Part-time/adjunct faculty members are less diverse in their ethnic background. However the gender balance is similar and shifting toward greater participation of female instructors. In addition, personal background, professional experience, and individual ideologies vary greatly within this group, providing students with a broad exposure to social work practice.

Ongoing Review and Professional Development. The Department Chair and faculty members participate fully in the process of hiring, retention, promotion, and tenure of Program personnel. When hiring new administration and faculty in the Department of Social Work and Gerontology, members of the faculty always serve on the screening and search committee. Due to the small size of the Department, all members of the Social Work faculty participate directly in the process. The Department Chair conducts merit reviews of all full-time faculty (tenured, tenure-track, and contract) every other year. Members of the faculty who are tenured serve as the Department’s rank and tenure committee. This committee is supplemented with other tenured faculty from within the College of Social and Behavioral Sciences when the number of tenured faculty from within the Department is less than three. Faculty members (tenured, tenure-track, and contract) serve on various committees in the Department, in the College, and at the University level which have policy making roles (e.g., scholarships, curriculum, technology, academic standards, faculty senate, etc.). Department faculty members are guided by the procedures, as outlined in section 8.15, *Evaluation of Faculty Members*, of Weber State University Policies and Procedures Manual (Appendix O).

The Department receives discretionary budget funds from the College based on the number of faculty positions. A portion of this amount is designated for each full-time faculty member for the purpose of professional development. This money is used most often to support faculty member travel to professional meetings. Unfortunately, the amount allocated each year is generally insufficient to cover all travel expenses for even one national conference. Faculty members are left with the choice of paying remaining costs out of pocket or limiting travel to every other year. The Dean’s office has provided additional financial support when a compelling case for travel can be made. Some travel and professional development expenses are covered using funds from related grants. A small amount of funding is also available through the department’s Cora Kasius Endowment, which was established by Mr. Peter Kasius in honor of his

aunt, a local social worker and advocate, to support Social Work Program activities, including this type of professional development..

G. SUPPORT STAFF, ADMINISTRATION, FACILITIES, EQUIPMENT, LIBRARY

Adequacy of Staff. The Social Work and Gerontology Department has one full-time secretary, Brenda Stockberger (see profile in Table 4, Appendix D). Ms. Stockberger has been with the department since 2001. Due to budget cutbacks, beginning with the 2010-2011 academic year, 25% of the Department secretary's time was reallocated to assist with clerical needs of the Social Science Education Center. There are no part-time staff members. If needed, the Department has limited budget funds to hire work study students.

The secretary's primary responsibility is to the Department chair. However, she provides support assistance to the other faculty members in the Department of Social Work and Gerontology. The secretary very effectively meets the demands of the Department chair and faculty. She is envied by other departments in the college and has earned the admiration and respect of social work majors and other students enrolled in courses offered by the Department.

The university uses the Performance Review and Enrichment Program (PREP) to evaluate classified staff. The process allows for increased communication with supervisors while serving as a guide for continuous improvement and learning. The PREP is conducted every November. As part of this process, the secretary and the Chair meet to discuss mutual expectations. In addition, she attends monthly secretary and Classified Staff Advisory Committee meetings. She also receives regular announcements from this Committee. Training workshops on various job-related tasks are conducted continuously on campus.

The Department secretary very effectively meets the demands of the Department Chair and faculty, though the added responsibilities imposed on her time in 2010 have made her job more challenging and stressful. Nevertheless, she is envied by other departments in the college and has earned the admiration and respect of social work majors and other students enrolled in courses offered by the department. Over the past five years, her knowledge of academic activities and university policies, procedures, and practices has improved immeasurably, resulting in greater efficiency in the front office and better tracking of both student progress and faculty needs.

Adequacy of Administrative Support. The Social Work Program has received full support from the College and University administration with regard to program, curriculum, faculty, staff and student needs. The Dean of the College of Social and Behavioral Sciences is readily available and accessible to the Department Chair, faculty and staff and has been known to attend faculty meetings to address areas of concern, provide updates related to the hiring of new faculty, and/or to acknowledge the accomplishments of members of the social work department.

Adequacy of Facilities and Equipment. All full-time faculty members in the Department of Social Work and Gerontology have private offices with a telephone and voicemail, a desktop computer which is linked to the University's Network, and individual laser printers. The Department secretary has the same equipment, including a Departmental phone number and voicemail. She is available to take messages when faculty members are not available. The Department office also has a direct-line fax machine and a digital scanner available for faculty and staff use.

The Department of Social Work and Gerontology is assigned office and classroom space in the Social Science Building. This building meets all ADA requirements for being handicapped accessible. The Department has a designated conference room (SS108), which is equipped with a multimedia console that includes a desktop computer with a CD/DVD rom drive, an LCD projector, speakers, and white screen. In addition, the Department has scheduling priority and authority over three classrooms in the Social Science Building (SS101, SS121, and SS227) and shared assignment with the Department of Criminal Justice in one other (SS046). Each of these is hard wired with multimedia equipment (i.e., desktop computer with CD/DVD rom drive, DVD player, VCR, overhead visualizer, LCD projector, speakers, white screen). Most classrooms in the Social Science building are similarly equipped. A multimedia cart with a laptop computer (including a CD/DVD rom drive), LCD projector, and speakers is available for use by full-time and adjunct faculty members who teach in the fourth department classroom or other rooms in the building that are not hardwired. Access to other classrooms in the building, as well as rooms in other buildings on campus, is also available if there is a need.

Each faculty member has a personal desktop computer and printer in her/his office that is connected to the University Network System. This technology gives faculty members the ability to review students' schedules and transcripts for academic advisement and complete other tasks as required by the faculty position. Faculty members also have access to a photocopy machine located near the Department and faculty offices. The Department recently acquired a scanner and color printer for use by faculty and staff. Most faculty members also have a laptop computer provided by the Department. In addition, the Department has a laptop and a portable LCD projector that are available for faculty use when traveling for work-related purposes. Computers and peripherals are updated regularly. Furthermore, in the Department's storage office is a 16 mm movie projector, two slide projectors, a cassette tape recorder, a filmstrip project, a VHS camcorder, and a DVD camcorder. All other special equipment can be ordered through Weber State University Media Services as needed.

The Social Science Building, in which the Department of Social Work and Gerontology is housed, has a computer lab maintained by the University. This lab includes a separate room which can be scheduled for use as a classroom when students computer access is required (e.g., in research and statistics). Additional computer labs are located in several other areas on campus and satellite centers, including the Davis Campus. Wireless capability is available in most areas in and around the Social Science Building, as well as many other locations on campus.

Expert technological assistance is available to faculty, staff, and students through the University's Information Technology Center. The College of Social and Behavioral Sciences also employs a full-time technology assistant who is available to faculty and staff.

Adequacy of Library Resources. The librarian's report, found in Appendix P, indicates that Weber State University's Stewart Library has substantial resources available for students and faculty. In addition, the close proximity of Weber State University to large, research I institutions in Logan, Utah, approximately 40 miles to the north, and Salt Lake City, Utah, approximately 30 miles to the south – both of which are part of the Utah state system of high education – gives students and faculty ready access to additional library resources. Moreover, members of the Weber State University community are able to use the interlibrary loan service to access hard copies of books, journals, and other documents that are held at other locations. Furthermore,

students, staff, and faculty also have access to the latest research technology, including instantaneous multiple library searches as well as online, full-text journals.

Dr. Wade Kotter, PhD, a tenured member of the WSU library staff, serves as the social sciences librarian. He is responsible for selecting library materials in the social sciences and music. In addition, he serves as liaison to the College of Social and Behavioral Sciences, teaches a course on information resources in the social sciences, provides reference service, and consults on an individual and group basis with library users who have special information needs in the social sciences.

There are approximately 3,000 volumes related to social work and more than 300 electronic journals in social work and related fields available at or through Weber State University. These include electronic access to *Social Work Abstracts* and *Social Services Abstracts*. The WSU Stewart Library also has a large and growing collection of videos that is heavily used in support of social work instruction. Students now have electronic access to these sources from off-campus locations. Several instructors conduct class tours of the library as well as requiring library assignments.

For the 2009/2010, 2010/2011, and 2011/2012 academic years, the library allocated \$5000 for purchase of books, videos and other one time purchases in support of both the social work and gerontology programs. Over the past several years, the library has not turned down any purchase request for books or videos received from social work faculty.

H. RELATIONSHIP WITH EXTERNAL COMMUNITIES

Description of Role in External Communities. The Department of Social Work and Gerontology has clearly defined relationships with external agencies within the State of Utah. As was previously noted, students within each section of SW SS1010 - Introduction to Generalist Social Work are required to complete a minimum of 20 hours of community service learning within social welfare agencies in their communities. Students must also submit contact information of individuals who supervise them throughout this process and a critical analysis of their experience in the field and of the agency.

Social Work majors also participate in community based research. In the required research course (SW 3700), students have, at different times, conducted research projects involving agencies and organizations in the local community. In addition, some students receive elective Social Work credit for conducting special projects, under the supervision of a faculty member, that involve external communities. Recent projects have included the evaluation of consumer knowledge of housing law (Ogden City Housing), participant experience in local mental health courts (Weber Human Services/Davis Behavioral Health), the impact of student-borne technology on learning (WSU), the level of integration of “harm reduction” in undergraduate and graduate social work curricula (CSWE-accredited social work programs in the U.S.), and college/university policies related to technology and social media.

Additionally, students majoring in social work must complete a total of 400 hours of Social Service Field Experience, which is in keeping with the Education Policies and Accreditation Standards (EPAS) mandated by the Council on Social Work Education. Time spent working on

these projects/internships is valuable to students, the Department, and agencies providing experience. This level of community support has been on-going for nearly 40 years and will continue well into the future. Because of the contributions of Social Work students in the practicum setting, the number of agencies requesting placement exceeds the number of students available. As community needs change, the Social Work and Gerontology Department is readily available and willing to incorporate changes to help meet these needs. The Field Director also continues to identify new agencies within the community to help meet the growing needs of Social Work students (see Appendix Q for a list of community agencies).

Summary of External Advisory Committee Minutes. The Weber State University Social Work Program does not currently have a standing external advisory committee. In lieu of this formal process, however, the program makes use of its ongoing involvement with community partners through its field internship process as a means of receiving input from external constituents and keeping key players in the local social welfare delivery system informed of its expectations and activities. In conjunction with the field, the Program periodically conducts a practicum supervisor/student appreciation event. In addition to being an opportunity to recognize outstanding students and acknowledge the invaluable contributions and support of field supervisors and their agencies, these meetings serve as training and brainstorming sessions. Agendas from such events held during the period currently under review (Appendix R) show that external advisors (i.e., field supervisors) have received updates regarding the Social Work Program and its faculty, been introduced to CSWE's Educational Policies and Accreditation Standards, discussed the Program's goals and related outcome objectives, and considered the role of field placement as a link between theory and practice. Community partners have also had the opportunity in these meetings to provide direct feedback to the Department Chair, the field supervisor, and the faculty as a whole regarding the effectiveness of the Program's professional preparation of its students.

I. RESULTS OF PREVIOUS PROGRAM REVIEWS

Table 12 (Appendix S) identifies concerns raised in the 2006 program review and notes actions taken and progress made in relation to each.

J. ACTION PLAN FOR ONGOING ASSESSMENT BASED ON CURRENT SELF STUDY FINDINGS

Social Work Program faculty anxiously await the outcome of the current program review. It is anticipated that the expert review team that has been assembled for this process will help identify the Program's current strengths and weaknesses, providing valuable input and direction for the future related to learning outcomes and the Program's basic infrastructure (e.g., staff, administration, budget). Tables 13 and 14 (Appendixes T and U, respectively) are proposed templates for addressing issues that will be identified by the review committee and provide a strategic planning process.

A major task for the Social Work faculty over the next five years will be to bring the Program in line with the current Educational Policy and Accreditation Standards (EPAS) of the

Council on Social Work Education (CSWE), in anticipation of and in preparation for its next national accreditation review in 2017. As Program faculty were preparing documents for the last reaffirmation process in 2009, CSWE revised its accreditation standards. The 2008 EPAS will be used as to evaluate the WSU Social Work Program at its next accreditation review. The current EPAS expectations, which govern both undergraduate and master's-level social work education in the United States, includes four specific features that form an integrated curriculum design: program mission and goals, explicit curriculum, implicit curriculum, and assessment.

It is anticipated that the programs mission and goals will remain essentially the same, as will the broader educational environment (the implicit curriculum). Much more effort and attention will be given to the evolution of the Program's explicit curriculum (i.e., its formal educational structure) from a knowledge- and skills-based orientation to a greater focus on core competencies and field education. This process will necessarily include a significant refinement and redesigning of the Program's evaluation and assessment process, which is "an integral part of competency-based education" (CSWE, 2008).

K. SUMMARY OF ARTIFACT COLLECTION PROCEDURE

As noted in Sections D and E above, the Social Work Program uses two primary direct measures for the purpose of Program evaluation – the senior capstone paper and the Baccalaureate Educational Assessment Program (BEAP). Two additional indirect measures of educational outcome objectives are also included in the Program's evaluation/assessment process – a Graduate Survey and a Field Practicum Evaluation. These are described briefly in the following paragraphs. Table 15 (Appendix V) summarizes the artifact collection procedure.

Senior Capstone Paper. Students are required to complete a major capstone paper in SW 4990 (Senior Seminar). This paper provides the students with the opportunity to pull together the curriculum and further develop their conceptualization of social work as a profession. In addition, the senior capstone serves as a primary direct program measure for the purpose of program evaluation. The paper is completed in three parts. All three sections must be written in APA format.

1. The Senior Capstone Paper is started in SW 3900 with the liberal arts perspective and "Why I Selected Social Work as a Profession". This paper should be corrected. It is the first part of the paper. The rest of Part One of the senior paper is completed in SW 4860. This section provides the students with the opportunity to demonstrate their conceptual understanding of social work as a profession. For the most part, the students discuss the knowledge, skill and value base for social work practice. They are required to explain how they have been able to use the skill(s) in an actual agency with clients. This requires the students to discuss more than the theoretical base of the concept, but the skills that are needed and how they can be implemented in an agency setting.
2. Part Two of the paper provides the students with the opportunity to complete an analysis of the agency. This section is completed in SW 4860. The students are required to work closely with the field practicum supervisor in the development and completion of

this section. Other social work courses in the curriculum provide content that is very relevant to the completion of this section (SW 3500 , Social Policy, and SW 3930, Social Work Practice III).

3. Part Three of the senior paper is completed in SW 4861. Option 1 - This section demonstrates the ability of the student to evaluate the outcome and effectiveness of their intervention models with clients across a micro, mezzo, or macro setting. Students are required to submit one case that they completed during the 400 clock hours of field practicum experience. Option 2- In conjunction with your agency, you may develop and complete a survey research project and write-up the results.

BEAP. The Baccalaureate Educational Assessment Program (BEAP) consists of a pre-test which is given during a student's junior year in the social work program, and a post-test which is given during a student's final semester in the program. The BEAP instrument provides overall scores for social work knowledge, skills, and values as well as pre- and post-test indicators of confidentiality, self-determination, and social justice. In addition to this information, the BEAP provides separate assessments of individual learning that correspond to many of the WSU educational outcomes.

Graduate Survey. During the latter half of their final semester, graduating seniors complete a graduate survey which gives students' subjective assessment of their professional preparation in the WSU Social Work Program and assesses the degree to which the Program has prepared students in 12 key curriculum areas.

Field Practicum Evaluation. Field Practicum Evaluations are performed during the last semester in the field. Students complete this assessment as a measure of how the agency met the student's needs as well as the objectives of the social work program. The field survey includes evaluation of the field placement sit, the student's supervisor and the overall experience in the field. This evaluation provides students the opportunity to assess how the field integrates the knowledge from the classroom. The second field evaluation form is completed by each student's field supervisor and assesses the degree to which the individual student has fulfilled the Program objectives in the course of the field practicum experience.