

# Social Work

APRC 2001-2002

Section 1 of 8

# SOCIAL WORK PROGRAM

FERRIS STATE  
UNIVERSITY

September, 2001

## PRP REPORT

### Section 1.

#### **Social Work what is it?**

Social work is often misunderstood. Stereotypically social workers are money givers, children snatchers, and air- heads. They are seen as “somewhere out there” with psychology, sociology and child- care. The social work students are sometimes labeled as low income, low intelligence and can’t make it anywhere else. **Again, these are all stereotypical classifications these are not what social work is or what our students look like.**

Last year in the Ferris’ *Crimson and Gold* a social work student was highlighted. The bold headline called him a Sociology major. In the Academic Program Review: A Guide for Participants our degree is referred to as a BS degree. It is a BSW degree! What is social work? Not an easy answer and therefore, can be a source of confusion. Let us refer to this excerpt from our Social Work Course book, Techniques and Guidelines for Social Work Practice (Sheafor, Horejsi).

“Social work is an indispensable profession in our increasingly complex and ever-changing society. But it is an often misunderstood profession, as well, in part because it cannot be easily described or explained. It is a profession characterized by diversity. Social workers engage in a broad range of activities within many types of settings and with many different people. Some work intensely with individuals and families, while others work with small groups, organizations or whole communities. Some deal primarily with children, others with elderly persons. Some are counselors and psychotherapists, while others are supervisors, administrators, program planners or fund-raisers. Some focus on family violence, others on how to provide housing or medical care to the poor. This variety is what makes social work so challenging and stimulating. But it is because of this diversity of both clients and activities that it is so difficult to answer the simple question: What is social work?... At a very fundamental level, social work is a profession devoted to helping people function as well as they can within their social environments and to changing their environments to make that possible.”

Why the name “**social work**”? Again we refer to the text, Techniques and Guidelines for Social Work Practice, ( Shaefor, Horejsi).

“ Jeffrey Brackett (1860-1949) was an influential volunteer in the Baltimore Charity Organization Society, served for about 30 years on the Massachusetts Board of Charities and the Director of the Simmons College of School of Social Work. He termed “social work”. “ He argued that the word **social** should be part of this profession’s title because it depicts the focus on people’s interactions with important forces that shape their lives, such as family members, friends, or a myriad of other factors, including cultural and ethnic

group, school, job, neighborhood, community, etc.” He added the word *work* in the profession’s title because” he believed it emphasized that its activities were to be orderly, responsible and disciplined-not something to be engaged in by the unprepared, curious or whimsical.”

**The students that we graduate** have to have a 2.5 GPA in social work courses with no course lower than a “C”. They also have to have an overall average of 2.3 GPA. They have to have a solid liberal arts foundation. They have a structured curriculum that demands intensive writing, reading, speaking and critical thinking. Of the incoming students of academic year 2000-2001, 39 of the students that completed the *BEAP* (Baccalaureate Educational Assessment Package) Entrance survey, see Section IX,

- 1). 30 of the 39 had been awarded some form of financial aid from Ferris.
- 2). 33 spoke English, 2 fluent in sign language, 3 spoke Spanish and 1 spoke Japanese and 1 spoke French.
- 3). 29 were of European decent, 4 Native American, 1 Asian, 5 African American, 1 Hispanic.
- 4). 1 student is hard of hearing, 1 has visual impairment, 4 have learning disabilities, 1 has physical impairment, 1 has a chronic medical condition.
- 5). Entrance GPA average for fall, 2001 is 3.09 for social work  
ACT score average for social work fall, 2001 is 20.2.

According to *Ferris Placement Profile 1999-2000*, (Appendix A).

- 1). 81% of graduates that year were employed at graduation.
- 2). 82.4% were working in social work.
- 3). 28.6% were going on to Graduate School
- 4). Salary scale shows a range of \$15K- \$43K with an average of \$25K

**The Mission of Ferris Social Work Program** is to be a national leader in providing an innovative learning environment at Ferris State University and graduating baccalaureate social work professionals who are highly trained in the social work values, knowledge and skills of a generalist social work practitioner.

**The Goals of the Social Work Program are**

1. Provide curricula and teaching practices that are at the forefront of the new changing knowledge base of social work and related disciplines.
2. Provide curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking and communication skills.
3. Develop and apply instructional and practice related technology.
4. Prepare social workers to practice with individuals, families, groups, organizations and communities.
5. Prepare social workers to evaluate the effectiveness of practice.
6. Prepare social workers to practice without discrimination with respect and with knowledge and skills related to client’ age, class, color, culture,

- disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
7. Prepare social workers to alleviate poverty, oppression and other forms of social injustice.
  8. Prepare social workers to recognize the global content of social work practice.
  9. Prepare social workers to formulate and influence social policies and social work services in diverse political contexts.
  10. Prepare social workers in social work values and ethical decision making according to the National Association of Social Work Code of Ethics.

From the Program's Mission Statement and established goals **the curriculum** is developed. The Social Work Program coursework helps students integrate the values, knowledge and skills of this generalist level of education into a competent social work practice on behalf of a broad spectrum of clients. (Appendix B).

Students learn to work for the benefit of individuals, families, groups, organizations and communities. Students learn to have a direct service relationship with clients. Students learn how to make political impact on needed social changes. If future education is sought, this education prepares a student to go on for a Master Degree in Social Work.

Social Work knowledge is what is known about people and their social systems. It includes knowledge of human development, human diversity, group dynamics, community institutions and societal structure. It is knowledge that directs the response to need and includes knowledge about assessment, relationships, the social work process and intervention.

The knowledge used for social work is largely borrowed from the social sciences, particularly psychology, sociology, anthropology, political science, economics, history, biology, and humanities. Social work is complex requiring a breadth of knowledge in various disciplines as well as an in-depth understanding of social work practice methods. The social worker must be able to think theoretically, systematically, critically and creatively. This all helps the worker to analyze, synthesize and develop relationships.

This Bachelor degree in Social Work is a stand- alone degree. It is a professional degree. Jobs are in the area of child welfare, adult welfare, child and family services, adolescent residential care, hospice, education, hospital settings, community mental health settings, courts and probation settings.

### **The History of the Social Work Program at Ferris:**

The Ferris Social Work Program has been in existence since 1970. It began as a two- year program adding the bachelor degree in 1976. (Please note there is no longer a two- year or associates degree in social work). In 1986 the name was changed from the Social Services Program to the Social Work Program. Accreditation was sought from the Council on Social Work Education (CSWE) and in June 1990, it was granted.

In 1996, we started the Social Work Program in Traverse City with 28 students. This initiative was established to service the non-traditional students in the Traverse City, Northern area). It presently has grown to about 50 students and we have been asked to provide classes in the Alpena and Petoskey areas. First year classes have begun in Petoskey as of winter, 2001. Traverse City site has graduated 50 students with a BSW degree.

In 1998 the Social Work Program through Extended Learning taught the junior year of the social work curriculum in both Flint and Lansing. Students came from Mott Community College and Lansing Community College. In the senior year the students (mainly non-traditional students) came to Ferris campus for weekend classes. Fall of 2000 this effort was discontinued due to lack of resources and enrollment of students.

The Social Work Program is up for re-accreditation fall of 2002. At this time the faculty is reviewing the curriculum, goals and mission of the program to get ready for next year's site visit from the Council on Social Work Education (CSWE).

#### **Faculty in the Social Work Program:**

Faculty faces have changed over the past six years. The original faculty, who developed the social work program that we have today, is no longer at Ferris. Four of the five retired. One, left for another University. One, Rex Dew passed away. (A Rex Dew Memorial Scholarship was established for social work students.) With new faculty, the program continues to evolve and grow keeping up with the trends and new research present in the field of social work. Presently there are five tenure track faculty and one full time temporary. The Faculty gets together at least every other week for faculty meetings. At these meetings work is being done for re-accreditation, student concerns, technological training and curriculum evaluation. The dedication of this faculty is seen in the many hours they have put toward upgrading, evaluating and providing for the Program now and during the past year.

#### **Social Work Program Sites:**

The social work program is in both Big Rapids and in Traverse City. Most of the students in Traverse City join the program in their junior year. Most students are non-traditional. Classes are in the evening and some on weekends. The number of students has grown over the past five years. The Social Work faculty covers the needs of both sites. Adjunct faculty is used for one or two courses each semester.

#### **Community Input**

The Social Work Program continues to have the expertise of its Advisory Board (See Appendix C). The Advisory Board has been in existence since the program has begun. These members are from various social work backgrounds as well as from various geographical locations within the state. This Board helps keep the faculty informed of social issues and agency needs, thus influencing the curriculum and field placements for the interns.

There is also the **Field Instructors' Workshop**. This annual event is held for the purpose of on-going training for our field instructors who supervise our social work students who intern in their agencies. It also provides the faculty with current trends, needs of the agencies, populations' issues and service treatments from those in the community as to the needs of our students for the future workplace. This impacts on the program's curriculum and faculty's teaching methods. (See most recent Field Instructors' Meeting Report of Spring, 2001. See Section III).

The Field Instructors also have another opportunity to provide feedback to faculty. It is through our *Curriculum Evaluation Form* that the instructor completes after having a student intern. This evaluative tool helps faculty to stay current in the needs of students in the field. (See Appendix D).

### **Student Involvement**

Social Work has two student organizations, the **Student Social Work Association** and the **Phi Alpha (Theta Beta) Social Work Honor Society**. (Appendix E). Both are active and part of the Recognized Student Organizations on campus. The Student Social Work Association has provided the campus with the **Annual May Day Speaker** each spring. Recent speakers who graced our campus were Jesse Jackson, Maya Angelou, Joe Clark, Jeannie Ryan and the AIDS Quilt, and Michael Fowlin.

Both organizations are active in the community in projects such as "Walk for March of Dimes", Teddy Bear Collection for the children in foster care, "Take Back the Night" for domestic violence, and collection of old text for underprivileged countries.

Students have been active in the **National Association of Social Workers-Michigan Chapter**. Two students were elected statewide to be the BSW student representation on the NASW board. During their year-long term they were part of the standards and policy makers for the state.

Also, each year social work students attend the annual NASW "Meet Your Legislator Day" in Lansing. Ferris students (usually 20-40 in number) join other social work students from other campuses to learn political issues before the legislature, meet with individual legislator to discuss those issues as well as hear various panels on political action activities.

Social work students also are involved in community activities through their social work courses. Their Social work practice courses get them involved in many community services, such as, a reading program for elementary students at risk, involving foster children in a renovation project at Eagle Village, filling a van for the needy (canned goods and linens), providing anti drug program for the high school students, attend court hearings, attend board meetings of community human service agencies, provide Halloween party for the elderly, the needy, the homeless.

### **After Graduation:**

The number of social work students graduated since the beginning of the social work program in 1972 is 907. A number of these graduates have become field instructors for our students' field practicum. Those graduates who are in the area have helped to get a **Social Work Alumni Association** started this year. We have put together three alumni activities this year. Our next event will be during homecoming 2001. We also got an alumni newsletter out this past spring 2001. Next one is due Fall, 2001. (Appendix F).

In the academic year of 1999-2000, 81 % of our graduates were employed at graduation (Ferris Graduate Follow-up Study). They found jobs in the following areas: children and teen group work, child or adult foster care, medical social worker, domestic violence advocate, case manager in state and private agencies, runaway program. 28.6 % of 1999-2000 graduates went on to get a Masters degree. Over the years, some of the alumni have provided adjunct faculty services for the program. Some have been and are members on our Advisory Board.

### **The Faculty**

**All faculty have the terminal degree: Master in Social Work (MSW).**

One has a Ph.D, two faculty members are working on a Ph.D. All are involved in direct social work activities in the community and on campus. One faculty has attained tenure, another is being voted on this Fall. All should have tenure in about six years. We have had faculty who write and publish, we have faculty who present at conferences each year, we have a faculty member who is on an Accreditation team that makes site visits to accredited agencies, we have a faculty who ran for Michigan State House of Representative seat, we have one who ran for representative on the State board for the National Association of Social Workers which she served for one year.

### **The Faculty's work for the next two years**

1. To keep the faculty and faculty positions stable.
2. Complete Re-accreditation report and be ready for Site visit in Fall, 2002.
3. Our efforts for the next two years are to spend more time and resources on recruitment of new students. Enrollment has gone down. This seems to be a trend at other universities. On campus the introduction of the University College and the Psychology major has made an impact in our enrollment. At the same time, Northern area cities are asking us to provide the social work program in that area. Such cities showing interest are Petosky and Gaylord. Traverse City site has shown a steady increase in enrollment during the past five years. In 1996 the program started with 28 students. Today there are 50 students enrolled for Fall, 2001.
4. Keep the Advisory Board and the Field Instructors Board busy and active.
5. Put time and efforts with the Social Work Alumni Association to help it grow and flourish. The alumni are seen as a source of student recruitment, financial resources, and social work change.
6. Keep up-to-date with technology, not only in the classroom, but in the field-work as well.



7. Work on the Social Work Program's visibility on campus, in Traverse City area and in the communities.
8. Work on the development of a Master in Social Work Program at Ferris.

**BACHELOR OF SOCIAL WORK**  
**FERRIS STATE UNIVERSITY**  
**COLLEGE OF ARTS AND SCIENCES**  
Accredited by the Council on Social Work Education  
(128 credit hour minimum)

**Model Course Sequence:**

Students must consult their faculty advisor to develop a course sequence appropriate to their academic development and educational plans. The following chart depicts an acceptable model for completion of the requirements. This plan incorporates prerequisite course work, approximate course load and appropriate course work distribution. You are expected to maintain contact with your faculty advisor and attend special meetings that may be held during the academic year.

<b><u>FIRST YEAR Fall Semester</u></b>		<b><u>FIRST YEAR Winter Semester</u></b>	
ENGL 150 English 1	3	SCWK 130 Interviewing Skills 1	3
SCWK 110 Intro. Social Work Profession	2	SCWK 170 Agency & Program Orientation	1
PLSC 121 American Government 1	3	COMM 121 Fundamentals of Public Speaking	3
SOCY 121 Introductory Sociology	3	HIST 122 US History 1877 to Present	3
Choose one: BIOL 101, BIOL 109, BIOL 111	4	HUMN 100 Introduction to the Humanities	3
	<u>15</u>	PSYC 150 Introduction to Psychology	<u>3</u>
			<b>16</b>
		<b><u>FIRST YEAR Summer Session</u></b>	
		SCWK 191 Introductory Field Experience	3
<b><u>SECOND YEAR Fall Semester</u></b>		<b><u>SECOND YEAR Winter Semester</u></b>	
ENGL 250 English 2	3	SCWK 220 Theories/Methods of Practice 1	4
Choose one: BIOL 101, BIOL 109, BIOL 111	4	SCWK 240 Foundations of Practice	3
SCWK 210 Introduction to Social Welfare	3	SOCY 225 Marriage and the Family	3
PSYC 226 Life-Span Human Development	3	MATH if needed or General Elective	3
MATH by placement or General Elective	<u>3</u>	Program Elective	<u>2</u>
	<b>16</b>		<b>15</b>
<b><u>THIRD YEAR Fall Semester</u></b>		<b><u>THIRD YEAR Winter Semester</u></b>	
SCWK 320 Theories/Methods of Practice 2	4	SCWK 310 Social Welfare Policy Analysis	3
SSCI 310 Applied Social Research Methods	3	SCWK 330 Interviewing Skills 2	3
ECON 221 Principles of Economics 1	3	SCWK 370 Field Instruction Orientation	1
SOCY 230 Gender Roles in Society	3	Choose one: HUMN 325 or HUMN 326	3
SOCY 340 Minority Groups in America	<u>3</u>	PSYC 410 Behavior Modification	3
	<b>16</b>	SOCY 443 Social Stratification/Inequality	<u>3</u>
			<b>16</b>
<b><u>FOURTH YEAR Fall Semester</u></b>		<b><u>FOURTH YEAR Winter Semester</u></b>	
SCWK 450 Applied Social Research Statistics	3	SCWK 482 Field Instruction Seminar 2	2
SCWK 481 Field Instruction Seminar 1	2	SCWK 492 Field Instruction 2	6
SCWK 491 Field Instruction 1	6	SSCI 450 Intercultural Competence	3
ENGL 321 Advanced Composition	3	Program electives	<u>5</u>
Program elective	<u>2</u>		<b>16</b>
	<b>16</b>		

**BACHELOR OF SOCIAL WORK**  
**College of Arts and Sciences**  
**Accredited by the Council on Social Work**  
**Education**  
**(128 credit hour minimum)**

<b>I. GENERAL EDUCATION REQUIREMENTS</b>			
<b>COMMUNICATION COMPETENCE 12 Sem Credits</b>			
Course	Grade	Credits	
ENGL 150		3	
ENGL 250		3	
ENGL 321		3	
COMM 121		3	
<b>TOTAL</b>			
<b>SCIENTIFIC UNDERSTANDING 8 Sem Credits</b>			
Two courses from the following: BIOL 101, BIOL 109, BIOL 111			
Course	Grade	Credit	
BIOL		4	
BIOL		4	
<b>TOTAL</b>			
<b>QUANTITATIVE SKILLS</b>			
This requirement can be fulfilled by ONE of the following options:			
CHECK	Course	Grade	Credits
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score 24 or higher	Score	
<b>TOTAL</b>			
<b>CULTURAL ENRICHMENT 9 Sem Credits</b>			
The following required courses fulfill this category requirement.			
Course	Grade	Credits	
HIST 122		3	
HUMN 100		3	
HUMN 325 or 326		3	
<b>TOTAL</b>			
<b>SOCIAL AWARENESS 9 Sem Credits</b>			
The following required courses fulfill this category requirement.			
Course	Grade	Credits	
PSYC 150		3	
SOCY 121		3	
SOCY 340		3	
<b>TOTAL</b>			

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<b>II. SOCIAL WORK PROFESSIONAL FOUNDATION</b>		
<b>A. Social Work Courses 48 Semester Credits</b>		
Course	Grade	Credits
SCWK 110		2
SCWK 130		3
SCWK 170		1
SCWK 191		3
SCWK 210		3
SCWK 220		4
SCWK 240		3
SCWK 310		3
SCWK 320		4
SCWK 330		3
SCWK 370		1
SCWK 450		3
SCWK 481		2
SCWK 482		2
SCWK 491		6
SCWK 492		6
<b>TOTAL</b>		
<b>B. Related Courses 27 Sem Credits</b>		
Course	Grade	Credits
ECON 221		3
PLSC 121		3
PSYC 226		3
PSYC 410		3
SOCY 225		3
SOCY 230		3
SOCY 443		3
SSCI 310		3
SSCI 450		3
<b>TOTAL</b>		
<b>III. PROGRAM ELECTIVES 9 Sem Credits</b>		
Course to be approved by your faculty advisor		
Course	Grade	Credits
<b>TOTAL</b>		
<b>IV. ELECTIVES: To a total requirement of 28 hours. None required.</b>		

Student \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

# BACHELOR OF SOCIAL WORK - INFORMATION SHEET

The Ferris State Social Work program prepares students for social work practice as beginning, generalist professionals. It helps students to integrate the values, knowledge and skills of this generalist level of education into a competent social work practice on behalf of a broad spectrum of clients.

Students learn to work for the benefit of individuals, families, small groups, organizations and communities. They also learn a model of social work practice that is appropriate for a wide variety of human service settings, including residential programs for children and youth, community mental health agencies, substance abuse agencies, senior citizen programs, nursing homes, rehabilitation agencies and probation and parole programs.

## Admission Requirements

No student will be allowed to enroll in required social work courses above SCWK 170 unless admitted to the program. Admission without previous college credits

An applicant with no prior college work must meet at least one of the following minimum requirements:

1. 2.0 minimum high school GPA and a minimum 16 ACT Composite Score; or
2. 3.0 cumulative high school GPA at the time of application

## Admission with college credit

Applicants with prior college work must meet both of the following minimum requirements:

1. 2.30 GPA overall for prior college course work at the time of application; and, if applicable
2. 2.50 GPA for prior college work in the social sciences or applied social sciences at the time of application.

## Admission to B.S.W. Degree Candidacy

Permission to enroll in upper level social work courses requires admission to candidacy for the bachelor of social work degree with the exception of SCWK 310, 350 and 370.

Admission to degree candidacy requires the following:

1. Completion of at least 56 semester credit hours of college credit;
2. Included in the completed work must be the following courses or their transfer equivalent or transfer substitute: ENGL 150 and 250; BIOL 101, 109 or 111 (choice of two); COMM 121; HUMN 100; HIST 122; PLSC 121; PSYC 150 and 226; SOCY 121 and 225; SCWK 110, 130, 170, 191, 210, 220 and 240;
3. Minimum overall 2.3 GPA;
4. Minimum 2.5 GPA in social work courses
5. Grade of "C" or better in all required social work courses;
6. Successful completion of an extemporaneous social work related writing sample, evaluated by social work faculty for communication skill rather than social work content;
7. Successful completion of a written self-analysis, including professional strengths and weaknesses, sensitivity to social diversity, career motivation, etc. This is a SCWK 220 assignment;
8. Successful completion of a fully documented library research paper elaborating on the relationship between a particular theory of human behavior or social process and social work practice. This is a SCWK 240 assignment.

## Advising

Advising is provided by the social work faculty. Students should schedule an appointment with their assigned advisor at least once each semester during the first two years of the program and by the beginning of the third year should have an approved written plan for completing the program. Advisors will be involved in all planning for introductory field experience and field instruction.

## Electives

Each student is required to select nine semester credit hours of program elective course work. Program elective courses provide students with a limited opportunity to investigate individual social work related interests within the context of preparation as a generalist practitioner. Courses must be approved by the social work faculty to be included in this category.

Within the total requirement of 128 semester credit hours, students may take a maximum of 6 semester credit hours in general electives. General electives include all college level courses. Students are permitted to use extra program electives as general electives.

## Field Experience and Field Instruction

As indicated in the program guideline, each student completes an introductory field experience assignment during the summer between the first and second year of the program and also, a two semester field instruction assignment during the last year of the program.

The first field assignment requires 120 clock hours of placement, while the second requires 480 clock hours of placement (240 per semester). The placements must be in agencies approved by the faculty for the training of beginning social work professionals. To be eligible for the introductory field experience (SCWK 191) students must have earned at least a 2.0 overall GPA, must satisfy the prerequisites as specified in the course description and must have the approval of their advisor.

To be eligible for field instruction (SCWK 491 and 492) students must have earned at least a 2.5 GPA in social work courses, must have a grade of "C" or better in all required social work courses, must satisfy the prerequisite as specified in the course description and must have the approval of their advisor.

SCWK 191 placements are normally near the student's home. SCWK 491 and 492 placements are normally in the general vicinity of Big Rapids. Many field instruction placements require students to have their own transportation.

# BACHELOR OF SOCIAL WORK

## FERRIS STATE UNIVERSITY

**PROGRAM COORDINATOR: KATHERINE PALAZZOLO-MILLER**

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First year student admission requirements:

1. 2.0 minimum over-all high school grade average AND
2. Minimum ACT composite score of 16 OR
3. 3.0 minimum over-all high school grade average.

Admission requirements for transfer students:

1. 2.3 overall college GPA
2. Minimum 2.5 in Social Sciences and applied Social Sciences coursework

Graduation Requirements:

1. Admission to candidacy (see A&S section of the FSU catalog under Social Work for details)
2. 2.0 cumulative grade average in all courses
3. Minimum 128 credit hours
4. Minimum of 40 credits numbered 300 or higher
5. Residency requirements: 30 minimum FSU semester credits.

### PROGRAM REQUIREMENTS

Student Name \_\_\_\_\_

REQUIRED		COURSE TITLE - FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS	FSU S.H.	GRADE
<b>MAJOR</b>				
SCWK	110	Intro to Social Work Profession	2	
SCWK	130	Social Work Interviewing Skills 1	3	
SCWK	170	Agency & Program Orientation Elective	1-2	
SCWK	191	Introductory Field Experience (SCWK 110, 130, 170, SOCY 121, GPA > 2.0)	3	
SCWK	210	Introduction to Social Welfare (PLSC 121, HIST 122)	3	
SCWK	220	Theories/Methods of Practice 1 (Psyc 150, SOCY 121, SCWK 191)	4	
SCWK	240	Foundations of Practice (PSYC 226, SOCY 121, BIOL, co=SOCY 225, SCWK 220)	3	
SCWK	310	Social Welfare Policy Analysis (ECON 221, SOCY 230, 340, co=SOCY 443)	3	
SCWK	320	Theories/Methods of Practice 2 (Admission to BSW candidacy)	4	
SCWK	330	Social Work Interviewing 2 (SCWK 320)	3	
SCWK	370	Field Instruction Orientation (JR. status)	1	
SCWK	450	Applied Social Research Statistics (SSCI 350, SCWK 370)	3	
SCWK	481	Field Instruction Seminar 1 (corequisite = SCWK 491)	2	
SCWK	482	Field Instruction Seminar 2 (corequisite = SCWK 492)	2	
SCWK	491	Field Instruction 1 (See catalog course description)	6	
SCWK	492	Field Instruction 2 (See catalog course description)	6	
Program Elective			2	
Program Elective			2-3	
Program Elective			3	
<b>RELATED:</b>				
ECON	221	Principles of Economics (MATH 110 or equiv.)	3	
PLSC	121	American Government 1	3	
PSYC	226	Lifespan Human Development (PSYC 150)	3	
PSYC	410	Behavior Modification (PSYC 150)	3	
SOCY	225	Marriage & the Family (SOCY 121 or 122 or ANTL 122)	3	
SOCY	230	Gender Roles in Society (SOCY 121 or 122 or ANTH 122)	3	
SOCY	443	Social Stratification/Inequality (SOCY 121 or 122 or ANTH 122)	3	
SSCI	310	Applied Social Research Methods	3	
SSCI	450	Intercultural Competence	3	

# GENERAL EDUCATION REQUIREMENTS

REQUIRED		COURSE TITLE	FSU S.H.	GRADE
<b>COMMUNICATION COMPETENCE – 12 Credit Hours Required</b>				
ENGL	150	English 1 (by placement)	3	
ENGL	250	English 2 (ENGL 150)	3	
COMM	121	Fundamentals of Public Speaking	3	
ENGL	321	Advanced Composition (ENGL 250)	3	
<b>SCIENTIFIC UNDERSTANDING – 7-8 Credit Hours Required: the following required courses satisfy this requirement.</b>				
<b>CHOOSE TWO:</b>				
BIOL	101	Genetics – Human Aspects	4	
BIOL	109	Basic Human Anatomy	4	
BIOL	111	Environmental Biology	4	
<b>QUANTITATIVE SKILLS – Proficiency in MATH 115 or higher: This requirement can be completed by ONE of the following options: 1) Pass MATH 115 or higher; 2) Pass course proficiency exam in MATH 115 or higher; 3) ACT Math sub test score of 24 or higher</b>				
<b>CULTURAL ENRICHMENT – 9 Credit Hours Required: the following required courses satisfy this requirement</b>				
HIST	122	US History – 1877 to present	3	
HUMN	100	Intro to Humanities	3	
<b>CHOOSE ONE:</b>				
HUMN	325	Eastern Religions (ENGL 150)	3	
HUMN	326	Western Religions (ENGL 150)	3	
<b>SOCIAL AWARENESS – 9 Credit Hours Required: the following three required courses satisfy this requirement</b>				
PSYC	150	Introduction to Psychology	3	
SOCY	121	Introductory Sociology	3	
SOCY	340	Minority Groups in America (SOCY 121 or 122 or ANTH 122)	3	
Global Consciousness -- this requirement is satisfied in the Related Courses area				
<b>ELECTIVES: to the minimum 128 required for this degree</b>				
			3	
			3	
			3	
			3	

**Sample Course Sequence:** The following chart depicts one method to begin the course work requirements. In order to complete this program in a four year plan, students must average 16-17 credit hours per semester. Students **MUST** consult their faculty advisor to develop a course sequence plan appropriate to their academic development and educational plans.

**FIRST YEAR Fall Semester**

FSUS 100 Freshman Seminar	1
ENGL 150 English 1	3
SCWK 110 Intro. Social Work Profession	2
PLSC 121 American Government 1	3
SOCY 121 Introductory Sociology	3
Choose one: BIOL 101, BIOL 109, BIOL 111	<u>4</u>
	<b>16</b>

**FIRST YEAR Winter Semester**

SCWK 130 Interviewing Skills 1	3
SCWK 170 Agency & Program Orientation/or Elective	1-2
COMM 121 Fundamentals of Public Speaking	3
HIST 122 US History 1877 to Present	3
HUMM 100 Introduction to the Humanities	3
PSYC 150 Introduction to Psychology	<u>3</u>
	<b>16/17</b>

**FIRST YEAR Summer Session**

SCWK 191 Introductory Field Experience	3
--	---

**SECOND YEAR Fall Semester**

ENGL 250 English 2	3
Choose one: BIOL 101, BIOL 109, BIOL 111	<u>4</u>
SCWK 210 Introduction to Social Welfare	3
PSYC 226 Life-Span Human Development	3
MATH by placement or General Elective	<u>3</u>
	<b>16</b>

**SECOND YEAR Winter Semester**

SCWK 220 Theories/Methods of Practice 1	4
SCWK 240 Foundations of Practice	3
SOCY 225 Marriage and the Family	3
MATH if needed or General Elective	3
Program Elective	<u>2</u>
	<b>15</b>

# BACHELOR OF SOCIAL WORK - INFORMATION SHEET

The Ferris State Social Work program prepares students for social work practice as beginning, generalist professionals. It helps students to integrate the values, knowledge and skills of this generalist level of education into a competent social work practice on behalf of a broad spectrum of clients.

Students learn to work for the benefit of individuals, families, small groups, organizations and communities. They also learn a model of social work practice that is appropriate for a wide variety of human service settings, including residential programs for children and youth, community mental health agencies, substance abuse agencies, senior citizen programs, nursing homes, rehabilitation agencies and probation and parole programs.

## Admission Requirements

No student will be allowed to enroll in required social work courses above SCWK 170 unless admitted to the program.

### Admission without previous college credits

An applicant with no prior college work must meet at least one of the following minimum requirements:

1. 2.0 minimum high school GPA and a minimum 16 ACT Composite Score; or
2. 3.0 cumulative high school GPA at the time of application

### Admission with college credit

Applicants with prior college work must meet **both** of the following minimum requirements:

1. 2.30 GPA overall for prior college course work at the time of application; and, if applicable
2. 2.50 GPA for prior college work in the social sciences or applied social sciences at the time of application.

### Admission to B.S.W. Degree Candidacy

Permission to enroll in upper level social work courses requires admission to candidacy for the bachelor of social work degree with the exception of SCWK 310, 350 and 370.

Admission to degree candidacy requires the following:

1. Completion of at least 56 semester credit hours of college credit;
2. Included in the completed work must be the following courses or their transfer equivalent or transfer substitute: ENGL 150 and 250; BIOL 101, 109 or 111 (choice of two); COMM 121; HUMN 100; HIST 122; PLSC 121; PSYC150 and 226; SOCY 121 and 225; SCWK 110, 130, 170, 191, 210, 220 and 240;
3. Minimum overall 2.3 GPA;
4. Minimum 2.5 GPA in social work courses
5. Grade of "C" or better in all required social work courses;
6. Successful completion of an extemporaneous social work related writing sample, evaluated by social work faculty for communication skill rather than social work content;
7. Successful completion of a written self-analysis, including professional strengths and weaknesses, sensitivity to social diversity, career motivation etc. This is a SCWK 220 assignment;
8. Successful completion of a fully documented library research paper elaborating on the relationship between a particular theory of human behavior or social process and social work practice. This is a SCWK 240 assignment.

## Advising

Advising is provided by the social work faculty. Students should schedule an appointment with their assigned advisor at least once each semester during the first two years of the program and by the beginning of the third year should have an approved written plan for completing the program. Advisors will be involved in all planning for introductory field experience and field instruction.

## Electives

Each student is required to select nine semester credit hours of program elective course work. Program elective courses provide students with a limited opportunity to investigate individual social work related interests within the context of preparation as a generalist practitioner. Courses must be approved by the social work faculty to be included in this category.

Within the total requirement of 128 semester credit hours, students may take a maximum of 6 semester credit hours in general electives. General electives include all college level courses. Students are permitted to use extra program electives as general electives.

## Field Experience and Field Instruction

As indicated in the program guideline, each student completes an introductory field experience assignment during the summer between the first and second year of the program and also, a two semester field instruction assignment during the last year of the program.

The first field assignment requires 120 clock hours of placement, while the second requires 480 clock hours of placement (240 per semester). The placements must be in agencies approved by the faculty for the training of beginning social work professionals. To be eligible for the introductory field experience (SCWK 191) students must have earned at least a 2.0 overall GPA, must satisfy the prerequisites as specified in the course description and must have the approval of their advisor.

To be eligible for field instruction (SCWK 491 and 492) students must have earned at least a 2.5 GPA in social work courses, must have a grade of "C" or better in all required social work courses, must satisfy the prerequisite as specified in the course description and must have the approval of their advisor.

SCWK 191 placements are normally near the student's home. SCWK 491 and 492 placements are normally in the general vicinity of Big Rapids. Many field instruction placements require students to have their own transportation.

Effective Fall 2000

### NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

## The Education of a Lifetime (Close to Home)

The University Center for Extended Learning was established by Ferris State University to give individuals throughout the state lifetime access to the education and training opportunities they need to meet their career goals.

Extended Learning works collaboratively with two-year colleges around the state to help busy working students across Michigan stay current in their fields or get the additional education they need to advance in their careers. Using local facilities and resources, Extended Learning offers full degree programs in Allied Health Sciences, Arts and Sciences, Business, Education and Human Services, and Technology.

Ferris State University is accredited by the North Central Association of Colleges and Schools (NCA).



*Extended Learning makes it possible for students to pursue a quality, fully-accredited education close to home, and still benefit from the cutting-edge technology and hands-on learning that has built Ferris State University a national reputation.*

## We Can Help

For more information about this or other programs available through Extended Learning at Ferris State, call 800.562.9130 or the closest regional office.

### NORTHERN MICHIGAN:

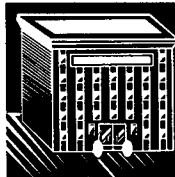
Ferris State University  
220 Dendrinos Drive, Suite 200H  
Traverse City, MI 49684  
Phone: 231.995.1734  
Toll-free: 888.857.1954  
Fax: 231.995.1736

### ALL OTHER AREAS:

Ferris State University  
The University Center for Extended Learning  
410 Oak Street, ALU 113  
Big Rapids, MI 49307.2022  
Phone: 231.591.2340  
Toll-free: 800.562.9130  
Fax: 231.591.3539  
Email: ucel@ferris.edu

VISIT OUR WEB SITE AT [WWW.FERRIS.EDU/UCEL](http://WWW.FERRIS.EDU/UCEL)

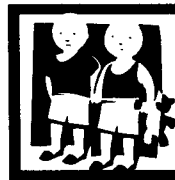
# BACHELOR OF Social Work



*Hands-On*



*Learning.*



*On-the-Job*

*Application.*


1/2001



FERRIS STATE UNIVERSITY

FERRIS STATE UNIVERSITY  
University Center for Extended Learning  
TRAVERSE CITY





## Advance in a field that offers both personal and professional rewards!

A Bachelor of Social Work prepares you to make a real contribution. It also opens doors for a variety of career options. The comprehensive BSW program offered through Ferris State University gives you solid preparation to enter the social work field as a generalist professional. The program is built around a practice model that is appropriate for a wide variety of human service settings, including child and youth programs, mental health and substance abuse agencies, senior centers, long term care facilities, employment agencies, and court systems. The BSW program prepares you for employment in positions such as child welfare worker, case manager, parole officer, client advocate, and program coordinator. Also, the Ferris BSW program enables you to continue your education in graduate school – a necessary step for those wishing to advance in management and clinical positions.


### Take a Closer Look

#### A SCHEDULE YOU CAN LIVE WITH

This program is offered in partnership with Northwestern Michigan College, so that all classes can be taken in Traverse City. All Ferris classes at the NMC University Center are offered in the evenings to accommodate your busy schedule.

#### CLASSES THAT WORK

Since the typical student in this program is already working either full- or part-time, course work is designed to build on job experience with a balance of practical and theoretical learning. If you're already working in the human services field, your papers and special projects may be work-related, so the time you spend earning your credits also enhances your job performance.



## Program Overview

The general coursework of the Northwestern Michigan College's associate degree provides a liberal arts foundation that includes courses in communication, math, science, humanities, psychology and sociology. All introductory social work coursework is offered at NMC during the first and second year of the program. This coursework provides an overview of the history, values, and skills of the social work profession, and introduces students to the many job opportunities of social work.

In the third and fourth years of the program, Ferris coursework builds on the knowledge, skills and values introduced in the first two years, and includes advanced courses in the theory and practice models of social work, research, policy and advanced interviewing skills.

The program also requires an introductory field experience assignment and a two-semester field instruction assignment. These assignments are in approved agencies, and will be made in student's home/work area whenever possible. Your advisor will work closely with you to make sure your field assignments suit your career goals and fit in with your work and family responsibilities.



## Your Best Choice

Choosing to complete your BSW through Ferris is a smart move for a number of reasons.

- You can take the first two years of course work through Northwestern Michigan College and directly transfer into the Ferris program.
- The program is accredited by the Council on Social Work Education.
- Classes are kept small – usually around 25 – so you get to know your instructors and fellow students.
- All courses are taught by credentialed professionals with career experience in social work.
- Ferris BSW graduates, with a strong academic record, are readily accepted into social work or related fields of graduate study.

### You Can Do It

#### BASIC ADMISSION REQUIREMENTS

To be admitted to this program you must have an associate degree or 64 semester hours from an accredited college or university, with a 2.3 overall GPA and a 2.5 GPA in social sciences.

#### EASY APPLICATION

Call the Northern Michigan Regional Center toll-free at 1.866.857.1954 or 231.995.1734 to be connected with someone who can talk with you about this program or to request an application.

SOCIAL  
WORK  
PROGRAM

DATA AND ANALYSIS

September, 2001

## Section II. Results of Data Collected for the Graduate Follow-up Survey

As a requirement for our Council on Social Work Education accreditation a **First Year Graduate survey** and a **Five-Year Graduate survey** have been conducted in the **Social Work Program**. The First Year Survey covers the period from 1987-2000. The Five Year Survey (2) covers the period from 1989-2000. Telephone and written questionnaires were used.

**SOCIAL WORK PROGRAM  
FERRIS STATE UNIVERSITY  
BIG RAPIDS, MICHIGAN**

**FIRST-YEAR GRADUATE SURVEY, 1987 - 2000**

**Sandy Stover, Professor Emeritus**

**Ferris State University**

**August, 2001**

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## FIRST-YEAR GRADUATE SURVEY, 1987 – 2000

As part of its continuing outcomes evaluation, the Ferris Social Work Program conducted, generally within one year of graduation, a phone survey of graduates during eight academic years: 1987-88 to 1994-95. Because Ferris Career Services conducted a similar (combined mail/phone) survey that included graduates of the Social Work Program, the Program discontinued its own survey in 1996, relying instead on Career Services data for the ensuing period of five academic years: 1995-96 to 1999-2000. (Results of the first-year survey for the graduates of academic years 1987-88 to 1990-91 were reported in the 1994 *Self-Study*,<sup>1</sup> but are included here for the sake of longer-term comparisons.)

The Social Work Program's own survey (1987-88 to 1994-95), a schedule-standardized telephone interview, was conducted on a continuous basis, with most graduates having been contacted within twelve months of the date of graduation. For graduates of academic years 1987-88 to 1990-91 (N=122), contact was made, on average, at approximately seven months after graduation, with eight interviews (6%) occurring past twelve months. For graduates of academic years 1991-92 to 1994-95 (N=136), contact was made, on average, at approximately ten months after graduation, with approximately twenty (15%) occurring past twelve months. Throughout the Social Work Program's own survey, graduates were contacted only one time, whether or not they were successfully placed.

Ferris Career Services, in its most recent report, describes current survey procedures in the following way:

. . . Surveys were sent to each of the [academic year] graduates who were not continuing their studies at Ferris or who had not already completed a survey prior to leaving Ferris. Non-respondents were personally contacted by the Communications Center operators who then completed the survey with them by phone. A serious attempt was made to reach each graduate. . . .

. . . We continue to meet this challenge [to achieve an increased response rate] by getting students to complete the survey before graduating, following up with graduates within 3 months of graduation, and continuing to follow-up with unemployed students up to ten months following graduation. . . .<sup>2</sup>



When interpreting the results reported here, therefore, it is necessary to keep in mind the above time-of-contact and re-contact variations. One must allow the possibility that results will vary significantly depending on whether they are finalized relatively early or late in the survey time-period.

### **Survey Focus**

The first-year survey was conceived as a continuous phone survey focusing primarily on (1) social work placement success, (2) social work placement location (state), (3) social work salaries, and (4) social work placement diversity—all in the case of first-year graduates, *i.e.*, graduates who are less than, or at least close to, one year from graduation. While there has been some variation of procedure during the thirteen years of data-gathering (as described above), this focus has been maintained throughout both the Social Work Program and the Career Services surveys, making it possible, generally, to report thirteen years of results for these primary topics. Several additional topics were pursued during the Social Work Program survey, but not during the Career Services survey, and will be reported here for eight academic years only (1987-88 to 1994-95). These topics include, with respect to graduates in social work employment: (1) breadth of problem-solving responsibility, (2) supervisors' academic degree, (3) extent of practice with minority clients, (4) levels of practice for client system and target system, and (5) extent of professional development activity; and, with respect to all graduates: (6) extent of activity that expresses professional social work identity.

This report summarizes findings with respect to the above primary topics (generally, academic years 1987-88 to 1999-00) on pages 5-19; with respect to the above additional topics (academic years 1987-88 to 1994-95) on pages 19-28; as well as implications for curriculum revision as related to these findings, pages 28-30.

(The Ferris Social Work Program has also conducted a "five-year" graduate/supervisor *mail* survey, the results of which can be found in a companion report, *Graduate/Supervisor Survey, 1985-1998*. The latter survey focuses on various factors of graduate career development, program-evaluation opinions of graduates, and graduate-performance opinions of

supervisors. In contrast with interviewees in the first-year survey, who are almost always in their initial placement, respondents to the graduate/supervisor survey are out of school for a range of one to six years and are sometimes no longer in an initial placement.)

### **Relationship of the Survey to Expected Educational Outcomes**

The first-year survey constitutes measurement of four of the Program's 17 expected educational outcomes (and indicator targets), which are included here as stated in the 1994 *Self-Study*.<sup>3</sup>

8. **Most graduates will be immediately employed as beginning social work practitioners or will be enrolled in graduate programs in social work, according to whichever type of placement was first sought. INDICATOR TARGET:** As surveyed from four to twelve months after graduation, at least 70% of social work graduates will have achieved successful placement. ["Successful" means that the graduate is placed as he or she intended to be placed in regard, *generally*, either to social work employment or social work graduate education. It does not require placement in a *particular* social work employment position or social work graduate program. . . .]
9. **The initial employment of graduates in social work positions will be mostly in the state of Michigan. INDICATOR TARGET:** As surveyed from four to twelve months after graduation, at least 70% of those graduates employed in social work positions will be employed in the state of Michigan.
10. **The initial employment of graduates in social work positions will be in service systems of various types and sizes and in generalist social work roles. INDICATOR TARGETS:** Operationally, this means that, for yearly aggregates of graduate social work positions as surveyed from four to twelve months after graduation, there will be (a) at least three of the major types of service systems represented (e.g., mental health, child welfare, juvenile corrections, health care, services to the aging, etc.); (b) both public and private agencies; (c) both small, locally-controlled agencies and bureaucracies; and (d) for a preponderance of social work positions (80% minimum), inclusion of at least seven of the first ten competencies of the problem solving model.
11. **Graduates in social work employment will be paid salaries that are an improvement upon the historical level of baccalaureate social work salaries. INDICATOR TARGET:** As surveyed from four to twelve months after graduation, the average salary of graduates employed in social work positions will be at least 75% of the average salary of all Ferris baccalaureate graduates surveyed during the same year.

It should be noted that all of the above indicator targets are measurable, generally, as part of those survey topics which are *primary* (p. 2), and therefore can be reported for 1987-88 to 1999-00, with the exception of 10(d), *i.e.*, breadth of problem solving responsibility, which can be reported for only 1987-88 to 1994-95. Also, while it is possible to report placement success for all thirteen years in terms of placement in *either* social work employment or continuing education, it is possible to report such success "according to whichever type of placement was first sought" (Educational Outcome 8) for only 1987-88 to 1994-95. Finally (and also with regard to Educational Outcome 8), because Ferris Career Services has not gathered data on *field* of continuing education, it is possible to report placement in graduate social work study (as included in continuing education) only for 1987-88 to 1994-95.

#### **Response Rate**

A strength of the first-year survey, in comparison with the five-year survey, is its higher response rate. The five-year (mail) survey has had, over fourteen years, a 27% response rate. As Table 1 (p. 5) indicates, response rate for the first-year (phone/mail) survey, for the thirteen-year period, has averaged 62%--over twice as strong as that for the five-year survey. Table 1 also shows rates aggregated for the first four years (data gathered by the Social Work Program and reported in the 1994 *Self-Study*), second four years (data gathered by the Social Work Program, but reported for the first time here), and last five years (data gathered and reported by Ferris Career Services.)

However, while response rates are relatively high, one must still allow the significant possibility that the responses to this survey are not representative of the entire group of graduates. It must also be noted that for some topics in this report, *e.g.*, salaries, response rates are significantly less than those listed, which are for responses to *any* part of the survey.

**TABLE 1 – Response Rate, First-Year Graduate Survey,  
Ferris Social Work Program, 1987-88 to 1999-00**

<b>YEAR</b>	<b>RESPONSES/GRADUATES</b>	<b>PERCENTAGE</b>
1987-88 (part)	17/33	52%
1988-89	45/62	72%
1989-90	33/45	73%
1990-91	37/65	57%
<b>Four Years</b>	<b>132/205</b>	<b>64%</b>
1991-92	37/65	57%
1992-93	27/61	44%
1993-94	38/50	76%
1994-95	31/46	67%
<b>Four Years</b>	<b>133/222</b>	<b>60%</b>
1995-96	20/42	48%
1996-97	24/36	67%
1997-98	28/40	70%
1998-99	23/40	58%
1999-00	21/34	62%
<b>Five Years</b>	<b>116/192</b>	<b>60%</b>
<b>Thirteen Years</b>	<b>381/619</b>	<b>62%</b>

**Graduate Responses**

**Placement Status for All Interviewees, Disregarding Intentions at Graduation, 1987-88 to 1999-00  
(Expected Outcome 8)**

It is possible, using Ferris Career Services reports for 1995-96 to 1999-00, to show results for the following categories: (1) employed in social work (full- or part-time), (2) employed in a field other than social work (full- or part-time), (3) continuing education (full- or part-time), and (4) unemployed and not continuing education. The last category is broken down, by Ferris Career Services, into two sub-categories: "seeking employment" and "not seeking employment," but these have been dropped for the purposes of this report. Ferris Career Services also lists employers and position titles, which will be reported in Table 6 (pp. 12-16). Given these parameters, data from the entire thirteen-year period is presented in Table 2 and Figure 1 (p. 6).

**TABLE 2 – First-Year Placement Status of Ferris Social Work Graduates, by Year of Graduation, 1987-88 to 1999-00 (N = 381)**

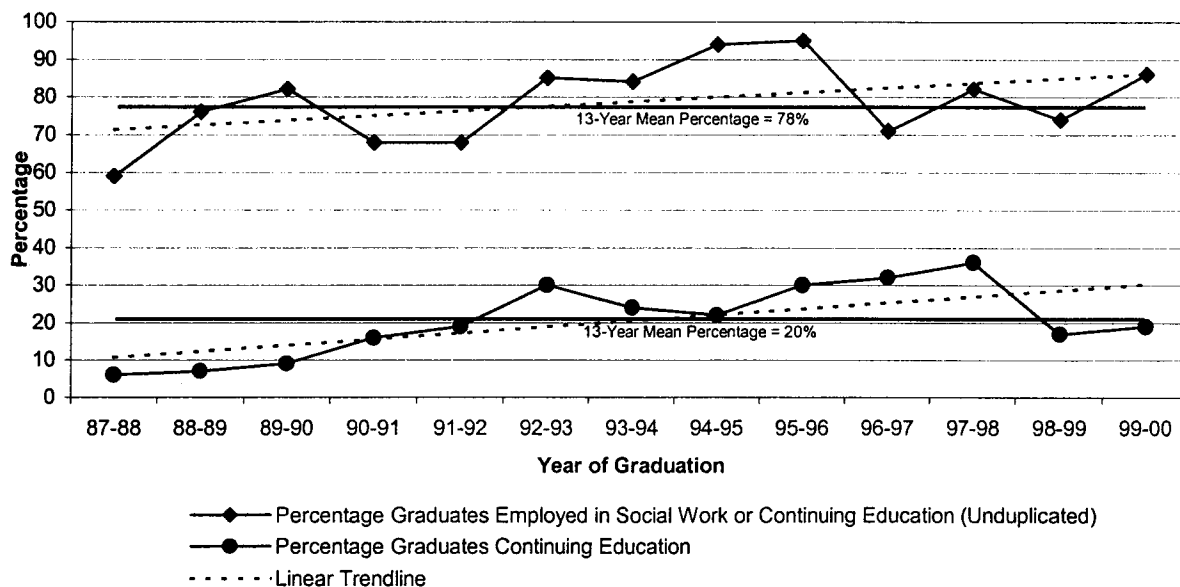
STATUS	YEAR OF GRADUATION													TOTAL
	87-88* (N=17)	88-89 (N=45)	89-90 (N=33)	90-91 (N=37)	91-92 (N=37)	92-93 (N=27)	93-94 (N=38)	94-95 (N=31)	95-96 (N=20)	96-97 (N=24)	97-98 (N=28)	98-99 (N=23)	99-00 (N=21)	
Employed in Social Work	9 53%	31 69%	24 73%	19 51%	21 57%	18 67%	31 82%	26 84%	13 65%	13 54%	19 68%	16 70%	14 67%	254 67%
Employed, Other Field	3 18%	6 13%	3 9%	9 24%	11 30%	4 15%	3 8%	2 6%	1 5%	5 21%	3 11%	3 13%	3 14%	56 15%
Continuing Education	1 6%**	3 7%**	3 9%**	6 16%**	7 19%	8 30%	9 24%	7 22%	6 30%	10 32%	10 36%	4 17%	4 19%	78 20%
Total Emp. in Social Work or Cont. Ed. (Unduplicated)	10 59%	34 76%	27 82%	25 68%	25 68%	23 85%	32 84%	29 94%	19 95%	17 71%#	23 82%#	17 74%#	18 86%	299 78%#
Unemployed and Not Continuing Ed	4 24%	5 11%	3 9%	3 8%	4 11%	3 11%	3 8%	--	--	2 8%	2 7%	3 13%	--	32 8%

\* partial year

\*\*Only full-time continuing education was counted. Actual numbers may be slightly higher.

# Ferris Career Services reports contain some duplication that cannot be assigned. Actual numbers may be slightly higher.

**FIGURE 1 - Percentage of Ferris Social Work Graduates Employed in Social Work or Continuing Education (Unduplicated) and Percentage of Ferris Social Work Graduates Continuing Education, by Year of Graduation, 1987-88 to 1999-00 (N = 381)**



Although there are complications in combining Social Work Program and Career Services data (as revealed by Table 2 notes), **this analysis suggests a good probability that the Program has achieved its goal with respect to “successful” placement of at least 70% of its graduates (Expected Educational Outcome 8).** For the thirteen-year period, 78% of interviewed graduates were either working in a social work position or continuing their education (or both). This compares with an expected outcome that 70% would be working in social work positions or continuing their education in social work, according to whichever was intended at the time of graduation. It is true, as noted above, that the 78% result does not include measurement of (1) graduate intentions or (2) field of continuing education. However, available data with respect to intentions (for 1987-88 to 1994-95, as reported below) suggests that results would be only slightly affected by an extended measurement for 1995-96 to 1999-00, were it possible, since placement success utilizing the eight years of available data is 74%. Furthermore, given that data for 1987-88 to 1994-95 shows that 73% (32/44) of graduates continuing their education were doing so in graduate social work, and also given that, for all fields, 20% of graduates during the entire thirteen-year period were continuing their education, one could estimate that the 78% result would probably drop no more than 5% due to such measurement, were it possible. (On the other hand, there could be some correction upward were it possible to know the degree of undercount for certain categories and years, as noted in Table 2.) Certainly, then, this data provides strong evidence that the 70% target has been nearly met, if not actually.

Other results are also worth noting: (1) Over the thirteen-year period, there is a slight trend upward in percentage of interviewed graduates employed in social work or continuing in their education (trendline, Figure 1). (2) Over the thirteen-year period, there is a modest trend upward in percentage of interviewed graduates continuing their education (trendline, Figure 1). Also noticeable, however, is a slight trend downward in recent years for both categories.

Placement Success with Respect to Graduate Intentions, 1987-88 to 1994-95 (Expected Outcome 8)

Table 3 presents annual placement "success" data, including measurement of graduate intentions, which is available in this form only for the eight-year period, 1987-88 to 1994-95:

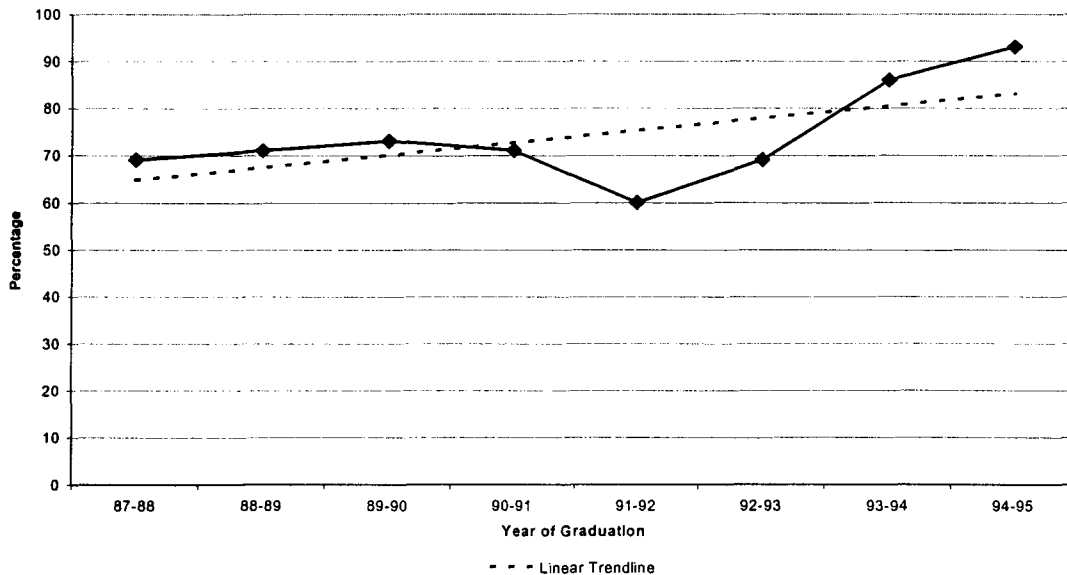
**TABLE 3 – First-Year Placement Success of Ferris Social Work Graduates, by Year of Graduation, 1987-88 to 1994-95 (N = 249)**

Placement Category	Year of Graduation								Totals
	87-88 (part)	88-89	89-90	90-91	91-92	92-93	93-94	94-95	
Sought Social Work Employment	13	40	29	27	34	24	33	27	227
Found Social Work Employment*	9	29	22	18	20	17	28	25	168
<i>First-Year Success Rate For Employment</i>	69%	73%	76%	67%	59%	71%	85%	93%	74%
Sought Graduate Social Work Educational Placement	--	1	4	8	1	2	4	2	22
Enrolled in Graduate Social Work Education**	--	--	2	7	1	1	4	2	17
<i>First-Year Success Rate For Graduate Social Work Placement</i>	--	0%	50%	88%	100%	50%	100%	100%	77%
<b>Total First-Year Success Rate</b>	<b>69%</b>	<b>71%</b>	<b>73%</b>	<b>71%</b>	<b>60%</b>	<b>69%</b>	<b>86%</b>	<b>93%</b>	<b>74%</b>

\* Counting only those graduates for whom social work employment was intended.

\*\* Counting only those graduates for whom social work education was intended.

**FIGURE 2 - Total First-Year Placement Success Rate, Ferris Social Work Graduates, by Year of Graduation, 1987-88 to 1994-95 (N = 249)**



As in the first analysis (when graduate intentions and field of continuing education were not considered), this second analysis suggests that the Social Work Program has continued to meet its placement success objective. The mean percentage of successful placement, during the first eight years of the thirteen-year period, is 74%, while the trend is modestly upward. Given the earlier data, there is no reason to believe that in the last five years there has been sufficient decline to bring the thirteen-year performance below 70%.

First-Year Social Work Employment within Michigan (Expected Outcome 9)

Expected Educational Outcome 9 states that "at least 70% of those graduates employed in social work positions will be employed in the state of Michigan." This is important because Ferris is a state university whose sphere of mission is primarily within its own state, and also because significant placement out of state could signal job availability problems. Table 4 shows that expectations have been far exceeded--and also that there has been little change in this relationship over the thirteen-year period.

---

**TABLE 4 – Location of First-Year Employment, Ferris Social Work Graduates Employed in Social Work Positions, by Aggregate Years of Graduation, 1987-88 to 1999-00 (N = 254)**

Location	Year of Graduation (Aggregate)			Total
	1987-88 to 1990-91	1991-92 to 1994-95	1995-96 to 1999-00	
Michigan	80 96%	92 96%	69 92%	241 95%
Out of State	3 4%	3 3%	3 4%	9 4%
Unknown	--	1 1%	3 4%	4 2%

---

Beginning Full-Time Social Work Salaries (Expected Outcome 11)

Expected Education Outcome 11 (page 3) has established the following goal for the Social Work Program with respect to beginning salaries of graduates in social work positions:



“As surveyed from four to twelve months after graduation, the average salary of graduates employed in social work positions will be at least 75% of the average salary of all Ferris baccalaureate graduates surveyed during the same year.” While it may at first seem unchallenging, this goal was set against the context of historical data showing that, for the period 1978-86, the average yearly salary of graduates in social work positions was only 70% of the average salary of all Ferris baccalaureate graduates.<sup>4</sup> Thus, it was hoped that there would be “an improvement upon the historical level of baccalaureate social work salaries.”

Table 5 (below) and Figure 3 (page 11) show that, **with respect to beginning salaries, the Program’s target has not been reached.** For the entire thirteen-year period, salaries of Social Work graduates have been, on average, at 69% of the salaries of all Ferris baccalaureate graduates—not an improvement from the 70% level of the prior (1978-86) period. On a yearly basis, Social Work graduate salaries exceeded the 75% level for only three graduating groups: 1987-88, 1988-89, and 1993-94. Furthermore, even though there is (as would be expected) an upward trend for Social Work graduate salaries over the thirteen years, the gap between those salaries and the salaries of all Ferris graduates has begun to widen during the past four years.

**TABLE 5 – Mean Beginning Salaries (in Thousands), Social Work Graduates in First-Year Full-Time Social Work Positions and All Ferris Baccalaureate Graduates in Full-Time Positions, by Year of Graduation, 1987-88 to 1999-00**

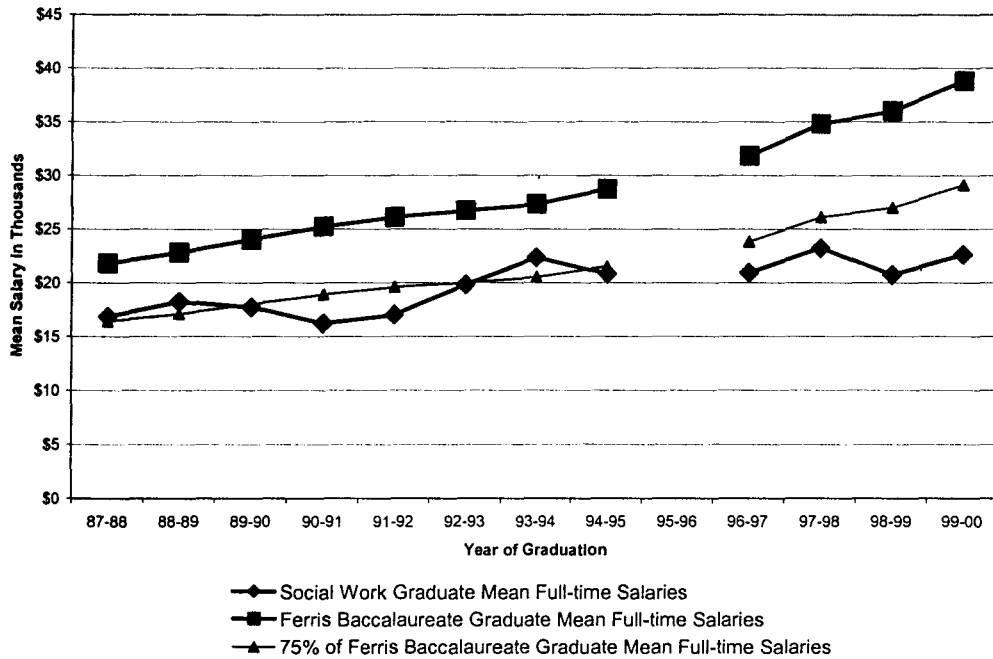
Group	Year of Graduation													Total Mean*
	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	
<b>Social Work Graduates** (N)</b>	16.8 (9)	18.2 (22)	17.7 (17)	16.2 (14)	17.0 (15)	19.8 (11)	22.3 (25)	20.8 (21)	n.a.	20.9 (13)	23.2 (16)	20.7 (12)	22.6 (16)	<b>19.9 (191)</b>
<b>All Ferris Baccalaureate Graduates***</b>	21.8	22.8	24.0	25.2	26.1	26.7	27.3	28.7	n.a.	31.8	34.8	36.0	38.8	<b>28.7</b>
<b>Soc Wk/ All x 100</b>	77%	80%	74%	64%	65%	74%	82%	72%	n.a.	66%	67%	58%	58%	<b>69%</b>

\* Total mean for Social Work graduates is weighted according to N. Total mean for all Ferris graduates is an unweighted mean of yearly means.

\*\* For 1987-88 to 94-95, mean is based on non-range reported salary. 1995-96 data is not available. For 1996-97 to 99-00, mean is based on mid-point of reported salary range.

\*\*\* For 1987-88 to 94-95, mean is based on non-range reported salary, excluding highest and lowest reported salary for each university program. 1995-96 data is not available. For 1996-97 to 99-00, mean is based on mid-point of reported salary range.

**FIGURE 3 - Mean Beginning Salaries, Social Work Graduates in Full-Time Social Work Positions and All Ferris Baccalaureate Graduates, 1987-88 to 1999-00**



First-Year Social Work Employment Diversity (Expected Outcome 10)

The Social Work Program expects that graduates will find employment that is consistent with the *generalist* model of baccalaureate social work education. This means, in part, that there is an aspect of *breadth* in graduates' professional preparation, so that they should be able "to apply differentially, with supervision, the common professional foundation to service systems of various sizes and types."<sup>5</sup> It also means that "graduates are prepared for work with clients who are experiencing a wide variety of social problems and aspirations."<sup>6</sup> It is therefore reasonable to expect that, given this breadth of preparation, first-year employment should be diverse along a

number of dimensions, including those specified by the indicator targets of Expected Educational Outcome 10 (p. 3):

. . . For yearly aggregates of graduate social work positions as surveyed from four to twelve months after graduation, there will be (a) at least three of the major types of service systems represented (e.g., mental health, child welfare, juvenile corrections, health care, services to the aging, etc.); (b) both public and private agencies; (c) both small, locally-controlled agencies and bureaucracies; and (d) for a preponderance of social work positions (80% minimum), inclusion of at least seven of the first ten competencies of the problem solving model.

Table 6 presents a list of employment agencies and position titles for interviewed graduates from 1991-92 to 1999-00, arranged by year of graduation. The same information has been provided for 1987-88 to 1990-91 in the 1994 *Self-Study*.<sup>7</sup> It is on the basis of these lists that the above indicator targets (a), (b) and (c) can be measured. (The combined number of positions for the two lists is 251. Due to incomplete data and inclusion of part-time positions, total N in Table 6 [N = 165] is slightly different than total N for the same nine years in Table 2 [N = 171].)

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**TABLE 6 – Employment Agency and Position Title, Ferris Social Work Graduates Employed in Social Work Positions, by Year of Graduation, 1991-92 to 1999-00 (N = 165)**

<u>Employment Agency</u>	<u>Position Title</u>
<b><u>1991-92</u></b>	
Berman Hall Jewish Home for the Aged	Director of Social Services
Catholic Social Services	Family First Worker
Center for Independent Living	Companion and Community Aid
Central Michigan Community Hospital	Mental Health Technician
Central Michigan Community Mental Health	Client Services Manager
Dot Caring Center	Substance Abuse Therapist
Eagle Village	Youth Care Specialist
Home Hospice	Volunteer Bereavement Coordinator and Social Worker
Honey Creek Christian Homes	Youth Care Worker
Lake County Community Mental Health	Adult Case Manager
New Kent Home	Direct Support [Worker]
New Kent Home	Residential Service Supervisor
Northeast Michigan [Community Action] Agency	Support Service Supervisor
Reach Runaway Shelter	Youth Care Worker
Residential Treatment	Crisis Residential Care Staff
St. John's Home	Counselor
The Manor Foundation	Residential Treatment Specialist
West Central Michigan Employment and Training Consortium	Employment Specialist
West Trail Nursing Home	Activities Director
Wilbur Counseling	Therapist

**TABLE 6 (continued)****Employment Agency****Position Title****1992-93**

Career Training Services	Owner
Central Michigan Community Hospital	Program Technician
Development Essential Services	Job Coach
Eagle Village	Youth Specialist
Hope Network	Residential Instructor
Lulabelle Stewart Center	Social Worker
Manistee-Benzie Community Mental Health	Substance Abuse Counselor
Mecosta County Department of Social Services	Case Home Aid
Mecosta-Osceola Area Rehabilitation Center	Program Manager
Mecosta-Osceola Area Rehabilitation Center	Program Mentor
Michigan Association for Emotionally Disturbed Children	Family First Worker
New Center Community Mental Health Services	Mental Health Therapist
North Central Community Mental Health	Assertive Community Treatment Advocate
St. Vincent-Sarah Fisher Home	Youth Counselor
The Cape Area	Program Director
Turning Point	Crisis Line Counselor/Resident Advocate
Wayne Community Living Services	[not reported]

**1993-94**

Arnold Home	Social Worker
Carson City Mental Health Unit	Psychiatric Social Work Technician
Child and Family Services	VOCA Volunteer Coordinator
Community Mental Health	Developmentally Disabled Clinician
Community Mental Health-Youth Services	Client Services Manager
Dan and Perry's Home	Caretaker
Eagle Village	Youth Care Specialist
Eagle Village	Youth Care Specialist
Families First Program	Families First Therapist
Headstart	Family Services Worker
Home Hospice	Social Worker/Bereavement Coordinator
Hospice of Newaygo County	Medical Social Worker/Bereavement Coordinator
Judson Center with Families First	Families First Therapist
Leelanau Memorial Hospital/Munson Medical Center	Director of Social Services/Medical Social Worker
Manor Foundation	Residential Treatment Specialist II
Meisengakuen (Japan)	Counselor/Coordinator, Teacher
Missaukee County Department of Social Services	Service Coordinator
Montcalm County Juvenile Court	Juvenile Probation Officer
New Center Community Mental Health Services	Advocate
Newaygo County Commission on Aging	Alzheimers Respite Coordinator
Northwest Human Services	Support Staff
Ogemaw County Friend of the Court	Case Worker/Investigator
Planned Parenthood	Health Care Specialist
Presbyterian Village	Social Worker
River House	Client Advocate
Salvation Army	Social Work Case Worker
St. Joseph's Living Center	Social Services Coordinator
Teen Ranch Family Services	Case Manager
Transitions	Psychiatric Case Worker
Wedgewood Christian Youth and Family Services	Youth Treatment Specialist
West YMCA	Social Worker

**TABLE 6 (continued)**

<u>Employment Agency</u>	<u>Position Title</u>
<b><u>1994-95</u></b>	
Allendale Nursing Center	Social Services Director
Ben Gordon Center (Reality House)	Counselor/Case Manager
Big Brothers/Big Sisters	Case Manager
Decker Plastics	Human Resource Assistant
Frankenmuth Care Center	Social Services Assistant
Glass House	Residential Technician
Home Hospice	Psychosocial Case Manager
Hospice of Michigan	Social Work Case Worker
Jackson County Youth Center	Child Development Worker
Jewish [Vocational] Services	Supportive Employment Job Coach
Lake County Meals and Human Services	Social Worker
Lutheran Social Services	Foster Care Worker
Mecosta County Juvenile Court	Probation Officer
Mecosta-Osceola Area Rehabilitation Center	Program Manager/Adult Skills Development
Michigan Department of Social Services	Child Protective Services Investigator
Michigan Department of Social Services	Prevention Specialist
Montcalm Community Mental Health Services	Case Coordinator/Family Services
Renaissance West Community Mental Health Services, Inc.	Children's Case Manager
Roos Medical Center	Placement Coordinator
Save our Sons and Daughters	Youth Counselor
Schnepp Health Care Center	Social Worker
Senior House	Activities Director
St. Joseph Mercy Network Mental Health	Case Manager
St. Luke's Hospital	Discharge Planner
Wolverine Human Services	In-home Case Worker
<b><u>1995-96</u></b>	
Altercare of Big Rapids	Social Worker
Central Michigan Community Mental Health	Client Services Manager
Children's Aid Society	Social Worker
Concerned Home Care	Social Worker
Corporation for National Business	Vista Volunteer
Ferris State University	Financial Aid Specialist
Greenridge Nursing Home	Activity Director
Jewish Vocational Service	Social Worker
Little Traverse Bay Band	Probation Officer
Port Huron Hospital	Social Worker
Transitions Community Support	Social Rehabilitation Worker
Wolverine Human Services	Case Worker
<b><u>1996-97</u></b>	
Basic Corporations	Substance Abuse Therapist
Central Michigan Community Mental Health	Social Worker
Concentra Managed Care	Job Developer
Ennis Center for Children	Case Manager
Every Woman's Place	Victim Advocate
Job Net	Career Counselor
Manistee County Family Independence Agency	[not reported]
Mason County Family Independence Agency	Children's Services Worker
Mecosta-Osceola Rehabilitation Center	Instructor

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**TABLE 6 (continued)****Employment Agency****Position Title****1996-97 (continued)**

Michigan [Family Independence Agency]  
 Travelers Aid Society  
 Wedgewood Christian Youth Services  
 Wexford County [Family Independence Agency]

Social Worker  
 Case Manager  
 Youth Treatment Specialist  
 Social Worker

**1997-98**

Alzheimer's Association  
 Bethany Christian Services  
 Catholic Social Services  
 Catholic Social Services  
 Child and Family Services  
 Eagle Village  
 Friend of the Court  
 Hawthorne Center  
 Hospice of Michigan  
 Lutheran Family Services  
 Northcentral Michigan Community Mental Health  
 Northwest Michigan Works  
 Orchard's Children's Services  
 Region 14 Area Agency on Aging  
 Region 4 Community Services  
 St. John's Home  
 Third Level Crisis Center  
 Women's Crisis Center  
 Women's Resource Center

Program Director  
 Social Worker/Youth Counselor  
 Foster Care Case Manager  
 Social Worker  
 Intensive Foster Care Specialist  
 Youth Care Specialist  
 Case Manager  
 Child Care Worker  
 Bereavement Coordinator/Social Worker  
 Social Worker  
 Social Worker/Support Coordinator  
 Career Advisor  
 Child and Family Worker  
 Care Manager  
 Education Specialist  
 Youth Counselor  
 Counselor  
 Domestic Violence Specialist  
 Counselor

**1998-99**

Child and Family Services  
 Eagle Village  
 Ennis Center for Children  
 Grand Oaks Nursing Center  
 Grand Traverse Band Wellness Lodge  
 Kalkaska Memorial Health Center  
 Kent Regional 4-C  
 Leelanau Memorial Health Center  
 Lutheran Social Services  
 [Mecosta County] Youth Detention Center  
 Michigan Works  
 Sheridan Community Hospital  
 St. John's Home

Foster Care [Worker]  
 Youth Residential Specialist  
 Foster Care [Case] Manager  
 Director of Social Services  
 Children's Advocate  
 Medical Social Worker  
 Referral/Resource Specialist  
 Medical Social Worker  
 Program Assistant  
 Counselor  
 Case Manager/Trainer  
 Medical Social Worker  
 Counselor

**1999-00**

Addiction Treatment Services  
 Child and Family Services  
 Early-On, Manistee Intermediate School District  
 Kent Intermediate School District  
 Lake County Rural Challenge Initiative  
 Manistee-Benzie Community Mental Health

Group [Worker]  
 Foster Care Specialist  
 Early-On Associate  
 Project [Analyst]  
 Teacher Aide/Counselor  
 Case Manager

**TABLE 6 (continued)**

<u>Employment Agency</u>	<u>Position Title</u>
<b>1999-00 (continued)</b>	
Mecosta County Family Independence Agency	Parent Aide/Visitation Supervisor
NOC Industries	Intensive Use Probation Officer
[not reported]	Community Organizer
Peckham, Inc.	Employment Specialist
Reach Runaway Program	Intake Specialist
Ross Innovative Employment	Case Manager
Shelter of Flint	Lead Case Manager
United Memorial Health Systems	Medical Social Worker
Women's Information Services	Domestic Violence Advocate

When agencies listed in Table 6 (and in the earlier 1994 *Self-Study*) are categorized according to major service systems, the resulting yearly comparison can be presented according to Table 7. The comparison makes clear that "at least three of the major types of service systems [are] represented." There are, in fact, five major service systems at the 10% level or higher for the 13-year period—and no single (dominating) system above the 25% level. This substantial diversity is highlighted by Figure 4 (page 17).

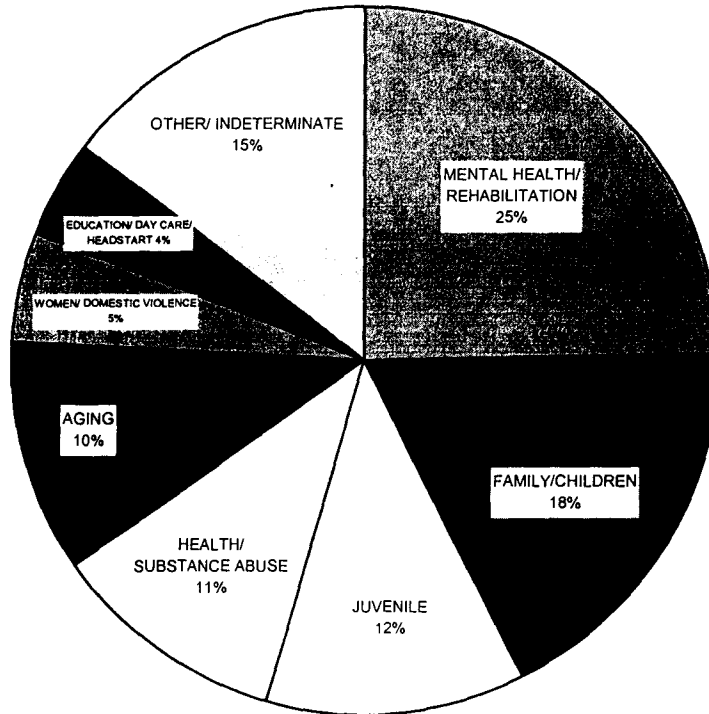
**TABLE 7 – First-Year Social Work Positions, Ferris Social Work Graduates, by Service System and Year of Graduation, 1987-88 to 1999-00 (N = 251)**

SERVICE SYSTEM	Year of Graduation													TOTAL
	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	
Mental Health/ Rehabilitation	4 44%	10 32%	9 38%	6 27%	5 25%	8 47%	5 16%	5 20%	3 25%	3 23%	2 10%	--	2 13%	62 25%
Family/ Children	1 11%	5 16%	3 12%	2 9%	1 5%	2 12%	6 19%	4 16%	1 8%	6 46%	8 42%	4 31%	2 13%	45 18%
Juvenile	1 11%	3 10%	1 4%	1 4%	5 25%	2 12%	6 19%	3 12%	1 8%	1 8%	2 10%	3 23%	1 7%	30 12%
Health/ Substance Abuse	3 33%	3 10%	1 4%	2 9%	2 10%	--	3 10%	4 16%	2 17%	1 8%	1 5%	3 23%	2 13%	27 11%
Aging	--	3 10%	2 8%	6 27%	2 10%	--	2 6%	6 24%	2 17%	--	2 10%	1 8%	--	26 10%
Women/ Domestic Violence	--	3 10%	2 8%	--	--	1 6%	2 6%	--	--	1 8%	2 10%	--	2 13%	13 5%
Education/ Day Care/Headstart	--	1 3%	1 4%	2 9%	1 5%	--	1 3%	--	1 8%	--	1 5%	1 8%	2 13%	11 4%
Other/ Indeterminate	--	3 10%	5 21%	3 14%	4 20%	4 24%	6 19%	3 12%	2 17%	1 8%	1 5%	1 8%	4 27%	37 15%
<b>TOTAL</b>	<b>9 99%</b>	<b>31 101%</b>	<b>24 99%</b>	<b>22 99%</b>	<b>20 100%</b>	<b>17 101%</b>	<b>31 98%</b>	<b>25 100%</b>	<b>12 100%</b>	<b>13 101%</b>	<b>19 97%</b>	<b>13 101%</b>	<b>15 99%</b>	<b>251 100%</b>



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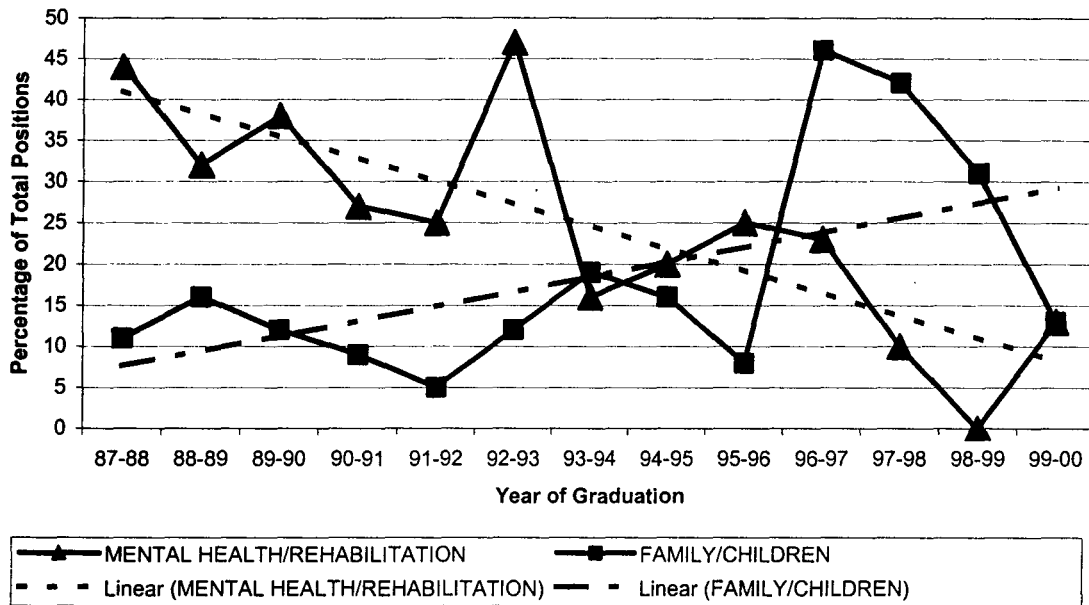
**FIGURE 4 - Percentage of First-Year Social Work Positions in Major Service Systems, Ferris Social Work Graduates, 1987-88 to 1999-00 (N = 251)**



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Of the five service systems at the 10% level or above, only two show any significant upward or downward trend in yearly percentage (Table 7) over the 13-year period. As the linear trendlines in Figure 5 (page 18) indicate, the percentage of positions in Mental Health/Rehabilitation Services has trended downward, while the percentage of positions in Family/Children Services has trended upward, although both have trended downward in the last four years.

**FIGURE 5 - Percentage of First-Year Social Work Positions in Mental Health/Rehabilitation Services and in Family/Children Services, Ferris Social Work Graduates, by Year of Graduation, 1987-88 to 1999-00 (N = 107)**



With regard to the mix of public and private agencies (indicator target [b] above [p. 12]), there is clear evidence that neither type of agency is overwhelming in dominance and therefore that the target has been met. However, it is also apparent that there has been a gradual shift away from placement in public agencies, as might be expected due to the trend toward “privatization” of social welfare services during the past decade. It was reported in the 1994 *Self-Study* that the approximate mix for the graduation years 1987-88 to 1990-91 was 60% private and 40% public.<sup>8</sup> An approximation for the above list (1991-92 to 1999-00) is 68% private and 32% public. (Since interviewees do not identify their placement as private or public, these approximations are based on agency name alone.)

With regard to indicator target (c) above (p. 12), the 1994 *Self-Study* reported:

The distinction between "small locally controlled agencies" and "bureaucracies" is not always clear. For this analysis, county and regional agencies not tied administratively to a state bureaucracy—whether these agencies are public or private—were counted in the former category, although it is recognized that state funding and regulation may be major determinates for such agencies. (However, county and regional community mental health agencies, when public, were counted as bureaucracies, because they are creatures of state legislation and their funding and policy are very closely determined by state government.) Private agencies owned by non-local corporations or organizations were also counted as bureaucracies, although sometimes this stretches the meaning of "bureaucracy". Applying these somewhat arbitrary distinctions to agencies about which there is often insufficient information to make such an application, the investigator estimates the mix to be nearly 50/50.<sup>9</sup>

Following these same guidelines, and attempting the same dubious distinction based on insufficient information, the best estimate for the above list of placements (1991-92 to 1999-00) is the same 50/50 split.

Clearly, the above analysis for indicator targets (a), (b) and (c) of Expected Educational Outcome 10 (p. 3) suggests that there is satisfactory social work employment diversity among the first-year placements of the interviewed Ferris graduates.

#### First-Year Social Work Employment with Respect to Breadth of Problem-Solving Responsibility

Indicator target (d) of Expected Educational Outcome 10 stipulates that "for a preponderance of social work positions (80% minimum)" there should be "inclusion of at least seven of the first ten competences of the problem-solving model." Interviewed graduates for the years 1987-88 to 1994-95 were therefore asked to identify "which of the following types of responsibility are a part of your position:"

- Establish rapport and a trusting relationship with the client.
- Assess client problems.
- Help client select goals for problem solving.
- Help client select strategies for problem solving.
- Form a contract (either written or unwritten) with client concerning goals, strategies, and tasks for problem solving.
- Influence, empower, or motivate client for problem solving (including the monitoring, supervising, or guiding of client behavior).
- Help client get needed resources.
- Influence or change systems (other than the client) on behalf of the client; advocate for the client.
- Evaluate the results of your own problem solving with the client; evaluate programs of your agency.
- Terminate helping relationships with clients; refer or transfer clients to other agencies or workers.

Because Ferris Career Services did not ask this question, it is not possible to measure performance for this particular target in the case of interviewees graduating during 1995-96 to 1999-00. Table 8 (p. 20) combines results reported in the 1994 *Self-Study* for 1987-88 to 1990-91 with more recent results for 1991-92 to 1994-95.

**TABLE 8 – Number (Percentage) of Ferris Social Work Graduates Employed in First-Year Social Work Positions Who Identified Ten, Seven or More, or Less than Seven Problem-Solving Competencies as Responsibilities of Their Position, by Year of Graduation, 1987-88 to 1994-95 (N = 170)**

Breadth of Generalist Problem-Solving Role	Year of Graduation				4-Year Total	Year of Graduation				4-Year Total	8-Year Total
	87-88	88-89	89-90	90-91		91-92	92-93	93-94	94-95		
<b>Ten Competencies Identified</b>	5 (56)	17 (55)	13 (56)	10 (48)	45 (54)	14 (88)	15 (88)	26 (90)	22 (92)	77 (90)	122 (72)
<b>Seven or More Competencies Identified</b>	8 (89)	28 (90)	22 (96)	20 (95)	78 (93)	16 (100)	17 (100)	29 (100)	23 (96)	85 (99)	163 (96)
<b>Less than Seven Competencies Identified</b>	1 (11)	3 (10)	1 (4)	1 (5)	6 (7)	--	--	--	1 (4)	1 (1)	7 (4)

The data presented in Table 8 (p. 20) is meant, in a broader sense, to test one of the Program's general outcome objectives, *i.e.*, that the initial employment of graduates will be in "generalist social work roles." The analysis shows that: (1) for the eight-year period, 96% of interviewees identified seven or more competencies—considerably above the 80% target; (2) the 80% target has been met for each year of the eight-year period—indeed, the yearly percentage has never been below 89; and (3) there has been an increase in performance for this target, to the point that 100% of interviewees identified seven or more competencies during three of the last four years studied—and, moreover, total percentage of those identifying seven or more competencies jumped from 93% during the first four years to 99% for the last four years. There is strong evidence here that their initial employment, at least as perceived by the interviewees themselves, has been in "generalist social work roles" and that indicator target (d) of Expected Educational Outcome 10 has been satisfied, not only for the eight-year period, but also for the full thirteen-year period, since there is no known reason to believe that this particular upward trend would turn radically downward.

Additionally, for the eight-year period (1987-88 to 1994-95) the ten competencies can be listed from highest to lowest identification, as indicated in Table 9 (p. 22). It must also be noted, however, that the difference between "highest" and "lowest" is relatively small, consisting of a span of only 21 responses, or approximately 12% of the highest possible number of responses. This does not suggest a significant weakness with respect to graduate identification of *any* of the ten competencies, especially when the above-discussed upward trend is part of the perspective. Such a listing does provide to Program faculty, however, some awareness of those competencies that are relatively "less universal" in identification—perhaps because they are less well understood, either by graduates or by agencies, as important aspects of the generalist social work role.

**TABLE 9 – Competencies of the Problem Solving Model Listed in Order of Identification Frequency, Ferris Social Work Graduates Employed in First-Year Social Work Positions, 1987-88 to 1994-95 (N = 173\*)**

		<u>Frequency of Identification</u>
<b>HIGHEST:</b>	Establish rapport and a trusting relationship with the client.	172
	Assess client problems.	170
	Help client get needed resources.	170
	Influence, empower, or motivate client for problem-solving (including the monitoring, supervising, or guiding of client behavior).	168
	Help client select goals for problem solving.	166
	Help client select strategies for problem solving.	164
	Terminate helping relationships with clients; refer or transfer clients to other agencies or workers.	158
	Influence or change systems (other than the client) on behalf of the client; advocate for the client.	157
	Evaluate the results of your own problem solving with the client; evaluate programs of your agency.	155
	<b>LOWEST:</b>	Form a contract (either written or unwritten) with client concerning goals, strategies, and tasks for problem solving.

\* Table 9 N (173) differs from Table 8 N (170) due to duplicated count, within Table 9, of not more than four indeterminable cases. With respect to the relative position of the competencies, the importance of this discrepancy is not significant.

### Extent of Professional Social Work Supervision of Social Work Employed Graduates

Related to the question of whether or not graduates are employed in generalist social work roles is the question of the extent to which they are immediately supervised by social workers with BSW or MSW degrees. As reported in the 1994 *Self-Study*, 35 of 86 (41%) social work employed graduates (1987-88 to 1990-91) reported immediate supervision by workers with BSW (5) or MSW (30) degrees.<sup>10</sup> For social work employed graduates during 1991-92 to 1994-95, there were 41 of 93 (44%) who reported immediate supervision by workers with BSW (12) or MSW (29) degrees. Approximately, then, the extent of professional social work supervision has remained constant throughout the eight-year period, with slight trend upward for the BSW supervisor and slight trend downward for the MSW supervisor. (Graduates during 1995-96 to 1999-00 were not asked this question.)

## Extent of Service to Minority Clients by Social Work Employed Graduates

Although not prescribed by the Program's formal evaluation process, two additional indicators of generalist role breadth have been studied, although only for the eight-year period, 1987-88 to 1994-95: (1) extent of service to minority clients and (2) extent of diversity with respect to the client system and target system levels of practice.

When asked which minority groups were served by their agency, social work employed interviewees who graduated during 1987-88 to 1990-91 responded affirmatively according to Table 10:

---

**TABLE 10 – Number (Percentage) of Ferris Social Work Graduates Employed in First-Year Social Work Positions Who Indicated (Agency) Service to Minority Groups, 1987-88 to 1990-91 (N = 90\*) and 1991-92 to 1994-95 (N = 90\*)**

<b>MINORITY GROUP</b>	<b>1987-88 to 1990-91</b>	<b>1991-92 to 1994-95</b>	<b>TOTAL</b>
<b>African-American</b>	75 (83%)	81 (90%)	<b>156 (87%)</b>
<b>Hispanic</b>	67 (74%)	74 (82%)	<b>141 (78%)</b>
<b>Native American</b>	64 (71%)	68 (76%)	<b>132 (73%)</b>
<b>Asian American</b>	55 (61%)	62 (69%)	<b>117 (65%)</b>
<b>None or No Answer</b>	7 ( 8%)	11 (12%)	<b>18 (10%)</b>

\* N's for Table 10 differ from previous tables due to small indeterminable duplications of count for the two aggregates, as well as other small differences in case inclusion. For the purpose of the present analysis, the importance of this discrepancy—which is not greater than a range of 10 cases—is not significant.

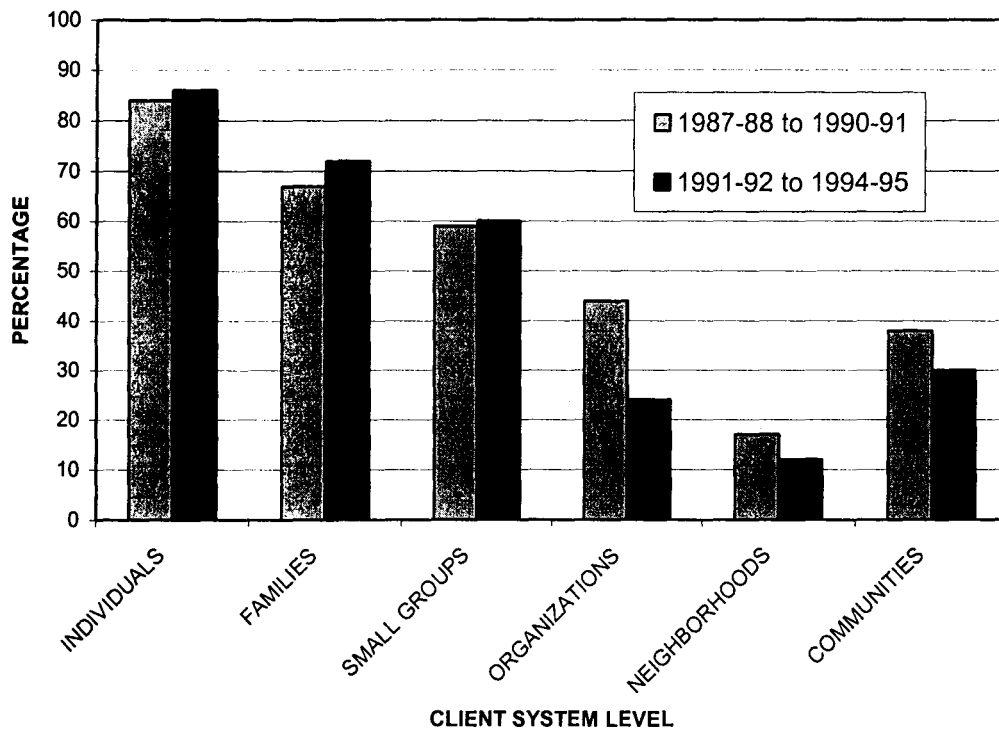
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Two general observations are possible: (1) There appears to be an increase in service to minority groups moving from the earlier to the later years. Whether this trend continued past 1995 is not known, since this question was not part of the Ferris Career Service survey. (2) From at least one perspective, *i.e.*, with respect to the high incidence of cases where individual interviewees reported the agency's working with all four groups, the analysis suggests considerable extent of service to minority groups. Indeed, 66% (59/90) of the interviewed graduates of 1991-92 to 1994-95 reported that their agency worked with all four minority groups.

Extent of First-Year Social Work Employment Diversity with Respect to Client System and Target System Levels of Practice

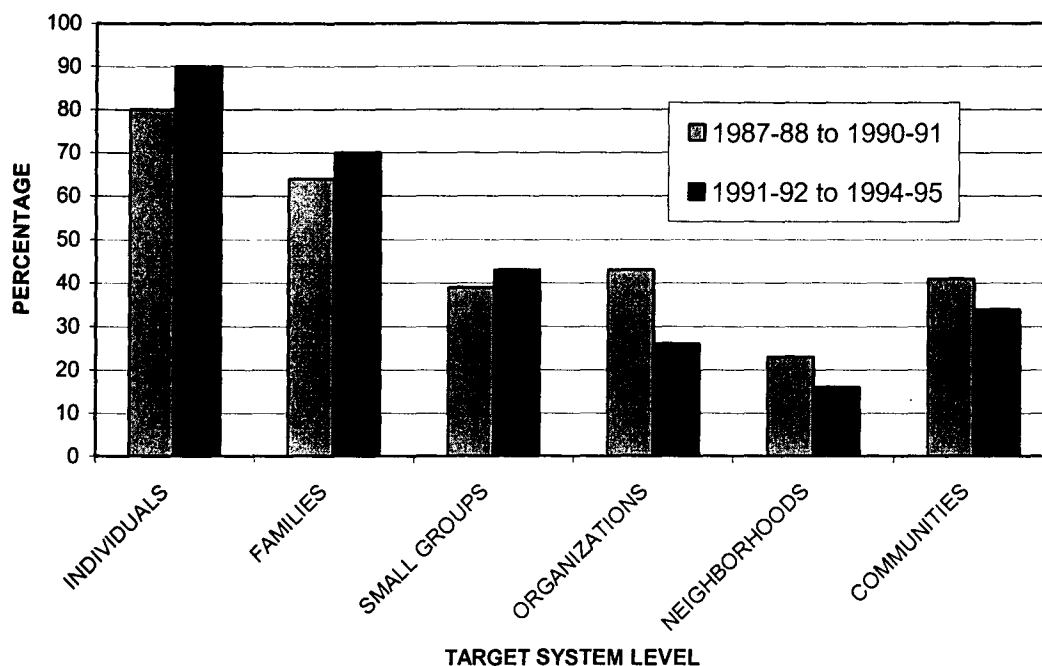
Graduates were asked the following two questions: (1) "What size client-group do you work with? (Indicate as many as are appropriate.)" (2) "In working on behalf of your clients, what size systems must you attempt to influence or change? (Indicate as many as are appropriate.)" Six system level choices were offered: individuals, families, small groups, organizations, neighborhoods, and communities. Figure 6 presents a client system percentage comparison for 1988-89 to 1991-92, while Figure 7 presents a target system percentage comparison for the same years.

**FIGURE 6 - Percentage of Ferris Social Work Graduates Employed in First-Year Social Work Positions According to Reported Level of Client System Involvement, 1987-88 to 1990-91 (N = 88) and 1991-92 to 1994-95 (N = 86)**





**FIGURE 7 - Percentage of Ferris Social Work Graduates Employed in First-Year Social Work Positions According to Reported Level of Target System Involvement, 1987-88 to 1990-91 (N = 88) and 1991-92 to 1994-95 (N = 86)**



This comparison is best seen in the context of discussion from the 1994 *Self-Study*, which was focused, of course, on the data from only 1988-87 to 1990-91:

... Not surprisingly, the pattern of client system identification is one of lessening identification as there is movement from micro to macro systems, with the exception of a reversal at the neighborhood/community level. It is certainly to be expected that BSW graduates, in their first employment, will be more micro-than macro-practice oriented—with respect to *clients*. However, *target system* identification follows—almost exactly—this same pattern, with a slight variation at the small group level. This may represent some disappointment of faculty expectations—although no such expectations were formalized in the *Self-Study*.

What expectations? As students in the program have been taught, the practitioner's efforts on behalf of individuals, families, and small groups will often require attempts to bring about changes in organizations, neighborhoods and communities. It could be reasonably argued, therefore, that while *over-all* involvement at the macro level (considering *both* client and target systems) will be far less than at the micro level, there should be, at least, a slightly higher degree of macro-system identification for target systems than for client systems.

(In particular, one could expect such a phenomenon at the organization system level, since practitioners might often intervene in the organizational environment of individuals and families.) Such a pattern does not emerge. Can it be attributed to confusions about the distinction, or is there a genuine under-fulfillment of the generalist problem-solving model in this respect?<sup>11</sup>

While it is not without confusion, this statement suggests an expectation which hardly seems satisfied by the more recent data; for what is obvious from the above analysis (comparing the two four-year periods) is that the extent of macro-practice involvement—for both the client *and* target systems—is actually considerably *lower* in the later period than in the earlier. Moreover, as in the earlier period, the extent of target system macro-practice for 1991-92 to 1994-95 is approximately at the same level as the extent of client system macro-practice for those same years. In particular, for 1991-92 to 1994-95, 24% of interviewees are involved with organizations as client systems compared with 26% involved with organizations as target systems. (And, this is a drop from 44% and 42%, respectively, in the earlier period.) Whatever confusions may exist, this seems not in keeping with the expectation as discussed in the 1994 *Self-Study*.

#### Extent of Professional Development Activities Among Social Work Employed Graduates

This variable is investigated primarily in the *Graduate/Supervisor Survey, 1985 – 1998*, which found, for the entire fourteen-year period, that the 90% target had been met, *i.e.*, that at least 90% of graduates, when surveyed one to six years after graduation, had participated in social work professional development and continuing education (other than graduate study).<sup>12</sup>

Social work employed interviewees in this first-year graduate survey were asked a similar question: “Has your position involved any special in-service training or continuing education other than the initial job orientation?” Affirmative responses were made according to Table 11:

**TABLE 11 – Percentage of Ferris Social Work Graduates Employed in First-Year Social Work Positions Who Reported Participation in Professional Development Activities, by Year of Graduation, 1987-88 to 1994-95 (N = 178)**

1987-88	1988-89	1989-90	1990-91	4-Year Aggregate	1991-92	1992-93	1993-94	1994-95	4-Year Aggregate	8-Year Aggregate
87% (7/9)	67% (20/30)	87% (20/23)	64% (14/22)	73% (61/85)	95% (19/20)	94% (16/17)	87% (27/31)	88% (22/25)	90% (84/93)	81% (145/178)

Again, because the Ferris Career Service survey did not address this issue, it is not possible to know whether the trend indicated by this data has persisted. Also, the telephone survey did not examine this issue to the same depth as the *Graduate/Supervisor Survey, 1985 – 1998*. It is a positive sign, nevertheless, that professional development activity—for interviewees so recently graduated—has seemed to be on the increase from earlier levels.

#### Extent of “Professional Identity” Activities Among Social Work Graduates

Another phenomenon measured primarily in *Graduate/Supervisor Survey, 1985 – 1998*, but examined in this survey as well, is the degree to which graduates are involved in “community service and professional activities apart from paid employment,” *i.e.*, activities by which graduates “will actively demonstrate a professional identity based on the values and ethical principles of social work.” Mail-surveyed respondents were asked to list specific activities. That study found that, of graduates who returned the survey, 80% were so involved for 1985-89 responses, 78% for 1990-94 responses, and 81% for 1995-98 responses—all considerably below the Social Work Program’s 90% target.<sup>13</sup>

The present telephone survey simply asked: “Have you joined any social work related, community improvement, or other ‘worthy cause’ groups since graduation?” It also asked interviewees to name those activities. (*All* interviewees were asked this question, whether they were employed in a social work position or not.) Table 12 presents the results:

**TABLE 12 – Percentage of Ferris Social Work Graduates Who Reported Participation in “Professional Identity” Activities, by Year of Graduation, 1987-88 to 1994-95 (N = 259)**

1987-88	1988-89	1989-90	1990-91	4-Year Aggregate	1991-92	1992-93	1993-94	1994-95	4-Year Aggregate	8-Year Aggregate
18% (3/17)	24% (11/45)	24% (8/33)	43% (16/37)	29% (38/132)	35% (11/31)	44% (12/27)	45% (17/38)	42% (13/31)	42% (53/127)	35% (91/259)

Here again, a modest upward trend cannot be confirmed beyond the eight-year period; but the 35% total percentage for that period, even for interviewees so recently graduated, does seem consistent with the general failure to meet Program expectations related to “professional identity” activity—as found more completely in the *Graduate/Supervisor Survey, 1985 – 1998*.

With respect to listed activities, seventeen graduates (13%) from the second four-year period (1991-92 to 1994-95) reported that they had joined the National Association of Social Workers (NASW), compared with thirteen (10%) from the first four-year period (1987-88 to 1990-91).<sup>14</sup> This does not suggest any clear trend relative to this particular aspect of professional identity.

### **Implications for Curriculum Revision**

Much of this survey focuses on outcomes that are *relatively* unaffected by curriculum quality or curriculum revision, *i.e.*, success in initial career placement, location of placement, types of placement, and initial salaries. Still, certain questions can be raised:

1. To what extent does the Social Work Program educate students concerning the “salary gap” measured above (pp. 9-11)? Undoubtedly, the Program’s data reflects a problem facing the social work profession throughout the nation. How would the Ferris gap differ from that encountered by baccalaureate social work graduates of more traditional universities? What are current comparisons between beginning baccalaureate social work salaries and the salaries of other “helping” professions, *e.g.*, teaching, nursing? Is

the gap *growing*, as it appears to be in the case of Ferris? How does the gap relate to the profession's societal *status*, and how does it relate to the current status of *social welfare*, as one of the society's major *institutions*? These, and related questions, have obvious relevance to introductory social work courses (SCWK 110 and 210) and to courses preparing and energizing students for involvement in professional development activities after graduation (SCWK 481 and 482). Finally, related more to recruitment than to curriculum: Does the program owe each prospective student some degree of insight regarding this gap?

2. While there have been no “glaring” trends in graduate employment with respect to the representation of various service systems (pp. 16-18), there may be a need to keep alert to such developments and to educate students appropriately, not only from a career opportunities perspective (SCWK 481 and 482), but also within the context of describing and analyzing current social service systems within the United States (SCWK 210 and 310). For example, the community mental health field has definitely seemed to be in decline in recent years as a source of employment—at least from its past levels of very high representation. Do instructors discuss such matters in the appropriate courses?
3. Is the trend toward social welfare “privatization,” which is reflected in the above data (p. 18), given adequate attention in SCWK 210 and 310?
4. What are the implications, with respect to teaching the problem solving model of social work (SCWK 220, 240 and 320), that the three competencies (out of ten) *least* identified by first-year graduates as responsibilities of their employment were: (1) forming a contract with the client, (2) evaluating the results of problem-solving with the client, and (3) influencing or changing (target) systems on behalf of the client (pp. 21-22)? (Again, as noted above: While *least*, these identifications were not *low*.)
5. Clearly, Ferris first-year social work graduates work with an increasingly diverse client group (p. 23). Has the Program maintained vigilance in its continual improvement of curriculum content related to racial and cultural diversity?

6. Why does there appear to be a decrease in macro-practice involvement as reported by first-year graduates—at least until 1995 (pp. 25-26)? Does this suggest need for revision of this part of the curriculum, especially within SCWK 320?
7. While reported participation in “professional identity” activities has increased modestly—again, at least until 1995 (pp. 26-27)—it remains lower than desirable. This has been a Program concern for many years. What can be done further, especially in SCWK 481 and 482, to come closer to the Program’s target?

## NOTES

1. Social Work Program, Ferris State University, *Self-Study (Vol. 1)*, 1994, pp. 143-166.
2. Career Services, Ferris State University, *1999-2000 Graduate Follow-up Study*, May, 2001, p. iii.
3. *Self-Study, op. cit.*, pp. 57-58.
4. *ibid.*, p. 58.
5. *ibid.*, p. 2.
6. *ibid.*, p. 3.
7. *ibid.*, pp. 152-155.
8. *ibid.*, p. 156.
9. *ibid.*, p. 157.
10. *ibid.*, pp. 152-154.
11. *ibid.*, pp. 161-162.
12. Social Work Program, Ferris State University, *Graduate/Supervisor Survey, 1985-1998*, May, 2001, p. 10.
13. *ibid.*, pp. 8-10.
14. *Self-Study, op. cit.*, p. 164.

**SOCIAL WORK PROGRAM  
FERRIS STATE UNIVERSITY  
BIG RAPIDS, MICHIGAN**

**GRADUATE/SUPERVISOR SURVEY, 1985 - 1998**

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**Ferris State University**

**May, 2001**



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## GRADUATE/SUPERVISOR SURVEY, 1985 - 1998

As part of its continuing outcomes evaluation, the Ferris Social Work Program has conducted a mail survey of graduates (and their supervisors) at three different times over a fourteen-year period. Graduates during 1985-89 were surveyed in 1990; graduates during 1990-94 were surveyed in 1995; and graduates during 1995-98 were surveyed in 1999. This allows a comparison of three samples: for two five-year periods (1985-89 and 1990-94) and one four-year year period (1995-98). The same survey instrument was used throughout, with minor changes in those questions focusing on curriculum evaluation—to reflect any changes in course requirements over the fourteen-year period.

This report summarizes findings for 1995-98 graduate responses (pp. 4-17) and for the responses of supervisors of those graduates (pp. 18-20), including, in most cases, comparisons with the 1985-89 and 1990-94 samples. It also presents implications for curriculum revision as related to these findings (pp. 20-21).

### **Survey Focus**

This mail survey was conceived as supplemental to findings from a shorter-term telephone survey conducted during the year immediately following graduation. Focus of the mail survey is career-persistence, success in graduate education, strength of professional social work identity, extent of professional development, evaluation of the social work curriculum from the perspective of graduates who have one to six years of experience in the field (or, in the case of the 1995-98 sample, one to five years of experience), and evaluation of graduate performance (and indirectly of the social work curriculum) from the perspective of graduate supervisors. (Focus of the shorter-term telephone survey, on the other hand, is on the success, degree of diversity, and professional appropriateness of initial graduate placements, as well as on initial salaries. Results for the telephone survey are reported in a companion report, *First-Year Graduate Survey*.)

## Relationship of the Survey to Expected Educational Outcomes

The graduate/supervisor mail survey constitutes measurement of six of the program's 17 expected educational outcomes (and indicator targets), which are included here as stated in the 1994 *Self-Study*.<sup>1</sup>

12. **Graduates will persist in their social work careers. INDICATOR TARGET:** As surveyed every five years, at least 90% of graduates (having graduated during the five years prior to the most recently completed year of graduation) will be employed in a social work position or enrolled in a social work graduate program.
13. **Graduates will succeed in graduate social work studies. INDICATOR TARGET:** As surveyed every five years, the rate of successful completion or continuation will be at least 80% for those graduates who have at any time enrolled in an advanced degree program in social work. ["Successful completion or continuation" means the earning of an advanced degree or current enrollment in good standing.]
14. **Graduates will actively demonstrate a professional identity based on the values and ethical principles of social work. INDICATOR TARGET:** As surveyed every five years, at least 90% of graduates employed in social work positions will report significant participation in the promotion of professional social work values apart from the responsibilities of their employment. [Indicator measures will include non-employment involvement in community activities and membership in the National Association of Social Workers or other professional organizations which are generally supportive of social work values.]
15. **Graduates will pursue professional development and life-long learning. INDICATOR TARGET:** As surveyed every five years, at least 90% of graduates employed in social work positions will report participation in continuing education and/or professional development activities. [Activities required or supported by the employer, as well as voluntary or non-employment-related activities, will be counted.]
16. **Graduates will perceive all facets of their Ferris education as of at least "adequate" quality for enabling career advancement. INDICATOR TARGET:** As surveyed every five years, graduates will, on average, rate the program at least "adequate" for preparing the graduate for career development. ["Adequate" will be the third rating of program "quality" in a Likert scale: "Poor," "Less than Adequate," "Adequate," "Better than Adequate," "Excellent".] The rating survey will be related to various areas of the curriculum and to the [program's] twelve practice outcomes/competencies.

17. **Employers of graduates will perceive graduates to be of higher than average competence. INDICATOR TARGET:** As surveyed every five years, employers of graduates in social work positions will, on average, rate (this) graduate, in comparison with all other baccalaureate employees, at least higher than "Average" on a Likert scale consisting of: "Far Below Average," "Below Average," "Average," "Above Average," and "Outstanding." [Comparison will be made for the (program's twelve practice outcomes/competencies).]

### **Response Rate**

Of 117 graduate questionnaires mailed in the 1995-98 survey, 36 were completed and returned, yielding a response rate of 31%. This compares with response rates of 34% [63/186] for the 1985-89 survey and 22% [65/301] for the 1990-94 survey. Therefore, one must allow the significant possibility that the responses of graduates to this survey are not representative of the entire group of graduates.

Included in each graduate's mailing was a second questionnaire and letter, which the graduate was asked to deliver in person to his/her "human service" supervisor. Of the 117 supervisor questionnaires mailed in the 1995-98 survey, 19 were completed and returned. If one assumes that approximately 86% of the entire group of graduates were employed in human service agencies—an assumption based on graduate responses—then this number of completed supervisor questionnaires represents an approximate response rate of 19%. This compares with response rates of 25% for the 1985-89 survey and 16% for the 1990-94 survey. Therefore, one must allow the significant possibility that the responses to the supervisor survey, also, are not representative of the entire group.

It can be reasonably argued, however, that nonrepresentativeness of the response group, *i.e.*, the direction of *bias*, were it to exist, would *probably* be similar for the three samples. One could hope, therefore, that with respect to comparison of the three samples—and given statistically significant differences—conclusions regarding changes over time (with respect to the entire graduate population) would have a relatively high degree of validity.

But it should be noted as well, with respect to the 1995-98 survey, that the mailing of questionnaires to graduates for a four-year (rather than five-year) period, may have resulted in a

response group whose tenure in the field, on average, was shorter than that for the previous two samples. One must therefore still recognize, in spite of the above argument, that there is significant threat to the validity of comparisons among the three samples.

### **Graduate Responses**

#### **Career Persistence (Expected Outcome 12)**

Results from the survey suggest that the program is meeting Expected Outcome 12 (p. 2) that “graduates will persist in their social work careers.” Table 1 (p. 5) shows that 86% (31) of the responding 1995-98 graduates were currently employed in human service agencies in positions which would be defined, at least in the broad sense, as social work positions, while 6% (2) were enrolled full-time in graduate social work studies. Thus, a total of 92% (33) were persisting in their social work career, compared with 86% for 1985-89 and 91% for 1990-94. Of the remaining three 1995-98 graduates, one was enrolled in graduate studies other than social work, one was unemployed but had previously been employed in a human service agency, and one reported no employment or continuing education at all.

Table 1 also reveals that the greatest change in type of employment agency, from the previous to the last survey, is a significant decline in positions in *mental health* agencies—from 16 for 1990-94 graduates to three for 1995-98 graduates, or a drop from 27% to 10% of total positions. There was also a notable decline in *child development/Head Start* positions—from eight to two, or a drop from 14% to 6% of total positions. On the other hand, positions in *family & children services/child welfare* agencies increased from seven to eleven, or an increase from 12% to 35% of total positions. It is clear that over the fourteen-year period surveyed different settings of social work have dominated hiring of graduates according to the expansion of those settings in the state of Michigan. Nevertheless, considering the fourteen-year period in aggregate, the five types of agency most dominant, in descending order, have been *community mental health* (24% of the total 144 positions), *family & children services/child welfare* (19%), *youth services/community and residential* (12%), *aging/community and residential* (10%), and *child development/Head Start* (9%).

**TABLE 1 – Current Employment Status, Ferris Social Work Graduates, 1985-89, 1990-94, 1995-98  
(N = 63, 65, 36)**

	Number of Graduates		
	1985-89	1990-94	1995-98
<b>Employed in a Human Service Agency</b>	<b>54 (86%)</b>	<b>59 (91%)</b>	<b>31 (86%)</b>
<i>Type of Agency</i>			
Community Mental Health	15	16	3
Child Development/Head Start	3	8	2
Family & Children Ser/Child Welfare	9	7	11
Aging/Community and Residential	3	6	5
Educational	2	5	3
Hospital/Hospice/Health Related	3	5	1
Voc Rehab/Employment Related	1	5	1
Substance Abuse	3	3	1
Youth Services/Community and Res.	12	3	2
Adult Corrections	1	1	0
Women's Resources	2	0	2
<b>Employed, Not in Hum Ser Agency</b>	<b>6 ( 9%)</b>	<b>1 ( 2%)</b>	<b>0</b>
Previously Employed in Hum Ser Agency	2	0	0
Never Employed in Hum Ser Agency	4	1	0
<b>Unemployed, Enrolled in Social Work Graduate Studies</b>	<b>0</b>	<b>0</b>	<b>2 ( 6%)</b>
<b>Unemployed, Enrolled in Graduate Studies other than Social Work</b>	<b>0</b>	<b>0</b>	<b>1 ( 3%)</b>
<b>Unemployed, Not Enroll in Grad Studies</b>	<b>3 ( 5%)</b>	<b>5 ( 8%)</b>	<b>2 ( 6%)</b>
Previously Employed in Hum Ser Agency	2	3	1
Never Employed in Hum Ser Agency	1	2	1

Table 2 (p. 6) lists the 31 official position titles as reported by 1995-98 responding graduates currently working in human service agencies.

---

**TABLE 2 – Position Title by Agency Type, Ferris Social Work Graduates (1995-98)  
Currently Employed in Human Service Agencies (N = 31)**

Aging/Community and Residential

Care Manager/Social Worker  
Geriatric Social Worker  
Medical Social Worker Assistant  
Quality Assurance Coordinator  
Social Worker

Child Development/Head Start

Early Head Start Specialist  
Site Manager, Early Head Start/Family Support Specialist

Community Mental Health

Alternative Services Program Manager  
Support Coordinator  
Support Coordinator and Family Specialist

Educational

Multicultural Educational Administrator  
School Social Worker  
Substitute Teacher

Family & Children Services/Child Welfare

Adoption Specialist  
Adult Services Specialist  
Case Manager/Group Leader  
Children's Protective Service Worker  
Families Together Building Solutions Social Worker  
Family Independence Specialist  
Foster Home Licensor  
Project Zero Coordinator  
Social Services Specialist  
Social Services Specialist (Foster Care Worker)  
Social Worker

Hospital/Hospice/Health Related

Director of Social Services

Substance Abuse

Chemical Dependency Counselor

Youth Services/Community and Residential

Specialized Foster Care Worker  
Youth Care Specialist

Vocational Rehabilitation/Employment Related

Case Manager

Women's Resources

Domestic Abuse Counselor/Advocate  
Sexual Assault Advocate/Domestic Violence Legal Advocate

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Success in Graduate Education (Expected Outcome 13)

Another expected outcome of the program is that "the rate of successful completion or continuation will be at least 80% for those graduates who have at any time enrolled in an advanced degree program in social work." Table 3 shows that, for 1995-98 responding graduates, two had completed their MSW at the time of the survey, five were continuing in an MSW program, while one had discontinued, which yields an 88% "successful completion or continuation" rate. This compares with 83% (10/12) for 1990-94 graduates and 100% (7/7) for 1985-89 graduates. Based at least on this sample, and on surveys at this particular point of time in the careers of responding graduates, the claim can be made that the program has been successful in preparing its graduates for advanced professional social work studies. (It should be noted that throughout the three surveys it is possible that several of eight cases "not specified" and "discontinued" were, in fact, MSW students. It is not likely, however, that this number would be sufficient to bring the results below target. Indeed, if there are four such cases, the result is exactly 80% for the three-survey period.)

**TABLE 3 – Graduate Study Status at Time of Survey, Ferris Social Work Graduates Who have Attempted Graduate Studies, 1985-89, 1990-94, 1995-98 (N = 17, 20, 15)**

FIELD	Number of graduates whose studies are:									TOTAL
	COMPLETED			CONTINUING			DISCONTINUED			
	85-89	90-94	95-98	85-89	90-94	95-98	85-89	90-94	95-98	
<b>Social Work (MSW)</b>	6	6	2	1	4	5	--	2	1	27
Counseling	--	--	--	1	1	--	--	--	--	2
Counseling Psych	--	--	--	1	--	--	--	--	--	1
Criminal Justice	--	--	--	--	--	2	--	--	--	2
Educational Admin	--	--	--	1	--	--	--	--	--	1
Education	--	--	--	--	--	--	--	--	1	1
Family Studies	--	1	--	--	--	--	--	--	--	1
Occupational Ed	--	--	--	1	--	--	--	--	--	1
Para-Legal	--	1	--	--	--	--	--	--	--	1
Public Administration	--	--	--	1	--	--	--	--	--	1
(Other than Social Work, Sub-total)	--	(2)	--	(5)	(1)	(2)	--	--	(1)	(11)
Not Specified	--	--	--	4	2	--	1	3	4	14
<b>Total</b>	6	8	2	10	7	7	1	5	6	52

It is interesting that over the period of the three surveys, counting only those 38 cases where a field was specified, 71% (27/38) of the responding graduates had chosen social work as their field of advanced professional education. (If one assumes that one-half of the "not specified" cases are social work, the comparison changes to 65% [34/52].) While there certainly is no *dominant* field among those in competition with social work, it may be notable, even surprising, that approximately one-third of responding BSW graduates, having gone on to graduate studies, have chosen fields of professional education other than social work.

It is also important, of course, simply to note the percentage of responding graduates who have chosen—at least at this rather early point in their careers—to pursue graduate studies, whatever the field: 42% (15/36) for 1995-98 responding graduates, compared with 31% (20/65) for 1990-94 and 27% (17/63) for 1985-89. The same comparison, considering only those graduates having chosen advanced studies in social work, produces the following: 22% (8/36) for 1995-98 responding graduates, 18% (12/65) for 1990-94, and 11% (7/63) for 1985-89. It therefore seems reasonable to assume that over the entire fourteen years there has been, among Ferris social work graduates, a gradually increasing tendency to enroll early-on in graduate studies in general, and in graduate social work studies specifically.

#### Strength of Professional Social Work Identity (Expected Outcome 14)

The Social Work Program has adopted the target that "at least 90% of graduates employed in social work positions will report significant participation in the promotion of professional social work values apart from the responsibilities of their employment." As a measure of fulfillment of this target, 1995-98 graduates responded to the following item:

The social work faculty would like to know about your community service and professional activities apart from paid employment. One of the goals of the Social Work Program is to prepare graduates who "will actively demonstrate a professional identity based on the values and ethical principles of social work: (Expected Educational Outcomes and Indicator Targets, 1994 *Self-Study*). Such activity includes *volunteer* involvement in human service agencies or organizations, professional organizations (such as NASW), community improvement efforts, and any other kinds of organization, movement, social action, political action, etc., which are generally supportive of social work values. Please describe such activities below, including all activities since graduation, whether current or discontinued.

[For each item, respondents were asked to identify (1) *Name of Organization* (agency, movement, activity, etc.), (2) *Length of Time* (e.g. 3/94-present; 1/92-1/94), (3) *Brief Description of Activities, Role, Responsibilities, etc.*, and (4) *Approx. Amount of Time* (hours per month).]

Table 4 presents a frequency distribution for total current and discontinued activities that meet the item's criteria, including a three-survey comparison. Although percentage of graduates reporting some activity increased slightly for the last survey, from 78% to 81%, the level of activity has remained essentially the same over the fourteen-year period and has never reached the target of 90% established by the faculty.

**TABLE 4 – Total Number of Current and Discontinued Non-Employment “Professional Identity” Activities Since Graduation, Ferris Social Work Graduates Currently Employed in Human Service Agencies, 1985-89 (N = 54), 1990-94 (N = 59), 1995-98 (N = 31)**

<u>TOTAL NUMBER OF ACTIVITIES</u>	<u>NUMBER OF GRADUATES REPORTING THIS NUMBER OF ACTIVITIES</u>		
	<u>1985-89</u>	<u>1990-94</u>	<u>1995-98</u>
0	11	13	6
1	17	14	7
2	10	7	10
3	8	14	5
4	4	5	1
5	3	4	1
6	----	2	1
7	1	----	----
<b>Mean Activities per Graduate</b>	<b>= 1.8</b>	<b>2.1</b>	<b>1.8</b>
<b>Percentage Graduates Reporting One of More Activities</b>	<b>= 80%</b>	<b>78%</b>	<b>81%</b>

Of additional note: (1) Of the total of 57 activities reported by the 1995-98 graduates, 43 (75%) were reported as continuing to the present time, yielding a mean *current* activities per respondent of 1.4 (compared with 1.2 for 1990-94 graduates and 1.4 for 1985-89 graduates). Again, there appears little change in the level of activity. (2) Nine (29%) of the 1995-98 respondents listed membership in NASW as an activity under this item—moderately higher than 20% of the 1990-94 respondents and suggestive that there has been some increase in this

specific activity. (The 1985-89 survey, unlike the last two, did not list NASW as an example of the desired response--and, it did not show any such activity.)

#### Extent of Professional Development (Expected Outcome 15)

In order to determine whether or not at least 90% of graduates employed in social work positions participated in continuing education and/or professional development activities, the survey questionnaire asked the following:

List all forms of social work professional development and continuing education (other than graduate study) in which you have participated since graduation from Ferris. Include formal in-service training programs connected to your employment, professional conferences, training seminars and workshops, continuing education courses not part of a degree program, etc. Include any activity of this type, whether or not it was connected to your employment.

Of the 31 1995-98 responding graduates, 27 (87%) indicated, with some degree of specificity, activities that satisfy the question. This compares favorably with results for 1990-94 respondents, 80% of whom listed specific activities. (Results for 1985-89 respondents were 91%.) When those who report only non-specific activity are added to the count, both of the last two surveys suggest that the target has been met—at exactly 90%.

For the 1995-98 respondents who provided either no answer or a specific list of activities, the range is from 0 to 10 and the mean activities per respondent is 4.6. (Five respondents reported specific activities, but also indicated an unspecified amount of additional activity.) Mean activities for the 1990-94 respondents, on the other hand, was 5.6. It is doubtful that this difference is meaningful, given the tendency of respondents to become less specific as the number of activities increases beyond a certain level.

#### Employment Role

Although not included among the Social Work Program's expected outcomes, one of the *goals* of the program is

to help students learn the values, knowledge, and skills which have become accepted as standard elements of professional behavior for beginning level, *i.e.*, generalist, social workers; and to help students integrate these elements into competent social work practice with individuals, families, small groups, organizations, and communities.<sup>2</sup>

One dimension of the generalist role is that graduates be involved primarily in "frontline" services and

the brokerage of a wide variety of social welfare provisions *directly* to clients, so that graduates should be able to carry out a "special emphasis on direct services to clients which includes organization and provision of resources on clients' behalf."<sup>3</sup>

Therefore, even though this question does not relate to a specific outcome/indicator target, human service employed graduates were asked to describe their current "role and responsibilities." Responses were then interpreted, by the investigator, as primarily belonging to one of five categories: direct services (other than child development), child development, supervision, administration, or planning.

Table 5 indicates that during the last survey period, at least among responding graduates, there has been an increase (from 83% to 94%) in direct service roles—even beyond the steady preponderance of direct service roles that existed during the first ten years of the comparison period. There seems no doubt, then, that the program is in fulfilling its intention to produce graduates who are involved primarily in "frontline" or "direct" services.

**TABLE 5 – Employment Role, Ferris Social Work Graduates Currently Employed in Human Service Agencies, 1985-89 (N = 54), 1990-94 (N = 59), 1995-98 (N = 31)**

<u>TYPE OF EMPLOYMENT ROLE</u>	<u>NUMBER OF GRADUATES REPORTING THIS TYPE OF EMPLOYMENT ROLE</u>		
	<u>1985-89</u>	<u>1990-94</u>	<u>1995-98</u>
Direct Services (other than child development)	45	49 *	29 **
Administration	4	1	1
Child Development	3	4	----
Planning	1	----	----
Supervision	1	5 ***	1
<b>Percentage of total in direct services:</b>	<b>83%</b>	<b>83%</b>	<b>94%</b>

\* Includes four MSW grads

\*\* Includes one MSW grad

\*\*\* Includes two MSW grads

Another dimension of the generalist role is an ability to provide services to client systems of various levels, *i.e.*, individuals, families, groups and neighborhoods/communities. Table 6 shows that throughout the fourteen-year period approximately one half of the responding graduates have considered their primary client group to be "individuals." Beyond this, there is an indication that, for the remaining pattern of responses, the last survey differs modestly from the first two, primarily in that there is (1) an increase (15%) in the choice of "families," (2) a disappearance, entirely, of any choice of "groups" or "neighborhoods/communities" (although one of the 1995-98 "ambivalent" responses included "groups," and (3) a decrease in the percentage of "ambivalent" responses. It must be kept in mind that the questionnaire prevents the reporting of secondary foci except in the case of respondents who insist on over-riding the directions—and therefore essentially prevents any evaluation of the diversity of client system focus *within* each position. Nevertheless, these changes *may* be some indication, albeit slight, of a lessening of diversity in this dimension.

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**TABLE 6 – Primary Client System Focus, Ferris Social Work Graduates Currently Employed in Human Service Agencies, 1985-89 (N = 54), 1990-94 (N = 59), 1995-98 (N = 31)**

<b>CLIENT SYSTEM</b>	<b>NUMBER (PERCENTAGE) OF GRADUATES REPORTING THIS CLIENT SYSTEM AS THEIR PRIMARY FOCUS</b>		
	<b>1985-89</b>	<b>1990-94</b>	<b>1995-98</b>
Individuals	28 (52%)	30 (51%)	16 (52%)
Families	14 (26%)	16 (27%)	13 (42%)
Groups	5 ( 9%)	1 ( 2%)	-----
Neighborhoods/Communities	1 ( 2%)	-----	-----
*Ambivalent	5 ( 9%)	9 (15%)	2 ( 6%)
No Response	1 ( 2%)	3 ( 5%)	-----

\* Although asked to choose only one "primary" focus, these respondents chose more than one.

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Graduate Evaluation of the Social Work Curriculum (Expected Outcome 16)

Graduates were asked to evaluate the quality of their education at Ferris with respect to (1) professional curriculum areas, (2) general education curriculum areas, and (3) preparation for social work problem solving competencies. In 1995, when the following results were reported for 1985-89 and 1990-94 graduates, it was stated that "perhaps the most significant finding of this study is the generally higher rating of the curriculum by the 1990-94 graduates as compared with the 1985-89 graduates . . . ." <sup>4</sup> It is noteworthy, then, that the same generalization can be made upon completion of the most recent survey: **There is a generally higher rating of the curriculum by the 1995-98 graduates as compared with the 1990-94 graduates. Indeed, for all twenty curriculum/competency categories evaluated, the mean rating by the 1995-98 graduates was improved (numerically lower) when compared with that of the 1990-94 graduates.** This also means, of course, that graduate opinion of curriculum quality, when viewed over the entire fourteen years, has steadily risen.

These generalizations must be tempered, as in 1995, by the understanding that *statistically significant* increases in ratings occur for only thirteen of the twenty categories. Reservations about sample representativeness and comparability (*i.e.*, the non-randomness of samples) must also pertain, as discussed above (pp. 3-4). Still it seems valid to conclude from this study that curriculum quality, as measured by graduate evaluations, has steadily improved throughout the fourteen years represented by the three survey samples.

Certainly it can also be asserted that, at least in consideration of this data, program educational objectives have been met. As revealed in the following tables, no mean graduate rating for any curriculum/competency category ever exceeded 2.57 (2.24 in the case of the last survey sample) on a scale where 1.00 = Excellent, 2.00 = Better than Adequate, 3.00 = Adequate, 4.00 = Less than Adequate, and 5.00 = Poor. (For the 1995-98 sample, fifteen of the twenty curriculum categories are rated at less than 2.00.) There has therefore been a clear satisfaction of the educational expectation that "graduates will, on average, rate the program at least 'adequate' [3.00 or less] for preparing the graduate for career development."

Of the twenty curriculum/competency categories, five are professional curriculum areas to be rated by graduates in terms of "the extent to which courses in that area prepared [the graduate] for career advancement as a social worker following graduation from the program."

Table 7 presents those ratings:

**TABLE 7 – Evaluation of Professional Curriculum Areas by Ferris Social Work Graduates, 1985-89, 1990-94, 1995-98 (N = 63, 65, 36)**

Curriculum Area	Years	NUMBER OF GRADUATES WHO REPORTED THIS RATING:						Mean*	M-W Prob.** 1985-89 and 1995-98	M-W Prob.** 1990-94 and 1995-98
		EXCELLENT [1]	BETTER THAN ADEQUATE [2]	ADEQUATE [3]	LESS THAN ADEQUATE [4]	POOR [5]	NO ANS			
Social Welfare Policy	1985-89	7	21	29	2	2	2	2.52	<u>.001</u>	.261
	1990-94	18	23	19	3	1	1	2.16		
	1995-98	11	15	8	--	--	2	1.91		
Human Behav. & Soc. Env.	1985-89	20	26	16	1	--	--	1.97	<u>.024</u>	.406
	1990-94	29	23	11	1	--	1	1.75		
	1995-98	17	14	3	--	--	2	1.59		
Practice Theory	1985-89	17	26	16	4	--	--	2.11	<u>.003</u>	.949
	1990-94	36	17	10	--	--	2	1.59		
	1995-98	19	11	4	--	--	2	1.56		
Social Research	1985-89	8	21	26	6	--	2	2.49	<u>.004</u>	.805
	1990-94	24	18	17	4	--	2	2.02		
	1995-98	12	13	8	--	1	2	1.97		
Field Instruction	1985-89	43	14	4	2	--	--	1.44	.175	<u>.043</u>
	1990-94	40	13	11	--	--	1	1.55		
	1995-98	27	7	--	--	--	2	1.20		

\*Lower mean signifies more favorable, i.e., "higher" total rating.

\*\*Two-tailed probability, Mann-Whitney rank test for two independent samples. Probabilities below .05 have been underlined, indicating very low probability (assuming random samples) that the two sample differences come from populations with no such differences.

All five categories show statistically significant improvement in ratings over the fourteen-year period, the first four showing greatest improvement early in the period, the fifth (Field Instruction) showing greatest improvement later in the period. All five categories achieve a mean rating by the 1995-98 responding graduates that is less than 2.00. For all three samples, Field Instruction receives the highest "esteem," reaching a 1.20 rating in the last sample. The other four areas switch places (in relative esteem) throughout the period, but Practice Theory and



Human Behavior and Social Environment are always either second or third in esteem, while Social Welfare Policy and Social Research are either fourth or fifth.

Table 8 presents the same type of evaluation for general education curriculum areas. Here again, all three curriculum areas show improved mean ratings throughout the fourteen-year period. However, while two of the categories (Communication Competence and Cultural Enrichment) show statistically significant differences when the 1985-89 and 1995-98 graduates are compared, none show statistically significant differences when the 1990-94 and 1995-98 graduates are compared.

Perhaps most noteworthy is a change in relative esteem among the three general education areas. English/Communication Competence moves from a mean rating of 2.57 by the 1984-89 graduates to a mean rating of 1.91 by the 1995-98 graduates, moving it as well from third in relative esteem to first in relative esteem.

**TABLE 8 – Evaluation of General Education Curriculum by Ferris Social Work Graduates, 1985-89, 1990-94, 1995-98 (N = 63, 65, 36)**

Curriculum Area*	Years	NUMBER OF GRADUATES WHO REPORTED THIS RATING:						Mean**	M-W Prob.*** 1985-89 and 1995-98	M-W Prob.*** 1990-94 and 1995-98
		EXCELLENT [1]	BETTER THAN ADEQUATE [2]	ADEQUATE [3]	LESS THAN ADEQUATE [4]	POOR [5]	NO ANS			
English	1985-89	7	20	27	4	2	3	2.57		
Communication Competence	1990-94	21	20	20	4	--	--	2.11	<u>.001</u>	.337
	1995-98	11	17	6	1	--	1	1.91		
Natural Science	1985-89	6	19	31	3	--	4	2.52		
Scientific Understanding	1990-94	7	25	31	2	--	--	2.43	.094	.243
	1995-98	7	13	11	2	--	3	2.24		
Humanities	1985-89	9	21	29	2	--	2	2.39		
Cultural Enrichment	1990-94	12	27	23	3	--	--	2.26	<u>.024</u>	.138
	1995-98	11	13	9	1	--	2	2.00		

\* Curriculum revisions within the entire general education domain resulted in changes of questionnaire labels for this item.

\*\*Lower mean signifies more favorable, i.e., "higher" total rating.

\*\*\*Two-tailed probability, Mann-Whitney rank test for two independent samples. Probabilities below .05 have been underlined, indicating very low probability (assuming random samples) that the two sample differences come from populations with no such differences.

Finally, Table 9 (p. 17) shows a similar evaluation for the twelve competencies of the program's current practice model, i.e., the problem solving model. Graduates were asked to "evaluate the quality of the Ferris Social Work Program in terms of the preparation [they] received for the following social work skills . . ." (It should be noted that the problem solving model was *explicitly* incorporated into the curriculum, as a central practice model and curriculum organizing device, in 1988. Most of the 1985-89 respondents graduated *before* that important curriculum change. Although the twelve categories are generally relevant to any analysis of social work competency, this difference might explain, in part, the "lower" [numerically higher] mean ratings of the first graduate sample.)

As indicated by Table 9, all twelve competencies show improvement in mean rating throughout the fourteen-year period. Six competencies (Establish Rapport, Contract with Client, Empower Client, Link with Resources, Influence Target, and Refer/Terminate) show *statistically significant* improvement from the first to the third graduate sample, and two of these (Establish Rapport and Refer/Terminate) show, as well, *statistically significant* improvement from the second to the third graduate sample.

For the 1995-98 responding graduates, nine of the twelve competencies are rated less than 2.00 (*i.e.*, between "excellent" and "better than adequate") whereas six are so rated by the 1990-94 responding graduates and only two by the 1985-89 responding graduates. **As stated more generally above, it can be concluded from this study that curriculum quality--as measured by three samples of graduate opinion regarding preparation for problem-solving competency--has at least remained constant, and for most competencies has probably improved.**

The relative position of the competencies has not changed markedly from the second to the third graduate samples. It is probably most noteworthy—and perhaps relevant to future curriculum revision--that the 1995-98 responding graduates, like both earlier samples, perceive themselves as weakest in preparation with respect to a cluster of three critical skills which could best be described, in general, as *intervention planning* skills: (1) "Select [intervention] Goals," (2) "Select [intervention] Strategies," and (3) "Contract [an intervention plan] with Client;" although,

for the 1995-98 graduate sample, "Evaluate Practice" did displace "Contract with Client" (from tenth to ninth) among the three "lowest" rated competencies.

**TABLE 9 – Evaluation of Social Work Program in Terms of Preparation for Professional Skills, Ferris Social Work Graduates, 1985-89, 1990-94, 1995-98 (N = 63, 65, 36)**

Social Work Practice Skill	Years	NUMBER OF GRADUATES WHO REPORTED THIS RATING:						Mean*	M-W Prob.** 1985-89 and 1995-98	M-W Prob.** 1990-94 and 1995-98
		EXCELLENT [1]	BETTER THAN ADEQUATE [2]	ADEQUATE [3]	LESS THAN ADEQUATE [4]	POOR [5]	NO ANS			
Establish Rapport	85-89	28	21	11	1	--	2	1.75	<u>.024</u>	<u>.037</u>
	90-94	31	20	12	1	--	1	1.73		
	95-98	23	11	1	--	--	1	1.37		
Assess Problems	85-89	14	28	17	2	--	2	2.11	.081	.398
	90-94	23	21	18	2	--	1	1.98		
	95-98	14	14	6	1	--	1	1.83		
Select Goals	85-89	10	18	29	3	--	3	2.42	.099	.830
	90-94	19	20	21	4	--	1	2.16		
	95-98	11	11	11	2	--	1	2.11		
Select Strategies	85-89	7	23	23	7	--	3	2.50	.130	.359
	90-94	14	18	26	6	--	1	2.38		
	95-98	9	12	12	2	--	1	2.20		
Contract with Client	85-89	12	17	23	9	--	2	2.48	<u>.003</u>	.081
	90-94	18	18	25	3	--	1	2.20		
	95-98	12	16	6	1	--	1	1.88		
Empower Client	85-89	15	17	27	2	--	2	2.26	<u>.008</u>	.584
	90-94	27	20	15	2	--	1	1.88		
	95-98	16	12	6	1	--	1	1.77		
Link with Resources	85-89	16	24	16	4	--	3	2.13	<u>.034</u>	.729
	90-94	30	18	11	5	--	1	1.86		
	95-98	16	13	5	1	--	1	1.74		
Influence Target	85-89	14	23	18	4	1	3	2.25	<u>.031</u>	.511
	90-94	24	21	16	3	--	1	1.97		
	95-98	13	16	5	1	--	1	1.83		
Evaluate Practice	85-89	13	27	17	4	--	2	2.20	.263	.597
	90-94	23	16	19	6	--	1	2.12		
	95-98	12	13	8	2	--	1	2.00		
Refer/ Terminate	85-89	14	19	22	5	--	3	2.30	<u>.013</u>	<u>.033</u>
	90-94	18	16	26	3	--	2	2.22		
	95-98	13	16	5	1	--	1	1.83		
Professional Development	85-89	24	16	16	5	--	2	2.03	.256	.195
	90-94	24	18	16	5	1	1	2.08		
	95-98	15	14	5	1	--	1	1.77		
Professional Values	85-89	37	13	11	--	--	2	1.57	.533	.821
	90-94	40	17	6	--	1	1	1.51		
	95-98	22	11	2	--	--	1	1.43		

\*Lower mean signifies more favorable, i.e., "higher" total rating.

\*\*Two-tailed probability, Mann-Whitney rank test for two independent samples. Probabilities below .05 have been underlined, indicating very low probability (assuming random samples) that the two sample differences come from populations with no such differences.

### Supervisor Responses (Expected Outcome 17)

Supervisors were given the following instructions:

Please evaluate the performance of the Ferris social work graduate who gave you this questionnaire by responding to the following items. Simply circle the number of that rating which best compares the Ferris graduate with other baccalaureate human service employees known to you. Each item refers to one of twelve social work skills (or competencies) which together make up the problem-solving model of social work practice. This model of practice is central to the social work curriculum at Ferris.

For each of the twelve competencies, supervisors chose one rating which completed the sentence, "Compared with the performance of other baccalaureate human service workers, the performance of this skill—by this Ferris social work graduate—is: . . . "

First it should be emphasized that, according to the results presented in Table 10 (p. 19), the program has achieved the educational expectation that "employers of graduates in social work positions will, on average, rate (this) graduate, in comparison with all other baccalaureate employees, at least higher than 'Average' . . ." Over the fourteen-year period, no competency has ever been rated 3.00 or higher. The ranges of mean ratings, for the three supervisor samples, are:

	<u>Best (numerically lowest)</u>	<u>Worst (numerically highest)</u>
1985-89 Graduates	1.62 (Professional Values)	2.44 (Evaluate Practice)
1990-95 Graduates	1.76 (Professional Values)	2.31 (Evaluate Practice)
1995-98 Graduates	1.79 (Professional Values)	2.37 (Empower Client)

Moreover, supervisors of 1985-89 graduates rated three competencies at less than (i.e., "better than") 2.00 (Establish Rapport, Link with Resources, Professional Values); supervisors of 1990-94 graduates rated four competencies at less than 2.00 (Establish Rapport, Link with Resources, Influence Target, Professional Values); and supervisors of 1995-98 graduates rated three competencies at less than 2.00 (Assess Problems, Link with Resources, Professional Values).

**TABLE 10 – Evaluation of Graduate Performance, Supervisors of Ferris Social Work Graduates, 1985-89, 1990-94, 1995-98 (N = 39, 42, 19)**

Social Work Practice Skill	Years	NUMBER OF SUPERVISORS WHO REPORTED THIS RATING:						Mean*	M-W Prob.** 1985-89 and 1995-98	M-W Prob.** 1990-94 and 1995-98
		OUT- STANDING [1]	ABOVE AVERAGE [2]	AVERAGE [3]	BELOW AVERAGE [4]	FAR BELOW AVERAGE [5]	NO ANS			
Establish Rapport	85-89	15	20	3	1	--	--	1.74	<u>.127</u>	<u>.646</u>
	90-94	11	23	8	--	--	--	1.93		
	95-98	4	11	3	--	1	--	2.10		
Assess Problems	85-89	7	22	8	2	--	--	2.13	<u>.438</u>	<u>.772</u>
	90-94	11	20	10	1	--	--	2.02		
	95-98	4	12	3	--	--	--	1.95		
Select Goals	85-89	4	23	10	1	--	1	2.21	<u>.791</u>	<u>.642</u>
	90-94	10	17	14	1	--	--	2.14		
	95-98	3	9	6	1	--	--	2.26		
Select Strategies	85-89	4	24	10	1	--	--	2.20	<u>.985</u>	<u>.834</u>
	90-94	8	17	17	--	--	--	2.21		
	95-98	3	10	5	1	--	--	2.21		
Contract with Client	85-89	7	18	13	1	--	--	2.21	<u>.759</u>	<u>.484</u>
	90-94	11	15	15	--	--	1	2.10		
	95-98	2	10	7	--	--	--	2.26		
Empower Client	85-89	8	21	9	1	--	--	2.08	<u>.163</u>	<u>.152</u>
	90-94	10	20	12	--	--	--	2.05		
	95-98	2	9	7	1	--	--	2.37		
Link with Resources	85-89	11	20	8	--	--	--	1.92	<u>.525</u>	<u>.573</u>
	90-94	14	17	11	-	-	-	1.93		
	95-98	8	7	3	--	1	--	1.89		
Influence Target	85-89	9	19	10	1	--	--	2.08	<u>.872</u>	<u>.500</u>
	90-94	11	22	9	--	--	--	1.95		
	95-98	4	10	3	1	1	--	2.21		
Evaluate Practice	85-89	2	21	13	3	--	--	2.44	<u>.122</u>	<u>.270</u>
	90-94	5	20	16	1	--	--	2.31		
	95-98	4	10	4	--	1	--	2.16		
Refer/ Terminate	85-89	2	18	18	--	--	1	2.42	<u>.038</u>	<u>.685</u>
	90-94	9	19	13	--	--	1	2.10		
	95-98	4	11	3	--	1	--	2.10		
Professional Development	85-89	11	18	6	4	--	--	2.08	<u>.825</u>	<u>.895</u>
	90-94	13	16	13	--	--	--	2.00		
	95-98	6	8	4	1	--	--	2.00		
Professional Values	85-89	20	15	3	1	--	--	1.62	<u>.551</u>	<u>.946</u>
	90-94	18	18	5	--	1	--	1.76		
	95-98	8	9	1	--	1	--	1.79		

\*Lower mean signifies more favorable, i.e., "higher" total rating.

\*\*Two-tailed probability, Mann-Whitney rank test for two independent samples. Probabilities below .05 have been underlined, indicating very low probability (assuming random samples) that the two sample differences come from populations with no such differences.

However, it is also true that the pattern of "improvement" (decreasing mean ratings over the fourteen-year period), which is so clearly discernable in the opinions of responding graduates, is not present in supervisor ratings. Only one competency (Refer/Terminate) achieves an improvement in rating which is statistically significant, and this occurs entirely between the first

and second supervisor samples. Most other variation is modest to slight, in some cases "improvement," in some cases the opposite, and in some cases both (depending on which two of the three samples are compared). Considering only the first and third samples, four ratings "improve" (Assess Problems, Evaluate Practice, Refer/Terminate, Professional Development) four ratings "worsen" (Establish Rapport, Empower Client, Influence Target, Professional Values), while four mean ratings remain essentially the same, *i.e.*, show a difference of .005 or less (Select Goals, Select Strategies, Contract with Client, Link with Resources.)

The relative position of the competencies, as rated by the supervisors, shows some moderate change from the second to the third samples. "Empower Client" drops from a middle rank to last, while "Evaluate Practice" rises from last to a middle rank. Perhaps most noteworthy, however, is the continued relatively "low" rating of the *intervention planning* skill cluster (as discussed above with respect to the responding graduate ratings: Select Goals, Select Strategies, Contract with Client), although this cluster does not rank quite as low for the supervisors as it does for the graduates.

### **Implications for Curriculum Revision**

As discussed above, only one target (Expected Outcome 14) has remained unmet: that "at least 90% of graduates employed in social work positions will report significant participation in the promotion of professional social work values apart from the responsibilities of their employment." Faculty, therefore, may want to "redouble efforts" to expand curriculum content that explores various professional-value-promoting activities other than employment, *e.g.*, volunteer involvement in human service agencies or organizations, membership in NASW, membership in more specialized professional organizations, community improvement and development efforts, social action and political action movements, activities on behalf of political candidates, etc. It would be most effective, perhaps, if such new content were included late in the senior year.

Faculty may also want to consider strengthening the practice sequence, as well as the field practicum, with respect to the *intervention planning* skill cluster (Select Goals, Select

Strategies, Contract with Client). Responding graduates, throughout the fourteen-year survey period, have generally rated this cluster as weakest among their social work practice competencies.

## NOTES

1. Social Work Program, Ferris State University, *Self-Study (Vol. 1)*, 1994, pp. 58-60.
2. *Ibid.*, p. 2.
3. *Ibid.*, p. 3.
4. Social Work Program, Ferris State University, *Five-Year Graduate/Supervisor Survey, 1995*, p. 16.



**Section III. Results and Analysis of Data collected on Employer Follow-up Survey**

**Documents submitted are:**

1. Graduate/Supervisor Survey, 1985-1998 (See Section II)
2. Employer Survey- Field Agency Response, Fall, 2001

**FSU – BSW**

**EMPLOYER SURVEY**

**AND**

**FINDINGS**

**FALL 2001**

**Epstein & Tripodi Research Techniques For Program Planning, Monitoring, and  
Evaluation, 1977 pp. 33-53**

## RESULTS OF EMPLOYER SURVEY

### **Introduction**

In our ongoing effort to provide high quality social work education to our students, we developed an employer survey. The survey is designed to address one of the most important questions that any program can ask, which is the employability of our graduating students.

### **Methodology**

We mailed a total of seventy surveys to selected professionals who had attended our recent Field Instructors Workshop held in April 2001. Additionally these persons had been or were presently serving in the capacity of a Field Instructor to our social work seniors. To help insure the reliability of our findings we took special care in requesting that the respondents were persons that had a vested interest in our student's education. Therefore, the Field Instructors who worked directly with our students, and were directly responsible for their experiential learning were the persons who we targeted for responses to our survey. Moreover the validity of our survey instrument was insured by the simple fact that its fifteen-question design was focused on three major issues. First we wanted feedback on the strength of our program. Next we sought to gain information on the quality of our students; and third we asked what were the employability prospects of our graduates particularly when compared to other students from other BSW programs (Epstein & Tripodi Research Techniques For Program Planning, Monitoring, and Evaluation, 1977 pp. 33-53).

The instrument was designed to elicit information by employing a combination of the principles of the Likert and interval scale techniques, and open-ended questions. A copy of the questionnaire is enclosed at the end of this report (Lee Ellis – Research Methods In the Social Sciences, 1994. p. 97).

### **Findings**

The return rate of our survey was 27%. While we would have desired a higher rate of return, a nearly 30% rate is fairly common among mailed surveys. In response to our first question on the number of students that have been placed at the agency, 47% of the respondents stated that they had 1-3 students over the past three years; and 32% responded by stating that they had between 4-6 students during this time period.

The second question which deals with the experience of the field instructors in working with interns from other BSW programs; 63% had FSU experience only, while 39% had experience in other BSW programs in working with their student interns. The fourth question asked the respondents to rate FSU-BSW program to the other programs in which they had experience; 21% stated that FSU-BSW was a more favorable program, and 16% said that the programs were about the same.

The fifth question asked their impression of the FSU-BSW intern; a full 12 % had an excellent impression of our students, and another 53% had a good impression of our students. In asking the

# Social Work

APRC 2001-2002

Section 3 of 8

respondents to rate the FSU-BSW program, 21% stated that the FSU-BSW grads had better prospects than their counterparts at other universities, and 53% said that the FSU-BSW prospects are about the same as other grads from other programs.

To determine only the employment prospects of the FSU-BSW grad, an impressive 68% of the Field Instructors stated that our students have a very good chance in gaining employment. And when we asked if they had a position open how high would our students be on their employment list; 47% stated that our students would be high on their list, and 21% told us that our students would be very high on their list. Interestingly for a similar question we asked them would our students be first, second, third, fourth or fifth on their list of employment, and 32% told us our students would be first on their list, and 39% would be the second candidate on their list.

On a scale of 1-10 we asked the Field Instructors to rate our program, and similarly to rate the FSU-BSW graduate. We were very gratified to learn that 84% of the Field Instructors rated our program as an 8, 9, or 10; and nearly the same held true for our FSU-BSW graduates in that they were rated 74% at an 8, 9, or 10.

Finally we wanted to learn which components of our program had a direct bearing on our students' employment opportunities as far as the Field Instructors were concerned. They responded by stating the following: 74% rated General Field Instruction as the most important aspect of our program for the employment of our students. Next came Practice Oriented Classroom Instruction at 68% for importance to employment; then likewise was BSW Field Instruction at 63% who believed it important to employment. Interestingly 59% of the respondents stated that Organization Networking was essential to employment, while 47% rated Theory Oriented Classroom Instruction as an important element in employment. Also we thought it very interesting that 42% rated a graduate MSW program to be important to employment and the Field Instructor's Workshop came in at 39%, the Student Social Work Association at 21%, and other Liberal Arts courses at 16% believing it to be important to employment.

### **Analysis and Conclusion**

Based on these findings we are very gratified to report that our program is indeed an important employment vehicle for students who are pursuing a social work education. The Field Instructors who have practice experience, and are also providing a crucial experiential learning opportunity to our students have glowing comments for our program. These remarks are rated in empirical evidence and do carry some scientific weight; therefore we believe that these data can be used further as a planning tool to expand on and strengthen our program. These findings demonstrate that we are on sound footing in curriculum development, and are addressing to the standards and policies of our accrediting body the Council on Social Work Education (CSWE). Moreover we also can show through this survey that our program is true to the mission of our university, and thus our students will continue to reap the benefits of an excellent Ferris State University Bachelor of Social Work Education.

July 26, 2001

Dear Field Instructor:

Attached please find an Employer Follow-up Survey. We respectfully request that you take a few minutes to complete the questionnaire and return it to the following address:

Gerald E. Matthews, Ph.D., MSW  
Associate Professor  
Field Coordinator  
Ferris State University  
Social Work Program  
820 Campus Drive, ASC 2108  
Big Rapids, MI 49307-2225

The purpose of the survey is to assist us in curriculum development. It is our goal to ensure that our students receive the type of instruction that is transferable to effective field work; and instruction that is usable to the agency to the degree that the student's employment prospects are deemed good to excellent.

Thank you again for your expertise and assistance.

Sincerely,

Gerald E. Matthews, Ph.D., MSW  
Associate Professor, Social Work

GEM/pn

Attachment

JULY 2001 EMPLOYER FOLLOW-UP SURVEY

1. Over the past three years, how many FSU-BSW student interns have been placed at your agency? (Please check the most appropriate answer).

0 \_\_\_\_\_ 1-3 \_\_\_\_\_ 4-6 \_\_\_\_\_ 7-10 \_\_\_\_\_ 11+ \_\_\_\_\_

2. Have you had experiences with interns from other BSW programs?

Yes \_\_\_\_\_ No \_\_\_\_\_

3. If you answered yes to question number 2, please check the response which closely describes your experience.

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

4. If you answered yes to question number 2, please check the response which closely describes how you would rate FSU's BSW program to the other program.

More Favorably \_\_\_\_\_ About the Same \_\_\_\_\_ Not As Good \_\_\_\_\_

5. If you had experience with FSU-BSW interns, please check the response which closely describes your impression of the students.

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

6. If you had experiences with other BSW programs, would you please check the response which closely describes your impression of FSU-BSW program compared to the other programs. FSU's program is:

Better \_\_\_\_\_ About the Same \_\_\_\_\_ Not As Good \_\_\_\_\_

7. In general, how would you rate the FSU-BSW program?

Excellent \_\_\_\_\_ Very Good \_\_\_\_\_ Good \_\_\_\_\_ Poor \_\_\_\_\_

8. How would you rate the employment prospects of FSU-BSW graduates compared to other BSW graduates?

Better \_\_\_\_\_ About the Same \_\_\_\_\_ Not As Good \_\_\_\_\_

9. In general, how would you rate the employment prospects of the FSU-BSW graduate?

Excellent \_\_\_\_\_ Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

10. If you had an open position, how high would the FSU-BSW graduate be on your list for employment?

Very High \_\_\_\_\_ High \_\_\_\_\_ About Average \_\_\_\_\_ Below Average \_\_\_\_\_

11. If you had an open position, what number on your list would the FSU-BSW graduate be?

First \_\_\_\_\_ Second \_\_\_\_\_ Third \_\_\_\_\_ Fourth \_\_\_\_\_ Fifth \_\_\_\_\_

12. On a scale of 1-10, with 10 being the highest, how would you rate the FSU-BSW program?

\_\_\_\_\_

13. On a scale of 1-10 with 10 being the highest, how would you rate the FSU-BSW graduate?

\_\_\_\_\_

14. Of the responses below, and from your experience, please check the features of the FSU-BSW program that you think best help our student's employment prospects? (Check as many as appropriate).

- \_\_\_\_\_ General Field Instruction
- \_\_\_\_\_ Theory Oriented Classroom Instruction
- \_\_\_\_\_ Practice Oriented Classroom Instruction
- \_\_\_\_\_ Field Instructor's Workshop
- \_\_\_\_\_ Student Social Work Association
- \_\_\_\_\_ Other Liberal Arts Courses
- \_\_\_\_\_ MSW Field Instruction
- \_\_\_\_\_ BSW Field Instruction
- \_\_\_\_\_ Other Degree Level Field Instruction
- \_\_\_\_\_ Organizational Networking

15. Of the possible responses below, please rate them in order of their importance from 1-10, with 10 being the highest in terms of assisting our students in their employment potential. Please do not have duplicate values. For example, there can be only one 10 or one 9 or one 5, etc. List in order of their importance.

- \_\_\_\_\_ General Field Instruction
- \_\_\_\_\_ Theory Oriented Classroom Instruction
- \_\_\_\_\_ Practice Oriented Classroom Instruction
- \_\_\_\_\_ Field Instructor's Workshop
- \_\_\_\_\_ Student Social Work Association
- \_\_\_\_\_ Other Liberal Arts Courses
- \_\_\_\_\_ MSW Field Instruction



- BSW Field Instruction
- Other Degree Level Field Instruction
- Organizational Networking

Please add any additional comments on the employability of our graduates

THANK YOU.

**Section IV. Results and Analysis of Data Collected on Student Evaluation of the Program**

**Documents submitted are:**

- 1. Student Evaluation of Curriculum Form**
- 2. Student Evaluation of Field Placement Form**
- 3. Student Concerns Sub-Committee of the Program Advisory Council Minutes**

#### Section IV. Student Evaluations of the Social Work program.

1. Student Evaluation of Curriculum is formally done in the students last semester before graduation. The students are asked to address any gaps or weaknesses in the curriculum that hindered their performance in their field placement. Written comments are read by the program coordinator and in turn, the comments are shared with faculty and the Program Advisory Committee. Comments made by the students were:
  - a. Change the research project from field to the research class.
  - b. Loosen up the curriculum to allow for more program electives
  - c. Make available "block placements"
  - d. Some classes seem to be repetitious of other classes
  - e. Review seminar' (SCWK 481-482) written exercises

RESULTS: Faculty has made changes to the curriculum. See the following Proposed Curriculum and Revised Field Manual.

2. Student Evaluation of their field placement is formally done at the end of their final semester. This helps the faculty in appraising the agency as a placement for the senior interns. We have criteria established that determines whether an agency can be used as a place of social work learning. Faculty liaisons visit the student at least three times while the student is in placement. If any concerns or issues are raised they are dealt with immediately. The written evaluation of the placement by the student gives faculty insight into how well supervision was administered, and how learning opportunity was provided. This years' survey results were:
  - a. all students gave positive remarks about his or her placement
  - b. all felt their supervision was good
  - c. one student suggested that self-starters would do well in her placement.
  - d. one student stated that case involvement was limited but thorough
3. Student representatives from the Social Work Student Association bring social work student concerns to the faculty through the Student Concerns Subcommittee. This committee meets annually to formally discuss curriculum and other student concerns. This year's concerns were about the course sequence. It becomes troublesome for transfer students.

RESULTS: Faculty has in its review of the curriculum tried to offer courses more frequently as well as loosen up the sequence. We are still working on this. We are on draft four as of this writing.

## CURRICULUM EVALUATION FORM

This form is intended for joint use by the student and the field instructor, although it may be used by one person alone. It should be completed only at the end of the second semester of field instruction (SCWK 492) and included with materials submitted for the final field instruction evaluation.

-----

Perhaps at some time during the past months of field instruction, either as student or as field instructor, you've felt that the Ferris Social Work curriculum was missing some important area of knowledge, skill, or professional ethics which the student should have been taught before starting the placement. This gap or weakness in the curriculum may have resulted in some difficulty for the student in meeting performance expectations. The gap or weakness may be related to one of the basic competence of social work practice as defined by the program: establishing rapport, assessing problems, selecting goals, selecting strategies, contracting for goals, empowering the client, linking the client with resources, influencing target systems, evaluating goal achievement, terminating, continuing in professional growth, have presented any serious difficulty for this student, but still be an area of needed curriculum improvement about which faculty ought to do something. Whichever may be the case, please describe this gap or weakness in the Ferris Social Work curriculum:

You may wish to identify curriculum strengths as well:

Submitted by:

(Signature) \_\_\_\_\_ Date \_\_\_\_\_

(Signature) \_\_\_\_\_ Date \_\_\_\_\_

I agree that the contents of this form may be shared with the Curriculum Renewal Committee, Ferris Social Work Program:

(Signature) \_\_\_\_\_ Date \_\_\_\_\_

(Signature) \_\_\_\_\_ Date \_\_\_\_\_

## Admission to B.S.W. Degree Candidacy

Permission to enroll in upper level social work courses requires admission to candidacy for the bachelor of social work degree with the exception of SCWK 310, 350, and 370.

Admission to degree candidacy requires the following:

1. Completion of at least 56 semester credit hours of college credit;
2. Included in the completed work must be the following courses or their transfer equivalent or transfer substitute: ENGL 150 and 250; Biological or Physical Sciences; COMM 121 or 105; HIST 122; PLSC 121; 9 credit hours in Social Awareness/Global Consciousness; SCWK 110, 130, 170, 191, 210, 220, 230, and 240;
3. Minimum overall 2.3 GPA;
4. Minimum 2.5 GPA in social work courses
5. Grade of "C" or better in all required social work courses
6. Successful completion of an extemporaneous social work related writing sample, evaluated by social work faculty for communication skill rather than social work content;
7. Successful completion of a written self-analysis, including professional strengths and weaknesses, sensitivity to social diversity, career motivation, etc. This is a SCWK 220 assignment;
8. Successful completion of a fully documented library research paper elaborating on the relationship between a particular theory of human behavior or social process and social work practice. This is a SCWK 240 assignment.

## CURRENT CURRICULUM

## PROPOSED CURRICULUM

### GENERAL EDUCATION REQUIREMENTS (Liberal Arts base)

<u>COURSE</u>	<u>HRS.</u>	<u>COURSE</u>	<u>HRS</u>		
<b><u>COMMUNICATION</u></b> (12 CREDIT HOURS)					
ENGL 150	English 1	3	ENGL 150	English 1	3
ENGL 250	English 2	3	ENGL 250	English 2	3
COMM 121	Fund. Public Speaking	3	COMM 121	Fund. Public Speaking	
			or		
ENGL 321	Advanced Composition	3	COMM 105	Interpersonal Comm.	3
			See SCWK 352	SCWK Grant writing	3
			For course to meet this requirement		

### **SCIENTIFIC UNDERSTANDING**

(7 - 9 CREDIT HOURS)  
CHOOSE TWO:

BIOL 101	GENETICS	4
BIOL 109	BASIC HUMAN ANAT.	4
BIOL 111	ENVIRONMENTAL BIO.	4

### **SCIENTIFIC UNDERSTANDING**

(7 - 8 CREDIT HOURS)  
MUST HAVE AT LEAST ONE OF THESE:

BIOL 101	GENETICS	4
BIOL 109	BASIC HUMAN ANAT.	4
BIOL 111	ENVIRONMENTAL BIO.	4

MUST CHOOSE ONE 3-4 HR COURSE IN ANY PHYSICAL OR BIOLOGICAL SCIENCE.  
SUGGESTIONS: BIOL 103, CHEM 103, CHEM 104, CHEM 207, ASTR 130, GEOG 111, OR PHYS 130

3 - 4

# GENERAL EDUCATION REQUIREMENTS CONT'D (Liberal Arts base)

<u>COURSE</u>	<u>HRS.</u>	<u>COURSE</u>	<u>HRS</u>
---------------	-------------	---------------	------------

## QUANTATIVE SKILLS

Proficiency in MATH 115 or higher. This requirement can be completed by ONE of the following options: 1) Pass MATH 115 or higher; 2) Pass course proficiency exam in MATH 115 or higher; 3) ACT Math sub test score of 24 or higher.

## QUANTATIVE SKILLS

MATH 117 or MATH 115 3-4  
(MATH 110 or equivalent needed to take MATH 115 or MATH 117. ACT must be > 24 to waive MATH 110)

## CULTURAL ENRICHMENT

(9 CREDIT HOURS REQUIRED)

HIST 122 US - 1877 TO PRESENT 3

HUMN 100 INTRO TO HUMANITIES 3

CHOOSE ONE:

HUMN 325 EASTERN RELIGIONS 3

HUMN 326 WESTERN RELIGIONS 3

## CULTURAL ENRICHMENT

(9 CREDIT HOURS REQUIRED)

HIST 122 US - 1877 TO PRESENT 3

HUMN 325 EASTERN RELIGIONS 3

or

HUMN 326 WESTERN RELIGIONS 3

CHOOSE ONE from the Cultural 3

Enrichment/Global Consciousness areas

Listed: ARCH 244, ARTH, ARTS, COMM 231

ENG 322; FRENCH, GERMAN, HIST, HUMN,

LITERATURE, MUSIC, PHOT 101, SPANISH,

THEATER.

## SOCIAL AWARENESS

(9 CREDIT HOURS REQUIRED)

PSYC 150 INTRO TO PSY 3

SOCY 121 INTRO TO SOC 3

SOCY 340 MINORITY GROUPS 3

## SOCIAL AWARENESS

(9 CREDIT HOURS REQUIRED)

MUST HAVE COURSES FROM TWO 9

SUBJECT AREAS WITH ONE AT 300 LEVEL

OR HIGHER. CHOOSE FROM FOLLOWING:

PSYC 150 (Prerequisite for all PSYC courses);

SOCY 121 OR 122 (Prerequisite for all SOCY

courses); GEOG 112; GEOG 202; ANTH 122;

SOCY 230; SOCY 340; SOCY 341; SOCY 344;

SOCY 345; SOCY 355; SOCY 373; SOCY 450;

SOCY 460; OR SOCY 443.

## GLOBAL CONSCIOUSNESS

THIS REQUIREMENT IS SATISFIED IN THE RELATED COURSES AREA

## GLOBAL CONSCIOUSNESS

THIS REQUIREMENT IS SATISFIED IN THE CULTURAL ENRICHMENT AND SOCIAL AWARENESS COURSES AREAS

## PROGRAM REQUIREMENTS FOR SOCIAL WORK MAJOR

<u>COURSE</u>	<u>HRS.</u>	<u>COURSE</u>	<u>HRS</u>
<b><u>MAJOR</u></b>		<b><u>PROFESSIONAL FOUNDATION</u></b>	
(49 - 50 CREDIT HOURS)		(63 CREDIT HOURS)	
SCWK 110	2	SCWK 110	2
SCWK 130	3	SCWK 130	3
SCWK 170	1 - 2	SCWK 170	1
SCWK 191	3	SCWK 191	3
SCWK 210	3	SCWK 210	3
SCWK 220	4	SCWK 220	4
SCWK 240	3	SCWK 230	3
SCWK 310	3	SCWK 240	3
SCWK 320	4	SCWK 310	3
SCWK 330	3	SCWK 320	4
SCWK 370	1	SCWK 330	3
SCWK 450	3	SCWK 340	4
SCWK 481	2	SCWK 350	3
SCWK 482	2	SCWK 352	3
SCWK 491	6	SCWK 370	1
SCWK 492	6	SCWK 400	3
		SCWK 450	3
		SCWK 481	2
		SCWK 482	2
		SCWK 491	5
		SCWK 492	5
<b><u>RELATED:</u></b>		<b><u>RELATED COURSES:</u></b>	
(27 CREDIT HOURS)		(9 CREDIT HOURS)	
ECON 221	3	ECON 221	3
PLSC 121	3	PLSC 121	3
PSYC 226	3	*See SCWK 230/240 to meet this requirement	
PSYC 410	3	No longer considered required for SCWK major	
SOCY 225	3	No longer considered required for SCWK major	
SOCY 230	3	No longer considered required for SCWK major	
SOCY 443	3	See SCWK 350 to meet this requirement	
SSCI 310	3	SSCI 450	3
SSCI 450	3		



# PROGRAM REQUIREMENTS FOR SOCIAL WORK MAJOR

<u>COURSE</u>	<u>HRS.</u>	<u>COURSE</u>	<u>HRS</u>
<b><u>PROGRAM ELECTIVES</u></b> (7 - 8 CREDIT HOURS)		<b><u>PROGRAM ELECTIVES</u></b> (10 CREDIT HOURS)	
		SCWK 262 HEALTH REL. SOCIAL SERV.	2
		SCWK 263 SUBSTANCE ABUSE - THE PROBLEM	2
		SCWK 264 SUBSTANCE ABUSE - TREATMENT/PREVENTION	3
		SCWK 265 SOCIAL SERV. & CORRECT.	3
		SCWK 361 LEGAL ASPECTS OF SCWK	2
		SCWK 410 POLITICAL SOCIAL WORK	3
		MAY ALSO CHOOSE FROM: PSYC, SOC, LANGUAGE OR CHILD DEVELOP.	
<b><u>ELECTIVES</u></b> CHOOSE ENOUGH HOURS TO MEET THE MINIMUM 128 HOURS REQUIRED FOR THIS DEGREE		<b><u>ELECTIVES</u></b> CHOOSE ENOUGH HOURS TO MEET THE MINIMUM 128 HOURS REQUIRED FOR THIS DEGREE	
			4 - 6

**DRAFT**

**Ferris State University**  
**Social Work Field**  
**Instruction Manual**  
**(Scwk 370, 481, 482, 491, 492)**

For primary use by:  
BSW Students and Social Work Faculty.

Edited and Revised by The Social Work  
Faculty, Summer 2001

FERRIS STATE UNIVERSITY  
College of Arts and Sciences  
Social Sciences Department  
Social Work Program

TO: Students and Field Instructors

FROM: Katherine Palazzolo-Miller *KPM*

RE: Attached Field Manual

DATE: August 24, 2001

We the faculty are in the process of revising the Field Manual. The attached is the first step.

We would appreciate your suggestions and comments. Please give me your feedback by December 15, 2001 at one of the choices below:

Katherine Palazzolo-Miller  
Social Work Program Coordinator  
820 Campus Drive, ASC 2108  
phone – 231-591-2737  
fax – 231-591-2541  
e-mail – [palazzok@fsu.edu](mailto:palazzok@fsu.edu)

Thank you for your time and assistance in our continuing efforts to improve the Program.

attachment

Ferris State University  
Social Work Program

**Field Instruction Manual**

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**FERRIS STATE UNIVERSITY  
SOCIAL WORK PROGRAM**

**STUDENT EVALUATION OF FIELD INSTRUCTION AGENCY**

Name of Agency \_\_\_\_\_

Address \_\_\_\_\_

Field Instructor \_\_\_\_\_

Student \_\_\_\_\_

I. In what ways have you found the agency to be a place for learning social work skills and developing personal and professional growth?

II. What areas did you find as less than satisfactory in your agency placement?

III. Overall, I would rate my field instruction in this agency as:

- 1) Excellent \_\_\_\_\_
- 2) Good \_\_\_\_\_
- 3) Satisfactory \_\_\_\_\_
- 4) Unsatisfactory \_\_\_\_\_

IV. Comment on your field instructor's . . .

A) . . . responsiveness to your feelings and concerns:

B) . . . accessibility for supervisory time:

C) . . . fairness and objectivity in supervising and evaluating you:

V. I recommend that this agency . . .

\_\_\_\_\_ should

\_\_\_\_\_ should not

. . . be retained as a field instruction site.

If not, why not?

VI. I recommend that my field instructor . . .

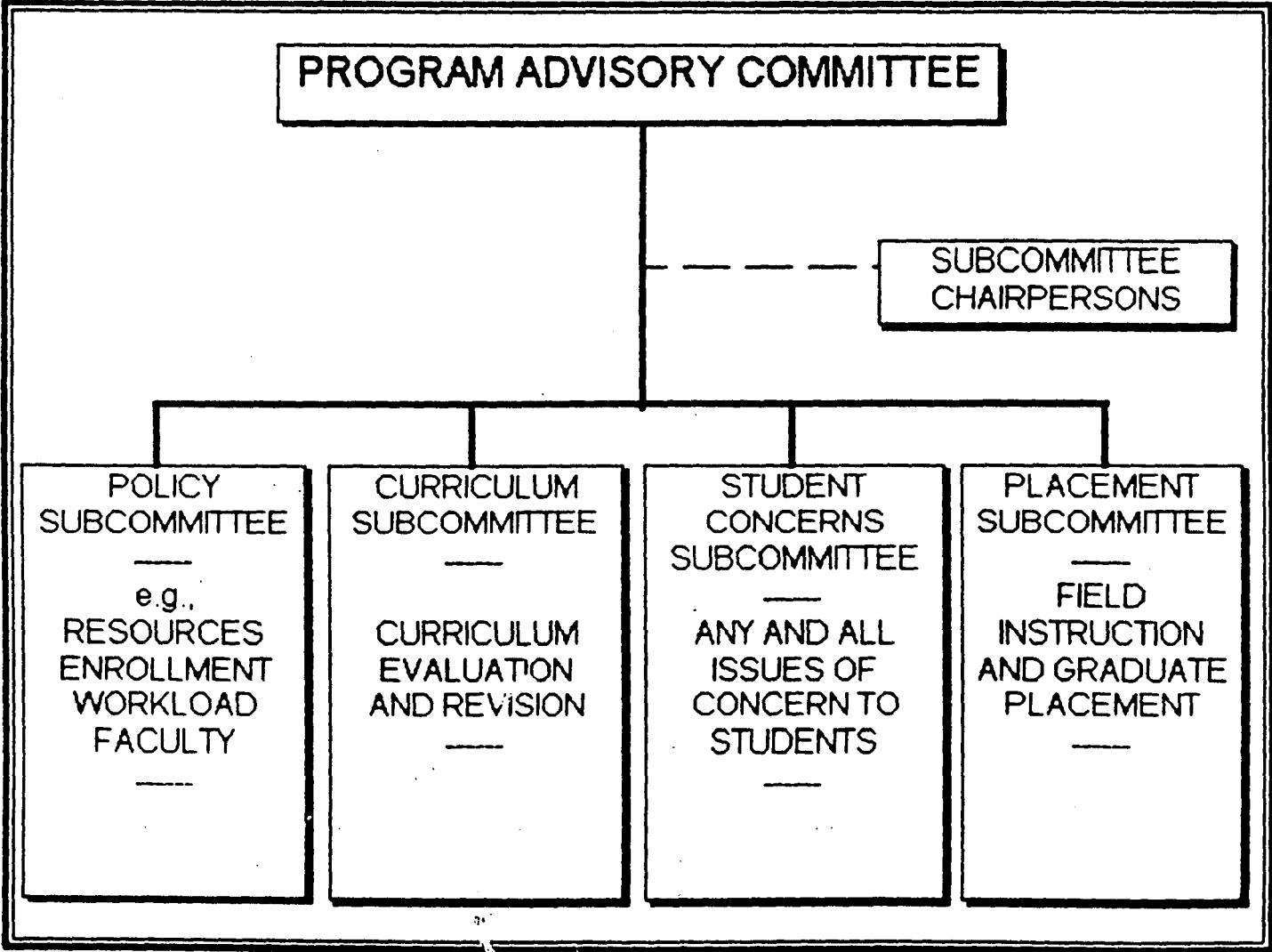
\_\_\_\_\_ should

\_\_\_\_\_ should not

. . . be retained as a field instructor.

If not, why not?

VII. \_\_\_\_\_





**Section V. Results and Analysis of Survey of Faculty Perceptions**

**Documents used are:**

- 1. Program Review Panel Evaluation, since all faculty are members of the panel**

Appendix H

PROGRAM REVIEW PANEL EVALUATION

Program: SOCIAL WORK

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5. Use of Information on Labor Market Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the program.

**6. Use of Profession/Industry Standards**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

**7. Use of Student Follow-up Information**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

**8. Relevance of Supportive Courses**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

**9. Qualifications of Administrators and Supervisors**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

**10. Instructional Staffing**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

**11. Facilities**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.

Appendix H

PROGRAM REVIEW PANEL EVALUATION

Program: BSW - SOCIAL WORK

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5. Use of Information on Labor Market Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the program.

**6. Use of Profession/Industry Standards**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

**7. Use of Student Follow-up Information**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

**8. Relevance of Supportive Courses**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

**9. Qualifications of Administrators and Supervisors**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

**10. Instructional Staffing**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

**11. Facilities**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.

Appendix H

PROGRAM REVIEW PANEL EVALUATION

Program: Social Work

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction

Average Score 5

<u>5</u>	4	3	2	1
----------	---	---	---	---

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program

Average Score 5

<u>5</u>	4	3	2	1
----------	---	---	---	---

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program

Average Score 5

<u>5</u>	4	3	2	1
----------	---	---	---	---

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates

Average Score 5

<u>5</u>	4	3	2	1
----------	---	---	---	---

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5. Use of Information on Labor Market

Average Score 5

<u>5</u>	4	3	2	1
----------	---	---	---	---

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the program.



6. Use of Profession/Industry Standards Average Score 5

5	4	3	2	1
---	---	---	---	---

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

7. Use of Student Follow-up Information Average Score 5

5	4	3	2	1
---	---	---	---	---

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

8. Relevance of Supportive Courses Average Score 5

5	4	3	2	1
---	---	---	---	---

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

9. Qualifications of Administrators and Supervisors Average Score 5

5	4	3	2	1
---	---	---	---	---

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

10. Instructional Staffing Average Score 5

5	4	3	2	1
---	---	---	---	---

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

11. Facilities Average Score 5

5	4	3	2	1
---	---	---	---	---

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities

Average Score 5

5	4	3	2	1
---	---	---	---	---

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment

Average Score 5

5	4	3	2	1
---	---	---	---	---

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score 5

5	4	3	2	1
---	---	---	---	---

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies

Average Score 5

5	4	3	2	1
---	---	---	---	---

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.

*Kathy,  
Please give me a copy of the rough or final draft. Buck*

Appendix H

PROGRAM REVIEW PANEL EVALUATION

Program: SOCIAL WORK

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction Average Score \_\_\_\_\_

5	<b>4</b>	3	2	1
---	----------	---	---	---

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program Average Score \_\_\_\_\_

5	<b>4</b>	3	2	1
---	----------	---	---	---

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program Average Score \_\_\_\_\_

<b>5</b>	4	3	2	1
----------	---	---	---	---

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates Average Score \_\_\_\_\_

5	<b>4</b>	3	2	1
---	----------	---	---	---

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5. Use of Information on Labor Market Average Score \_\_\_\_\_

<b>5</b>	4	3	2	1
----------	---	---	---	---

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the program.

6. Use of Profession/Industry Standards

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

7. Use of Student Follow-up Information

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

8. Relevance of Supportive Courses

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

9. Qualifications of Administrators and Supervisors

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

10. Instructional Staffing

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

11. Facilities

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.

Appendix H

PROGRAM REVIEW PANEL EVALUATION

Program: SOCIAL WORK

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction Average Score \_\_\_\_\_

5    4    3    2    1

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program Average Score \_\_\_\_\_

5    4    3    2    1

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program Average Score \_\_\_\_\_

5    4    3    2    1

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates Average Score \_\_\_\_\_

5    4    3    2    1

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5. Use of Information on Labor Market Average Score \_\_\_\_\_

5    4    3    2    1

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the program.

**6. Use of Profession/Industry Standards**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

**7. Use of Student Follow-up Information**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

**8. Relevance of Supportive Courses**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

**9. Qualifications of Administrators and Supervisors**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

**10. Instructional Staffing**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

**11. Facilities**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score \_\_\_\_\_

5	4	3	2	1
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Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

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15. Adequate and Availability of Instructional Materials and Supplies

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.



Appendix H

PROGRAM REVIEW PANEL EVALUATION

Program: Social Work

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5. Use of Information on Labor Market Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the program.

**6. Use of Profession/Industry Standards**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

**7. Use of Student Follow-up Information**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

**8. Relevance of Supportive Courses**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

**9. Qualifications of Administrators and Supervisors**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

**10. Instructional Staffing**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

**11. Facilities**

**Average Score** \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies

Average Score \_\_\_\_\_

5	4	3	2	1
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Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.

Appendix H

PROGRAM REVIEW PANEL EVALUATION

Program: Social Work

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5. Use of Information on Labor Market Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the program.

6. Use of Profession/Industry Standards

Average Score \_\_\_\_\_

5 4 3 2 1

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

7. Use of Student Follow-up Information

Average Score \_\_\_\_\_

5 4 3 2 1

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

8. Relevance of Supportive Courses

Average Score \_\_\_\_\_

5 4 3 2 1

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

9. Qualifications of Administrators and Supervisors

Average Score \_\_\_\_\_

5 4 3 2 1

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

10. Instructional Staffing

Average Score \_\_\_\_\_

5 4 3 2 1

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

11. Facilities

Average Score \_\_\_\_\_

5 4 3 2 1

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies

Average Score \_\_\_\_\_

5	4	3	2	1
---	---	---	---	---

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.

PROGRAM REVIEW PANEL EVALUATION

Program: SOCIAL WORK

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction Average Score 4

5	4	3	2	1
---	---	---	---	---

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program Average Score 4

5	4	3	2	1
---	---	---	---	---

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program Average Score 5

5	4	3	2	1
---	---	---	---	---

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates Average Score 5

5	4	3	2	1
---	---	---	---	---

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5. Use of Information on Labor Market Average Score 4

5	4	3	2	1
---	---	---	---	---

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the program.

6. Use of Profession/Industry Standards

Average Score 4

5 4 3 2 1

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

7. Use of Student Follow-up Information

Average Score 4

5 4 3 2 1

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

8. Relevance of Supportive Courses

Average Score 4

5 4 3 2 1

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

9. Qualifications of Administrators and Supervisors

Average Score 4

5 4 3 2 1

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

10. Instructional Staffing

Average Score 4

5 4 3 2 1

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

11. Facilities

Average Score 4

5 4 3 2 1

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.



12. Scheduling of Instructional Facilities

Average Score 4

5	4	3	2	1
---	---	---	---	---

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment

Average Score 4

5	4	3	2	1
---	---	---	---	---

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score 5

5	4	3	2	1
---	---	---	---	---

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as small groups or individualized instruction, laboratory or hands-on experiences, and self-instruction).

Instructional approaches in this program do not consider individual student differences.

15. Adequacy and Availability of Instructional Materials and Supplies

Average Score 5

5	4	3	2	1
---	---	---	---	---

Faculty and staff are provided the time and resources necessary to develop and maintain sufficient quantity to support quality instruction.

Faculty and staff are provided materials are limited in amount, generally outdated, and lack relevance to program and student needs.

## Section VI. Results and Analysis of Data Collected showing Advisory Committee Perceptions of the Program

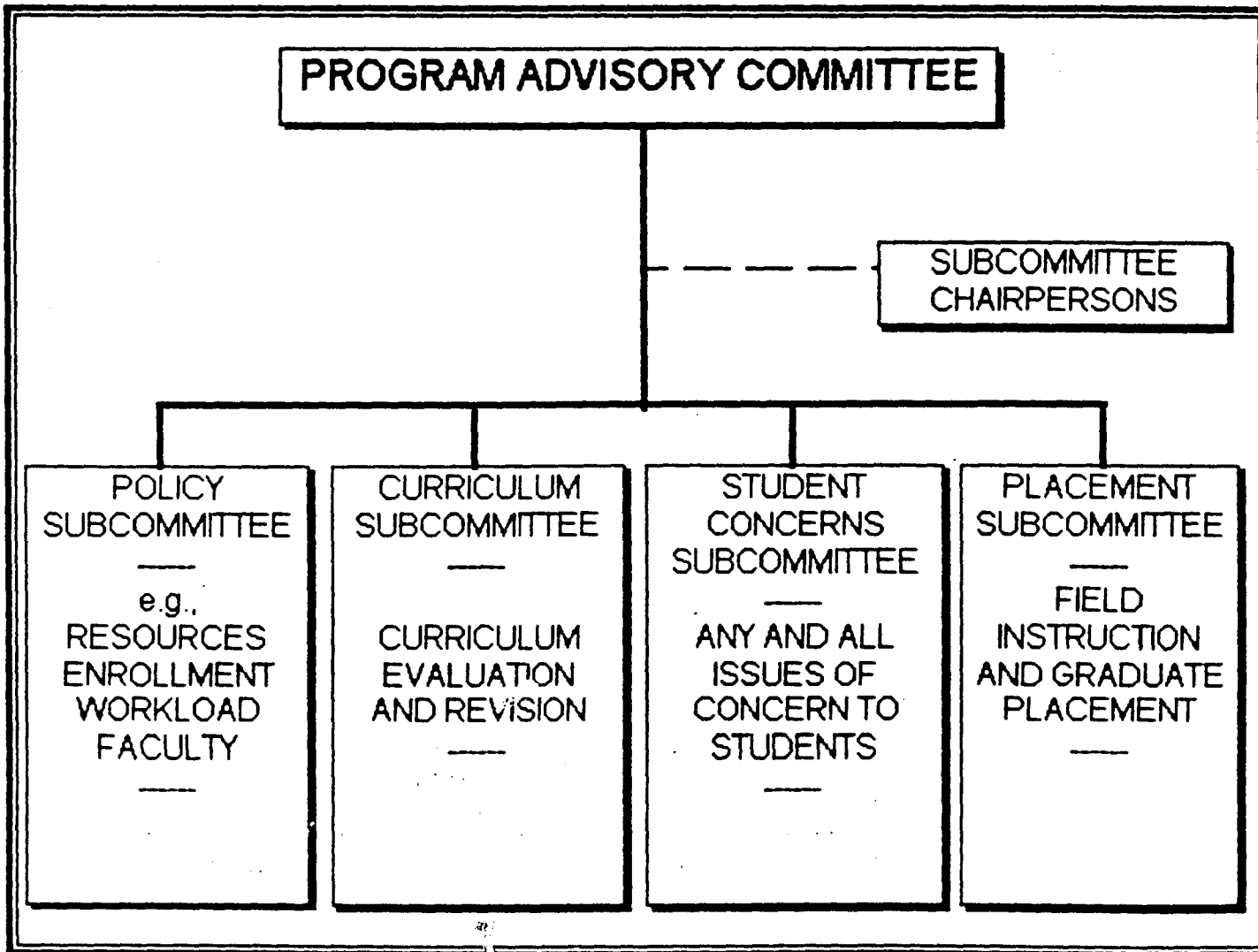
Documents used are:

1. Minutes of Advisory Board Meetings from 1998-2001.
2. Report from Field Instructors' Workshop, 2001

Enclosed is a organizational chart of the Social Work Advisory Committee also referred to as Advisory Board.

The entire committee/board meets once a year usually in the spring. This year because of our re-accreditation we will be meeting at least twice this year (next meeting October 5, 2001).

There are four subcommittees to this board: the policy subcommittee, the curriculum subcommittee, the student concerns subcommittee and the field placement subcommittee. These subcommittees can meet as often as needed, but they must meet at least once prior to the whole Program Advisory Committee meeting in the spring. The spring meeting is where final voting and discussion take place.



FERRIS STATE UNIVERSITY  
College of Arts and Sciences  
Social Sciences Department  
Social Work Program

Advisory Board Minutes  
April 6, 2001  
Rankin Center 232

**Present:** Linda Anderson, Mike Berghoef, Eric Berke, Thomas Blakely, Lee Hall, Tami Harvey, Jane Hayes, Gerald Matthews, Victoria Murphy, Pam Nyman, Kathy Palazzolo-Miller, Julio Rios, Wendy Samuels, Jane Swanson, Donna Young

**Absent:** Joe Carmody

**Guests:** Sue Hammersmith, Jeremy Mishler, John Thorp

Meeting opened with welcome at 9:30 a.m. – Kathy Palazzolo-Miller

### **INTRODUCTIONS**

- Faculty/staff introduced themselves by sharing their dreams and ideas for the program
- Board members introduced themselves by responding to those dreams and ideas

### **MSW AT FERRIS**

- A needs assessment must be done
- Could be collaboration with other colleges
- Distance learning is a possibility
- Two suggested Ferris should strengthen the BSW and be a feeder for existing MSW programs
- Ferris already has a strong BSW with outstanding interns
- Need for bilingual skills, grant writing skills and diversity was emphasized
- Need for social workers to work with the elderly is important. Services for senior citizens may be located at [mysenior.net](http://mysenior.net).
- The needs of the rural population also need to be addressed
- Many felt it is an advantage to complete their entire education at Ferris and strongly support pursuing the MSW depending on the results of a needs assessment

### **REACCREDITATION**

- Dr. Thorp shared information from a CSWE Reaccreditation Workshop he recently attended with K. Palazzolo-Miller. We need to continue to build on our strengths and quality of training the students receive for the 2003 Accreditation. Students should have a sense of what the program is training them to do. The Pre-Psychology students could take the Intro

to Social Work class to help them in determining the difference between Social Work and Psychology.

## **AREAS OF FOCUS**

- Recent change in the limited English proficiency law
- Native American outreach programs
- Extended Learning – do a Professional Development survey
- Diversity training available via Ferris' Jim Crow Museum

## **ADVISORY BOARD EXPECTATIONS**

- Feedback and input is requested from the Advisory Board members in various areas of the Social Work Program
  - Reaffirmation
  - Curriculum changes
  - Personnel policies
  - Recruitment of students
  - Alumni
  - Focus of the program
- Current program checksheets were distributed but the faculty are looking at changes in courses
- List of Board members and faculty/staff will be made available to everyone
- Board members volunteered to work on the following areas:
  - L. Anderson – Recruitment, Expansion
  - E. Berke – Aging, Technology
  - T. Blakely – Curriculum Focus/Goals
  - L. Hall – Field/Curriculum
  - T. Harvey – Alumni, Accreditation
  - J. Rios – Recruitment
  - J. Swanson – Any area
  - D. Young – Field, Expansion

## **OTHER**

- Discontinuance of the Flint/Lansing program was explained
- Alumni gathering today from 2-5 p.m. at West Campus Community Center
- In-Service tours of Jim Crow Museum are available
- Tours of the new FLITE (Library) are available

**ADJOURNED – 12 noon**

Pam Nyman, Secretary

FERRIS STATE UNIVERSITY

Social Work Program  
Advisory Board

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FERRIS STATE UNIVERSITY

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## PAC SUBCOMMITTEE RECOMENDATIONS AND CONCERNS, 1997-98

### ***Student Concerns Subcommittee***

*It is recommended that faculty:*

1. examine the differences between the English 321 class load in Traverse City and the main-campus program.
2. change the order of class offerings, scheduling SCWK 220 & 240 in the Fall semester and SCWK 410 & ENGL 321 in the winter to accommodate transfer students.
3. improve the delivery of library materials from the main campus library to Traverse City and extend the hours during finals and midterms.
4. encourage the extension of the on-campus library hours until midnight on some nights and to open earlier on weekends.
5. offer a Structured Learning laboratory for the SCWK 450 statistics class.
6. offer a self-defense class within the curriculum.
7. advise students to consider taking elective classes on the main campus.

### ***Policy Subcommittee***

*It is recommended that faculty:*

1. include materials and content on special populations in their courses and recommended readings.
2. substitute PLSC 122 for the currently required PLSC 121 course in the Social Work program.
3. enlarge the font for the senior Field Instruction Evaluation form.
4. distribute brochures for the Rex Dew Textbook Scholarship Fund to PAC members.
5. distribute information on civil service guidelines to senior students as the entry requirements have been revised.
6. include mezzo and macro learning experiences in the field placement.



# Social Work

APRC 2001-2002

Section 4 of 8

7. continue the development of the social work alumni association.
8. incorporate the usage of the DSM-IV handbook into practice courses.
9. strongly recommend that the field faculty liaison and the senior seminar instructor be the same.

### ***Placement Subcommittee***

*It is recommended that faculty:*

1. train field instructors on the use of the field placement learning contract; field placement visits arranged by faculty liaisons; that written instructions on the field placement learning contract be reviewed to reduce the verbiage.
2. continue with 11 field seminar exercises concurrent with field placement seminars; consider a choice of one exercise from 7, 8, 9, in order to emphasize the application of the problem-solving model versus the specific population, allowing a broadening of the definition of minority - Amish, rural, poor, gay and lesbian, etc.
3. revised the format of the evaluation; include a space for a narrative after each section evaluated; include space for highlighting strengths and areas to improve; consider eliminating learning contract rating under each section and use only overall rating; # 4 on the rating scale should read "needs improvement" or "need more experience" instead of "not satisfactory"; ENLARGE THE PRINT!
4. conduct research on policies and procedures of other social work program/schools on how they provide insurance coverage for students; require students to receive counseling and their legal responsibilities.
5. consider removing the research component (research project) from the field practicum/placement (Internship); integrate SSCI 310 and SCWK 450 into a social work research class in which a research project is completed in the semester course or a research project with selected agencies be done during the research course.

### ***Curriculum Subcommittee***

*It is recommended that faculty:*

1. follow-up on the inclusion of broader theoretical content in Psychology 410.
2. continue to influence the decision of the Michigan Board of Examiner social work certification process.

3. **include more definitive curriculum content on case management role especially as provided within managed care services.**
4. **emphasize the role of the field instructor and a field instructor's group be established to provide mentoring for field instructors.**
5. **emphasize the "use of self"; appropriate communication skills; field manuals should have instructional goals and objectives for field instructors in emphasizing a "reflective practitioner" model.**
6. **complete a survey of senior field placement instructors to obtain feedback data on research sequence of the program to determine needed revisions and improvements.**

PROGRAM ADVISORY COMMITTEE  
SOCIAL WORK PROGRAM, FERRIS STATE UNIVERSITY

Sub-committee on Policy  
January 31, 1998 Meeting Minutes

Present: Assoc. Prof Gerald Matthews, FSU; Students Stephanie Cumming and Anna Howell; Prof Elaine Schott, GVSC; Ms. Linda Stricker, BSW; Ms. Jan Fedette, FIA Personnel Management Representative; Ms Nancy Flom-Olsen, MSW, School Social Worker; Ms. Shelley Valley, MSW, Child Therapist, CCMH; Ms. Wendy Noder, MSW, Faculty, FSU (Chairperson)

Absent: Mr. Kenneth Taber, MSW, Taber & Associates

Meeting was called to order at 1:10 P.M. in the Conference Room of the new Arts & Sciences Building at Ferris State University. Introductions were made. Purpose of the Sub-committee meeting was reviewed.

Review of April 1997 Sub-committee PAC were reviewed by item:

1. FSU faculty is encouraged to include discussion and education regarding "special populations," including, but not limited to, women, homosexual and minority/ethnic groups. The members praised the inclusion of the current SCWK course on substance abuse issues. Student members reported there is currently little information regarding special populations in the SCWK curriculum. The SCWK faculty should include discussions on special populations in their syllabi, and recommended readings.

2. The committee recommends that the Social Work program substitute PLSC 122 for the currently required PLSC 121 course. The course description was reviewed and the members believed the PLSC 122 is more applicable to Social Work.

3. The off-campus programs in Flint, Lansing, and Traverse City were discussed. The committee praised and supported the social work's involvement and expansion in these programs. It was recommended that Mr. Taber's vacated seat on the committee be filled with someone who resided in the Flint or Lansing area.

4. The social work faculty was discussed as to the tenure-track faculty search, and its current status. No recommendations were made as to the future search, which has been delayed until Winter, 1999 semester.

5. The Field Instruction Evaluation form has been revised by the field coordinator, but was not available for review by committee members. A comment was made that the print should be larger so that it is more legible. Prof Schott will send FSU a copy of their Social Work BSW field instruction evaluation form for our review.

of placements. Ms. Fedette believed her office in Lansing may be a possible site for future BSW senior internships from FSU. The committee recommended the field coordinator get in touch with Ms. Fedette to pursue this possibility.

14. The development of a social work alumni association was discussed. The committee recommended the organization efforts continue as outlined by Wendy Noder, who has been spearheading the effort.

**New Business:**

1. Jan Fedette, personnel management representative for FIA, reviewed the civil service process. College graduates may want to request they appear on the Assistance Payments worker lists. Although this is an entry level, non-professional job classification, it is a good way to work into the FIS worker role (Family Independence Services worker). She also handed out information on civil service positions, how to write your resume so that it fits the civil service scanable resume guidelines. The committee recommended this information reach the senior social work students.

Ms. Fedette informed the committee the civil service no longer has the Distinguished Scholar listing. There is no priority level with the civil service for employment with FIA. She also recommended the students be reminded they needed to re-submit their application every 9 months in order to remain on the civil service employment list.

There was no other new business. The members requested a list of course descriptions and program description be included when mailed the meeting minutes.

The meeting was adjourned at 3:00 P.M. Members were informed of the full committee meeting (time and date to be announced) in April of 1998.

Minutes respectfully submitted by Wendy Noder, Chairperson.

# **FERRIS STATE UNIVERSITY**

**BACHELOR OF SOCIAL WORK**

**FIELD INTERNSHIP EDUCATION**



# FERRIS STATE UNIVERSITY

Dear Readers:

The ensuing discussion and data analyses are an outgrowth of your tireless efforts for our Social Work Program.

The Spring workshop was an example of a total team approach designed to promote excellence in Social Work Education. We want you to know that your services are valued.

We hope that we can continue to count on your expertise, experience, and dedication to human services as we redesign and strengthen our program for the future.

Sincerely,

*Katherine Palazzolo-Miller*

Katherine Palazzolo-Miller, MSW  
Program Coordinator

SOCIAL WORK PROGRAM

820 Campus Drive, ASC 2108, Big Rapids, MI 49307-2225  
Phone 231 591-2737 Fax 231 591-2541

## WORKSHOP EVALUATION

Findings of the Conference Workshop were extremely positive. The encouraging news is that each of the participants felt that we should have future workshops structured along the interactive format. The ratings for the various components of the workshop, i.e., Registration, Introductions, Lunch, Brainstorming and Wrap-up were all fairly high. Eighty nine percent (89%) of those responding to the quality of the registration rated it very high. And seventy five percent (75%) of the respondents also rated the Introduction very high while the remaining twenty-five percent (25%) rated the Introduction as fair. The primary focus and purpose of the workshop was the afternoon Brainstorming session; and we are very pleased to report that the participants rated this component high at ninety three percent (93%) of those reporting thought it was an excellent session. The wrap-up at the end of the day provided each group the opportunity to report the outcome of their brainstorming session. There were five issues that each group was asked to respond to for the field internship, (1) Placement type, e.g., Block, Unit, Concurrent, (2) Research in the Placement, (3) Future Trends and Needs (4) Ongoing Interaction Among Field Instructors and Faculty and (5) Other Issues. Each one of these issues will be thoroughly discussed immediately following this evaluation report. Ninety three percent (93%) of the participants rated the Wrap-up very high. Also the luncheon was a big hit with over seventy one percent (71%) rating it very high.

When we asked the participants how they would rate the time that was spent on the day of the workshop we are pleased to report that seventy percent (70%) rated their time spent as good, and thirty percent stated that the time spent was excellent. We also asked the participants to give us feedback on the level of new information that they



acquired during the workshop. Once again the field instructors gave this question high marks. Over eight two percent (82%) of the participants reported as having received “some” new information while fourteen percent (14%) reported that they received “a lot” of new information. Only four percent (4%) stated that they received “very little” information. These data account for the total of all participants reporting. Therefore, all of the field professionals felt that they had received new information during the workshop which validates the effectiveness of the workshop design. We also asked the participants to share their level of enjoyment of the workshop. We asked them did or didn’t they enjoy the days sessions – a purely yes or no response. A full one hundred percent (100%) responded in the affirmative by stating that they did enjoy the workshop. And on the question of whether or not they would return to the next workshop. On attendance, we asked them to respond to one of the following, if they were “very likely,” or “likely,” or “maybe,” or “not likely” to attend. Seventy five percent (75%) stated that they were very likely to attend while eighteen percent (18%) said they were likely to attend, and only seven percent said that their attendance next year is a maybe. We also asked the participants what time of year would be their preference for the next follow-up workshop. Its purpose would be to discuss the evaluation of the workshop. Sixty one percent of those in attendance stated that they would prefer the next meeting to be held the Fall of this year. Only fourteen percent (14%) wanted the meeting held in the Winter of 2002, and eighteen percent (18%) selected the Summer of 2002. The outcome of this particular question is a pleasant surprise. We believe that the large number of those who desire to have the follow-up meeting this Fall is an indication of the importance in which the participants have attached to this process.

It is our intent to do everything possible to comply with the stated wishes of the workshop participants. However, due to budgetary issues and resources such as space, available time, and schedules we may find it necessary to hold the follow-up meeting in 2002 rather than the Fall of this year. If so, we not only apologize for any inconvenience this may cause any of the participants, but more so we do not want anyone to interpret the decision as an indication of our not taking the participant's input/feedback seriously.

This process is one in which we take great pride for we have a strong vested interest in our field instructors continued commitment and hard work for our program, university, and more so, for our students. Therefore any changes and/or deviations we might make after our field instructor's input is only due to unforeseen or unpreventable circumstances. Certainly there is much knowledge to be gained when we pool the experience and expertise of the field instructors and their agency colleagues. All of these vast resources are evidenced in the degreed educational achievement of field personnel. For example the total achieved degrees for the agencies that were represented at the workshop are quite impressive. Within these agencies there are 112 MSWs, 50 BSWs, 50 MAs, and 83 BAs in the workshop represented agency network. For the last question we asked the participants to share with us any additional thoughts they might have on the workshop and our BSW field internship program. Only 46% of the field instructors chose to respond to this open-ended question. But while nearly one half of those who attended responded in writing, we have also received numerous favorable telephone calls and personal congratulations for a very successful workshop. These positive unsolicited responses could very well be duplicates of the written evaluative statements, but even if that is the case we are still extremely encouraged and gratified of the outcome; some of

the respondents asked for additional information, while others provided suggestions on how we might improve on the workshop format. It was the brainstorming session which received the greatest amount of praise, so we will take this to heart, and therefore future workshops will have shortened components so that time will be more efficiently used for brainstorming.

### THE FIVE MAJOR BRAINSTORMING ISSUES

As earlier promised, each of the five areas will be discussed through the presentation of numerous feedback items germane to field instruction and practice concepts.

In many instances the groups duplicated their brainstorming concepts. In cases such as these we will only record that item a single time, but we will note the number of times it appeared in each group's discussions. For example the first issue that we will place under consideration is the **Type Or Method Of Field Placement**. The three most commonly used placements are Block, Unit, and Concurrent. Our program presently employs the Concurrent type of placement. The groups noted advantages in Block placements for quick case processes and long-term client intervention. The primary disadvantage in Unit placement was space and supervision. Block placement also had an advantage of flexibility. Concurrent was also noted to be more beneficial to the agency and the non-traditional students. It was said to be more positive because it gives students a longer period of time to develop and utilize/test their learned skills. Other matters related especially to Unit and Block placements are: Block placement is positive because it is more like the real world, but it is too short of a timeframe to provide students with long-term experience even though they will spend more time with their field instructor in an everyday work environment. The Unit placement was said to be prohibitive by the costs incurred to make it a practical and effective learning experience.

Additional considerations that are important to note are:

1. The agency's mission would be an important criteria to determine the type of placement that would be most appropriate. Also formed relationships will be a factor(s) in assisting the responsible personnel in both the agency and the university (BSW program) in determining the placement type.
2. This second consideration as the others requires a significant amount of additional discussion. The field instructors stated that field instruction should be elevated to be on par with classroom academics. This refers to

grading/evaluation, field instructor's teaching role(s)/titles/rank and ultimate responsibilities in terms of priorities to the student and/or program.

3. This third item for consideration Unit placements, did not receive much support in any of the group sessions. However we believe that it is important enough to place it on the agenda for further discussions. (Unit placement is defined as an internship at a single agency where three students or more are placed).

The questions before us are do we discontinue any future consideration of Unit Placements as an option; and has support of Unit placements changed since our last meeting.

4. Our fourth item asks the question, does Concurrent placements remain our program's primary placement option.
5. The fifth is should we offer Unit placements as well as Concurrent placements.
6. The sixth item addresses the concern of the criteria that should be delineated and examined for determining which placement should take precedent over the other in terms of program and/or student needs.
7. Finally, should we encourage either placement method as an option in other geographic areas in the state and/or nation, or abroad for that matter.

### **Second Primary Issue – Ongoing Interaction Among Field Instructors and Faculty**

As expected, there were a number of items within this category that generated a good deal of discussion among the participants. Each item will be listed without regard to priority or deference to any specific group. Additional consideration should be given to the following:

1. The responsibilities, competencies and perceived readiness of the intern should be addressed and evaluated prior to the placement.
2. Unrealistic expectations for the placement should be dealt with at both the agency and program levels prior to placement interview. This item reflects coursework as well as agency orientation.
3. Competencies and field instructor's practice knowledge with a background and knowledge base in social work and/or human services are screening

areas for the agency and university. The question becomes as to how much knowledge and practice is sufficient to be an effective field instructor [Program Note: The CSWE guidelines should be consistently addressed in workshops and the application process. See CSWE Achievement of Purposes, following page.]

4. The Field Practice Manual should be revised; and exactly what is the purpose and intent of the manual exercises. What are the specific requirements for satisfactory completion of the field internship, aside from the 240 hours.
5. The frequency of student and agency evaluations should be clarified; and feedback and exit interviews sharpened with possible more visits or telephone contacts. The appropriateness or feasibility of these items should be examined.
6. How might we more effectively use technology in placement visits, e.g., e-mail, visual links, and other communication devices that could be explored. (See CSWE – EPA).
7. How might we effectively develop additional Field Instruction Education programs, information meetings, and possibly a field instructor's speaker's bureau.

**C. Achievement of Purposes**

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.

- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.
8. How might the field liaison be more engaged in the placement, with timelines made clearer and paperwork for the program, agency, and student condensed to accommodate the more personal approach.

### **Third Primary Issue – Future Trends and Needs**

Clearly this issue requires a scope and depth of Social Work practice that transcends a shortsighted answer to complex problems/concepts. In this view we are pleased to report that our field instructors were more than equal to the task. Their cogent analyses of long-term problems and trends in social work practice in reference to field internships placed future issues/ideas into a workable perspective. As a group we wanted to ask ourselves the type of questions that would take us out of the traditional box of faculty and community partnerships, and enter a new realm of inspired beginning. Again, the field instructors proved worthy to the challenge. Thus the discussion items that follow, while having some closure characteristics, still must be more fully discussed to advance their relationship and ultimate benefits to field practice. (See CSWE EPA for references).

1. Collaboration, meaning new ways of inter/intra team building among agency personnel and their student interns. How might we promote this concept as a comprehensive program.
2. How will technology play a greater and more effective role in the “business side” of social work practice, administration, management, finance, and/or client files. What will be the need for increased computer skills and how will that knowledge be transferred to our student interns while maintaining the principle of confidentiality.
3. What clinical needs/resources that are present today will have more of a need in the future. How will these needs manifest themselves.
4. What will be the credentialing needs for the future, and how might the agencies and university meet these needs.
5. How might we further define, and implement distance video interventions and assessments.
6. Who will be the primary consumers and producers of distance education.
7. What will be the specialized/concentrations courses that will be required for future field internships, e.g. Law, Advocacy.

8. Pubic speaking/presentation skills for advocacy are areas which require education materials. What will these materials and educational components look like.
9. The scope of needed skills are rapidly increasing. Clarify this scope and skills.
10. Development of bilingual/bicultural competence through student exchanges and summer experiences – what type of placements are required.
11. What interdisciplinary team building will be beneficial for the future, e.g., criminal justice.
12. What special populations will be the future focus of concern, e.g., “diversity,” (ethnic minorities) elderly, youth.
13. How might we develop an online graduate program.
14. Multiculturalism collaboration, negotiation, education and mediation of new ideas.
15. Analyze the planning perspectives and models of intervention, e.g., person-centered planning, community organization, group perspectives, in-home intervention.
16. How might we plan and develop grant writing and outcome effectiveness evaluations.
17. How do we better address safety and security issues.
18. We should have more of an emphasis on construction time management as coursework, or elective.

#### **Fourth Primary Issue – Research In the Placement**

Due to the increasingly complex nature of social work practice in our ever shrinking world, it is of critical importance that we provide our students with the necessary skills to determine strategy(ies), advocate for the disenfranchised, the powerless, the vulnerable populations, and the promotion of justice. To gain competence in the aforementioned areas of practice, the social worker must be forever diligent in gathering information, and pursuing factual knowledge. The appropriate means then of shoring up our knowledge base is through research methods. However the teaching of those research principles which are relevant to the practice of social work requires an approach that is conducive to social work intervention. Thus, classroom instruction must be presented in a manner that is understandable at the theory and practice levels. The field instructors, in their wisdom,



recognized the importance of these dichotomous principles and therefore presented ideas and issues for furthering our development in the area of research.

1. What ways do we provide the student time to work on research methods as part of their required internship hours.
2. How do we best secure the approval of the field instructors for a research topic and quell the student's anxiety about a selected research project.
3. How do we better explain and possibly introduce policy and procedures for research requirements, and the manner in which a project is to be completed during the period of internship.
4. What are the existing opportunities for research in an agency setting.
5. How might the student evaluate their own practice internship.
6. What are the best ways in which the student can conduct research beneficial to the agency, relying on creativity and flexibility.
7. Assessing the compatibility of the student and the agency. Procedures should be developed to allow a student interested in research to be placed in an agency which can accommodate a research project. Is this germane to each agency.
8. Emphasis and discussion on outcome evaluations, and client/patient satisfaction surveys/instruments.
9. Define realistic goals – what might they be.
10. Evaluation of on/off-campus new programs and existing programs within coursework instruction emphasizing the importance of research. What type(s) of programs might these be.
11. The offering of research courses in the schedule of courses, and how often must the courses be placed in the rotation.

#### **Fifth Primary Issue – The category of “Other”**

This issue was developed to capture additional concerns that might be of importance to the field instructors but was not identified in the previous four primary issues/categories. In this category the field instructor provided a myriad of issues that are relevant to our program, but require in-depth discussion to develop strategy(ies), policies and procedures, and curriculum planning.

1. Assess the importance of an MSW program at FSU.

2. How do we determine which agency to offer freshman and senior interns. What is the process/procedure.
3. How should we best promote the mentoring of new Field Instructors by experienced Field Instructors.
4. In the matter of gate keeping – how do we sort out the confusion of roles and responsibilities.
5. What awareness do we have of other programs at GVSU, MSU, etc.
6. How do we promote student self-appearance, enthusiasm, etiquette, and civility.
7. How might we secure the services of potential field instructors to provide description of agencies during any classes – appearing as a guest speaker.
8. Expediting field trips to future placements.
9. How might we use distance learning techniques, field instructor newsletter, and students to evaluate agencies at midterm and final.
10. Redo Field Instruction evaluation form
11. Develop intern job fair – How might we proceed with this initiative.
12. How do we provide our students with real world work norms.

The following pages contain the participants of the 2001 Field Instructors Workshop. Their group assignments are provided for informational purposes only. The follow-up session will be a mix of the table/group assignments. To address one of the concerns/issues raised by the participants, we will ask that the two most senior members of each group serve as co-facilitators. This process will serve to expose the group members to our diverse network and expertise and experience of our agency Field Instructors. This is the mentoring process, the third idea expressed in the 5<sup>th</sup> category/issue labeled as “Other”.

Finally, we hope that this pamphlet will be a helpful guide, as we, over the next few months, sort out the most salient characteristics of our program which are germane to the education of our social work students. Your assistance in this process is crucial, for without the Field Instructors the mission of an accredited social work program cannot be fulfilled. Indeed the Field Instructor is our link to the wonderful world of intervention, advocacy, research, and practice. On behalf of the Ferris State University Social Work Program faculty, staff, administration, and students, I would like to again extend our deepest appreciation for your diligence and hard work.

**Thank you very much. If you have any questions or concerns please do not hesitate to contact me.**

**Gerald E. Matthews, Ph.D.  
Associate Professor of Social Work  
Field Coordinator**

# FIELD INSTRUCTORS WORKSHOP

April 20, 2001

## PARTICIPANTS

### TABLE 1

Facilitator: Dr. Matt Klein

Recorder: Liza Hall

Lee Hall, Bethany Christian Services, Fremont  
Suzanne Harrison, Baby Links, Big Rapids  
Joannie Hazelton, Child & Family Services, Traverse City  
Theresa Myrick, Kent Regional Four C, Grand Rapids  
Paula Smith, Child & Family Services, Traverse City  
Julie Thebo, Mecosta/Osceola Youth Attention Center, Big Rapids  
Ron Waite, Ionia/Montcalm FIA, Stanton

### TABLE 2

Facilitator: Dr. John Thorp

Recorder: Terrie Stearns

Maryann Dailey, Lake County Probate Court, Baldwin  
Joe Gardner, Eagle Village, Hersey  
Heather Hodges, Lake County Probate Court, Baldwin  
Ken Homa, Goodwill Industries, Traverse City  
Julio Rios, Child & Family Services, Holland  
Paul Schroll, Armada Schools, Armada  
Randy Slikkers, Fort Rosa Parks Military Camp, Walkerville

### TABLE 3

Facilitator: Prof. Kathy Palazzolo-Miller

Recorder: Sara Shippy

Betty Ann Burdelski, Fort Rosa Parks Military Camp, Walkerville  
Sherry Franklin, Eastwood Elementary School, Big Rapids  
Michael Hamm, Newaygo County Mental Health, White Cloud  
Bruce Micinski, Lake County Probate Court, Baldwin  
Jim Mishler, Mecosta/Osceola Intermediate School District, Big Rapids  
Sara Priebe, Metron, Big Rapids  
Donna Young, Rural Challenge Initiative, Baldwin

**TABLE 4**

Facilitator: Prof. Mike Berghoef  
Recorder: Melanie Martin

Leslie Brugal, Sheridan Community Hospital, Sheridan  
Pam Forbes, W.I.S.E., Big Rapids  
Jacob Fox, Newaygo County Mental Health, White Cloud  
Barbara Koch, Metron, Big Rapids  
Tracy Mondrella, Eagle Village, Hersey  
Marie Peterson, Region Four Community Services, Ludington  
Melissa Sole, Grand Traverse Pavillion, Traverse City

**TABLE 5**

Facilitator: Prof. Wendy Samuels  
Recorder: Tony Shepherd

Ken Bazon, New Journey Club House, Big Rapids  
Marjean Farr, Osceola County FIA, Reed City  
Tami Harvey, Ottawa County Family Juvenile Court, Grand Haven  
Diane Patterson, Wexford County Council on Aging, Cadillac  
Kim Ploucha, Mecosta County FIA, Big Rapids  
Tom Rundquist, NOVA Counseling, Big Rapids  
Jan Smith, Hospice of Newaygo, Fremont

**TABLE 6**

Facilitator: Prof. Jane Hayes  
Recorder: Melinda LaPine

Ame Edstrom, Big Brothers/Big Sisters, Paris  
Sharon Kolodica, Salvation Army, Owosso  
Bill Melcher, Lake County FIA, Baldwin  
Chris Palmer, Michigan Works, Traverse City  
Mike Pavlov, Grand Traverse FIA, Traverse City  
Dave Quilliam, North Central Community Mental Health, Cadillac

**TABLE 7**

Facilitator: Prof. Victoria Murphy  
Recorder: Jamie Dietzel

Cathy Chartier, Salvation Army, Owosso  
Denise Dedman, Manistee Intermediate School District, Manistee  
Pete Hector, Eagle Village, Hersey

Tom Liszewski, FSU Counseling Center, Big Rapids  
Kelly Nelson, ENNIS, Flint  
Susan Sheehan, Moore Living Centers, Lansing

**TABLE 8**

Facilitator: Dr. Gerald Matthews  
Recorder: Pam Nyman

P.J. Albro, American Red Cross, Scottville  
Andy Beemer, Osceola County Community Mental Health, Reed City  
Sue Izykowski, Sutton's Bay Schools, Sutton's Bay  
Katie Nutter, Moore Living Centers, Lansing  
Rebecca Postma-Marine, FSU Counseling Center, Big Rapids  
Kristi Romashko, Montcalm County Juvenile Court, Stanton

**Section VII. Analysis of Labor Market**

**Documents:**

**1. Social Work Labor Market Analysis**

## LABOR MARKET ANALYSIS

The Social Work Program prepares students to enter a profession committed to the values of service and social justice and skilled in working with people, groups, organizations, and communities for positive change. The Council on Social Work Education accredits the program. Students graduate with a baccalaureate degree in social work (BSW), and meet the requirements for a variety of entry-level jobs in human service work.

The majority of graduates from the program are employed in service work encompassing child welfare, health care, criminal justice, community planning, and numerous other service organizations. Other graduates go on to graduate programs in social work to earn a master's in social work (MSW) and are prepared for specialized work, such as counseling, administration, or policy development. Graduates with a BSW are considered for advanced standing in many master's in social programs.

According to the Occupational Outlook Handbook, 2000-2001 (p.161), the bachelor degree in social work is the minimum requirement for many entry-level jobs with the master's degree in social work being required for clinical practice. Employment of social workers is projected to grow much faster than average, and competition for jobs is expected to be keen in cities, with numerous opportunities for employment in rural areas of the country.

The licensure and certification of social workers throughout the United States now requires either a bachelor's in social work or a master's in social work to meet the criterion for designation as a social worker in practice. This provides increased opportunities for employment, considering that previously other bachelor level human service degrees could receive the designation as a social worker and were employed as "social workers". This is no longer permitted. To be licensed or certified as a social worker in the U.S., an individual needs to be a graduate of a social work program. The Bureau of Labor Statistics (BLS) ranks social work 6<sup>th</sup> out of the top 19 occupations with the largest numerical growth identified as fast growth and high pay occupations (projected 1998-2008).

This report will address the employment opportunities for graduates of the bachelor of social work program. Data for this report was gathered in the summer of 2001. Sources of information include the Occupation Outlook Handbook, 2000-2001, Michigan Department of Career Development, Labor Market Information from 1996 – 2006, Michigan Department of Consumer and Industry Services, Bureau of Labor Statistics, Ferris State University 1999-2000 Graduate Follow-up Study, Ferris State University Social Work Program First Graduate Survey 1987-2000, U.S. News and World Report, and a variety of on-line employment sources.



## EMPLOYMENT OPPORTUNITIES FOR GRADUATES WHO ENTER THE LABOR MARKET DIRECTLY AFTER GRADUATION

The Bureau of Labor Statistics (BLS) identifies social work as one of the fastest growing occupations from 1998-2008. The BLS projects a 36% job growth for social workers with bachelor's degrees. Social work jobs are expected to increase faster than the average for all occupations through 2008. U.S. News and World Report identified social work as one of the "21 Hot Job Tracks for the 21<sup>st</sup> Century". The Michigan Department of Career Development, Labor Market Information for 1996-2006 projects an annual replacement rate of social work jobs of 279, and a growth rate of 366 for a total of 645 social work jobs available annually in the state of Michigan.

A review of on-line employment services and newspaper listings supports this information. The following job descriptions illustrate the employment opportunities for BSW graduates.

*Social Worker – Social Work.* Provide one to one and group counseling to clients with mental health issues. Full time positions. Bachelor or Masters required.

*Social Work – Client Services Manager.* Michigan Mental Health System is seeking a Client Services Manager to work with adults with mental illness. Bachelor's degree in Social Work.

*Child Welfare Worker –* Responsible for placing clients in foster homes. Bachelor degree in Social Work.

*Juvenile Court Case Worker –* Juvenile Court Probation Officer/Case Manager position. Minimum of bachelor degree in social/behavioral science(s).

*Social Work –* Full time responsibilities. Case management and treatment services to children in foster care. Requires a minimum of BSW.

*Social Worker –* Full time for Families First Program, an intensive family preservation program. BSW degree required. MSW preferred.

*Resident Support Person –* Liberal arts college for women is seeking a qualified Resident Support Person. BSW is preferred.

Employment listings for social work positions often list a preference for the BSW degree over other bachelor level human service degrees, while other listings do not. The employers who identify the preference for the BSW degree do so recognizing that the BSW graduate has the knowledge, skill, and value base required for employment in human service work. Also, listings may require a minimum of a BSW degree with a preference for the MSW. These employers recognize the skill of the BSW graduate, but prefer the advanced training of the MSW degree. As

indicated in the Ferris State University Social Work Program First Graduate Survey 1987-2000, 20% of our BSW graduates pursue the MSW, and frequently receive advanced standing due to their academic success in the BSW program.

### EMPLOYMENT DATA

The employment data of the Ferris State University Social Work Program First Graduate Survey 1987-2000 supports the information of the Bureau of Labor Statistics and the Michigan Department of Career Development. There are numerous opportunities for employment as a social worker within Michigan and throughout the U.S..

The Graduate Survey 1987-2000 indicates that 67% of the respondents to the survey are employed in social work, while 15% are employed in other fields. Ninety-five per cent (95%) of the graduates are employed in the state of Michigan, in keeping with the mission of FSU as a state institution.

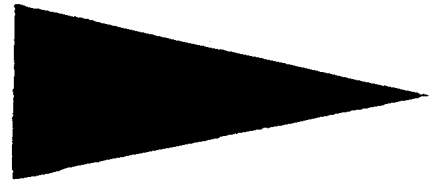
Graduates of the program reported employment in a variety of social work roles and organizations. The following list is a representation of responses.

- Sole Proprietor of Career Training Services
- Job Coach for Development Essential Services
- Director of Social Services for Leelanau Memorial Hospital
- Counselor/Teacher for Meisengatuen (Japan)
- Human Resource Assistant for Decker Plastics
- Vista Volunteer for Corporations for National Business
- Financial Aid Specialist for Ferris State University
- Social Worker for Family Independence Agency
- Youth Worker for Wedgewood Christian Youth Services
- Child Advocate for the Grand Traverse Band Wellness Lodge
- Domestic Violence Advocate for Women's Information Services

## Section VIII. Evaluation of Facilities and Equipment

### Documents:

1. Inventory of Social Work Program Facilities
2. Unit Action Plan 2000-2001- Sections that deal with Equipment



## **Evaluation of Facilities**

### **Classrooms**

Currently the facilities at FSU for the Social Work program are adequate. Faculty regularly teach in one of several familiar classrooms that are primarily used for social science courses, with one room specifically designated for social work classes, Starr 114. Additionally, this room is adjacent to another social work specific room, Starr 110, which is outfitted with a one-way mirror and intercom system for observation and simulation of a variety of interviewing situations. This room also houses the social work library and resource room as well as video equipment. The one area of classroom need is for a computer projection unit to be installed in Starr 114 in anticipation of increased demand for integration of information technology in the social work classroom. This has been included in the current Unit Action Plan.

### **Equipment**

The current equipment designated for use of the social work program includes:

- 2 VCRs with monitors
- 2 Video recording cameras
- 1 laptop computer

As noted above we have requested additional computerization of the Starr 114 classroom with a projected computer system. Additionally, as more of our faculty become involved in WebCT and other distance education endeavors the program would make good use of an additional laptop computer. If our program continues in the current direction of expanding outreach to additional sites, increasing activity at existing sites and development of a distance delivered Masters of Social Work program there will be additional equipment and IT service needs. This will include the purchase of a system such as the PolyComm video projection system for portable video conferencing situations. There will also be a need for an economical means of video conferencing to remote locations in other states. Currently this is possible but too costly the way it is presently configured.

### **Office space**

All faculty have adequate office space and the Student Social Work Association and the Phi Alpha Honors Society, two very active student groups, use one additional office intensively. Faculty also make additional use of this room for student projects and administering tests when needed.

### **Computer Labs**

There has been adequate availability of computer lab space when faculty have needed to reserve it for classes. It should be noted that this demand should be expected to increase in upcoming years and future planning should include a strategy to increase access as more faculty use WebCT and become involved in the distance delivery of classes.

**2002-2003**

**SOCIAL SCIENCES  
UNIT ACTION PLAN**

**(FY 03)**

Administration.

- Work with Library to improve holdings in public administration.
- Continue to improve communications between pre-law and PUAD students regarding making public administration the student's major during or after completion of the Pre-Law Associates degree.

#### **Psychology**

- Identified and placed students at internship sites.
- Prepare internship manual.
- Plan and begin implementation of processes for the assessment of student learning.
- Planned to activate advisory board for newly approved psychology major.

#### **Social Work**

- Completed self-study curriculum review for reaccreditation; and drafted section of the comprehensive self-study report.
- 2001-02 Prepare final draft of *Self-Study* for submission By June, 2002; prepare for SCWK academic program review.

#### **Sociology**

- Continued to supported Justice Learning Community for pre-Criminal Justice students.

#### **Social Sciences**

- Collect and analyze data from revised social awareness assessment instrument. Continue to develop overall procedure.
- Prepared one international studies certificate; awaiting UCC/Senate approval.
- Expanded budget support for faculty travel to professional meetings.

### **Goal 5 Physical/Technological Improvement**

#### **Psychology**

- Identify grant funding sources and possible budget reallocations for converting STR 129 into psychology lab.

#### **Social Work**

- Continued SCWK faculty training WebCT technology. Facilitated and supported access to training for off-campus faculty.
- Implement student use of computer technology in all classes.

- Strengthen curricular offerings and Infuse Race, Ethnicity, and Gender into existing curriculum.
- Develop the following courses, in the following priority: Cognition, Measurement & Assessment, History & Systems in Psychology. Psychology of Gender, Psychology of Race and Ethnicity.
- Develop and expand the laboratory component of the curriculum
- Strengthen faculty research, especially involving undergraduate involvement.
- Develop a human subject pool in Introductory Psychology for use by faculty and student research.

### **Social Work**

- A third of the SCWK credits are produced by supplemental faculty. Remove these credits from supplemental programming through increasing tenure-track positions for SCWK.
- Implement updated and streamlined course requirements which allow for more electives. Change names of courses to make them more appealing and understandable to be ready for 2003 Accreditation.
- Review and implement instruments to better track student learning and their career progress.
- Up-date the present Program Advisory Committee, Field Instruction committee, Student Issues Committee, Policy Committee with new members.
- Implement technology in all course work and to track the trends in profession and field needs.
- Use technological advances to connect with the field instructors and students thus providing more opportunity for supervision and assistance from the faculty. It will also provide on-going training for field instructors.
- Obtain adequate release time to prepare final draft of *Self-Study* for submission by June, 2002; prepare for SCWK academic program review.
- Obtain funding for self-study and site-visit.

### **Social Sciences**

- Continued improvement of Social Awareness assessment instrument in order to assess students' ability to analyze social situations, rather than just test for discreet knowledge.

### **Sociology**

- Begin development of BA courses in Sociological Theory and Research Methods and Statistics 1 &2.
- In conjunction with other units, develop interdisciplinary certificates, including international studies certificates.

<b>Goal 5</b>	<b>Physical/Technological Improvement</b>
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### **Geography**

- Continue to develop map exercises using the Hammond Digital World Atlas.
  - Continue to develop mapping and Geographic Information Systems exercises in Arcview.
  - Continue to expand WebCT to support geography instruction.
  - Develop projects that utilize WebCT and the internet for international collaborative learning in geography.
  - Develop projects that would make use of WebCT and virtual student research teams for geographic studies.

### **Political Science**

- In support of the proposed International Studies minor and to advance our global awareness mission, we will establish a foreign film collection in our new library (the library already has 15 such videotapes) and work with Languages and Literature and Humanities to get funding for expansion. We plan to have a foreign film festival each semester for students taking particular classes requiring the viewing of such films.
- Help establish competitive reassigned-time competition to develop WebCT courses. Many Arts and Sciences faculty have the strong interest and desire to use Web CT, but do not have the time to implement this fully. May we recommend that reassigned-time or money be made available on a competitive award basis for up to 4 proposals per year to establish a creative Web CT site, similar to the DIG opportunity?

**Psychology**

- Pursue funding for at least one laptop computer with touch screen for on-going student research project on perception begun in 2000-01.
- Seek grant funds to convert STR 129 into psychology lab.

**Social Work**

- Each faculty will have at least one course that is at least web-enhanced. Field information will be on-line, as well as all student organizations information.
- Provide computerized teaching station for use by social work faculty in STR 114. Keep the program equipped with state of the art technological instruments and training.



## **Section IX. Evaluation of Curriculum**

### **Documents:**

- 1. Sample of Faculty Meeting Minutes**
- 2. Student Comprehensive Exams Report**
- 3. Student Field Instruction Performance Report**
- 4. BEAP(Baccalaureate Educational Assessment Package) Results**

See Section IX. Evaluation of Curriculum.

The social work faculty evaluates the curriculum requirements for the social work program in a variety of objective and subjective methods:

1. Formal feedback from graduating seniors regarding the curriculum and the program.
2. Assessment of goal achievement through the portfolio process
3. Informal feedback from students during faculty advising sessions
4. Informal feedback from graduates in the field
5. Assessment of new courses being offered and applicability to preparation to the social work profession
6. Assessment of courses through our faculty liaisons in other departments to evaluate applicability to the social work profession.
7. Formal feedback from Field Instructors' Curriculum Evaluation form.
8. Formal feedback from Advisory Board Meetings
9. Social Work Comprehensive Exam
10. Baccalaureate Program Assessment (BEAP)

This year (2000-2001) several new majors and minors were added to the College of Arts and Sciences with specific implications to the social work field. As a result of these new offerings, and as a result of the above on-going assessment, the faculty spent several full day sessions reviewing and revising the social work curriculum requirements.

Specifically, the faculty addressed the following broad issues in this review:

1. Our curriculum was too rigid, not allowing for elective courses and causing students who may not be able to take certain courses sequentially to extend their college experience beyond four years.
2. Some of the courses offered in other disciplines were not specifically applied to the practice of social work. As such, students had difficulty generalizing concepts to their major.
3. Some of the courses were redundant in subject matter (Gender Roles, Marriage and the Family).
4. There was a need for more flexibility with regard to the field experience, thus allowing a student to do a block placement.
5. There were several new courses added in Psychology and Sociology, enabling students to select from a broader range of courses more suited to their interest and career goals.

Please refer to Section IV for *draft* of proposed curriculum changes for fall, 2002.

**Student Comprehensive Exams** are administered the first week in SCWK 110 *Introduction to Social Work*, to the first year students. It is given again to graduating social work seniors. The scores are compared hoping to show that learning has occurred.

Also enclosed is our data on **Social Work Students Field Instruction Performance**.

A new data package for the purpose of tracking our students within the program was implemented by the Council of Social Work Education. This package, **Baccalaureate Educational Assessment Package (BEAP)**, starts with demographics on our beginning students as well as, their values they own coming into the program. These first BEAP scores will be evaluated and compared with the BEAP scores of their senior year. We just started this package fall, 2000. We will start comparing in the next couple of years. Enclosed is our first base data.

# Baccalaureate Education Assessment Project

## Social Work Values Inventory

The Social Work Values Inventory (SWVI) is designed to acquire information about how social work practice issues should be resolved. The inventory measures values. Consequently, there are no "right" or "wrong" answers. Certain laws or agency policies in your area may apply to some of the case situations. In this inventory, your personal opinion is the standard you should use for choosing an answer. Therefore, your answers should reflect what you believe should be done in each of the case situations.

The SWVI contains 50 case situations. In each one, the social worker must make a decision. You are asked to read each case situation and circle the answer that best reflects what the social worker should do. Every attempt has been made to make the situations as clear as possible. In some instances, you may wish you had more information than only a short summary. However, respond to the case situation using only the information provided.

**Example:**

The following situation is provided to illustrate how to complete the questionnaire:

When Robert began working with Native Americans, he discovered that the Native-Americans with whom he worked often used stories about animals and nature to describe feelings that they were uncomfortable addressing directly. As a social worker with this population, Robert should:

also use stories about animals when confronting clients about uncomfortable feelings.	1	2	3	4 N. C.	5	6	7	ask clients to talk directly about their own feelings and not use stories about animals and nature.
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**Directions:**

The mid-point of the scale is 4. It represents no commitment to either of the descriptions at the ends of the scale. The letters N. C. have been placed at the mid-point to remind you of this. Begin at number 4 and decide the direction toward which you lean. Then (if this were one of the actual 50 case studies), using a No. 2 pencil on the accompanying answer form, fill in the numbered oval that corresponds most closely to your position. The description at each end represents the number closest to it. For instance, the 7 indicates a strong belief that Robert should ask clients to talk directly about their own feelings and not use stories about animals and nature. The 1 indicates a strong belief that Robert should also use stories about animals when confronting clients about uncomfortable feelings.

## Confidentiality

1. Carlos was recently employed by an inner city outreach center to work with youth groups. Carlos has been subpoenaed to testify in court about an adolescent, who is standing trial for burglary. Carlos was subpoenaed to testify about the adolescent's participation at the outreach center. However, Carlos has additional information about the crime from agency records that he used in his previous employment. When he provides testimony, Carlos should:

not disclose the additional information	1	2	3	4 N.C.	5	6	7	disclose the additional information.
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2. Sam is employed by a county welfare agency as a protective services social worker for adults who, because of physical or mental limitations, cannot protect themselves. One of the agency's policies requires that social workers report changes in their clients' income to any unit from which clients receive financial assistance. Ms. Hall, a client of Sam's, also receives Foodstamps from the agency. Sam recently helped Ms. Hall, who has schizophrenia, appeal a denial of Social Security Disability benefits. The denial was overturned on appeal, and the client received a back-payment of \$4,500. Sam should:

tell the client the agency policy but not report the resource change.	1	2	3	4 N.C.	5	6	7	report the client's resource change.
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3. Mary is a hospital social worker. Mr. Barrett, a family friend of many years, was recently admitted with a diagnosis of AIDS and is not expected to live more than six months. Mary's mother learned that Mr. Barrett was hospitalized and asks Mary the nature of his diagnosis. Mary should:

tell her mother the diagnosis and Mr. Barrett's life expectancy.	1	2	3	4 N.C.	5	6	7	not tell her mother the diagnosis and Mr. Barrett's life expectancy.
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4. A fourteen year-old female is brought by her mother to Suzanne for counseling relating to the girl's school performance. During counseling, the adolescent confides that she occasionally uses marijuana and has been sexually active with several boys. Later, the mother asks to read her daughter's case record in which the above information is documented. Suzanne should:

allow the mother to read her daughter's case record.	1	2	3	4	5	6	7	not allow the mother to read her daughter's case record.
				N.C.				

5. Beth is a clinical social worker. She and a close friend, Carmen, planned to go together to a concert after work. When Carmen arrived at Beth's office, she noticed a woman coming out of the office whom she had interviewed about providing day care for Carmen's two-year old daughter. Carmen was seriously considering hiring the woman. While driving to the concert, Carmen asked Beth whether she is providing clinical services for the woman. Beth should:

not reveal the information to Carmen.	1	2	3	4	5	6	7	reveal the information to Carmen.
				N.C.				

6. Fran is a social worker in a women's prison. An inmate admits having committed theft of property for which no one has been indicted. Fran should:

not report the theft to police authorities.	1	2	3	4	5	6	7	report the theft to police authorities.
				N.C.				

7. Morgan serves on the board of a school for mentally retarded children and adults. At a recent meeting, applications for a teaching position were being reviewed. Morgan noticed that a former client of hers, Mr. Brett Hanson, had applied for the teaching position. Morgan remembered from the counseling sessions that Mr. Hanson is homosexual. Morgan should:

not advise the board that Mr. Hanson is homosexual.	1	2	3	4	5	6	7	advise the board that Mr. Hanson is homosexual.
				N.C.				

8. A physician, Dr. Stefano, is trying to determine the cause of a client's mysterious illness. Charlotte is treating the client in an out-patient substance abuse program and is aware that the client has not disclosed to the physician his intravenous use of recreational drugs. Charlotte should:

not tell Dr. Stefano about the client's drug use.	1	2	3	4	5	6	7	tell Dr. Stefano about the client's drug use.
				N.C.				

9. Barbara is working with a chronically ill home-health client who admits to Barbara that she continues to receive her sister's Social Security retirement checks, even though the sister died six months ago. Barbara should:

report the client's additional income to Social Security.	1	2	3	4	5	6	7	do nothing about the client's additional income.
				N.C.				

10. Jonathon provides social work services on a volunteer basis at a shelter for the homeless. He is working with a young female client who has a history of heroin addiction. While working with her, Jonathon learns that the client has continued to use heroin since learning that she is pregnant. Jonathon should:

report the information to the county agency responsible for child protection.	1	2	3	4	5	6	7	not report the information to the county agency responsible for child protection.
				N.C.				

11. Charlene works for a shelter for battered women and is working with a client who was severely beaten by her husband. The client had two fractured ribs, multiple bruises, and a broken nose. The client told Charlene that she will kill her husband if he ever beats her again. Charlene should:

inform the husband of the threat.	1	2	3	4	5	6	7	not inform the husband of the threat.
				N.C.				

12. Shannon is a sixteen year-old female who was referred to the school social worker. Shannon is pregnant and plans to have an abortion. She works part-time and can secure the funds for an abortion. Shannon does not want her parents to find out that she is pregnant or that she plans to have an abortion. The school social worker should:

not tell the parents about Shannon's plan to have an abortion.	1	2	3	4	5	6	7	tell the parents about Shannon's plan to have an abortion.
				N.C.				

13. Aaron works as a social worker in a men's prison. An inmate admits that he murdered an elderly woman while committing robbery. No one has been charged in the murder or robbery. Aaron should:

report the information to police authorities.	1	2	3	4	5	6	7	not report the information to police authorities.
				N.C.				

14. George and Anna are two social workers who are close friends. Anna is divorced and has two daughters, aged 3 and 9 years. During their conversation, George realizes that Anna is dating a person George is treating for sexual misconduct. George should:

not mention the information to Anna.	1	2	3	4	5	6	7	mention the information to Anna.
				N.C.				

15. Carol provides group counseling for people who have tested positive for the HIV virus. A new member is a registered nurse who works in the emergency room of a local hospital. The nurse said that her employer is not aware of her diagnosis, and she does not plan to reveal the information. Carol should:

report the nurse's diagnosis to the hospital administrator.	1	2	3	4	5	6	7	not report the nurse's diagnosis to the hospital administrator.
				N.C.				



16. Janet works with elderly clients who, because of physical or mental limitations, cannot protect themselves. She is working with a client whose son has physically abused the client repeatedly. During an afternoon meeting with the client and the son, the client's son threatened to sue Janet for malpractice. When she arrives home after work, Janet is anxious and depressed from the earlier meeting. Her husband questions her about the cause of her emotional state. Janet should:

tell her husband the details of the case.	1	2	3	4	5	6	7	not tell her husband the details of the case.
				N.C.				

17. Martha, a clinical social worker in private practice, is moving to another state. Martha and her client are discussing the transfer of the client's case to another social worker in the area. The client asks Martha's opinion about a clinical social worker who Martha knows has been sanctioned by the National Association of Social Workers for ethical violations. Martha should:

inform the client of the worker's ethical violations.	1	2	3	4	5	6	7	not inform the client of the worker's ethical violations.
				N.C.				

### Self-Determination

18. Ms. Smith delivered her first child prematurely. The infant's physicians know that the child is severely brain-damaged. In addition, the infant has a heart condition that requires immediate surgery, if he is to live. The medical social worker, Chris, was referred to the parents by the physician. Upon assessing the case, Chris learns that the parents have decided not to sign the consent form for surgery and have requested that the infant be allowed to die. Chris should:

try to change the parents' decision to allow the infant to die.	1	2	3	4	5	6	7	do nothing to change the parents' decision to allow the infant to die.
				N.C.				

19. An unmarried, Native-American woman receives Aid to Families With Dependent Children and has just delivered her fourth child. All of the children have different fathers. The woman's physician has recommended sterilization, but the woman refused this form of birth control. The physician has asked the social worker to work with the woman and to advocate sterilization. The social worker should:

refuse to advocate that the woman be sterilized.	1	2	3	4 N.C.	5	6	7	agree to advocate that the woman be sterilized.

20. Rosa is a school social worker. A sixteen year-old student tells Rosa that she has decided to have sexual intercourse with her eighteen year-old boyfriend. As her school social worker, Rosa should:

say nothing to prevent the adolescent from acting on her decision.	1	2	3	4 N.C.	5	6	7	try to persuade the adolescent not to have intercourse with her boyfriend.

21. Adrian works in an in-patient substance abuse treatment program. A twenty year-old male was admitted by his family members for treatment of alcohol abuse. No legal proceedings were completed to commit the client to the program. The client does not agree that he has a problem with alcohol and wants to leave the facility. In the interdisciplinary treatment team meeting, Adrian should:

oppose the client's wish to leave the facility.	1	2	3	4 N.C.	5	6	7	support the client's wish to leave the facility.

22. Ms. Garcia, a competent and well educated forty-five year-old, is often beaten by her son, when he has been using cocaine and drinking. Ms. Garcia decides not to take legal action to prevent further abuse by her son. As Ms. Garcia's social worker, Juan should:

try to convince Ms. Garcia to file charges against her son.	1	2	3	4 N.C.	5	6	7	accept Ms. Garcia's decision not to file charges against her son.

23. Aaron is a social worker employed by a family service agency. A twenty-five year-old client has a preschool-aged daughter. The client has frequent week-end parties and has many male visitors in the home. The client does not believe her lifestyle is harmful to the child. As her social worker, Aaron should:

suggest that she change her lifestyle to one more suitable for small children.	1	2	3	4	5	6	7	make no suggestions to the client about her lifestyle.
	N.C.							

24. Mary is a social worker in a nursing home. Two elderly nursing home residents want to marry. Their children oppose their marriage, because they fear complications with inheritance laws upon either person's death. Neither of the elderly adults would be affected financially by a decision to marry. The couple asks for Mary's help in the matter. Mary should:

support the couple's wish to marry.	1	2	3	4	5	6	7	oppose the couple's wish to marry.
	N.C.							

25. Linda is a counselor at a shelter for battered women. She is working with a woman and her three children. The woman, but not the children, was abused by her husband before they entered the shelter. The woman decided while at the shelter to return to her husband and to take the three children with her. During the exit interview, Linda should:

say nothing further about the woman's decision.	1	2	3	4	5	6	7	urge the woman to reconsider her decision.
	N.C.							

26. Mark is a social worker who is employed in a privately funded in-patient mental health facility for adolescents having a range of emotional and behavioral problems. Mark discovers a male client reading material that idealizes and supports the use of illegal substances for recreational purposes. Mark should:

confiscate the reading material.	1	2	3	4	5	6	7	allow the client to keep the reading material.
	N.C.							

27. Joan works as a divorce mediator. The twelve year-old son of two of her clients wants to live with his father. The father works long hours and tends not to be as strict a disciplinarian as the mother. The two parents live about 100 miles from each other. Each of the parents want custody of the child. Joan should:

consider the parents' wishes as being most important in deciding custody issues.	1	2	3	4	5	6	7	consider the son's wishes as equal in importance for deciding custody issues.
	N.C.							

28. A fourteen year-old female student confides to Elise, her school social worker, that she has decided to run away from home. Upon further questioning, Elise learns that the student has developed a detailed plan for running away. As her school social worker, Elise should:

not take action to prevent the child from running away.	1	2	3	4	5	6	7	take action to prevent the child from running away.
	N.C.							

29. Marjorie works as a clinical social worker with parents whose children have been placed in foster care due to abusive treatment of the children by their parents. Mr. Brown's twelve year-old daughter was removed from the home, because she was sexually abused by her father. Mr. Brown asks Marjorie to allow him to have supervised visits with the daughter. Marjorie should:

refuse Mr. Brown's request for visitation with his child.	1	2	3	4	5	6	7	approve Mr. Brown's request for visitation with his child.
	N.C.							

30. Kate is a counselor at a university student development center. Her client, a twenty year-old college student is pregnant and has decided to have an abortion. As her counselor, Kate should:

do nothing to try to change the student's decision to have an abortion.	1	2	3	4	5	6	7	try to change the student's decision to have an abortion.
	N.C.							

31. Max, a social worker at an in-patient mental health facility has an elderly male client, Mr. Boggs, who has been hospitalized for a number of years. The treatment team recommends that Mr. Boggs be placed in a foster-home for clients with chronic mental health conditions. Mr. Boggs fears leaving the in-patient facility and adamantly opposes the treatment team's recommendation. Max should:

do nothing to change the client's wish to remain an in-patient.	1	2	3	4 N.C.	5	6	7	encourage the client to accept foster care services.
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32. A wealthy elderly client knows that his daughter is deducting funds from his accounts for her own use, without first gaining his permission to use the funds. After discussing the problem with his social worker, the client decides not to take any action against the daughter. As his social worker, Kwami should:

accept the client's decision not to take action.	1	2	3	4 N.C.	5	6	7	continue to urge the client to take action.
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33. Margaret is a home health social worker who has been referred to an elderly couple who need home repairs. The couple receives nursing visits for serious medical problems. When Margaret visits the couple, she realizes that the referral minimized the needs of this couple. Their home is filled with roaches and other insects, and neither of the spouses is able to keep the house or prepare meals. The couple refuses to consider moving to a relative's home or to a supportive living arrangement. Margaret should:

accept the couple's decision not to change their living arrangement.	1	2	3	4 N.C.	5	6	7	report the case to the county agency responsible for vulnerable adults.
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34. Walter, a medical social worker, works with young adults who have cystic fibrosis, a chronic and progressive genetic lung condition. Two of the patients in the clinic want to get married. Due to the hereditary traits of cystic fibrosis, any children born to the couple would be certain to also have cystic fibrosis. Walter should:

discourage the couple's plans to marry.	1	2	3	4 N.C.	5	6	7	say nothing to discourage their plans to marry.

### Social Justice

35. Carla is a social worker at a shelter for homeless families. Carla's client applied for a job as an aide in a day treatment facility for clients with mental health conditions. Her client was not hired. The agency director told Carla that she decided not to hire Carla's client, because the client had no permanent address. Carla should:

say nothing to the agency director about her decision not to hire the client.	1	2	3	4 N.C.	5	6	7	confront the agency director about her decision not to hire her client.

36. Mr. Chimalewsky was admitted to a medical unit of a large urban hospital. His primary diagnosis was an infection of the bone that developed after he fell while intoxicated. Mr. Chimalewsky has no health insurance, but will need intravenous antibiotic therapy for four weeks to cure him of the infection. The medications alone would cost about \$4,000. The utilization review employee recommended that Mr. Chimalewsky be discharged to prevent the hospital from further nonreimbursable charges. She tells Angela, the social worker, that the hospital ought not pay for an accident that could have been prevented had Mr. Chimalewsky not been "stone drunk" when he fell. Angela should:

support the recommendation of the utilization review worker.	1	2	3	4 N.C.	5	6	7	oppose the recommendation of the utilization review worker.

37. The in-patient substance abuse agency where Rhonda works is considering a policy that only private-pay patients or those who are insured by private insurance will be admitted to the program. The program has accepted patients insured by Medicaid. However, they are not paid the full cost of care for these patients and lose money each time they accept a Medicaid patient. Rhonda will participate in a discussion of the issues at an agency meeting, on Tuesday. She should:

support the private-pay, private insurance policy.	1	2	3	4 N.C.	5	6	7	oppose the private-pay, private insurance policy.

38. Mark works with elderly clients who are vulnerable due to chronic health problems and decreased abilities to care independently for themselves at home. In Mark's state, indigent clients are required to sell their homes before they can become eligible to receive Medicaid assistance for the payment of nursing home care. Occasionally, clients who have disposed of their homes improve enough to return to a community placement. Mark plans to write his state representative about the requirement. He should:

object to the requirement that clients sell their homes before receiving state aid.	1	2	3	4 N.C.	5	6	7	endorse the requirement that clients sell their homes before receiving state aid.

39. Julio is a social worker with a private family service agency. He has been asked to testify in hearings at the State Legislature about a bill that is being considered to prevent the use of state-funded medical benefits to pay for abortions for low-income women, who otherwise qualify for state-funded medical services. There is no plan to amend the current law that allows abortions for women not receiving state-funded medical benefits. Currently, the state law allows abortions up to a fifteen-week fetal age limit. Julio should:

oppose the bill to terminate state-funded medical benefits for abortions.	1	2	3	4 N.C.	5	6	7	support the bill to terminate state-funded medical benefits for abortions.

40. Daphne is a social worker with a non-profit family service agency and works with single women who are receiving welfare benefits for dependent children. In working with her clients, Daphne should:

help them understand how they have contributed to their own problems.	1	2	3	4 N.C.	5	6	7	help them organize ways to challenge economic inequities.

41. Jean works at a state-funded substance abuse program. A client, Mr. Delgado, is not employed and was convicted of robbery. Part of his sentence was that he seek treatment at the program for his chronic abuse of multiple substances. Mr. Delgado requested that Jean help him obtain special-dental services for an injury that occurred when he resisted arrest. As his social worker, Jean should:

help the client obtain the dental care.	1	2	3	4 N.C.	5	6	7	not help the client obtain the dental care.

42. A proposal is before the city council to purchase and renovate several high-rise apartments in an inner city area. Currently, the apartments are used for subsidized housing for low-income families. If the proposal is approved, the apartments will be converted into condominiums for upper-income residents. The metropolitan area will benefit from increased property taxes if the proposal is approved. There are no plans for helping current residents find other housing. Juanita works with several chronically mentally ill clients who reside in the apartments. She should:

trust the city council to make a decision that will benefit the community.	1	2	3	4 N.C.	5	6	7	oppose the proposal to convert the apartments to condominiums.



43. Kate, a social worker in a county welfare agency, works with adult clients who have medical, emotional, or substance abuse problems. One client, an elderly male, who has medical problems associated with long-term alcohol abuse is home-bound and is not getting the types of food he needs to maintain adequate nutritional needs. Kate referred the client to a program that delivers meals to elderly clients who are confined to home. The program director rejected the client's application, stating that she has tried to help this client before, but he used abusive and profane language with the agency staff who delivered his meals. Kate should:

attest that the client needs the services in spite of his behavior.	1	2	3	4	5	6	7	say nothing about the director's decision to reject the client's application.
				N.C.				

44. Martin works in a private family service agency. The city council in Martin's city is accepting proposals for a shelter for the homeless. A community development organization has proposed that the shelter be established in an area that is adjacent to a middle and upper income residential area. This proposal has been strongly challenged by residents of the area. Martin plans to attend a public meeting about the proposal. He should:

oppose the proposed location for the shelter.	1	2	3	4	5	6	7	support the proposed location for the shelter.
				N.C.				

45. Donald works with elderly clients who need supportive services to remain in their own homes. He learns that Congress is considering an amendment to the Medicare Act that would guarantee nursing home placements without regard to income for elderly persons whose need for a placement is substantiated and who can no longer remain in a community placement. Donald plans to write his senator about the bill. He should:

support the bill to guarantee nursing home care without regard to income.	1	2	3	4	5	6	7	oppose the bill to guarantee nursing home care without regard to income.
				N.C.				

46. Matthew, who is a social worker in an out-patient mental health clinic, learns that Congress is considering a bill that would make the federal government the "employer of last resort." According to the stipulations of this bill, all people eighteen years of age and older who are able to work and who are not students would have an opportunity to work as a federal employee in government funded employment, if they are unable to obtain private sector employment. Matthew plans to write his representative about the proposed bill. He should:

support the bill to make government the employer of last resort.	1	2	3	4	5	6	7	oppose the bill to make government the employer of last resort.
				N.C.				

47. Catalina is a school social worker in a predominantly Spanish-speaking neighborhood. She read in the newspaper that a state legislator had proposed a bill that would substantially increase the amount of cash payments to welfare recipients in the state. Catalina decides to write her representative about the issue. She should:

support the bill to increase payments to welfare recipients.	1	2	3	4	5	6	7	oppose the bill to increase payments to welfare recipients.
				N.C.				

48. Ellen works in a family service agency. Much of her case-load entails completing home studies for couples who have applied to adopt a child. Ellen has just completed a home study for two homosexual males who have applied to adopt a child. As Ellen considers this couple's application, she is at a loss as to what action to recommend to the state agency that supervises all adoptions in her state. Ellen has found no evidence that the home is unsuitable for a child. The couple's sexual orientation is Ellen's only concern. Ellen should:

recommend approval of the couple's adoption application.	1	2	3	4	5	6	7	recommend denial of the couple's adoption application.
				N.C.				

49. Carl is a social worker who is employed by a state-funded family service agency. One of his clients is a twenty-seven year old female, Ms. Davis, who is divorced. The client has custody of the three preschool-aged children from her previous marriage. A condition for all financial assistance from the agency is that clients seek child-support from their former spouses. No mechanisms exist for exceptions to this rule. Ms. Davis' former husband beat her while they were married and has threatened to kill her since the divorce. Ms. Davis has been in hiding since the divorce. As Ms. Davis' social worker, Carl should:

explain that the agency requires that Ms. Davis seek child-support.	1	2	3	4 N.C.	5	6	7	appeal for an exception to the agency requirements.

50. Anthony, a home health social worker, read in the employee newsletter about a new health care bill that had been proposed in Congress. The proposed bill would eliminate private health insurance, so that all people residing in the U.S. would be provided the same health care benefits. The newsletter urged employees to write their representatives about the bill. Anthony should:

oppose the bill to eliminate private health insurance.	1	2	3	4 N.C.	5	6	7	support the bill to eliminate private health insurance.

## Program

## Directors

## Baccalaureate Education Assessment Project

## Exit Survey

Information collected by this instrument will be aggregated with similar information from graduating BSW students around the country, and maintained in a confidential database, separate from your college or university. Summary information will be fed back to each participating BSW Program annually, but without any identifying information as to individual students.

## Section A

## Undergraduate Educational Experience

Please complete the following questions related to your educational experience while working towards your BSW/BS degree. Using a No. 2 pencil on the accompanying answer form, fill in the numbered ovals which correspond most closely to your response to each of the questions. Where you are given the opportunity to indicate an "Other" option or to illustrate your response on the answer form, be sure to fill in both the oval and indicate a short description of your "Other" option or example.

A1. What is your current grade point average at graduation?

- Overall
- In your major

A2. What is the highest possible grade point average at your school?

A3. Did you work at a paying job during your BSW/BA in Social Work education?

- Yes
- No

A4. If you worked during your BSW/BA in Social Work education, how many hours per week did you average?

A5. Did you receive financial aid during your BSW/BA education?

- Yes
- No

## Section B

### Description of Current Employment

The following questions seek to identify information regarding current employment that graduates may have at the time of graduation.

**B1. Are you currently employed? (Mark ALL that apply to you now.)**

- Full Time in social work
- Part Time in social work (including multiple part-time positions)
- Full Time, though not currently in social work
- Part Time, though not currently in social work (including multiple part-time positions)
- No, not currently employed

**B2. On the average how many total hours per week do you work?**

**B3. Are you currently seeking employment?**

- Yes
- No

**B4. If you are seeking employment, where are you seeking a position? (Mark ONE only)**

- In social work
- Not in social work
- Either one

*If you are currently employed in social work, please answer questions B5-B15.  
If you are currently employed outside of social work, please skip to Section C.*

B8a. From the list below, select the ONE field of practice which most directly applies to your current social work position.

B8b. From the list below, select ALL fields of practice which apply to your current social work position:

01. Adult Protective Services
02. Aging/Gerontological Social Work
03. Alcohol, Drug or Substance Abuse
04. Child Welfare/Child Protective Services
05. Community Planning
06. Corrections/Criminal Justice
07. Crisis Intervention/Information & Referral
08. Education/Training
09. Family Service
10. Grief/Bereavement
11. Group Services
12. Health/Medical Care
13. Housing
14. Income Maintenance
15. Industrial/Occupational Social Work
16. Mental/Behavioral Health or Community Mental Health
17. Mental Retardation/Developmental Disabilities
18. Public Assistance/Public Welfare
19. Rehabilitation
20. School Social Work
21. Violence/Victim Services
22. Youth Services
23. Other

B9. Which of the following most accurately describes the location of your current employment: (Mark only ONE)

- Urban (including "urban areas" of 50,000 or more population, and cities and villages with 2,500 or more population adjacent to urban areas)
- Rural (including farm and non-farm)

B10. What is your current annual income from all social work employment?

B11. What is the type of organization where you are currently employed? (Mark ONE only)

1. Private: for-profit
2. Private: non-profit, religiously affiliated
3. Private: non-profit, not religiously affiliated
4. Public: Federal Government, Military
5. Public: Federal Government, non-Military
6. Public: State Government
7. Public: County, Municipal, or Town Government

## SECTION C

### POST GRADUATE EDUCATIONAL PLANS

*This section seeks to identify whether you plan to continue your education with additional undergraduate or graduate studies. We are interested regardless of your planned field of continuation.*

**C1. Are you planning further education after your BSW/BA in Social Work degree?**

- Planning to pursue further education- (Go to the next question and continue)
- No further study planned- (Go to question D1 and continue)

**C2. Degree program anticipated: If you anticipate further study, which of the following degree programs do you plan to enter? (Mark ALL that apply)**

- Additional Bachelor's
- MSW
- Other Master's
- Doctorate in social work
- Other doctorate

**C3. Have you applied to an MSW program?**

- Yes
- No

**C4. If you have applied to an MSW program, do you plan to attend:**

- Part time
- Full time

**C5. If you have been accepted into an MSW degree program, were you accepted into an Advanced Standing Program?**

- Yes
- No

**C6. Using the scale below, in general, how well do you think your BSW/BA in Social Work has prepared you for additional education?**

Very Poor	Poor	Adequate	Good	Very Good	Superb					
0	1	2	3	4	5	6	7	8	9	10

# Social Work

APRC 2001-2002

Section 5 of 8



## Section D (Continued)

### Professional Activities During Your BSW/BA In Social Work Education

During your undergraduate social work education, how frequently were you involved in the following activities? (D36-D39)

D36. Number of times during your undergraduate social work education (typically during field placement) you have evaluated client progress using research techniques

D37. Number of times during your undergraduate social work education (typically during field placement) you have used program evaluation methodology

D38. Number of professional conferences attended during your education (e.g., NASW national, regional, or local conferences)

D39. Number of professional workshops or seminars attended during your education

*You are almost done. Thanks for hanging in there!*

## Section E

### Personal Demographic Profile

*This last section requests personal demographic information and helps provide a profile both locally and nationally of BSW students as they graduate. It also provides a method of linking information, while preserving your confidentiality.*

E1. What is your gender?

- Female
- Male

E2. Are you a citizen of the United States?

- Yes
- No

E3. In what languages are you now fluent? (Mark ALL that apply)

- |                             |                              |
|-----------------------------|------------------------------|
| 1. African language         | 9. Italian                   |
| 2. American Sign Language   | 10. Japanese                 |
| 3. Arabic                   | 11. Korean                   |
| 4. Chinese                  | 12. Native American language |
| 5. English                  | 13. Portugese                |
| 6. French                   | 14. Russian                  |
| 7. German                   | 15. Spanish                  |
| 8. Hindi or related dialect | 16. Other                    |

## Baccalaureate Education Assessment Project Alumni/ae Survey

Information collected by this instrument will be aggregated with similar information which you may have supplied upon entering your BSW program, and maintained in a confidential database, separate from your college or university. Summary information will be fed back annually to each participating BSW Program, but without any identifying information as to individual alumni/ae.

### Section A Current Employment

Please complete the following questions related to your current employment. Please note: We are very interested in your feedback, whether you are currently employed in social work or not. Using a No. 2 pencil on the accompanying answer form, fill in the numbered ovals which correspond most closely to your response to each question. Where you are given the opportunity to indicate an "Other" option or to illustrate your response on the answer form, be sure to fill in both the oval and indicate a short description of your "Other" option or example.

**A1. If you are not currently employed in social work, why? (Mark ALL that apply)**

1. Have not been able to find social work employment
2. Am furthering my formal education
3. Planned break or hiatus in employment
4. Health/personal reasons
5. Have been unable to find any employment
6. Employed in another field by choice
7. Other

**A2. Do you intend to seek social work employment in the future?**

- Yes (If yes, skip to question A4)
- No (If no, please answer the following question)

**A3. Which of the following most accurately describes the reason you do not intend to seek social work employment in the future? (Mark ALL that apply)**

1. Jobs are too scarce for undergraduate level social workers
2. An undergraduate level social work degree is not well enough recognized in the profession
3. The pay and financial benefits are too low
4. I'm disillusioned with social work as a profession
5. I dislike what clients expect of me
6. I am making a career away from social work
7. Other

**A4. Are you currently employed?**

- Yes
- No (if you are not currently employed anywhere, proceed to Section B.)

**A5. If currently employed, please indicate ALL of the options below that apply to you.**

1. Full Time in Social Work
2. Part Time in Social Work
3. Full Time, not in Social Work
4. Part Time, not in Social Work

**A6. If you are employed outside of social work, in general, how well did your BSW prepare you for your employment outside of social work?**

Very Poor	Poor	Adequate	Good	Very Good	Superb
0-----	1-----	2-----	3-----	4-----	5-----
6-----	7-----	8-----	9-----	10	

**A7. If your current employment includes some part-time work, how many hours a week do you work at part-time jobs?**

**A8. What is the primary location of your work? (Mark only ONE)**

1. Within the United States
2. Outside of the United States

**A9. If your employment is primarily within the United States, indicate the 2-letter code for the State and the five-digit code for your Zip Code for your place of employment.**

- State
- ZipCode

**A10. If your employment is primarily outside of the United States, indicate the International Telephone Code for the country where you work.**

**A11. Which of the following most accurately describes the location of your current employment: (Mark only ONE)**

1. Urban (including "urban areas" of 50,000 or more population, and cities and villages outside of urban areas with 2,500 or more population)
2. Rural (including farm and non-farm)

**A12. What is your current annual income from all employment?**

## Section B

### Description Of Your Current Primary Social Work Position

*(If you are not currently employed in social work, skip to question C1.)*

*Please answer the following questions referring to your current primary social work position.*

- B1. What is your current annual income from all social work employment?**
- B2. From the time you actively began to seek employment, how many months did it take before you found your first post-BSW social work position? *(Please use double zero ("00") if you were already employed at the time of graduation.)***
- B3. What were the educational requirements for your current social work position? *(Mark only ONE)***
1. None specified
  2. Associate of Arts (AA)
  3. Bachelor's degree (other than social work)
  4. BSW
  5. Master's degree (other than social work)
  6. MSW
- B4. What is your primary function in your current social work position? *(Mark only ONE)***
01. Administration/Management
  02. Generalist Practice
  03. Direct Practice (Individuals, Families, or Groups)
  04. Direct Practice (Communities & Organizations)
  05. Policy Analysis/Development
  06. Research
  07. Supervision
  08. Teaching
  09. Training (agency-based)
  10. Other
- B5. What are the major roles in your current social work position? *(Mark the four roles that demand the most of your time.)***
- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>01. Administrator</li> <li>02. Advocate/Activist</li> <li>03. Broker</li> <li>04. Case Manager</li> <li>05. Consultant</li> <li>06. Convener/Mediator</li> <li>07. Coordinator</li> <li>08. Counselor/Clinician</li> <li>09. Enabler/Facilitator</li> <li>10. Initiator</li> </ol> | <ol style="list-style-type: none"> <li>11. Negotiator</li> <li>12. Organizer</li> <li>13. Outreach</li> <li>14. Planner</li> <li>15. Public Speaker</li> <li>16. Researcher/Scholar</li> <li>17. Spokesperson</li> <li>18. Teacher/Educator</li> <li>19. Trainer/Staff Developer</li> <li>20. Workload Manager</li> </ol> |
|---|---|

**B6. What languages do you use in your practice? (Mark ALL that apply)**

- |                              |                              |
|------------------------------|------------------------------|
| 01. African language         | 09. Italian                  |
| 02. American Sign Language   | 10. Japanese                 |
| 03. Arabic                   | 11. Korean                   |
| 04. Chinese                  | 12. Native American language |
| 05. English                  | 13. Portugese                |
| 06. French                   | 14. Russian                  |
| 07. German                   | 15. Spanish                  |
| 08. Hindi or related dialect | 16. Other                    |

**B7a. From the list below, select the ONE field of practice which most directly applies to your current social work position.**

**B7b. From the list below, select ALL fields of practice which apply to your current social work position:**

- |  |   |
|--|---|
| 01. Adult Protective Services                  | 12. Health/Medical Care                                 |
| 02. Aging/Gerontological Social Work           | 13. Housing   |
| 03. Alcohol, Drug or Substance Abuse           | 14. Income Maintenance                                  |
| 04. Child Welfare/Child Protective Services    | 15. Industrial/Occupational Social Work                 |
| 05. Community Planning                         | 16. Mental/Behavioral Health or Community Mental Health |
| 06. Corrections/Criminal Justice               | 17. Mental Retardation/Developmental Disabilities       |
| 07. Crisis Intervention/Information & Referral | 18. Public Assistance/Public Welfare                    |
| 08. Education/Training                         | 19. Rehabilitation                                      |
| 09. Family Service                             | 20. School Social Work                                  |
| 10. Grief/Bereavement                          | 21. Violence/Victim Services                            |
| 11. Group Services                             | 22. Other   |

**B8. What is the type of organization where you are currently employed? (Mark only ONE)**

1. Private: for-profit
2. Private: non-profit, religiously affiliated
3. Private: non-profit, not religiously affiliated
4. Public: Federal Government, Military
5. Public: Federal Government, non-Military
6. Public: State Government
7. Public: County, Municipal, or Town Government

**B9. With which client systems do you work in your current social work position? (Mark ALL that apply)**

1. Individuals
2. Families
3. Groups
4. Communities
5. Organizations
6. Other

**B10. What is the setting of your current place of social work employment? (Mark only ONE)**

- |   |  |
|---|--|
| 01. Business/Industry                                       | 09. Private Non-Profit Social Agency           |
| 02. College/University                                      | 10. Private For-Profit Agency                  |
| 03. Court/Justice System/Probation/Parole (non-residential) | 11. Public Assistance/Public Welfare           |
| 04. Health (Inpatient-Hospital)                             | 12. Public Social Service Agency               |
| 05. Health (Inpatient-Nursing Home, Hospice)                | 13. Residential Facility (Group Home, Shelter) |
| 06. Health (Outpatient/Public Health)                       | 14. Residential Facility (Prison, Jail)        |
| 07. Mental Health (Inpatient-Hospital)                      | 15. School (pre-school - 12)                   |
| 08. Mental Health (Outpatient-Clinic, Community MH Center)  | 16. Other                                      |

**B11. In general, how well did your undergraduate education prepare you for an entry-level position in social work?**

Very										Very
Poor		Poor	Adequate	Good		Good		Superb		
0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10										

**B12. How many months have you been employed in your current social work position?**

**B13. What age group is most represented by the clients you serve? (Choose ONE only.)**

1. Infants, toddlers, and pre-school age children
2. Elementary school age children
3. Adolescents
4. Young adults
5. Middle aged adults
6. Seniors
7. No typical age (i.e., a mix of all ages)

**B14. What is the income level represented by your typical client? (Choose ONE only)**

1. Poverty level or below
2. Above poverty level and below middle income level
3. Middle income level or above
4. No typical income

## Section C

### Evaluation Of BSW/BA In Social Work Preparation

Once again (two years later) it is your turn to evaluate how well your undergraduate education prepared you in social work. Please evaluate your BSW Program using the following scale on how well you were prepared in each of these curricular areas.

Very Poor      Poor      Adequate      Good      Very Good      Superb  
 0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10

Knowledge of:

- C1. Theories about clients of diversity
- C2. The forms and mechanisms of oppression and discrimination
- C3. Theories and policy in advancing social and economic justice
- C4. The history of social work
- C5. Current organizations & associations in the social work profession
- C6. Current issues of the social work profession
- C7. Theories about the bio-psycho-social development of individuals
- C8. Theories about family development
- C9. Theories about group development
- C10. Theories about organizational development
- C11. Theories about community development
- C12. The interactions among different-sized social systems

Skills in:

- C13. Applying culturally competent interventions to specific client situations
- C14. Demonstrating professional use of self with clients
- C15. Applying generalist interventions in practice with client systems
- C16. Using bio-psycho-social theories in interventions with individuals
- C17. Analyzing the impact of social policies on client systems
- C18. Using knowledge to influence organizational policies
- C19. Evaluating research studies
- C20. Applying the findings of research studies to practice
- C21. Evaluating my own practice with supervision
- C22. Using communication skills based on needs related to diversity and different abilities
- C23. Using supervision in practice
- C24. Functioning within organizational structures and policies
- C25. Seeking necessary organizational change with supervision

Values or Ethics in:

- C26. Respecting the dignity of clients
- C27. Upholding client confidentiality
- C28. Respecting client self-determination
- C29. Relating to clients in a non-judgmental manner
- C30. Respecting cultural and social diversity
- C31. Ensuring primary responsibility to my clients
- C32. Working with colleagues in social work
- C33. Working with colleagues from other fields
- C34. Maintaining a professional relationship with clients
- C35. Promoting social and economic justice

## Section D

### Educational Activities

This section seeks to document what, if any, additional education you have undertaken since graduation. Again, we are interested in your activities whether or not you are currently employed in social work.

**D1. Since graduation, have you applied to an MSW Program?**

- Yes
- No (If you answer No, go to question D4)

**D2. If you were accepted into an MSW degree program, were you accepted into:**

1. Full time program
2. Part time program
3. Not accepted (If not accepted, go to question D4)

**D3. Were you accepted into an Advanced Standing Program?**

- Yes
- No

**D4. Have you completed any other degrees since your BSW? (Mark ALL that apply.)**

1. Yes, completed a degree
2. Presently a student
3. Planning to pursue further education
4. No further study planned

**D5. Degree(s) currently studying (Complete ALL that apply)**

- Additional Bachelor's (indicate degree)
- MSW
- Other Master's (indicate degree)
- Doctorate in social work
- Other doctorate (indicate degree)

**D6. Degree(s): year completed (Complete ALL that apply)**

- Additional Bachelor's (indicate degree)
- MSW
- Other Master's (indicate degree)
- Doctorate in social work
- Other doctorate (indicate degree)

**D7. Using the scale below, in general, how well did your BSW prepare you for your additional education?**

Very Poor	Poor	Adequate	Good	Very Good	Superb
0-----	1-----	2-----	3-----	4-----	5-----
6-----	7-----	8-----	9-----	10	



## Section E

### Professional Activities Since Completion Of BSW

*If you are currently employed in social work, or have been employed in at least one social work position since graduation with your BA/BSW, it would be helpful to know in what professional development activities you have participated since graduation. If you have never been employed in social work practice since your graduation, please skip to Section F below. Thank you.*

**E1. Since you completed your undergraduate social work degree, in which of the following professional activities have you participated? (Mark ALL that apply.)**

1. **NASW Membership**
2. **Membership in another social work association**
3. **Membership in a professional association outside of social work**
4. **Enrolled in a continuing education/non-credit course**
5. **Enrolled in a graduate/for-credit course**
6. **Presented a talk to a community group**
7. **Conducted a workshop.**
8. **Involved in community service projects, agency boards, committees, task forces, etc.**
9. **Participated in writing proposals for grants or funding for professional activities**

**E2. Are you licensed/certified as a social worker in your state? (Mark ALL that apply)**

1. **Yes, at the BSW level**
2. **Yes, at the MSW level**
3. **No**
4. **My state does not license or certify BSWs**
5. **My state does not license or certify MSWs**

**E3. Where have you published any writing on a social work topic? (Mark ALL that apply)**

1. **Agency newsletter**
2. **Professional association newsletter**
3. **Letter to the editor of a periodical (e.g., newspaper or magazine)**
4. **Professional journal**

**E4. How frequently in the past year have you been involved in the following activities? (approximately)**

- **Number of times in the past year you have evaluated client progress using research techniques**
- **Number of times in the past year you have used program evaluation methodology**
- **Number of times in the past year you have used other research techniques**
- **Number of professional conferences attended in the past year (e.g., NASW national, regional, or state level)**
- **Number of professional workshops or seminars attended in the past year**

*Hang in there, you are almost done! We so appreciate your feedback.*

## Section F

### Personal Demographic Profile

*This last section requests personal demographic information and helps provide a profile both locally and nationally of BSW graduates. It also provides a confidential method of linking information while preserving your confidentiality.*

**F1. What is the location of your current place of residence? (Mark only ONE)**

1. Within the United States
2. Outside of the United States

**F2. If your residence is within the United States, indicate the 2-letter code for the State and the five-digit code for your Zip Code for your place of residence.**

- State
- ZipCode

**F3. If your residence is outside of the United States, indicate the International Telephone Code for the country where you live.**

**F4. What is your gender?**

- Female
- Male

**F5. Mark ALL of the following that apply to you now.**

1. deaf/Deaf
2. Hard of hearing
3. Visual/print impairment
4. Diagnosed specific learning disability
5. Motor/mobility impairment
6. Speech impairment
7. Physical impairment (hands, arms, legs)
8. Chronic medical condition
9. Other impairments/disabling conditions
10. No impairments/disabling conditions

**F6. When did you graduate from your BSW program?**

- Month
- Year

**F7. Your permanent Identification Number which permits the researchers to identify and link information over time:**

- Your birth year (e.g., 1969, 1965, 1975, etc.)
- Day of the month born (e.g., 17, 24, 31, 06, etc.) (e.g., If you were born on the 30<sup>th</sup> of the month, darken the '3' in first column, and the '0' in second column.)
- The last two numbers of your social security number

**F8. Date of Completion of this Survey**

- Month
- Year

*Thank you for taking the time to answer these questions.*

*Please return the unfolded OPSCAN© answer sheet to your BSW program (Only the original OPSCAN© answer sheet can be read for its data - faxed or photocopied versions can not be processed.).*

*Your BSW program will forward all completed surveys to the national Baccalaureate Education Assessment Project.*

**SOCIAL WORK PROGRAM**  
Faculty Meeting  
January 10, 2001  
ASC 2082

Present: Mike Berghoef, Jane Hayes, Gerald Matthews, Victoria Murphy, Pam Nyman, Kathy Palazzolo-Miller, Wendy Samuels, John Thorp

Meeting was called to order by K. Palazzolo-Miller at 9 a.m.

**STUDENT ISSUES**

- [REDACTED] addressed the faculty to request an exception and readmission. [REDACTED] has failed three prior attempts to complete his field placement. He stated he has been diagnosed with Chronic Fatigue Syndrome, has attended counseling and therapy and is continuing treatment with a medical doctor. He reported the use of a support group on the internet as well as regular exercise and yoga. [REDACTED] feels he has dealt with the problems which prevented him from successfully completing his field placement in the past and is requesting readmission to the Social Work Program. Following a brief question and discussion period, no action was taken pending the receipt of a report from [REDACTED] Counselor.
- Grade change procedures were clarified. Even though grades are now entered on-line, any grade changes must still be done by hand using the Change of Grade Form. Faculty were also reminded to print a hard copy of the class list when the grades are entered on-line. The class list cannot be viewed or edited once the grades have been processed by the Registrar's Office.

**OTHER**

- Faculty assignments for the accreditation report:
  - Employer Survey – G. Matthews
  - Student Evaluations – M. Berghoef
  - Faculty Perceptions – G. Matthews
  - Advisory Perceptions – K. Palazzolo-Miller
  - Labor Market Analysis – J. Hayes
  - Evaluation of Facilities – M. Berghoef
  - Curriculum Evaluation – V. Murphy and W. Samuels
- Program Advisory Committee (PAC) needs to be updated. Recommended committee size is 15-20 people who will be active and involved with recruitment and alumni. Give names of potential members to Kathy. There will be a college-wide get acquainted meeting on April 6 and a working meeting in the Fall.
- CSWE meeting will be held in Dallas, Texas March 8-11.
- Dave Gabriels of Grand Valley State University has expressed an interest in bringing the GVSU MSW program to the Ferris campus. They want a place to meet on campus, access to computer labs and the FSU Library. Dr. Thorp has shared this info with Dean Hammersmith who has passed it on to the Vice President. More specific information is needed.

**NEXT MEETING**

- January 17, at 9 a.m., then every other week.

**ADJOURNED AT 11 A.M.**

Pam Nyman  
Social Work Secretary

**SOCIAL WORK PROGRAM**  
Faculty Meeting  
June 18, 2001  
ASC 2082

**Present:** Mike Berghoef, Jane Hayes, Gerald Matthews, Victoria Murphy, Pam Nyman, Kathy Palazzolo-Miller, and Wendy Samuels

K. Palazzolo-Miller called the meeting to order at 12:00 noon

**CURRICULUM**

- Proposed revision II was discussed
- Math requirement was clarified
- Full curriculum is not offered at the off-campus site. The off-campus equivalency issues deal with the SCWK courses, not with other electives

**PROGRAM REVIEW – Sept. 15, 2001**

- Draft due to Kathy by August 30, 2001
- Assignments:
  - Employer Survey – G. Matthews
  - Student Evaluations – M. Berghoef
  - Faculty Perceptions – G. Matthews
  - Advisory Perceptions – K. Palazzolo-Miller
  - Labor Market Analysis – J. Hayes
  - Evaluation of Facilities – M. Berghoef
  - Curriculum Evaluation – V. Murphy and W. Samuels

**ANNOUNCEMENTS**

- Work Study students are available to the faculty. Notify Kathy if one is needed.
- All POWC's for the 2000-01 budget year must be in the Dean's Office by June 27.
- Tentative fall teaching schedule was distributed.
- Gerald and Mike are planning an interactive hookup with Malinda LaPine at her internship in Colorado.
- Jane announced that this is the last week for classes in Petoskey. Financial Aid is in place for Fall and admissions are on target.
- Gerald announced his text is being revised and will be available for Fall. He request that the text be adopted for SCWK 310, SCWK 350 and SSCI 450.
- Wendy will be moving to Irv Kahn's office when he retires and Jane will be moving into Wendy's current office.

**NEXT MEETING – July 16, 9 a.m. – 2 p.m. (brown bag)**

**Adjourned 2:05 p.m.**

Respectfully submitted,

Pam Nyman, Secretary

**SOCIAL WORK PROGRAM**  
**Practice Committee Meeting**  
**January 31, 2001**  
**ASC 2082**

**Present:** Mike Berghoef, Jane Hayes, Gerald Matthews, Victoria Murphy, Pam Nyman,  
Kathy Palazzolo-Miller, Wendy Samuels

Meeting was called to order by K. Palazzolo-Miller at 9 a.m.

- Brainstorming was continued from the March 3 meeting. W. Samuels presented the following chart for discussion.

SCWK 110

Basic Overview

History

Scope – Profession

Ethics

Program Overview

Critical Thinking

SCWK 130

Basics of what it takes to be a helping professional

Family Origin

Ethics

Intake and Engagement

Active Listening

Exploring Skills

Beginning Assessment

SCWK 220

(Micro) Info & Family Assessment

Goal setting

Intervention Techniques

(Practice & Interviewing)

Special Populations

Models

Ecological framework

Theory

SCWK 320

(Macro) Group & Community

\*Advocacy

Community Projects

Group Interviewing

Organizational

\*Social Change

SCWK 330

Prerequisite SCWK 220

Intervention

Evaluation

Termination

(Review assessment and tax planning)  
Lots of interviewing

SCWK 481/482

As needed

Capstone

Special populations

3 weeks each

DSM IV – Medication

Political Advocacy

- There is a need to compare with other B.S. programs on the Internet. Mike has already begun this process.
- The concentration at present is on practice but there is a need to take a good look at related courses. Courses dealing with the following subjects could be offered as a higher course number keeping the possibility of offering a graduate program in mind: substance abuse, child welfare, health, youth and corrections and political.
- **STUDENT ISSUES**

██████████ request for re-admission was discussed. K. Palazzolo-Miller shared the verbal response she received from Mike Moran of Riverview Counseling and Wellness Center regarding ██████████. Issues were discussed, concerns expressed and options were suggested. The vote to re-admit ██████████ follows:

- M. Berghoef – yes
- J. Hayes – yes – internship agency should be prepared, tight supervision, counseling recommended, emphasize this is his last chance
- G. Matthews – yes – would like to talk to Bruce one-on-one and would like to know how his current job is going and what his supervisor has to say
- V. Murphy – yes – would like to hear what current supervisor says, would recommend counseling and work closely with the placement
- W. Samuels – yes – if we can legally do it, mandate counseling

Mike Berghoef will be assigned as ██████████ liaison. Gerald Matthews will be the contact for field placement. If ██████████ fails this time, he will receive a letter stating it is final.

**Meeting schedule:**

February 14 – Field and Recruitment Committee

February 21 – Full faculty meeting

Respectfully submitted,

Pam Nyman, Secretary

SOCIAL WORK PROGRAM  
Faculty Brainstorming Session  
March 3, 2000  
10:30 a.m. - 2:00 p.m.  
ASC 2082

Present: Mike Berghoef, Jane Hayes, Gerald Matthews, Kathy Palazzolo-Miller,  
Barbara Pillsbury, Wendy Samuels, John Thorp, Vicki Williams

- M. Berghoef opened the brainstorming session with a presentation on WebCT. Some of the features covered were how to link to the CSWE home page and how to access CSWE information and policies. A new policy statement is expected in 2001. Forms relating to site visits are available on the website. The FSU Self-Study on the web and the burning of the manuals on a CD for submission were discussed. Syllabi prototype can be included on the web as well as a master calendar. Mike will work with everyone individually to obtain access to WebCT.
- Brainstorming continued with discussions of generalist practice, macro vs. micro, integrated or eclectic curriculum, and program mission. The current model was discussed with most faculty agreeing it is a good model but needs a new title to better reflect the program. Now is the time to make any changes deemed necessary as the model is central to everything. Consensus was reached as shown in Diagram A.
- The future of SCWK 170 was discussed. Issues such as how will it be handled, what happens if it is dropped from the curriculum. Currently SCWK 170 acts as a screening process for students before enrolling in SCWK 191. It addresses the concerns as to where the student is at with personal unresolved issues and whether the student is prepared to advance in the program. Agreement was reached that SCWK 170 would be a prerequisite to SCWK 191. However, if the student is a transfer and does not need to take 191, they also would NOT have to take 170. This is in agreement with the proposal originally presented by B. Pillsbury. The Syllabus prototype needs to be updated.
- SCWK 370 was discussed. K. Palazzolo-Miller sees value in the materials covered in this course. Some felt the material could be covered in the first three weeks of SCWK 481. Discussion followed as to how 370 could be organized in a different manner. This is an option for next Winter semester. Problems do occur with the fact that this class

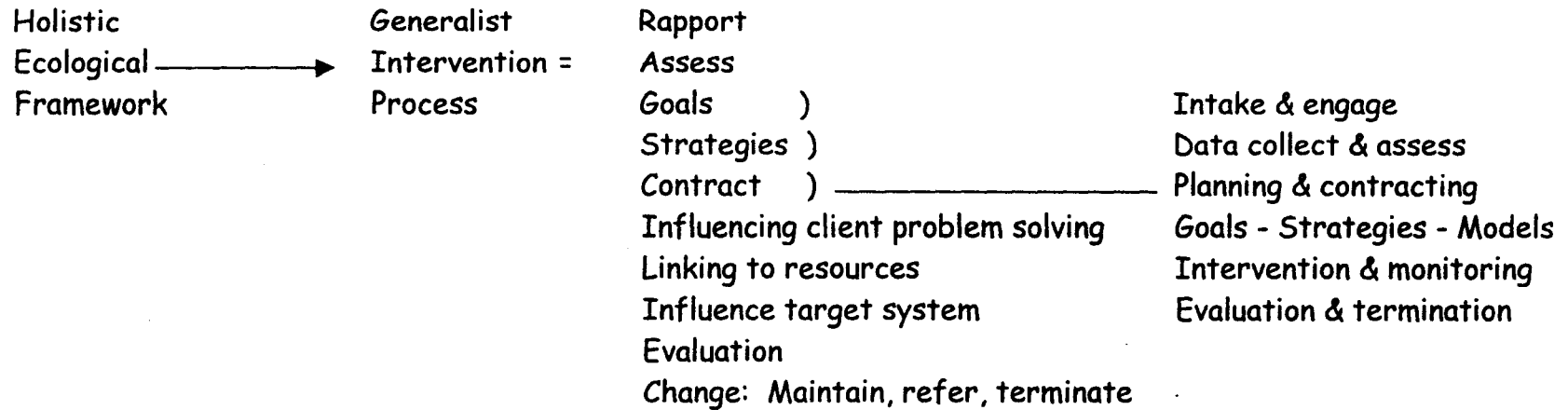


is offered only in the Winter. Sometimes the students may not go on internship until several semester later, thus not retaining the class material.

- Clarification was made that exams are not mandatory, HOWEVER, the class must meet during exam week even if an exam is not given.
- Field placements were discussed - block placement vs. concurrent placement. SCWK 481/491 are affected by this decision. Questions which were raised; how would research be handled, portfolios? It was suggested that the students be given a choice between block and concurrent placement dependent upon their circumstances. The field placement must be advantageous for field instructor and student so the student is present during prime learning activities. It should be offered before SCWK 450 and SCWK 491/492. These courses should stand alone and not rely on each other or they become a hindrance and cumbersome to students. The configuration of SCWK 450 was also discussed.
- Handouts regarding the Proposed Social Work Program for the Self-Study were distributed by B. Pillsbury

Pam Nyman, Secretary

## DIAGRAM A



CPS = Curriculum Policy Statement (CSWE)  
Code of Ethics  
Knowledge + Understanding + Action

## SOCIAL WORK PROGRAM

Faculty Meeting

May 14, 2001

ASC 2082

Present: Jane Hayes, Gerald Matthews, Victoria Murphy, Pam Nyman, Kathy Palazzolo-Miller,  
Wendy Samuels

Absent: Mike Berghoef

K. Palazzolo-Miller called the meeting to order at 12:00 noon

### STUDENT ISSUES

- [REDACTED] was allowed to enroll in SCWK 481 5 weeks late with the understanding he would not miss any classes. He missed most of the classes, only completed the learning contract, passed 1 of 7 exercises and earned 50 out of 1,000 points. Faculty voted unanimously to expel [REDACTED] from the Social Work Program.
- [REDACTED] failed SCWK 240, therefore she cannot enroll in SCWK 191 and has been denied first year field placement. The opinion was expressed that [REDACTED] will probably be transferring to a school out of state in the fall.

### CSWE

- Anyone wishing to make a statement re the Proposed Revision of the Curriculum Policy Statement and Accreditation needs to notify Kathy by tomorrow (Tuesday)

### MISSION STATEMENT

- The Social Work Program at FSU will be a national leader in providing opportunities for innovative teaching, service and learning in social work education.

### OBJECTIVES/GOALS

- Objectives are measuring tools of the goal
- The goals as listed on page 6 of the CSWE Proposed Accreditation Standards apply to and could be used as the goals for the Ferris program
- Goals will be generalist
- Curriculum needs to offer more PSYC and SOCY course options. Upon completion of the BSW program our graduates will be able to demonstrate the following: critical thinking, depth of communication skills, breadth of liberal arts (portfolio measures).
- Emphases on critical thinking would be an objective and needs to be included in the syllabus

- Provide diverse student body. Actively seek recruitment from a variety of populations and measure by the number of activities. Outcome measures by the number of diverse enrollments.
- More flexibility is needed in the Biology/Sciences. Require BIOL 101 OR 111 and a 3 or 4 credit science.
- SOCY/PSYC – Intro to PSYC is required. Eliminate PSYC 410 as a requirement and develop 2 HBSE to eliminate 226 and replace with SCWK. Consider adding Child Welfare and Abnormal PSYC. Intro to SOCY is required. SSCI 450 should be a SCWK course. Prereq – SCWK candidacy or consent of the instructor.
- Candidacy – any 300 level course should have Candidacy as a prerequisite.
- Offer 3 new 200 level courses that deal with specific groups (i.e. SCWK for at risk populations) and eliminate SOCY courses. The 200 level courses on groups should be taken before Candidacy.

**NEXT MEETING – May 21, 2001**

**Adjourned 2:00 p.m.**

Respectfully submitted,

Pam Nyman, Secretary

## SOCIAL WORK PROGRAM

Faculty Meeting

June 18, 2001

ASC 2082

**Present:** Mike Berghoef, Jane Hayes, Gerald Matthews, Victoria Murphy, Pam Nyman, Kathy Palazzolo-Miller, and Wendy Samuels

K. Palazzolo-Miller called the meeting to order at 12:00 noon

### CURRICULUM

- Proposed revision II was discussed
- Math requirement was clarified
- Full curriculum is not offered at the off-campus site. The off-campus equivalency issues deal with the SCWK courses, not with other electives

### PROGRAM REVIEW – Sept. 15, 2001

- Draft due to Kathy by August 30, 2001
- Assignments:
  - Employer Survey – G. Matthews
  - Student Evaluations – M. Berghoef
  - Faculty Perceptions – G. Matthews
  - Advisory Perceptions – K. Palazzolo-Miller
  - Labor Market Analysis – J. Hayes
  - Evaluation of Facilities – M. Berghoef
  - Curriculum Evaluation – V. Murphy and W. Samuels

### ANNOUNCEMENTS

- Work Study students are available to the faculty. Notify Kathy if one is needed.
- All POWC's for the 2000-01 budget year must be in the Dean's Office by June 27.
- Tentative fall teaching schedule was distributed.
- Gerald and Mike are planning an interactive hookup with Malinda LaPine at her internship in Colorado.
- Jane announced that this is the last week for classes in Petoskey. Financial Aid is in place for Fall and admissions are on target.
- Gerald announced his text is being revised and will be available for Fall. He request that the text be adopted for SCWK 310, SCWK 350 and SSCI 450.
- Wendy will be moving to Irv Kahn's office when he retires and Jane will be moving into Wendy's current office.

**NEXT MEETING – July 16, 9 a.m. – 2 p.m. (brown bag)**

**Adjourned 2:05 p.m.**

Respectfully submitted,

Pam Nyman, Secretary

COMMUNICATION (12 CREDIT HOURS)

(English and Speech) 2 disciplines, 1 course 300 level or above

English 150, 250, 321

Communication 121 OR 105 ?

300 Level course: Engl. 321 OR Engl 323 or SCWK ----grant writing

SCIENTIFIC UNDERSTANDING 7-8 credit hours

(need two courses, one course with a lab)

Must have at least one of these:

Biol 101 Genetics, Biol 109, Anatomy, Biol 111 Environment

Can chose one from the following: Biol 103, Chem 103, Chem 104, Chem 207, Astr 130, Geog 111, Physics 130.

QUANTITATIVE Math 117/ Math 115

*(Math 110 requirement or equiv)*

CULTURAL ENRICHMENT/ GLOBAL CONSCIOUSNESS- 9 CREDIT HOURS

(Arch 244, Arth, Arts, Comm231, Eng 322, French, German, History,

Humanities, Literature, Music, Phot 101, Spanish, Theater)

(Choose 3, one has to be 200 level or higher)

Hist 122,

Humn 325/ 326

Humn 100... *instead*

- Humn 115 Intro to Philosophy
- Humn 101 Classical and medieval periods
- Humn 216 Intro to Ethics
- Humn 217 Intro to Logic
- Humn 230 Woman, Art and Society
- Humn 202 African American Cultural Expression
- Humn 240 Popular Culture
- Spanish
- French
- German
- Literature 170, 180, 203, 202, 204, 286, 300, 301, 303, 304, 305, 326, 327, 343

SOCIAL AWARENESS- 9 CREDIT HOURS

(Anth, Econ, Political Science, Sociology, Geography, SSCI)

(2 different subject areas, 1 to be 300 level or higher, need to address social awareness and race/ethnicity/gender roles)

Psyc 150

Socy 121 OR Socy 122 Or Geog 112 Cultural Geog. OR Geog 202 Geog of Latin

Amer/Africa/Asia

Socy 340 Minority Groups

- Or Socy 341 Community Studies
- Or Socy 344 World Urban Soc
- Or Socy 345 Filed of Aging
- Or Socy 355 Soc. Of Handicapped
- Or Socy 373 Health and Illness in Society
- Or Socy 450 Criminology
- Or Socy 460 Social Change
- Or Socy 443 Social Stratification
- Or SCWK electives

**PROFESSIONAL FOUNDATION ( credit Hours)**

- Scwk 110 ORIENTATION (2)
- Scwk 130 Interviewing (3)
- Scwk 170 \* Agency and Program Orientation (1)
- Swck 191 \* Intro Field Placement (120 Hours) (3)
- Scwk 210 Intro to Soc Welfare (3)
- Scwk 220 Theories and Methods (4) 3
- Scwk 240 \* Foundation of Practice (3)
- Scwk \* *Advocacy Political Advocacy* ~~2003 3~~
- Scwk 310 Soc Welf Policy Anay (3)
- Scwk 330* Scwk 320 Theories and Methods- Group (3)
- Scwk 370 Field Orientation (Safety, Stress/Burn-out) (1)
- Scwk 350\* Research Design (3)
- Scwk 450\* Research Statistics (3)
- Scwk 481/ 482 Seminar (4)
- Scwk 491/ 492 Field \* (12)\*Lower to 400hrs
- SSCI 450 Intercultural Competence (3)

**Add to Mandated Courses:\***

- Scwk 261 Social Services for Children and Youth (2)
- Scwk Social Work with the Elderly (2)
- Scwk Social Work with the Developmentally Delayed (2)  
And Handicapped
- Scwk Social Work with the Mentally Ill (2)

**Program Electives:**

- Scwk262\* Health Related Social Services-( medical terminology)
- Scwk263 Substance Abuse- the Problem\* lower to 2 hrs
- Scwk 264 Substance Abuse -Treatment and Prevention\* lower to 3hrs
- Scwk 265 Social Services and Corrections
- Scwk 361\* Legal Aspects of Social Work
- Scwk----- Practice III

**RELATED COURSES**

- Econ 221
- PLSC 121
- Psyc 226 Lifespan Human Development OR SCWK 200 Human Behavior in Soc
- Enviro..Part I Life Span, Part II Micro systems, Mezzo, and Macro

*Social Work Aging Population*

CHOOSE ONE:

Psyc 410	Behavioral Modification
Psyc 241	Psych with Exceptional children
Psyc 325	Social Psych
Psyc 341	Child Psych
Psyc 342	Psych of Adolescents
Psyc 360	Physiological Psych
Psyc 422	Abnormal Psych
Psyc 430	Interpersonal/Cultural Perceptions

CHOOSE ONE:

Socy 225	Marriage and the Family
Socy 242	Soc of Deviant Behavior
Socy 344	Urban Soc
Socy 345	Field of Aging
Socy 355	Handicapped
Socy 373	Health and Illness
Socy 450	Criminology
Socy 460	Social change

IDEA....."Tracks"

Children and Youth:

Lit 326	Children's Lit
Lit 327	Adolescent Lit
Socy 355	Soc of Handicapped
Socy 373	Health and Illness
Socy 225	Marriage and Family
Socy 450	Criminology
Socy 443	Social Strat
Scwk 261	Soc Services with Children/Youth
Scwk	Developmental Delayed/Handicapped
Psyc 241	Psych Except children
Psyc 341	Child psych
Psyc 342	Adolescent Psych
Psyc 422	Abnormal Psych
Psyc 410	Behavioral mod
Comm310	Non-verbal comm.
Comm365	Intercultural Comm



**SOCIAL WORK PROGRAM**  
Faculty Meeting  
August 21, 2001  
ASC 2082

**Present:** Mike Berghoef, Jane Hayes, Gerald Matthews, Victoria Murphy, Pam Nyman, Kathy Palazzolo-Miller, John Thorp, and Wendy Samuels

K. Palazzolo-Miller called the meeting to order at 8:30 a.m.

### **ANNOUNCEMENTS**

- Videos recommended for viewing and/or class use: In the Gloaming, a TV movie made by Christopher Reeves; Straight Man with Richard Russo; America History X starring Edward Norton. Faculty were encouraged to make a list of films and books being used in classes and have available for sharing.
- FPW reception 4:30-6 p.m., Aug. 22 in the Rankin Center Presidents Room
- Dates and times for faculty working registration were reviewed
- Cathryn Claerhout from the Admissions Office will attend the Aug. 28 faculty meeting to discuss DAWG DAYS. Social Work is scheduled for the Feb. 9 session but additional dates are still available.
- Subscriptions are available for the New Social Worker magazine.
- Palazzolo-Miller read an inspirational piece which offers a different perspective to teaching and shows how the teachers also learn from the students.
- Kick-Off Week meeting on Aug. 20 - Palazzolo-Miller shared her impressions and Mike Berghoef's presentation on Safe Place was discussed.
- Need "Taping" signs for STR 110 to alert faculty when students are taping interviews.
- Palazzolo-Miller and Berghoef will be attending a meeting at Kendall in Grand Rapids on Sept. 20 to discuss training for social workers at Lutheran Child and Family Services.
- Access to the SWA office was discussed. Faculty unanimously agreed the room is available for use by all social work students and is not to be limited to the SWA Executive Board.
- Need to redo the Comp Test. Should consist of 50 broad questions. Faculty were asked to submit 5 or 10 questions to Palazzolo-Miller
- Hayes and Samuels will administer the BEAP test.
- SWA Welcome Night – Sept. 17 at 6 p.m. in STR ??
- Field Instructors Workshop – October 12

### **PROGRAM REVIEW**

- Clarified what needs to be covered.
- Need to address lack of representation on Departmental committees by women and social work faculty.
- Expectations and Improvements for the program were discussed.
- Emphasized the need for more visibility and good photos on display

- Completion of reports needed for the program review:
  - Employer (Matthews) – 70 surveys mailed
  - Student Evaluations (Berghoef)
  - Faculty Perception (Matthews) – is in the process of interviewing now
  - Labor market (Hayes) – will be done next week
  - Facilities (Berghoef)
  - Curriculum Evaluation (Murphy/Samuels) – done
- Discussed strengths and weaknesses of the program.
- 1<sup>st</sup> Year Graduate Survey 1987-2000 prepared by Sandy Stover was distributed. The survey will be used as an evaluation tool for several upcoming reports.
- Faculty will begin Fall 01 to revise course syllabi with revised syllabi ready for use Winter 02.

### **UNIT ACTION PLAN**

- Emphasize the need for a full time tenure track position in Traverse City
- Include program expansion in Petoskey
- Request a computer for classroom use in STR 114
- Include program plans to offer a MSW

### **STUDENT HANDBOOK**

- Is being updated on Berghoef's website

### **FIELD MANUAL**

- Matthews distributed the revised field manual.
- Samuels moved, seconded by Hayes to adopt the manual and the 7 competencies. Approved unanimously.

**Meeting was adjourned at 3:15 p.m.**

Respectfully submitted,

Pam Nyman, Secretary

**SOCIAL WORK PROGRAM  
FERRIS STATE UNIVERSITY  
BIG RAPIDS, MICHIGAN**

**SOCIAL WORK STUDENT COMPREHENSIVE EXAM  
PERFORMANCE: 1988 - 2000**

**Sandy Stover, Professor Emeritus**

**Ferris State University**

**January, 2001**

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## **SOCIAL WORK STUDENT COMPREHENSIVE EXAM PERFORMANCE: 1988-2000**

From 1988 to 2000, Ferris social work seniors completed an annual combination of comprehensive examinations, consisting of the COMP (College Outcome Measures Program) Objective Test and a 100-item multiple-choice CSW (Comprehensive Social Work) Examination, the latter having been constructed, in several versions, by the Ferris social work faculty themselves. Results of the first five years of this testing (1988-92) were reported in the program's 1994 *Self-Study*. For the sake of longer-term comparisons, 1998-92 COMP results are included below along with heretofore unreported COMP results for 1993-2000. However, in the case of the CSW exam, which was administered in a completely new version for the first time in 1995, results are reported only for 1995-2000.

### **Relationship of Examination Process to Expected Educational Outcomes**

The Ferris social work comprehensive exam process constitutes measurement of three of the program's seventeen expected educational outcomes, which are included here as originally stated in the 1989 *Self-Study*<sup>1</sup> and as revised in the 1994 *Self-Study*.<sup>2</sup>

2. Graduates will learn a basic foundation of liberal arts content and processes. **INDICATOR TARGETS:** During the final year of enrollment, usually during the quarter of graduation, students will achieve a mean total COMP score which is at least eleven points higher than the freshman mean total COMP score estimated by their ACT scores. Also, students will achieve an average percentile score of at least 40 on the three COMP process areas: Communicating, Solving Problems, and Clarifying Values. (The College Outcome Measures Program is a nationally normed examination of outcomes for liberal arts processes and content. In a study of 116 institutions, the mean institutional performance on COMP was eleven points above the freshman mean COMP score for that institution as estimated by ACT scores.)

**1994 REVISION:** Graduates will have learned a foundation of liberal arts content and processes. **INDICATOR TARGETS:** During the final year of enrollment, usually during the semester of graduation, social work seniors will achieve a mean total COMP score which is at least eleven points higher than the freshman mean total COMP score estimated by their ACT scores. Also, when compared with COMP Alternative Senior Reference Group Norms, students will achieve an average percentile score of at least 50 for the total COMP score and at least 50 for the three COMP process areas: Communicating, Solving Problems, and Clarifying Values. (The College Outcome Measures Program Objective Test is a nationally standardized measurement of

outcomes for liberal arts processes and content. In a 1990 longitudinal study of 30 institutions, mean institutional performance on COMP, for seniors, was 10.6 points above freshman mean COMP score for the same students. This is the basis for the "gain" target of eleven points.

3. Graduates will learn basic content in the social sciences. INDICATOR TARGET: For the same COMP exam, students will achieve an average score of at least 60 percentile on the "Functioning Within Social Institutions" content area.

1994 REVISION: Graduates will have learned basic content in the social sciences. INDICATOR TARGET: For the same COMP exam, and in comparison with the same norms [as stated in the 1994 revision of Indicator Target 2], social work seniors will achieve an average score of at least 60 percentile on the "Functioning Within Social Institutions" content area.

4. Graduates will learn beginning professional content and processes in social work knowledge, skills, and values. INDICATOR TARGET: At the same time as the COMP exam, students will achieve an average percentage score of at least 75 on a written [CSW] examination on the knowledge, skills, and values of generalist social work.

1994 REVISION: Graduates will have learned beginning professional content and processes in social work knowledge, skills, and values. INDICATOR TARGET: On a written social work [CSW] examination prepared by Ferris faculty, social work seniors will achieve a mean score which is twenty points higher than the mean score of an "unprepared" comparison group consisting of all students taking the same examination upon entry into the curriculum.

### **Relationship of Examination Process to Curriculum Revision**

In addition to serving as a measure of educational outcome, comprehensive exam results have been linked with curriculum revision. This linkage was made specific when, in the 1994 *Self-Study*, faculty planned to institute certain curriculum revisions if the above indicator targets were not met. Pertinent passages are included here:

... [T]he faculty . . . recommend that, if the above revised [COMP Exam] targets are not achieved for the five-year study period in question [1993-97] (as evaluated in 1997-98), there be an in-depth revision of all relevant parts of the curriculum—and of admission standards as well. This revision would be put in place no later than 1999-2000 and would include, beyond changes in overall course requirements, thoroughgoing changes in social work course objectives, content, teaching methodology, and evaluation methodology. The goal would be to enhance all relevant areas of learning, including general education areas. Such a level of change would require the cooperation of faculty in disciplines other than social work in order for social work faculty to devise methods for incorporating new general education learning opportunities "across" their own professional foundation. Otherwise, if targets are met, further major revision of the program should await self-study for the next CSWE reaccreditation (projected for 2002-03).<sup>3</sup>



. . . [T]he faculty . . . recommend that, if the above revised [CSW exam target] is not achieved for the five-year study period in question [1994-98] (as evaluated in 1998-99), there be an in-depth revision of all relevant parts of the professional foundation curriculum. This revision would be put in place no later than 2000-01 and would include, beyond changes in overall social work course requirements, thoroughgoing changes in social work course objectives, content, teaching methodology, and evaluation methodology. Otherwise, if targets are met, further major revision of the professional foundation should await self-study for the next CSWE reaccreditation (projected for 2002-03).<sup>4</sup>

Discussion of the extent to which the above revised indicator targets have been achieved is found under three "Findings" sections below. Discussion of implications of these findings for curriculum revision is found at the end of this report.

### **Examination Process**

Except for 1988, when they were scheduled in the evening, the combined exams have been annually scheduled in three complete and separate sessions during three mornings of one week in April—always including a Saturday morning. Class and other conflicts have thereby been substantially reduced. The COMP exam lasts approximately two and one-half hours, while the CSW exam requires approximately one and one-half hours. All seniors, including any students planning to graduate prior to the next exam offering, have been required to take the exams. This requirement has been included as part of requirements for that field instruction seminar in which seniors are enrolled at the time of the exams. Because some seniors may not be enrolled in a seminar at that time, and because excused absences are allowed in exceptional cases, participation in the COMP exam is less than 100%. (See "Sample Adequacy.") Passing the CSW exam, on the other hand, has been made a graduation requirement for students who entered the program in fall 1993 or later, and there have therefore been special administrations of that exam—at times other than April.

Students have been assured that the COMP exam is for the sole purpose of evaluating the effectiveness of liberal arts and social work education at Ferris, and that their individual

COMP scores have no bearing on their academic record. In the case of the CSW exam, however, beginning with students entering the program in fall 1993, it is understood that the purpose is both individual and program evaluation, *i.e.*, all students are required to pass the CSW exam in order to graduate.

**Sample Adequacy**

Participation of seniors in the COMP exam, as a percentage of total graduates, is listed in Table 1 below.

---

**TABLE 1 - COMP EXAM PARTICIPATION BY ACADEMIC YEAR OF GRADUATION, 1987-00**

<b>YEAR</b>	<b>PARTICIPANTS/GRADUATES</b>	<b>PERCENTAGE</b>
1987-88	28/39	72%
1988-89	36/62	58%
1989-90	31/45	69%
1990-91	50/65	77%
1991-92	62/65	95%
<b>Five Years</b>	<b>207/276</b>	<b>75%</b>
1992-93	46/61	75%
1993-94	44/50	88%
1994-95	39/46	85%
1995-96	36/42	86%
1996-97	35/36	97%
1997-98	34/40	85%
1998-99	36/40	90%
1999-00	33/34	97%
<b>Eight Years</b>	<b>303/349</b>	<b>87%</b>
<b>Twelve Years</b>	<b>510/625</b>	<b>81%</b>

---

Many students do not graduate in the same academic year in which they take the COMP exam. (Fall semester graduates, for example, normally take the exam in the prior academic year). The above sample size of participants according to academic year of graduation is therefore different from sample size by year of exam participation, which is reported below by calendar years. Also,

calendar year exam results, as reported below, will include some participants who have not yet graduated, especially in the last two years.

Participation of seniors in the CSW exam, as a percentage of total graduates, is listed in Table 2 below.

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**TABLE 2 – CSW EXAM PARTICIPATION BY ACADEMIC YEAR OF GRADUATION, 1994-00**

<b>YEAR</b>	<b>PARTICIPANTS/GRADUATES</b>	<b>PERCENTAGE</b>
1994-95	5/46	11%
1995-96	33/42	79%
1996-97	36/36	100%
1997-98	38/40	95%
1998-99	36/40	90%
1999-00	28/34	82%

---

As expected, participation rate during the first year is low because most graduates had begun the program prior to fall 1993. Moreover, as in the case of the COMP exam, the above sample size of CSW exam participants according to academic year of graduation is different from sample size according to (calendar) year of exam participation, the latter to be reported below. Finally, calendar year exam results, as reported below, will include some participants who have not yet graduated, especially in the last two years.

**Findings: Mean Gain in COMP Total Score**

It is possible, based on extensive large sample analysis by ACT, to use ACT composite scores to accurately estimate the mean COMP total score that a group of freshmen would have achieved had they taken COMP as freshmen. It is not possible, with acceptable confidence, to make such predictions for COMP sub-test scores. Also, this capability is limited to students whose ACT scores are sufficiently close in time to their college entry, which is determined by ACT to be the case for seniors under age 24. Finally, because such an analysis requires a sample

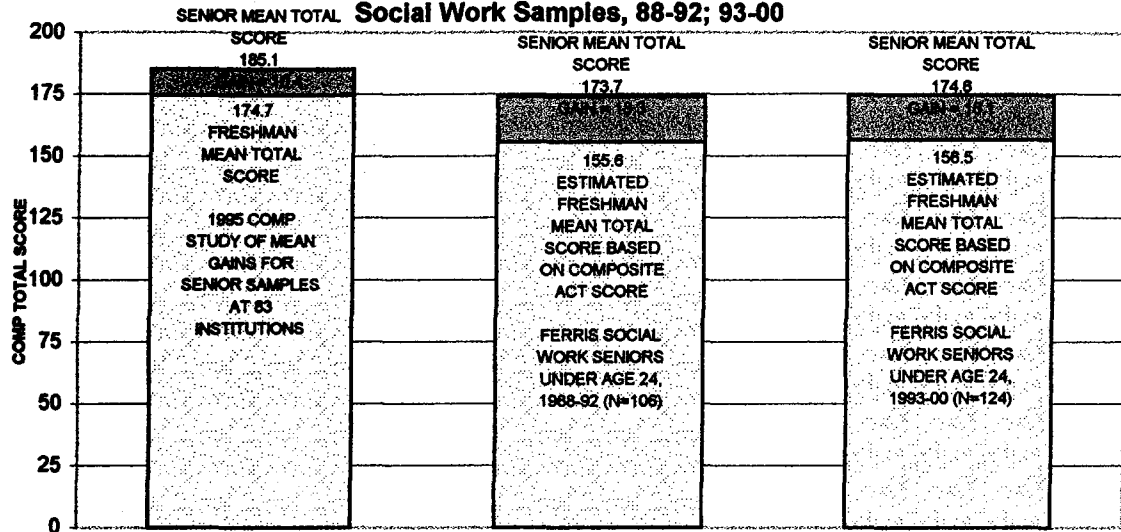
size of at least 30, yearly samples of eligible Ferris social work students can not stand alone, but must be aggregated across several years. Given these limitations, it is possible to estimate the general education *gain* (difference between actual senior mean COMP total score and estimated freshman mean COMP total score) for a sample of 124 social work students who took the COMP exam over the eight year period, 1993-2000. This measure of gain for 1993-2000 can be compared with the same measure for the five year period, 1988-92 (sample of 106 social work students), which was reported in the 1994 *Self-Study*.<sup>5</sup>

The gain in mean COMP total score for Ferris social work students can also be compared with the gain in mean COMP total score for a national reference group. As reported by ACT, "in a 1995 study of mean gains for 10,516 senior samples at 83 institutions in the 1995 senior reference group, the mean estimated COMP total raw score gain was 10.4 points." <sup>6</sup> (For the 1995 national senior reference group, freshman mean COMP total scores are derived from actual COMP exam performance when these seniors were freshmen, rather than from estimates based on ACT composite scores. Moreover, the mean gain value, as reported for the national reference group, is an unweighted average of institutional means, not the means of individual scores.)

Figure 1 shows that the two Ferris social work samples achieved almost exactly the same estimated mean gain of approximately 18 in COMP total score. This far exceeds the target mean gain of 11 established by the social work faculty as reported above, and it is nearly twice the mean gain in the 1995 ACT national study of seniors who had taken the COMP exam as both freshmen and as seniors. Indeed, none of the 83 institutions studied in the 1985 ACT national study experienced a mean gain as high as 18.

A caveat should be noted: Because the Ferris samples were restricted to students who were less than 24 years old and for whom there were ACT composite scores, these samples represent less than half (45%) of those who completed the COMP exam and even less (37%) of all graduates. Nevertheless, for the younger group studied, the mean gain results are striking.

**FIG 1 - MEAN GAINS, COMP TOTAL SCORE: National Sample vs Ferris Social Work Samples, 88-92; 93-00**



There is some reason to speculate that such a degree of mean gain is not so much an educational effect as an effect of the relatively low entering level of achievement of the social work sample. However, a 1992 ACT technical report suggests that this is probably not the case:

... the question was asked: is there a pronounced pattern in which samples with low entering levels of achievement show relatively large gains and samples at high entering levels of achievement show relatively small gains? ...

There was no clear pattern, although there was a modest relationship in the direction of mean gains to be inversely related to ACT means. For the 112 samples of seniors, there was a correlation coefficient of  $-.34$  between mean ACT scores and mean gains. A correlation coefficient of  $.10$  between senior total score means and mean gains indicated essentially no relationship between amount of growth and exiting level of proficiency. Furthermore, cases of relatively large gains (more than one standard deviation above the group mean) were found at every level of entering achievement. There were also institutions with estimated mean gains substantially below the mean for the group at all strata of entering achievement. These patterns, with no large relationship between entering level and amount of growth, imply that gains do appear to reflect real treatment effects. They can be used with confidence to guide program improvement efforts.<sup>7</sup>

It seems reasonable, therefore, to arrive at the same conclusion for the years of 1993-2000 that was stated in the 1994 *Self-Study* for the years of 1988-92: “. . . there has been substantial general educational growth among the program’s social work graduates—growth for which the entire faculty, both liberal arts and professional, can feel some responsibility.”<sup>8</sup>

However, a less positive aspect of the above comparison must be noted—as it was in the 1994 *Self-Study*. It is clear that throughout the years 1988-2000 the Ferris social work samples entered, and exited, college at a substantially lower level of COMP-measured achievement than the national sample. The national senior mean total score of 185.1 is considerably more than one standard deviation (5.8) higher than the Ferris senior mean total score of 174.6. Furthermore, the Ferris senior performance, at least for this sample of younger students, is at the very same level as the national *freshman* performance. The mean COMP total score of the 1993-2000 Ferris sample (174.6) is, it is true, slightly higher than the same score for the 1988-92 Ferris sample (173.7); but there is little evidence here that there has been measurable *improvement* in COMP exam performance over the past decade. This is especially true given restrictions placed upon the Ferris samples by this analysis. To measure *improvement* it is necessary to study COMP total and sub-test percentiles—for more representative samples and over time.

#### **Findings: COMP Total and Sub-test Percentiles**

Level of total and sub-test performance of a Ferris social work sample can be expressed as percentile scores derived from comparisons with an ACT national reference group. As stated above, the reference group designated in the faculty’s expected educational outcomes and indicator targets (Outcome/Target #2) is the “alternative senior reference group” consisting of seniors from “less selective institutions” (whose sample mean enhanced ACT score is under 21.4). (Updates of norms established by this national reference group have occurred in 1987, 1988, 1990, 1992, and 1995. Total institutions included in the group were 29 in 1992 and 41 in 1995.) Percentile comparisons with this reference group are a meaningful and valid

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method for measuring improvement of COMP-measured performance among Ferris social work seniors over time. This analysis, which includes 538 Ferris social work seniors of *all* ages who completed the COMP exam, regardless of whether or not they completed the ACT test upon entrance to college, is presented in Table 3 and Figures 2 – 8.

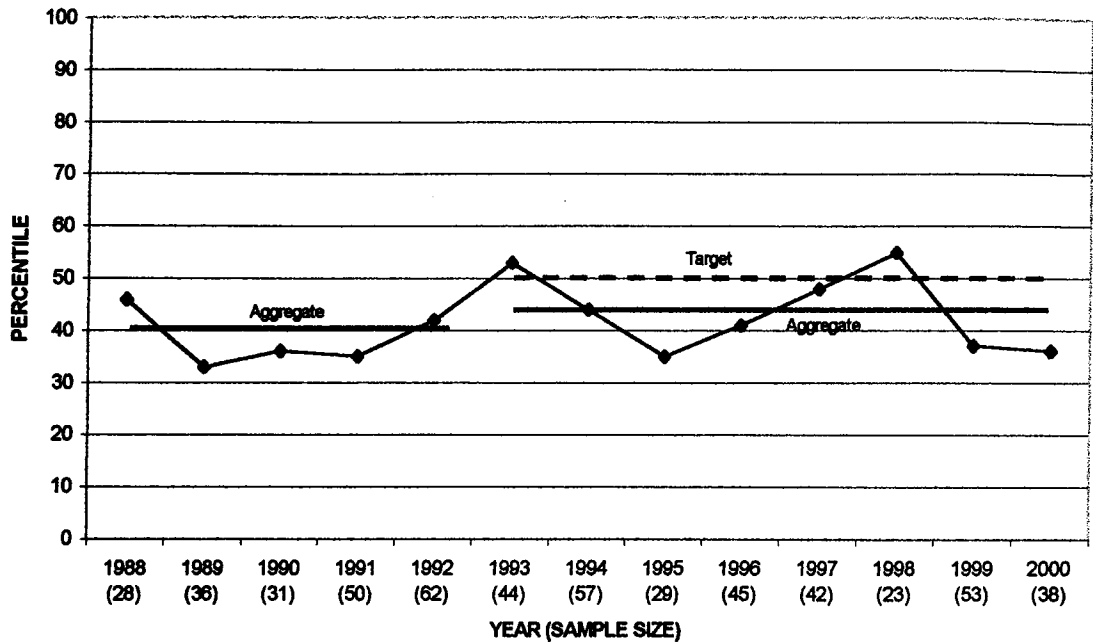
**TABLE 3 – COMP MEAN TOTAL AND SUB-TEST PERCENTILES BY YEAR, 1988-2000:  
Ferris Social Work Samples: COMP Alternate Reference Group Norms\***

SUB-TEST	YEAR (SAMPLE SIZE)					5-YEAR AGGREGATE (207)	YEAR (SAMPLE SIZE)								8-YEAR AGGREGATE (331)
	1988 (28)	1989 (36)	1990 (31)	1991 (50)	1992 (62)		1993 (44)	1994 (57)	1995 (29)	1996 (45)	1997 (42)	1998 (23)	1999 (53)	2000 (38)	
Function in Soc.	61	46	49	45	41	48	48	46	41	41	45	53	40	37	44
Using Science	47	26	37	37	39	37	51	43	35	44	51	60	43	48	44
Using the Arts	39	42	36	35	49	45	56	46	37	45	53	55	38	37	46
Communicating	40	32	39	42	42	38	52	40	37	37	41	45	35	33	40
Solving Problems	54	44	45	43	37	44	49	46	35	38	52	53	38	41	42
Clarifying Values	50	33	37	36	58	50	67	56	50	57	59	73	54	51	55
<b>TOTAL SCORE</b>	<b>46</b>	<b>33</b>	<b>36</b>	<b>35</b>	<b>42</b>	<b>40</b>	<b>53</b>	<b>44</b>	<b>35</b>	<b>41</b>	<b>48</b>	<b>55</b>	<b>37</b>	<b>36</b>	<b>43</b>

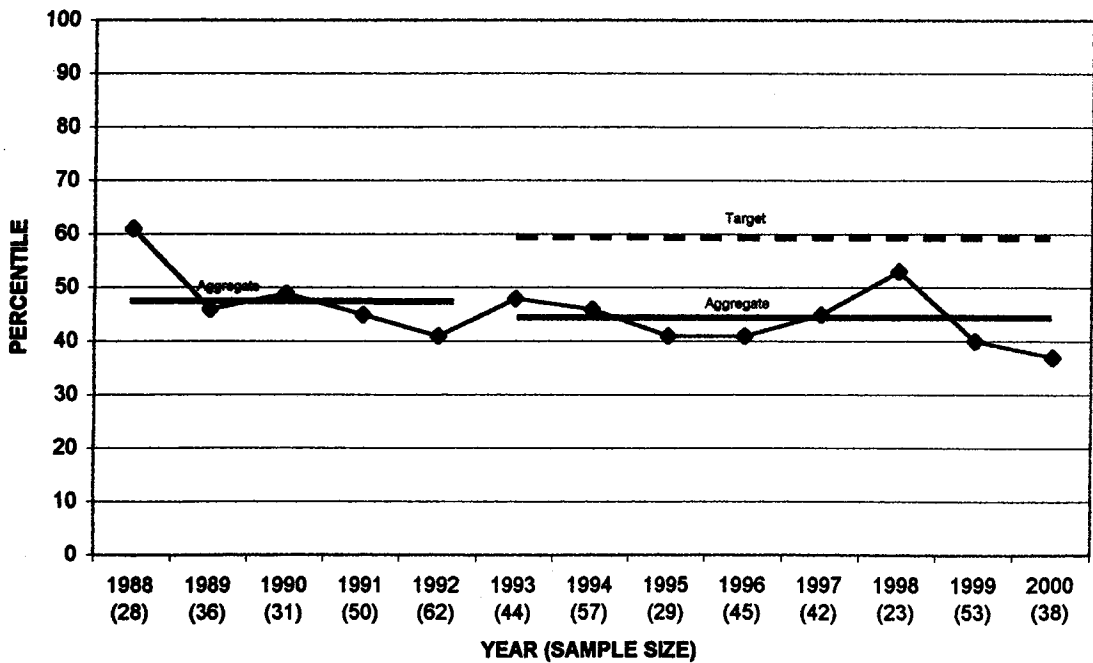
\*Reference Group Norms: 1987 norms for 1988 comparison  
 1988 norms for 1989 and 1990 comparisons  
 1990 norms for 1991 comparison  
 1992 norms for 1992-95 and five-year aggregate comparisons  
 1995 norms for 1996-00 and eight-year aggregate comparisons



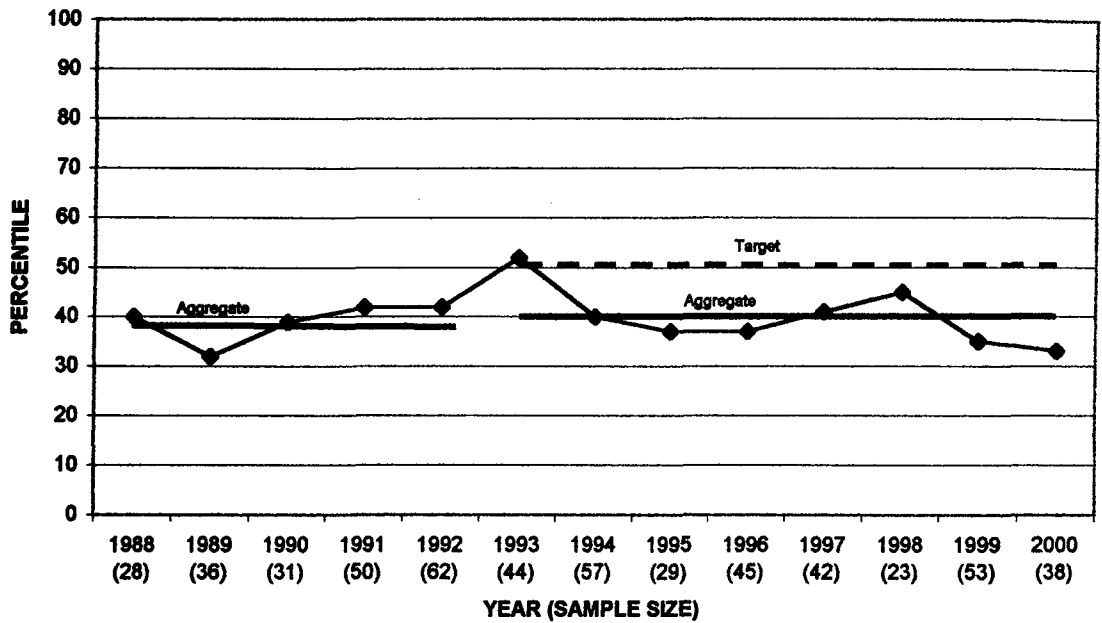
**FIGURE 2 - COMP MEAN TOTAL SCORE PERCENTILE BY YEAR, 1988-00:  
Ferris Social Work Samples: COMP Alternate Reference Group Norms**



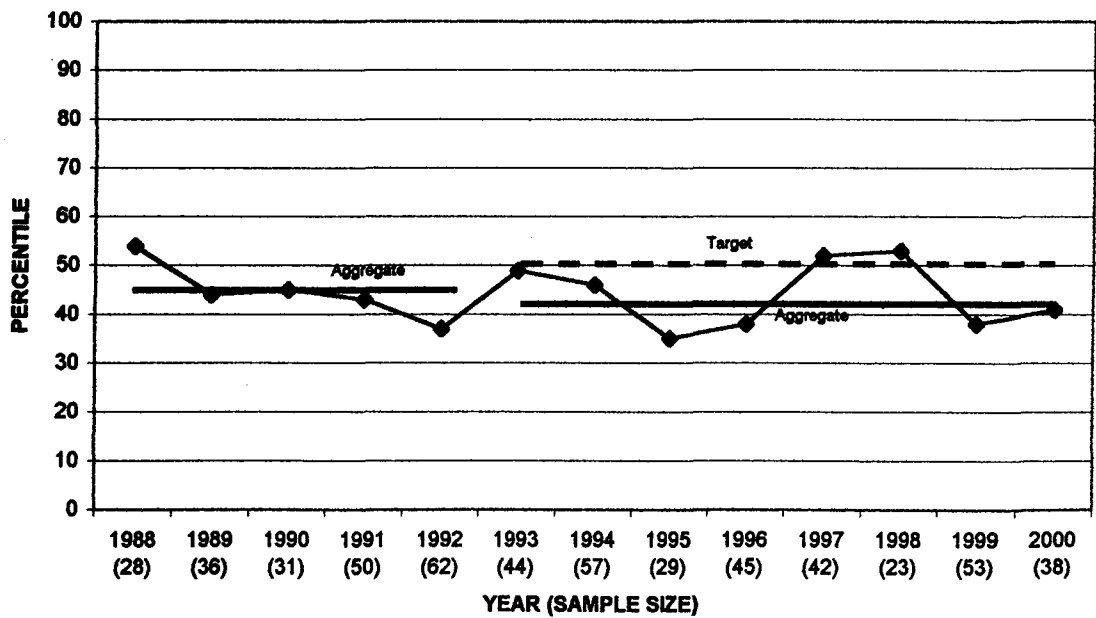
**FIGURE 3 - COMP MEAN FUNCTIONING IN SOCIAL INSTITUTIONS PERCENTILE BY  
YEAR, 1988-00: Ferris Social Work Samples: COMP Alternate Reference Group Norms**



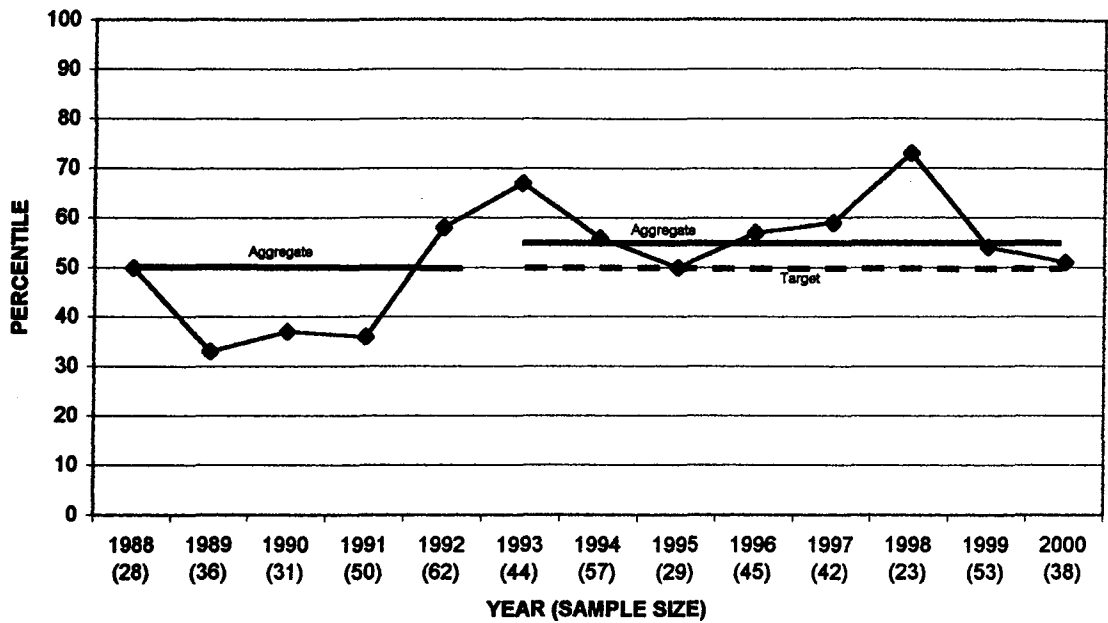
**FIGURE 4 - COMP MEAN COMMUNICATING PERCENTILE BY YEAR, 1988-00: Ferris Social Work Samples: COMP Alternate Reference Group Norms**



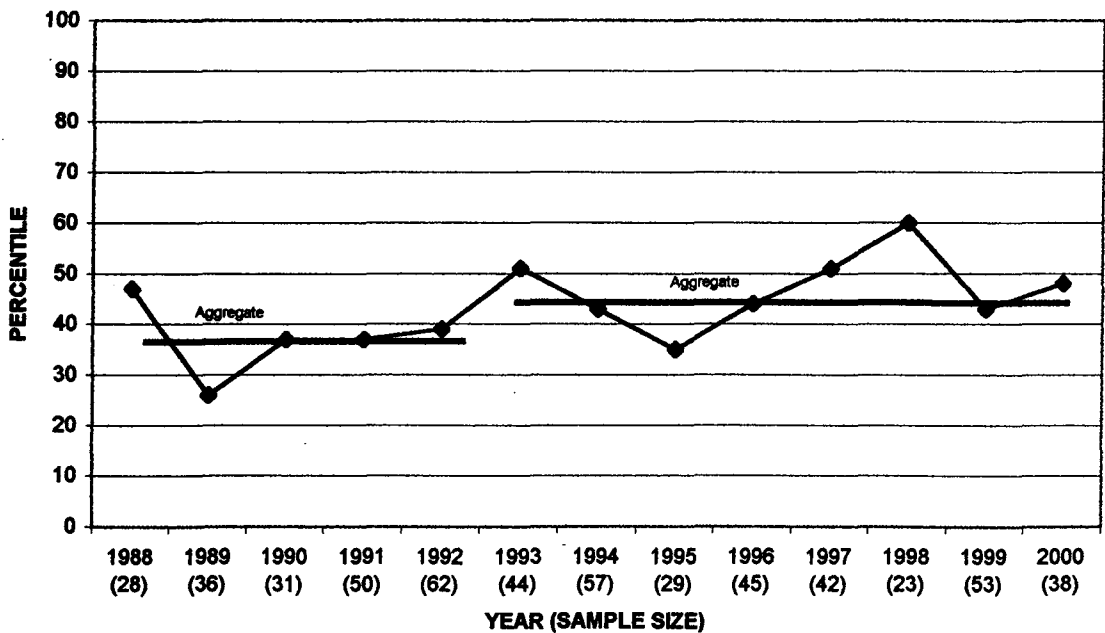
**FIGURE 5 - COMP MEAN SOLVING PROBLEMS PERCENTILE BY YEAR, 1988-00: Ferris Social Work Samples: COMP Alternate Reference Group Norms**



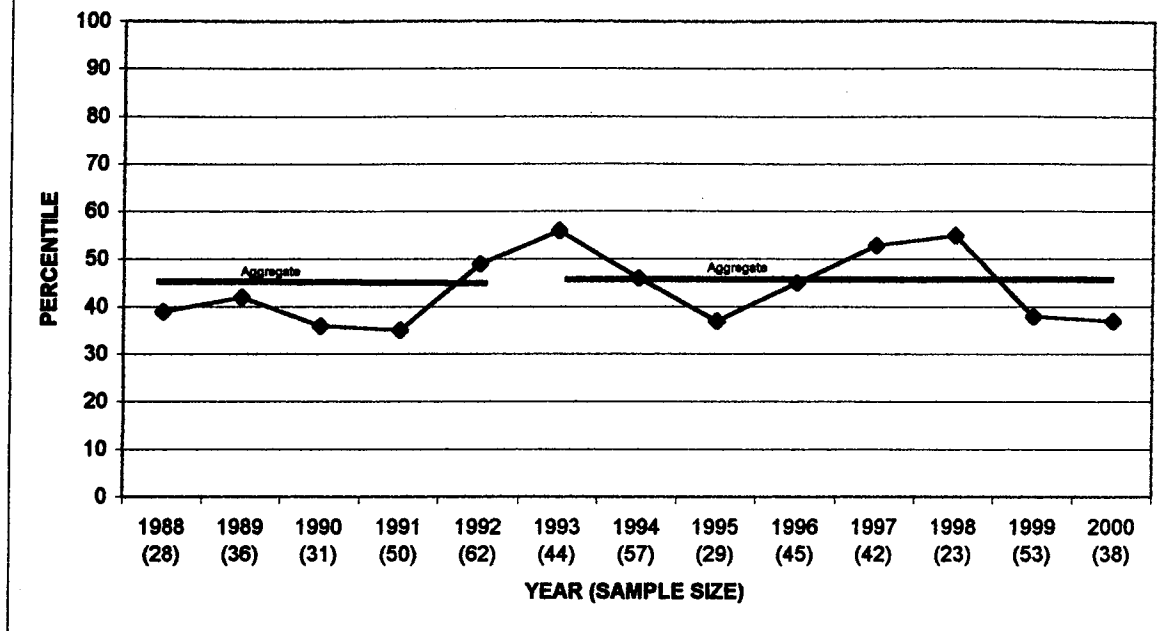
**FIGURE 6 - COMP MEAN CLARIFYING VALUES PERCENTILE BY YEAR, 1988-00: Ferris Social Work Samples: COMP Alternate Reference Group Norms**



**FIGURE 7 - COMP MEAN USING SCIENCE PERCENTILE BY YEAR, 1988-00: Ferris Social Work Samples: COMP Alternate Reference Group Norms**



**FIGURE 8 - COMP MEAN USING THE ARTS PERCENTILE BY YEAR, 1988-00: Ferris Social Work Samples: COMP Alternate Reference Group Norms**



As revealed by this analysis, there was considerable year-to-year variability in performance, with Total Score peaks occurring in 1988, 1993, and 1998, while troughs occurred in 1989-91, 1995 and 1999-00. The same variability, in roughly the same pattern, occurred for the sub-tests.

This surprising variability is also indicated by ranges: Yearly Total Score percentiles ranged from a high of 55 (1998) to a low of 33 (1989); Functioning in Social Institutions from 61 (1988) to 40 (1999); Communicating from 52 (1993) to 32 (1989); Solving Problems from 54 (1988) to 35 (1995); Clarifying Values from 73 (1998) to 33 (1989); Using Science from 60 (1998) to 26 (1989); and Using the Arts from 56 (1993) to 35 (1991). The smallest of these ranges is 19, (Solving Problems), while the largest is 40 (Clarifying Values). While some of this variability may reflect changing norms, it seems probable that actual sizeable swings in performance have

occurred. (In this respect, it should be noted that a wide swing occurred from 1996 to 2000, when the same 1995 norms were used throughout.)

It is possible, as presented in Table 4, to approximate *improvement* by comparing percentiles of the five-year (1988-92) aggregate with those of the eight-year (1993-00) aggregate:

---

**TABLE 4 – COMP MEAN TOTAL SCORE AND SUB-TEST PERCENTILES FOR AGGREGATES OF 1988-92 AND 1993-00, FROM MOST TO LEAST POSITIVE DIFFERENCE: Ferris Social Work Samples: COMP Alternate Reference Group Norms**

SUB-TEST/TOTAL	FIVE-YEAR AGGREGATE PERCENTILE	EIGHT-YEAR AGGREGATE PERCENTILE	PERCENTILE DIFFERENCE (DESCENDING)
USING SCIENCE	37	44	+ 7
CLARIFYING VALUES	50	55	+ 5
<b>TOTAL SCORE</b>	<b>40</b>	<b>43</b>	<b>+ 3</b>
COMMUNICATING	38	40	+ 2
USING THE ARTS	45	46	+ 1
SOLVING PROBLEMS	44	42	- 2
FUNCTIONING IN SOCIAL INSTITUTIONS	48	44	- 4

---

Such an analysis suggests that during the 1990's there was a modest and general improvement of COMP measured performance: Mean Total Score improved (+ 3 %-tile), along with mean score for four of the sub-tests: Using Science (+ 7 %-tile), Clarifying Values (+ 5 %-tile), Communicating (+ 2 %-tile), and Using the Arts (+ 1 %-tile). In the case of two of the sub-tests, however, there was a decline in performance: Solving Problems (- 2 %-tile), and Functioning in Social Institutions (- 4 %-tile).

It is also possible to roughly quantify the degree to which educational outcomes have been achieved in terms of targets established by the faculty for COMP performance. (As described above, targets were set for the years 1993-97 and for four of the sub-tests, as well as for Total Score. Because faculty took no action regarding the five-year [1993-97] aggregate, this analysis has extended that aggregate by three additional years. Given similarity in the patterns of variability over the five-year period and the added three-year period, it is not likely that the comparisons for the five-year aggregate would be notably different than those for the eight-year aggregate.) Table 5 presents such an analysis. With the exception of the Clarifying Values sub-test, all mean scores were less than the target.

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**TABLE 5 – COMP MEAN TOTAL SCORE AND SUB-TEST PERCENTILES FOR THE 1993-00 AGGREGATE, COMPARED WITH FACULTY TARGETS, FROM MOST TO LEAST POSITIVE DIFFERENCE: Ferris Social Work Samples: COMP Alternate Reference Group Norms**

SUB-TEST/TOTAL	TARGET PERCENTILE	EIGHT-YEAR AGGREGATE PERCENTILE	PERCENTILE DIFFERENCE (DESCENDING)
CLARIFYING VALUES	50	55	+ 5
TOTAL SCORE	50	43	- 7
SOLVING PROBLEMS	50	42	- 8
COMMUNICATING	50	40	- 10
FUNCTIONING IN SOCIAL INSTITUTIONS	60	44	- 16

---

Also with respect to performance related to COMP targets, it can be seen from Figures 2-6 that, on a yearly basis, performance for Clarifying Values was on or above target all eight years of 1993-00; performance for Solving Problems was above target two of the eight years; performance for Communicating was above target one of the eight years; and performance for Functioning in Social Institutions did not reach target for any of the eight years. (If the

Functioning in Social Institutions target is lowered to 50, performance is above target one of the eight years.) Total Score was above target two of the eight years.

A final analysis of COMP data, presented in Table 6, reveals the relative strengths (rankings) of performance among the six sub-tests for both the five-year (1988-92) and eight-year (1993-00) aggregates, as well as any changes in those rankings. According to this comparison, performances for Using the Arts and Using Science grew in relative strength; performances for Functioning in Social Institutions, Solving Problems, and Communicating declined in relative strength; and performance for Clarifying Values remained constant at the relative strength of first rank.

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**TABLE 6 – COMP SUB-TEST PERCENTILES FOR AGGREGATES OF 1988-92 AND 1993-00, INCLUDING RANK AND CHANGE OF RANK: Ferris Social Work Samples: COMP Alternate Reference Group Norms**

SUB-TEST	FIVE-YEAR AGGREGATE PERCENTILE AND RANK	EIGHT-YEAR AGGREGATE PERCENTILE, AND RANK	CHANGE IN RANK
CLARIFYING VALUES	50 / 1	55 / 1	----
FUNCTIONING IN SOCIAL INSTITUTIONS	48 / 2	44 / 3.5	- 1.5
USING THE ARTS	45 / 3	46 / 2	+ 1
SOLVING PROBLEMS	44 / 4	42 / 5	- 1
COMMUNICATING	38 / 5	40 / 6	- 1
USING SCIENCE	37 / 6	44 / 3.5	+ 2.5

---

**Findings: CSW Performance**

Table 7 indicates yearly mean total scores for seniors completing the Comprehensive Social Work (CSW) exam. (As noted above, early sample sizes are small because of cohort members who had begun the program prior to fall 1993 and were not part of the evaluation group. Also as noted above, yearly sample size according to year of exam participation, reported here, is different from yearly sample size according to academic year of graduation, reported above. Total sample size, however, is approximately the same for both counts—178 here compared with 176 above.) CSW total score is a simple raw score out of a maximum possible score of 100 (and is therefore also a percentage).

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**TABLE 7 – MEAN TOTAL CSW SCORES, FERRIS SOCIAL WORK SENIORS,  
BY YEAR (SAMPLE SIZE), 1995-2000**

1995 (9)	1996 (25)	1997 (38)	1998 (27)	FOUR-YEAR AGGREGATE (99)	1999 (50)	2000 (29)	SIX-YEAR AGGREGATE (178)
<b>63.8</b>	<b>60.8</b>	<b>59.8</b>	<b>56.9</b>	<b>59.6</b>	<b>51.5</b>	<b>56.6</b>	<b>56.8</b>

---

As discussed above, faculty established an educational outcome target which stated that, for the study period 1994-98, "social work seniors will achieve a mean score which is twenty points higher than the mean score of an 'unprepared' comparison group consisting of all students taking the same examination upon entry into the curriculum." However, there was no eligible test group in 1994. Table 7 shows aggregate results for both 1995-98 and 1995-00.

As of 1998, the mean CSW total score of all entering students, aggregated for years 1994-98 (N = 457), was 30.5. When the aggregate is extended to 2000 (N = 539), that same score is 31.4. The latter score falls 28.2 points below the mean senior total score for the four-



year aggregate and 25.4 points below the mean senior total score for the six-year aggregate. It is clear, then, that the faculty's target for CSW mean total score has been achieved.

Table 7 also indicates a pattern of decline in the yearly mean total score for seniors: from 63.8 in 1995 to 51.5 in 1999, but with an upward turn to 56.6 in 2000. It should be noted, however, that faculty administered a revised version of the CSW exam in 2000.

The CSW exam has four parts corresponding to major sequences of the BSW curriculum: Social Welfare Policy and Social Work as a Profession (30 questions), Theoretical Foundations of Practice (10 questions), Practice Principles (40 questions), and Social Research Methods (20 questions). Table 8 presents 1999 and 2000 senior mean percentage scores for parts of the CSW exam. (It should again be noted that the 2000 exam was a revision of the 1999 exam.)

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**TABLE 8 – MEAN PERCENTAGE SCORES, PARTS OF THE CSW EXAM, FERRIS SOCIAL WORK SENIORS, 1999 AND 2000 (SAMPLE SIZE)**

EXAM PART	1999 (50)	2000 (29)	AGGREGATE (79)
SOCIAL WELFARE POLICY / SOCIAL WORK AS A PROFESSION	41.2	54.3	46.0
THEORETICAL FOUNDATIONS OF PRACTICE	46.4	50.6	47.9
PRACTICE PRINCIPLES	59.8	64.4	61.5
SOCIAL RESEARCH METHODS	52.8	47.4	50.8

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## **Implications for Program Validation and Curriculum Revision**

If faculty desire one measure which will validate the Ferris Social Work program, they certainly need look no further than the finding on mean *gains*, COMP Total Score, reported above (pp. 5-8). While this measure applies only to those students who are under 24 years of age and for whom there are reported ACT scores, there is no reason to doubt that older social work students have experienced at least a very considerable improvement in educational performance, if not the same "off-the-chart" COMP-measured improvement experienced by the younger students. The educational value of the total social work program is, by this measure, clearly established.

However, not validation, but *program improvement*, is the primary purpose of the faculty's program evaluation process—and this primarily through curriculum revision. What *relative* curriculum weaknesses are revealed by these findings? (It must be emphasized that the term "weakness" is used here only in the relative sense. In other words, what parts of the curriculum seem less successful than other parts?) And, following from this, what are the priorities for curriculum revision?

The above findings, especially with respect to (1) educational outcome targets that were not reached (Table 5) and (2) extent of COMP-measured performance improvement (or decline) (Table 4), suggest the following order of priorities for curriculum revision:

<b><u>Priority</u></b>	<b><u>Curriculum Content or Skill Area</u></b>
1.	Functioning in Social Institutions
2.	Communicating
3.	Solving Problems
4.	General

### Priority 1: Functioning in Social Institutions (FSI)

This area of COMP-measured performance was the relatively weakest of all—both in terms of the extent to which the faculty's target was missed and the extent of decline in performance over the past decade. It might be argued that in setting the FSI target higher than for any other area (60 as opposed to 50), faculty created an unfair goal. However, considering the number of social science courses required of social work students—more than for any other program at Ferris, and considering the advanced level of many of those courses, it does not seem unfair to expect a higher level of performance than in any other area of the curriculum. Social work students are, in effect, social science majors. This was the perspective of faculty when they set the target. It must be remembered, also, that had the FSI target been set at 50, it would still have been missed by a mean percentile difference of 6. Finally, one must be concerned about the FSI mean percentile decline of 4 over the past decade.

Faculty might well begin the next cycle of curriculum revision by exploring possible explanations for this relative weakness in the FSI area, followed by exploration of possible remedies. According to ACT, FSI is a *content area* that attempts to measure (through the COMP Objective Test, but also through other COMP evaluation methods not used in the Ferris evaluation process) the degree to which a student

can identify those activities and institutions which constitute the social aspects of a culture (for example, governmental and economic systems, religion, marital and familial institutions, employment, and civic volunteer and recreational organizations), understand the impact that social institutions have on individuals in a culture, and analyze one's own and others' personal functioning within social institutions.<sup>9</sup>

In addition, FSI (again, through the COMP Objective Test, but also through other COMP evaluation methods not used in the Ferris evaluation process) attempts to measure a student's ability

to recognize and discuss a variety of social institutions and have some knowledge of their structures. This includes an understanding of hierarchy and complexity of institutions, internal as well as external functions, and differences between collective and individual activities that influence their operation. Individuals should be aware of the basic stability of social organizations.<sup>10</sup>

Why are these competencies surprisingly weak for Ferris social work seniors? The scope of this report does not include discussion of possible explanations or remedies, but it does seem obvious that there should be a careful review of the students' educational experiences in the social science courses themselves. What is missing in the social science courses—both with respect to content and process? What are the opinions of the social science faculty regarding these findings and implications?

It would be a mistake, however, to focus only on social science courses, even with regard to FSI. Just as important, perhaps more important, may be the lack of integration/reinforcement of social science method and theory in social work courses. To what degree do social work faculty consult with social science faculty in order to incorporate course content of the latter in their own courses? To what extent are social work texts chosen with a preference for those with strong social scientific discussion? Is there a subtle bias amongst social work faculty in favor of practice principles and prescriptive theory, as opposed to descriptive social theory?

### Priority 2: Communicating

While there was a modest improvement in the Communicating area of COMP-measured performance over the past decade, it remained the relatively weakest area in terms of reaching target, with the exception of FSI. Indeed, without regard to targets, Communicating was the lowest area of performance of all six areas during the years 1993-00, at a mean percentile of 40. It well deserves to be second priority.

According to ACT, Communicating is a *process area* that attempts to measure (through the COMP Objective Test, but also through other COMP evaluation methods not used in the Ferris evaluation process) the degree to which a student

can send and receive information in a variety of modes (written, graphic, oral, numeric, and symbolic) within a variety of settings (one-to-one and in small and large groups) and a variety of purposes (i.e., to inform, to understand, to persuade, and to analyze).<sup>11</sup>

More specifically, Communicating (again, through the COMP Objective Test, but also through other COMP evaluation methods not used in the Ferris evaluation process) attempts to measure a student's ability to

establish a human relationship with an audience, conveying control of and commitment to the content. They should identify interests of the audience making reference to common experiences, as well as using humor, tact, and flattery to help attend to the perspective of that audience. Communications should convey a sense of organization and development that creates a "voice" with a focus on explanation and persuasion. Communications should have sustained animation or energy conveyed through delivery or language, and contain few grammatical or scribal errors that distract or interfere with the message.<sup>12</sup>

The COMP Objective Test, by itself, is admittedly a less-accurate-than-desirable measure of this complex group of competencies. Still, why do social work seniors perform so relatively weakly in identification and discrimination related to the specified competencies? Confirmation of this weakness, moreover, has been given continually *via* another finding within the program's evaluation process, namely the opinion of field instructors that students are seriously lacking in communication skills.

Here again, it would be a mistake to focus only on the obvious course areas, *i.e.*, English Composition, Public Speaking and Advanced Composition, although these must necessarily be part of the review. Beyond that, to what degree is there "writing across the curriculum"? How much close attention, or correction, do social work instructors give to communication

performance? How many students are required to seek special academic assistance in communication skills?

### Priority 3: Solving Problems

The Solving Problems area of COMP-measured social work senior performance, at a mean percentile of 42 for 1993-00, was slightly higher than the Communicating area for the same years. However, it was the only area, beside FSI, that declined from the first aggregate period (1988-92) to the second (1993-00).

According to ACT, Solving Problems is a *process area* that attempts to measure (through the COMP Objective Test, but also through other COMP evaluation methods not used in the Ferris evaluation process) the degree to which a student

can analyze a variety of problems (for example, scientific, social, and personal), select or create solutions to problems, and implement solutions.<sup>13</sup>

More specifically, Solving Problems (again, through the COMP Objective Test, but also through other COMP evaluation methods not used in the Ferris evaluation process) attempts to measure a student's ability to

- Identify and define problems (objectives and constraining factors).
- Select approaches to solve problems.
- Generate possible solutions, hypotheses, or testable propositions.
- Collect various forms of information (data) regarding proposed solutions with respect to a problem and its constraints.
- Determine the logical consistency among the obtained data, the problem as defined, and the hypotheses or proposed solutions.
- Determine the solution to be implemented.
- Propose the solution to be implemented.
- Propose or select procedures to evaluate (confirm the appropriateness of) the solution chosen for implementations.
- Evaluate the process by which a problem was solved.<sup>14</sup>

This report will not attempt to suggest the many areas of curriculum possibly relevant to this complex set of competencies. One cannot help but imagine, however, that there are at least four aspects of the current professional social work foundation that need review and re-thinking in this respect: (1) the problem-solving model of practice, which even now is central to the entire social work course sequence; (2) macro-practice methods, which are presently taught in considerable depth and have pertinence to the stages of problem-solving; (3) the existing requirement of a problem-solving project, which is a major element in field instruction; and (4) the already substantial research methods sequence. Faculty may well explore directions in curriculum revision by asking why, with such a strong emphasis on solving problems in the professional foundation, social work senior performance is relatively weak in this COMP-measured area.

#### Priority 4: General

A *general* revision of curriculum, including areas not mentioned above (e.g., art and humanities, natural sciences, mathematics, values clarification, and areas of social work content other than those associated with the social science, communicating, and problem-solving weaknesses discussed above) is not unimportant, only of lesser priority than the first three. The COMP Total Score target was not achieved, suggesting a rationale for general revision. (It could be argued, however, that improved performance with respect to the first three priorities would undoubtedly result in substantially higher mean Total Score percentiles.)

The faculty's target for the Clarifying Values area of COMP-measured performance was met or exceeded every year of 1993-00. It was also, by far, the area of greatest relative strength. Faculty may reasonably decide to make little change within this dimension of the curriculum, although it may also be reasonable to question the strength of relationship between the COMP *process area* of Clarifying Values and the complicated domain of professional social work ethics. Review and strengthening of the latter can never be a low priority.

Faculty did not set targets for the COMP-measured performance areas of Using Science and Using the Arts. Over the past decade, Ferris social work seniors improved considerably (from 37 to 44 mean percentile) in the first area, while improving only slightly (from 45 to 46) in the second. This suggests that, with respect to general curriculum revision, the arts and humanities have a higher priority than the natural sciences.

Performance on the CSW Exam satisfied the faculty's target, although a performance level of 56.8% for the last six years, and a decline of 12% from 1995 to 1999, should be of some concern. Part-exam scores indicate no surprising differentials in performance. As might be expected, performance in practice principles was higher than in theoretical foundations, social welfare policy, and research methods. It can be recommended, therefore, that any general revision of the professional foundation should give higher priority to the latter three areas.

### **Conclusion**

It should be clear from the above discussion that curriculum revision related to priorities 1, 2, and 3 must impact courses in the professional social work foundation as much as courses in other parts of the curriculum. It is true that satisfaction of the CSW exam target has placed on faculty a somewhat lesser priority for completing an "in-depth revision of all relevant parts of the professional foundation curriculum," (as stated in the 1994 *Self-Study*). (Even *that* in-depth revision was to be delayed, however, only until the next self-study process! See page 3 for the full quote.) But more important: Missing the above COMP targets means that faculty are given, from the 1994 *Self-Study*, an immediate mandate to conduct

. . . an in-depth revision of all relevant parts of the curriculum—and of admission standards as well. This revision . . . would include, beyond changes in overall course requirements, thoroughgoing changes in social work course objectives, content, teaching methodology, and evaluation methodology. The goal would be to enhance all relevant areas of learning, including general education areas. Such a level of change would require the cooperation of faculty in disciplines other than social work in order for social work faculty to devise methods for incorporating new general education learning opportunities "across" their own professional foundation. (See page 2 for full quote.)



## NOTES

1. **Social Work Program, Ferris State University, *Self-Study*, 1989, p.41 (Vol. 1).**
2. **Social Work Program, Ferris State University, *Self-Study*, 1994, pp. 53-54 (Vol. 1).**
3. ***Ibid.*, p. 121.**
4. ***Ibid.*, p. 124.**
5. ***Ibid.*, pp. 109-111.**
6. **College Outcome Measures Program, American College Testing Program, "Aggregate Report of Senior Results for Ferris State University on Use of the COMP Objective Test (Form XI & XII), Tested 1993-1997" (Iowa City, IA, 1997), p. 4.**
7. **College Outcome Measures Program, American College Testing Program, *Technical Report, 1982-1991: Clarifying and Assessing General Education Outcomes of College* (Iowa City, IA, 1992), p. 123.**
8. ***Self-Study*, 1994, *op. cit.*, p. 111.**
9. **College Outcome Measures Program, American College Testing Program, *COMP Planning Guide* (Iowa City, IA, no date), p. 5.**
10. ***Ibid.*, p. 9.**
11. ***Ibid.*, p. 4.**
12. ***Ibid.*, p. 12.**
13. ***Ibid.*, p. 4.**
14. ***Ibid.*, p. 13.**

**SOCIAL WORK PROGRAM  
FERRIS STATE UNIVERSITY  
BIG RAPIDS, MICHIGAN**

**FIELD INSTRUCTION PERFORMANCE, 1998-2000**

**Sandy Stover, Professor Emeritus**

**Ferris State University**

**September, 2001**

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TABLES

**Table 1 – Mean Ratings of Field Instruction Performance, Ferris State University  
Social Work Students, 1990-92 (N = 153) and 1998-00 (N = 103)**

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## FIELD INSTRUCTION PERFORMANCE, 1998-2000

The Social Work Program's 1994 *Self-Study* included an evaluation of field instruction performance during the three-year period, 1990-92.<sup>1</sup> This current report is a similar evaluation for the three-year period, 1998-00, allowing a measurement of student performance related to the Program's Expected Educational Outcome 6 (see below), but also allowing a comparison of the 1998-00 performance with that of the earlier sample.

### **Relationship of this Evaluation to Expected Educational Outcomes**

The 1994 *Self-Study* states the following Expected Educational Outcome 6:

**Graduates will have developed the ability to integrate liberal arts and professional foundations in the application of social work knowledge, skills and values to problem solving in the field. They will develop the ability to perform twelve practice outcomes: establishment of rapport and problem exploration, assessment, goal selection, strategy selection, contracting, client-system influencing, linking client-system with resources, target-system influencing, evaluation, change maintenance, professional growth, and support of professional values . . .**

**INDICATOR TARGETS:** Social Work seniors will successfully complete the two-semester (480 hours) field instruction placement. *They will achieve satisfactory performance ratings related to all twelve practice outcomes.* As part of the final semester of field instruction, students also will be able to competently execute a major problem solving project, including those same twelve practice outcomes. In addition, they will make a theoretically informed seminar presentation describing the progress of the project. Finally, the project will demonstrate the relationship between social science theory, particularly as presented in upper level social science courses, . . . and each student's social work practice in the field instruction placement.<sup>2</sup>

This report will demonstrate that a three-year sample of social work seniors have achieved "satisfactory performance ratings related to all twelve practice outcomes," but also will attempt to show relative strengths and weaknesses in that performance.

### **Sample Adequacy**

The 103 seniors whose field instruction evaluations are analyzed in this report represent 81% of 127 field instruction enrollees for the three-year period, 1998-00. This compares with 89% for the 1990-92 sample.

## Results

This report analyzes responses of field instructors in their final (second of two) written evaluations of students at the end of a two-semester placement. The program's written evaluation format includes a detailed 63-item elaboration of three major areas of performance: (1) Understanding and Adaptation to the Placement Agency, (2) Problem Solving Competencies, *i.e.*, the twelve competencies of the problem solving model, and (3) Performance Expectations Related to Special Populations. Field instructors rate students for numerous performance-expectation sub-categories within the three areas, utilizing the following rating choices: Excellent (1), Good (2), Satisfactory (3), Not Satisfactory (4), and Performance Not Yet Attempted (5). Table 1 presents an analysis of these ratings for the two samples:

**TABLE 1 – Mean Ratings of Field Instruction Performance, Ferris State University Social Work Students, 1990-92 (N = 153) and 1998-00 (N = 103)**

Performance Category	1990-92		1998-00	
	MEAN (*)	"Performance Not Yet Attempted" Or No Answer (Frequency)	MEAN (**)	"Performance Not Yet Attempted" Or No Answer (Frequency)
<b>A. STUDENT UNDERSTANDING AND ADAPTATION TO THE PLACEMENT AGENCY</b>				
A.1. Understands the agency's purpose, goals, programs, and organizational structure.	1.41 (-s)	1	1.33 (-s)	1
A.2. Understands the roles of various staff.	1.42 (-s)	--	1.42	1
A.3. Has a realistic perception of own role in the agency.	1.57	2	1.41	1
A.4. Demonstrates knowledge of community resources and agencies which relate to placement agency's programs.	1.73 (+s)	1	1.61	4
A.5. Relates professionally with other staff.	1.51	--	1.31 (-s)	1
A.6. Is responsible for meeting learning contract expectations regarding hours of placement and promptness.	1.53	1	1.40 (-s)	2
<b>B. PROBLEM SOLVING COMPETENCIES</b>				
<b>B.1. Problem Solving with Client System</b>				
B.1.a. Shows respect for clients.	1.24 (-2s)	--	1.19(-2s)	1
B.1.b. Responds tolerantly to client values and behavior.	1.39 (-s)	--	1.19(-2s)	--
B.1.c. Listens effectively.	1.47 (-s)	--	1.28(-2s)	--
B.1.d. Responds in an accurately empathic manner.	1.51	--	1.34 (-s)	--
B.1.e. Empathizes without over-identification.	1.60	2	1.47	--
B.1.f. Uses authority appropriately.	1.62	4	1.56	--
B.1.g. Is aware of own communication blockages and cultural stereotyping.	1.59	1	1.46	3
B.1.h. Is capable of genuine, but controlled, emotional involvement.	1.59	--	1.50	1
B.1.i. Deals effectively with crises and highly emotional situations.	1.71 (+s)	7	1.56	6
B.1.j. Specific learning objectives	1.51	10	1.43	4
<b>B.2. Assess Problem</b>				
B.2.a. Has sufficient observation and data-gathering skills to enable an assessment.	1.66	1	1.53	1
B.2.b. Is capable of making a systematic and theoretically informed analysis of client problems.	1.74 (+s)	1	1.70 (+s)	1
B.2.c. Is capable of holistic assessment, <i>i.e.</i> , of viewing client problems from multiple perspectives of psychological and environmental processes, and from multiple perspectives of physical, psychological, social, and spiritual needs of the client.	1.69	4	1.62	1

TABLE 1 (continued)

Performance Category	1990-92		1998-00	
	MEAN (*)	"Performance Not Yet Attempted" Or No Answer (Frequency)	MEAN (**)	"Performance Not Yet Attempted" Or No Answer (Frequency)
B.2.d. Is skillful in working with client toward a definition of the problem which is owned by the client and faithfully reflects the client's sense of the problem's priorities.	1.66	7	1.64 (+s)	3
B.2.e. Is sensitive to issues of racial and cultural diversity in assessment.	1.59	12	1.46	4
B.2.f. Formulates assessments in acceptable written form.	1.78 (+s)	7	1.68 (+s)	4
B.2.g. Understands and can apply professional terminology.	1.69	3	1.60	2
B.2.h. <i>Specific learning objectives</i>	1.63	15	1.55	5
<b>B.3. Select Goals</b>				
B.3.a. Helps client formulate goals which are consistent with problem definition.	1.61	3	1.58	4
B.3.b. Helps client distinguish between constraints (things which can't be changed) and obstacles (things which can be changed.)	1.66	6	1.64 (+s)	5
B.3.c. Is skillful in determining and writing goal-oriented service plans.	1.87(+2s)	9	1.76 (+2s)	10
B.3.d. Promotes client self-determination for goal-selling.	1.64	3	1.59	5
B.3.e. <i>Specific learning objectives</i>	1.68	13	1.56	9
<b>B.4. Plan</b>				
B.4.a. Has sufficient grasp of major theoretical approaches to helping (e.g., behavioral, cognitive, client-centered, social planning, social action).	1.74 (+s)	2	1.63	4
B.4.b. Helps client select logical and realistic tasks which are consistent with goals and problem definition.	1.62	3	1.52	5
B.4.c. <i>Specific learning objectives</i>	1.62	10	1.55	10
<b>B.5. Contract with Client</b>				
B.5.a. Is capable of gaining a clear client understanding of mutual worker/client expectations, whether in writing or unwritten contract.	1.53	7	1.55	2
B.5.b. Is capable of providing both structure and flexibility in the on-going use of contract.	1.60	11	1.60	3
B.5.c. <i>Specific learning objectives</i>	1.53	14	1.60	10
<b>B.6. Influence and/or Empower the Client</b>				
B.6.a. Promotes client self-determination in on-going helping relationships.	1.55	4	1.53	1
B.6.b. Is skillful in using various forms of influence and motivation in promoting client self-help and behavior change.	1.66	5	1.67	3
B.6.c. <i>Specific learning objectives</i>	1.59	10	1.55	9
<b>B.7. Link Client to Resources</b>				
B.7.a. Is able to help client negotiate with the complex network of community services.	1.67	4	1.63	4
B.7.b. Is aware of and concerned about gaps in resource networks.	1.56	2	1.58	3
B.7.c. <i>Specific learning objectives</i>	1.61	11	1.55	7
<b>B.8. Influence Target Systems on Behalf of Client</b>				
B.8.a. Is skillful in using various forms of influence to create change in the client's environment.	1.84(+2s)	6	1.71 (+s)	7
B.8.b. Advocates skillfully on client's behalf, both inside and outside the placement agency.	1.69	4	1.65 (+s)	6
B.8.c. <i>Specific learning objectives</i>	1.71 (+s)	9	1.68 (+s)	10
<b>B.9. Evaluate Goal Achievement</b>				
B.9.a. Demonstrates curiosity and concern about the actual outcomes of agency service provision.	1.50	--	1.39 (-s)	--
B.9.b. Attempts to systematically evaluate the quality and outcomes of own service provision.	1.63	--	1.47	1
B.9.c. <i>Specific learning objectives</i>	1.56	8	1.46	6
<b>B.10. Plan for Change Maintenance: Terminate, Transfer, or Refer</b>				
B.10.a. Uses follow-up and planning to make certain that client gains are maintained.	1.70	11	1.70 (+s)	11
B.10.b. Takes care, when necessary, to involve other staff or to transfer clients to other staff.	1.57	7	1.52	7
B.10.c. Makes careful referrals to other agencies, both written or otherwise, including follow-up.	1.71 (+s)	23	1.61	18
B.10.d. Is sensitive to dynamics of client termination.	1.63	11	1.60	8
B.10.e. Promotes client self-determination in all aspects of termination, transfer or referral.	1.68	12	1.57	10
B.10.f. <i>Specific learning objectives</i>	1.67	15	1.59	13
<b>B.11. Grow in Professional Knowledge and Skill</b>				
B.11.a. Shows initiative and creativity in seeking further knowledge and skill during field instruction.	1.46 (-s)	--	1.36 (-s)	--
B.11.b. Is able to critique own strengths and weaknesses.	1.52	1	1.47	1
B.11.c. Is able to use supervision for professional growth and development.	1.42 (-s)	--	1.36 (-s)	1
B.11.d. Is aware of future directions for professional growth and development.	1.45 (-s)	--	1.40 (-s)	--
B.11.e. <i>Specific learning objectives</i>	1.43 (-s)	11	1.42	8

TABLE 1 (continued)

Performance Category	1990-92		1998-00	
	MEAN (*)	"Performance Not Yet Attempted" Or No Answer (Frequency)	MEAN (**)	"Performance Not Yet Attempted" Or No Answer (Frequency)
B.12.a. Supports the following professional values.	[1.46 (-s)]	26	****	****
B.12.b. Demonstrates a thoughtful and non-judgmental approach to ethical dilemmas and complex value conflicts.	1.49 (-s)	4	1.31 (-s)	3
B.12.c. Specific learning objectives	[1.42 (-s)]	6	****	****
<b>PROBLEM SOLVING MODEL</b>				
C.1. Is able to apply the problem solving model of practice to field assignments involving clients belonging to a racial or ethnic minority.	1.66	30	1.52	6
C.2. Is able to apply the problem solving model of practice to field assignments involving clients whose need or problem is significantly related to a women's issue.	1.55	25	1.52	5
C.3. Through field instruction experiences in a rural-urban environment, is able to demonstrate competence in analyzing the problem solving implications of that total environment, especially in considering assessments and strategies for working with poor clients in the more rural areas of the region.	1.62	6	1.46	11

\* 1990-92 means that are one standard deviation or more, but less than two standard deviations, below the total mean for all sub-categories (i.e., 1.39 – 1.49), are designated by (-s) and indicate sub-categories in which performance was relatively strong. 1990-92 means that are two standard deviations or more below the total mean for all sub-categories (i.e., less than 1.39) are designated by (-2s) and indicate sub-categories in which performance was relatively very strong.

1990-92 means that are one standard deviation or more, but less than two standard deviations, above the total mean for all sub-categories (i.e., 1.71 – 1.81), are designated by (+s) and indicate sub-categories in which performance was relatively weak. 1990-92 means that are two standard deviations or more above the total mean for all sub-categories (i.e., more than 1.81) are designated by (+2s) and indicate sub-categories in which performance was relatively very weak.

\*\* 1998-00 means that are one standard deviation or more, but less than two standard deviations, below the total mean for all sub-categories (i.e., 1.29 – 1.40), are designated by (-s) and indicate sub-categories in which performance was relatively strong. 1998-00 means that are two standard deviations or more below the total mean for all sub-categories (i.e., less than 1.29) are designated by (-2s) and indicate sub-categories in which performance was relatively very strong.

1998-00 means that are one standard deviation or more, but less than two standard deviations, above the total mean for all sub-categories (i.e., 1.64 – 1.75), are designated by (+s) and indicate sub-categories in which performance was relatively weak. 1998-00 means that are two standard deviations or more above the total mean for all sub-categories (i.e., more than 1.75) are designated by (+2s) and indicate sub-categories in which performance was relatively very weak.

\*\*\* For each of the competencies of the problem solving model, students and field instructors develop, as part of the learning contract, specific written objectives. Such sub-categories have been italicized.

\*\*\*\* These two sub-categories were eliminated in recent revisions of the field instruction evaluation form, although field instructors continue to evaluate students with respect to specifically listed value or ethical principles. (The 1990-92 means for these two sub-categories have not been included in the calculation of total mean for all 1990-92 sub-categories.)

### Over-all Performance

As a very broad generality, it can be stated that the 1998-00 sample performed at a total mean level of 1.52, or between "excellent" and "good"—and thus far better than "satisfactory." This represents a small improvement over the 1.60 total mean level achieved by the 1990-92 sample, and it certainly represents evidence that these seniors have achieved "satisfactory performance ratings related to all twelve outcomes" of the problem solving model. It should be



noted, however, that several of the problem solving outcomes, while still well above "satisfactory," are generally "weaker" than others. Based on the frequency of relatively weak sub-categories, these weaker outcomes are "Assess Problem," "Select Goals," and "Influence Target Systems on Behalf of Client."

#### Relative Sub-Category Performance

Listed below are the 1998-00 sub-categories of greatest relative strength (more than one standard deviation *below* the aggregate mean for all sub-categories) and the 1998-00 sub-categories of greatest relative weakness (more than one standard deviation *above* the aggregate mean for all sub-categories):

#### **Relatively Strong Sub-categories (in order of decreasing strength)**

- B.1.a. Shows respect for clients. (1.19)
- B.1.b. Responds tolerantly to client values and behavior. (1.19)
- B.1.c. Listens effectively. (1.28)
- A.5. Relates professionally with other staff. (1.31)
- B.12.b. Demonstrates a thoughtful and non-judgmental approach to ethical dilemmas and complex value conflicts. (1.31)
- A.1. Understands the agency's purpose, goals, programs, and organizational structure. (1.33)
- B.1.d. Responds in an accurately empathic manner. (1.34)
- B.11.a. Shows initiative and creativity in seeking further knowledge and skill during field instruction. (1.36)
- B.11.c. Is able to use supervision for professional growth and development. (1.36)
- B.9.a. Demonstrates curiosity and concern about the actual outcomes of agency service provision. (1.39)
- A.6. Is responsible for meeting learning contract expectations regarding hours of placement and promptness. (1.40)
- B.11.d. Is aware of future directions for professional growth and development. (1.40)

**Relatively Weak Sub-categories (in order of decreasing weakness)**

- B.3.c. Is skillful in determining and writing goal-oriented service plans. (1.76)
- B.8.a. Is skillful in using various forms of influence to create change in the client's environment. (1.71)
- B.2.b. Is capable of making a systematic and theoretically informed analysis of client problems. (1.70)
- B.10.a. Uses follow-up and planning to make certain that client gains are maintained. (1.70)
- B.2.f. Formulates assessments in acceptable written form. (1.68)
- B.8.c. [Specific learning objectives under *Influence Target Systems on Behalf of Client*] (1.68)
- B.8.b. Advocates skillfully on client's behalf, both inside and outside the placement agency. (1.65)
- B.2.d. Is skillful in working with client toward a definition of the problem which is owned by the client and faithfully reflects the client's sense of the problem's priorities. (1.64)
- B.3.b. Helps client distinguish between constraints (things which can't be changed) and obstacles (things which can be changed). (1.64)

With respect to this type of analysis, it seems appropriate to repeat a warning from the 1994 *Self-Study*:

It must be emphasized that such comparisons are completely relative to the performance sub-category group itself, *i.e.*, there is no external standard of judgment. No matter how strong (or weak) student performance may be in general, this method of evaluation *must* result in both "strong" and "weak" performances. Nevertheless, as the program seeks to identify those practice outcomes which may need curriculum reinforcement, this is not an unreasonable approach.<sup>3</sup>

And, while there are some interesting differences between the 1990-92 and 1998-00 samples, as indicated below, it also seems appropriate to make the same generalization concerning the above lists as was made about similar lists in the 1994 *Self-Study*:

There are few surprises in the strength/weakness pattern which emerges here. Most of the weaknesses are in performance expectations which professionals would agree are among the most difficult or advanced of the group, while most of the strengths are in performance expectations which are among the most basic and least advanced of the group.<sup>4</sup>

If there were exceptions to this generalization, it would probably be with regard to the last three relative weaknesses, all of which were *not* on the list of relative weaknesses in the 1994 *Self-Study*. One could argue that “advocat[ing] skillfully on client’s behalf, . . .” “working with client toward a definition of the problem, . . .” and “help[ing] client distinguish between constraints . . . and obstacles . . .” are not relatively “difficult or advanced” within the framework of the total group of sub-categories evaluated. Faculty may want particularly to focus curriculum-revision discussions on the first of these three, since it was also discovered in the *First-Year Graduate Survey, 1987-2000* that: (1) client advocacy was eighth (among ten competencies) in frequency of identification as a responsibility of respondents’ social work position<sup>5</sup>—possibly indicating a less-than-desirable awareness by graduates of the relative importance of this competency, and (2) there appears to be “a decrease in macro-practice involvement as reported by first-year graduates—at least until 1995.”<sup>6</sup>

As for the remaining relative weaknesses, all but one are from the (1) assessment, (2) intervention planning (goals and strategies), or (3) target system influencing categories—which is generally consistent with the findings of other Social Work Program evaluation studies, both in 1994 and currently. The one exception, “uses follow-up and planning to make certain that client gains are maintained,” is new to the list and may deserve some attention by faculty with respect to curriculum revision.

All of the students’ relative strengths are from the (1) agency understanding, (2) rapport establishment, (3) professional growth/development, and (4) professional values areas—as was the case in 1994 and as might be expected—with the one exception: “demonstrates curiosity and concern about the actual outcomes of own service provision,” (from the “Evaluate Goal Achievement” category).

Finally, if one compares 1990-92 and 1998-00 results to determine which sub-categories are not listed in one study, but listed in the other study (*i.e.*, fall outside plus or minus one standard deviation in one study, but not the other), the following lists of “improved” and “weakened” sub-categories are obtained. Such an analysis adds little to what has been stated

above regarding possible foci for curriculum revision, with the one exception that faculty may want to consider changes to insure that students "understand the roles of various [placement agency] staff."

**Improved Sub-categories: Relatively Strong in 1998-00, but not in 1990-92:**

- A.5. Relates professionally with other staff.
- A.6. Is responsible for meeting learning contract expectations regarding hours of placement and promptness.
- B.1.d. Responds in an accurately empathic manner.
- B.9.a. Demonstrates curiosity and concern about the actual outcomes of agency service provision.

**Improved Sub-categories: Relatively Weak in 1990-92, but not in 1998-00:**

- A.4. Demonstrates knowledge of community resources and agencies which relate to placement agency's programs.
- B.1.j. Deals effectively with crises and highly emotional situations.
- B.4.a. Has sufficient grasp of major theoretical approaches to helping (e.g., behavioral, cognitive, client-centered, social planning, social action).
- B.10.c. Makes careful referrals to other agencies, both written or otherwise, including follow-up.

**Weakened Sub-categories: Relatively Strong in 1990-92, but not in 1998-00:**

- A.2. Understands the roles of various staff.
- B.11.e. [Specific learning objectives under *Grow in Professional Knowledge and Skill*]

**Weakened Sub-categories: Relatively Weak in 1998-00, but not in 1990-92:**

- B.2.d. Is skillful in working with client toward a definition of the problem which is owned by the client and faithfully reflects the client's sense of the problem's priorities.
- B.3.b. Helps client distinguish between constraints (things which can't be changed) and obstacles (things which can be changed).
- B.8.b. Advocates skillfully on client's behalf, both inside and outside the placement agency.
- B.10.a. Uses follow-up and planning to make certain that client gains are maintained.

## Non-Responses and "Performance Not Yet Attempted" Responses

The analysis presented in Table 1 indicates that there are several sub-categories for which there is an unusually high number of non-responses or "Performance Not Yet Attempted" responses. Such responses, when the item is asking for ratings of performance with respect to "specific learning objectives," probably more often reflect field instructor confusion about the meaning of the item, or about the learning contract, than a concern about student performance. The remaining sub-categories—somewhat arbitrarily, with ten or more such responses—include the following: (Total number of non-responses and "Performance Not Yet Attempted" responses are indicated in parentheses.)

- B.3.c. Is skillful in determining and writing goal-oriented service plans. (10)
- B.10.a. Uses follow-up and planning to make certain that client gains are maintained. (11)
- B.10.c. Makes careful referrals to other agencies, both written or otherwise, including follow-up. (18)
- B.10.e. Promotes client self-determination in all aspects of termination, transfer or referral. (10)
- C.3. Through field instruction experiences in a rural-urban environment, is able to demonstrate competence in analyzing the problem solving implications of that total environment, especially in considering assessments and strategies for working with poor clients in the more rural areas of the region. (11)

Several questions arise with respect to this list, especially as faculty include field instruction within their self-study process and as they plan for future field instructor workshops and orientation: (1) Are there too many placements in which students have no opportunity to write service plans? If so, why? (2) Are there too many placements in which students have no involvement in the processes of client termination, transfer, or referral—if only in the barest sense that students must terminate their own relationships with clients and, presumably, transfer responsibilities to other staff when that termination takes place? In particular, are too many agencies judging the referral process to be beyond the scope of student responsibility? If there are policy or legal obstacles, can special supervisory procedures provide a satisfactory solution? (3) Granted that some excellent placements are limited to urban clientele and setting, what can the program do to provide a substitute rural "exposure" for students in such placements?

## NOTES

1. Social Work Program, Ferris State University, *Self-Study (Vol. 1)*, 1994, pp. 128-142.
2. *Ibid.*, pp. 55-56.
3. *Ibid.*, p. 135.
4. *Ibid.*, p. 135.
5. Social Work Program, Ferris State University, *First-Year Graduate Survey, 1987-2000*, August, 2001, pp. 19-22, 29.
6. *Ibid.*, pp. 24-26, 30.

# Ferris State U BEAP Entrance Report, 6/30/01

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NLENGLIS	1	59	59	F1.0
NLFRENCH	1	60	60	F1.0
NLGERMAN	1	61	61	F1.0
NLHINDI	1	62	62	F1.0
NLITALIA	1	63	63	F1.0
NLJAPANE	1	64	64	F1.0
NLKOREAN	1	65	65	F1.0
NLNATAM	1	66	66	F1.0
NLPORTUG	1	67	67	F1.0
NLRUSSIA	1	68	68	F1.0
NLSPANIS	1	69	69	F1.0
NLOTHER	1	70	70	F1.0
NPLGRAD	1	71	74	F4.0
NENATAME	1	75	75	F1.0
NEASIAN	1	76	76	F1.0
NEAFRICA	1	77	77	F1.0
NECHICAN	1	78	78	F1.0
NEPUERTO	1	79	79	F1.0

**Program Type**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>BSW only</b>	39	100.0	100.0	100.0

# Frequencies

**Notes**

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<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES = STATE /STATISTICS=NONE.
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**Statistics**  
Location of  
BSW Program

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	<b>Missing</b>	0

**Location of BSW Program**

		Frequency	Percent	Valid Percent	Cumulative Percent
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# Frequencies



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	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES = MAXGPA /STATISTICS=MEDIAN MEAN.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.10

**Statistics**  
Maximum GPA  
possible in program

<b>N</b>	<b>Valid</b>	39
	<b>Missing</b>	0
<b>Mean</b>		4.0000
<b>Median</b>		4.0000

**Maximum GPA possible in program**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>4.00</b>	39	100.0	100.0	100.0

## Frequencies

Notes

<b>File Created</b>		01-JUL-2001 16:18:01
<b>Options</b>		
<b>Output</b>	<b>Data</b>	d:\1data\bpd\beap\beap-database\fsun\saved-data\fsumen.sav
	<b>Filter</b>	<none>
	<b>Weight</b>	<none>
	<b>Split File</b>	<none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES = ENOUT /STATISTICS=MEDIAN MEAN.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.12

**Statistics**  
Number of  
Entrance Surveys  
given out

<b>N</b>	<b>Valid</b>	39
	<b>Missing</b>	0
<b>Mean</b>		20.54
<b>Median</b>		22.00

**Number of Entrance Surveys given out**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>19</b>	19	48.7	48.7	48.7
	<b>22</b>	20	51.3	51.3	100.0
	<b>Total</b>	39	100.0	100.0	

# Frequencies

Notes

<b>Output Created</b>		01-JUL-2001 16:18:02
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\1data\bpd\beap\beap-database\sum\save-data\sumen.sav
	<b>Filter</b>	<none>
	<b>Weight</b>	<none>
	<b>Split File</b>	<none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES = ENBACK /STATISTICS=MEDIAN MEDIAN.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.10

Statistics  
Number of  
Entrance Surveys  
returned

<b>N</b>	<b>Valid</b>	39
	<b>Missing</b>	0
<b>Median</b>		20.00

Number of Entrance Surveys returned

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>19</b>	19	48.7	48.7	48.7
	<b>20</b>	20	51.3	51.3	100.0
	<b>Total</b>	39	100.0	100.0	

## Frequencies

Notes

<b>Output Created</b>		01-JUL-2001 16:18:02
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\1 data\bpd\beap\beap-database\fsun\saved-data\fsumen.sav
	<b>Filter</b>	<none>
	<b>Weight</b>	<none>
	<b>Split File</b>	<none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=NGENDER NYRSW NCITIZEN NPLGRAD NFILLYR NPLANEMP /STATISTICS=NONE.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.12

### Statistics

	Gender	Year Level of Respondent in BSW Program	Citizen of U.S.?	Expected Year of Graduation from BSW Program	Year Entrance Survey Completed	Plan to be Employed During BSW Education
N	Valid	39	39	30	39	36
	Missing	0	0	9	0	3

## Frequency Table

### Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	36	92.3	92.3	92.3
	Male	3	7.7	7.7	100.0
	Total	39	100.0	100.0	

**Year Level of Respondent in BSW Program**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Freshperson</b>	28	71.8	71.8	71.8
	<b>Sophomore</b>	5	12.8	12.8	84.6
	<b>Junior</b>	6	15.4	15.4	100.0
	<b>Total</b>	39	100.0	100.0	

**Citizen of U.S.?**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Yes</b>	38	97.4	97.4	97.4
	<b>No</b>	1	2.6	2.6	100.0
	<b>Total</b>	39	100.0	100.0	

**Expected Year of Graduation from BSW Program**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>2002</b>	5	12.8	16.7	16.7
	<b>2003</b>	6	15.4	20.0	36.7
	<b>2004</b>	14	35.9	46.7	83.3
	<b>2005</b>	5	12.8	16.7	100.0
	<b>Total</b>	30	76.9	100.0	
<b>Missing</b>	<b>System</b>	9	23.1		
<b>Total</b>		39	100.0		

**Year Entrance Survey Completed**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>2000</b>	22	56.4	56.4	56.4
	<b>2001</b>	17	43.6	43.6	100.0
	<b>Total</b>	39	100.0	100.0	

**Plan to be Employed During BSW Education**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Yes</b>	25	64.1	69.4	69.4
	<b>No</b>	11	28.2	30.6	100.0
	<b>Total</b>	36	92.3	100.0	
<b>Missing</b>	<b>System</b>	3	7.7		
<b>Total</b>		39	100.0		

## Multiple Response

Notes

<b>Output Created</b>		01-JUL-2001 16:18:03
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\1data\bpd\beap\beap-database\fsun\saved-data\fsumen.sav
	<b>Filter</b>	<none>
	<b>Weight</b>	<none>
	<b>Split File</b>	<none>
	<b>N of Rows in Working Data File</b>	39
<b>Syntax</b>	MULT RESPONSE /GROUPS=FINANAID 'FINANCIAL AID SOURCES EXPECTED' (nfinfedw nfinfedl nfinfedg nfinstaw nfinstal nfinstag nfincolw nfincoll nfincolg nfinorgw nfinorgl nfinorgg nfinfamw nfinfamf nfinfamg nfinself nfinselfs (1)) /FREQUENCIES=FINANAID.	
<b>Resources</b>	<b>Elapsed Time</b>	0:00:00.13

Group FINANAID FINANCIAL AID SOURCES EXPECTED  
(Value tabulated = 1)

Dichotomy label	Name	Count	Pct of Responses	Pct of Cases
Financial Aid: Federal Work	NFINFEDW	2	1.4	6.7
Financial Aid: Federal Loan	NFINFEDL	18	12.7	60.0
Financial Aid: Federal Grant	NFINFEDG	15	10.6	50.0
Financial Aid: State Work	NFINSTAW	2	1.4	6.7
Financial Aid: State Loan	NFINSTAL	13	9.2	43.3
Financial Aid: State Grant	NFINSTAG	12	8.5	40.0
Financial Aid: College Work	NFINCOLW	7	4.9	23.3

Financial Aid: College Loan	NFINCOLL	9	6.3	30.0
Financial Aid: College Grant	NFINCOLG	7	4.9	23.3
Financial Aid: Private Organization Work	NFINORGW	3	2.1	10.0
Financial Aid: Private Organization Loan	NFINORGL	5	3.5	16.7
Financial Aid: Private Organization Gran	NFINORGG	8	5.6	26.7
Financial Aid: Family Work	NFINFAMW	6	4.2	20.0
Financial Aid: Family Loan	NFINFAML	4	2.8	13.3
Financial Aid: Family Grant	NFINFAMG	4	2.8	13.3
Financial Aid: Self Work	NFINSELW	20	14.1	66.7
Financial Aid: Self Savings	NFINSELS	7	4.9	23.3
Total responses		142	100.0	473.3

9 missing cases; 30 valid cases

## Multiple Response

### Notes

<b>Output Created</b>		01-JUL-2001 16:18:04
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\1 data\bpd\beap\beap-database\sum\saved-data\sumen.sav
	<b>Filter</b>	<none>
	<b>Weight</b>	<none>
	<b>Split File</b>	<none>
	<b>N of Rows in Working Data File</b>	39
<b>Syntax</b>	MULT RESPONSE /GROUPS=LANGUAGE 'LANGUAGE FLUENCY AT ENTRANCE' (nlafrica nlasl nlarabic nlchines nlenglis nlfrench nlgerman nlhindi nllitalia nljapane nlkorean nlnatam nlportug nlrussia nlspanis nlother (1)) /FREQUENCIES=LANGUAGE.	
<b>Resources</b>	<b>Elapsed Time</b>	0:00:00.14

Group LANGUAGE LANGUAGE FLUENCY AT ENTRANCE  
(Value tabulated = 1)

Dichotomy label	Name	Count	Pct of Responses	Pct of Cases
American Sign Language Fluency	NLASL	2	5.0	5.7
English Fluency	NLENGLIS	33	82.5	94.3
French Fluency	NLFRENCH	1	2.5	2.9
Japanese Fluency	NLJAPANE	1	2.5	2.9
Spanish Fluency	NLSPANIS	3	7.5	8.6
Total responses		40	100.0	114.3

4 missing cases; 35 valid cases

# Multiple Response

## Notes

<b>Output Created</b>		01-JUL-2001 16:18:04
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\1data\bpd\beap\beap-database\fsun\saved-data\fsumen.sav
	<b>Filter</b>	<none>
	<b>Weight</b>	<none>
	<b>Split File</b>	<none>
	<b>N of Rows in Working Data File</b>	39
<b>Syntax</b>	MULT RESPONSE /GROUPS=ETHNCITY 'ETHNICITY IDENTIFIED AT ENTRANCE' (nenatame neasian neafrica nechican nepuerto neothisp neeurope neother (1)) /FREQUENCIES=ETHNCITY.	
<b>Resources</b>	<b>Elapsed Time</b>	0:00:00.10

Group ETHNCITY ETHNICITY IDENTIFIED AT ENTRANCE  
(Value tabulated = 1)

Dichotomy label	Name	Count	Pct of Responses	Pct of Cases
Ethnicity: Native North American/First N	NENATAME	4	9.5	10.5
Ethnicity: Asian or Pacific Islander	NEASIAN	1	2.4	2.6
Ethnicity: African Descent/Black (not Hi	NEAFRICA	5	11.9	13.2
Ethnicity: Other Hispanic/Latino/a	NEOTHISP	1	2.4	2.6
Ethnicity: European/Caucasian (not Hispa	NEEUROPE	29	69.0	76.3
Ethnicity: Other	NEOTHER	2	4.8	5.3
		-----	-----	-----
Total responses		42	100.0	110.5

1 missing cases; 38 valid cases

# Multiple Response

## Notes



<b>Output Created</b>		01-JUL-2001 16:18:05
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\1data\bpd\beap\beap-database\fsun\saved-data\fsumen.sav
	<b>Filter</b>	<none>
	<b>Weight</b>	<none>
	<b>Split File</b>	<none>
	<b>N of Rows in Working Data File</b>	39
<b>Syntax</b>	MULT RESPONSE /GROUPS=ABILITY 'ABILITIES & CONDITIONS AT ENTRANCE' (nddeaf ndhear ndvisual ndslid ndmobil ndspeech ndphysic ndchrmed ndother (1)) /FREQUENCIES=ABILITY.	
<b>Resources</b>	<b>Elapsed Time</b>	0:00:00.08

Group ABILITY ABILITIES & CONDITIONS AT ENTRANCE  
(Value tabulated = 1)

Dichotomy label	Name	Count	Pct of Responses	Pct of Cases
Hard-of-Hearing	NDHEAR	1	11.1	14.3
Visual/Print Impairment	NDVISUAL	1	11.1	14.3
Diagnosed Specific Learning Disability	NDSLID	4	44.4	57.1
Physical Impairment (Hands, Arms, Legs)	NDPHYSIC	1	11.1	14.3
Chronic Medical Condition	NDCHRMED	1	11.1	14.3
Other Impairment or Condition	NDOTHER	1	11.1	14.3
	Total responses	9	100.0	128.6

32 missing cases; 7 valid cases

## Descriptives

### Notes

<b>Output Created</b>		01-JUL-2001 16:18:05
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\1 data\bpd\beap\beap-database\fsun\saved-data\fsumen.sav
	<b>Filter</b>	<none>
	<b>Weight</b>	<none>
	<b>Split File</b>	<none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User defined missing values are treated as missing.
	<b>Cases Used</b>	All non-missing data are used.
<b>Syntax</b>	DESCRIPTIVES VARIABLES= AGEN ngpacurr ngpamaj ngpa nmovol nmopd nyrsusa nplanhr /FORMAT=LABELS NOINDEX /STATISTICS=MEAN STDDEV MIN MAX /SORT=MEAN (A) .	
<b>Resources</b>	<b>Elapsed Time</b>	0:00:00.10

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
<b>Current Grade Point Average in Major</b>	16	.00	4.00	2.4625	1.5390
<b>Current Overall Grade Point Average</b>	24	.00	4.00	2.5775	1.3472
<b>Highest Possible GPA</b>	30	.30	4.00	3.4767	1.2566
<b>Months of Paid Social Work-Related Experience</b>	33	0	200	8.73	35.84
<b>If Not Citizen, Years Lived in U.S.</b>	2	10	19	14.50	6.36
<b>Hours Expected to Work During BSW Education</b>	28	0	40	17.86	10.92
<b>Months of Social Work-Related Volunteer Experience</b>	36	0	400	20.17	70.29
<b>Age at Entrance</b>	32	19.00	50.00	24.0625	7.9593
<b>Valid N (listwise)</b>	1				

# Ferris State U BEAP SWVI@Entrance Report, 6/30/01

Data List will read 1 records from d:\ldata\...\fsum\raw-data\fsumvn.dat

Variable	Rec	Start	End	Format
VNFORM1	1	1	8	F8.0
DOBYR	1	9	12	F4.0
DOBDAY	1	13	14	F2.0
SSN	1	15	16	F2.0
VNFILLMO	1	17	18	F2.0
VNFILLYR	1	19	22	F4.0
VN1	1	23	23	F1.0
VN2	1	24	24	F1.0
VN3	1	25	25	F1.0
VN4	1	26	26	F1.0
VN5	1	27	27	F1.0
VN6	1	28	28	F1.0
VN7	1	29	29	F1.0
VN8	1	30	30	F1.0
VN9	1	31	31	F1.0
VN10	1	32	32	F1.0
VN11	1	33	33	F1.0
VN12	1	34	34	F1.0
VN13	1	35	35	F1.0
VN14	1	36	36	F1.0
VN15	1	37	37	F1.0
VN16	1	38	38	F1.0
VN17	1	39	39	F1.0
VN18	1	40	40	F1.0
VN19	1	41	41	F1.0
VN20	1	42	42	F1.0
VN21	1	43	43	F1.0
VN22	1	44	44	F1.0
VN23	1	45	45	F1.0
VN24	1	46	46	F1.0
VN25	1	47	47	F1.0
VN26	1	48	48	F1.0
VN27	1	49	49	F1.0
VN28	1	50	50	F1.0
VN29	1	51	51	F1.0
VN30	1	52	52	F1.0
VN31	1	53	53	F1.0
VN32	1	54	54	F1.0
VN33	1	55	55	F1.0
VN34	1	56	56	F1.0
VN35	1	57	57	F1.0
VN36	1	58	58	F1.0
VN37	1	59	59	F1.0
VN38	1	60	60	F1.0
VN39	1	61	61	F1.0
VN40	1	62	62	F1.0
VN41	1	63	63	F1.0
VN42	1	64	64	F1.0
VN43	1	65	65	F1.0
VN44	1	66	66	F1.0
VN45	1	67	67	F1.0
VN46	1	68	68	F1.0

<b>Output Created</b>		01-JUL-2001 16:19:36
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\1data\bpd\beap\beap-database\fsum\saved-data\fsumvn.sav
	<b>Filter</b>	<none>
	<b>Weight</b>	<none>
	<b>Split File</b>	<none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES= VNconfsc vNsdsc vNsjsc /STATISTICS=MEAN MEDIAN STDDEV MIN MAX
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.56

### Statistics

		<b>CONFIDENTIALITY SCALE AT ENTRANCE</b>	<b>SELF DETERMINATION SCALE AT ENTRANCE</b>	<b>SOCIAL JUSTICE SCALE AT ENTRANCE</b>
<b>N</b>	<b>Valid</b>	34	38	31
	<b>Missing</b>	5	1	8
<b>Mean</b>		71.44	60.45	80.48
<b>Median</b>		73.00	60.00	78.00
<b>Std. Deviation</b>		11.37	10.59	13.57
<b>Minimum</b>		45	40	51
<b>Maximum</b>		94	89	112

## Frequency Table

67-  
 SELF DETERMINATION SCALE AT ENTRANCE

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	40	2	5.1	5.3	5.3
	49	1	2.6	2.6	7.9
	50	1	2.6	2.6	10.5
	51	4	10.3	10.5	21.1
	53	2	5.1	5.3	26.3
	54	3	7.7	7.9	34.2
	55	1	2.6	2.6	36.8
	56	2	5.1	5.3	42.1
	57	1	2.6	2.6	44.7
	59	2	5.1	5.3	50.0
	61	2	5.1	5.3	55.3
	62	2	5.1	5.3	60.5
	63	2	5.1	5.3	65.8
	64	1	2.6	2.6	68.4
	65	2	5.1	5.3	73.7
	66	2	5.1	5.3	78.9
	68	2	5.1	5.3	84.2
	69	1	2.6	2.6	86.8
	74	1	2.6	2.6	89.5
	78	1	2.6	2.6	92.1
80	2	5.1	5.3	97.4	
89	1	2.6	2.6	100.0	
	<b>Total</b>	38	97.4	100.0	
<b>Missing</b>	<b>System</b>	1	2.6		
<b>Total</b>		39	100.0		

**SOCIAL JUSTICE SCALE AT ENTRANCE**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	51	1	2.6	3.2	3.2
	61	1	2.6	3.2	6.5
	63	1	2.6	3.2	9.7
	66	1	2.6	3.2	12.9
	68	2	5.1	6.5	19.4
	72	2	5.1	6.5	25.8
	73	2	5.1	6.5	32.3
	74	1	2.6	3.2	35.5
	77	3	7.7	9.7	45.2
	78	2	5.1	6.5	51.6
	79	1	2.6	3.2	54.8
	81	1	2.6	3.2	58.1
	82	1	2.6	3.2	61.3
	84	1	2.6	3.2	64.5
	86	1	2.6	3.2	67.7
	87	2	5.1	6.5	74.2
	88	2	5.1	6.5	80.6
	90	1	2.6	3.2	83.9
	94	1	2.6	3.2	87.1
	97	1	2.6	3.2	90.3
103	1	2.6	3.2	93.5	
109	1	2.6	3.2	96.8	
112	1	2.6	3.2	100.0	
	<b>Total</b>	31	79.5	100.0	
<b>Missing</b>	<b>System</b>	8	20.5		
<b>Total</b>		39	100.0		

## Frequencies

Notes

<b>Output Created</b>		01-JUL-2001 16:19:37
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\1 data\bpd\beap\beap-database\fsun\saved-data\fsunvn.sav
	<b>Filter</b>	<none>
	<b>Weight</b>	<none>
	<b>Split File</b>	<none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=VNFILLYR /STATISTICS=MIN MAX MEDIAN MEAN STDDEV.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.18

**Statistics**  
Year SWVI-Entrance  
Completed

<b>N</b>	<b>Valid</b>	39
	<b>Missing</b>	0
<b>Mean</b>		2000.49
<b>Median</b>		2000.00
<b>Std. Deviation</b>		.51
<b>Minimum</b>		2000
<b>Maximum</b>		2001

**Year SWVI-Entrance Completed**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>2000</b>	20	51.3	51.3	51.3
	<b>2001</b>	19	48.7	48.7	100.0
	<b>Total</b>	39	100.0	100.0	

## Frequencies

Notes

<b>Output Created</b>		01-JUL-2001 16:19:38
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\data\bpd\beap\beap-database\fsun\saved-data\fsunvn.sav
	<b>Filter</b>	<none>
	<b>Weight</b>	<none>
	<b>Split File</b>	<none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=VN1 /STATISTICS=min max MEDIAN mean stddev.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.19

Statistics  
DISCLOSE  
ADDITIONAL  
INFORMATION

N	Valid	38
	Missing	1
Mean		2.66
Median		2.00
Std. Deviation		1.65
Minimum		1
Maximum		7

DISCLOSE ADDITIONAL INFORMATION



# Social Work

APRC 2001-2002

Section 7 of 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not disclose additional information	12	30.8	31.6	31.6
	2	9	23.1	23.7	55.3
	3	6	15.4	15.8	71.1
	4 No Commitment	6	15.4	15.8	86.8
	5	2	5.1	5.3	92.1
	6	2	5.1	5.3	97.4
	7 Disclose additional information	1	2.6	2.6	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		

## Frequencies

### Notes

<b>Output Created</b>		01-JUL-2001 16:19:39
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\1 data\bpd\beap\beap-database\fsun\saved-data\fsunvn.sav
	<b>Filter</b>	<none>
	<b>Weight</b>	<none>
	<b>Split File</b>	<none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=VN2 STATISTICS=min max MEDIAN mean stddev.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.20

**Statistics  
NOT REPORT  
RESOURCE  
CHANGE**

<b>N</b>	<b>Valid</b>	38
	<b>Missing</b>	1
<b>Mean</b>		5.13
<b>Median</b>		5.50
<b>Std. Deviation</b>		1.88
<b>Minimum</b>		1
<b>Maximum</b>		7

**NOT REPORT RESOURCE CHANGE**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>1 Tell client policy but do not report resource change</b>	2	5.1	5.3	5.3
	<b>2</b>	3	7.7	7.9	13.2
	<b>3</b>	2	5.1	5.3	18.4
	<b>4 No Commitment</b>	6	15.4	15.8	34.2
	<b>5</b>	6	15.4	15.8	50.0
	<b>6</b>	6	15.4	15.8	65.8
	<b>7 Report resource change of client</b>	13	33.3	34.2	100.0
	<b>Total</b>	38	97.4	100.0	
<b>Missing</b>	<b>System</b>	1	2.6		
<b>Total</b>		39	100.0		

## Frequencies

Notes

<b>Output Created</b>		01-JUL-2001 16:19:40
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	J:\data\bpd\beap\beap-database\fsun\saved-data\fsunvn.sav
	<b>Filter</b>	<none>
	<b>Weight</b>	<none>
	<b>Split File</b>	<none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=VN3 /STATISTICS=min max MEDIAN mean stddev.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.16

**Statistics**  
TELL MOTHER  
DIAGNOSIS AND  
LIFE  
EXPECTANCY

N	<b>Valid</b>	39
	<b>Missing</b>	0
<b>Mean</b>		5.41
<b>Median</b>		7.00
<b>Std. Deviation</b>		2.31
<b>Minimum</b>		1
<b>Maximum</b>		7

**TELL MOTHER DIAGNOSIS AND LIFE EXPECTANCY**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Tell mother diagnosis	6	15.4	15.4	15.4
	2	2	5.1	5.1	20.5
	4 No Commitment	2	5.1	5.1	25.6
	5	4	10.3	10.3	35.9
	6	2	5.1	5.1	41.0
	7 Not tell mother diagnosis	23	59.0	59.0	100.0
	<b>Total</b>	<b>39</b>	<b>100.0</b>	<b>100.0</b>	

## Frequencies

### Notes

<b>Output Created</b>		01-JUL-2001 16:19:40
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	D:\data\bpd\beap\beap-database\sum\saved-data\sumvn.sav
	<b>Filter</b>	<none>
	<b>Weight</b>	<none>
	<b>Split File</b>	<none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=VN4 /STATISTICS=min max MEDIAN mean stddev.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.21

**Statistics**  
**MOTHER READ**  
**CASE RECORD**

<b>Valid</b>	39
<b>Missing</b>	0
<b>Mean</b>	5.92
<b>Median</b>	7.00
<b>Std. Deviation</b>	1.69
<b>Minimum</b>	1
<b>Maximum</b>	7

**MOTHER READ CASE RECORD**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>1 Allow mother to read case record of daughter</b>	1	2.6	2.6	2.6
	<b>2</b>	2	5.1	5.1	7.7
	<b>3</b>	2	5.1	5.1	12.8
	<b>4 No Commitment</b>	2	5.1	5.1	17.9
	<b>5</b>	3	7.7	7.7	25.6
	<b>6</b>	6	15.4	15.4	41.0
	<b>7 Not allow mother to read case record of daughter</b>	23	59.0	59.0	100.0
	<b>Total</b>	39	100.0	100.0	

## Frequencies

Notes

## REVEAL INFORMATION

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>1 Not reveal information</b>	20	51.3	51.3	51.3
	<b>2</b>	2	5.1	5.1	56.4
	<b>3</b>	2	5.1	5.1	61.5
	<b>4 No Commitment</b>	5	12.8	12.8	74.4
	<b>5</b>	4	10.3	10.3	84.6
	<b>6</b>	5	12.8	12.8	97.4
	<b>7 Reveal information</b>	1	2.6	2.6	100.0
	<b>Total</b>	39	100.0	100.0	

## Frequencies

### Notes

<b>Output Created</b>		01-JUL-2001 16:19:42
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\data\bpd\beap\beap-database\fsun\saved-data\fsunvn.sav
	<b>Filter</b>	none>
	<b>Weight</b>	none>
	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=VN6 STATISTICS=min max MEDIAN mean stddev.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.27

**Statistics**  
**REPORT THEFT**

N	<b>Valid</b>	39
	<b>Missing</b>	0
<b>Mean</b>		4.67
<b>Median</b>		5.00
<b>Std. Deviation</b>		2.14
<b>Minimum</b>		1
<b>Maximum</b>		7

**REPORT THEFT**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>1 Not report theft</b>	5	12.8	12.8	12.8
	<b>2</b>	3	7.7	7.7	20.5
	<b>3</b>	3	7.7	7.7	28.2
	<b>4 No Commitment</b>	7	17.9	17.9	46.2
	<b>5</b>	4	10.3	10.3	56.4
	<b>6</b>	5	12.8	12.8	69.2
	<b>7 Report theft</b>	12	30.8	30.8	100.0
	<b>Total</b>	39	100.0	100.0	

**Frequencies**

Notes



<b>Output Created</b>		01-JUL-2001 16:19:43
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\data\bpd\beap\beap-database\fsun\saved-data\fsumvn.sav
	<b>Filter</b>	none>
	<b>Weight</b>	none>
	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=VN7 STATISTICS=min max MEDIAN mean stddev.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.30

**Statistics**  
ADVISE BOARD  
HOMOSEXUAL

N	<b>Valid</b>	38
	<b>Missing</b>	1
<b>Mean</b>		1.79
<b>Median</b>		1.00
<b>Std. Deviation</b>		1.56
<b>Minimum</b>		1
<b>Maximum</b>		7

**ADVISE BOARD HOMOSEXUAL**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Not advise board of homosexuality	25	64.1	65.8	65.8
	2	8	20.5	21.1	86.8
	3	1	2.6	2.6	89.5
	5	1	2.6	2.6	92.1
	6	2	5.1	5.3	97.4
	7 Advise board of homosexuality	1	2.6	2.6	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		

## Frequencies

### Notes

<b>Output Created</b>		01-JUL-2001 16:19:44
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\data\bpd\beap\beap-database\fsun\saved-data\fsumvn.sav
	<b>Filter</b>	none>
	<b>Weight</b>	none>
	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=VN8 STATISTICS=min max MEDIAN mean stddev.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.34

**Statistics  
TELL ABOUT  
DRUG USE**

<b>Valid</b>	39
<b>Missing</b>	0
<b>Mean</b>	4.41
<b>Median</b>	5.00
<b>Std. Deviation</b>	2.33
<b>Minimum</b>	1
<b>Maximum</b>	7

**TELL ABOUT DRUG USE**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>1 Not tell doctor about drug use of client</b>	9	23.1	23.1	23.1
	<b>2</b>	2	5.1	5.1	28.2
	<b>3</b>	1	2.6	2.6	30.8
	<b>4 No Commitment</b>	5	12.8	12.8	43.6
	<b>5</b>	7	17.9	17.9	61.5
	<b>6</b>	4	10.3	10.3	71.8
	<b>7 Tell doctor about drug use of client</b>	11	28.2	28.2	100.0
	<b>Total</b>	39	100.0	100.0	

## Frequencies

Notes

<b>Output Created</b>		01-JUL-2001 16:19:46
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\data\bpd\beap\beap-database\fsum\saved-data\fsumvn.sav
	<b>Filter</b>	one>
	<b>Weight</b>	one>
	<b>Split File</b>	one>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		<pre> FREQUENCIES VARIABLES=VN9 /STATISTICS=min max MEDIAN mean stddev. </pre>
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.30

**Statistics  
REPORT  
ADDITIONAL  
INCOME**

<b>Valid</b>	39
<b>Missing</b>	0
<b>Mean</b>	3.44
<b>Median</b>	4.00
<b>Sd. Deviation</b>	1.97
<b>Minimum</b>	1
<b>Maximum</b>	7

**REPORT ADDITIONAL INCOME**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Report additional income to Social Security	10	25.6	25.6	25.6
	2	5	12.8	12.8	38.5
	3	3	7.7	7.7	46.2
	4 No Commitment	9	23.1	23.1	69.2
	5	7	17.9	17.9	87.2
	6	1	2.6	2.6	89.7
	7 Do nothing about additional income	4	10.3	10.3	100.0
	Total	39	100.0	100.0	

## Frequencies

### Notes

<b>Output Created</b>		01-JUL-2001 16:19:47
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	c:\data\bpd\beap\beap-database\fsun\saved-data\fsunvn.sav
	<b>Filter</b>	none>
	<b>Weight</b>	none>
	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=VN10 STATISTICS=min max MEDIAN mean stddev.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:05.16

Statistics  
REPORT  
INFORMATION TO  
CP

N	Valid	39
	Missing	0
	Mean	2.13
	Median	1.00
	Std. Deviation	1.69
	Minimum	1
	Maximum	7

REPORT INFORMATION TO CP

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>1 Report information to Child Protection Agency</b>	21	53.8	53.8	53.8
	<b>2</b>	7	17.9	17.9	71.8
	<b>3</b>	5	12.8	12.8	84.6
	<b>4 No Commitment</b>	2	5.1	5.1	89.7
	<b>5</b>	1	2.6	2.6	92.3
	<b>6</b>	1	2.6	2.6	94.9
	<b>7 Not report information to Child Protection Agency</b>	2	5.1	5.1	100.0
	<b>Total</b>	39	100.0	100.0	

## Frequencies

Notes

<b>Output Created</b>		01-JUL-2001 16:19:55
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\data\bpd\beap\beap-database\fsun\saved-data\fsunvn.sav
	<b>Filter</b>	none>
	<b>Weight</b>	none>
	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		<pre> FREQUENCIES   VARIABLES=VN11   /STATISTICS=min max MEDIAN mean stddev. </pre>
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.30

**Statistics**  
INFORM  
HUSBAND OF  
THREAT

Valid	39
Missing	0
Mean	4.38
Median	4.00
Std. Deviation	2.29
Minimum	1
Maximum	7

INFORM HUSBAND OF THREAT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Inform husband of threat	7	17.9	17.9	17.9
	2	3	7.7	7.7	25.6
	3	3	7.7	7.7	33.3
	4 No Commitment	9	23.1	23.1	56.4
	5	2	5.1	5.1	61.5
	6	2	5.1	5.1	66.7
	7 Not inform husband of threat	13	33.3	33.3	100.0
	Total	39	100.0	100.0	

## Frequencies

### Notes

<b>Output Created</b>		01-JUL-2001 16:19:57
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\data\bpd\beap\beap-database\fsun\saved-data\fsumvn.sav
	<b>Filter</b>	none>
	<b>Weight</b>	none>
	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=VN12 STATISTICS=min max MEDIAN mean stddev.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.34



<b>Output Created</b>		01-JUL-2001 16:19:58
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\data\bpd\beap\beap-database\fsun\saved-data\fsumvn.sav
	<b>Filter</b>	none>
	<b>Weight</b>	none>
	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=VN13 STATISTICS=min max MEDIAN mean stddev.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.20

**Statistics  
REPORT  
INFORMATION TO  
AUTHORITIES**

<b>Valid</b>	39
<b>Missing</b>	0
<b>Mean</b>	2.33
<b>Median</b>	2.00
<b>Std. Deviation</b>	1.75
<b>Minimum</b>	1
<b>Maximum</b>	7

**REPORT INFORMATION TO AUTHORITIES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Report information to police	18	46.2	46.2	46.2
	2	7	17.9	17.9	64.1
	3	7	17.9	17.9	82.1
	4 No Commitment	3	7.7	7.7	89.7
	5	1	2.6	2.6	92.3
	7 Not report information to police	3	7.7	7.7	100.0
	Total	39	100.0	100.0	

## Frequencies

### Notes

<b>Output Created</b>		01-JUL-2001 16:19:58
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\data\bpd\beap\beap-database\fsun\saved-data\fsumvn.sav
	<b>Filter</b>	none>
	<b>Weight</b>	none>
	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		<pre> FREQUENCIES   VARIABLES=VN14   STATISTICS=min max MEDIAN mean stddev. </pre>
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.16

**Statistics**  
NOT MENTION  
INFORMATION

<b>Valid</b>	37
<b>Missing</b>	2
<b>Mean</b>	4.22
<b>Median</b>	5.00
<b>Std. Deviation</b>	2.11
<b>Minimum</b>	1
<b>Maximum</b>	7

**NOT MENTION INFORMATION**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>1 Not mention information</b>	7	17.9	18.9	18.9
	<b>2</b>	3	7.7	8.1	27.0
	<b>3</b>	2	5.1	5.4	32.4
	<b>4 No Commitment</b>	5	12.8	13.5	45.9
	<b>5</b>	10	25.6	27.0	73.0
	<b>6</b>	3	7.7	8.1	81.1
	<b>7 Mention information</b>	7	17.9	18.9	100.0
	<b>Total</b>	37	94.9	100.0	
<b>Missing</b>	<b>System</b>	2	5.1		
<b>Total</b>		39	100.0		

## Frequencies

Notes

<b>Output Created</b>		01-JUL-2001 16:19:59
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	data\bpd\beap\beap-database\fsum\saved-data\fsumvn.sav
	<b>Filter</b>	none>
	<b>Weight</b>	none>
	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		<pre> FREQUENCIES VARIABLES=VN15 STATISTICS=min max MEDIAN mean stddev. </pre>
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.56

**Statistics**  
REPORT NURSES  
DIAGNOSIS

<b>N</b>	<b>Valid</b>	37
	<b>Missing</b>	2
<b>Mean</b>		4.22
<b>Median</b>		4.00
<b>Std. Deviation</b>		2.08
<b>Minimum</b>		1
<b>Maximum</b>		7

**REPORT NURSES DIAGNOSIS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Report diagnosis of nurse to hospital	6	15.4	16.2	16.2
	2	3	7.7	8.1	24.3
	3	4	10.3	10.8	35.1
	4 No Commitment	7	17.9	18.9	54.1
	5	5	12.8	13.5	67.6
	6	5	12.8	13.5	81.1
	7 Not report diagnosis of nurse to hospital	7	17.9	18.9	100.0
	Total	37	94.9	100.0	
Missing	System	2	5.1		
Total		39	100.0		

## Frequencies

### Notes

<b>Output Created</b>		01-JUL-2001 16:20:00
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	...data\bpd\beap\beap-database\fsun\saved-data\fsunvn.sav
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	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		<pre> FREQUENCIES   VARIABLES=VN16   /STATISTICS=min max MEDIAN mean stddev. </pre>
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.18

Statistics  
TELL HUSBAND  
DETAILS OF CASE

Valid	39
Missing	0
Mean	4.49
Median	4.00
Std. Deviation	2.10
Minimum	1
Maximum	7

TELL HUSBAND DETAILS OF CASE

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>1 Tell husband details of case</b>	5	12.8	12.8	12.8
	<b>2</b>	2	5.1	5.1	17.9
	<b>3</b>	7	17.9	17.9	35.9
	<b>4 No Commitment</b>	6	15.4	15.4	51.3
	<b>5</b>	3	7.7	7.7	59.0
	<b>6</b>	6	15.4	15.4	74.4
	<b>7 Not tell husband details of case</b>	10	25.6	25.6	100.0
	<b>Total</b>	39	100.0	100.0	

Frequencies

Notes

<b>Output Created</b>		01-JUL-2001 16:20:01
<b>Comments</b>		
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	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		<pre> FREQUENCIES   VARIABLES=VN17   STATISTICS=min max MEDIAN mean stddev. </pre>
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.14

**Statistics**  
**TELL CLIENT**  
**WORKERS**  
**VIOLATIONS**

<b>Valid</b>	39
<b>Missing</b>	0
<b>Mean</b>	3.44
<b>Median</b>	3.00
<b>Std. Deviation</b>	2.07
<b>Minimum</b>	1
<b>Maximum</b>	7

**TELL CLIENT WORKERS VIOLATIONS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Inform client of worker ethical violations	10	25.6	25.6	25.6
	2	5	12.8	12.8	38.5
	3	6	15.4	15.4	53.8
	4 No Commitment	7	17.9	17.9	71.8
	5	3	7.7	7.7	79.5
	6	3	7.7	7.7	87.2
	7 Not inform client of worker ethical violations	5	12.8	12.8	100.0
	<b>Total</b>	39	100.0	100.0	

## Frequencies

### Notes

<b>Output Created</b>		01-JUL-2001 16:20:02
<b>Comments</b>		
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	<b>Weight</b>	none>
	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=VN18 STATISTICS=min max MEDIAN mean stddev.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.13



Statistics  
 TRY TO CHANGE  
 PARENTS  
 DECISION

Valid	39
Missing	0
Mean	4.33
Median	5.00
Std. Deviation	2.27
Minimum	1
Maximum	7

TRY TO CHANGE PARENTS DECISION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Try to change decision of parents	9	23.1	23.1	23.1
	2	2	5.1	5.1	28.2
	3	1	2.6	2.6	30.8
	4 No Commitment	6	15.4	15.4	46.2
	5	6	15.4	15.4	61.5
	6	6	15.4	15.4	76.9
	7 Do nothing to change decision of parents	9	23.1	23.1	100.0
	Total	39	100.0	100.0	

Frequencies

Notes

<b>Output Created</b>		01-JUL-2001 16:20:02
<b>Comments</b>		
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	<b>Weight</b>	none>
	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		<pre> FREQUENCIES   VARIABLES=VN19   /STATISTICS=min max MEDIAN mean stddev. </pre>
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.14

**Statistics  
WOMAN TO BE  
STERILIZED**

<b>Valid</b>	39
<b>Missing</b>	0
<b>Mean</b>	4.31
<b>Median</b>	4.00
<b>Std. Deviation</b>	1.81
<b>Minimum</b>	1
<b>Maximum</b>	7

**WOMAN TO BE STERILIZED**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Refuse to advocate for sterilization	2	5.1	5.1	5.1
	2	5	12.8	12.8	17.9
	3	5	12.8	12.8	30.8
	4 No Commitment	12	30.8	30.8	61.5
	5	5	12.8	12.8	74.4
	6	2	5.1	5.1	79.5
	7 Agree to advocate for sterilization	8	20.5	20.5	100.0
	Total	39	100.0	100.0	

## Frequencies

### Notes

<b>Output Created</b>		01-JUL-2001 16:20:03
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\data\bpd\beap\beap-database\fsun\saved-data\fsumvn.sav
	<b>Filter</b>	none>
	<b>Weight</b>	none>
	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=VN20 STATISTICS=min max MEDIAN mean stddev.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.18

**Statistics  
ADOLESCENT  
HAVING  
INTERCOURSE**

<b>Valid</b>	39
<b>Missing</b>	0
<b>Mean</b>	5.64
<b>Median</b>	6.00
<b>Std. Deviation</b>	1.46
<b>Minimum</b>	2
<b>Maximum</b>	7

**ADOLESCENT HAVING INTERCOURSE**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>2</b>	1	2.6	2.6	2.6
	<b>3</b>	1	2.6	2.6	5.1
	<b>4 No Commitment</b>	10	25.6	25.6	30.8
	<b>5</b>	4	10.3	10.3	41.0
	<b>6</b>	6	15.4	15.4	56.4
	<b>7 Try to persuade adolescent not to have sex</b>	17	43.6	43.6	100.0
	<b>Total</b>	39	100.0	100.0	

## Frequencies

Notes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Oppose client leaving facility	5	12.8	12.8	12.8
	2	5	12.8	12.8	25.6
	3	7	17.9	17.9	43.6
	4 No Commitment	13	33.3	33.3	76.9
	5	3	7.7	7.7	84.6
	6	3	7.7	7.7	92.3
	7 Support client leaving facility	3	7.7	7.7	100.0
	Total	39	100.0	100.0	

## Frequencies

### Notes

<b>Output Created</b>		01-JUL-2001 16:20:05
<b>Comments</b>		
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	<b>Weight</b>	none>
	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=VN22 STATISTICS=min max MEDIAN mean stddev.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.16

**Statistics**  
**FILE CHARGES**  
**AGAINST SON**

<b>Valid</b>	39
<b>Missing</b>	0
<b>Mean</b>	3.23
<b>Median</b>	3.00
<b>Std. Deviation</b>	1.93
<b>Minimum</b>	1
<b>Maximum</b>	7

**FILE CHARGES AGAINST SON**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>1 Try to convince client to file charges</b>	11	28.2	28.2	28.2
	<b>2</b>	4	10.3	10.3	38.5
	<b>3</b>	7	17.9	17.9	56.4
	<b>4 No Commitment</b>	7	17.9	17.9	74.4
	<b>5</b>	6	15.4	15.4	89.7
	<b>7 Accept client decision not to file charges</b>	4	10.3	10.3	100.0
	<b>Total</b>	39	100.0	100.0	

## Frequencies

Notes

<b>Output Created</b>		01-JUL-2001 16:20:05
<b>Comments</b>		
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	<b>Weight</b>	none>
	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		<pre> FREQUENCIES   VARIABLES=VN23   STATISTICS=min max MEDIAN mean stddev. </pre>
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.16

**Statistics  
CHANGE  
LIFESTYLE**

<b>Valid</b>	39
<b>Missing</b>	0
<b>Mean</b>	1.97
<b>Median</b>	2.00
<b>Std. Deviation</b>	1.09
<b>Minimum</b>	1
<b>Maximum</b>	5

**CHANGE LIFESTYLE**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>1 Suggest client change lifestyle</b>	17	43.6	43.6	43.6
	<b>2</b>	11	28.2	28.2	71.8
	<b>3</b>	7	17.9	17.9	89.7
	<b>4 No Commitment</b>	3	7.7	7.7	97.4
	<b>5</b>	1	2.6	2.6	100.0
	<b>Total</b>	39	100.0	100.0	

## Frequencies

### Notes

<b>Output Created</b>		01-JUL-2001 16:20:06
<b>Comments</b>		
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	<b>Filter</b>	one>
	<b>Weight</b>	one>
	<b>Split File</b>	one>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		
FREQUENCIES VARIABLES=VN24 STATISTICS=min max MEDIAN mean stddev.		
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.18



**Statistics**  
**COUPLE WITH TO**  
**GET MARRIED**

<b>Valid</b>	39
<b>Missing</b>	0
<b>Mean</b>	1.74
<b>Median</b>	1.00
<b>Std. Deviation</b>	1.35
<b>Minimum</b>	1
<b>Maximum</b>	7

**COUPLE WITH TO GET MARRIED**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>1 Support wish of couple to marry</b>	25	64.1	64.1	64.1
	<b>2</b>	8	20.5	20.5	84.6
	<b>3</b>	1	2.6	2.6	87.2
	<b>4 No Commitment</b>	3	7.7	7.7	94.9
	<b>5</b>	1	2.6	2.6	97.4
	<b>7 Oppose wish of couple to marry</b>	1	2.6	2.6	100.0
	<b>Total</b>	39	100.0	100.0	

**Frequencies**

Notes

<b>Output Created</b>		01-JUL-2001 16:20:07
<b>Comments</b>		
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	<b>Filter</b>	none>
	<b>Weight</b>	none>
	<b>Split File</b>	none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		<pre> FREQUENCIES   VARIABLES=VN25   /STATISTICS=min max MEDIAN mean stddev. </pre>
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.22

**Statistics  
WOMANS  
DECISION**

<b>Valid</b>	39
<b>Missing</b>	0
<b>Mean</b>	5.33
<b>Median</b>	5.00
<b>Standard Deviation</b>	1.56
<b>Minimum</b>	1
<b>Maximum</b>	7

**WOMANS DECISION**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Say nothing further about decision	1	2.6	2.6	2.6
	2	1	2.6	2.6	5.1
	3	3	7.7	7.7	12.8
	4 No Commitment	5	12.8	12.8	25.6
	5	10	25.6	25.6	51.3
	6	7	17.9	17.9	69.2
	7 Urge woman to reconsider decision	12	30.8	30.8	100.0
	Total	39	100.0	100.0	

## Frequencies

### Notes

<b>Output Created</b>		01-JUL-2001 16:20:08
<b>Comments</b>		
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	<b>Filter</b>	one>
	<b>Weight</b>	one>
	<b>Split File</b>	one>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		
FREQUENCIES VARIABLES=VN26 STATISTICS=min max MEDIAN mean stddev.		
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.20

Statistics  
READING  
MATERIAL

<b>Valid</b>	38
<b>Missing</b>	1
<b>Mean</b>	3.18
<b>Median</b>	3.00
<b>Std. Deviation</b>	1.96
<b>Minimum</b>	1
<b>Maximum</b>	7

READING MATERIAL

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>1 Confiscate reading material</b>	10	25.6	26.3	26.3
	<b>2</b>	7	17.9	18.4	44.7
	<b>3</b>	7	17.9	18.4	63.2
	<b>4 No Commitment</b>	2	5.1	5.3	68.4
	<b>5</b>	7	17.9	18.4	86.8
	<b>6</b>	2	5.1	5.3	92.1
	<b>7 Allow client to keep reading material</b>	3	7.7	7.9	100.0
	<b>Total</b>	38	97.4	100.0	
<b>Missing</b>	<b>System</b>	1	2.6		
<b>Total</b>		39	100.0		

Frequencies

Notes

<b>Output Created</b>		01-JUL-2001 16:20:08
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\data\bpd\beap\beap-database\fsun\saved-data\fsunvn.sav
	<b>Filter</b>	one>
	<b>Weight</b>	one>
	<b>Split File</b>	one>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	user-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		<pre> FREQUENCIES   VARIABLES=VN27   STATISTICS=min max MEDIAN mean stddev.           </pre>
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.20

**Statistics**  
DECIDING  
STODY ISSUES

<b>Valid</b>	39
<b>Missing</b>	0
<b>Mean</b>	4.77
<b>Median</b>	5.00
<b>Std. Deviation</b>	2.01
<b>Minimum</b>	1
<b>Maximum</b>	7

**DECIDING CUSTODY ISSUES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Consider wishes of parents as most important	4	10.3	10.3	10.3
	2	3	7.7	7.7	17.9
	3	2	5.1	5.1	23.1
	4 No Commitment	8	20.5	20.5	43.6
	5	4	10.3	10.3	53.8
	6	8	20.5	20.5	74.4
	7 Consider wishes of son as equal to parents	10	25.6	25.6	100.0
	Total	39	100.0	100.0	

## Frequencies

### Notes

<b>Output Created</b>		01-JUL-2001 16:20:09
<b>Comments</b>		
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	<b>Filter</b>	< none >
	<b>Weight</b>	< none >
	<b>Split File</b>	< none >
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=VN28 /STATISTICS=min max MEDIAN mean stddev.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.24

Statistics  
CHILD RUNNING  
AWAY

N	Valid	39
	Missing	0
Mean		6.13
Median		7.00
Std. Deviation		1.10
Minimum		3
Maximum		7

CHILD RUNNING AWAY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	5.1	5.1	5.1
	5	9	23.1	23.1	28.2
	6	8	20.5	20.5	48.7
	7 Take action to prevent runaway	20	51.3	51.3	100.0
	<b>Total</b>	39	100.0	100.0	

## Frequencies

Notes

<b>Output Created</b>		01-JUL-2001 16:20:10
<b>Comments</b>		
<b>Input</b>	<b>Data</b>	d:\data\bpd\beap\beap-database\sum\aved-data\sumvn.sav
	<b>Filter</b>	<none>
	<b>Weight</b>	<none>
	<b>Split File</b>	<none>
	<b>N of Rows in Working Data File</b>	39
<b>Missing Value Handling</b>	<b>Definition of Missing</b>	User-defined missing values are treated as missing.
	<b>Cases Used</b>	Statistics are based on all cases with valid data.
<b>Syntax</b>		FREQUENCIES VARIABLES=VN29 /STATISTICS=min max MEDIAN mean stddev.
<b>Resources</b>	<b>Total Values Allowed</b>	18724
	<b>Elapsed Time</b>	0:00:00.16

**Statistics**  
REQUEST FOR  
VISITATION WITH  
CHILD

N	<b>Valid</b>	39
	<b>Missing</b>	0
<b>Mean</b>		3.67
<b>Median</b>		4.00
<b>Std. Deviation</b>		2.08
<b>Minimum</b>		1
<b>Maximum</b>		7

**REQUEST FOR VISITATION WITH CHILD**



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Refuse request for visitation	10	25.6	25.6	25.6
	2	3	7.7	7.7	33.3
	3	5	12.8	12.8	46.2
	4 No Commitment	6	15.4	15.4	61.5
	5	6	15.4	15.4	76.9
	6	5	12.8	12.8	89.7
	7 Approve request for visitation	4	10.3	10.3	100.0
	Total	39	100.0	100.0	

## Frequencies

### Notes

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**Statistics**  
**STUDENTS**  
**DECISION TO**  
**HAVE AN**  
**ABORTION**

<b>N</b>	<b>Valid</b>	39
	<b>Missing</b>	0
<b>Mean</b>		3.64
<b>Median</b>		4.00
<b>Std. Deviation</b>		1.56
<b>Minimum</b>		1
<b>Maximum</b>		7

**STUDENTS DECISION TO HAVE AN ABORTION**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	<b>1 Do nothing to change abortion decision</b>	5	12.8	12.8	12.8
	<b>2</b>	5	12.8	12.8	25.6
	<b>3</b>	4	10.3	10.3	35.9
	<b>4 No Commitment</b>	16	41.0	41.0	76.9
	<b>5</b>	4	10.3	10.3	87.2
	<b>6</b>	4	10.3	10.3	97.4
	<b>7 Try to change abortion decision</b>	1	2.6	2.6	100.0
	<b>Total</b>	39	100.0	100.0	

## Frequencies

Notes

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**Statistics**  
CLIENT REMAIN  
PATIENT

<b>N</b>	<b>Valid</b>	39
	<b>Missing</b>	0
<b>Mean</b>		5.15
<b>Median</b>		5.00
<b>Std. Deviation</b>		1.35
<b>Minimum</b>		1
<b>Maximum</b>		7

**CLIENT REMAIN PATIENT**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Do nothing to change wish to remain an inpatient	1	2.6	2.6	2.6
	3	2	5.1	5.1	7.7
	4 No Commitment	8	20.5	20.5	28.2
	5	14	35.9	35.9	64.1
	6	6	15.4	15.4	79.5
	7 Encourage client to accept foster care services	8	20.5	20.5	100.0
	Total	39	100.0	100.0	

## Frequencies

### Notes

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<b>Resources</b>	<b>Total Values Allowed</b>	18724
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Statistics  
CLIENT TO TAKE  
ACTION

N	Valid	39
	Missing	0
Mean		3.46
Median		3.00
Std. Deviation		1.80
Minimum		1
Maximum		7

CLIENT TO TAKE ACTION

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>1 Accept decision of client not to take action</b>	7	17.9	17.9	17.9
	<b>2</b>	5	12.8	12.8	30.8
	<b>3</b>	10	25.6	25.6	56.4
	<b>4 No Commitment</b>	6	15.4	15.4	71.8
	<b>5</b>	4	10.3	10.3	82.1
	<b>6</b>	5	12.8	12.8	94.9
	<b>7 Continue to urge client to take action</b>	2	5.1	5.1	100.0
	<b>Total</b>	39	100.0	100.0	

## Frequencies

Notes

# SOCIAL WORK PROGRAM

ENROLLMENT TRENDS  
AND PROGRAM COSTS

September, 2001

## ADMINISTRATIVE PROGRAM REVIEW: 2000

Program/Department: Social Work Date Submitted: November 27, 2000

Dean: Sue Hammersmith Please provide the following information:

### Enrollment

	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
Tenure Track FTE	5.0	4.0	4	5	3
Overload/Supplemental FTEF	2.42	3.25	3.25	2.67	4.59
Adjunct/Clinical FTEF (unpaid)	17	16	19.5	17.5	16
Enrollment on-campus*	200	156	169	175	139
Freshman	48	42	50	64	36
Sophomore	39	32	31	28	25
Junior	24	54	32	54	25
Senior	64	83	56	78	53
TBD	25	5	0	0	0
Doctoral	0	0	0	0	0
Pre-Professional Students	0	0	0	0	0
Enrollment off-campus*	41	60	50	49	28
Traverse City				28	28
Grand Rapids				0	0
Southwest				0	0
Southeast				21	0

\*use official count (7-day)

### Capacity:

Estimate program capacity considering current number of faculty, laboratory capacity, current equipment, and current levels of S&E. 200 students What factors limit capacity? Number of faculty.

### Financial

Expenditures*	FY 96	FY 97	FY 98	FY 99	FY 00
Supply & Expense	12,670	15,418	\$12,931	\$14,646	\$17,044
Equipment	0	0	0	0	0
Voc. Ed. Funds	0	0	0	0	0
General Fund	0	0	0	0	0
In-Kind	0	0	0	0	0
Non-General Fund	0	0	0	0	0
<b>Revenues</b>					
Net Clinic Revenue	0	0	0	0	0
Scholarship Donations	0	0	0	0	0
Gifts, Grants & Cash Donations	0	0	0	0	0
Endowment Earnings	0	0	0	0	0
Institute Programs/Services	0	0	0	0	0

\*Use end of fiscal year expenditures.

### Other

	AY 95/96	AY 96/97	AY 97/98	AY 98/99	AY 99/00
Number of Graduates* - Total	44	36	38	39	38
- On campus	44	31	25	27	20
- Off campus	0	5	13	12	18
Placement of Graduates	100%	92%	93%	91%	NA
Average Starting Salary	21,500	20,885	23,250	22,083	NA
Productivity - Academic Year Average	376.78	307.37	292.63	291.15	272.61
- Summer	140.64	135.33	118.62	126.81	147.34
Summer Enrollment	160	203	175	156	196

# SOCIAL WORK PROGRAM

CONCLUSIONS

September, 2001



## Section 12, Conclusions

The goal of the Social Work Program is "To be a national leader in providing an innovative learning environment at Ferris State University and graduating baccalaureate social work professionals who are highly trained in the social work values, knowledge and skills of a generalist social work practitioner." This goal is very central to the Ferris State University's Mission statement "Ferris State University is dedicated to the ideal of combining career-oriented professionals and technical education with a strong program of general education."

Our program is the only BSW program for the Northern part of the lower peninsula of the State. We are visible and have been invited to bring our program to the northern areas, Traverse City, Petoskey and Gaylord.

Our service to the State is providing a quality, accredited program for the citizens of the state of Michigan, as well as, for students from other states and other countries. We are a hands-on program. Academic sets the foundation and the student puts it into practice with 600 hours of fieldwork in social work agencies either within Michigan or other states. In the future we hope to have field placements in other countries.

Our graduates are employed at graduation and surveys have shown a high satisfaction rate from employers with our students' skills. Student surveys show satisfaction with the program they had at Ferris' Social Work Program. Students from the northern part of the State have stated an interest in the program coming to their area. Presently we are assessing the need in Petoskey. Students in the surrounding area and our students have asked if we would ever get a Masters of Social Work anytime soon. We have been keeping a log of inquires. We have over 25 names since we started (12 months ago) logging inquires.

**Idea Evaluation Forms** have been very favorable with our instructors. Students rate their instruction as excellent and beneficial. They express that the teaching has been top quality and practical.

Placement into social work jobs for our student of 1999-2000 was 82%, with 28.6 % of the students going on to graduate school. The salary range for those who got jobs at graduation went from \$25,000-\$43,000 a year.

As stated in the Labor Market Analysis the BSW is the minimum requirement for many entry-level jobs. Employment of social workers is projected to grow much faster than average, and competition for jobs is expected to be keen in cities, with numerous opportunities for employment in rural areas of the country.

**'Services to non-majors'** is an area we would like to expand on in the future. We have to make sure we are in compliance with accreditation guidelines in whatever action we take. Presently these courses are available to non-majors. (See Syllabi in Appendix G )

SCWK 110 Introduction to Social Work Open to all students

SCWK 130 Interviewing Skills I	Good basic interviewing skills Criminal justice students take this course.
SCWK 262 Health Related Social Services	Nursing students can apply this to their curriculum requirements
SCWK 263 Substance Abuse	Available to non-majors. Criminal Justice students will take this course
SCWK 264 Substance Abuse: Treatment And Prevention	Available to non-majors.
SCWK 265 Social Services in Corrections	Available to non-majors. Criminal Justice students have on their curriculum

We are in the process of developing three new courses that we hope will be of benefit to non-majors. They are 1). Getting involved in the political arena, 2). Grant writing and 3). Social Work with At Risk Populations

Facilities and equipment always need to be up-dated. We anticipate the day when a computer projection unit can be installed in the social work room, Starr 114. Also, laptop computers will be needed for faculty especially as more courses are on WEB and faculty will be traveling to the northern sites.

Costs will continue in fees for accreditation with CSWE, travel funds are needed for faculty to attend conferences annually, travel funds for teaching in other sites, funds for the initial start up of the alumni association newsletters, funds for technology equipment. Grants need to be written. Time is the most expensive cost item. There is never enough.

Faculty is creative and energetic. It is awesome for this writer to sit in on a faculty meeting and listen to all the innovative ideas appear. We have research projects that are initiated by the community and hopefully when completed will benefit the community. We have active faculty on agency advisory boards, developing programs and helping to acquire funds. We have faculty who have been asked to be on selected campus committees to help develop training materials for faculty or private agencies. Faculty has and will continue to be involved in writing about the social injustice in our society. Faculty has been asked to present at the National Directors of Program Directors and at the National Conference of Social Work Educators.

Faculty are doing all this plus getting the Alumni Association for Social Workers established, developing a revised curriculum, complete the site visit report for CSWE site visit, advise students, plan their lessons, attend campus meetings, read their e-mail and be a social worker to those around them. We should develop a good course on "Dealing with Stress and Burn-out".

The Social Work Program is in the College of Arts and Sciences. We are in the Social Sciences Department. Administrative work is the responsibility of the program coordinator with input from the social work faculty. Release time of 6 credit hours is provided the coordinator. Field Coordination is the responsibility of another faculty

member. Release time of 6 credit hours is also provided. The faculty carries full credit loads and many times overloads. Faculty each has the responsibility of 28-30 students to advise. Each is responsible to attend regular faculty meetings. Communication skills are a must. Besides face-to-face sharing of information, the e-mail and voice mail are constantly utilized by faculty. Minutes from faculty meetings are also provided each faculty member.

Budget is controlled by the program....just never enough money to go around! Need to find some time and resources to invest in grant writing for the creative ideas we want to put into place.

Ferris State University  
SOCIAL WORK PROGRAM

COURSE SYLLABUS

**SCWK 110 - INTRODUCTION TO THE SOCIAL WORK PROFESSION AND  
PROFESSIONAL EDUCATION (2 crs.)**

**Course Description**

Professional roles and settings. Overview of professional values, knowledge, and skills. History of the social work profession. Beginning emphasizes on self-awareness, cultural diversity, and helping from a psychosocial perspective. Career exploration for students undecided about program choice. Includes First-Year Career Seminar (FYCS), a small group experience intended to enable student persistence in college, either through strengthening of commitment to a social work career or through facilitating transfer to another program at Ferris.

**Course Objectives**

[Objectives which are designated by "FYCS" in parentheses have their primary emphasis in the First-Year Career Seminar, which is an integral part of SCWK 110.]

**Knowledge Objectives:**

1. To gain an overview understanding of the Social Work Code of Ethics, as well as values and ethical principles to be presented throughout the program.
2. To become familiar with major events in social work professional history.
3. To gain survey knowledge of the fields and settings of social work.
4. To appreciate illustrations of social workers fulfilling typical professional roles.
5. To become aware of diverse cultural groups and other special populations within the client group.
6. To gain beginning knowledge required for practice with special populations.
7. To gain an introductory conceptualization of the psychosocial or person-in-environment perspective of social work.
8. To gain an introductory familiarity with the problem solving model of practice.

9. To gain insight into both the personally rewarding and the personally stressing aspects of the social work profession. (FYCS)
10. To become familiar with all advising, counseling, study-skill, and learning resource services available to social work students. (FYCS)
11. To become familiar with activities of the Ferris Social Work Association and with activities of other campus and community organizations. (FYCS)
12. To gain a clearer self-identity, especially about personal life-style, philosophy, values, learning style, and study strategies. (FYCS)
13. To learn health and wellness strategies for the Ferris campus. (FYCS)

**Skill Objectives:**

1. To interpret particular ethical principles (from the Social Work Code of Ethics) in terms of their application to specific professional situations.
2. To express advocacy for professional ethical or value positions while maintaining communicative rapport with persons expressing opposing or divergent views. (FYCS)
3. To analyze and be articulate about personal beliefs, values, and attitudes, including the ability to compare personal values with professional values, to describe how personal values are changing, and to describe how personal values are impacted by professional values. (FYCS)

[Part of this self-analysis will occur in the FYCS portion of the course. Through group values clarification exercises and the use of a values self-analysis diagnostic tool, you will begin the process of becoming more clear and expressive about your own personal values. Then, through discussions in both FYCS and regular classroom periods, you will begin the process of appreciating professional values, comparing professional values with your personal values, and gaining a beginning sense of priorities among professional values. Finally, you will be able to write a self-analysis statement giving expression to this process of personal and professional values exploration.]

4. To communicate tolerance for human diversity not only with respect to special populations but also with respect to life-styles, traditions, beliefs, and behaviors.
5. To form supportive peer relationships with upperclass social work students, as well as supportive out-of-class relationships with social work faculty. (FYCS)
6. To gain confidence in self-expression, especially in small group discussions about personal life-story, career goals, and career obstacles. (FYCS)

### Value Objectives:

1. To be committed to promotion of professional ethics as represented by the Social Work Code of Ethics.
2. To begin formation of a personal prioritization of professional values.
3. To gain a clearer self-identity, especially about career motivation, preferred life-style, general value orientation, and philosophy of life. (FYCS)

(Through consideration of the Social Work Code of Ethics, SCWK 110 begins the process of professional ethics and values socialization. Later courses, however, will introduce ethics and values considerations which expand or go beyond the Code of Ethics. Of particular importance in this regard are SCWK 240, 310, 320, and 482. At these later points in the program, students will be asked to report on further self-analysis concerning prioritization of professional values.)

### Instructional Methods

Various methods, selected by different instructors from among the following:

Lecture, class discussion, small group discussion, student oral presentation, text and supplemental reading, case vignettes, values clarification exercises, values self-analysis, instructor modeling, student modeling, peer instruction, game/simulation, film/video viewing, group project/plan, guest speaker, career seminar

### Evaluation Methods

Written tests, pop quizzes, oral presentations and related written reports, class participation, written exercises, written values self-analysis, career seminar participation.

### Textbooks

#### Primary:

Heffeman, Joseph, Guy Shuttlesworth, and Rosalie Ambrosino. *Social Work and Social Welfare: An Introduction*, Second Edition. St. Paul, MN: West Publishing Company, 1992.

#### Supplemental:

Brieland, Donald, Lela B. Costin, and Charles R. Atherton. *Contemporary Social Work: An Introduction to Social Work and Social Welfare*, Third Edition. New York: McGraw-Hill Book Co., 1985.

Schulman, Eveline. *Intervention in Human Services: A Guide to Skills and Knowledge, Third Edition*. St. Louis, MO: The C. V. Mosby Company, 1982.

*Student Manual*, Social Work Program, Ferris State University.

*Student First-Year Career Seminar Pack*, Social Work Program, Ferris State University.

### Course Outline

- I. Defining and Conceptualizing Social Work Heffeman, Chapter 1
- II. Overview of Major Value and Ethical Issues in Social Work, Including an Introduction to the NASW Code of Code of Ethics and Beginning Values Self-Analysis Heffeman, Chapter 1  
NASW Code of Ethics  
Schulman, Chapter 1

*CAREER SEMINAR 1* - Introductions: Social Work Program, FYCS, Upperclass Mentors, the Social Work Association

- III. Brief History of Social Work Brieland, Chapter 2
- IV. The "Person-in-Environment" or Systems Perspective Heffeman, Chapter 3
- V. Introduction to the Problem Solving Model Heffeman, Chapter 13

*CAREER SEMINAR 2* - Life-stories: New Students, Mentors, and Faculty

- VI. Preview of the Methods, Skills, and Roles of Social Work Practice
  - A. Direct Practice with Individuals and Families Heffeman, Chapter 13
  - B. Direct Practice with Groups and Community Chapter 14
  - C. Social Work Administration Chapter 15
- VII. Women's, Minority, and other Special Population Issues; Diversities of Life-style, Tradition, Belief, and Behavior Heffeman, Chapter 17  
[case vignettes]  
[values clarification]

*CAREER SEMINAR 3* - Self-assessment of Personal Life-style, Philosophy, Values, and Learning Style

- VIII. Social Work Practice: Various Problems, Fields, and Settings
  - A. Poverty Heffeman, Chapter 4
  - B. Mental Health and Developmental Disabilities Chapter 5
  - C. Health Care and Services to the Disabled Chapter 6
  - D. Children, Youth, and Families Chapters 7 & 8  
[case vignettes]

Ferris State University  
SOCIAL WORK PROGRAM

COURSE SYLLABUS

**SCWK 130 - SOCIAL WORK INTERVIEWING SKILLS 1 (3 crs.)**

**Course Description**

Introduction to types, purposes, and stages of interviewing. Basic empathy training. Skill development for observation, listening, non-verbal communication, rapport-building, information-giving, and information-gathering. Beginning training in recording and documentation. Emphases on self-monitoring and working with culturally diverse, oppressed, or psychologically maladaptive clients.

**Course Objectives**

Knowledge Objectives:

1. To gain a survey knowledge of the types and purposes of social work interviewing.
2. To conceptualize the interview process as a helping process, including basic developmental stages.
3. Through self-assessment, to become more self-aware as a potential helping professional, especially concerning blockages to communication, including the worker's own values and cultural stereotypes related to clients from special populations, e.g., clients distinguished by ethnic background, age, sex, religion, disablement, sexual orientation, and socio-economic class.
4. To gain in-depth understanding of aspects of nonverbal communication which are critical to interviewing.
5. To gain in-depth understanding of the factors of good listening.
6. To conceptualize the rapport-building skills and attitudes of positive regard, empathy, genuineness, controlled emotional involvement, tolerance for human diversity, and practitioner optimism about the ability of individuals to change.
7. To conceptualize various exploration skills, e.g., verbal following, focusing, probing, seeking clarification, partializing, etc.
8. To gain beginning appreciation for factors involved in observation of clients.



# Social Work

APRC 2001-2002

Section 8 of 8

9. To gain beginning appreciation for elements of recording and documentation.
10. Through elaboration and illustrative application, to gain clear understanding of the concept of confidentiality as presented in SCWK 110, and also to gain understanding of various legal duties of helping professionals, i.e., duty of care, to respect privacy, to inform, to report, and to warn.

**Skill Objectives:**

1. To demonstrate beginning ability to manage—but also appropriately self-disclose—own blockages, stereotypes, values, etc., particularly as related to clients from special populations noted above.
2. To express nonverbal communication appropriate to the rapport-building and exploration stage of interviewing.
3. To demonstrate a level of listening skill acceptable for the rapport-building and exploration stage of interviewing.
4. Through a variety of response techniques, to demonstrate levels of positive regard, empathy, and genuineness which are acceptable for the rapport-building and exploration stage of interviewing.
5. Through a variety of response techniques, to demonstrate a level of problem-exploration ability which is acceptable for the rapport-building and exploration stage of interviewing.
6. To give and gather information accurately.
7. To make, record and report basic observations.

**Value Objective:**

To develop commitment to those ethical principles and values which are of particular importance to interviewing and rapport-building: critical self-awareness and use of self, maintenance of confidentiality, positive regard, empathy, genuineness, controlled emotional involvement, tolerance for human diversity, optimism about the ability of individuals to change, and the legal duties of care, to respect privacy, to inform, to report, and to warn.

**Instructional Methods**

Lecture, class discussion, small group discussion, reading (text/supplemental), visual aids, values clarification exercise, values self-analysis, instructor modeling, student modeling, peer instruction, response rating, response writing, role play, game/simulation, case analysis, film/video viewing, audio/video taping/evaluating, guest speaker, case recording.

## Evaluation Methods

Written tests, written exercises, audio/video tapes, audio/video tape evaluations.

## Textbooks

### Primary:

Coumoyer, Barry. *The Social Work Skills Workbook*. Belmont, CA: Wadsworth, 1991.

Hepworth, Dean H., and JoAnn Larsen. *Direct Social Work Practice: Theory and Skills*, Fourth Edition. Pacific Grove, CA: Brooks/Cole Publishing Company, 1993.

### Supplemental:

Benjamin, Alfred. *The Helping Interview*. Boston: Houghton Mifflin Company, 1987.

Brill, Naomi I. *Working with People: The Helping Process*, Third Edition. New York: Longman, 1985.

Egan, Gerard. *The Skilled Helper: A Systematic Approach to Effective Helping*, Third Edition. Monterey, CA: Brooks/Cole Publishing Company, 1986.

Schulman, Eveline D. *Intervention in Human Services: A Guide to Skills and Knowledge*, Third Edition. St. Louis, MO: The C. V. Mosby Company, 1982.

## Course Outline

- I. Purposes and Types of Social Work Interviewing Benjamin, Chapter 1
- II. Interviewer Self-Awareness, including self-assessment: Coumoyer, Chapters 1, 2  
[values clarification exercises]
  - A. one's own family
  - B. current situational factors
  - C. self-esteem
  - D. acceptance of others
  - E. communication blockages due to cultural stereotyping
  - F. assertiveness
  - G. readiness for social work practice
- III. Preview of Social Work Values and Ethics, with Special Attention to Values and Ethics Related to Interviewing: Coumoyer, Chapter 3  
Hepworth, Chapter 4  
[values clarification exercises]
  - A. fundamental values
  - B. legal duties
  - C. more on confidentiality
  - D. controlled emotional involvement
  - E. tolerance for human diversity
  - F. interviewer optimism
  - G. ethical decision making

SWK-262  
SOCIAL SERVICES FOR THE ELDERLY

Instructor: Barbara Pillsbury  
Section: 1010  
Hours: M,T,Th - 10:00  
Location: STR-219

I. GOAL

To provide students with a knowledge base regarding the variety of services that are available for the elderly in either community or institutional programs.

II. COURSE OBJECTIVES

Knowledge Objectives:

1. Understanding the problematic issues related to the aging process.
2. Familiarity with the demographics related to "the graying of America."
3. Conceptualizing the myriad of interlaced and yet fragmented services available to the elderly.
4. In-depth understanding of the role of policy planning re: the aged.
5. Survey knowledge of the variety of services available to senior citizens.
6. Understanding cultural diversity in regards to the role of the elderly within their families and within society.
7. In-depth appreciation of the role of the social worker in services to the aging population.

Skill Objectives:

1. Ability to identify problematic issues regarding the elderly.
2. Ability to utilize the variety of services available to meet needs of aged clients.
3. Ability to verbalize social policy related to a growing elderly population.
4. Ability to communicate respect for human diversity in life styles, traditions, beliefs and behaviors.

5. Ability to articulate the role of the social worker in agencies working with the elderly.

Value Objectives:

1. Examining values related to the aging process.
2. Analysis of non-judgemental attitudes, and promotion of self-determination in relation to aged services.

GENERAL INSTRUCTIONAL METHODOLOGY

Lecture, class discussion, small group discussion, media presentation and class activities.

TEXT

Primary - Social Services for Older Persons, Albert Wilson

Supplementary - Social Work with Older People, Betsy Hancock

METHOD OF EVALUATION

Written tests, papers and assignments as follows:

1. Four objective/subjective test	400
2. Essay Final	200
3. Term Paper	200
4. Book Report	100
5. Resource File	<u>100</u>
	1000

GRADING SCALE

940 = A	770 = C+
900 = A-	740 = C
870 = B+	700 = C-
840 = B	670 = D+
800 = B-	640 = D
	600 = D-

SCHEDULE

11-27	I	Introduction to course and requirements
11-29	II	Introduction to field
		A. Definition
		B. Demographic Data
		C. History & Trends in Gerontology
		D. Service Delivery Policy
		Assignment: Chapter I
		Supplemental: Chapter I

12-3	III	Service Delivery Systems	
		A. Continuum of Services	
		1. Community	
		2. Institutional	
12-4		B. Alternatives to Institutional Care	
		1. Foster Care	
		2. Supportive Services	
			Assignment: Chapter 2
12-6	IV	Programs and Evaluation	
		A. Needs Assessment and Data Sources	
		B. Approaches to Data	
		C. Resources Assessment	
12-10		D. Plan Development	
		E. A.A.A.	
		F. Program Evaluation	
			Assignment: Chapter 3
12-11	V	Access Services	
		A. Information and Referral Outreach	
		B. Transportation and Escort	
			Assignment: Chapter 4
			Pgs. 233-235A
			Pgs. 246C, 247A
12-13	TEST #1	(Chapter 1-4 and Supplemental Reading)	
12-17	VI	Income Maintenance and Employment Services	
		A. Income Level and Adequance	
12-18		B. Income Maintenance Programs	
		1. Social Security	
		2. SSI	
		3. Private Pensions	
1-7		C. Indirect Income	
		1. Credits	
		2. Food Stamps	
1-8		D. Employment Programs	
			Assignment: Chapter 5
			Pgs. 239B -- 240A
			Pgs. 245B -- 246A
1-10	VII	Health Status and Services	
		A. Health Problems	
		B. Health Care Costs	
1-14		C. Approaches to Treatment	
		1. Medical Model	
		2. Holistic Health	
		D. Health Status of Older Americans	
1-15		E. Health Services	
		1. Community	
		2. Institutional	
		3. DRG	
		4. OBRA	
1-17	TEST #2	(Chapters 5 - 6 and Supplemental)	

1-21-22

F. Health Care Financing

- 1. Medicare
- 2. Medicaid
- 3. Others

Assignment: Chapter 6  
Pgs. 242B -- 243

1-24

VIII

Housing Services

- A. Policies
- B. Housing Programs
  - 1. Subsidies
  - 2. Congregate
  - 3. Shared
  - 4. Maintenance

1-28

1-29

Assignment: Chapter 7  
Supplemental: Pgs. 235C - 239A

2-4

IX

Supportive Services

- A. Nutrition Services
- B. Personal

Resource File Due

2-4

C. Counseling

2-5

- D. Legal
- E. Advocacy
- F. Adult Day Care
- G. Etc.

Assignment: Chapter 8  
Supplemental: Pgs.  
240B - 242A  
244 - 245A  
246B  
247B - 259

2-7 TEST #3 (Chapters 7 and 8 and Supplemental pages)

2-11

X

Training and Education

Assignment: Chapter 9

2-12

XI

Gerontological Occupations

- A. Academic Preparation
- B. Position of Services to Aging

Term Paper Due

2-18 TEST 34 (Chapters 9-11)

2-19 FINAL EXAM

2-21 MAKE-UPS

Social Work 262  
SOCIAL WORK IN HEALTH CARE SETTINGS

Course Description:

Survey of the various programs, services and agencies that deal with the many facets of health care. Provide the student with an understanding of Social Work in the context of a medical model both in institutional settings and within the community. Prerequisite SWK 121, PSY 121, SOC 221.

Course Objectives:

Knowledge Objectives:

1. Ability to understanding the Medical Model and its impact on Social Work.
2. Familiarity with the history and scope of Social Work within the health field.
3. Ability to conceptualize the interdisciplinary and holistic approach to health care.
4. In depth understanding of the role of the Social Worker within a health care setting given the Medical Model/holistic approach.
5. Survey knowledge of the variety of services, programs and agencies in the health field that utilize social work as part of its service delivery system.
6. Ability to understand cultural diversity in regards to health care and the receipt/delivery of health care services.

Skill Objectives:

1. Ability to identify psycho-social needs of patients/residents/clients within a health care setting/framework.
2. Ability to verbalize the role of the social worker in health care settings.
3. Ability to articulate the interdisciplinary /holistic conceptions of health care.
4. Ability to identify funding sources and the financial problems of health care.



5. Ability to communicate respect for human diversity in lifestyles, traditions, beliefs, and behaviors in regards to the utilization of health care services.

Value Objectives:

1. Examining values related to receipt/delivery of health care services.
2. Analysis of non-judgmental attitudes necessary in the area of health care.

TEXT

Primary: Sachs, Oliver Man Who Mistook His Wife for a Hat Handouts

Supplementary: Davidson, Kay & Sylvia Clarke Social Work in Health Care Parts I and II

Schopler, Janice Groups in Health Care Settings

GENERAL INSTRUCTIONAL METHODOLOGY

Lecture, class discussion, role play, class activities.

METHOD OF EVALUATION

Written tests, role play, papers, class activities as follows:

Five objective/subjective tests	500
Observation Paper	100
Resource File	100
Intake/process/discharge summary	100
Role play	100
Class evaluations	100
Total	1000

Grading Scale:

940 = A    900 = A-    870 = B+    840 = B    800 = B-    770 = C+  
740 = C    700 = C-    670 = D+    640 = D    600 = D-

Reminder to all Social Work Students:

You must receive a grade of "C" or better in this course or your candidacy will be jeopardized.

## ATTENDANCE REQUIREMENTS

No attendance will be taken. However, as tests will cover class lectures and handout materials will be given in class, I urge that you attend regularly. Also, you will be graded on classroom activities and a role play. Participation in these cannot be made up. Tests can be made up if there is an excusable absence. Make-up exams will be all essays.

## SCHEDULE

9/10	I. Introduction course, requirements and scope of field	Handout #1 Davidson pg 63-73
9/12	II. History of Social Work in Health Care A. Hospitals B. The Professional Social Worker	Handout #2 Davidson pg 7-21
9/14	C. Move to Communities D. Where are we now? E. Values & Ethical Dilemmas	Hat. 1 & 9
9/17	III. Team Work A. Interdisciplinary approach B. Team dynamics C. Team Meeting	Handout #3 Davidson pg 277-294 Davidson pg 309-334 Hat 7 & 5
9/19	IV. Cultural Diversity and Health Care	Handout #4 Davidson pg 689-712 Davidson pg 713-730
9/21	TEST #1	
9/24-26	V. Settings A. Hospitals 1. E.R. 2. Specialized units 3. Discharge Planning	Handout #4 Davidson pg 617-640 Hat 4, 6, & 8 Davidson pg 181-194

9/28 B. ECUs, Nursing Homes  
Handout #5  
Davidson pg 667-688  
Hat 11 & 15

10/1 C. Hospice, HHC, HMO  
Handout #6  
Hat 17  
Schopler pg 171-183

10/3 D. Primary care  
Handout #7  
Davidson 775-788

10/5 TEST #2

10/8 E. Detox, Drug inpatient  
Handout #8  
Hat 2 & 3

10/10 ROLE PLAY #1

10/12 F. Community based substance abuse programs  
Handout #9  
Hat 18 & 19

10/15 G. Extended Rehab In-patient programs  
Handout #10  
Hat 16

10/17 ROLE PLAY #2

10/19 TEST #3

10/22 H. Vocational Rehab - Community based programs  
Handout #11

10/24 I. Psychiatric hospitals  
Handout #12  
Davidson pg 605-616  
Hat 10 & 14

10/26 ROLE PLAY #3

10/29 J. CMHCs  
Handout #13  
Hat 12 & 13  
Resource File Due

10/31 ROLE PLAY #4

11/2 TEST #4

11/5 VI. Documentation  
A. POR  
B. DSM IIIR  
C. SOAP

Handout #14  
Observation Paper Due

11/7 ROLE PLAY #5

11/9 VII Settings Continued

A. Regional Developmental Centers

Handout #12

Hat 21 & 22

11/12 B. AIS & AFC homes, Deinstitutionalization

Handout #13

Hat 23 & 24

11/14 ROLE PLAY #6

Documentation due

11/16 TEST #5

**Ferris State University**  
**Social Work 263 - Substance Abuse Fall 2001**

Instructor: Michael Berghoef, MSW, ACSW

Starr 105

4 - 5:50 PM

Mondays & Wednesdays

<b>CONTACT INFORMATION</b>	<b>COURSE DESCRIPTION</b>
<b>COURSE OBJECTIVES:</b>	<b>PREREQUISITES</b>
<b>Knowledge Objectives</b>	<b>TEXTBOOKS</b>
<b>Skill Objectives</b>	<b>WWW RESOURCES</b>
<b>Value Objectives</b>	<b>ASSIGNMENTS</b>
<b>INSTRUCTIONAL METHODS</b>	<b>TERM PROJECT</b>
<b>EVALUATION METHODS</b>	<b>ASSIGNMENT GUIDELINES</b>
<b>COURSE OUTLINE &amp; READINGS</b>	<b>EVALUATION METHODS</b>

**Office hours:**

Mondays 9:30 - 11:30 AM

Wednesdays 9:30 - 11:30 AM

Call Pamela at X-2737 to reserve a time

**Office Location:** ASC 2104 - **Phone:** 231-591-2765

**Social Science Office:** ASC 2108 - **Phone:** 231- 591-2737

**Email:** [berghoem@ferris.edu](mailto:berghoem@ferris.edu)

**TOP**

**COURSE DESCRIPTION**

Social Work 263 focuses on defining the substance abuse problem: pathophysiology, incidence within the general population, theories of causation, behavior of the abuser, behavior of the abuser's family, and

substance abuse among special populations.

TOP

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### PREREQUISITES:

Psychology 150 & Sociology 121

TOP

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### COURSE OBJECTIVES

#### **Knowledge Objectives:**

At the conclusion of the course, students will:

1. distinguish between drug use, abuse and addiction
2. understand physiological, psychological, economic, political and sociological effects of major drugs of sociological significance
3. be able to trace political and social factors of current drug laws and policies
4. distinguish several theories of the etiology of addiction
5. understand the epidemiological and sociological aspects of drug use
6. identify current trends of drug use
7. have a beginning understanding of Alcoholics Anonymous
8. know the continuum of treatment methods for substance abusers
9. distinguish several approaches to the prevention of drug abuse
10. explore the importance of the family system in understanding the effects of addiction

TOP

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#### **Skill Objectives:**

1. be able to identify interviewing techniques unique to substance abuse situations
2. be familiar with the www resources relating to substance abuse issues

TOP

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#### **Value Objectives:**

1. understand the effects of stereotypes and propaganda in the history of substance abuse and societies attempts to deal with them
2. gain a greater sensitivity and commitment to the underlying ethical issues in dealing with populations at risk.
3. have focused upon the unique issues of special populations at risk: adolescents, elderly, gays & lesbians, women, minorities, and special health risk issues, i.e. AIDS and hepatitis.

TOP

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### INSTRUCTIONAL METHODS

Lectures on text, guest lectures from community experts, class projects, review of germane books, videos, web sites and articles, class discussion and exercises, review of exam questions. This will be a WebCT enhanced course. Students will learn via the Internet as well as becoming acquainted with the www resources available on the topics mentioned above.

TOP

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### TEXTBOOKS

Pinger, Robert, *Drugs: Issues for Today*, 1998  
Holt, Rinehart and Winston

Erich Goode, ed. *Drugs, Society and Behavior*, 2000/01  
Annual Editions, The Dushkin Publishing Group, Inc.

TOP

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### WWW RESOURCES:

National Association of Social Workers

<http://www.naswdc.org>

Social Work Access Network

<http://www.sc.edu/swan>

The New Social Worker Magazine Online

<http://www.socialworker.com>

Council on Social Work Education

<http://www.cswe.org>

The Social Work Cafe

<http://www.geocities.com/Heartland/4862>

The Social Work History Station

<http://www.idbsu.edu/socwork/dhuff/XX.htm>

Computers Use in Social Services Network

<http://www.uta.edu/cusssn/cusssn.html>

The White House

<http://www.whitehouse.gov>

Ferris Homepage

<http://www.ferris.edu>

Ferris Student Email

<http://fsunotes2.ferris.edu>

Job Search Guides

<http://www.jobweb.org/catapult/jsguides.htm>

The Social Worker Network

<http://www.accessone.com/~hammer/>



The Settlement House: A Social Work Resource

<http://www.users.csbsju.edu/~swrk/index.html>

Grassroots: A Social Science Search Engine

<http://www.andrews.edu/SOWK/grassroots.htm>

Gary Holden's Web Resources for Social Workers (W3RSW)

<http://www.nyu.edu/socialwork/wwwrsw/>

TOP

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## ASSIGNMENTS

### IN-CLASS EXAMS:

The exams will cover the assigned chapters of the primary text and lectures. Be prepared by **completing all reading assignments** and reviewing class notes. Class projects, attendance and participation should enable you to complete these exams successfully. TERM PROJECT

You may choose one of four options. The option and topic selected ideally will be relevant to your personal and professional goals and interests. All papers should be summarized on the WebCT student websites.

- 1) Write a brief library research paper of approximately 5 pages (including bibliography) on an approved topic.
- 2) Visit two or three substance abuse treatment facilities and write up a 5 page comparison of treatment issues and approaches.
- 3) Do an oral history of at least two addicted persons and then put these histories into a paper which focuses on an addiction theory or method of treatment. You must hand in the two audio tapes along with the 5 page paper.

4) Construct a set of lesson plans at the appropriate grade level to teach some aspect of substance abuse for one semester.

5) Debate - discuss with instructor

Your choice of project, topic and a brief outline and resource list are due on September 24, 2001.

Completed projects are due November 12, 2001.

TOP

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### WRITTEN ASSIGNMENT GUIDELINES

Written papers will be evaluated using the following criteria:

1. Neatly typed - double spaced with usual margin allowances
2. Proper grammar, sentence construction, punctuation.
3. Clarity and organization of concepts and ideas
4. Presentation (organization, creativity, critical analysis, proper citation)
5. Adequate use of reference material (library and supplemental sources)
6. Papers need to be proofread, preferably by yourself and another. Typos, grammar and spelling count!
7. Please print off papers legibly, that is, dark enough to read. If you are using an older printer you may need to use a bold setting on your text.
8. Application: Your report should relate and apply the concepts, issues and ideas learned in class.

TOP

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### EVALUATION METHODS

Each student will be required to take three tests, attend and participate in class, complete a term project. Extra credit opportunities may be available, however, extra credit will not be available as a substitute for low class

attendance and participation.

<u>Assignments</u>	<u>% of Final Grade</u>
Exam 1	250
Exam 2	250
Term Paper / Project	250
Exam 3	250
	1000

### GRADING SCALE

A = 950-1000

C = 730-760

A- = 900-940

C- = 700-720

B+ = 870-890

D+ = 670-690

B = 830-860

D = 630-660

B- = 800-820

D- = 600-620

C+ = 770-790

E = 590 and below

### ATTENDANCE

Class attendance and participation will be monitored. I expect everyone to be professional and attend class on a regular basis. Much of the material on the tests will come from lectures, class discussions, and actual field practice examples. More than two unexcused absences may result in a lowered grade.

### MAKE-UP TESTS AND ASSIGNMENTS

All tests and assignments must be completed and submitted on due dates unless notified of change of date by professor. Make-up tests or extensions

for assignments will be granted only in cases of verified illness, emergency or prior approval of the professor. Grades may be lowered due to lateness, five points for each class session that the paper is late. Make-up tests may be in essay form and given at a time that is convenient for both student and professor.

TOP

SCWK 264  
Substance Abuse: Treatment and Prevention

COURSE DESCRIPTION

The importance of assessment skills will be emphasized and practiced during this course. Major philosophies of intervention, will be discussed, particularly the abstinence and responsible use theories of intervention treatment. All major treatment approaches will be investigated including crises intervention, individual counseling, group work and family treatment. Beginning treatment skills in working with substance abusers and family treatment will be practiced. Family treatment and support group issues will be examined. Also review varieties of programming in substance abuse prevention, community education, and special treatment modalities. Prerequisite: SCWK 130 and SCWK 263. (3+2) 4 Cr.

COURSE OBJECTIVES

1. To acquaint the student with current treatment practices and issues in the area of substance abuse.
2. To increase the assessment skills of the student.
3. To increase treatment skills and intervention techniques of the student related to working with the substance abuser and the family unit.

GRADING

Grades are based on three announced tests. Each test will count 100 points. There will also be two announced quizzes counting 25 points each. Total course points equals 350. Any missed tests or quizzes will be made up on the final day of class.

ABSENCES

It is my philosophy that one needs to be present in class for the interchange of ideas and the discussion of issues and information that form the basic foundation of this course. Aside from reasonable reasons, such as illness or emergency situations, please plan to be in regular attendance.

OFFICE HOURS

Monday - 10:00 - 11:00 a.m.  
          2:00 - 4:00 p.m.

Wednesday - 4:00 - 5:00 p.m.  
Thursday - 3:00 - 4:00 p.m.

Location: ALU 224      Phone: X-2752

TEXTBOOK

Wegscheider, Sharon. Another Chance, Hope, and Help for the Alcoholic Family. Science and Behavioral Books, Inc., 1981.

## COURSE CONTENT

The whole person approach, family disease concept, and effective ways of counseling addictive persons and their immediate significant others, are the main emphasis of this course. A thorough and in-depth exploration of the "disease concept" is a major part of the conceptual approach. The impact of addiction, including the process of the problem use, is placed in the context of "a shared disease" and family roles are examined as the disease progresses with significant time being spent on effective assessment and intervention techniques. A number of current audio/visual materials are included in this course to highlight significant issues as well as classroom exercises that are designed to give additional meaning to such areas as working with strong defense systems and dysfunctional family units. Finally, a thorough examination of support services available to the addicted persons and their significant others are explored and discussed through the use of prevention programs, community education, and special treatment modalities.

### WEEKLY COURSE OUTLINE

A number of class exercises, tapes, and films will be used in conjunction with this outline.

- WEEK 1 Introduction to the course  
Read Chapter 1, "Old Myths, New Insights"
- WEEK 2 Read and prepare to discuss:  
Chapter 2, "The Whole Person Model"  
Chapter 3, "Anatomy of a Family"
- WEEK 3 Read and prepare to discuss:  
Chapter 4, "The Addiction Spiral"  
Chapter 5, "The Family Disease"  
Quiz 1
- WEEK 4 Read and prepare to discuss:  
Chapter 6, "Family Roles, The Enabler"  
Chapter 7, "Family Roles, The Hero"
- WEEK 5 Read and prepare to discuss:  
Chapter 8, "Family Roles, The Scapegoat"  
Chapter 9, "Family Roles, The Lost Child"  
Chapter 10, "Family Roles, The Mascot"  
Test 1
- WEEK 6 Read and prepare to discuss:  
Chapter 11, "Intervention"  
Chapter 12, "The Contentum of Care"
- WEEK 7 Read and prepare to discuss:  
Chapter 13, "Primary Care"  
Chapter 14, "After-Care"  
Quiz 2  
Class Exercise: Continue current treatment approaches applied



FERRIS STATE UNIVERSITY  
SOCIAL WORK PROGRAM

SCWK 265 - SOCIAL SERVICES IN CORRECTIONS  
WINTER 2001

INSTRUCTOR: Scott Cherry, MSW Ph. # (616) 832-2588

I. COURSE DESCRIPTION:

This course is designed to provide the student with the opportunity to broaden their understanding of: (1) the organization and function of correctional institution in Michigan, and (2) assessment, and intervention methods specific to corrections, including a special focus on substance abuse and gang issues. Beginning skills for the helping professional will be demonstrated, discussed, and practiced. The student will also be exposed to a variety of ethical issues involved in this field of service.

II. COURSE OBJECTIVES AND EXPECTATIONS:

The course objectives are based on a knowing-understanding-doing paradigm. This means that students are expected to demonstrate:

1. A knowledge of the course content.
2. An understanding of the course content.
3. The ability to identify stressors associated with service to those involved with corrections.
4. The ability to report finding and formulate interventions in a clear, concise, and professional manner.

III. INSTRUCTIONAL METHODS:

Lecture, class discussion, readings, video tapes, group work, and reaction papers are the primary tools utilized.

IV. TEXT:

The text for this course will consist of a number of articles from newspapers and magazines. The student is also expected to investigate and provide her/his own research for the group topic as well as for his/her reaction papers.

V. EVALUATION METHODS:

Grades will be determined via the following point scale:

- |  |            |
|--|------------|
| 1. Attendance/participation                              | 100 Points |
| 2. Ten(10) reaction papers of at least two(2) full pages | 500 Points |
| 3. Group presentation with three (3) page paper.         | 400 Points |

TOTAL POSSIBLE POINTS = 1000 Points

All papers are to be the length indicated. They may be longer if the author chooses. If they are not at least the length indicated, 15 points will automatically be deducted. The length indicated does not include a title page, notes, bibliography, or the like. All papers are to be typed and must be handed in by the following class period. Group topics will be randomly assigned by the instructor, as will the group membership.



SOCIAL  
WORK  
PROGRAM

RECOMMENDATIONS

September, 2001

## Recommendations:

1. To establish at least one new tenure-track position for the Social Work Program. It is essential for the continued growth of the social work program in the northern area as well as the growth of the campus program. It will also be essential in the development of the Master degree program and the projects that we are contemplating. Not only does our Accreditation require it (1/25 students), it is a necessary position for visibility, coordination, recruitment, advising and program development.
2. It is necessary for all faculty to be kept up-to-date in the world of technology. As a University we are committed to keeping in the forefront of the technological world. As faculty we know that we need to have our courses on-line as well as have our courses available for distance learning. We are asking for a three-year commitment to have a faculty position given at least 3 hours release time to concentrate on developing social work treatment and intake tools so that social work faculty can use them in the classroom and we can market in the social work treatment world. Ferris has many informational technical capabilities we just want to start developing them in the program for the students. A member of our social work faculty has the interest and know-how. He is on a national committee that is addressing treatment and technology and any legal ramifications. We at Ferris would like to take advantage of this opportunity to excel in the technological area of our field.
3. Master in Social Work degree would complete the Social Work Program for our students. We recommend that time and support of faculty and administration be provided to develop and secure this program. We would want a two-year commitment to achieve this. The present faculty is eager to accomplish this task, the Social Work Advisory Board is also encouraging this, the alumni is wanting this. Technology is essential in any future development of a new degree. This would be another task that would be added to the position sited in #2.
4. Ferris has a great Alumni program. Yet it is seen in campuses across the Country where individual programs and Schools have their own alumni Association. Alumni are a great source of funds, ideas, recruitment, professional trends and Ferris visibility. We recommend start-up funds of \$1000.00 for one year to subsidize two Social Work alumni newsletters and their mailings and four Alumni activities. The plan is to hold two professional alumni gatherings where speakers of interest would be provided. The Southeast area of the state holds a number of our alumni. Some alumni requested and are willing to host such a function. There will also be two campus events planned during this year. These start-up funds would give us time to generate future funds from the Alumni functions and the alumni themselves.
5. Time is scarce for faculty. Demands take faculty in many directions. We have so many great ideas for service projects, course activities, new programs, research and writing. Besides time, there is the need for monies. The social work faculty knows that if time was available, grant opportunities could be taken advantage of. We recommend that a person be provided for our faculty on a full-time basis for two years, who has the expertise to seek out, research and with faculty input,

write and obtain grant monies for such projects as but not limited to, a) research and develop the ability to incorporate on-going therapy on-line, b) conduct sophisticated research on the identification of violence in school settings, c) develop internships within political arenas d) develop field placements in other countries utilizing technology to keep the student in the Ferris "classroom", e) determine the needs and costs of the elderly within the next ten-twenty years and then, develop courses to prepare our students for work with this population.

6. In order to help with both visibility on campus and to encourage student recruitment, we recommend that specific budgetary support be given so that the social work faculty and the recruitment staff can develop targeted efforts throughout the state and for students from other countries. With budgetary support faculty are also willing to visit schools, church youth groups and other community groups to promote the social work profession. These efforts can then be coordinated with admissions office programs like Dawg Days and autumn Adventure that bring young people to campus to introduce them to the university and social work.

**APPENDIX A**

# Ferris State University

**1999-2000**

## Graduate Follow-up Study

Prepared by  
Career Services



Ferris students prepared for careers in the 21<sup>st</sup> century!

**Ferris State University  
Placement Profile for 1999-2000  
in the College of ARTS AND SCIENCES**

Curriculum	Total Grads No.	Total Response No.	Response Rate %	Cont. Ed. Only				Cont. Ed. & Employed				Employed Seeking Only	Seeking Emp.	Not Seeking Emp.	Total Employed		Total Cont. Ed.		Employed in field	
				Ferris		Other		Ferris		Other					No.	%	No.	%	No.	%
				Undgr.	Gr.	Undgr.	Gr.	Undgr.	Gr.	Undgr.	Gr.									
<b>Bachelor</b>																				
Applied Biology	22	7	31.8%	3	0	0	1	0	0	1	1	1	0	0	3	42.9%	6	85.7%	1	33.3%
Applied Mathematics	4	3	75.0%	0	0	0	0	0	0	0	1	2	0	0	3	100.0%	1	33.3%	3	100.0%
Applied Speech Comm.	7	4	57.1%	0	0	0	0	0	1	0	0	3	0	0	4	100.0%	1	25.0%	2	50.0%
Biotechnology	3	1	33.3%	0	0	0	0	0	0	0	0	1	0	0	1	100.0%	0	---	1	100.0%
Public Administration	4	3	75.0%	0	0	0	0	0	1	0	1	1	0	0	3	100.0%	2	66.7%	3	100.0%
Social Work	42	21	50.0%	3	0	0	1	1	0	0	1	15	0	0	17	81.0%	6	28.6%	14	82.4%
Technical & Prof. Comm.	5	3	60.0%	1	0	0	0	0	0	0	0	1	1	0	1	33.3%	1	33.3%	1	100.0%
<b>Associate</b>																				
Applied Speech Comm.	3	3	100.0%	1	0	0	0	2	0	0	0	0	0	0	2	66.7%	3	00.0%	2	100.0%
Industrial Chem. Tech.	11	7	63.6%	4	0	1	0	0	0	0	0	2	0	0	2	28.6%	5	71.4%	2	100.0%
Liberal Arts	13	10	76.9%	7	0	0	0	1	0	1	0	1	0	0	3	30.0%	9	90.0%	1	33.3%
Ornamental Hort. Tech.	9	6	66.7%	2	0	0	0	0	0	1	0	1	2	0	2	33.3%	3	50.0%	2	100.0%
Pre-Science/Pre-Prof. Sci.	33	33	100.0%	10	13	0	0	5	2	1	0	1	1	0	9	27.3%	31	93.9%	4	44.4%
<b>Totals:</b>	<b>156</b>	<b>101</b>	<b>64.7%</b>	<b>31</b>	<b>13</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>29</b>	<b>4</b>	<b>0</b>	<b>50</b>	<b>49.5%</b>	<b>68</b>	<b>67.3%</b>	<b>36</b>	<b>72.0%</b>

*Some respondents continuing their education did not indicate what type of program they were entering or the school they would be attending. It was assumed that the respondent would be entering the next highest academic degree (i.e. an associate's degree graduate would be entering a bachelor's degree program).*



**APPENDIX B**





APPENDIX C

FERRIS STATE UNIVERSITY

Social Work Program  
Advisory Board

Ms. Linda Anderson  
Northwestern MI College  
Dept. of Social Sciences  
1701 East Front Street  
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231.995.1294  
e-mail: [landerso@nmc.edu](mailto:landerso@nmc.edu)

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MI Office of Serv. to the Aging  
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14485 Northland Drive  
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Dr. Thomas Blakely  
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616.874.6958  
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Mr. Joe Carmody  
Catholic Social Services  
1152 Scribner NW  
Grand Rapids, MI 49504  
616.356.6271  
e-mail: [joseph@cssgr.org](mailto:joseph@cssgr.org)

Ms. Tami Harvey  
Ottawa County Family Juvenile Court  
1030 Oak Lane  
Grand Haven, MI 49417  
616.786.4139  
e-mail: [tharvey@co.ottawa.mi.us](mailto:tharvey@co.ottawa.mi.us)

Mr. Ken Homa  
Goodwill Industries  
2889 Aero Park Drive  
Traverse City, MI 49686  
231.922.4805  
e-mail: [KenHoma@hotmail.com](mailto:KenHoma@hotmail.com)

Mr. Julio Rios  
Child & Family Services  
17318 Timberdunes  
Grand Haven, MI 49417  
616.396.2301  
e-mail: [juliorios@chartermi.net](mailto:juliorios@chartermi.net)

Dr. Jane Swanson  
Professor – GVSU  
7400 Logan Maple Drive  
Traverse City, MI 49686  
231.995.1858  
e-mail: [swansonj@gvsu.edu](mailto:swansonj@gvsu.edu)

Ms. Donna Young  
PO Box 1204  
Baldwin MI 49304  
231.745.3862  
e-mail: [dyoung@michworkswc.org](mailto:dyoung@michworkswc.org)  
[rci2@hotmail.com](mailto:rci2@hotmail.com)

APPENDIX D

Student Name \_\_\_\_\_

Field Placement Agency \_\_\_\_\_

**FIELD INSTRUCTION CURRICULUM EVALUATION FORM**  
**(FICEF)**

This form is intended for joint use by the student and the field instructor, although it may be used by one person alone. It should be completed only at the end of the second semester of field instruction (SCWK 492) and included with materials submitted for the final field instruction evaluation.

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Perhaps at some time during the past months of field instruction, either as student or as field instructor, you've felt that the Ferris social work curriculum was missing some important area of knowledge, skill, or professional ethics which the student should have been taught before starting the placement. This gap or weakness in the curriculum may have resulted in some difficulty for the student in meeting performance expectations. The gap or weakness may be related to one of the basic competence of social work practice as defined by the program: establishing rapport, assessing problems, selecting goals, selecting strategies, contracting for goals, empowering the client, linking the client with resources, influencing target systems, evaluating goal achievement, terminating, continuing in professional growth, have presented any serious difficulty for this student, but still be an area of needed curriculum improvement about which faculty ought to do something. (The attached curriculum guideline will give you a quick overview of current course requirements.) Whichever may be the case, please describe this gap or weakness in the Ferris social work curriculum:

(Continue on the back of this form.)

You may wish to identify curriculum strengths as well:

Submitted by:

(Signature) \_\_\_\_\_ Date \_\_\_\_\_

(Signature) \_\_\_\_\_ Date \_\_\_\_\_

I agree that the contents of this form may be shared with the Curriculum Renewal Committee, Ferris Social Work Program:

(Signature) \_\_\_\_\_ Date \_\_\_\_\_

(Signature) \_\_\_\_\_ Date \_\_\_\_\_

APPENDIX E

SWA offers Workers in and around the Mecosta County area by way of various workshops and events sponsored by the Association.

*"Being a member of SWA is rewarding and educational for upcoming Social Workers"*  
SWA is open to all students in the Social Work curriculum.

Meetings will be held every Thursday at 11:00 a.m., in Room Star 114.

*Meetings are interesting and informative; we will discuss topics such as social issues, scholarship information, and job postings for the graduate.*

The Social Work Association (SWA) was formed in 1989 to promote social interaction among social work students.

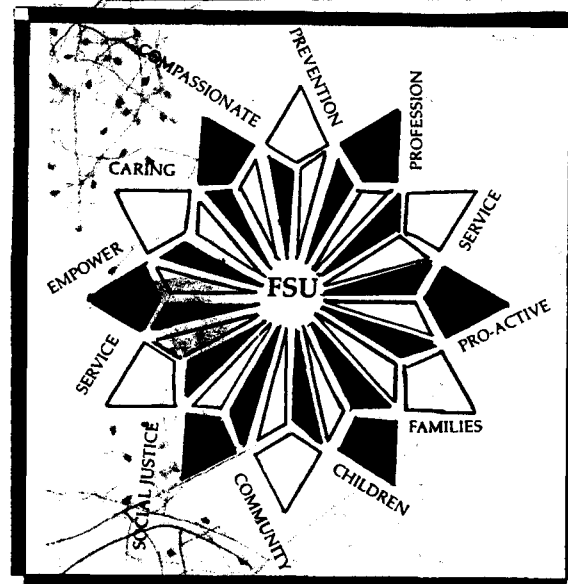
Currently, the Association is involved in various community sponsored events such as "March of Dimes" - Walk America and "WISE - Take Back The Night." All sponsored by the Big Rapids and Ferris Community.

The mission of the Association is to continue to bring social awareness issues to the forefront of the Ferris State University campus and the community of Big Rapids.

By becoming a member of SWA you can assist the Association in researching their goals.

MAKE A CHANGE. FUTURE SOCIAL WORKERS...

SOCIAL WORK ASSOCIATION  
FERRIS STATE UNIVERSITY  
2000-2001



*"The highest work is that of Social Work because it gives joy to the worker and subsequently to someone else"*  
W.N. FERRIS -1906



Dues: \$15.00/Semester  
\$20.00/Year

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone #: \_\_\_\_\_

Class Status: \_\_\_\_\_

\_\_\_\_\_ Membership for semester

\_\_\_\_\_ Membership for year

Advisor: Wendy Samuels

President: Terrie Stearns

V-President: Sara Shippy

Secretary/Treasurer:  
Tony Shepherd

### Class Representatives

#### Senior Representatives:

Bob Arnold

MaryAnn Daily

#### Junior Representatives:

Jamie Dietzel

Melaine Martin

- \* Autumn adventure
- \* FSU Homecoming
- \* Halloween Party
- \* Take Back The Night
- \* Walk For Warmth
- \* NASW America
- \* Social Awareness
- \* Workshops
- \* Legislative Day
- \* Big Brothers & Big Sisters
- \* Christmas Party...
- \* May Day Speaker
- \* Spring Banquet
- \* Special Interest Parties

Fundraising Events will take place  
to raise funds for the sponsorship  
of...

**SOCIAL**

**AWARENESS**

**PROGRAMS**

*The Ferris State University  
Social Work Program Presents*

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# *Maya Angelou*



FERRIS STATE UNIVERSITY

- Event:** May Day Lecture
- Featuring:** Maya Angelou, author, poet, actress, playwright, civil-rights activist, producer and director; one of the great voices of contemporary literature.
- Sponsored by:** FSU's Social Work Association, The student activity fund of the Associated Student Government, Student Organizations, and President's Office; Area Businesses and Agencies
- Date / Time:** Saturday, May 3 / Noon  
**Location:** Williams Auditorium, FSU

**Admission is free but reservations are required. Call 592-2735.**

# **PHI ALPHA HONOR SOCIETY**



***A National Honor Society  
for  
Social Work Students!***

**Robert G. Lewis**  
*National Advisor*

## **EAST TENNESSEE STATE UNIVERSITY**

Post Office Box 70645  
Johnson City, TN 37614-0645

**Phone: (423) 439-4372**  
**Fax: (423) 439-4471**

**Email: HANSEN@ETSU.EDU**

**ILLINOIS cont.**

- Illinois State University  
Beta Psi
- MacMurray College  
Zeta Omega
- Olivet Nazarene University  
Iota Alpha

**INDIANA**

- Anderson University  
Theta Xi
- Indiana University Northwest  
Zeta Pi
- Saint Mary's College  
Epsilon Eta

**IOWA**

- St. Ambrose University  
Theta Sigma
- University of Iowa  
Delta Nu
- Wartburg College  
Alpha Sigma

**KANSAS**

- Fort Hays State University  
Epsilon Omicron
- Pittsburg State University  
Delta Lambda
- Wichita State University  
Beta Delta

**KENTUCKY**

- Western Kentucky University  
Delta Mu

**LOUISIANA**

- Louisiana College  
Epsilon Sigma
- Northeast Louisiana University  
Chi Beta

**MAINE**

- University of Maine  
Eta Zeta
- University of Southern Maine  
Eta Mu

**MARYLAND**

- Bowie State University  
Eta Lambda
- Coppin State College  
Theta Rho
- Frostburg State University  
Epsilon Zeta

**MARYLAND cont.**

- Hood College  
Beta Pi
- Salisbury State Maryland  
Chi Eta
- The University of Maryland - Baltimore County  
Delta Omicron
- Western Maryland College  
Epsilon Rho

**MASSACHUSETTS**

- Anna Maria College  
Eta Psi
- Bridgewater State College  
Beta Chi
- Eastern Nazarene College  
Theta Mu

**MICHIGAN**

- Andrews University  
Epsilon Nu
- Ferris State University  
Theta Eta
- Grand Valley University  
Chi Epsilon
- Hope College  
Zeta Theta
- Madonna University  
Beta Gamma
- Marygrove College  
Beta Eta
- Michigan State University  
Beta
- Saginaw Valley State University  
Delta Omega
- Spring Arbor College  
Delta Psi
- University of Michigan-Flint  
Zeta Lambda
- Western Michigan State University  
Theta Phi

**MINNESOTA**

- Minnesota State University, Mankato  
Eta Alpha
- Moorehead State University  
Chi Omega

**MISSISSIPPI**

- Delta State University  
Eta Xi
- Jackson State University  
Alpha Kappa

**Phi Alpha Honor Society  
National Honor Society for Social Workers  
Ferris State University Chapter**

*Local Advisor: Michael Berghoef  
President: Melinda A. LaPine  
Vice President: Nicole Warack  
Secretary: Steffany Wilson  
Treasurer: Jaime Young*

**Projects 2000-01**

- **Social Work Library:** This year we began the social work library project. Phi Alpha decided that it would be a good idea to organize all of the books in the Starr 114 observation room. Jaime Young and Steffany Wilson have organized this project and sorted through the books in this room with the help Mike Berghoef and Carrie Forbes. The library will be ready for student use the fall of 2001. This will be an excellent resource for the social work students at Ferris State University.
  
- **Master's Programs:** Another project Phi Alpha has worked on this year is the master's programs. Melinda LaPine organized this project and gathered some information on the schools that offer master's programs in social work. Next fall we hope to have some speakers from these schools come and address the social work students, especially the seniors who are interested in pursuing a master's degree.
  
- **Alumnae Association:** Phi Alpha has also decided to begin an Alumnae Association this year at Ferris State University. We are in the process of getting new members for this association.
  
- **Recruitment:** This year it was very important for the graduating seniors to recruit some new members into the Phi Alpha organization. This was achieved by having different get to know Phi Alpha days, and getting social work students interested in the organization. There were a total of six new members from the fall and winter semesters this year and we are working on gaining more new members for next year.
  
- **Books to border schools:** This project correlated with our library project. This project was organized by Steffany Wilson and Jaime Young and began this winter semester. We are taking the left over books from our library project and our duplicate books and we are sending them to schools that are in need of social work material.

We are currently looking for donations to send one shipment of books to Texas A&M University. We are also sending a shipment of books overseas with the help of Richard Wintersteen. This project will be wrapped up sometime this fall.

- **Newsletter:** Phi Alpha also decided to make a biannual newsletter. We will be putting this newsletter out at the end of each semester and sending it out to all members and alumnae. This is our very first newsletter and we are very excited to be able to let the alumnae in on what we have been working on this past year.

### **Alumnae Association**

The chapter has decided to make a new bi-law that creates an alumnae association. This association will help us build networks with possible intern or career opportunities. Members will pay a one time only fee of \$5 (used for luncheon, see category). Please contact the chapter via e-mail or website if you are interested.

### **Graduation Luncheon**

This year we are going to start something new for the graduates of the Social Work program that are in Phi Alpha. This luncheon will be on Saturday, May 5<sup>th</sup> 2001 at Hemlock Park and we are extending invitations to present and past graduates, graduates parents, and current Phi Alpha members. We are going to make this an annual event and the fee from the alumnae association will help pay for this celebration.

**APPENDIX F**

**FORGOTTEN FRIENDS**

**PLEASE JOIN US IN OUR FIRST GET TOGETHER TO  
REKINDLE OLD SPIRITS AND MAKE NEW FRIENDS. WE  
WANT TO SEE YOU AND HEAR WHAT YOU ARE DOING AS  
WELL AS YOUR FEEDBACK REGARDING PROGRAM PLANS**

**YOUR PARTICIPATION IS IMPORTANT**

**APRIL 6, 2001**

**2 - 5 P.M.**

- **NEEDS ASSESSMENT FOR MSW PROGRAM**
  - **TOUR FLITE (NEW LIBRARY)**
  - **PLAN FOR FUTURE EVENTS**
  - **REFRESHMENTS SERVED**

**WEST CAMPUS COMMUNITY CENTER**

**1414 FAMILY DRIVE  
FERRIS STATE UNIVERSITY**

**RSVP PAM NYMAN, 231-591-2737 OR [NYMANP@FERRIS.EDU](mailto:NYMANP@FERRIS.EDU)**



**FERRIS STATE UNIVERSITY  
SOCIAL WORK PROGRAM  
ALUMNI FAMILY PICNIC**

*Come reunite with old friends  
and leave with some new.*

When: June 9, 2001

Where: Retired Professor John McCoy's House  
(see map and address below)

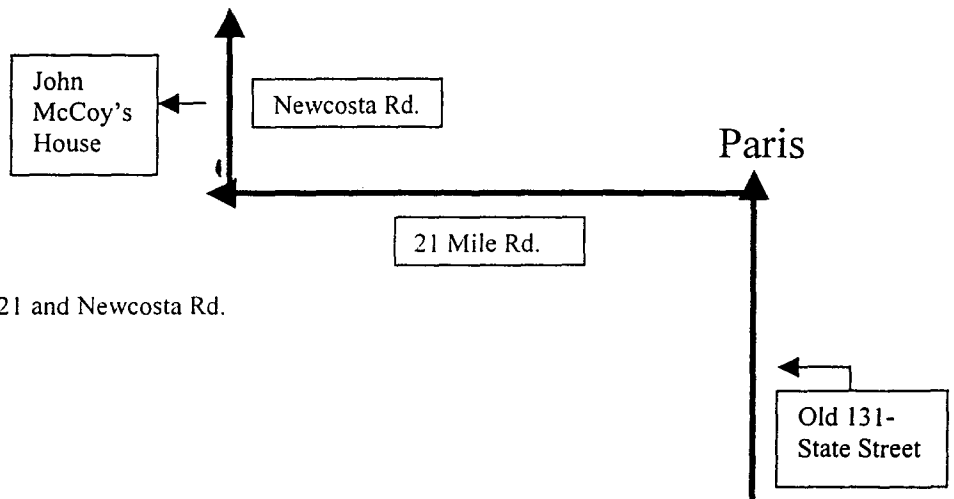
Time: 2pm to whenever

RSVP by June 1st to 231-591-2737  
or email palazzok@ferris.edu

Please bring your families, a dish to pass and  
your own beverage  
Bar-B-Que hot dogs and hamburgers will be provided

There will be plenty of games and fun for the whole family  
HOPE TO SEE YOU THERE!

North ↑



Go 3 miles west to Intersection 21 and Newcosta Rd.  
Turn Right on Newcosta.  
Log House on the Left 500ft.  
(231)796-6198



# SOCIAL WORK

## Program Newsletter

Volume 1, Issue 1

Ferris State University

April 2001

### Traverse City BSW Program

This past fall was a time of reflection here in Northern Michigan, with thoughts returning to the fall of 1995 when the first group of Traverse City social work students entered their junior year as students in the Ferris State University BSW program, located at the University Center in Traverse City. After years of planning and preparation which involved Northwestern Michigan College, University Center for Extended Learning, and the Social Work program faculty, classes started with students excited about the prospect of completing a bachelor degree here in the North Country, and faculty committed to delivering a quality off-campus curriculum.

The uniqueness of the BSW program design is the result of the commitment of the FSU social work faculty to provide an accredited four-year social work program in an off-campus site. In order to achieve this goal a collaborative initiative was established with the community college in Traverse City, Northwestern Michigan College. A site coordinator/faculty, Jane Hayes, was employed by FSU for the Traverse City program, and an on-campus tenured faculty, Barb Pillsbury (now retired) was assigned to provide mentoring for the new faculty, and classroom instruction in the program. The site coordinator now provides administrative and advising services to the students, while the on-campus faculty continues to ensure the program's consistency and continuity with the on-campus program.

As the program is moving into its sixth year, it is a good time to evaluate its outcomes, and its impact on students and the community. As of August 2000, there are 39 graduates of the program. On the average the program graduates about 10 students a year. These students are a combination of traditional and nontraditional, full and part-time, but the majority of them are individuals who would not complete a degree if the program were not located in Northern Michigan.

The program has established relationships for internship sites with approximately 40 human service agencies over

an 11 county area in the Northwest and North Central Regions of Michigan. These contacts have provided visibility for the program and been a vehicle for recruitment of students. Students have completed internships with local child and family agencies, hospitals, mental health agencies, schools, long term care facilities, court systems, homeless shelters, residential treatment facilities, drug and alcohol programs, Family Independence Agencies, Michigan Rehabilitation Services, crisis centers, and the Grand Traverse Band of Ottawa and Chippewa Indians. A placement has also been discussed with Congressman Bart Stupak's Congressional Office in Traverse City.

As students are graduating from the program, they are being employed throughout the area in a variety of social work positions. It is exciting to watch them move into agencies, and have an impact on improving the quality of services. Within the last year, one of the graduates was hired as Coordinator for Project 0 with FIA in Kalkaska County.

Others have been hired in the court system, child protection service, and a child and family agency. Two are working in hospitals as a result of internships, and another was hired by the crisis center where she completed her internship. Students are benefiting from the many social service employment opportunities in the Northern Region. Also, a number of our graduates were accepted into the Grand Valley State MSW advanced standing program at the University Center. This past spring two of our graduates earned their MSW through this program.

All in all, the program is a great success for the 39 students and future students who would not have had this opportunity if not for the vision, commitment, and hard work of the Ferris State University BSW students, faculty, and administration.

Come and visit! We have a great view of Boardman Lake.



## IF THEY COULD SEE ME NOW— SPOTLIGHT ON ALUMNI

By Carrie Belanger



Remember going off to college and everyone saying, “the friends you make in college are your friends forever”? What about “have fun, these are supposed to be the best years of your life”?

Remember at graduation you hugged just about everyone in your program and promised to keep in touch?

Remember going to your high school reunion and thinking “why don’t they have college reunions?”

Any of this sound familiar? Well now is your chance to make the wondering a reality. And I know as a social worker we all know how to make changes!

Some of you may have received a newsletter a while ago from the social work faculty. While that effort was an open door, the alumni have really taken over. As fellow alumni we have decided to take what the faculty laid out and set our own alumni path. However, to truly accomplish our goal we need your help. What do you want to see the Social Work Alumni Association become? What information would you like to see in the newsletter? Got a clever title to share? What are you doing in your life now? We want to know.

The goals set by the alumni association so far are fairly simple. We want to get to know you! The committee so far is made up of a few alumni who are still in the area. We would like to see the alumni reacquainting with fellow social workers, making our personal and professional networking systems that much stronger. We hope to be able to update all those who have moved away on the changes in the program and the campus, as well as provide current affairs of the profession. But most of all to update each other on what our fellow alumni are doing: Who just got a new job, who’s getting married, when did someone have their first child?

Even more exciting, we are hoping that this newsletter will not be the only form of communication. We are in the process of setting up a web site. Future plans will hopefully see reunions either on campus or around the country. Maybe a social work European tour, the sky is the limit. But it comes down to **WE NEED YOUR SUPPORT**. Send us your information. What you would like to see, and how do you want to be involved. Send your responses to:

**Social Work Alumni Association**  
820 Campus Drive, ASC 2108  
Big Rapids, MI 49307-2225  
Phone 231-591-2737  
E-mail: [swaa@ferris.edu](mailto:swaa@ferris.edu)

These Alumni visited during Ferris Homecoming:  
Anita Armoca, Steven M. Mays, Janet Vizina-Roubal

News from other alumni:

Sandy Tardiff is working at CMH with DD pop in Osceola.

Julie Thebo—Youth Attention Center in Big Rapids.  
Annette Jungck is enjoying retirement.

‘88 Ame (Ellico) Edstrom is Case Manager at Big Brothers/Big Sisters in Mecosta/Osceola counties. She is living in Leroy and is married with three children.

‘93 Vince Carter is School Social Worker at Hillcrest Elementary in Big Rapids.

‘93 Tonya (Sayer) Park is working in children services at FIA in Big Rapids. Just had a baby boy, her fourth child.

‘94 Suzanne Harrison is program Coordinator of Baby Links in Big Rapids.

‘94 Pete Hector is Youth Counselor at Eagle Village in Hersey, MI.

‘95 Sandy Persons received her MSW from GVSU and is School Social Worker for MOISD.

‘96 Susan Dulzo-Porter—WISE in Big Rapids—just received Masters in Criminal Justice.

‘96 Jerilyn Scheid is working at Mid-Michigan Community Action in Big Rapids, MI.

‘97 Rhonda Bilicki—Families First worker at Catholic Social Services in Big Rapids.

‘97 Jackie Johnson is living in Grand Rapids and has a two year old son. She is finishing up her Ed. Degree in Special Ed at Ottawa Area Center.

‘97 Deb (Cook) O’Shea is working at CMH in White Cloud, MI.

‘97 Marty Osterholzer—working on Masters in Criminal Justice at Ferris. Working at Eagle Village in Hersey, MI.

‘97 Janet Smith is at Hospice in Fremont, MI.

‘98 Dana Spitzley is working at FIA in Clinton as Child Protective Services. She is working on a MSW at Grand Valley State University.

‘99 Geoff Bennets is enjoying being a hockey coach.

‘99 Carrie Belanger is working at WISE (Womens Information Shelter) as Sexual Assault Advocate/Legal Advocate.

‘99 Allison Hanks is working at Mecosta County FIA in Big Rapids, MI.

‘99 Anna Howell—WISE Domestic Violence Program Coordinator and is working on a MSW at GVSU.

‘99 Jennifer (Peters) Luka—Site Manager for “Baby Links” Mid-Michigan Community Action Agency in Big Rapids. She was married July, 2000.

‘99 Theresa Myrick—4C in Reed City, MI.

‘99 Karen Schneider is working on a Public Administration degree at Ferris.

LOOKING FORWARD TO HEARING FROM YOU!!!

## "SWA" NOTES

The Social Work Association (SWA) would like to update you on this year's activities.

Officers for 2000-01 are Terrie Stearns, President; Sara Shippy, Vice President; and Tony Shepherd, Treasurer/Secretary. Terrie is a senior planning to start her internship next semester. Her goal is to earn a MSW and become a Social Work Professor. Sara is a senior doing her internship at Big Brothers/Big Sisters. She plans on attending graduate school in the fall. Tony is a senior doing his internship at MOISD Alternative School in Big Rapids. He plans on working for Community Mental Health after he graduates.

SWA currently has twenty-five active members. They have been involved in many activities this year. As the leaves were falling, they marched in the homecoming parade to show FSU pride. Take Back the Night is an annual march sponsored by WISE to advocate against Domestic violence. Many SWA members participated in this march to support the fight against Domestic Violence. This will be the second year that SWA sponsored the Big Brothers/Big Sisters Christmas party. They organized the party from making the food to buying presents for every child. The party was a huge success.

Our ten-year anniversary for May Day is approaching! SWA has voted to bring Michael Fowlin to Ferris for our annual May Day speaker. Fowlin's message is realistic, powerful, and moving. Fowlin plays characters who are victims of discrimination; male, female, black, white, Italian, Korean or gay. His performance stirs audiences to look inside themselves. May Day will be held at Williams Auditorium on April 24 at 6 p.m. The event is free and open to the public.

**WE ARE STRONGLY CONSIDERING  
OFFERING A MSW PROGRAM**

**INTERESTED?**

**CONTACT US:**

**231-591-2737**

**swaa@ferris.edu**



Seated from l to r: Victoria Murphy, Wendy Samuels, Pam Nyman. Standing l to r: Gerald Matthews, Patrick McFarlane, Jane Hayes, Mike Berghoef and Kathy Palazzolo-Miller.

## SCWK STAFF

By Kathy Palazzolo-Miller

Change is everywhere here on campus. New buildings are going up, others are being remodeled. The main entrance to campus is now at the intersection of State and Perry. There you meet the mammoth new Library (FLITE). Social Work is in the Arts and Science Commons building. This section of building connects the Science building with the Starr building. Our offices are located on the second floor.

Our Social Work staff is also experiencing change. This past May, 2000 Professor Barbara Pillsbury retired. In August, Professor, Vicki Williams left to teach in Tennessee. The Social Work faculty are Michael Berghoef, MSW, Jane Hayes, MSW, Dr. Gerald Matthews, Victoria Murphy, MSW, Katherine Palazzolo-Miller, MSW, and Wendy Samuels, MSW. Pam Nyman is our secretary.

Student organizations have seen some changes also. Social Work Association is still up and running. These students work hard all year doing service projects, fund raising and organizing social events. We now have a Phi Alpha Honor Society. We are the Theta Eta chapter. All students who earned a 3.2 grade point average after Sophomore year are eligible. The newest organization is you, our Alumni. A core group of Alumni who are nearby the Ferris campus have worked hard to put this newsletter into your hands and want to get the Social Work Alumni Association up and running. *Your input is very important. If ever in the area, please stop in. We would like seeing you and visiting.*

FERRIS STATE UNIVERSITY  
Social Work Program  
820 Campus Drive, ASC 2108  
Big Rapids, MI 49307-2228

The  
Mailing  
Address  
Goes  
Here

### FROM THE FIELD COORDINATOR by Dr. Gerald Matthews

Greetings to you all from your new field coordinator, Gerald E. Matthews, Ph.D. Many of you may remember me from courses and/or my previous contributions to the newsletter. My FSU phone number is (231) 592752; or you may e-mail me at [matthewg@ferris.edu](mailto:matthewg@ferris.edu). Please do not hesitate to contact me with your ideas or suggestions for our field education.

As we prepare for the submission of our self-study for reaffirmation accreditation to the Council on Social Work Education (CSWE) our capstone experiential courses will undergo some major/minor transformations. For example based upon the feedback that we received from many of you while in your senior year; our current and future students will no longer have the frustration of completing a statistics course project in their field placements prior to earning a grade in each course.

The statistics course, as well as the field component are now both freestanding courses i.e., independent of each other. The advantage to the student is that they will earn an end of semester grade for each course, and the final semester incompletes that many of you may recall having to deal with should become a thing of the past for your soon to be colleagues. For a further update, we will host an all day spring workshop for all of our field instructors (formerly called field supervisors). The actual date is April 20, 2001. The workshop concept is interactional with an afternoon brainstorming session for the purpose of learning and hearing from our field adjuncts. We would like to take this opportunity to also extend an invitation to our alumni. If you would like to attend this workshop please contact our program secretary Pam Nyman at (231) 592737.

#### *Social Work Alumni Association*

Yes, I am interested in becoming involved  
in the Social Work Alumni Association

Do you know other social work  
graduates that might be interested?

Name \_\_\_\_\_  
Year \_\_\_\_\_ Phone \_\_\_\_\_  
Address \_\_\_\_\_

Name \_\_\_\_\_  
Year \_\_\_\_\_ Phone \_\_\_\_\_  
Address \_\_\_\_\_

Email \_\_\_\_\_  
Employment \_\_\_\_\_

Email \_\_\_\_\_  
Employment \_\_\_\_\_

I would like to be contacted regarding being a field placement supervisor.

I would like to be contacted to serve on a Program Advisory Committee.

*Please complete and return to Pam Nyman at the return address above.*