

College: College of Liberal Arts

Department: Social Work

Academic Programs Reviewed (list in PED)

Social Work - BASW

Program Review Committee

Carl Brun, PhD; Professor and Director of the MASW Program

Theresa Myadze, PhD; Professor and Director of the BASW Program

Sarah Twill, PhD; Professor and Chair

Submitted: 1-15-15

Department Chair, _____ Sarah Twill _____

Dean, _____ Kristin Sobolik _____

Program 1. Social Work

Enrollment and Graduate History **Data in PED**

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment	203	284	291	282	275
Graduates	0	0	0	15	34

Program description

The Bachelor of Arts program in social work prepares students for beginning employment in social work and/or for graduate study. We are dedicated to preparing ethical and competent practitioners who operate from an empowerment and strengths perspective as they work with individuals, families, groups and communities for social and economic justice. Students are admitted to the major at the end of their sophomore year, and participate in a two year cohort curriculum. In addition to the prerequisite courses required for admission to the major, students take 33 hours of social work courses in their junior and senior years. Students complete a year-long practicum, social work's signature pedagogy, in their senior year where they spend over 400 hours working with a social service agency. Undergraduates typically find employment in public and private child welfare agencies, state probation and parole offices, non-profits such as homeless shelters and community intervention agencies, and in agencies serving older adults in the community and in long-term care.

Alignment with university mission, strategic plan

The WSU mission and strategic plan center on the following and the Department of Social Work helps the university fulfill this promise to:

- *build a solid foundation for student success at all levels through high-quality, innovative programs*

The Department of Social Work engages students in innovative programming through the use of practicums, service-learning opportunities, and the University Partnership Program. For a full description of these efforts, see the next section on Program Distinctiveness.

- *conduct scholarly research and creative endeavors that impact quality of life*

The Department of Social Work conducts research that focuses on quality of life outcomes through conducting program evaluations for community agencies. Dr. Carl Brun is an expert on program evaluation, and has written two books on the topic. Dr. Brun has worked with local school districts (e.g., Springfield City Schools, Greene County Education Service Center, and Beavercreek Schools) and CHOICES, a private child welfare agency, to improve service delivery,

Dr. Twill has conducted research with the Green County Juvenile Courts that resulted in changes to delinquency diversion, and Dr. Bhandari partners with domestic violence agencies (e.g., Asian Community Alliance and ASHA-Ray of Hope) to better understand the challenges of southeastern Asian women experiencing intimate partner violence

- *engage in meaningful community service*

The Department of Social Work helps meet Strategic Plan Goal 4 - Community and Economic Development through the extensive use of practicum and service learning opportunities (see full description of these in the next section on Program Distinctiveness). This opportunities give students a chance to work in the community for social good, as well as network for employment opportunities following graduation.

- *drive the economic revitalization of our region and our state and empower all of our students, faculty, staff, and alumni to develop professionally, intellectually, and personally.*

The Social Work Department has two ways that we keep in close contact with our alumni. First, the Social Work Alumni Society (SWAS) is an active chapter. Dr. Twill meets monthly with this group who network, participate in a book club, provide treats and encouragement to current students, and to fundraise for scholarships. To date, the SWAS has endowed a scholarship, and hosts an annual fundraiser that funds an additional two scholarships. In addition, we reach out to alumni to be interviewed by pre-social work majors (SW 2700), host 48-hour field observation students (SW 2710 and SW 3800), and serve as field instructors for seniors in practicum.

Program distinctiveness

There are three ways that the social work program is distinctive:

1. Practicums – Practicum is social work’s signature pedagogy. Student engage in three field opportunities across their program of studies. A 48-hour field observation placement occurs during the students’ 2nd and 3rd year; the purpose is to introduce students to a variety of social service agencies and the populations they serve. During their senior year, students participate in a practicum field placement. Students spend over 400 hours in one agency practicing social work under the guidance of a field supervisor. This provides students with practical job experience, sometimes resulting in being hired by the agency.
2. Service-learning experiences – In order to best prepare students to work with others, several service-learning opportunities are infused in the curriculum. In the 2nd year, students in a cultural competency course serve as conversation partners with international students. In the 3rd year, students enrolled in a lifespan theory course work with K-5th grade students are tutors and “social skills” buddies. Finally, in their senior year, students collaborate with local agencies to promote community development.
3. University Partnership Program – The social work program receives Title-4E federal and state dollars to encourage professionally trained social workers to enter the field of public child welfare. The UPP program was started in Ohio in 2002, was implemented at WSU

in 2003, and annually trains 11 students. WSU UPP students are regarded as some of the best trained workers in the state; each year, the UPP director is contacted by agency directors and encouraged to have WSU graduates apply to their county agency.

Recognitions of quality of the program

There are four ways that the social work program demonstrates recognition of quality programming:

1. The BSW program's accreditation with the Council on Social Work Education was reaffirmed in 2010. The next reaffirmation self-study and visit will be in 2018.
2. The BSW program's enrollment has remained stable or increased over the last 5 years, during a period when the overall enrollment at WSU and in the College of Liberal Arts has declined.
3. The Social Work Alumni Society was founded and has flourished. Their annual fund raiser has established an endowed scholarship for BSW students.
4. The number of field placement sites and supervisors is well over 150, reinforcing the program's strong connection to the community.

Description of learning outcomes assessment program

THE CSWE has 10 competencies and 41 practice behaviors that all social work programs must measure.

The competencies and practice behaviors that students must master are:

Competency 1 - Identify as a professional social worker and conduct oneself accordingly.

Students will:

1. advocate for client access to the services of social work
2. practice personal reflection and self-correction to assure continual professional development
3. attend to professional roles and boundaries
4. demonstrate professional demeanor in behavior, appearance, and communication
5. engage in career-long learning
6. use supervision and consultation

Competency 2 - Apply social work ethical principles to guide professional practice.

Students will:

7. recognize and manage personal values in a way that allows professional values to guide practice
8. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

9. tolerate ambiguity in resolving ethical conflicts
10. apply strategies of ethical reasoning to arrive at principled decisions

Competency 3 - Apply critical thinking to inform and communicate professional judgments.

Students will:

11. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
12. analyze models of assessment, prevention, intervention, and evaluation; and
13. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Competency 4 - Engage diversity and difference in practice.

Students will:

14. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
15. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
16. recognize and communicate their understanding of the importance of difference in shaping life experiences
17. view themselves as learners and engage those with whom they work as informants

Competency 5 - Advance human rights and social and economic justice.

Students will:

18. understand the forms and mechanisms of oppression and discrimination
19. advocate for human rights and social and economic justice
20. engage in practices that advance social and economic justice

Competency 6 - Engage in research-informed practice and practice-informed research.

Students will:

21. use practice experience to inform scientific inquiry
22. use research evidence to inform practice

Competency 7 - Apply knowledge of human behavior and the social environment.

Students will:

23. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
24. critique and apply knowledge to understand person and environment

Competency 8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Students will:

25. analyze, formulate, and advocate for policies that advance social well-being;
26. collaborate with colleagues and clients for effective policy action

Competency 9 - Respond to contexts that shape practice.

Students will:

27. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
28. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Competency 10 - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Students will:

29. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
30. use empathy and other interpersonal skills
31. develop a mutually agreed-on focus of work and desired outcomes
32. collect, organize, and interpret client data
33. assess client strengths and limitations
34. develop mutually agreed-on intervention goals and objectives
35. select appropriate intervention strategies
36. initiate actions to achieve organizational goals
37. implement prevention interventions that enhance client capacities
38. help clients resolve problems
39. negotiate, mediate, and advocate for clients
40. facilitate transitions and endings
41. critically analyze, monitor, and evaluate interventions

Prior to Fall 2014, a senior portfolio was used to measure the CSWE outcomes (10 competencies and 41 practice behaviors). However, feedback from students, coupled with recommendation to simplify assessment from CSWE, the faculty reassessed if the portfolio was the best way to measure competency and practice behavior mastery. As a faculty, we decided the portfolio process was inefficient and we switched to new measures in the Fall of 2014

Attached is a grid which outlines each competency and practice behavior, and how they are measured. Each practice behavior is measured twice; typically each practicum behavior is measured in the curriculum, and then again in the senior field practicum. Benchmarks for each measurement are also included. This assessment plan was implemented in Fall 2014.

Summary of assessment findings for past five years

The students demonstrated their mastery of the 41 practice behaviors in their portfolio papers which they submitted during the final semester of their senior year in SW 4890 (SW Seminar II). Below is the distribution of the portfolio grades for Spring 2013 and Spring 2014.

Distribution of Portfolio Grades of Students in SW 4890, 2013 & 2014

Semester	A	B	C	D	F
SW 4890-01 & 02	16 (57.1%)	9 (32.1%)	2 (7.1%)	D=0 (0%)	1 (3.6%)

Spring 2013 N=28 [Data for one section not included due to unavailability of adjunct]					
SW 4890-01, 02 & 03 Spring 2014 N=47	20 (42.5%)	17 (36.2%)	7 (14.9%)	D=0 (0%)	3 (6.4%)

The students performed very well as a whole with 96.4% of them obtaining a “C” or higher in 2013 and 93.6% scoring a “C” or greater in 2014 on their portfolios.

Major curricular changes since last review (or past five years)

The social work curriculum is driven by the CSWE accreditation requirements which include the introduction and mastery of the 10 competencies and 41 practice behaviors. In the past five years, three major curriculum changes have occurred:

1. Wright State University switched from quarters to semesters in Fall 2012. As part of the semester conversion, several curricular changes were made. First, the department of social work assumed responsibility for teaching a lifespan development course (previously taught by the psychology department as PSY 341) as part the Human Behavior in the Social Environment (HBSE) theory sequence (SW 3700). Macro HBSW content was moved to a newly developed course (SW 3750). In addition, under the quarter system, three practice courses were taught in the senior year: practice with individuals (SW 481), practice with families and groups (SW482), and practice with communities and organizations (SW 483). Under the semester system, only two practice courses are taught: one focusing on working with individuals, families, and treatment groups (SW 4810) and another course with material centered on practice with work groups, communities and organizations (SW 4820).
2. CSWE switched how programs were assessed. Previously, CSWE examined program outcomes, not student outcomes. The focus on the 10 competencies and 41 practice behaviors reflects the new, student centered assessment. We implemented the CSWE 10 competencies and 41 practice behaviors as part of our curriculum and assessment plan in Fall 2012. Students’ learning was evaluated using a capstone portfolio that was developed and assessed as part of the senior practicum experiences. Data from 2013 and 2014 (see data above) were collected and used.
3. As previously described, the department found the use of the portfolio as a way to measure competencies and practice behaviors to be inefficient and burdensome to students. In addition, recommendations were made by CSWE to simplify assessment plans. As a faculty, we decided the portfolio process was inefficient and we switched to

new measures in the Fall of 2014. Each practice behavior is measured twice; typically each practicum behavior is measured in the curriculum, and then again in the senior field practicum. This assessment plan was implemented in Fall 2014.

Graduate placement data, employer satisfaction

At this time, the only alumni data the Department of Social Work has is dated. Previous data on complete cohorts is more than 5 years old. On January 20, 2015, the Department of Social Work will launch an alumni survey in order to acquire updated data on graduates.

The University Partnership Program tracks graduate placement data. Over the past 5 years, students have been successfully hired by Ohio’s public child welfare system:

Year	Number of Students Hired	Timeframe to hire	UPP students who delayed employment for graduate school
2013-14	7/7	3 months	0/7
2012-13	7/8	3 months	1/8
2011-12	7/8	6 months	1/8
2010-11	7/8	3 months	0/8
2009-10	6/8	3 months	1/8

In addition, the Department of Social Work collects data from senior practicum supervisors. Supervisors are asked if: “Upon completion of the student’s training, and if there was an available opening, do you believe the student is hireable by your agency?” The results indicate that 92% of practicum supervisors believe that the social work student is hireable upon graduation. Reasons for thinking the student is not hireable included “need a MSW degree to be employed,” and “additional training needed by the student.”

If program has professional accreditation, attach most recent review findings and recommendations

See attached letter of accreditation from CSWE dated October 15, 2011

REPEAT THIS INFORMATION OF EACH PROGRAM IN DEPARTMENT. BEGIN NEXT PROGRAM ON NEW PAGE.

Departmental Summary

Faculty demographics Data in ADS

	2008	2009	2010	2011	2012
Full	2	2	2	2	2
Associate	1	1	0	0	1
Assistant	3	3	3	3	2
Inst/Lect	1	0	1	1	1
Total	7	6	6	6	6

Staffing Summary

	2008	2009	2010	2011	2012
Unclassified	1	1	1	1	1
Classified	1	1	1	1	1
Total	2	2	2	2	2

Student/faculty ratio Data in ADS -

	2008	2009	2010	2011	2012
Student FTE/Fac FTE	9.01	8.22	10.37	11.19	12.41

Average class size Data in ADS

	2010	2011	2012
Lecture	39.00	14.36	36.52
Lab only	44.33	16.57	43.18
Lecture/Lab	47.60	16.09	47.60

Total of student data for all programs in unit Data in PED

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
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Graduates	0	0	0	15	34

Total courses taught and credit hours generated for unit Data in PED

	Fall 09	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Undergraduate	1949	2346	2657	2879	2670
Graduate	364	432	228	366	875
Total	2313	2778	2885	3245	3545

Course completions Data in ADS

	2008	2009	2010	2011	2012
Undergraduate	87.6%	84.9%	87.2%	87.4%	86.1%
Master's	81.8%	100%	100%	100%	83%

Expense per student and revenue to expense ratio Data in ADS

	2008	2009	2010	2011	2012
Expense per student	\$9369	\$11127	\$8506	\$7636	\$6171
Rev/Expense	1.657	1.890	1.839	1.741	1.906

Research and External Funding Data in PED

	2008	2009	2010	2011	2012
External funding	0	0	0	0	0

Future employment projections for discipline (to be provided to unit)

College of Liberal Arts Degrees Awarded by Major	Wright State University Dayton Campus Completions (2012-2013)	Other Regional Completions (2012-2013)	Regional Openings (2014)	Media Hourly Earnings	Location	Total Jobs (2014)	Total Jobs For The Occupational Group (2017)	Growth in Jobs (2014-2017)	Annual Job Openings
Social Work (47 reported IPEDS, WSU table says 48)	47	216							
Occupations: Marriage and Family Therapists (21-1013) Counselors, All Other (21-1019) Child, Family, and School Social Workers (21-1021) Social Workers, All Other (21-1029) Probation Officers and Correctional Treatment Specialists (21-1092)			71	\$20.53	Region: State: US:	2142 14,606 493,588	2198 15,134 515,326	2.6% 3.6% 4.4%	71 526 19,167

General and Operations Managers (11-1021)			343	\$42.12	Region:	13,117	13,447	3.0%	477
Social and Community Service Managers (11-9151)			26	\$27.20	State:	85,563	87,410	2.2%	2,440
Managers, All Other (11-9199)			<u>108</u>	\$30.73	US:	2,842,400	2,939,252	3.4%	89,814
			548						

Description of how unit programs and curricula are “mission critical” to the core Wright State educational experience

The Department of Social Work is “mission critical” to the WSU educational experience as our programming aligns with the WSU’s vision, mission, and strategic plan in the following ways:

- *build a solid foundation for student success at all levels through high-quality, innovative programs*

The Department of Social Work engages students in innovative programming through the use of practicums, service-learning opportunities, offering the University Partnership Program. For a full description of these efforts, see the section Program Distinctiveness.

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Faculty accomplishments and recognitions

Dr. Shreya Bhandari was hired as an Instructor in 2010 and later as a tenure-track faculty in 2012. Since 2010, she has 10 publications and has presented her work at 10 national and international conferences. She teaches Social Welfare policy and Cultural Competency in the BSW program. She received the Presidential Early Career Achievement award and College of Liberal Arts Early Career Achievement award in 2014.

Dr. Carl Brun was hired as an Assistant Professor of Social Work in 1993. He was promoted to Associate Professor in 1999 and Full Professor in 2006. In the past 5 years, he had published the second edition of the book, *A Practical Guide to Evaluation* (Lyceum, 2014) and gave presentations at national conferences on program evaluation and teaching research. He served as department chair from 2002-2014 and as director of the MSW program from 2012 to the present.

Dr. Jennifer Hughes was hired as an Assistant Professor in 2014. Dr. Hughes teaches social work research methods and macro practice in the BSW and MSW programs. Career achievements include: successfully authoring a self-study for the Council on Social Work Education reaccreditation process for a small liberal arts institution, being a principle investigator for the DSM 5 clinical trials in 2011 and 2012, and contributing a case study to the book, *International Social Work Practice: Case Studies from a Global Context*.

Natallie Gentile-Gibbs was hired in 2012 as an Instructor. She has 1 publication, and has presented at 2 national conferences in the past five years. Natallie is the Field Education Coordinator and teaches the field seminars in the BSW and MSW programs.

Greg Meriwether was hired in 2013 as an Instructor, after a career as a social worker with the Veterans Administration. He teaches intro social work course and theory in the BSW program, and gives workshops on such topics to community agencies.

Dr. Theresa Myadze was hired as an Assistant Professor in 1995. She was promoted to Associate Professor in 2001 and Full Professor in 2008. She has published 4 articles in the past five years (2010-2014). She teaches Intro to Social Work and Field Seminar in the BSW program. Her career achievements include serving since August 2012 as the BSW Program Director and serving 15 years (1995-2011) as the Field Instruction Coordinator.

Dr. Sarah Twill was hired as an Assistant Professor in 2005. She was promoted to Associate Professor in 2011 and Full Professor in 2014. Since 2010, she has 13 publications and has presented her work in 14 national and international conferences. She teaches in the practice sequence in the BSW program. She received recognition as the Honors Faculty of the Year, Social Work Faculty of the Year, and was elected by students to be a faculty member of Omicron Delta Kappa and Golden Key National Honor Society.

Programs and areas of recognized excellence with supporting evidence

There are three areas of recognized program excellence:

1. The BSW program's accreditation with the Council on Social Work Education was reaffirmed in 2010. The next reaffirmation self-study and visit will be in 2018. The faculty have put considerable efforts into aligning the curriculum to the CSWE required Competencies and Practice Behaviors. Data for Fall 2014 are being analyzed, and the faculty will meet to continue quality assurance.
2. In 2014, the Greater Miami Valley MASW Collaborative program between Miami University and Wright State was accredited. Sixteen students graduated in 2014; in 2015, 38 students are on track to receive the MASW degree from our program. Enrollment for 2015 is expected to continue to grow.
3. The faculty in the department of social work have a strong research agenda that contributes to the scholarly literature. Dr. Shreya Bhandari was recognized for her aggressive research agenda by being awarded the University's Presidential Early Career Achievement award and College of Liberal Arts Early Career Achievement award in 2014. While Chair of the Department of Social Work, Dr. Brun published a book in its first and second edition. Because of her research productivity, Dr. Twill was promoted from associate to full professor in three years; since 2010, she had published 13 works. Finally, Dr. Mydaze has consistently contributed an article a year to the scholarly literature.

Capacity for growth of programs

There are four areas in which the Department of Social Work is looking to grow its programs.

1. Gerontology – As the American population continues to grey, the Department of Social Work is looking to prepare social workers to meet the needs of the aging. We are currently hiring a TET faculty with expertise in gerontology. This should allow for the Gerontology program at both the BSW and MASW level to grow. In addition, we are in the process of partnering with the Boonshoft School of Medicine and a private donor to fund a partial position on the BSOM's interdisciplinary Medicare team. This would allow the Department of Social Work to place MASW students on the team as part of their clinical training, and provide a faculty member with increased interdisciplinary research opportunities.
2. 4 plus 1 advanced standing program- With the accreditation of our MASW program, the Department of Social Work can now promote a 4+1 advanced standing program to BSW undergrads. That is, students with a 3.25 GPA who earn their BSW at WSU

- can apply to complete their master's degree in 12 months. Reaching out to students early in their junior year to discuss the importance of their GPA may help grow the MASW program, while at the same time, make the lives of students who wish to go on to graduate school easier.
3. Partnerships with Sinclair – Efforts have been enhanced to strengthen our partnership with Sinclair Community College. Most recently, Sinclair has hired a former WSU Social Worker grad as a full-time faculty member. The faculty member has been actively promoting the WSU social work program, and allowed for us to recruit in her course. In addition, CoLA is sponsoring a joint WSU-Sinclair Advocacy Day with Ohio's National Association of Social Workers in March 2015. Sinclair students will have to opportunity to partner with WSU students to learn about the curriculum and the program.
 4. UPP slots for additional students – WSU, the seven other UPP schools, and the State of Ohio's Job and Family Service Division have recently recognized that all the partner universities have encumbered grant money that could be used to benefit students. The State, with the backing of several Department Chairs, is exploring if and how the money could be used. If allowed to do so as requested, the Department of Social Work could serve an additional three students in the UPP program in each year over the next five years. WSU has requested that these additional slots be allocated to training MASW students to be employed in the public child welfare system.

New program opportunities

At this time, the Department of social work is focusing on growing the MASW and BSW programs, and meeting the needs of the students and the community. However, we are involved in a number of collaborations (i.e., certificate in emergency management, exploration of a certificate in veterans affairs, ongoing partnership with the certificate in gender studies, and partnerships with the Department of Urban Affairs and their non-profit management certificate) which enhances the educational opportunities for all WSU students.

With the hire of our gerontologist, we look to continue to expand our offerings as part of this certificate, especially to psychology and sociology students.

Proposals to enhance programs (if desired)

At this time, the Department of social work is focusing on growing the MASW and BSW programs, and meeting the needs of the students and the community.