

**University of North Alabama**

**Department of Social Work**

**Program Review**

Name and Signature of Chair: \_\_\_\_\_  
Dr. Joy Borah

Date of Report: July 28, 2008

## 2. **Five-Year Departmental Enrollment and Faculty Data**

### ➤ *Statistical Overview*

Data listed below is the annual average of the data supplied by Institutional Research for the Academic Years 2002-2003 through 2006-2007.

1. Number of Unduplicated Majors (Summer, Fall, and Spring Semesters Combined): 183
2. Number of Degrees Conferred: 37
3. Majors/Degrees Conferred Ratio: 5.20
4. Student Credit Hours: 2,032.00
5. Average Class Size: 17.92
6. Number of Faculty (Fall Semester): 4.37
7. FTE Student/FTE Faculty Ratio (as per U.S. News definition): 32.75
8. Credit Hours/FTE Faculty: 466.36

### ➤ *Qualitative Interpretation of Data*

Regarding enrollment in the Bachelor of Social Work (BSW) program during the five-year review period, the average number of unduplicated majors enrolled in the Social Work Department was 183. While there has been some fluctuation in the enrollment numbers, The Department's pattern is consistent with national trends which have shown a decline in BSW admissions during the program review period. External factors for the decline in numbers include immediate and long-term economic considerations.

Internal factors include the structural changes within the Department of Social Work. In August 2000, a University administrative decision was made to subsume the Criminal Justice Program under the Department of Social Work, at which time the Department of Social Work and Criminal Justice was formed. The Social Work Department, as a professional program, was seen as a complementary discipline to the Criminal Justice Program. This changed the roles and responsibilities of the chief administrator/department chair from a unilateral to a dual focus which impacted the Social Work Program's community involvement in student recruitment activities. The Criminal Justice Program progressed through a period of transition and growth. Beginning August 2007, the Criminal Justice Program became an independent department and the Department of Social Work was, once again, an independent, free-standing entity.

Future trends show indications of increasing enrollment, according to sources such as Council on Social Work Education (CSWE) statistical information and the Bureau of Labor Statistics/Occupational Outlook Handbook (<http://www.bls.gov/oco/ocos060.htm>). Employment in the social services area is

expected to rise higher than average, which will have a positive impact on enrollment in social work programs. Within the Department, there is a cyclical pattern to the number of graduates, with current numbers showing an upward trend. The Department is responding to the enrollment issues through a plan for active recruitment.

During the program review period, an average of 37 BSW degrees were awarded with the average ratio of degrees conferred being 5.20. Because of the explicit CSWE requirement for professional mentoring of potential social workers, the faculty's responsibilities in professional student advisement in addition to academic advisement is significant; therefore the numbers/ratio of students to faculty advisors is a strength. Average class size is 16.4, which is in keeping with professional social work programs of comparable size.

Number of faculty in the Department has been consistent over the program review period. In calculating the FTE faculty, the data given under the number of full-time faculty and part time faculty in 2006-2007 appears confusing. The Department has had one part time and four full time faculty during the review period; however, the data given does not reflect the part-time faculty position in the Department in 2006-2007, which thereby affects the overall FTE data.

Each faculty member has teaching and professional social work practice experience. All faculty have been teaching for a number of years which helps to assure the stability of the program's essential functions. Continuity of the faculty is illustrated by the Program Director's and Director of Field Instruction's longevity in their respective program positions.

The primary responsibilities of the Social Work Faculty include teaching, student advisement, and professional advisement. Additional responsibilities include the following (see section 4 on Teaching Productivity for more information):

- ongoing oversight of program development including the design, modification, approval, implementation, and evaluation of the Program's curriculum and educational policies
- systematic and continuous evaluation of program outcomes in light of the Program's specified goals and objectives
- teaching and modeling professional social work practice and other social work skills
- coordination of Field Instruction
- maintenance of program integrity

Regarding Credit Hours/FTE Faculty, the usual expected teaching load at the University of North Alabama is 12 credit hours for each semester during the academic year, excluding summer. In the Department of Social Work, workload credit is provided for program administration and Director of Field Instruction responsibilities. As part of the Department, faculty members are expected to perform community service related to the purpose of the program, participate in activities of professional organizations, seek out professional development activities, and engage in research, publication, and other scholarly production.

Regarding Department Expenditures and Budget Allocation, the average budget for the program review period was \$344,187.17. The breakdown is as follows:

Faculty Salaries	72%
Staff Salary	3%
Benefits	21%
Supplies/Telephone	2%
Faculty Development, Supervisory Travel, University Work Study	2%

Current social work budgetary needs are at a modest level due to financial restraints at the state level for all of higher education in the State of Alabama. The University has demonstrated its support for the Social Work Department by providing resources that enable the Department to achieve its goals. Additional money is needed for specific recruitment and retention of social work majors (separate and distinct from general University recruitment efforts).

The cost per credit hour increased during the program review period which may be associated with tuition and technology costs.

**3. Assess the Department as it Relates to Students**

➤ ***Enrollment***

During the five-year program review period, the average number of unduplicated majors enrolled in the Social Work Department was 183. As indicated in the qualitative description above, there is a cyclical pattern to the enrollment numbers.

➤ ***Degree Productivity***

During the program review period, an average of 37 Baccalaureate of Social Work (BSW) degrees were awarded per year. The Department has a high retention and graduation rate which is attributed to a clear professional program design and implementation.

➤ ***Student Services***

Students are encouraged to participate with faculty and practitioners in continuing educational opportunities to enhance their professional experiences. This is accomplished in a number of ways including providing opportunities on campus as well as attending and presenting at local, state, regional, and national meetings, conferences, and workshops. Students are also encouraged and supported in their involvement as volunteers in community agencies, organizations, and grants sponsored by the

Department and the University. The Social Work Faculty works diligently and cooperatively with the University Department of Developmental Services to meet the needs of students who have special needs.

➤ ***Outcome Information (including student performance on licensure/certification exams, job placement of graduates, student, alumni and employer surveys)***

The purpose of outcome assessment is to provide quality assurance in social work educational programs by measuring the effect of a program against its goals. Objective information on outcomes contributes to the decision making process related to the Social Work Program's planning and development.

Numerous graduates of the BSW program take the national social work licensing exam (written by the Association of Social Work Boards) but the actual pass/fail statistical information is not available because University funds have not been allocated to purchase this information. However, anecdotal evidence from graduates and employers confirms that graduates take and pass the BSW licensure exam in Alabama and other states.

Relative to job placement of graduates, students are required to complete a 500 hour internship during their last semester (thirty-two hour work week during social services agency hours) following completion of all academic coursework. Many of the students obtain employment as a result of their field placement experience, as well as have the opportunity to explore job opportunities in their areas of interest. Students obtain employment through the State of Alabama Merit System and other regional state and federal agencies, as well as private agencies. Graduates of the Department of Social Work are employed in many different public and private work settings including mental health services, public health agencies, family service agencies, child welfare agencies, aging services and programs and domestic violence programs, among others.

Detailed outcome information is elaborated in section 10 of this document.

**4. Assess the Department as it Relates to Faculty**

➤ ***Teaching Productivity and Activities Designed To Enhance Teaching and the Curriculum***

There are four full-time faculty and one part time faculty assigned to the Social Work Department. Of the four full-time faculty, one serves as Department Chair, one serves as Director of Field Instruction, one serves as classroom instructor and faculty Field Instruction liaison, and the other faculty members primarily instruct along with other University responsibilities.

There is an annual average of 183 students designated as Social Work majors. The full-time faculty provides academic advisement for all Social Work majors. The Program does recognize that its faculty resources currently are stretched with the number of majors.

The Social Work faculty have expertise in several fields of professional practice including healthcare, family and children's services, mental health, school social work, developmental disabilities, youth

services, gerontology, research, and community organization. One faculty member has experience in policy and community development, and three have considerable experience in supervision and management; all have had experience in grant writing and program development. All faculty have had extensive experience in baccalaureate social work education. The Department Chair has been at this institution since 1971 and was the founder of the Social Work Program. The Director of Field Instruction has been affiliated with the University BSW Program for eighteen years, providing stability to the program.

Faculty in the Department of Social Work are active in the social work profession in various ways, bringing social work practice and professional input to the program. Department faculty are involved in community service, ranging from agency boards of directors to consultants. One faculty member is actively involved in a regional Field Instruction consortium. Another faculty member is active in the Alabama Higher Education Child Welfare Consortium. All faculty provide workshops, in-service training, and continuing education opportunities, including the co-sponsorship of seminars and training for community social services staff. The faculty are active annually in the Alabama-Mississippi Social Work Education Conference. The Director of Field Instruction is a program representative on a nearby university graduate MSW program's community professional advisory committee. Faculty members regularly make presentations at local, regional and national conferences and workshops.

Maintaining a close relationship with the University's Office of Continuing Studies and Outreach has resulted in a wide variety of workshops which are co-sponsored by the Department. The Department faculty plan to coordinate, at least annually, continuing education programs through events such as *Social Work Day* and orientation and training for Social Work Field Supervisors.

The Social Work faculty are involved on campus in a variety of ways. The Department Chair, along with other faculty, are mentors for freshmen and students who transfer from other institutions each semester. Faculty are involved in several University committees including the Arts and Sciences Faculty Development and Research Grants Committee, the Presidential Mentor Academy Committee, and the OPEN Nursing Committee, Athletic Committee, Readmissions Committee, Multicultural Affairs and Library Services. Individual faculty are also involved in other activities such as the Faculty Mentoring Program and other duties and committees as requested by the Administration. All faculty work regularly with the Office of Student Life (Developmental Services) regarding special populations of students and their specific needs, including disabilities. The Department's relationship with staff in Admissions, Records, Student Development, Counseling and Career Services, Library, and Continuing Studies and Outreach is excellent. Department faculty are well known to these University units and have a close working relationship with their staff.

The Social Work Program faculty meet weekly to review program and curriculum matters. Decisions regarding curriculum or policy modifications are discussed by all faculty, following discussions and input in some instances from the Student Advisory Committee and the Community Advisory Board. While the final decision regarding such matters rests with the faculty, input from these constituency groups is very important to the faculty.

The Social Work Community Advisory Board (which is composed of staff representatives from community social services agencies) is charged with the role of providing formal input into the Social Work Department on a variety of topics such as jobs for BSW graduates, curriculum changes of

significant interest, retention and recruitment of social work majors, and opportunities for social work continuing education programs to meet demands of the profession. The Advisory Board members appear to appreciate the opportunity to provide input into the Social Work Department. The Advisory Board also provides consultation on adhering to the Department's mission statement, curriculum issues, hosting workshops and seminars, field placement evaluation, and assessment of various other aspects of the Program.

Social Work Department faculty interact regularly regarding course content and its relevance to the overall social work curriculum. Assessing the relevance and adequacy of course content in this curriculum area is an ongoing process. The Social Work faculty confer on course changes, textbook changes, course content and methods of instruction. Regular feedback from faculty, students and field supervisors provide opportunities for Social Work faculty to be informed about content changes needed in the curriculum. Keeping informed of contemporary social problems, professional social work issues, and the status of social welfare programs assists the faculty in modifying courses to adapt to societal and professional changes. The evaluation and modification of courses to make them more relevant and adequate for preparing the beginning generalist social work practitioner is an ongoing process for the faculty. Field Coordination is handled by the Director of Field Instruction with the assistance of one other full-time faculty who serves as Field Liaison.

Curriculum changes recommended by the Social Work faculty are presented by the Chair to the various University committees. The Chair confers with various other Chairs and faculty regarding their involvement in the social work major through their support from prescribed supporting courses. Program faculty regularly attend national conferences sponsored by CSWE, Association of Social Work Baccalaureate Program Directors (BPD), and the Alabama-Mississippi Social Work Education Conference in order to bring information back to the Program for evaluation and review.

### ➤ *Research Productivity*

The Department Chair is a certified site visitor for CSWE and has served on several CSWE committees and commissions including Faculty Development and Conference Planning, and (more recently) the Commission on Accreditation. The Chair is a recent Past President of BPD and regularly makes presentations at local and regional conferences and workshops.

Maintaining a close relationship with the Office of Continuing Studies and Outreach has resulted in a wide variety of workshops which are co-sponsored by the Department. Workshops recently have included topics such as gerontology, diversity, administration and management, mental health issues, etc. As previously stated, the Department values this cooperative partnership and will continue to work with this Office to develop additional meaningful continuing education opportunities for members of the community.

Dr. Joy Borah has consistently engaged in research and continuing professional development by maintaining a consistent presence at national and regional conventions, presenting papers in her areas of scholarship. Selected conference presentations during the program review period are listed below:

- Participated and completed the 3-year Curriculum Development Institute training program sponsored by the Gero-Ed Center of the Council of Social Work Education in Spring 2007.

- *Between Two Worlds: Intersecting Identities, Negotiating Space* at the 51<sup>st</sup> Annual Program Meeting of the Council of Social Work Education, the national accrediting body for Social Work Education, held at New York City on Feb 26-Mar 01, 2005.
- *Gender, Ethnicity and Violence: Barriers in Service Utilization and the Need for Culturally Responsive Services for Immigrant women in the United States* at the 33rd Annual Alabama-Mississippi Social Work Education Conference, sponsored by Alabama A & M University on October 6-8, 2004, in Madison, AL.
- *United Way Community Needs Assessment Study* Presentation, Florence Convention Center, Florence, AL., May 30, 2004.
- *Immigrant Women and Domestic Violence: Social Work Intervention Strategies*. Safeplace Inc. Florence, AL November 12, 2003.
- *Group Work with Diverse Populations: Practice Principles and Skills* Speaker, Department of Counseling Education, University of North Alabama, March 12, 2003.
- *September 11, 2001 – Bringing Global Issues to Social Work Teaching: A Call for Change* at the 31<sup>st</sup> Annual Alabama-Mississippi Social Work Education Conference, sponsored by the University of Alabama at Tuscaloosa on October 2-4, 2002, in Tuscaloosa, AL.

Mrs. Katherine Crisler is an active member of the Alabama Higher Education Child Welfare Consortium and participates in frequent ongoing research and related activities. The Department partners with the state's Child Protective Services agency (Alabama Department of Human Resources) to develop and implement a variety of strategies which will produce highly trained social workers for future employment in the child welfare system.

Mrs. Jackie Winston, Project Coordinator, Mrs. Freda Reeder, Assistant Director, and the staff at the North Alabama Group Home for Girls (NAGH), a State of Alabama Department of Youth Services grant project, were recognized by the American Correctional Association for the outstanding services provided to residents of the facility and youth in custody of the state. The program received 100% compliance in all standards as a result of its audit by the American Correctional Association (ACA) on October 15-16, 2007.

The Department supports individual faculty members in the presentation of their research papers in regional and national conferences. Areas addressed have included Gender, Ethnicity and Violence, Infusing Global Content in the Social Work Curriculum, Immigration, and others.

The Department has participated in two contracts with the Alabama Department of Human Resources. In the first contract, faculty functioned as evaluators of applicants for administrative positions with this public welfare agency. In the second instance, the contract offered six social work seniors a \$2,000 stipend to do their field placement with DHR and accept available post graduation employment, following evaluation of the student's performance and practice readiness.



In 2002, the Program was selected as one of ten pilot sites in the nation for the Intergenerational Advocacy Project. This project was sponsored by the Council on Social Work Education, the National Committee to Preserve Social Security and Medicare, and the National Association of Area Agencies on Aging. One foundation core course partnered with the local Department of Aging Services, a unit of the Northwest Alabama Council of Local Government, to coordinate and sponsor political advocacy activities with national, state, and local politicians. The purpose was to discuss and present critical policy issues related to the promotion of a more positive and active aging environment in Northwest Alabama. These activities culminated in a political forum to assist the aging population in effectively advocating and communicating their specific needs to politicians and city officials at all systems levels.

The Social Work Research class was involved in partnership with United Way of Northwest Alabama to conduct a community needs assessment study in a three county area. This study involved surveying service recipients and providers, business leaders, and the general public.

The University's Certificate In Gerontology Program integrates the interdisciplinary components of Social Work, Sociology, and Nursing. This Certificate Program is academically diverse and prepares students to serve today's aging population and their families.

In conclusion, the Program's involvement with grant and research projects, certificate programs, professional research presentations and community partnerships illustrates the program's commitment to and interest in the enhancement of human well being and promotion of social and economic justice.

➤ *Service (including service to public schools)*

Faculty in the Department of Social Work are active in the social work profession in various ways, bringing social work practice and professional input to the program. Program faculty are involved in community service, ranging from agency boards of directors to consultants. One faculty member is actively involved in a regional Field Instruction consortium. All faculty provide workshops, in-service training and other continuing education opportunities, including the co-sponsorship of seminars and training for community social services staff. The faculty are active annually in the Alabama-Mississippi Social Work Education Conference. The Director of Field Instruction is a program representative on a nearby university graduate MSW program's community professional advisory committee.

The Department is committed to the goal of enhancing town/gown relations and service to the community. Several actions have been taken in this regard. The Department of Social Work provides continuing education hours for the professional development of licensed social workers and other professionals by offering workshops and conferences independently as well as in conjunction with the University of North Alabama Office of Continuing Studies and Outreach. This provides a valuable service to professionals in the community and region, as well as to the University community. Some of the professional education opportunities for academic years 2002 – 2007 were: Dealing with Difficult People, AIDS Forum, Fatherhood Initiatives Conference, Long-Term Care Giving, Living with Grief Teleconference, Tennessee Valley Gerontology Conference, HIV/AIDS Conference, Dealing with Loss and Grief, and Preventing Child Abuse. A comprehensive listing of conferences is maintained in the Department of Social Work.

The University and the Social Work Program collaborate with the Federal Work Study Community Service Learning Program to assign student workers to agencies including the Colbert-Lauderdale Attention Homes and the Boys and Girls Club.

These partnerships of service provide the students and faculty an opportunity to engage in collaborations with outside resources. Community service learning opportunities, co-sponsorships of programs, and professional development opportunities emphasize the promotion of social and economic justice for individuals, families, groups and communities at risk.

The Social Work Organization (SWO) has been an active campus organization for over twenty-five years and has annual fundraisers for special projects. The President of the Social Work Organization serves as an ex-officio member of the Board of Directors of the Shoals Family Success Center, an organization that partners with other social service agencies in the area to connect families with needed resources.

The organization co-sponsors *Social Work Day* in the spring semester to raise monies to further students' professional development and to accomplish special projects for social services agencies. Previous *Social Work Day* topics have included: Diversity Issues in Social Work, Rehabilitation Programs for Disabled Children and Mental Health Issues for Social Work and Criminal Justice. Through *Social Work Day* and other activities, students are encouraged to become actively involved with the community through projects and workshops. For example, SWO participates in the area's United Way Day of Caring by volunteering to complete a needed project in the community (for example, the students painted two recreation centers sponsored by the Boys and Girls Club). SWO also publishes an occasional newsletter and brings in speakers from various community service agencies for its meetings.

Faculty in the Department are active on numerous boards in service to the community including North Alabama Juvenile Girls' Group Home, Cramer Children's Advocacy Center, Department of Human Resources, Shoals Family Success Center, Safeplace, North West Alabama Community Health Association, United Way of Northwest Alabama, Children's Policy Council of Northwest Alabama, Shoals Diversity Council, and others.

### ➤ *Faculty Development Plans*

#### **Joy Borah, Ph.D.**

Continue to use different pedagogical approaches including multimedia, group work, class debates, guest speakers and structured discussions, keeping in mind the diverse learning needs of students.

Strengthen community service learning components in classes. Students in the Social Work Research class were involved in partnership with United Way of Northwest Alabama to conduct a community needs assessment study in a three county area. This study involved surveying service recipients and providers, business leaders, and the general public. Students have participated in Needs Assessment Surveys and presented papers in conferences.

Enhance professional development by continuing to participate in opportunities such as the 3-year Curriculum Development Institute training program sponsored by the Gero-Ed Center of the CSWE which was completed in 2007.

Continue to serve on several committees at the University level, including Multicultural Advisory Committee, Presidential Mentor Academy Advisory Committee, OPEN Advisory Committee, College of Arts & Sciences Faculty Research and Development Grant committee, Promotion Committees (Fall 2007), Faculty Search Committees, and Chair, Program Committee, Phi Beta Delta International Honor Society (Spring 2007).

Continue to serve as Faculty Advisor to the Social Work Organization.

Continue to serve as a Board Member and Trustee in numerous social services organizations including Shoals Family Success Center, Florence, Safeplace Inc, North West Alabama Community Health Association, United Way of Northwest Alabama, Children's Policy Council of Northwest Alabama, Shoals Diversity Council and President, Shoals India and South Asia Association, Florence, AL.

Continue to expand the use of technology in the classroom by utilizing interactive learning methods such as student response systems and Tegrity.

Continue to increase specificity of course objectives by linking and assessing teaching activities to students learning outcomes.

Strengthen emerging research agenda related to global issues, immigration, and social work scholarship for publication and presentation in regional and national conferences.

As Department Chair, continue to provide leadership in all aspects of the Department's operations, with special emphasis on Accreditation and Assessment, and acquire needed resources to meet program mission and goals.

Continue to encourage collaborative efforts at all levels, including the campus as well as the professional social work community that will benefit the University both at the regional and national levels.

**Katherine Crisler MSW, LCSW, PIP**

Continue to function as a representative of the Department of Social Work in the Alabama Higher Education Child Welfare Consortium. This will involve attending quarterly (sometimes bi-monthly) meetings with representatives from other CSWE accredited social work programs in Alabama and representatives from the State of Alabama Department of Human Resources. Engage in preparatory efforts in order to effectively contribute to Consortium activities which include development of innovative child welfare training material, ongoing research related to social work licensure issues, and development of effective strategies for recruitment of well-trained social workers for agency employment.

Update content in social work courses to incorporate newly developed child welfare concepts and social work practices which are developed through work with the Alabama Higher Education Child Welfare Consortium described above.

Meet and exceed requirements for maintaining social work licensure in the state of Alabama at the Licensed Certified Social Worker (LCSW) and Private Independent Practitioner (PIP) levels.

Take leadership in completing needed comprehensive revision to the Social Work Program Student Handbook.

Actively contribute to the Department's work toward completing the CSWE self study process for the upcoming site visit (2011) for reaffirmation of national accreditation.

Expand use of technology in the classroom by developing updated PowerPoint presentations for all classes taught, increase utilization of email as a means of communicating with students, and implementing web-based components into each course via WebCT/BlackBoard.

Continue active service on the Quality Service Review/Quality Assurance Team for the Lauderdale County Department of Human Resources which involves attending monthly meetings to staff cases with social workers and community team members, conducting in-depth interviews with clients then completion of required protocol documents and verbal presentations to the Team, participation in federal audit activities to ensure compliance with Federal Court mandates, attendance at periodic trainings for up-dated protocol instruments, and conducting special research studies on child welfare cases.

Continue active service on the Quality Assurance Team for Alabama MENTOR. Attend periodic meetings to discuss child welfare and related agency issues, staff cases, provide input to enhance agency functioning, and conduct client and stakeholder interviews to ensure that the agency maintains compliance with mandated service delivery standards.

Attend at least two national, regional, state, or local professional conferences each semester and then incorporate new social work practice information into classes. Make at least one formal presentation at a recognized conference per academic year.

Enhance and improve the distance learning (internet) section of SW 230 Introduction to Social Work and expand its effectiveness as a recruitment strategy for the Department.

Continue to teach one section of SW 230 Introduction to Social Work as a Learning Community course, paired with EN 111 First Year Composition I.

Develop new course requirements and refine existing activities/assignments for all courses taught, with specific emphasis toward increasing service learning opportunities outside the classroom and student engagement in the classroom.

Implement use of updated textbooks and create additional student activities, assignments, and study materials to accompany each new text. At the end of each semester, review new assignments/activities for effectiveness with regard to achieving desired student learning outcomes.

**Jackie Winston MSW, LGSW**

Pursue grant and research opportunities to maintain and enrich the North Alabama Group Home Project.

Continue to stay actively involved as a participant in National and Regional Conferences and professional associations.

Continue training and affiliation with the Council on Social Work Education as an Accreditation Site Team member.

Continue to pursue training to advance professional knowledge and skills to aid in professional program development.

**Dr. Todd Stanfield**, who served as a part-time faculty member in the Department during the program review period, left the University in July 2007.

**5. Assess the Department as it Relates to Facilities and Resources**

➤ *Library*

The administration of the institution and the program provides the library holdings and other educational resources necessary for attaining the program's goals. Because the University of North Alabama has been preparing students for careers in social work since its inception in 1974, the University library has steadily built resources that support the social work curriculum. These resources include holdings in hard copy books as well as periodicals, reference works, governmental documents, audio-visual holdings, and online resources. Please see Attachment A for the Librarian's Report.

A positive working relationship with the professional library staff results in meeting the needs of discipline-specific requests. Classes meet in the library for instruction on accessing social work resources to assist in meeting student learning and research needs. For example, SW 305 and SW 370 have library orientation and instruction as part of their course requirements. A range of social work classes have library assignments related to materials on reserve in the library.

➤ *Laboratories*

Students have access to individual computers in the library, Academic Resource Center and the computer laboratory in the Learning Resource Center (when not being used by classes). These computers are available on a first-come, first-serve basis and can be reserved through the appropriate staff. The instructor must reserve the lab when computer facilities for a class are needed.

➤ *Equipment*

All faculty have personal computers, printers, and telephones. Each faculty member and the secretary have their own phone and extension. Calls can be rerouted easily within the department and voice mail is included within each extension to assure that individuals can leave messages when no one is available. They also have access to the University voice mail system, copying and facsimile machines, Scantron

grading machines, paper shredders, DVD/VCR equipment, video cameras, overhead projectors and multimedia resources.

In addition to the availability of Tegrity, portable video equipment which can be used in the classroom and other settings is available to enhance learning exercises. The classroom assigned to the Department is a Smart Classroom and faculty regularly incorporate technology in their teaching to enhance student engagement.

As the University has been steadily upgrading the electronic data and word processing hardware and software available for use, the Social Work Department's computer needs are satisfactorily met. Maintenance and upgrade of this equipment is also satisfactory. Training sessions for computer use are offered on a regular basis. The University has adopted an advanced technology program (Banner) which will significantly increase technology capabilities on campus.

The Department has access to two large photocopying machines in the building located on the same floor as the department office. For fewer numbers of copies, the Department has access to a smaller photocopying machine in the office area.

All technical support systems are accessible and available for use by disabled students on campus.

There is a need for a laboratory for observing and video-recording interviews to develop students' clinical skills for interviewing.

### ➤ *Space*

The Department of Social Work offices and classrooms are all located in Stevens Hall very near the heart of the campus. The location of the Department is fairly central to all areas of the campus and is well-known. Being housed in the building with the College of Education, College of Nursing and the Sociology Department is a strength for the Department.

All faculty offices are private and are located in an office suite arrangement on the 5<sup>th</sup> floor with classrooms on the 3<sup>rd</sup> floor. Individual faculty offices connect to a large outer office which is the administrative secretary's office and reception area. The faculty offices are small and extremely close to each other which has both advantages and disadvantages. There are no windows so regulating the temperature of the office complex is often a challenge. The Department could use some additional storage and work space in or near the immediate office area.

One classroom on the 3<sup>rd</sup> floor of Stevens Hall has been assigned to the Department, and there is one other classroom on the same floor that the Department has access to and uses frequently. The assigned classroom has an informal bulletin board in the room available to faculty, staff and students.

Stevens Hall conference and meeting rooms which are convenient to students and faculty and which may can be reserved for regular use by the Department. Necessary arrangements for students with disabilities are typically successfully worked out in the classrooms utilized for social work classes.

➤ *Support Personnel*

The Department has one full-time professional secretary and two student workers who each work 10 to 12 hours a week under the supervision of the professional secretary. The professional secretary is very knowledgeable about the importance of the Department's relationship with the social work community and field program. One of the student workers is primarily assigned to assist the Director of Field Instruction. The Department Chair utilizes the same available professional support services as the other faculty based on individual faculty needs.

In addition to the competent professional secretarial services available to the faculty, the University has staff in the Research and Grants Office that are available to assist faculty with research and scholarship needs.

**6. List Notable Achievements by the Department**

➤ *Departmental Achievements*

The Department has several achievements to its credit, including the following:

- Group Home grant program was fully accredited three times without conditions
- Long-term, ongoing participation in numerous agency Quality Assurance Committees
- Active, contributing member of the Higher Education Child Welfare Consortium
- Selected as the site for the quarterly Board Meeting of the Alabama State Board of Social Work Examiners
- Longstanding sponsor of annual community conferences such as *Social Work Day*
- Available to area social services agencies to conduct assessments, etc
- Intergenerational Advocacy Project for consecutive years
- National Children's Advocacy Center – annually have three students awarded scholarships to attend Child Abuse Conference and volunteer for numerous tasks
- Students receive scholarships to participate and present in state, regional, and national conferences annually
- Lifetime Achievement Award awarded by CSWE to Department Chair

➤ *Student Achievements*

- Social Work students have regularly received scholarships to participate in the National Child Abuse Conference sponsored by the National Children's Advocacy Center
- The Social Work Research class (SW 370) was involved in partnership with United Way of Northwest Alabama to conduct a community needs assessment study in a three county area which involved surveying service recipients and providers, business leaders, and the general public
- A recent BSW graduate joined the Peace Corps following graduation and spent two years in South Africa working with the AIDS population
- Students in SW 316 and SW 362 partnered with the State Health Insurance Program (SHIP) and NACOLG to administer the Medicare Prescription Drug Plan to senior citizens

- Students regularly participate in the Senior Ball that is held on campus in partnership with NACOLG
- Each semester, several graduates are accepted into MSW programs for graduate study

➤ *Grants and Other Funds Generated by the Department*

The North Alabama Girls Group Home is a grant project funded by the Alabama Department of Youth Services. The program has been in operation for approximately nine years and has received three 100% ratings by its accrediting body, the American Association for Juvenile Justice. The project provides a ten bed residential program for adjudicated females between the ages of 12 and 18. The project has been an excellent example of the community partnership that exists between the Social Work Department and various community and state agencies. The project is evaluated quarterly by the grantor (DYS) to assess the program's overall effectiveness. The grant also allows opportunities for University students from a variety of disciplines to engage in service learning volunteerism, internship placements, and work study.

The Department has participated in two contracts with the Alabama State Department of Human Resources. In the first contract, faculty functioned as evaluators of applicants for administrative positions with this public welfare agency. In the second instance, the contract offered six social work seniors a \$2,000 stipend to do their field placement with DHR and accept available post graduation employment.

In 2002, the UNA Social Work Program was selected as one of ten pilot sites in the nation for the Intergenerational Advocacy Project; this was previously discussed in section 4 of this document in the Research Productivity summary.

The University and the Social Work Department collaborate with the Federal Work Study Community Service Learning Program to assign student workers to agencies including the Colbert-Lauderdale Attention Homes and the Boys and Girls Club.

The University's Certificate in Gerontology Program integrates the interdisciplinary components of Social Work, Sociology, and Nursing. This Certificate Program is academically diverse and prepares students to serve today's aging population and their families.

The Department of Social Work is an active member of the Alabama Higher Education Child Welfare Consortium. The Department partners with the state's Child Protective Services agency (Alabama Department of Human Resources) to develop and implement a variety of strategies which will produce highly trained social workers for future employment in the child welfare system. Faculty participated in a meeting of the Alabama Higher Education Child Welfare Consortium in Birmingham on April 4, 2008.

In conclusion, the Program's involvement with grant and research projects, certificate programs, and community partnerships illustrates the program's commitment and interest in the enhancement of human well being and promotion of social and economic justice.



### ➤ *Other Awards and Distinctions*

In addition to the Departmental achievements, other awards and distinctions include the following:

- Dr. Jack Sellers was awarded the Lifetime Achievement award by the Association of Social Work Baccalaureate Program Directors (BPD) for his leadership of the Department of Social Work and to the profession at a national level
- The Department has always meet and exceeded accreditation standards and has thereby been continuously accredited by CSWE since 1974
- Dr. Joy Borah completed the 3-year Curriculum Development Institute training program sponsored by the Gero-Ed Center of CSWE
- Mrs. Katherine Crisler was chosen as test writer for the national social work licensure exam administered by Association of Social Work Boards
- Mrs. Jackie Winston became certified as a CSWE site visitor

## **7. How The Department Has Responded to Previous Program Review Recommendations**

Since the last program self study completed for CSWE reaffirmation, the Department of Social Work has identified and implemented several key initiatives that support the mission of the Department and the strategic goals of the University. These accomplishments are described in the following paragraphs.

**Description of Changes in Mission, Goals or Objectives:** Faculty has commenced the self-study process of the BSW program in preparation for CSWE Accreditation for Reaffirmation which is scheduled for 2011. The Department is currently in the process of refining the Department's mission statement, goals and program objectives for program planning, development and improvement. Efforts to design observable and measurable goals with supporting objectives are underway.

**Program Assessment and Outcome Measurement:** The Department applied for and received funding to implement the nationally standardized Baccalaureate Education Assessment Project (BEAP) Survey developed by the Association of Social Work Baccalaureate Program Directors (BPD) to assist the Department of Social Work in program assessment and outcome measurement. The Department is currently in the process of implementing the BEAP starting Fall 2008.

**Assessment and Accreditation Consultant:** The Department of Social Work applied for and received funding for an on-site Accreditation and Assessment consultant through the Vice President of Academic Affairs office. The consultant is scheduled to be on Campus in early September 2008. The Department is pleased to have Dr. Grafton Hull as the consultant, an internationally recognized name in the field of social work education. He is one of the founders and the current coordinator of the nationally standardized Baccalaureate Education Assessment Project (BEAP) Survey Instrument for Program Assessment and Outcome Measurement. He is the author and co-author of numerous textbooks and articles in professional journals and books. His biography is listed in Who's Who in the Midwest, Who's Who in America, and Who's Who in the World. Dr. Hull has provided consultation to over 40 social work programs in the United States. He has served on the Council on Social Work Education Board of Directors and Commission on Accreditation, and has been a past President of the Association of Baccalaureate Social Work Program Directors (BPD) and President of Social Work Education

Associations in Iowa, Wisconsin, and Missouri. Dr. Hull is the Director of the Bachelor of Social Work program at University of Utah. Dr. Hull will be assisting the Department with Program Assessment and Accreditation.

**Use of Outcomes Assessment Results:** Scores on the BEAP will be examined systematically by the Department. If scores indicate weaknesses in one or more areas, the curriculum will be evaluated to determine if changes are in order to deal with the weaknesses. The alumni survey data will be examined by the Department to help us determine the extent to which we are meeting our missions of preparing students for professional social work practice. If data indicate that Program is not being successful in achieving both of these objectives, consideration will be given to program modifications, perhaps by instituting additional professional preparation for students for employment and in preparing for graduate professional school.

**Faculty Development and Training:** All full-time faculty attended the 25<sup>th</sup> Annual Conference of the Association of Baccalaureate Social Work Program Directors (BPD) on March 5 – 9<sup>th</sup>, 2008 at Destin, Florida. At the conference, faculty met with the Accreditation Specialist for the Council of Social Work Education and obtained information in preparation of the Department's self-study and accreditation process.

Dr. Joy Borah and Mrs. Jackie Winston participated in the CSWE Reaffirmation Training Workshop on Accreditation for programs preparing to write the self-study on April 11 and 12, 2008 in Alexandria, Va.

Mrs. Jackie Winston became a certified site-visitor for CSWE Accreditation and served as a Site Team Visitor to another social work program in January 2008. This provides additional expertise within the Department and provides an important service to the accrediting body.

**Maintain a Quality Faculty with a Reputation for Excellence Among Students, Colleagues, and the Social Work Practice Community:** Continuity in faculty and staff who are highly qualified in the field of social work illustrates stability of the Social Work Program. Dr. Jack Sellers retired as Chair of the Department in July 2007 after 31 years of service to UNA. Another part time faculty member also left at the same time for a position in another institution. With these exceptions, other faculty members have not changed. Ms. Freda Coleman-Reed, Director of Alabama MENTOR, was hired to fill the vacant full time position and two new adjuncts have been hired to cover the part time position – Ms. Michelle Rivard and Ms. Marilyn Davis. The Department is fortunate to have such well-placed and highly regarded social workers teaching in the BSW program.

This is Dr. Joy Borah's first year as chair of the Department of Social Work, and tenth year teaching in the program. Mrs. Jackie Winston and Mrs. Katherine Crisler have been teaching in the Program for at least eighteen years. This is Mrs. Amy Thompson's second year as full time administrative assistant.

## **8. State the Vision and Plans for the Future of the Department**

### **➤ *Vision Statement***

The vision of the Department of Social Work is to train and nurture social work professionals who advocate for human well being and promote social and economic justice in a global society, emphasizing a commitment to the advancement of professional social work practice. The Department plans to continue to be a valuable resource in the community which is responsive to needs in the social services community.

### **➤ *In Five Years***

- Achieve full reaffirmation in CSWE Accreditation Review
- Demonstrate achievement outcomes with BEAP scores above national norms
- Increase undergraduate enrollment in Social Work Major
- Hire new faculty member with research experience.
- Enhance department research agenda
- Enhance Infusion of global content in curriculum
- Enhance engagement and collaboration with service community
- Increase revenue through grants and contracts
- Demonstrate achievement outcomes with at least a 75% passing rate for students taking the social work licensure exam.
- Develop certificate programs in response to need for specific training in various social services agencies

While some of these activities can be accomplished with present resources, others such as procuring, licensure data, recruitment and marketing of the Department and, in the future, developing certificate programs will require additional state resources.

## 9. Program Overview

### ➤ *Brief Overview of Social Work Department*

The Social Work Department endeavors to prepare students at the baccalaureate level for beginning social work practice with individuals, families, groups and organizations in diverse communities. The Social Work Program provides content to enable students to effectively assess and address the needs of the institution's service area and broader regions and to promote social and economic justice. Much like the University at large, the transmission of the social work knowledge base is accomplished through teaching, research, and community service.

### ➤ *Mission Statement*

The mission of the Social Work Department is to provide a learning context and an academically challenging curriculum that enables students to integrate and apply the knowledge, skills, and values of the social work profession in preparing to become competent baccalaureate social work practitioners in a variety of settings and with diverse client systems of various sizes.

The stated mission of the University of North Alabama is to share the discovery, preservation, and transmission of knowledge through teaching, research, and public service. Within this broad statement, the University recognizes an obligation of service to the people and the needs of the state and region. With this in mind, the Social Work Department is a strong manifestation of the institution's mission. The social work profession's commitment to the enhancement of human well-being and promotion of social and economic justice is in harmony with the institutional mission and purpose of the University.

### ➤ *Social Work Department Goals and Objectives*

The following **goals** under gird the Program's academic objectives:

- To offer a broad base of liberal arts studies and prescribed supporting courses as well as the professional foundation content that includes the knowledge, values, and skills necessary for preparation for generalist practice with diverse populations at all system levels (individuals, families, groups, organizations and communities)
- To support, uphold, and promote professional competence which will incorporate the knowledge, skills, values, and ethics of the social work profession
- To create an intellectual environment that fosters critical and independent thinking through the planning, development, and implementation of social policies, services, resources, and programs that address basic human needs
- To provide experiential learning opportunities to facilitate students' abilities to enhance the quality of life, and to support and promote social and economic justice to the region's culturally diverse populations

- To provide students with content about social context and the changing nature of these contexts encountered in social work practice, organizational behavior and culture, and the dynamics of the change process
- To support a commitment to professional development and personal growth which may include social work licensure, graduate social work education, continuing education, and additional professional certifications

The Social Work Department has identified the following **objectives** that reflect the goals relative to teaching, research, and public service.

- Demonstrate analytical skills for independent and critical thinking within the context of social work generalist practice
- Recognize and understand the value of diversity in human behavior and development while practicing within the framework of professional social work ethics and values
- Demonstrate a commitment to their own professional growth and the professional use of self to work effectively with diverse populations and social systems, i.e. individuals, families, groups, communities and organizations
- Enhance awareness concerning the overt and covert mechanisms of oppression and discrimination that serve/function as barriers to true economic and social justice
- Demonstrate the global historical origins of the social work profession and the relationship to contemporary social issues and institutional structures
- Demonstrate the professional social work knowledge base and skills required to effectively practice with formal and informal systems
- Demonstrate through the use of theoretical frameworks, the impact of bio-psycho-social and economic factors that affect the functioning of individuals, families, groups, communities and organizations
- Analyze and evaluate how social policies impact systems which include clients, workers and organizations
- Evaluate research studies and apply findings to practice, and evaluate practice interventions and those of other relevant systems under supervision
- Use communication skills appropriately with diverse client populations, and other community groups
- Demonstrate how to effectively utilize supervision

- Demonstrate how to function effectively within organizational structures and social service systems and facilitate change when necessary

➤ ***Assessment of Program Goals, Objectives, and Student Learning Outcomes***

The purpose of outcome assessment is to provide quality assurance in educational programs by measuring the effect of a program against its goals. The Department of Social Work uses a variety of outcome measures and measurement methods to determine its success in achieving its desired objectives/student learning outcomes. Further discussion of assessment is presented in section 10 of this document. The matrix on the following pages indicates which social work courses address each of the desired student learning outcomes.

### Matrix Addressing Student Learning Outcomes

Student Learning Outcome (SLO)	SW 230	SW 305	SW 315	SW 316	SW 324	SW 360	SW 361	SW 362	SW 370	SW 432	SW 433
1. Demonstrate Analytical Skills for Critical Thinking	X	X	X	X	X	X	X	X	X	X	X
2. Understand the Value of Diversity	X	X	X	X	X	X	X	X	X	X	X
3. Demonstrate Self-Awareness	X	X	X	X	X	X	X	X	X	X	X
4. Enhance Awareness of Social and Economical Justice		X	X	X	X	X	X	X	X	X	X
5. Knowledge of Global Historical Origins of the Social Work Profession	X	X				X		X		X	X
6. Demonstrate Social Work Knowledge and Skills With Systems	X	X	X	X	X	X	X	X	X	X	X
7. Understand Bio-psychosocial and Economic Factors			X	X	X	X	X	X		X	X
8. Analyze and Evaluate the Impact of Social Policies	X	X			X			X	X	X	X
9. Evaluate Research Methods and their Application to Practice		X					X	X	X	X	X
10. Effectively Use Communication Skills	X		X	X		X	X	X		X	X
11. Effectively Utilize Supervision			X			X	X	X		X	X
12. Effectively Function Within Organizational Structures and Systems		X	X	X	X	X	X	X	X	X	X

## ➤ *Governance*

The Social Work Department has an established governance and administrative structure ensuring its authority and responsibility for decision making with respect to goal setting, program planning, and achieving specified goals. Regular review of program goals, outcomes, and their relationship to the University's goals is completed by the faculty.

Additionally, social work faculty participate in the governance of the University in a variety of ways, including representation on the College of Arts and Sciences Curriculum Committee, Readmissions Committee, Research and Grants Committee, Faculty Senate, College Council, Multicultural Affairs Committee, and other appointments as requested by the Shared Governance Committee and approved by the President.

University policies apply to Social Work Department curriculum matters when new courses are created, courses are eliminated, or the curriculum is significantly modified. Those activities must be approved through the College of Arts and Science Curriculum Committee chaired by the Dean of Arts and Sciences and the University Curriculum Committee. Faculty meetings are utilized to discuss and recommend proposals for program planning, specifically related to faculty/student projects, student involvement, and program development. The faculty meet regularly to discuss course offerings, course changes, textbook changes, and other matter related to curriculum when planning the year's schedule. The Department Chair and Field Director meet regularly to discuss matters pertinent to Field Instruction and its integration of curriculum content to field experiences.

Planning course schedules one year in advance gives the faculty opportunities to make such decisions together. The Department Chair sets the final schedule with opportunities for input from the faculty. The Department's experience has been in matters of curriculum development, budget reviews, community involvement, course scheduling and special requests from faculty and staff, the administration has been supportive of the BSW Program's request for autonomy at the departmental level.

The Social Work Department has its own budget and provides input regarding annual budgetary needs by submitting information via the Department Chair to the Dean of the College of Arts and Sciences. Recommended budgets are then sent to the Vice President of Academic Affairs (VPAA) for consideration by the University Budget Committee and the Executive Council. During the period of the joint Department of Social Work and Criminal Justice, the budgets for the Social Work Program and for the Criminal Justice Program were distinctly separate. Each Program budget specified faculty and staff salaries and benefits, supplies, travel, telephone, postage, and any other miscellaneous expenditures. The Department Chair maintained oversight of both budgets with some consultation from faculty from each respective program.

When available, the University provides additional monies for equipment, faculty development and research projects upon application. These monies are used to supplement and enhance existing allocations. When additional funds are needed by the Department in areas not sufficiently allocated, the Department Chair makes this request to the Dean who reviews it, makes a recommendation, and forwards it on to the Vice President of Academic Affairs and Provost for action.



The faculty in the Department of Social Work maintain primary responsibility for course development, changes in existing courses, overall program development and needed modifications. All proposals concerning program curriculum are reviewed by the Department, the College of Arts and Sciences Curriculum Committee (composed of all Department chairs), and the University Curriculum Committee.

Annual opportunities to revise the yearly published UNA Catalog provide an appropriate time for faculty to discuss course modifications, curriculum changes, description of the program and other issues concerning the social work curriculum. The close proximity of the faculty offices offers opportunities for faculty to discuss curriculum issues and make changes easily on both an informal and formal basis.

Independent study courses are approved for selected students who are pursuing individual service learning projects under the supervision of a Social Work faculty member. This experience provides an opportunity for students to become more aware of community needs on a more personal level. The existence of independent study courses is the result of ongoing evaluation of student learning needs and developing opportunities for meeting these needs within the social work curriculum.

The faculty are involved in the policy making process for faculty policies as they have the opportunity to react to drafts of new policies and revised policies. Tenured faculty comprises the Department's Promotion Committee. Tenured program faculty and the Chair have decision-making input into hiring, retention or termination, gate keeping issues and tenure of program personnel. The tenured faculty have the responsibility of evaluating non-tenured faculty and staff and making recommendations to the Department Chair who in turn makes a recommendation to the administration regarding their employment status on an annual basis. The University also supports a mentoring program for new faculty during the first year of their employment. Faculty members in their role of grant project coordinators actively participate in the recruiting, hiring, retention, and termination process of grant project personnel.

Within the Social Work Department, recruitment of new full and part-time faculty is a social work responsibility. Job descriptions are prepared, position advertisements written, and decisions regarding placement of advertisements are all made by the social work faculty in conjunction with the Dean of the College of Arts and Sciences and the Human Resources Department. The Chair is responsible for determining the composition of social work faculty search committees. The Chair is responsible for the evaluation of social work faculty and provides input to the Dean of the College and to the Vice President of Academic Affairs and Provost when social work faculty are reviewed for promotion, tenure, or retention. The teaching assignments of the social work faculty are the responsibility of the Department Chair consistent with the policies of the University.

➤ ***Admissions Requirements, Procedures, and Policies***

Admission and academic policies are published in the University Catalog and in the Social Work Department Student Handbook. The Social Work Department clearly articulates and implements specific criteria and processes for student admission into the BSW Program. The Social Work Faculty is responsible for implementing and monitoring Program admissions criteria for the students that meet University admissions standards and who subsequently choose social work as their major. Because each member of the Social Work Faculty is a professional social worker possessing significant practice

experience and knowledge of the attributes, aptitudes, and competencies needed by social work practitioners, the admissions component of the Program is administered effectively.

Because admission to the University is a prerequisite for admission to the Social Work Program, it is important to understand procedures and policies pertinent in both areas. Specific policies which regulate admission to the institution are stated in the “Admission to the University” and the “Academic Procedures and Requirements” sections of the University Catalog. Each student receives a copy of the Catalog for the academic year in which they enroll at the University; each Catalog is in effect for seven years. Students are advised to keep up with the Catalog throughout their enrollment, as it specifies academic policies and procedures which must be met to graduate from the institution.

Once admitted to the University, students may initially declare their intention to major in social work. Each declared social work major receives a copy of the Social Work Program Student Handbook, an essential reference which explains specific Program policies and procedures. The Handbook is given to each student as soon as it is clear that social work is their declared major; this may occur in an interview with a faculty member or during enrollment in the first foundational social work courses.

In addition to the University Catalog and Social Work Program Student Handbook, each student receives a copy of the University Student Directory/Handbook. Updated annually, this publication includes detailed descriptions of academic policies and procedures, student rights and responsibilities, facilities and services, and additional important information. Copies are distributed once a year to enrolled students and may be obtained in the Office of Student Life.

The Social Work Department Student Handbook explains thoroughly the Department’s admissions procedures and academic policies. It is noted that -- in addition to the University nondiscrimination policy stated previously -- the Department has established a policy which prohibits discrimination against students and clients on the basis of race, ethnicity, national origin, age, religion, gender, sexual orientation, marital status, socio-economic status, disability, or other aspects of diversity.

An important objective of the Social Work Program is to be sensitive to the needs of the University population, while at the same time endeavoring to admit students into the major who present themselves as good candidates for the unique demands of professional generalist social work practice. Upon admission to the University, a student may initially declare social work as their major. Students who enroll in another program but later chose to change to social work must complete a Request For Change of Major Form and is then assigned to a social work faculty advisor; this advisor-student relationship is the beginning point for assessment of the student's suitability for the Program and profession.

Prior to being formally accepted into the Social Work Program, majors must successfully complete the first three foundational social work courses, earning at least a C and 2.66 GPA (overall) in the courses:

SW 230	Introduction To Social Work
SW 305	Social Welfare Policies and Services
SW 315	Human Behavior and the Social Environment I

Throughout these courses and in academic advisement sessions during these semesters, the Faculty assesses aptitude for the profession as the student begins to process the personal and professional

requirements inherent in becoming a professional social worker, Application for formal admittance or matriculation into the Program is made during enrollment in SW 316 Human Behavior and the Social Environment II.

Candidacy or eligibility for matriculation includes the following components:

- Minimum 2.66 GPA in 3 courses specified above (SW 230, SW 305, SW 315)
- Minimum overall 2.00 GPA (includes all coursework attempted at UNA)
- Satisfactory standing re: quality points (no deficiency in quality points)

Steps in completing the matriculation application process are:

- Submission of BSW Matriculation Application during enrollment in SW 316 Human Behavior and the Social Environment II
- Submission of two letters of reference from persons other than peers or relatives; professional references preferred
- Completion of a Self-Description Paper addressing pertinent issues relating to social work as a career choice (a required component of coursework during enrollment in SW 315)
- Scheduling a required matriculation interview with a team of social work faculty members which does not include assigned faculty advisor

When assessing students for matriculation, the Faculty also considers nonacademic criteria. Evaluation of professional aptitude occurs during observations of individual functioning and interaction with others in the classroom, during personal contacts and advisement, impressions during the matriculation interview, and from other factors. Faculty assessment of professional aptitude includes, but is not limited to, the following areas:

- General aptitude for competent social work practice; personal attributes necessary for helping others and interest in the profession
- Commitment to professional social work practice values and ethics, including challenging personal values and enhancing self-awareness
- Commitment to personal and professional development in the classroom and through out-of-classroom service learning opportunities

In summary, the matriculation process involves the following steps:

- The student must satisfy all application/candidacy requirements, as previously described.
- The student must participate in a faculty interview.

- The faculty interview is facilitated by questions on the Matriculation Screening Form. The Faculty confers, and then recommends one of the following actions: acceptance into the Program, provisional acceptance dependent upon specified actions, or denial of matriculation into the Program.
- Written notification is provided to the student regarding action taken by the Faculty, including steps necessary to correct deficiencies. In the event that matriculation into the Program is denied, students have the right to appeal the decision.

Following initial admission into the Social Work Program through the matriculation process, additional policies apply as the student progresses through the required coursework toward Field Instruction courses (SW 432 and SW 433) and the completion of the BSW degree. In order to enroll in Field Instruction, 2.66 GPA in all social work courses and 2.0 overall GPA standards must be achieved. The Program's established minimum grade requirement for every social work course is C or higher; a lower grade requires that the course be repeated.

➤ ***Degree Requirements***

Throughout the semesters, social work majors are required to keep regular advisement appointments with assigned faculty advisors. The Department has a clearly structured system that manages assignment to an advisor, and later assignment to the Director of Field Instruction at a particular point in preparation for admission into the Field Instruction courses. During these semesters, advisement is guided by the online University Degree Audit and the Social Work Program Worksheet/Checksheet which delineates course requirements to earn a BSW. Each student receives a paper copy of the Social Work Program Worksheet/Checksheet, and has access to the electronic version of their Degree Audit available through the UNAPortal system.

The relevant information from the Social Work Program/Checksheet is seen on the following pages of this document.

**UNA Requirements for the BSW Degree  
Social Work Program Worksheet/Checksheet**

(All Required General Studies Coursework Must be Completed Prior to Enrolling in SW 305 and SW 315)

<b>AREA 1 - LANGUAGE &amp; LITERATURE - 6 HRS.</b>	<b>HOURS</b>	<b>GRADE</b>	<b>COMMENTS</b>
ENGLISH 111 – 112 or	6		
ENGLISH 120 – 121			
<b>AREA II – HUMANITIES &amp; FINE ARTS – 12 HRS.</b>			
ENGLISH 231 – 232 or	6		
ENGLISH 233 – 234			
COM 201	3		
AR 170 OR MU 222	3		
<b>AREA III – NATURAL SCIENCES &amp; MATH – 11 HRS.</b>			
BIOLOGY 101 – 102 or	8		
BIOLOGY 111 – 112			
MA 110 or MA 112	3		
<b>AREA IV – HISTORY, SOCIAL &amp; BEHAVIORAL SCI – 15 HRS.</b>			
HI 101 – 102 or	6		
HI 201 – 202			
PS 241	3		
PY 201	3		
SO 221	3		
<b>AREA V – ADDITIONAL REQUIREMENTS – 23 HRS.</b>			
PS 242	3		
SO 222	3		
CS 110, OR CS 120, or CIS 125	3		
PHL 201, 202, or 205	3		
EC 251	3		
MA 147	3		
Five hours from among any courses listed in Arts and Sciences Area V elective courses or any UNA elective course to bring total to 23 hours. (Refer to University Catalog for list of courses)	5		
<b>TOTAL</b>	<b>67</b>		

<b>PRESCRIBED SUPPORTING COURSES</b>	<b>COURSE NO.</b>	<b>HOURS</b>	<b>GRADE</b>	<b>COMMENTS</b>
INTERPERSONAL COMMUNICATION	COM 306	3		
CULTURAL ANTHROPOLOGY	SO 350	3		
<u>TOTAL</u>		<b>6</b>		

<b>EXAMS</b>	<b>DATE COMPLETED</b>
CAAP EXAM	

<b>SOCIAL WORK REQUIREMENTS – 42 HOURS</b>	<b>COURSE NO.</b>	<b>HOURS</b>	<b>GRADE</b>	<b>COMMENTS</b>
INTRODUCTION TO SOCIAL WORK	SW 230	3		
SOCIAL WELFARE: POLICIES & SERVICES	SW 305	3		
HUMAN BEHAVIOR & SOCIAL ENVIRONMENT	SW 315	3		
HUMAN BEHAVIOR & SOCIAL ENVIRONMENT II	SW 316	3		
DIVERSITY ISSUES IN SOCIAL WORK	SW 324	3		
METHODS OF SOCIAL WORK PRACTICE	SW 360	3		
METHODS OF SOCIAL WORK PRACTICE II	SW 361	3		
METHODS OF SOCIAL WORK PRACTICE III	SW 362	3		
METHODS OF SOCIAL WORK RESEACH	SW 370	3		
FIELD INSTRUCTION IN SOCIAL WORK I	SW 432	6		
FIELD INSTRUCTION IN SOCIAL WORK II	SW 433	6		
SOCIAL WORK ELECTIVE		3		
<b>TOTAL</b>		<b>42</b>		
<b>Additional Prescribed Supporting Courses:</b>				
<b>SELECT 3 COURSES (NO MORE THAN 2 CAN BE TAKEN FROM ANY ONE DEPARTMENT FROM AMONG THE FOLLOWING)</b>	<b>COURSE NO.</b>	<b>HOURS</b>	<b>GRADE</b>	<b>COMMENTS</b>
<b>**PSYCHOLOGY OF ADJUSTMENT</b>	<b>PY 242</b>	<b>3</b>		
<b>**SPANISH FOR PROFESSIONALS</b>	<b>SP 103</b>	<b>3</b>		
GROUP COMMUNICATION	COM 330	3		
IMAGES OF WOMEN IN LITERATURE	EN 333	3		
URBAN GEOGRAPHY	GE 390	3		
HUMAN SEXUALITY	HED 406	3		
DRUGS IN AMERICAN SOCIETY	HED 424	3		
CHILD DEVELOPMENT	HES 362	3		
FAMILY DEVELOPMENT	HES 443	3		
THE YOUNG CHILD & HEALTH CARE	NU 413	3		
ABNORMAL PSYCHOLOGY	PY 302	3		
MEDICAL SOCIOLOGY	SO 307	3		
THE COMMUNITY	SO 322	3		
JUVENILE DELINQUENCY	SO 330	3		
GERONTOLOGY	SW 403	3		
ETHICAL DECISION MAKING IN SOCIAL WORK	SW 415	3		
SERVICES TO FAMILIES AND CHILDREN	SW 420	3		
SELECTED TOPICS	SW 491	3		
GLOBAL WOMEN'S ISSUES	WS 354	3		
**Only one elective course allowed from 100/200 level courses				
<b>TOTAL</b>		<b>9</b>		
<b>GENERAL ELECTIVES – 4 HRS.</b>		<b>HOURS</b>	<b>GRADE</b>	<b>COMMENTS</b>
<b>TOTAL</b>		<b>4</b>		
<b>TOTAL CREDIT HOURS</b>		<b>128</b>		

## ➤ *Curriculum*

The Social Work Department's curriculum is designed to prepare baccalaureate level professional social workers who are skilled, competent, ethical and effective as generalist practitioners committed to understanding and appreciating the unique aspect of diversity in all client systems, as well as promoting social and economic justice for populations at risk of potential oppression or discrimination. The Social Work Department's goals and educational objectives provide the framework for the curriculum that is a coherent and integrated whole. The educational plan of the Social Work Department gives careful consideration to the sequencing of the professional foundation courses. This is done to optimize the students' awareness and understanding of the analytical and methodological approach for building generalist practice knowledge. Core University requirements serve as a basis for the liberal arts perspective on which the Social Work curriculum is built. Students planning to major in social work must fulfill university requirements in completion of the Liberal Arts component. The sequencing of courses provides integration of the curriculum throughout the liberal arts courses, prescribed supporting courses, and the professional foundation courses. The required social work courses are briefly summarized below.

**SW 230 Introduction to Social Work** emphasizes a comprehensive study of the field of social work, including current social problems and related national/state/local issues with emphasis on the historical development of social services, the social work professional values and ethics, economic and social issues relevant to diverse populations. This course is a prerequisite for all other courses in the social work major.

**SW 305 Social Welfare Policies and Services** enhances the students' awareness of the political, philosophical, and historical perspectives of social welfare policy and its relationship to social work practice.

**SW 315 Human Behavior and the Social Environment I and SW 316 Human Behavior and the Social Environment II** examine human growth and the lifespan from a systems framework and the bio-psycho-social perspective emphasizing interactions with individuals, families, groups, organizations, and communities. SW 305 and SW 315 are prerequisites for the next sequence of courses.

**SW 324 Diversity Issues in Social Work** critically analyzes the experiences of various social, cultural, and ethnic groups in the United States, using a conceptual framework that promotes a positive attitude toward diversity.

**SW 360 Methods of Social Work Practice I** is the first in the sequence of three practice courses. This course lays the groundwork for generalist social work in theoretical perspectives, models, and intervention strategies. SW 316, SW 324, and SW 360 are the prerequisites for the next sequence of courses (SW 361, SW 362, and SW 370).

**SW 361 Methods of Social Work Practice II** focuses on casework practice with individuals and families. Assessment, case planning, and intervention strategies are areas of concentration, utilizing the problem solving method and other key components of the generalist approach to practice.

**SW 362 Methods of Social Work Practice III**, The final course in the practice sequence integrates social work theory, practice methods, and professional skills as they relate to generalist practice in a mezzo-macro context, i.e., groups, organizations and community settings.

**SW 370 Methods of Social Work Research** is designed to familiarize students with a scientific, analytic approach to gaining knowledge, and the evaluation of practice and service delivery. Course content includes an exploration of quantitative and qualitative research methods employed in social work research. This course marks the completion of the curriculum sequence required for entry to Field Instruction.

**SW 432 and SW 433 Field Instruction I & II** critically examine the integration of social work theoretical framework with social work practice knowledge gained from the earlier social work courses. The field program requires an approximate 500 hour block field placement of educationally focused and supervised field instruction in an agency in the University service area. Included in the placement requirements is a weekly two-hour integrative seminar which provides the students an opportunity to assess and integrate knowledge gained from earlier social work courses with field experiences.

➤ *Associated Institutes and Centers* – not applicable

➤ *Involvement of External Constituents*

The Social Work Department establishes and maintains effective ongoing relationships with the social work practice community as part of the process of continuous curriculum evaluation and preparation of students. The Program uses a variety of means to maintain these close, reciprocal relationships with the practice community including offering numerous continuing education opportunities, hosting an annual *Social Work Day* seminar during National Social Work Month, offering consultation and collaboration onsite in agency settings, and serving on agency advisory committees and boards.

All constituencies associated with the Social Work Department are made aware of the CSWE policies and standards which impact the accreditation of the Program; students receive this information in the Student Handbook and Field Supervisors are provided a copy in the Field Instruction Manual.

The Social Work Department Community Advisory Board provides an important avenue for feedback and evaluation of the Social Work Program. Board members include social work practitioners, alumni, field supervisors, student representatives, and community leaders. The Advisory Board provides input to faculty and assists with various projects as requested by the Department. Members of the Advisory Board receive CSWE accreditation information along with documentation of the Program's mission, goals, and educational objectives.

The grant project sponsored by the Department has its own Advisory Boards which contributes to the quality of the grant program and its effectiveness in the community.

The Department's faculty periodically engages in partnership with the professional social work practice community to plan and co-sponsored training opportunities, assist with grants, and assess social work practice issues. Faculty represent the Department and the University on a number of social services agency boards.



➤ ***Community College Articulation***

In validating academic credits previously earned, the University adheres to specific policies and procedures regarding transfer of courses from other institutions of higher learning in the State of Alabama. Mandated by the Alabama Legislature in 1994, the Statewide Transfer and Articulation Reporting System (or STARS Program) and the Articulation and General Studies Committee (or AGSC) provides a system of course equivalency between public universities and community colleges in the state. The STARS Program, which includes a web-based database allows students and University personnel to efficiently identify courses needed to satisfy program requirements; this prevents loss of course credit hours upon transfer and facilitates graduation in a timely manner.

For transfer of general studies/liberal arts course credit from institutions outside the State of Alabama and/or private institutions, the Office of the Registrar determines course equivalency; faculty receive this information from that office and it is reflected in the students' online Degree Audit.

- ***Program Productivity (including number of majors and degrees conferred)*** – see section 2 and section 3 of this document

**10. Program Evaluation**

The Department's curriculum is designed and organized as a progressive integrated whole that is consistent with its goals and objectives which originates from the Department's mission and is consistent with the University's mission and vision. In order to evaluate the effectiveness of the Social Work Department's program to prepare student graduates for ethical valued based generalist social work practice, evaluation of the program is conducted in a multi-pronged approach that provides for continuous quality improvement.

To that end, the Department measures the effect of its educational programming through direct and indirect measures. The results of these measures are used for ongoing decision making related to the Department's assessment and program planning. Additionally, student learning outcomes are continuously measured, evaluated, and re-assessed in the same manner in order, to positively impact student learning.

➤ ***Assessing Student Learning Outcomes and Continuous Improvement Plan***

The Social Work Department views continuous improvement as a dynamic and multi-faceted function. It is comprised of both the direct and indirect measures listed below. These measures evaluate the Department's performance on an ongoing basis with their outcomes being utilized as the identification of actions to improve our quality and consistency.

The Department Chair ensures the cycle of evaluation and continuous improvement occurs. Faculty are given special assignments to assist in that process as needed. Strategies for evaluation are conducted at the course and Department level, as well as, through the students as consumers and the agencies as employers. Outcomes are presented at faculty meetings and identified improvements are routinely incorporated by the Department.

## Direct Measures

- Measurement instruments that assess the extent to which students have achieved the required social work course objectives which are linked to the program objectives. Each of the twelve program objectives are linked to course objectives and systematically evaluated. Evaluative findings are used on an on-going basis to make program and curriculum changes. This is illustrated in the following tables. (*See Table 1 and 1a*)
- Students are graded on course exams which are directly linked to course objectives. Additionally, written assignments, experiential exercises, class participation, student presentations, methods and skills evaluations, comprehensive field practicum evaluations, research papers, and research projects are, also, utilized. Examples of graded student products representative of the student's acquisitions of established knowledge and skills of the profession are kept on file in the students' Field Instruction Integration Portfolio (FIIP).
- All Senior Social Work majors must complete Field Placement with a Social Service Agency. Field Placement is where students integrate what they have learned across the curriculum in the classroom environment about social work values, ethics, and practice along with prescribed supporting courses. The measurement instrument used by field supervisor's to assess and evaluate field students is applied at mid-term and at the end of the field placement to assess the extent to which field students have achieved program objectives for student learning. Evaluative findings are used on an on-going basis to make program and curriculum changes. For example, Community Service Learning projects were initiated in response to the field supervisor's observation of the students' need for understanding of organizational structure and awareness of the target populations prior to field placement. (*See Table 2*)
- Survey of BSW graduates instrument administered to graduates of our program to provide feedback on the adequacy of their BSW academic training as professional social workers. Evaluative findings are used on an on-going basis to make program and curriculum changes. (*See Table 3*)
- BSW Employer survey instrument to provide feedback on the level of employer's satisfaction with the academic training and professional development of our graduates. Evaluative findings are used on an on-going basis to make program and curriculum changes. (*See Table 4*)
- Student Evaluations of faculty are used to assess teaching effectiveness.

## Indirect Measures

- Department faculty meet on a regular basis to assess the strengths and needs of the program. Changes are made whenever necessary to enhance the educational and professional development of the students. For example, in response to community needs regarding the increasing Hispanic population in the Shoals area, changes were made to the curriculum and a course on "Spanish for Professionals" was included as an optional prescribed supporting course.
- The Matriculation application is completed after the first three core courses (SW 230, 305, and 315). The matriculation interview is a required component of the social work program where

faculty has the opportunity to assess a student's aptitude and academic preparation for the profession of social work. Students are asked for their feedback on the program's effectiveness.

- Students are required to compile a Field Instruction Integration Portfolio (FIIP) which is used to facilitate the integration of their social work knowledge, values and skills, acquired through out their social work academic training.
- Field Supervisor's Evaluation of the program is used to assess the overall preparation of students for professional practice. This evaluation is done at mid-term and at the end of the semester. Evaluative findings are used on an on-going basis to make program and curriculum changes.
- The Social Work Community Advisory Board meets quarterly. The Board functions as a formal mechanism of program evaluation to prepare students for practice effectiveness in the community.
- The Student Advisory Board meets each semester with the faculty. It functions as a formal mechanism in the department for feedback of strengths and program matters related to curriculum and student interest.

**Table 1 - Student Learning Outcomes (SLO) Matrix**

Illustrate the linkage of the twelve department objectives across the curriculum in each course which supports successful student learning outcomes. These objectives are measured systematically in each content area of the foundation curriculum.

<b>Program SLO</b>	<b>SW 230</b>	<b>SW 305</b>	<b>SW 315</b>	<b>SW 316</b>	<b>SW 324</b>	<b>SW 360</b>	<b>SW 361</b>	<b>SW 362</b>	<b>SW 370</b>	<b>SW 432/433</b>
1. <i>Demonstrate analytical skills for independent and critical thinking within the context of social work generalist practice.</i>	X	X	X	X	X	X	X	X	X	X
2. <i>Recognize and understand the value of diversity in human behavior and development while practicing within the framework of professional social work ethics and values.</i>	X	X	X	X	X	X	X	X	X	X
3. <i>Demonstrate a commitment to their own professional growth and the professional use of self to work effectively with diverse populations and social systems, i.e. individuals, families, groups, communities and organizations.</i>	X	X	X	X	X	X	X	X	X	X
4. <i>Enhance awareness concerning the overt and covert mechanisms of oppression and discrimination that serve/function as barriers to true economic and social justice.</i>	X	X	X	X	X	X	X	X		X
5. <i>Demonstrate the global historical origins of the social work profession and the relationship to contemporary social issues and institutional structures.</i>	X	X				X		X		X
6. <i>Demonstrate the professional social work knowledge base and skills required to effectively practice with formal and informal systems.</i>	X	X	X	X		X	X	X	X	X

<b>Program SLO</b>	<b>SW 230</b>	<b>SW 305</b>	<b>SW 315</b>	<b>SW 316</b>	<b>SW 324</b>	<b>SW 360</b>	<b>SW 361</b>	<b>SW 362</b>	<b>SW 370</b>	<b>SW 432/433</b>
<i>7. Demonstrate through the use of theoretical frameworks, the impact of bio-psycho-social and economic factors that affect the functioning of individuals, families, groups, communities and organizations.</i>	X	X	X	X	X	X	X	X		X
<i>8. Analyze and evaluate how social policies impact systems which include clients, workers and organizations.</i>	X	X	X			X	X	X	X	X
<i>9. Evaluate research studies and apply findings to practice, and evaluate practice interventions and those of other relevant systems under supervision.</i>		X					X		X	X
<i>10. Use communication skills appropriately with diverse client populations, and other community groups.</i>	X	X	X	X	X	X	X	X	X	X
<i>11. Demonstrate how to effectively utilize supervision.</i>	X		X			X	X	X	X	X
<i>12. Demonstrate how to function effectively within organizational structures and social service systems and facilitate change when necessary.</i>	X		X			X	X	X		X

**Table 1a – Measurement of BSW Student Learning Outcomes by Course**

The Department uses multiple measures of direct and indirect assessment to gather data about student learning, faculty teaching and program outcomes and to evaluate the attainment of specific student learning outcomes. In addition to assessing the extent to which program objectives are achieved, faculty use a variety of methods to assess individual student performance in each class over the course of the curriculum and give feedback on their performance. As illustrated in Matrix 1a, Student Learning is evaluated through class related pre-and post-tests, quizzes, examinations, presentations, papers, student projects (both in and out of the classroom), discussions, role plays, and field practicum evaluations.

	SW Courses	Department Student Learning Outcomes (SLOs)											
		1	2	3	4	5	6	7	8	9	10	11	12
1	SW 230	B	B, E, F	A, B, E	B, E	B, M	E, B	B, F	B, C		B, G	G	A, B, E
2	SW 305	A, B, C, D	A, B, D, K	A, D	A, B, C	A, B, K	A, B, C, D	A, B	A, B, C, D	I	D, J		
3	SW 315	B, E	A	A, J	B, F		A, B	A, B			A, B, G		
4	SW 316	A, B	A, B	B, F	F, J			A, B, C, D			D, G		
5	SW 324	A, B	A, B, C	H, N	A, B, C, D			A, B, C, D		I	C, D, N		
6	SW 360	A, B	B, G	J, K	B, G	J, K	B, O	A, B, C			A, G	A, B, G	A, B, C, G
7	SW 361	A, B	G	A, E, G	B	B, O	A, B	A, B, C, D	G, J, K		A, B, F, G	J, K	A, G, J, K
8	SW 362	A, B	B, F	A, B, J	F, G	B, F	B				F	F, D	
9	SW 370	A, G	B	C					A, B, C, D	I	A, D, G		
10	SW 432/433	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O	A, C, D, G, H, K, L, M, O

**KEY:**

A: Written Assignment

B: Exam

C: In-class small group activity

D: Oral Presentation

E: Class assignment

F: Service Learning Project

G: Class Discussion

H: Role Play

I: Research Project

J: Agency Visits

K: Home Visits

L: Weekly Log

M: Video Presentations

N: Pre and Post Tests

O: Interviewing

**Table 2 - Field Supervisor Student Evaluations**

	1	2	3	4	5	6	7	8	9	10	N/A	Total
1. Professional Responsibility					1	4	8	17	39	81		150
					1%	3%	5%	11%	26%	54%		100%
2. Poise and Self Control						1	5	18	49	77		150
						1%	3%	12%	33%	51%		100%
3. Assertiveness						4	9	18	52	67		150
						3%	6%	12%	34%	45%		100%
4. Personal Appearance as related to Agency Standards								7	32	111		150
								5%	21%	74%		100%
5. Effectiveness in Planning and arranging work responsibilities							6	14	41	88	1	150
							4%	9%	28%	58%	1%	100%
6. Ability to assume responsibility for own learning						3	4	24	40	78	1	150
						2%	3%	16%	26%	52%	1%	100%
7. Ability to work within the purpose and structure of the agency						1	1	10	52	86		150
						1%	1%	7%	34%	57%		100%
8. Ability to identify and use Community Resources					1	3	3	23	42	74	4	150
					1%	2%	2%	15%	28%	49%	3%	100%
9. Interviewing Skills						1	7	19	48	67	8	150
						1%	5%	13%	32%	44%	5%	100%
10. Written Communication Skills						2	9	13	48	75	3	150
						1%	6%	9%	32%	50%	2%	100%
11. Ability to assess both within and outside client system						1	3	12	61	70	3	150
						1%	2%	8%	41%	47%	2%	101%
12. Ability to Develop and maintain professional relationships with consumers						1	2	13	46	87	1	150
						1%	1%	9%	31%	57%	1%	100%
13. Relationships with Co-workers							3	9	30	107	1	150
							2%	6%	20%	71%	1%	100%
14. Relationship with staff of other agencies						2	1	9	45	90	3	150
						1%	1%	6%	30%	60%	2%	100%
15. Demonstration of Acceptance and use of Basic Social Work Values, Ethics, and Principles						2	4	8	29	106	1	150
						1%	3%	5%	19%	71%	1%	100%

	1	2	3	4	5	6	7	8	9	10	N/A	Total
16. Effectiveness in providing Services to Individuals and Families						2	5	14	52	76	1	150
						1%	3%	9%	35%	51%	1%	100%
17. Effectiveness in Providing Services to Small groups						2	9	28	42	59	10	150
						1%	6%	19%	28%	39%	7%	100%
18. Effectiveness in Providing Services at the Community Level						2	2	20	52	62	12	150
						1%	1%	13%	35%	42%	8%	100%
19. Use of Supervision						1	7	9	29	103	1	150
						1%	5%	6%	19%	68%	1%	100%
20. Development of a Professional Self-Awareness, including the need for continued Professional Growth						2	2	7	37	101	1	150
						1%	1%	5%	25%	67%	1%	100%
Total					2	34	91	291	866	1665	51	3000

Table 2 summarizes Field Supervisors' complete comprehensive evaluations of each student's overall field placement performance compiled from Fall 2002 through Spring 2007. For each field placement student, the 20 evaluative factors are graded and summed with the total score providing the final field evaluation. The grading scale is as follows:

- A= 170-200
- B=130-169
- C=90-129
- D=50-89
- F=49 and below

The Field Placement Evaluation instrument serves as an independent assessment tool that provides an opportunity for agency supervisors to determine the extent to which students have been successful in attaining the Department's objectives. The evaluations are reviewed by the Director of Field Instruction and made available to other program faculty. Areas of improvement, if any, are addressed with the field faculty liaison and other Department faculty.

As illustrated above, students in the Social Work Department over a five year period are rated in the 9 or 10 category in each area of professional foundation skills for professional social work education 80% of the time. Students are consistently perform well during field placement as evaluated by Field Supervisors which supports they are demonstrating acquisition, integration, and utilization of core knowledge, values, skills, and professionalism.



**TABLE 3 – Knowledge Preparation for BSW Generalist Practice**

KNOWLEDGE	(Rating Scale)					
	1	2	3	4	5	6
Fundamental orientation to the social work profession	42.6%	36.2%	17%	4.3%		
History of social work profession	30.4%	34.8%	28.3	6.5%		
Person in environment perspective	44.7%	36.2%	14.9%	4.3%		
Systems theory perspective	29.8%	25.5%	38.3%	6.4%		
Generalist practice in social work education	41.3%	30.4%	26.1%	2.2%		
Knowledge of bio-psychosocial theories	36.2%	27%	31.9%	4.3%		
Understanding of human diversity issues	42.6%	25.5%	25.5%	6.4%		
Awareness of issues of oppressed/discrimination	46.8%	12.8%	34.0%	6.4%		
Fundamental ability to read and apply research findings	21.3%	34%	42.6%	2.1%		
Knowledge of social policy	25.5%	36.2%	28%	10.6%		
Application of computer technology to human services	18.2%	22.7%	25.0%	20.5%	11.4%	2.3%
Knowledge of group process	23.4%	36.2	30%	6.4%	4.3%	
Knowledge of community development	23.4%	34%	30%	8.5%	4.3%	
Knowledge of organizational theories	19.1%	29.8%	44.7%	6.4%		
Understanding of the problem solving process	27.7%	46.8%	23.4%	2.1%		
Understanding of the principles of social change & economic justice	27.7%	27.7%	36.2%	8.5%		

Table 3 summarizes respondents' perceptions of their satisfaction with their preparation in the areas of Social Work knowledge; Table 3 reflects the percentages of respondents who felt they were adequately or better prepared in understanding and being able to work competently in each of these areas.

**Table 3.1 – Respondents Attitudes Toward BSW Preparation**

This table reflects the cumulative percentages of respondents who felt they were adequately to excellently prepared in understanding and being able to work competently in each of these areas:

Table 3.1	
Conceptual Areas	Cumulative Percentage
Orientation to the social work profession	96%
History of social work profession	94%
Person in environment perspective	96%
Systems theory perspective	94%
Generalist practice in social work education	98%
Knowledge of bio-psychosocial theories	96%
Understanding of human diversity issues	94%
Awareness of issues of discrimination	94%
Ability to read and apply research findings	98%
Knowledge of social policy	90%
Application of computer technology	86%
Knowledge of group process & leadership	90%
Knowledge of community development	95%
Knowledge of organizational theories	94%
Understanding of the problem solving process	98%
Understanding principles of social/eco.justice	92%

As the above table reflects, students rate the program highly. The respondents showed that overall they felt they were very well prepared in the areas of conceptual knowledge in social work. Strong points in this area were high ratings for the fundamental orientation to the social work profession, understanding the problem solving process, and knowledge of Generalist Practice in social work education. One area of moderate concern is the application of computer technology to human services. 86% of the respondents rated knowledge in the area of computer technology as relatively high, and 14% felt they were poorly prepared in this area. This information has resulted in more effort to incorporate computer skills into courses, particularly SW 305, SW 362 and SW 370, where students go to the Internet for research, complete computer assignments and do Power point presentations.

**Table 4 – Results of Survey of BSW Employers**

A major goal of any Social Work Program is to empower its graduates with the knowledge and skills that enable them to achieve success both in the quality of their job performance and in competing effectively within their field. Eighty-four agencies located in the Tri-State region were surveyed, and the number of respondents was 42 for a 50% response rate. The first three questions qualified the respondents to answer the remaining questions. The first question concerned the number of social

workers employed by the agency. The second question referred to how many social workers with a BSW degree from UNA were employed by the agency. The third question asked the number of years the respondent had supervised social workers and was designed to determine whether the respondent was qualified to evaluate social workers effectively (see following page for Tables A, A.1 and A.2)

Table 4A  
Frequency Distribution of Number of Social Workers  
Employed By Agencies Surveyed

Number Employed	Frequency	Percent
0 – 2	17	40.5%
3 – 5	9	21.4%
6 – 8	5	11.9%
9 or More	11	26.2%
Totals	42	100%

Table 4A.1  
Frequency Distribution of Number of Social Workers  
Who Received Their Degree from UNA

Number Receiving Degrees	Frequency	Percent
0 – 2	24	57.1%
3 – 5	9	21.4%
6 – 8	5	11.9%
9 or More	3	7.1%
Totals	41	97.6%
Left Blank	1	2.4
Total	42	100

Table 4A.2  
Frequency Distribution of Number of Years  
Supervising Social Workers

Number of Years	Frequency	Percent
0 – 2	6	14.3%
3 – 5	9	21.4%
6 – 8	6	14.3%
9 or More	21	50%
Totals	42	100%

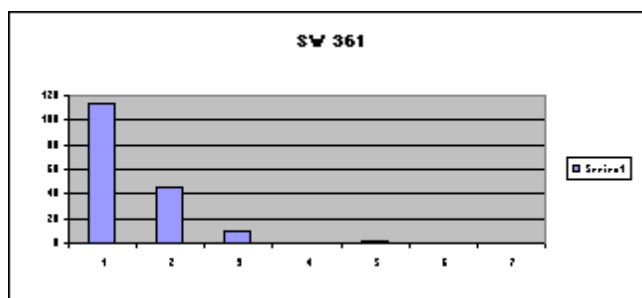
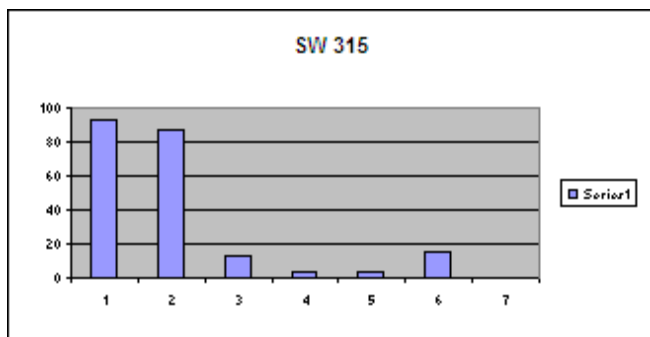
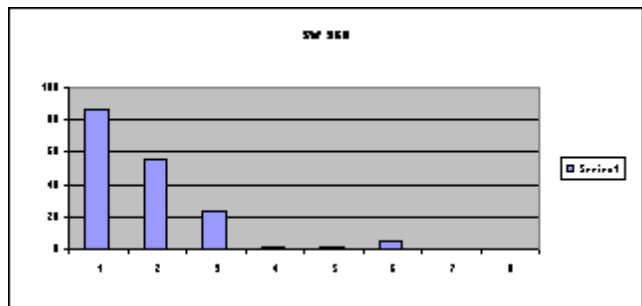
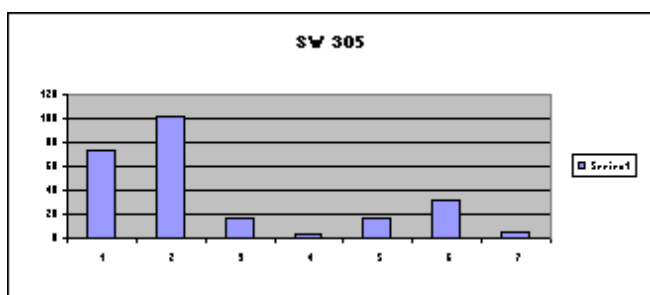
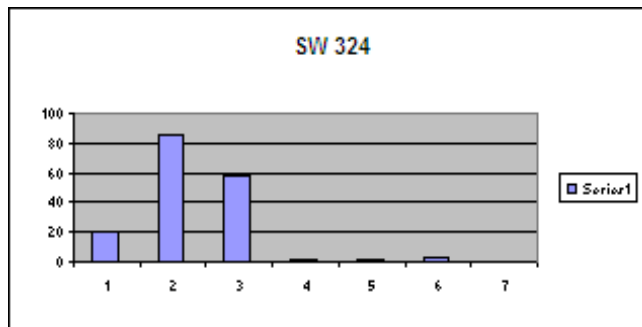
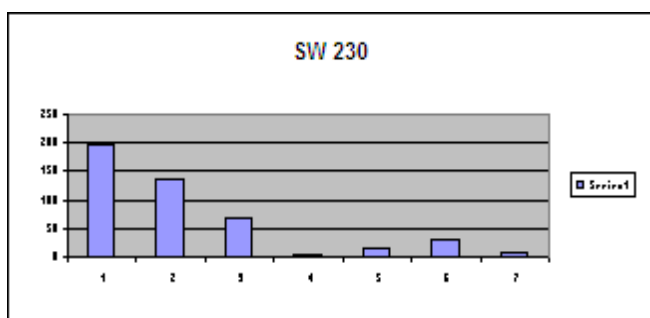
In the agencies sampled, 40.5% (17) employed at least two social workers; 60% (25) of the agencies employed three or more social workers. 97% employed social workers that graduated from UNA. 64% had supervised social workers for six or more years.

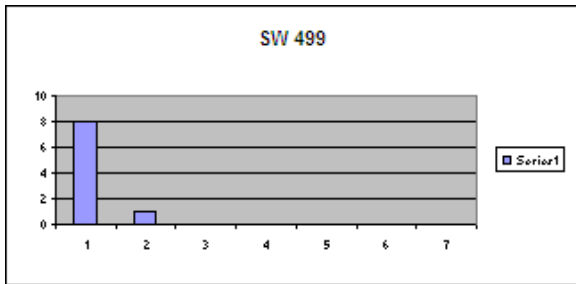
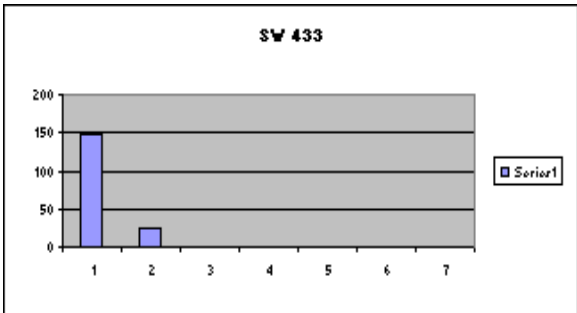
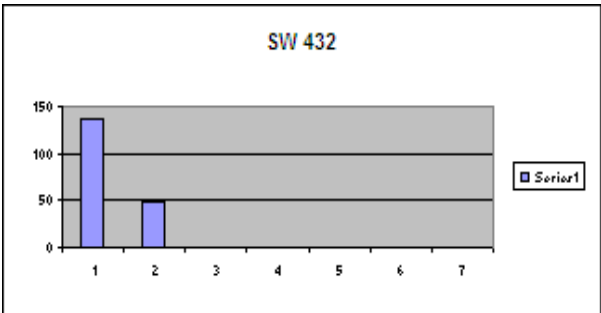
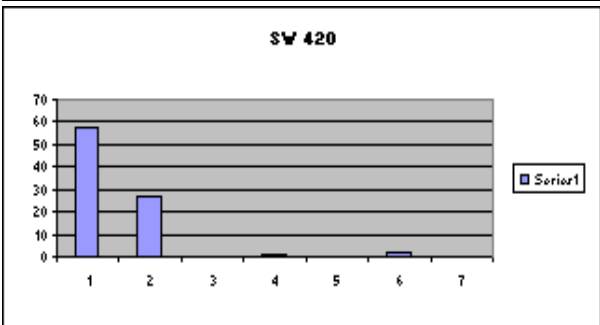
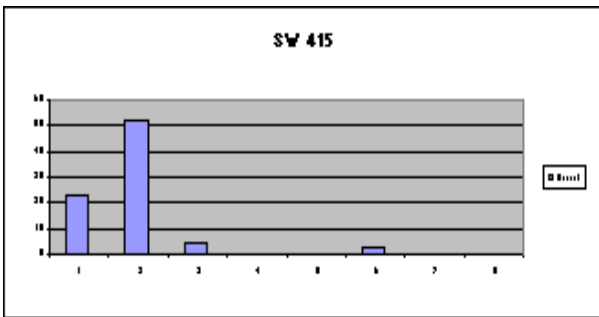
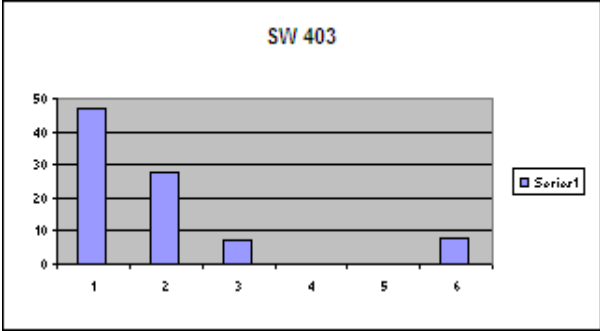
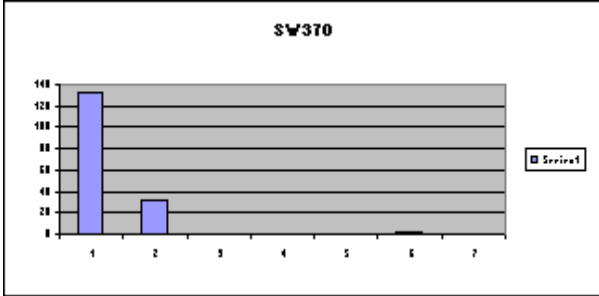
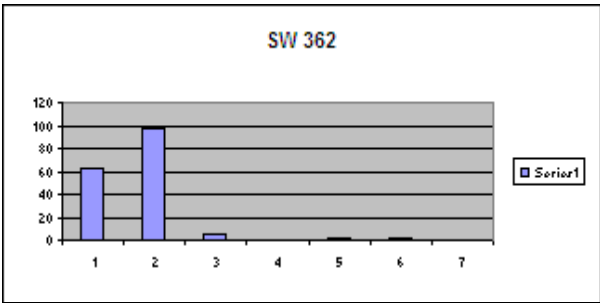
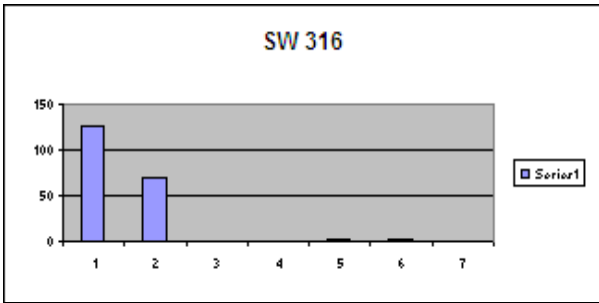
➤ **Grade Distribution Patterns**

The Department’s Grade distribution for 2002 – 2007 reflects its commitment to equipping students for professional generalist social work practice predicated on a curriculum that builds competencies in essential social work education foundational areas. Students’ grading patterns demonstrate they are successfully integrating the knowledge, skills, and values of the social work profession. This grading pattern is consistent with the previously stated independent ratings given at Field Placement and post graduation by employers.

**Grade Distribution Pattern by Course 2002 – 2007**

Grades	SWA 101	SW 230	SW 305	SW 315	SW 316	SW 324	SW 360	SW 361	SW 362	SW 370	SW 403	SW 415	SW 420	SW 432	SW 433	SW 499
A	0	196	74	93	126	21	87	114	62	132	47	23	58	137	149	8
B	1	138	102	87	70	86	56	45	97	31	28	52	27	48	26	1
C	4	69	16	13	1	58	24	9	6	0	7	4	0	0	0	0
D	0	4	4	4	0	2	1	0	0	0	0	0	1	0	0	0
F	0	17	17	4	2	2	1	1	1	0	0	0	0	0	0	0
W	0	32	32	15	2	3	5	0	2	2	8	3	2	0	0	0
WP	5	9	5	0	0	0	0	0	0	0	0	0	0	0	0	0

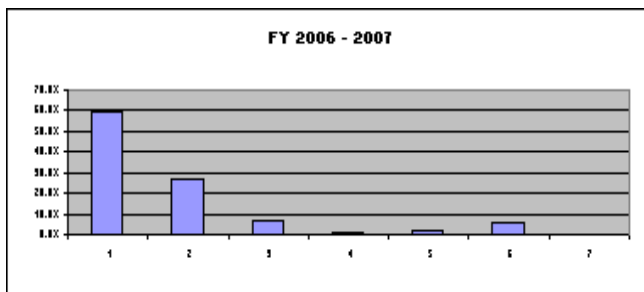
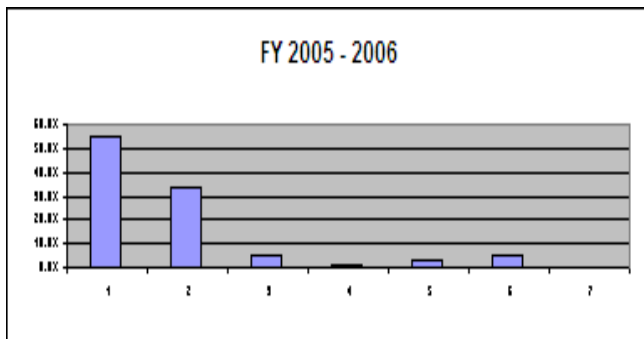
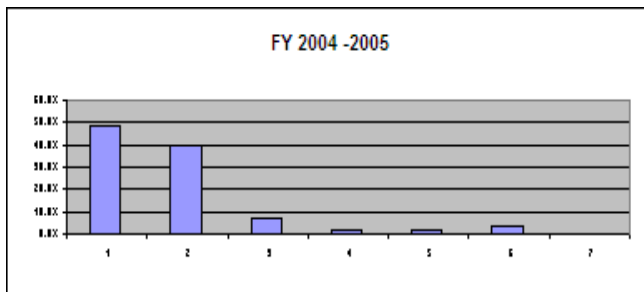
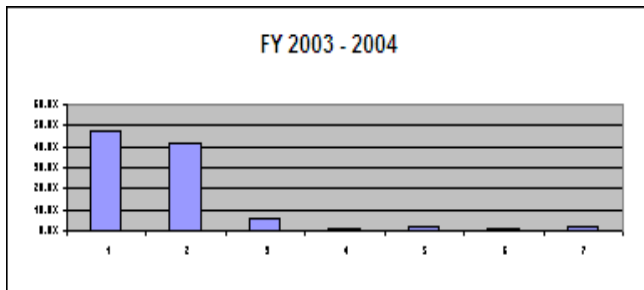
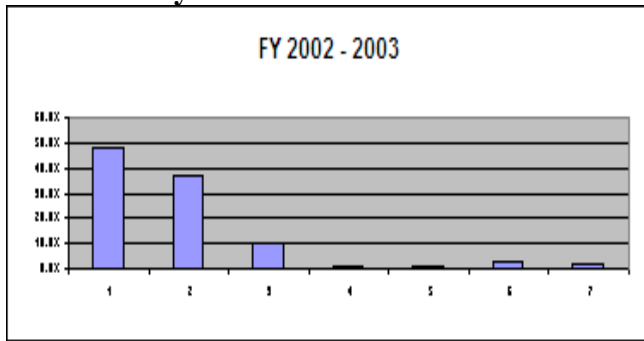




## Grade Distribution by Fiscal Year 2002 – 2007

<b>FY 2002- 2003</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>W</b>	<b>WP</b>
	53%	33%	9%	1%	1%	1%	2%
	37%	44%	14%	1%	1%	2%	1%
	54%	34%	7%			4%	
	48%	37%	10%	1%	1%	2.3%	1.5%
<b>FY 2003- 2004</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>W</b>	<b>WP</b>
	46%	40%	10%	1%		1%	2%
	57%	31%	5%	1%	2%	2%	2%
	40%	54%	1%	1%		1%	3%
	47.7%	41.7%	5.3%	1%	2%	1.3%	2.3%
<b>FY 2004 - 2005</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>W</b>	<b>WP</b>
	51%	38%	6%	1%		4%	
	52%	28%	11%	2%	2%	5%	
	42%	52%	4%			2%	
	48.3%	39.3%	7%	1.5%	2%	3.7%	
<b>FY 2005 - 2006</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>W</b>	<b>WP</b>
	53%	37%	4%	1%	1%	4%	
	58%	28%	7%	1%	6%		
	54%	37%	3%		6%		
	55%	34%	4.7%	1%	3.5%	5%	
<b>FY 2006 - 2007</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>W</b>	<b>WP</b>
	56%	30%	7%		2%	5%	
	53%	25%	10%	1%	2%	9%	
	70%	25%	2%			3%	
	59.7%	26.7%	6.3%	1%	2%	5.7%	

## Grade Distribution by Fiscal Year 2002 – 2007



## 11. Program Recommendations

### ➤ *Identify Recommendations for Improvement of the Program*

As part of a change in the Department's Chairship, assessment and planning activities requested by the President, and preparation for the self study phase of our accreditation review process, all parts of the program structure and curriculum are currently under review by faculty. Dr. Joy Borah, Chair and Mrs. Jackie Winston, Director of Field Instruction, were invited to participate in the Council on Social Work Education's (CSWE) Reaffirmation Training Workshop on Accreditation on April 11 and 12, 2008 in Alexandria, Va. Since returning from the training, faculty have been working diligently on the self-study process over this entire summer. The Department's mission, goals and objectives have been revised and the Department is currently in the process of curriculum revision, besides other aspects of program development such as student recruitment, and changes to the Social Work Student Handbook.

The Department applied and was approved for funding for an on-site Accreditation and Assessment consultant visit. The Consultant visit is scheduled for September 2008. The Department is pleased to have Dr. Grafton Hull, an internationally recognized name in the field of social work education. See section 7 for additional information regarding Dr. Hull.

For the first time, the Department is in the process of implementing the nationally standardized Baccalaureate Education Assessment Project (BEAP) Survey Instrument developed by the Association of Social Work Baccalaureate Program Directors (BPD) to assist the Department of Social Work in Program Assessment and Outcome Measurement starting Fall 2008. Since this is a nationally standardized assessment instrument, it assumes considerable importance as an objective standard of measuring program effectiveness and outcome of preparing students for entry level generalist social work practice. ([www.beap.org](http://www.beap.org))

The cycle of assessment will involve comprehensive program planning, self-study and review for accreditation by social work faculty. Student Learning Outcomes will be measured at five different points in time and broken down by graduation cohort:

- at the student's entry into the program
- at the conclusion of the student's internship placement
- ongoing during each social work course
- annual survey of employers
- after one year of graduation



The Department plans to create an Assessment Committee with a faculty member as Chair to monitor the Department's assessment procedures, work with the Office of Research and Institutional Effectiveness and integrate the various assessment findings into an agenda for action.

Regarding licensure, the entire social work curriculum prepares students for the licensure exam. A plan to get reports from the Alabama State Board of Social Work Examiners on the number of our graduates who take the social work licensing examination, the number who pass the examination and national averages for comparison purposes is under consideration by faculty.

The Department plans to start a Social Work Alumni Association as a way to obtain feedback about the program, celebrate alumni achievements, and as an active avenue for networking for past and current students.

In summary, the Department of Social Work is in the process of reviewing a system of assessment procedures to evaluate stated goals, objectives and student learning outcomes to achieve program effectiveness. While some of these activities are within the control of the program, some activities such as procuring licensure data, recruitment, marketing and developing certificate programs will require additional resources from University administration.