

2020 VUDSW APR Departmental Formative Evaluation 2019-2020 School Year

The 2019-2020 Annual Program Review (APR) for the Valparaiso University Department of Social Work occurred on June 11, 2020. At the APR, faculty and staff including Matt Ringenberg- Chair/Program Director, Barb Crumpacker Niedner- Director of Field, Caroline Ban, Rachel Murray (adjunct), Patty Jarosz (academic advisor), and Theresa Augle (administrative assistant) review the contents of the formative evaluation included in this document, the 2020 AS 4 (B) Form as specified by the Council on Social Work Education (CSWE), and the individual reports for instructors Ringenberg, Crumpacker Niedner, Ban and Murray (now incorporated in the APR Action Plan for 2019-2020).

The formative evaluation in this document overlaps in content with the AS 4 (B) assessment document. AS 4 (B) displays the results of the departmental evaluation in the format specified by CSWE and thus also will be made publicly available on the departmental website. It will also serve as documentation of AS 4.0.2 in the department's reaffirmation application. This document, (the 2020 Departmental Formative Evaluation) in contrast, is more expansive, and includes more detailed descriptions of the results of the formal core competency evaluation, as well as details and feedback from the Town Hall meeting led by the senior social work majors.

The individual reports were completed by each of the departmental members still in the department at the conclusion of the 2019-2020 school year. It is important to note that three professors, one full and two part time were no longer with the department at that point. As a result several courses are not reflected in the discussion of how to improve the department and course instruction.

Table 1. Departmental Evaluation as organized by core competencies and associated behaviors

CC	Behavior	Source	Assignment	Individual Benchmark	Percentage Achieved	Combined Percentage	Group Benchmark	CC Percentage
1	A	Field	Senior Evaluation	3/5	100%	100%		
1	B	Field	Senior Evaluation	3/5	100%			
1	C	Field	Senior Evaluation	3/5	100%			
1	D	Field	Senior Evaluation	3/5	100%			
1	E	Field	Senior Evaluation	3/5	100%			
1	---	SOCW 356	UGP Chapter 11	B (3.0)	91%	91%	90%	95%

2	A	SOCW 240	International Student Research Paper	3/4 on rubric item	100%	100%		
2	B	SOCW 240	International Student Research Paper	3/4 on rubric item	100%			
2	C	SOCW 240	International Student Research Paper	3/4 on rubric item	100%			
2	---	SOCW 260	Immersion Project	B - (2.7)	80%	80%	90%	90%
3	A	SOCW 410	Legislative Advocacy Paper	3/4 on rubric item	88%	91%		
3	B	SOCW 410	Legislative Advocacy Paper	3/4 on rubric item	94%			
3	---	SOCW 456	Advocacy Paper	B (3.0)	76%	76%	90%	84%
4	A	SOCW 366	Research Paper	B (3.0)	81%	81%		
4	B	SOCW 366	Research Paper	B (3.0)	81%			
4	C	SOCW 356	Fit Graph	B - (2.7)	82%			
4	---	SOCW 365	Research Proposal II	B - (2.7)	88%	88%	80%	84%
5	A	SOCW 456	Advocacy Paper Prep & Implementation	B (3.0)	76%	76%		
5	B	SOCW 456	Advocacy Paper Prep & Implementation	B (3.0)	76%			
5	C	SOCW 456	Advocacy Paper Prep & Implementation	B (3.0)	76%			
5	---	SOCW 210	Policy Position Paper	C + (2.3)	100%	100%	90%	88%
6	A	Field	Senior Evaluation	3/5	100%	100%		
6	B	Field	Senior Evaluation	3/5	100%			
6	---	SOCW 455	Group Engagement Assignment	B - (2.7)	65%	65%	90%	82%
7	A	Field	Senior Evaluation	3/5	100%	100%		
7	B	Field	Senior Evaluation	3/5	100%			

7	C	Field	Senior Evaluation	3/5	100%			
7	D	Field	Senior Evaluation	3/5	100%			
7	---	SOCW 220	Family Analysis Paper	B – (2.7)	100%	100%	90%	100%
8	A	Field	Senior Evaluation	3/5	100%	100%		
8	B	Field	Senior Evaluation	3/5	100%			
8	C	Field	Senior Evaluation	3/5	100%			
8	D	Field	Senior Evaluation	3/5	100%			
8	E	Field	Senior Evaluation	3/5	100%			
8	---	SOCW 455	Groupwork Experiential	B – (2.7)	100%	100%	90%	100%
9	A	Field	Senior Evaluation	3/5	100%	100%		
9	B	Field	Senior Evaluation	3/5	100%			
9	C	Field	Senior Evaluation	3/5	100%			
9	D	Field	Senior Evaluation	3/5	100%			
9	---	SOCW 365	Questionnaire II	B – (2.7)	100%	100%	90%	100%

In table one above individual benchmarks refer to how each individual student is judged to have succeeded or failed with regard to a given core competency or behavior. Many of the behaviors are measured through the senior field experience. The scores assigned by Field Instructors and overseen by the Director of Field are based on a five point Likert scale, as shown in table two.

Table 2. Field Evaluation Likert Scale

1 Inadequate No Competence No Evidence	2 Novice/ Emerging Competence	3 Basic/Moderate Competence	4 Proficient/Strong Competence	5 Highly Proficient/ Exceptional Competence
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Other rubrics mentioned in the table are individualized to the assignment and vary in wording, although consistent in that a three of four is required for success. Other core competencies or behaviors are based on overall grades on designated assignments. The percentages listed in the four leftmost columns reflect the percentage of students who met the individualized benchmark. The second column from the right indicated the target percentage or group benchmark of success. The three columns furthest left are

color coded. Green indicates that the benchmark was met either for a specific measure or for the overall core competency. Red/orange indicates that the benchmark was not met. All benchmarks that were not met are addressed in the individual reports if the instructor remained with the department at the end of the school year.

Town Hall

Town Hall is a department-wide event led by 4th year social work majors to evaluate and improve the department. Students covered a variety of smaller topics related to curriculum this year that centered on addressing changes with the department. Topics included offering new, 1-credit courses, limiting class instruction on Fridays for seniors, and suggestions to revise the sequence, timing, and approved options for taking research methods by partnering with other departments.

The powerpoint presentation from the event, including survey data from students and meeting summary are attached at the end of this report. Below are the recommendations resulting from the annual town hall meeting. These findings and the recommendations posed by students were discussed among the faculty but it was decided to postpone action on these points until further guidance is received from the university about several university-wide initiatives associated with downsizing.

1. We asked if a letter could be sent to the SW students with an update of the future of the department and changes to ease uncertainty.
2. Create a one-credit course to bring more attention to the department.
3. Consider combining with another department for a statistics course such as sociology. Move SOCW 410 to Junior year to allow the two SW statistics course to be back to back.
4. Create an easier time commitment for Seniors by switching the days they have the classes or allowing them to have Fridays off. Our new suggestion is a deadline for completing the letter for the students by May 14th. We understand this could be difficult and understand if you want to negotiate a date with us to ensure it gets sent.

APPENDIX A:

Town Hall Powerpoint with Student Survey Results from 2, 27, 2020

Meeting Summary from Town Hall Meeting

Meeting Summary from Town Hall, Feb 27, 2020
Secretary, Lauren King

Purpose - To Gather Feedback

Research

- SOCW 365 and 366 class layout
- Research can be a struggle for many students causing different outcomes - math phobia, negative attitudes, and lack of engagement
- The stress of having the gap between the courses can cause even more negative attitudes and lack of engagement

Proposed Idea - Expressed interest in making structural changes to the way classes are scheduled.

Discussion Questions:

- **Professors opinions on classes**
 - **Matt** - Alternatives - Both classes senior year
 - Fall - 475, 485, 455, 410 = 12 hours
 - Last semester is already stressful enough
 - Both junior year
 - Need to be done with foundation courses to move to advance courses.
 - Semester earlier to be done with foundation courses
 - Spring worked out better thought wise
 - 15 hours fall semester - costs involved
 - Research in a different department?
 - **Patty** - Majors were once required to take psych stats up until two years ago
 - **Barb** - Mindful of field and the integration element.
 - Town Hall follow up survey after town hall about this subject
 - Student stress level is high
- **Pros and Cons of structural changes**

Pros	Cons
<ul style="list-style-type: none"> ● Put classes back to back and keep same topic. ● Move 410 to Spring Junior year 365 in fall senior year 366 spring semester senior year <ul style="list-style-type: none"> ○ Capital experience pre 	<ul style="list-style-type: none"> ● Butler is in the Spring and doesn't want to move the class and lose those points

<p>LEAD</p> <ul style="list-style-type: none"> ● Having 365 and 366 separate to focus on what our projects are. 	
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- Agencies are going to want to see what we have done research-wise - survey writing, analysis of the data, and numerical literacy. (Graphs and data)
- Is there a way to make the research more applicable to what we are going to do when we graduate?
- Social work class is more idea-based, psych class is more math-based.
 - Sociology - the classes are similar and helpful - closer to social work
 - We are going to have to take a stats class - liked Matt's class better because it "dumbed" it down for us and easy for us to understand.
 - Easier to follow
- Students in an MSW program said they benefited from classes 365 and 366 and felt prepared and ready for grad school.
- Making the final products more fine-tuned and more prepared for the second half of the class (366) to send out the surveys.

Notes from the Professors about the future of the department

- We have a strong program - we are changing lives
- Social work jobs are to increase over the next several years
- Plan for the department moving forward
- Long term trajectory of the department coming in April
- Social Work ice cream social coming up after Spring Break - hours for internship
- **What topical ideas do you have for a 1 credit course to get students from across the campus?**
 - Self-Care class
 - Adulting 101 (More in-depth than a GS class)
 - Grant Writing!!! (AFI's are writing grants)
 - Online Classes
 - Healthy Relationships
 - Substance Abuse (How it can affect a person)
 - Domestic Violence
 - Mental Health First Aid
 - Healthy Conflict
 - Advocacy Class - how to be an advocate and get involved in government
 - Class attractive to nursing majors or even engineering majors - correlations that involve other majors.
 - Ethics simulation with the PA students

- How the health care systems work
 - How the system actually works for your patients
 - How to talk to human resources and give them to your clients - businessstudents as well
- Basic class for the helping profession - sociology, criminology, psychology
- Dive deeper into diversity - specific populations
- How to study class?
- Cultural Competency course
 - Catered toward social work
- Community Relations/Interaction
- Relationship building - Health Relationships
 - Caring for Friends
 - Behavioral/Mental health training
- Partnering with non-profits in the community - class to go out into the community and meet with the nonprofits
- How to do the logistics of being in an organization
 - CPS calls
 - Billing
 - Case Notes
- **Make the class title clear to what you are going to learn**

WELCOME TO TOWN HALL

Please grab a name tag and sit at
a table

Intermingle between cohorts

What is Town Hall?

- ❑ Town Hall is a student-led department-wide meeting designed to evaluate and improve VUDSW policies and practices.
-

Action Plan for the Day

- **Welcome**
 - **Ice breaker**
 - **Lunch**
 - **Content and Discussion**
 - **Future of Department - Faculty**
 - **Phi Alpha**
 - **Self-Care**
 - **Announcements**
-

ICEBREAKER

LUNCH :)

Use the fishbowl questions in your table to stimulate conversation in your table

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**Our Purpose this
Year**

*To Gather
Feedback*

TOWNHALL RESEARCH



The Research on Studying Research and Statistics

Courses

- Research can be a struggle for many students causing math phobia, negative attitudes, and lack of engagement in the course. (Innovation in Teaching Social Work Research)
- The stress of having the gap between the courses can cause even more negative attitudes, math phobia, and lack of engagement in the course.

Current Structure of Classes

Spring Junior

Fall Senior

Spring Senior

SOCW365

SOCW366

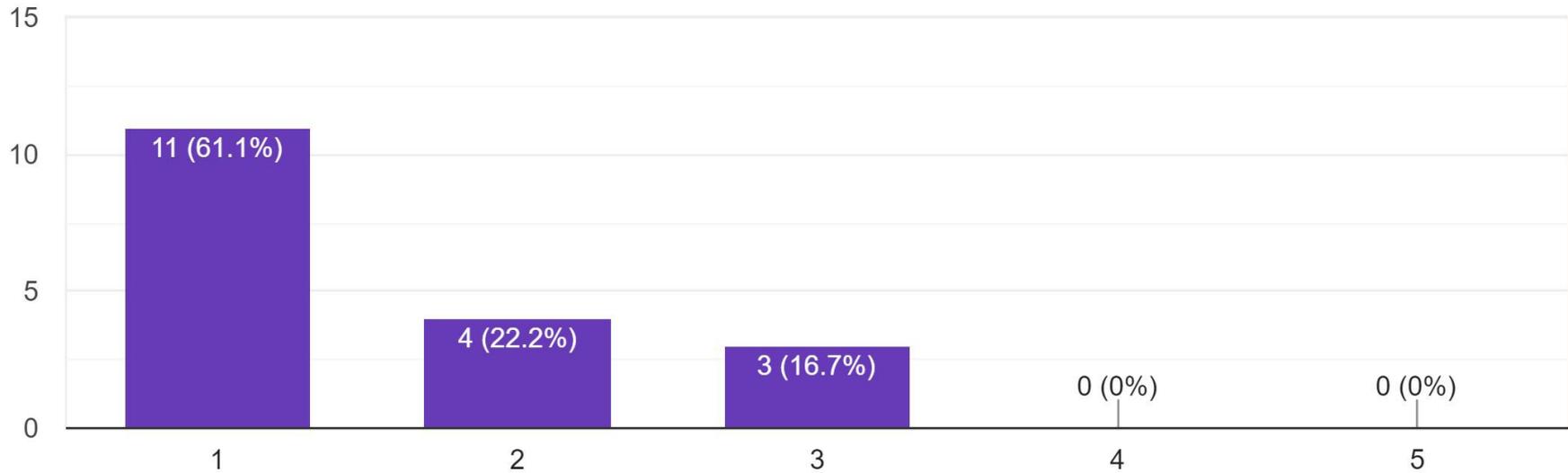
**Butler
Conference
April**

Results from Senior Survey

The townhall team conducted a survey to assess the seniors experience with the stats courses

How helpful did you find the semester gap between SW365 and SW366? (Matt's Research Classes)

18 responses

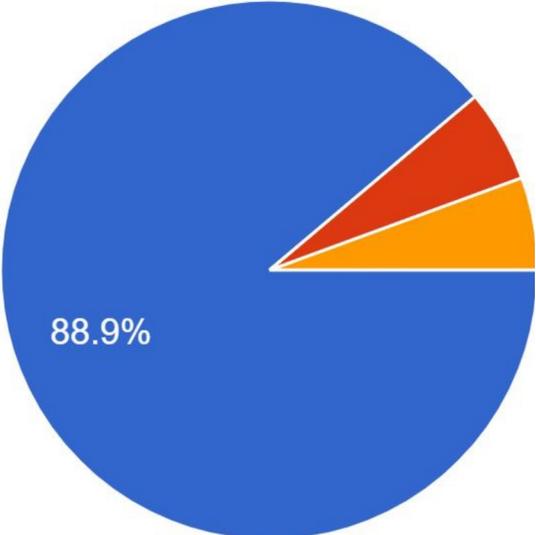


1 = not helpful at all

5 = very helpful

Would you have benefited from taking SW365 and SW366 consecutively? (back to back)

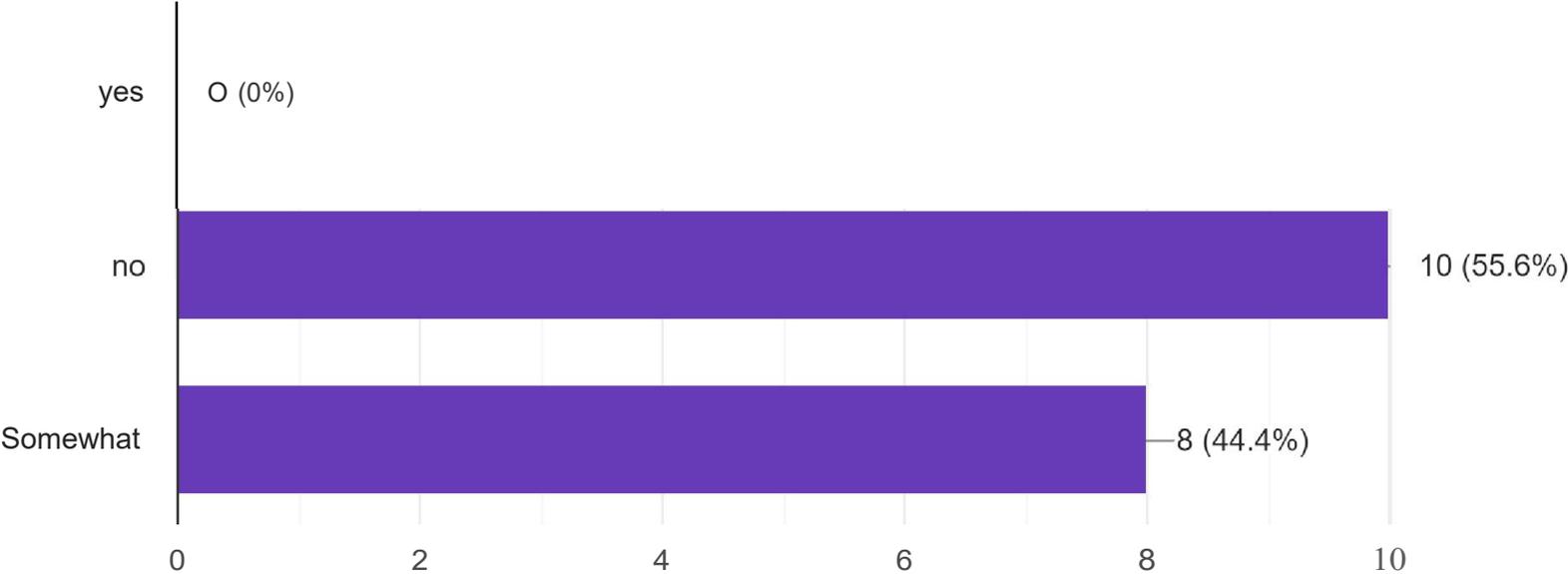
18 responses



- e yes
- e no
- e I don't know

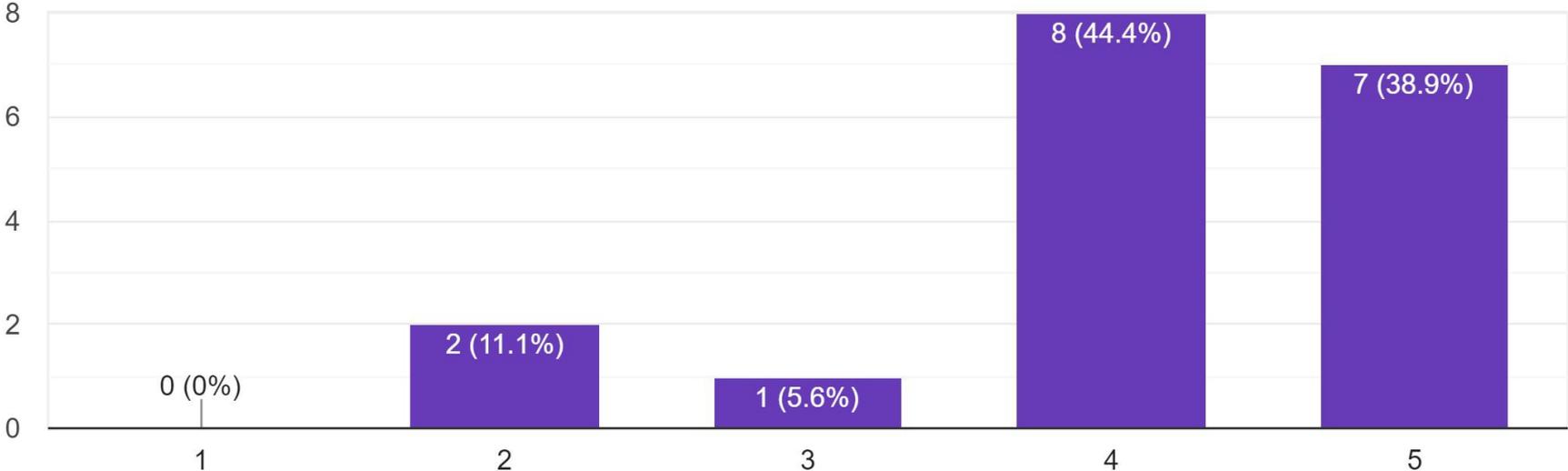
Did you retain information from SW365, and did it carry over to SW366?

18 responses



Considering the gap, what is your current experience taking SW366?

18 responses



1 = Not at all Stressed

5 = Very Stressed

Proposed Ideas

The Juniors and Seniors have expressed interest in making **structural changes** to the way classes are scheduled.

- Specifically: We would like to discuss the possibility of **rescheduling** SOCW 365 and SOCW 366 to be taken in the Fall and Spring semesters, or Spring and Fall semesters.
- We would also like to get the Junior class' **opinion** on how their classes are currently structured.
- The **purpose** of the structural changes is to have less stress on students and allow them more time to complete homework and internship hours.

Pros/Cons of changing the schedule

PROS

- Better retention of information from SOCW 365 to SOCW 366
- Less stress for seniors second semester if they took SOCW 365 in the fall followed by SOCW 366

CONS

- It takes 12-18 months for a curriculum change
 - It could cause issues with other school requirements such as Butler
 - It could cause more stress for the Juniors
 - It could affect the flexibility of the social work department classes.
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Discussion Questions

- Professors, how do you think having SOCW 365 and 366 back to back would be beneficial for the students?
- What are your concerns with the set up now with these classes?
- How would you feel taking Research and Statistics course in other departments?
- What is your ideal layout of the Research and Statistics courses?

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**Let's talk about the
future.**

Topical Classes

To increase student presence in the social work department

Ideas for 1 credit courses

- **Self-Care Class**
 - **Adulting 101**
 - **Grant Writing**
 - **Online Classes**
 - **Healthy Relationships**
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What's Next: ACTION PLAN!!!

- Take feedback from Town Hall conversation create a proposal and present at the April Department meeting for consideration
- Faculty will keep you updated with changes





Phi Alpha Ceremony

Congratulations to the new members!

- Ashlee Barton
- Emma Brandy
- Rachel Winkler
- Nancy Engel
- Natalie Kasberger
- Lydia Knorp
- Lacey Nichols

Phi Alpha Honorary Member of the Year

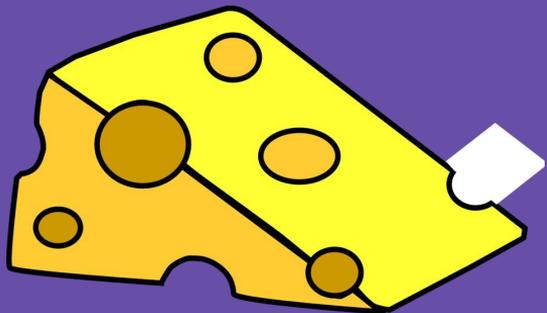
Dr. Lissa Yogan

Assistant Dean of Sociology and Criminology

- For stepping up as interim dean of Social Work during Fall 2019
- For providing support to the Social Work Students
- For advocating for the Social Work students



Thank You, Matt!



Self-Care

1. **Essential Oils:** Essential Oils are often used in aromatherapy, as a form of alternative medicine that employs plant extracts to support health and wellbeing
Different Smells and Health Benefits:
 - **Peppermint:** used to boost energy and aid digestion
 - **Lavender:** used to relieve stress
 - **Sandalwood:** used to calm nerves and help with focus
 - **Bergamot:** used to reduce stress and improve skin conditions like eczema
 - **Rose:** used to improve mood and reduce anxiety
 - **Chamomile:** used to improve mood and relaxation
 - **Ylang-Ylang:** used to treat headaches, nausea, and skin conditions
 - **Tea Tree:** used to fight infections and boost immunity
 - **Jasmine:** used to help with depression, childbirth, and libido
 - **Lemon:** used to aid digestion, mood, headaches, and more



Self-Care

- **Stress and Anxiety**

- 43% of people who have stress or anxiety use some form of alternative therapy.
- Studies regarding aromatherapy have been positive, and have positively been shown to treat stress or anxiety.

- **Headaches and Migraines**

- Recent studies have observed reduced headache pain after applying peppermint and lavender to the skin.
- A Perisian headache remedy suggests applying a mixture of chamomile and sesame oil to the temples to relieve pain.

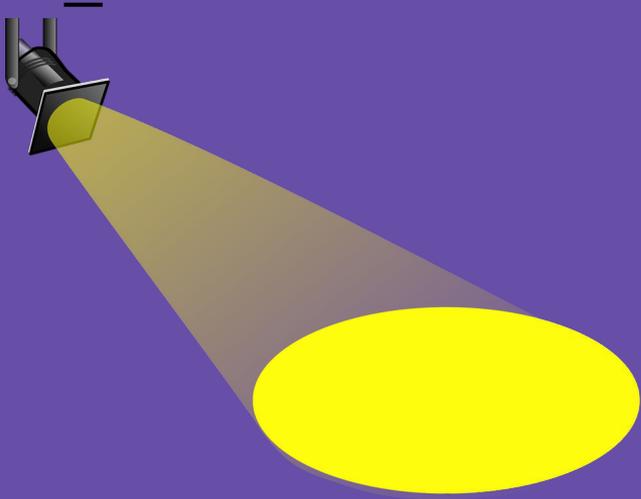
- **Sleep and Insomnia**

Grab supplies and create your scent!

(Follow the instruction on the sheet provided)

Needed items

- Spray bottle
 - A decorative bag
 - Incense
 - Supplies to decorate your bottle
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Announcements

Thank You!



Sources

- West, H. (2019, September 30). What Are Essential Oils, and Do They Work? Retrieved February 25, 2020, from <https://www.healthline.com/nutrition/what-are-essential-oils>
- Hardcastle, D. A., & Bisman, C. D. (2003). Innovations in teaching social work research. *Social Work Education, 22*(1), 31-43.
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- Our Personal Opinion