

**DELTA STATE UNIVERSITY: ACADEMIC ANNUAL REPORT**  
**Academic Year 2005-06**

**I. Unit Title:** Department of Social Work

**School or College:** Arts & Sciences

**Unit Administrator:** Alinda Sledge

## II. Educational Program Learning Outcome Assessment Plan

These are Learner Outcomes identified for the **current** year.

| <p><b>Learning Outcome</b><br/><i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>   | <p><b>Data Collection and Analysis</b><br/><i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>   | <p><b>Results of Evaluation</b><br/><i>What were the findings of the analysis? List any specific recommendations.</i></p>   | <p><b>Use of Evaluation Results</b><br/><i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>  |
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| <p><b>Learning Outcome # 1</b><br/>Students should be able to apply the values of the social work profession with an understanding of and respect for the positive value of diversity.</p> | <p>When students enter the two introductory courses, SWO 201 Introduction to the Profession of Social Work and SWO 305 Interviewing Techniques &amp; Skills, they will be given the values index (a set of values cases with choices of actions taken). They will be given this same test at graduation and a comparison will be made.</p> <p><u>Analysis Procedure:</u> BEAP is a National Standardized sixteen page test that is administered to students preadmission to the social work program and at graduation. Results will be analyzed and sent to the department by BEAP administration. Satisfactory exit values will be 6.0 or above on a 1-10 scale.</p> | <p><u>Findings:</u> We began this process in Fall 2005; therefore, there are no findings and recommendations at this time. Findings will be available in Summer 2007.</p> | <p>We began this process in Fall 2005 to further incorporate evaluation of values education into the social work curriculum. When findings are available in Summer 2007 the department will review the student learning outcome to assess for needed change.</p> |
| <p><b>Learning Outcome # 1</b></p>   | <p>Based on Program Objectives (Appendix A), the Alumni survey (Appendix B) was mailed to 2004-05 graduates. Review and score surveys. Scale 4 (Excellent) to 1 (Poor). Report mean of scores.</p>  | <p>Mean = 3.8      N = 13<br/>Need to have larger return of surveys.<br/><br/>2000-2003 Mean = 3.56 and N = 18</p>  | <p>Score is above threshold of 2.8. Will send alumni survey yearly since return is low. Were sending every 3 years.</p>  |

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| <p><b>Learning Outcome # 1</b></p>   | <p>Field evaluations<br/>2006 – Field instructors complete evaluation on students at end of semester. Surveys are tabulated. Score 5 (Excellent) to 1 (Poor). Mean score is reported. See Appendix C.</p>  | <p>Mean = 4.64     N = 25<br/>No recommendations.</p> <p>2005 Mean = 4.41 and N = 28<br/>2004 Mean = 4.73 and N = 23<br/>2003 Mean = 4.86 and N = 16</p>  | <p>No change – score is above threshold. However, evaluations will continue annually to ensure that field evaluations remain constant. The field advisory committee met March 23 in an effort to give field instructors an additional avenue to express concern about the students. One idea that was expressed in this meeting was for students to receive additional training in telephone and computer skills.</p>  |
| <p><b>Learning Outcome # 2</b><br/>Students are to be able to analyze social policies and how they impact client systems, workers, &amp; agencies.</p> | <p><u>Data Collection:</u><br/>Students are required to write a policy analysis paper in the SWO 430 Social Welfare Policy class. Faculty will grade according to rubric. See Appendix D.</p> <p><u>Analysis Procedure:</u><br/>Each student will get points from 1 (Poor) to 5 (Excellent). The mean of students completing policy analysis paper will be 3.0 or above.</p> | <p>The mean was 3.72. Although students met the goal, recommend more help in grammar skills.</p> <p>2004 Mean = 3.82 and N = 25</p>                       | <p>Plan to continue using the rubric for policy paper to ensure students can analyze social policies. Because of results showing grammar deficiencies, plan to start a formal identification of students with writing skills deficiencies. They will receive a grammar booklet in orientation and a test to help identify weaknesses early in the program. They will be referred to writing lab &amp; academic support lab for remedial work. Student must be able to write well to chart notes, proposals, letters, etc. necessary for successful social work practice.</p> |
| <p><b>Learning Outcome # 2</b></p>   | <p>Alumni survey, based on learning objective of graduates. 2004-05 Survey mailed to students and scores tabulated 4 (Excellent) to 1 (Poor). Mean will be reported See Appendix B.</p>  | <p>Mean = 3.4     N = 13<br/>Continue assessment.</p> <p>2000-2003 Mean = 3.22 and N = 18</p>   | <p>No change. Result above threshold.</p>  |
| <p><b>Learning Outcome # 2</b></p>   | <p>Field evaluations 2006(Appendix C) completed by field instructors at the end of semester and tabulated. Scale 5 (Excellent) to 1 (Poor). Mean will be reported.</p>   | <p>Mean = 4.50     N = 25<br/>Continue assessment.</p> <p>2005 Mean = 4.16 and N = 28<br/>2004 Mean = 4.40 and N = 23<br/>2003 Mean = 4.40 and N = 15</p> | <p>No changes needed. Score is well above threshold. Will continue to meet with field advisors to allow them an additional avenue to evaluate and express concern.</p>   |

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| <p><b>Learning Outcome # 3</b><br/>Demonstrate communication with integrity and respect for individuals as mandated by the Code of Ethics</p>  | <p><u>Data Collection:</u><br/>Distribute field evaluation forms on all seniors enrolled in SWO 475 Field Instruction to the field instructors every April.<br/><u>Analysis Procedure:</u><br/>Mean of graduating seniors will be calculated and will be 3.0 or above on 5 – 1 scale. 5 (Excellent) to 1 (Poor). See Appendix C.</p> | <p>Mean = 4.58    N = 25<br/>Continue assessment.<br/><br/>2005 Mean = 4.58 and N = 28<br/>2004 Mean = 4.62 and N = 23</p>                                | <p>No changes needed. Score is above threshold. Due to change in the mean will continue to communicate with field instructors by meeting individually and allow them to expand on items that are not necessarily in the evaluation form. This will be recorded on the field evaluation form.</p> |
| <p><b>Learning Outcome # 3</b></p>   | <p>Alumni survey of 2004-05 graduates. Surveys are mailed and tabulated when returned.<br/>Scale 4 (Excellent) to 1 (Poor). Mean is reported.<br/>See Appendix B.</p>  | <p>Mean = 3.8    N = 13<br/>Continue assessment.</p>  | <p>No changes needed. Well above threshold. However, will continue to evaluate to maintain integrity of the program.</p>   |
| <p><b>Learning Outcome # 4</b><br/>Illustrate behavior without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.</p> | <p><u>Data Collection:</u><br/>An alumni survey was sent to 2004-05 graduates. The survey is a Likert Scale with 4 (Excellent) to 1 (Poor).<br/><u>Analysis Procedure:</u><br/>Review survey on question about nondiscrimination, the mean of which will be 2.5 or above.<br/>See Appendix B.</p>                                    | <p>Mean = 3.72    N = 13<br/>Continue assessment.</p>   | <p>No change needed. Well above threshold. Will continue to monitor.</p>   |
| <p><b>Learning Outcome # 4</b></p>   | <p>Field evaluations 2006 completed by field instructors at end of semester. Results to be tabulated by chair.<br/>Scale 5 (Excellent) to 1 (Poor). Mean to be reported.<br/>See Appendix C.</p>   | <p>Mean = 4.25    N = 25<br/>No recommendations.<br/><br/>2005 Mean = 4.48 and N = 28<br/>2004 Mean = 4.69 and N = 23<br/>2003 Mean = 4.43 and N = 16</p> | <p>No changes needed at this time. Score well above threshold of 2.5. Will continue to monitor.</p>  |
| <p><b>Learning Outcome # 5</b><br/>Formulate an interview that involves the professional use of self. (This identifies own personal descriptive and behavioral attributes that hinder or promote effective intervention with client system.)</p>   | <p><u>Data Collection:</u><br/>Students in SWO 421 are given a video assignment in which they must role-play as the social worker.<br/><u>Analysis Procedure:</u><br/>Faculty will use the video rubric to measure competency and professional</p>   | <p>N = 25<br/>Range of 2005 scores was from 14-32 with mean at 20.44.<br/>Continue using rubric to score assignment.</p>                                  | <p>There is no need for action as the mean is well over the set mark of 13. This rubric/evaluation measure was developed to more effectively critique student performance.</p>   |

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|                             | use of self. The mean of students engaged in interview assignment will be 13 on 1-32 scale with 32 being maximum points that can be received. See Appendix E. |  |   |
| <b>Learning Outcome # 5</b> | Alumni survey sent to 2004-05 graduates. Surveys are tabulated by chair. Scale 4 (Excellent) to 1 (Poor). Mean to be reported. See Appendix B.                | Mean = 3.50 N = 13<br>No recommended actions.                                    | No changes needed at this time. Score is well above threshold.  |
| <b>Learning Outcome # 5</b> | Field evaluations completed by agency field instructors. Chair tabulates scores. Scale 5 (Excellent) to 1 (Poor). Mean to be reported. See Appendix C.        | Mean = 4.70 N = 25<br>2005 Mean = 4.35 and N = 28<br>2004 Mean = 4.53 and N = 23 | Although score is above range of acceptable, advisory board stated at their meeting on March 23, 2006 that students needed additional instruction in telephone skills and computer skills. Additional material on these skills will be added to SWO 481, Integrative Seminar. |

**III. Division/Department Goals for the Current Year**

This is a report on progress towards goals for the **current year**. These are operational goals for the units that are NOT tied directly to student learning outcomes, which are reported in the table above.

- A. Goal # 1** Increase number of students attending professional conferences to enhance their knowledge base of social work practice through interaction with social work professionals statewide.

**1. Institutional Goal which was supported by this goal:**

*Listed in the Strategic Plan or in the Quality Enhancement Plan. Please note if the unit goal is in support of a Strategic Plan goal (e.g., SP#2) or a Quality Enhancement Plan goal (e.g., QEP#1).*

Increase student-student and student-faculty interaction, increase knowledge, practice communication skills, and increase faculty-student communication. QEP 1, 3, 4

## **2. Evaluation Procedure(s):**

*How did you determine if this goal is met?*

The department will document number of students attending conferences. Numbers will be kept and compared from year to year. Will work to expand number for upcoming years.

## **3. Actual Results of Evaluation:**

*Explain if the evaluation is not complete*

- a. Thirty students and four faculty attended the Alabama/Mississippi Social Work Education Conference (AL/MS) in Tunica, MS, Oct. 2005. Students interacted with students/faculty from social work departments at Alabama & Mississippi colleges and universities. Students attended workshops on various social work topics and social events that included Spiritual Abuse in Mainstream Religion, African-American College Student's Attitudes Towards Mental Health Treatment, and Power of Social Work Assessment. The conference helped students with academic career choices as they heard about various fields of social work. Exhibitors, students/faculty from two states, and social work practitioners interacted to help Delta State University students to increase student engagement in free-flowing, multi-directional communication. Students served as conveners. In 2004, thirty-one students and four faculty attended this meeting.
- b. National Association of Social Workers (NASW) Legislative Day, February 2006. Fifteen students and two faculty attended the event. Students met with faculty/students from universities/colleges throughout the state. Students met with their legislators and attended committee meetings. In 2005, fourteen students and two faculty attended this event.
- c. National Association of Social Workers (NASW) Annual Program Meeting, March 2006. Fifteen students and four faculty attended the conference. Students and faculty attended various workshops on social work education and practice. Attending conferences increased student-student and faculty-student communication as well as helped students practice a variety of communication skills. Students served as conveners. In 2005 thirty students and five faculty attended. Title IV-E funds were not available to assist with paying for this conference this year.
- d. Delta State University Department of Social Work Conference in March 2006. Seventy students, five faculty and seventy community social workers attended the conference on group work. In April, 2005 100 students and 75 practitioners attended this workshop. The speaker was an internationally known speaker and attracted more interest.

#### **4. Use of Evaluation Results:**

*How were the results used to improve programs, operation, or services? Indicate if this led to a new goal for the next year.*

Plan to continue encouraging students with incentives, because this is an excellent way to address QEP goals 1, 3, 4 and meet students' needs. The department was able to provide gas money for students to attend the AL/MS Social Work Education Conference. Students did fundraisers for NASW and AL/MS conferences. Faculty gets \$250 travel money for conferences. Students are given extra credit by some faculty for attendance. The number of students and faculty attending conferences decreased this year due to the decrease in Title IV-E funds that had been used to support students. The department has reapplied for grant money in hopes that funds will be available so more students can attend next year.

#### **B. Goal # 2 Develop a referral and follow-up process for students to attend the writing lab. Plan to increase students' writing skills.**

##### **1. Institutional Goal which was supported by this goal: (QEP 1, 3)**

Increase student-student and student-faculty interaction and increase knowledge and practice or communication skills.

##### **2. Evaluation Procedure(s):**

In outcome evaluation faculty meetings a referral process was developed and faculty discussed how many students were referred and how many completed the process.

##### **3. Actual Results of Evaluation:**

Three students were formally referred to the writing lab for the year 2005-06. Although more were referred, faculty did not complete referral form and follow process for chair to send the student a letter as being identified with writing deficiencies or to get follow-up at the writing lab.

##### **4. Use of Evaluation Results:**

Faculty discussed procedure at Outcomes Evaluation Faculty Meeting May 8, 2006, and made suggestions for new procedure. Faculty thought there are two kinds of students with writing problems. Some students need help with small points of grammar and others have needs that are beyond the help of the writing lab. The latter students need to be referred for remedial help at the academic support lab. It was decided to give students a writing assignment (4 questions) in the beginning classes (SWO 201 & SWO 305) and refer appropriate students to the writing lab or academic support lab. Students referred to the academic support lab would receive a letter from the chair emphasizing the importance of increasing written communication skills to be successful in the social work program. Also, faculty member Margaret Tullos will design a grammar handbook that will be given to students in orientation. These plans will be incorporated into goals for next year.

**C. Goal # 3 – Examine/review the sequence of social work practice classes and determine needed revisions in sequencing of courses and curriculum content.**

**1. Institutional Goal which was supported by this goal: Strategic Plan Goal 1:**

Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.

**2. Evaluation Procedure:**

To discuss in faculty meeting and curriculum committee meeting.

**3. Actual Results of Evaluation:**

Faculty discussed changing the content in the three practice courses sequence, but after much discussion decided not to. Advantages would be that transfer students from CSWE accredited schools could transfer to DSU easier and possibly students could take the classes wherever offered as opposed to Methods I must be taken first. We decided that there are not enough advantages to change and the current system is working well.

**4. Use of evaluation results:**

Decided to continue in present sequence and not make any changes at this time.

**D. Goal # 4 – Continue/expand student recruitment process.**

**1. Strategic plan goal process # 2 –** students will enroll in greater numbers and a larger percentage will progress to graduation.

**2. Evaluation process:** Review success of recruitment activities in outcomes evaluation faculty meeting and other faculty meetings throughout the year.

**3. Actual results of evaluation:** Faculty recruited students at community colleges and a college fair. Faculty coordinated an event where seniors met with the new transfers. Flyers about SWO 201 Introduction to Social Work were distributed during fall and spring pre-registration.

**4. Use of evaluation results:** Faculty met and decided that more emphasis was needed on high school recruiting.

Mississippi Delta Community College no longer teaches SWO 201 Introduction to Social Work, so efforts at MDCC will be important. The decision was made to host an event for declared social work students and other students interested in the social work major. This will be a goal for the 2006-07 school year.

- E. Goal # 5 – Continue weekly faculty meetings with initial once monthly faculty enhancement meeting.**
1. **Institutional goal** which was supported by this goal: Strategic plan goal # 3 – The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure.
  2. **Evaluation Procedure:** Track meeting times and review minutes of faculty meetings.
  3. **Actual Results of Evaluation:** Faculty did meet weekly unless chair was out of town or otherwise occupied. At least monthly, faculty did discuss enhancement items not on the agenda. Minutes of meetings are available in the chair's office.
  4. **Use of evaluation results:** Faculty stated this type of interaction was helpful to communication, services for students, and faculty enhancement and growth. Will continue with this plan in 2006-07.
- F. Goal # 6 - Offer workshop with nationally acclaimed speaker to the social work field supervisors, social work practice community, faculty, and students.**
1. **Institutional goal** which was supported by this goal: Strategic plan goal # 5. The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
  2. **Evaluation Procedure:** Count the number of persons that registered for the conference.
  3. **Actual Results of Evaluation:** There were 145 participants (68 students, 72 community social workers and field instructors, and social work faculty). Practice community and students gave evaluations of excellent. Students were observed using information learned when working with clients in the field and in discussions in class.
  4. **Use of evaluation results:** Will plan another workshop for 2006-07 academic year. This is also a way to thank field instructors for their time and expertise in training students in the field as well as provide extra training for the students and field instructors.
- G. Goal # 7 – Maintain/expand services offered to the Department of Human Services (DHS) through the Title IV-E grant.**
1. **Institutional goal** which was supported by this goal: Strategic plan goal # 5. The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
  2. **Evaluation Procedure:** Quarterly reports are completed and completion of goals noted.
  3. **Actual Results of Evaluation:** In the fall semester of 2005 the program was offering training to foster/adoptive parents and working with stipend students. The spring semester 2006, all services had to be cancelled except stipend students due to cut of one half of the reimbursement amount. The project director was terminated and the chair continued needed services.

4. **Use of evaluation services:** It is unknown at this time if the grant will be available for the 2006-07 school year. If DSU does have a grant, it could only be for stipend students as no staff can be employed on grant due to current reduced reimbursement rate.

**H. Goal # 8 – Maintain/expand relationships with community agencies in the Delta.**

1. **Institutional goal** which was supported by this goal: Strategic plan goal # 5. The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Evaluation Procedure:** Review of list of field instruction for spring semester and community partners with SWO 101 Volunteering in the Community Habitat class.
3. **Actual Results of Evaluation:** There were seven new agencies added to field instruction and one new agency added to Habitat class.
4. **Use of evaluation results:** Continue to find quality social work agencies and field instructors at a convenient locale for the students. This will be a continued goal for 2006-07.

**IV. Data and information for department:**

**Number of students/majors:** .....120

**Number of graduates:** .....2005-06 – 28

**Credit-hour production** .....Sp. '05 – 1005    Sum. '05 – 234    Fall '05 – 942    Sp. '06 – 1167

**Faculty advisory load**.....full-time faculty – 27            part-time faculty – 15

**External funding and grant activity:** Department of Human Services Title IV-E grant: \$148,800.

**Internal funding and grant activity:**

- Department received Faculty Development Funds for Dr. Capuzzi Conference.
- Margaret Tullos received Faculty Development Funds for attending and presenting at Council on Social Work Education

## V. Overview of Department of Social Work, 2005-06

### A. Noteworthy activities and accomplishments:

- The Commission on Accreditation of the Council on Social Work Education (CSWE) reaffirmed the program's accreditation through October 2013 with no contingencies.
- Hosted a conference on group work with Dr. David Capuzzi, a nationally known speaker. Over 140 students, community field instructors, and social workers attended.
- Awarded \$148,800 Department of Human Services (DHS) IV-E grant which involved student stipends, training of foster parents, and DHS workers.
- Professional Presentations.  
Faculty presented at national and international conferences for the 1<sup>st</sup> time.  
Margaret Tullos presented at the University of Oxford, Oxford, England.  
Margaret Tullos and Alinda Sledge presented at the Council of Social Work Education (CSWE) (International Conference) and Baccalaureate Program Directors (BPD) (National conference).  
Totals are: A. Sledge – 6 M. Tullos – 5 J. Donahoe – 2 J. Falkner – 3 T. Mims – 2
- Publications – papers and abstract.  
Alinda Sledge – 3 Jeannie Falkner – 4 Margaret Tullos – 1
- Jeannie Falkner received her Ph.D. from the University of Mississippi.  
Tracy Mims began his Ph.D. at Jackson State University.
- Classes taught and creative activities added to most classes.
- Faculty consistently rated highly by student evaluations.
- Faculty development workshops attended  
Sledge – 14 Tullos – 6 Falkner – 6 Donahoe – 2 Mims – 5
- Faculty and students attended three conferences where they served as conveners.
- Students were sponsored to help Katrina victims with the MS Dept. of Human Services, Division of Aging in Biloxi.

- Continued recruiting efforts with recruitment day, college fairs, community college recruitment, and calling potential recruits.
- Alinda Sledge served on the President's Year of Cleveland Committee.
- Margaret Tullos had students from South Dakota State University (SDSU) attend the SWO 300 Human Diversity class. A lively dialogue ended with SDSU students stating the class was the highlight of their trip.

**Please see Appendix F for full details of personnel's work.**

**B. New position(s) requested, with justification:**

- We do not need a new position. We hope to keep Dr. Jana Donahoe as an adjunct faculty.

**C. Recommended change of status**

A change of status form has been completed for Jeannie Falkner to change her title to Dr. Jeannie Falkner and a monetary increase for receiving the Ph.D. before the raise is applied.

**VI. Degree Program Addition/Deletions and/or Major Curriculum Changes:**

**Changes made in the past year:**

SWO 304 Social Work in Health/Mental Health was changed in title to Integrated Health & Mental Health. Revised course description is the following: New developments and empirical research in health and mental health demand updated knowledge and skills combined with an interdisciplinary paradigm for social workers and others in the helping professions. Other courses received adjustments such as new books, additional web assignments, etc.

**Recommended changes for the coming year(s).**

Significant changes were made for accreditation received in fall 2005. No significant changes planned for 2006-07 except in the Human Behavior in the Social Environment (HBSE) sequence SWO 315, 416. It has been discussed for several years that there is too much information in the book used for SWO 315 (HBSE) to be covered in one semester. We propose to teach this book over two semesters in SWO 315 (HBSE I) and SWO 416 (HBSE II). In SWO 416 (HBSE II) supplemental information on macro content will be added.

## VII. Department Goals for Coming Year

This is a statement of goals for the **coming year**. These are operational goals for the units that are NOT tied directly to student learning outcomes.

### A. Goal # 1

#### 1. Institutional Goal(s) supported by this goal:

**Increase number of students attending professional conferences to enhance students' knowledge base of social work practice by interacting with social work professionals statewide.**

1. **Institutional goal** supported by this goal – QEP 1, 3, 4 Increase student-student and student-faculty interaction; increase knowledge and practice of communication skills; increase faculty-student communication
2. **Expected results:** 20-25 students will attend statewide social work conferences.
3. **Evaluation procedures:** Faculty will attend conferences and count total number of students attending.
4. **Use of evaluation results:** Students will increase knowledge, and practice of communication skills and faculty-student interaction.

#### Goal # 2: Increase success of students' writing skills by implementing a new identification and referral system.

1. **Institutional goal** supported by this goal: QEP 1, 2 Increase student-student and student-faculty interaction; increase knowledge and practice of communication skills.
2. **Expected results:** Deficient students (5-10) will be identified by giving test in SWO 201, 305, and referred to either the writing lab or academic support lab. Students will be given grammar handouts in orientation. Handouts are being developed over the summer 2006.
3. **Evaluation procedures:** Will determine if all new social work majors in SWO 201, 305, are given test and handbook based on the sign-up sheet, and faculty observation. Writing improvement will be measured by students' work before and after attendance at the writing center or academic lab.
4. **Use of evaluation results:** Increase writing skills of students to help them improve in class and field.

#### Goal # 3: Revise SWO 315 & 416 Human Behavior in the Social Environment sequence to cover SWO 315 book in both courses with additional macro content added to SWO 416.

1. **Institutional Goal** supported by this goal: SP1 Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.
2. **Expected Results:** Students will learn Human Behavior in the Social Environment (HBSE) content better as evidenced by increased scores on exams.
3. **Evaluation Procedure(s):** Will compare scores of students from previous year.

4. **Use of Evaluation Results:** Hope to increase students' HBSE assessment and treatment of clients and passage of the licensure exam.

**Goal # 4: Continue to expand student recruitment process.**

1. **Institutional goal** supported by this goal: SP2. Students will enroll in greater number and a larger percentage will progress to graduation.
2. **Expected Results:** Increase number of students selecting social work as a major.
3. **Evaluation Procedure(s):** Compare number of majors from last year to this year.
4. **Use of Evaluation Results:** Plan to keep a variable, active, exciting program going with new students.

**Goal # 5: Offer workshop featuring a well-known speaker to social work field supervisors, social work practice community, faculty, and students.**

1. **Institutional goal** supported by this goal: SP5. The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Expected Results:** have 100-125 participants.
3. **Evaluation Procedure(s):** Review list of participants.
4. **Use of Evaluation Results:** Use information in the classroom, increase skills of field instructors who work with our students in the field.

**Goal # 6: Maintain/expand relationships with community agencies in the Delta.**

1. **Institutional goal** supported by this goal: SP5. The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Expected results:** To increase agencies that provide services to our students as needed.
3. **Evaluation Procedure(s):** Review list of agencies used by students for field instruction and identify new ones.
4. **Use of Evaluation Results:** Continue to have new agencies utilized to meet needs of students regarding location to their home and the quality of the field instruction.

**Goal # 7: Add to SWO 481 Integrative Seminar, information regarding community/civic advisory boards in which social workers participate to increase students' knowledge/awareness of these activities.**

1. **Institutional goal** supported by this goal: SP1. Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.
2. **Expected results:** This information will be added to SWO 481 curriculum. Students will become aware of the need to participate and serve on community/civic advisory boards.

3. **Evaluation Procedure(s):** View new information in syllabus and ask faculty re: assignment completed. Student will identify one board they will try to serve on in their community. This will be a class assignment and demonstrate that students have knowledge of participation in community/civic advisory boards.
4. **Use of Evaluation Results(s):** Students will be made aware of the need to be involved and contribute to the community.

**Goal # 8: Organize a social work alumni reception at the annual State NASW conference.**

1. **Institutional goal** supported by this goal: SP4. Friends of Delta State University along with the general public, will become more aware and more supportive of the institution.
2. **Expected results:** Increase communication and support with alumni group.
3. **Evaluation Procedure(s):** Note if the alumni event was organized. Have everyone sign in and count how many involved.
4. **Use of Evaluation Results(s):** Increase communication with alumni and start developing a social work alumni association.

Respectfully Submitted:

Alinda Sledge, Chair  
Department of Social Work

## APPENDIX

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## APPENDIX A

### **Program Objectives:**

1. Practice within the values of the social work profession with an understanding of and respect for the positive value of diversity.
2. Identify and assess problems in the relationship between people and social institutions (including service gaps), plan for their resolution, and evaluate their outcomes.
3. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
4. Communicate effectively with others in a purposeful way, encouraging open and trusting relationships.
5. Understand the history, purposes, and philosophy of the social work profession and its contemporary structures and issues.
6. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
7. Apply the knowledge and skills of generalist social work practice with systems of all sizes, including rural systems.
8. Demonstrate the professional use of self.
9. Use communication skills differentially with a variety of client populations, colleagues, and communities.
10. Apply critical thinking skills within the context of professional social work practice.
11. Analyze, formulate, and influence social policies and how they impact client systems, workers, and agencies.
12. Understand agency structure, allocation of role performance, and the impact of organizational power and policies on client systems and, under supervision seek necessary organizational change.
13. Evaluate research studies and apply findings to practice, evaluate their own practice interventions and those of relevant systems.
14. Use supervision and consultation appropriate to social work practice.
15. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

## APPENDIX B

**Department of Social Work  
Delta State University  
BSW Alumni Survey**

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### Demographic Information:

1. What is your sex:      1. Male                      2. Female
2. Ethnic Background:   1. Caucasian                      4. Native American  
   2. African American              5. Asian  
   3. Hispanic                        6. Other \_\_\_\_\_
3. What is your year of birth: \_\_\_\_\_
4. In which State are you presently residing? \_\_\_\_\_
5. In which semester and year did you graduate from DSU? \_\_\_\_\_ Semester \_\_\_\_\_ Year
6. Have you obtained any graduate training since graduating from DSU? \_\_\_\_\_
7. List any advanced degree(s) obtained since leaving DSU? \_\_\_\_\_

### Employment Information:

8. Are you currently employed in a social work position?    1. Yes, full-time              2. Yes, part-time
9. If not, please answer the following questions:
  1. Full-time employed in a non social work job: \_\_\_\_\_
  2. Part-time employed in a non social work job: \_\_\_\_\_
  3. Unemployed but seeking a job: \_\_\_\_\_
  4. Unemployed not seeking a job: \_\_\_\_\_
10. How did you obtain your **first social work** job after graduating?
  1. Newspaper                      5. University Placement Office
  2. NASW News                      6. Previously Employed
  3. Field Placement                7. Other \_\_\_\_\_
  4. Personal Contact                8. NOT APPLICABLE
11. How soon after graduation did you obtain this job:  
      \_\_\_\_\_ (months)              8. NOT APPLICABLE
12. What was/is you first social work or social work related position after graduation?  
      Position (job title) \_\_\_\_\_  
      8: NOT APPLICABLE
13. Agency or setting: \_\_\_\_\_

8: NOT APPLICABLE

14. Location (city, state): \_\_\_\_\_  
8. NOT APPLICABLE

15. What is your **current** job title? \_\_\_\_\_

16. How long have you had this job? \_\_\_\_\_ (months) \_\_\_\_\_ (years) 8: NOT APPLICABLE

17. Please, indicate the setting of your **current** job:

1. Public Protective Services
2. Family Services
3. Corrections/Criminal Justice
4. Medical/Health Care
5. Mental Health
6. Public Assistance/Welfare
7. School Social Work
8. Services to the Aged
9. Alcohol/Drug Treatment
10. Developmental Disabilities/Mental Retardation
11. Community-based Client Support Services
12. Occupational
13. Other \_\_\_\_\_

8. NOT APPLICABLE

18. Overall, how long have you been employed full-time as a social worker?

\_\_\_\_\_ (months) \_\_\_\_\_ (years)

19. How many different social agency settings have you work in full-time since you graduated from our program? \_\_\_\_\_ (number)

20. If you are full-time employed in a social work position, what is your salary range?

- |                        |                        |
|------------------------|------------------------|
| 1. less than \$15,000  | 6. \$27,001 - \$30,000 |
| 2. \$15,001 - \$18,000 | 7. \$30,001 - \$33,000 |
| 3. \$18,001 - \$21,000 | 8. \$33,000 - \$36,000 |
| 4. \$21,001 - \$24,000 | 9. \$36,000 & above    |
| 5. \$24,001 - \$27,000 | 10. NOT APPLICABLE     |

21. Do you belong to any professional organization?

- 1: Yes, Specify \_\_\_\_\_
- 2: No

22. Have you **passed** the social work licensure exam?

- 1: Yes, Indicate Score and Date \_\_\_\_\_
- 2: No

23. Please evaluate how well you were prepared as a student in the social work program:

|               |  |
|---------------|--|
| 4 – Excellent | Performance consistently above expected level. |
| 3 – Good      | Performance often at expected level            |
| 2 – Fair      | Performance generally at expected level        |

16. Practice within the values of the social work profession with an understanding of and respect for the positive value of diversity.

|           |      |      |      |
|-----------|------|------|------|
| 4         | 3    | 2    | 1    |
| Excellent | Good | Fair | Poor |

Comments: \_\_\_\_\_

17. Identify and assess problems in the relationship between people and social institutions (including service gaps), plan for their resolution, and evaluate their outcomes.

|           |      |      |      |
|-----------|------|------|------|
| 4         | 3    | 2    | 1    |
| Excellent | Good | Fair | Poor |

Comments: \_\_\_\_\_

18. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

|           |      |      |      |
|-----------|------|------|------|
| 4         | 3    | 2    | 1    |
| Excellent | Good | Fair | Poor |

Comments: \_\_\_\_\_

19. Communicate effectively with others in a purposeful way, encouraging open and trusting relationships.

|           |      |      |      |
|-----------|------|------|------|
| 4         | 3    | 2    | 1    |
| Excellent | Good | Fair | Poor |

Comments: \_\_\_\_\_

20. Understand the history, purposes, and philosophy of the social work profession and its contemporary structures and issues.

|           |      |      |      |
|-----------|------|------|------|
| 4         | 3    | 2    | 1    |
| Excellent | Good | Fair | Poor |

Comments: \_\_\_\_\_

21. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

|           |      |      |      |
|-----------|------|------|------|
| 4         | 3    | 2    | 1    |
| Excellent | Good | Fair | Poor |

Comments: \_\_\_\_\_

22. Apply the knowledge and skills of generalist social work practice with systems of all sizes, including rural systems.

|           |      |      |      |
|-----------|------|------|------|
| 4         | 3    | 2    | 1    |
| Excellent | Good | Fair | Poor |

Comments: \_\_\_\_\_

23. Demonstrate professional use of self.

|           |      |      |      |
|-----------|------|------|------|
| 4         | 3    | 2    | 1    |
| Excellent | Good | Fair | Poor |

Comments: \_\_\_\_\_

24. Use communication skills differentially with a variety of client populations, colleagues, and communities.

|           |      |      |      |
|-----------|------|------|------|
| 4         | 3    | 2    | 1    |
| Excellent | Good | Fair | Poor |

Comments: \_\_\_\_\_

25. Apply critical thinking skills within the context of professional social work practice.

|           |      |      |      |
|-----------|------|------|------|
| 4         | 3    | 2    | 1    |
| Excellent | Good | Fair | Poor |

Comments: \_\_\_\_\_

26. Analyze, formulate, and influence social policies and how they impact client systems, workers, and agencies.

|           |      |      |      |
|-----------|------|------|------|
| 4         | 3    | 2    | 1    |
| Excellent | Good | Fair | Poor |

Comments: \_\_\_\_\_

27. Understand agency structure, allocation of role performance, and the impact of organizational power and policies on client systems and, under supervision seek necessary organizational change.

|           |      |      |      |
|-----------|------|------|------|
| 4         | 3    | 2    | 1    |
| Excellent | Good | Fair | Poor |

Comments: \_\_\_\_\_

28. Evaluate research studies and apply findings to practice, evaluate their own practice interventions and those of relevant systems.

|           |      |      |      |
|-----------|------|------|------|
| 4         | 3    | 2    | 1    |
| Excellent | Good | Fair | Poor |

Comments: \_\_\_\_\_

29. Use supervision and consultation appropriate to social work practice.

|           |      |      |      |
|-----------|------|------|------|
| 4         | 3    | 2    | 1    |
| Excellent | Good | Fair | Poor |

Comments: \_\_\_\_\_

30. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

|           |      |      |      |
|-----------|------|------|------|
| 4         | 3    | 2    | 1    |
| Excellent | Good | Fair | Poor |

Comments: \_\_\_\_\_

# APPENDIX C

Mid-Term\_\_\_\_\_

Final\_\_\_\_\_

**Delta State University  
Department of Social Work  
Field Instruction  
Evaluation SWO 475**

Student's Name \_\_\_\_\_

Placement Agency \_\_\_\_\_

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

On the following pages, evaluate the student's performance in the described areas. The key below should be used in your decision making. Please make every attempt to make this evaluation realistic. The **mid-term** evaluation should be done according to expectations commonly held for students at mid-semester, not at the end, of this educational experience; likewise, **final** evaluations should reflect expectations commonly held for students at the completion of their undergraduate education. Graduates are expected to continue their professional growth after graduation, and this instrument should be beneficial to them in planning for that growth.

**Please explain 'Excellent', 'Poor' or 'NA' ratings at the end of the form or on additional paper.**

|               |  |
|---------------|--|
| 5 - Excellent | Performance consistently above expected level  |
| 4 - Good      | Performance often above expected level         |
| 3 - Average   | Performance generally at expected level        |
| 2 - Fair      | Performance often below expected level         |
| 1 - Poor      | Performance often below acceptable level       |
| NA            | Unable to practice this skill during placement |

## I. PROFESSIONAL SKILLS AND KNOWLEDGE

1. Demonstrates application of social work values.

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    |    |
| Excellent | Good | Average | Fair | Poor | NA |

2. Demonstrates application of social work ethics.

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    |    |
| Excellent | Good | Average | Fair | Poor | NA |

3. Demonstrates an understanding and respect for the value of diversity. (Respects the beliefs and values of those whose lifestyle and/or culture may be different from own while remaining comfortable with the management of own beliefs and values. Works with clients who are racially/culturally different from himself/herself.)
 

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    | NA |
| Excellent | Good | Average | Fair | Poor | NA |
  
4. Demonstrates the ability to identify and assess problems in the relationship between people and social institutions, including service gap.
 

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    | NA |
| Excellent | Good | Average | Fair | Poor | NA |
  
5. Demonstrates ability to plan for solution of problems in relationship between people and social institutions.
 

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    | NA |
| Excellent | Good | Average | Fair | Poor | NA |
  
6. Demonstrates an understanding of the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
 

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    | NA |
| Excellent | Good | Average | Fair | Poor | NA |
  
7. Communicates effectively with others in a purposeful way, encouraging open and trusting relationships.
 

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    | NA |
| Excellent | Good | Average | Fair | Poor | NA |
  
8. Demonstrates the ability to assess the needs of populations-at-risk with emphasis on working with rural populations as both client and action systems.
 

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    | NA |
| Excellent | Good | Average | Fair | Poor | NA |

9. Demonstrates the following skills in working with systems of varying sizes, including rural populations: interviewing, defining issues, collecting data, recording, assessing, planning, contracting, intervening in alternative ways, evaluating, terminating, and following-up with systems of varying sizes including rural populations. (If all topics in this item cannot be rated the same, use the lines below and the back of the page to make needed comments.)

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    |    |
| Excellent | Good | Average | Fair | Poor | NA |

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10. Demonstrates the professional use of self. (Identifies own personal descriptive and behavioral attributes that hinder or promote effective intervention with client systems.)

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    |    |
| Excellent | Good | Average | Fair | Poor | NA |

11. Uses communication skills, both oral and written, differentially, with a variety of client populations, colleagues, and members of the community.

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    |    |
| Excellent | Good | Average | Fair | Poor | NA |

12. Applies critical thinking skills within the context of professional social work practice.

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    |    |
| Excellent | Good | Average | Fair | Poor | NA |

13. Demonstrates the ability to analyze social policies and how they impact client systems, workers, and agencies.

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    |    |
| Excellent | Good | Average | Fair | Poor | NA |

14. Demonstrates an understanding of agency structure, allocation of role performance, and the impact of organizational power and policies on client systems, and under supervision, seeks necessary organizational change

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    | NA |
| Excellent | Good | Average | Fair | Poor | NA |

15. Evaluates research studies and applies findings to practice.

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    | NA |
| Excellent | Good | Average | Fair | Poor | NA |

16. Constantly evaluates own practice through obtaining feedback from peers, client populations, supervisors, liaison, and assignments.

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    | NA |
| Excellent | Good | Average | Fair | Poor | NA |

17. Uses supervision appropriate to generalist practice to enhance learning.

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    | NA |
| Excellent | Good | Average | Fair | Poor | NA |

18. Recognizes the limitations of their own competence and respects contributions of other helping resources, professional and nonprofessional.

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    | NA |
| Excellent | Good | Average | Fair | Poor | NA |

19. Applies knowledge of biopsychosocial variables that affect individual development and behavior, and uses theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e. families, groups, organizations, and communities).

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    | NA |
| Excellent | Good | Average | Fair | Poor | NA |

## II. Professional Work Habits

1. Dresses appropriately to agency setting.

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    |    |
| Excellent | Good | Average | Fair | Poor | NA |

2. Attends as required.

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    |    |
| Excellent | Good | Average | Fair | Poor | NA |

3. Adheres to required work hours.

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    |    |
| Excellent | Good | Average | Fair | Poor | NA |

4. Performs work punctually.

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    |    |
| Excellent | Good | Average | Fair | Poor | NA |

5. Demonstrates an attitude of enthusiasm, cooperation, and initiative.

|           |      |         |      |      |    |
|-----------|------|---------|------|------|----|
| 5         | 4    | 3       | 2    | 1    |    |
| Excellent | Good | Average | Fair | Poor | NA |

Field Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Field Liaison's Signature \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX D

**Rubric Results**  
**Policy Analysis Paper Grading Criteria**  
**Tracy T. Mims, Assistant Professor of Social Work**  
**SWO-430/Fall 2005**

| <b>Quality Points/<br/>Number<br/>Grade</b>                      |   | <b>Writing<br/>(15)</b>  | <b>Quality of<br/>Research<br/>(30)</b>   | <b>Coverage<br/>(55)</b>   |
|--|---|--|---|--|
| 5<br>(100)<br><br><i>7 students in<br/>this category</i>         | Superior<br>15<br>30<br>55                              | Free of punctuation, spelling and grammatical errors. The logical flow and structure of the paper is easy to follow and understand | At least 4 peer reviewed articles used and 4 top quality sources were used. Your points/arguments were thoroughly researched.   | The problem the bill addresses and your proposed amelioration are very lucidly stated. Alternative policies are discussed and very thoroughly analyzed. A very clear plan is presented for how the policy will be implemented. |
| 4<br>(90.5-99.89)<br><br><i>10 students in<br/>this category</i> | Above Average<br>13.1-14.95<br>25.1-29.95<br>52.3-54.99 | Less than 4 punctuation, spelling and grammatical errors. Logical flow and structure of paper easy to understand                   | At least 3 peer reviewed articles and 5 top quality sources were used. Your points/arguments were thoroughly researched.  | The problem the bill addresses and your proposed amelioration are very lucidly stated. Alternative policies are discussed and thoroughly analyzed. A plan is presented for how the policy will be implemented.                 |
| 3<br>(74.5-90)<br><br><i>7 students in<br/>this category</i>     | Average<br>11.1-13<br>23.1-25<br>40.3-52                | Between 4-8 punctuation, spelling and grammatical errors. Logical flow and structure of paper workable.                            | At least 2 peer reviewed articles and 6 top quality sources were used. Your points/arguments were thoroughly researched, although a little more could have been said. | The problem the bill addresses and your proposed amelioration are lucidly stated. Alternative policies are discussed and analyzed. A plan is presented for how the policy will be implemented.                                 |

| Quality Points  |   | Writing<br>(15)   | Quality of<br>Research<br>(30)  | Coverage<br>(55)   |
|---|---|---|---|--|
| <p>2<br/>(63.5-74.4)</p> <p><i>1 student in this category</i></p> | <p>Passable<br/>7.91-10.9<br/>15.9-22.9<br/>39.7-40.6</p> | <p>Between 9-20 punctuation, spelling and grammatical errors. Structure and flow of paper needs work.</p> | <p>At least 8 top quality sources were used. Your Points/arguments were well researched, but substantially more could have been said.</p> | <p>Your bill fails to do one of the following things.</p> <ol style="list-style-type: none"> <li>1. State the problem</li> <li>2. Propose an amelioration</li> <li>3. analyze alternative policies</li> <li>4. present a plan for your policy</li> </ol>           |
| <p>1<br/>(0-63.4)</p>   | <p>Not passable<br/>0-7.9<br/>0-15.9<br/>0-39.6</p>       | <p>More than 20 punctuation, spelling and grammatical errors. Structure and flow of paper not there.</p>  | <p>Fewer than 8 sources were used. Your points/arguments were poorly researched.</p>  | <p>Your bill fails to do more than one of the following things.</p> <ol style="list-style-type: none"> <li>1. State the problem</li> <li>2. Propose an amelioration</li> <li>3. analyze alternative policies</li> <li>4. present a plan for your policy</li> </ol> |

n-25  
mean- 3.72 or 90.84  
median- 92  
mode-100  
28 % of students ranked at 5 quality points  
40 % of students ranked at 4 quality points  
28% of students ranked at 3 quality points  
4% of students ranked at 2 quality points



# APPENDIX E

## INTERVIEW II SKILLS RATING SHEET

Student \_\_\_\_\_

Date \_\_\_\_\_

| <u>Skills &amp; Concepts</u>                          | 0                         | 1                   | 2                | <u>Points Received</u> | <u>Min. Points Required for Section</u> | <u>Total Points</u> |
|---|---------------------------|---------------------|------------------|------------------------|---|---------------------|
|   | <u>Improvement Needed</u> | <u>Satisfactory</u> | <u>Excellent</u> |                        |   |                     |
| <b><u>Section A</u></b>                               |                           |                     |                  |                        |   |                     |
| *1. Opening remarks                                   |                           |                     |                  |                        |   |                     |
| 2. Sessional turning-in                               |                           |                     |                  |                        |   |                     |
| * a. Clarifying needs for immediate work              |                           |                     |                  |                        |   |                     |
| b. Tuning in to Client's sense of urgency             |                           |                     |                  |                        |   |                     |
| c. Tuning to Worker's own feelings                    |                           |                     |                  |                        |   |                     |
| *3. Sessional contracting                             |                           |                     |                  |                        |   |                     |
| *4. Summarization of interview content                |                           |                     |                  |                        |   |                     |
| *5. Ending interview appropriately (including length) |                           |                     |                  |                        | 5                                       |                     |

### **Section B**

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| 1. Expression of empathy/ rapport            |  |  |  |  |  |  |
| 2. "Hearing" client's indirect communication |  |  |  |  |  |  |
| 3. Use of silence                            |  |  |  |  |  |  |
| 4. Confrontation of client's inconsistencies |  |  |  |  |  |  |
| 5. Challenge of illusions of work            |  |  |  |  |  |  |
| 6. Making a demand for work                  |  |  |  |  |  |  |
| 7. Focusing on meaning of behavior           |  |  |  |  |  |  |
| 8. Focusing on subject being discussed       |  |  |  |  |  |  |
| 9. Elaborating                               |  |  |  |  |  |  |
| 10. Probing                                  |  |  |  |  |  |  |

- 11. Reframing
- 12. Sharing data

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|  |  |  |  |  |  |

6

**Section C**

- \*1. Voice quality and volume
- \*2. Use of standard English
- \*3. Body posture
- \*4. Appropriate eye contact
- \*5. Behavioral congruence/facial expression  
(words match outward appearance)
- 6. Worker composure

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

5

\* = required

See next page for grading scale.

**Positive Comments About Strengths Demonstrated During the Interview**

## APPENDIX F

**Faculty Activity Report  
Delta State University  
School of Arts and Sciences  
Department of Social Work  
Dr. Jana Newton Donahoe  
Assistant Professor of Social Work  
January 1 to December 31, 2005  
January 1 to May 10, 2006**

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### TEACHING ACTIVITIES

- SWO 201: Introduction to the Profession of Social Work (Fall and Spring, 2005)
- SWO 309: Aging in the Community (Spring, 2005; Spring, 2006)
- SWO 303: Child and the Community (Fall, 2005)
- SWO 370: Research Methods in Social Work (Spring, 2005)
- SWO 492: Special Topics: Senior Research Practicum (Fall, 2005)

### WORKSHOPS/CONFERENCES ATTENDED

- Alabama/Mississippi Social Work Education Conference, October 2005, Tunica, MS.
- ROMEA Faculty Development Seminar, September, 2005
- MS Chapter of the National Association of Social Workers Annual Meeting, March, 2005, Jackson, MS
- MS Chapter of the National Association of Social Workers Annual Meeting, March, 2006, Jackson, MS
- Delta State University Reamer Conference featuring Dr. Frederick Reamer, March 2005, Cleveland, MS
- Delta State University Capuzzi Conference featuring Dr. Capuzzi, March 2006, Cleveland, MS

### WORKSHOPS/PRESENTATIONS CONDUCTED

- “Making the Grade: A Learning Skills Workshop” Presented by Dr. Jana Donahoe and Georgene Clark at Delta State University, March 2005, Cleveland, MS
- “Promoting Healthy Social Work: Preventing and Treating Burnout” Presented by Dr. Jana Donahoe, Lisa Moon, and BSW students Willie Gloria Garner and Deloris Gordon at the MS Chapter of the National Association of Social Workers Annual Meeting, March, 2005, Jackson, MS
- “Empowering the Spirit of the Profession: Improving Social Work’s Image at DSU” Presented by Dr. Jana Donahoe and BSW students Blythe Davis, Brenda Gilbert, Donna Peoples, and Dana Weeks at the Alabama/Mississippi Social Work Education Conference, October, 2005, Tunica, MS
- “Empowering the Spirit of the Profession: Improving Social Work’s Image at DSU [Delta State University]” Presented by Dr. Jana Donahoe and BSW Students Blythe Davis, Brenda Gilbert, Joyce Juitt, and Dana Weeks at the MS Chapter of the National Association of Social Workers Annual Meeting, March, 2006, Jackson, MS

- “Improving the Public’s Perception of Social Work: Using and Educational Intervention to Change Knowledge and Attitudes about Social Work” Presented by Dr. Jana Donahoe and BSW Students Blythe Davis, Brenda Gilbert, Joyce Juitt, Donna Peeples, and Dana Weeks at “May We Present? DSU Scholars Day Student Research” April, 2006 Delta State University, Cleveland, MS

## **PUBLICATIONS**

- “Improving the Public’s Perception of Social Work: Using an Educational Intervention to Change Knowledge and Attitudes about Social Work” by Dr. Jana Donahoe and BSW Students: Blythe Davis, Brenda Gilbert, Joyce Juitt, Donna Peeples, and Dana Weeks. Published in the *2005 Conference Proceedings* of the Alabama/Mississippi Social Work Education Conference
- The above paper is being examined for further publication by the NASW Foundation Campaign for Social Work Public Education (sent for review in April, 2006)

## **SERVICE TO OTHERS**

### Service to Delta State University and the Department of Social Work

- Admissions Committee
- Chair, Recruitment Committee
- Strategic Planning and Assessment Committee
- Outcomes Evaluation Committee
- QEP (Quality Enhancement Program) Committee
- Student Advisement
- Faculty Sponsor: DSU NACSW Student Chapter (meets bi-monthly)
- Department/Program Re-Accreditation Committee

### Service to Professional Organizations

- MS Chapter Coordinator/Contact Person, North American Association of Christians in Social Work, 2003-2005
- Member, National Association of Social Workers
- Executive Member, American Association of Christian Counselors
- Member, International Association of Play Therapists

### Service to the Community

- Delta Coordinator/Contact Person: Rural Poverty Initiative/Partners in Hope, MS Cooperative Baptist Fellowship
- Board of Directors/Coordinating Council, Mississippi Cooperative Baptist Fellowship
- Board of Directors, Delta Missions Ministries, Indianola, MS
- VBS Teacher/Leader, Delta Missions Ministries, Indianola, MS
- Chair, Committee on Committees, First Baptist Church, Indianola, MS
- Co-Chair, Personnel Committee, First Baptist Church, Indianola, MS
- Historical Committee, Co-Chair, Youth Committee Member, First Baptist Church, Indianola, MS
- Ministry Team Leader and Coordinator, First Baptist Church, Indianola, MS

- Young Married Couples Sunday School Teacher, Choir President, Hand-bell Choir, etc. First Baptist Church, Indianola, MS
- Community Crisis Intervention Team, Indianola Academy, Indianola, MS
- Co-leader, Explorer's Bible Study, Indianola, MS

### **RESEARCH INTERESTS**

- The Spiritual Aspects of the Assessment and Treatment of Mental Disorders and Social Problems
- Music as a Method of Spiritual Treatment with Mental Disorders and Social Problems
- Rural Poverty in the Mississippi Delta
- The History of BSW, MSW, and Doctoral Social Work Education
- The History of Professional Associations in Social Work Education
- Learning Style Theory's Use in Social Work Education
- Children of Divorce
- Recruitment and Retention in Social Work Education
- The Integration and Ethics of Faith and Social Work Practice and Education
- Malpractice Issues in Social Work Education and Field Instruction/Educational Liability
- Values and Ethics in Social Work Supervision

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Jana Donahoe, LCSW, Ph.D.  
Assistant Professor of Social Work

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Alinda Sledge, LCSW, ACSW  
Chair, Department of Social Work

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Date \_\_\_\_\_

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Date \_\_\_\_\_

**Faculty Activity Report**  
**Delta State University**  
**College of Arts & Sciences**  
**Academic Year 2005-06**  
**Margaret H. Tullos, Professor of Social Work**

## **TEACHING ACTIVITIES**

### Courses Taught:

SWO 300 Human Diversity  
SWO 309 Aging and the Community  
SWO 421 Methods of Social Work  
SWO 475 Field Practicum  
SWO 481 Integrative Seminar

### Other Duties:

Director of Field Instruction

### Other Classes Taught

GST 100 with Tracy Mims, Fall, 2005

### Innovative Teaching

Invited students from South Dakota State University to attend SWO 300 Human Diversity class on March 7, 2006. The SDSU students were in Cleveland for their Spring Break, comparing the poverty and rural lifestyle found in the Mississippi Delta with that of their home state. The DSU students provided southern potluck and the SDSU students shared Norwegian sweets. A lively dialogue among the students broadened the life perspective of all present during the three hour night class. Later, while processing their experiences, the SDSU students reported that this class was the highlight of their trip. DSU students likewise reported an in-depth increase in their knowledge and understanding about people from a different culture and concomitantly about themselves.

Invited Dr. Vicki Hartley to speak to the SWO 300 Human Diversity class on life for persons with disabilities. She brought with her the 12 students from her special education class, for collaborative learning.

## **SCHOLARLY AND CREATIVE ACTIVITIES**

### Presentations

“Greenhouses: An Innovative Approach to Nursing Home Care,” Round Table on Successful Aging, University of Oxford, Oxford, England, August 11, 2006.

“Bridging Field Practicum and the Integrative Field Seminar with Major Student Activities,” Baccalaureate Social Work Program Directors Annual Conference, Austin, TX, November 5, 2006, Co-presenter with Alinda Sledge.

“Ageism: Increasing Social Work Educators’ Self-Awareness (Bringing Age out of the Closet),” Council on Social Work Education Annual Conference, Chicago, February 18, 2006, Co-presenter with Alinda Sledge and Lisa Moon.

“Ageism: Increasing Social Work Educators’ Self-Awareness,” May We Present, DSU, April 24-25, 2006, Co-presenter with Alinda Sledge.

## **FACULTY DEVELOPMENT**

### Professional Workshops and Conferences Attended

Round Table on Successful Aging, University of Oxford, Oxford, England, August 7-12, 2005.

Baccalaureate Social Work Program Directors Annual Conference, Austin, TX, November 2-6, 2005.

Council on Social Work Education, Chicago, IL, February 16-19, 2006.

National Association of Social Workers, Jackson, MS, March 9-10, 2006.

Dr. Eiser, University Faculty Conference, DSU Sept. 28, 2005.

Dr. David Capuzzi Workshop, “Approaches to Group Work: Applications for Practitioners,” DSU, March 23, 2006.

Renewed social work license for 2 years (Licensed Certified Social Worker)

## **GRANTS**

### Internal Grants Received

Faculty development grant to attend Council on Social Work Education, Chicago, IL, February 16-19, 2006.

Faculty development grant to attend Roundtable on Successful Aging, The University of Oxford, Oxford, England, August, 2005.

## **SERVICE TO OTHERS**

### Service to the University

Developed the concept for “The Social Work Record,” a newsletter for the Department of Social Work. Wrote and published the first issue.

Recruitment for DSU Department of Social Work done by speaking to Introduction to Sociology class, Mississippi Delta Community College, Moorhead campus, March 29, 2006.

Recruited for DSU and the profession of social work with an eighth grade class from Clarksdale who were touring Delta State, April 21, 2006.

Co-Coordinator of David Capuzzi Workshop, “Approaches to Group Work: Applications for Practitioners,” sponsored by DSU Department of Social Work, March 23, 2006.

Member, DSU Special Programs Committee and helped develop the first “Arts in April” program

Member DSU Diversity Committee

Member DSU Writing Committee

Member DSU Faculty Senate

Chair Department of Social Work Tenure and Promotion Committee

Chair Department of Social Work Faculty Advisory Committee, regarding disciplinary actions

Chair Field Instruction Advisory Committee

Faculty Advisor of The Alliance beginning with the founding of the organization, Fall 2005

Substituted for other faculty when they were away from campus for school-related activities.

Attended meetings for Chair when she had conflicts with other school-related activities.

### Service to the Profession

Member, Board of Directors of National Association of Social Workers, Mississippi Chapter

Member, Diversity Committee, National Association of Social Workers, Mississippi Chapter

Chair of sessions at annual program meetings of BPD and NASW

### Service to the Community

Facilitator, “Aging: Out of the Closet” (study group for middle-aged professional women in the community)

Presenter: “Accepting Aging,” Cleveland Exchange Club, June 2, 2005

Presenter: “Single in a Couple’s World,” Hospice Survivors’ Support Group, Greenville, MS, October 18, 2006

Presenter: “Accepting Aging,” Ruleville 20<sup>th</sup> Century Club, October 20, 2006

## **GOALS**

### Professional

To submit a professional article for consideration for publication in an academic journal.

### Work-Related

To have all students admitted to Field Instruction speaking and writing standard English.

To coordinate a workshop on a timely topic for students, Field Instructors, and other social work practitioners in the Delta.

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Margaret H. Tullos

Date

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Alinda Sledge,  
Chair, Department of Social Work

Date

**FACULTY ACTIVITY REPORT**  
**Delta State University**  
**Department of Social Work**

**Tracy Treon Mims**

Department of Social Work

Assistant Professor of Social Work

Service Years: 3.5

Academic Year of Report: 2005-2006

**Teaching Activities:**

- Added role plays to Social Welfare History to provide students with a vicarious feel of social reform during eras such as the Early Republic, Lost Opportunities: the Frontier, Pre and Post Civil War, Industrialization, the Progressive Era, the New Deal, the Great Society, The Paradoxical Era and so forth.
- Social Welfare History students are assigned sections to read and reflect upon in typed format and must be submitted to professor at the subsequent class meeting. The purpose of this assignment is to prod students to read more.
- A game called the Circling of Differing Gifts is a technique used to facilitate student dialogue in my Child and Community Class. The purpose of the game is to heighten student awareness of how important it is to promote positive comments about each other, specifically in working with children with low self-esteem, foster children and those children experiencing the residue of abuse and neglect. Students leave the classroom with a page of positive comments that is empowering for them and helpful for others.
- Require service-learning students to create a visual for their final project and present to class. The rationale for this activity is to allow the student reflection time regarding the volunteer experience.
- Received Institutional Higher Learning Award for Black History Month, Feb. 2005
- Received a State Senate Proclamation for Educator of the Year/Higher Learning Black History, March 7, 2005
- Invited East Bolivar County's Area Social Work Supervisor to my Child and Community Class to engage the students in real life experiences that involved them in documenting information on an Abuse and Neglect Intake Form to complete a pseudo-investigation. Moreover, students were allowed to speak with pertinent parties involved in an actual investigation such as law enforcement, lawyers, the truancy officer and youth court officer.

**Scholarly and Creative Activities:**

- African American Voices as a Healing Intervention for Social Work Practice, National Association of Social Workers Conference, March 2005, Jackson, MS (Presenter).
- Removing Barriers to Enhance Fatherhood, Oct. 2005, Alabama/Mississippi Conference, Tunica, Mississippi (Presenter).
- Wrote a proposal to attempt funding from the Bryce Griffis Presidential Endowment Fund to fund AKOS (Academia Karaoke One Stop). Proposal not accepted, January 2005

**Service:**

- Coordinator, Delta State University Social Work students for National Association of Social Work Legislator's Day, Capitol Rotunda, Jackson, MS, February, 2006
- Selected by the Dean of Arts and Sciences as a member of the Champion Assessment Team (Referencing Southern Association of Colleges and Schools), Jan. 2005
- Secretary for the 34<sup>th</sup> Annual Alabama/Mississippi Social Work Education Conference, 2005.
- Selected Participant by Dean of Arts and Sciences for the Chamber of Commerce/Leadership Bolivar County
- Member, West Tallahatchie Habitat for Humanity Board, 2004-present
- Volunteer with East Bolivar County Department of Human Services, 2004-present
- Instructor, Emerging Leaders, GST 100      Fall 2004 – Present
- Social Work Club Sponsor                      Fall 2004 – Present

**Faculty Development:**

- National Association of Social Work Conference, March 2006
- Cappuzi's Social Work Education Workshop on Groups, March 2006
- Attended National Leadership Conference, Hampton University, November 2005
- Alabama/Mississippi Social Work Education Conference, October 2005
- National Association of Social Work Conference, March 2005
- Reamer Conference on National Association of Social Work Ethics, March 2005

**Other:**

- A member of the Family Selection Committee for West Tallahatchie Habitat for Humanity
- A member of the National School Boards Association
- Served as a committee member on the initial application selection committee for the Mississippi Governor's Math and Science School, February, 2006
- Elected school board official, West Tallahatchie County
- Received Parent of the Year Award for West Tallahatchie School District, May 2006

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**Goals/Professional:**

- Complete my Ph.D. at Jackson State University in Urban Education
- Take Spanish classes at Delta State University

**Goals/Work Related:**

- Place lectures in power point format.
- To formulate an interdisciplinary student debate on a historical/policy issue between my social welfare policy class and a class in the history department.
- Complete development of my tenure portfolio.
- Develop additional instructional rubrics to better measure student learning outcomes.
- To enhance student learning through role-play with professional community leaders regarding child welfare.

**How Can Delta State University Help in my Professional and/or Developmental Goals:**

Delta State University can help in my professional and development goals by continuing to support me in pursuing my Ph.D. at Jackson State University.

**Achievements:**

A major achievement is the near completion of one year towards my Ph.D. Moreover, it was a major accomplishment to visit Paris, France, in April 2006 to compare and contrast urban studies of Europe with the United States.

**Resources:**

I do not need any additional resources at this time.

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Tracy Mims

Date

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Alinda Sledge, Chair  
Department of Social Work

Date

**Faculty Activity Report 2005-2006**  
**Delta State University**  
**Dr. Jeannie Falkner, Assistant Professor of Social Work**  
**Department of Social Work**

**TEACHING ACTIVITIES**

*Established written teaching goals and objectives for each class consistent with the mission and goals of the University.*

Classes Taught

Summer 2005

- Statistics for Social Work (2 sessions)
- Methods of Social Research

Fall 2005

- Interviewing in Social Work
- Human Behavior II
- Health and Mental Health
- Social Welfare Policies and Services

Spring 2006

- Interviewing in Social Work
- Human Behavior I
- Methods for Social Research (2 sections)

Courses Revised

- **SWO 305 Interviewing in Social Work:** New textbook chosen and integrated into class. Enhanced student practice skill integration with the inclusion of new text with CD-Rom exercises, both for home and classroom assignments. Added recording project to the Video Assignment that has students write a client SOAP report of the role play on the Video skills assignment.
- **SWO 370 Methods of Social Research:** Taught Research during Summer Session I and Spring 2006. Organized and assisted students in the development of a research project, design of the project, selection of instrumentation, and collection of data for a class project.
- **SWO 403 Integrated Health and Mental Health:** Selected new textbook, revised class, changed title to reflect the current changes and trends in health and mental health and the changing role of social work. Added a preventative health lab to weekly class work.
- **SWO 416 Human Behavior in the Environment II:** Developed and included power point presentation of lecture material. Added material on family systems, including single parents, parents of divorce, effects of divorce on children, remarried/step-family dynamics as requested by the students. Proposed change in HBSE I & II to add material from HBSE I to HBSE II for a more in-depth examination of the stages of adult development. Added material on global human trafficking and immigration.
- **COUN 570 Multicultural Counseling** - DeSoto Center (University of Mississippi, Student Instructor). Primary instructor for graduate level course.
- **COUN 672 Ethics and Issues in Counseling** – (University of Mississippi, Student Instructor). Primary instructor for graduate level course.

### Student Engagement

- Organized 15 students to attend MS Legislative Day in Jackson, MS. Attended committee meeting on proposed Senate Bill with students. Met with Senators Jordan and Simmons.
- Organized Phi Alpha Honor Society to serve as registration committee for Department of Social Work Annual Conference with Dr. David Capuzzi

## **SCHOLARLY AND CREATIVE ACTIVITIES**

### Publications

- Falkner, J. (2006). *A Study Investigate Counselor Financial Wellness as a Predictor of Counselor Money Practices Among Counseling Professionals in Private Practice*. (submitted to DAI, University of Mississippi)
- Falkner, J. (2006). *Development of the Money Practices Survey*, Research and Scholarship Symposium Abstracts, Delta State University: Cleveland, MS
- Falkner, J. (2005). *Promoting Economic Justice Through Changing Poverty Scripts*, AL/MS Social Work Educators Conference Published Papers, University of Southern Mississippi, Hattiesburg, MS
- Abstract Reviewer for American Association for Marriage and Family Therapist National Conference, December, 2005.

### Faculty Development

- Completed doctoral studies and successfully defended doctoral dissertation, March, 2006.
- Baccalaureate Program Directors Annual Conference, Austin, TX: Completed Site Visitor Training (7 hrs) for the Commission on Accreditation of the Council on Social Work Education.
- DSU-“Taking Stock of What Matters to Student Success,” Dr. George D. Kuh
- DSU – “Active Learning Strategies for Small and Large Classes & Promoting Deep Learning: Ways Faculty Can Assist Students,” Dr. James Eison
- DSU – Grant Writing 101 – An Overview of Grant Writing At Delta State University
- United States Of America Transactional Analysis Association National Conference, “Healthy Living in a Changing World,” Nashville, TN
- National Association of Social Work-MS Chapter Annual Conference, Jackson, MS

### Professional Presentations

- “Show Me the Money: Promoting Economic Justice Through Changing Poverty Scripts,” presented for AL/MS Social Work Educators Conference, Tunica, MS
- “May We Present,” “Enduring Rhythms: African American Voices as a Health Intervention for Social Work Practice,” Delta State University, Cleveland, MS, 2005
- “May We Present,” The Initial Development of the Money Practices Survey,” Poster session, Delta State University, Cleveland, MS, 2006

### Professional Memberships

- National Association of Social Work
- American Association of Marriage and Family Therapists-Clinical Member
- American Group Psychotherapy Association-Clinical Member
- American Counseling Association
- Mississippi Counseling Association

- Redecision Therapy Association

#### Awards and Honors

- Chi Sigma Iota Counseling Academic and Profession Honor Society
- Phi Alpha Social Work Honor Society

#### Licenses and Certifications

- Licensed Certified Social Worker-MS # C-2741
- Licensed Marriage and Family Therapist-MS T101
- Certified Group Psychotherapist-Founding Member

### **SERVICE TO OTHERS**

#### Delta State University

- DSU Faculty Senate Nominee/Elected for 2006-2008
- DSU Research Committee
- Social Work Curriculum Committee-Chair
- Social Work Admission Committee-Chair
- Phi Alpha Honor Society-Advisor
- Conducted Faculty Enhancement “Using a Supervision Model to Role Play in the Classroom”
- Social Work Outcome Evaluation Committee
- Provided decorations for Social Work Awards Banquet
- Selected and provided hospitality and transportation for speaker, Dr. David Capuzzi, for the Social Work Department’s Annual Conference
- Conducted “Stress Buster” Relaxation Classes for Social Work Students
- Conducted APA Writing Skills and Conflict Resolution seminars for Student Orientation
- Advise approximately 35 students per semester

#### Service to Discipline

- MS-NASW Nominations Chair 2005-2007
- MS-NASW Annual Conference Planning Committee 2006
- MS-NASW Continuing Education Review Committee 2006
- MS Social Work Educators Consortium Research Subcommittee for the MS Department of Human Services, Family and Children Services - 2005-2006

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Jeannie Falkner  
Assistant Professor  
Department of Social Work

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Alinda Sledge  
Professor and Chair  
Department of Social Work

Faculty Activity Report – Academic Year 2005 – 06

Delta State University – College of Arts & Sciences

Alinda Sledge – Department of Social Work

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**TEACHING**

Classes Taught – Fall 2005

- SWO 101 Vol. in the Community I
- SWO 102 Vol. in the Community II
- SWO 422 Social Work Methods III

Classes Taught – Spring 2006

- SWO 320 Social Work Methods I
- SWO 475 Field Instruction
- SWO 481 Integrative Seminar

Creative Teaching & Student-Student & Student-Faculty Interaction

- SWO 101 and SWO 102 students went to the computer lab to research topics relevant to educational outcome.
- SWO 102, a new service-learning class last year. Students played a multicultural diversity game and interacted excitedly with each other. Added to syllabus a DVD and discussion on Learning Social Responsibility.
- SWO 422 students played the “Millionaire Game” to review and learn various terms. They interacted with each other and found the experience to be very helpful as opposed to lecture.
- SWO 320 – added sexual abuse assessment material with a speaker from the Department of Human Services. Enhanced the live assessment interview video started in Spring 2005. All students were given written comments on their skills in the interview as well as ability to complete the assessment form.
- SWO 475/481 – a group (mezzo practice) assignment was added to these classes. The group experience is planned and implemented in SWO 475 and graded in SWO 481. Students have had meaningful experiences and enhanced group skills. A section on test taking anxiety was added to SWO 481 to help in passing the licensure exam. Weekly licensure workshops were held to increase integration of curriculum to field and assist in passing the exam.

Faculty Evaluations

- Consistently rated excellent by students in course evaluations.

Awards

- Certificate of Appreciation for Commitment and Leadership in Service-Learning given by the Delta Center of Culture and Learning, April 2006.
- New initiate into Alpha Sigma Lambda National Honor Society, April 2006.
- Who’s Who Among America’s Teachers, 2005

Professional Workshops Attended – Faculty Development

- AL/MS Social Work Education Conference, Tunica, MS, October 2005.
- State-Wide Teaching in Higher Education Conference, DSU, September 2005.
- Baccalaureate Program Directors Annual Education Conference, Austin, TX, Nov. 2005.
- Council on Social Work Education Annual Conference, Chicago, IL, February 2006.
- Active Directory Migration Microsoft Exchange Implementation Training, DSU, Fall 2005.

- Ethnography & Oral History: Tools, Techniques, & Texts for Engagement, DSU, Sept. 2005.
- Research and Statistics (SPSS) Training, MS Dept. Human Services, November 2005.
- Department of Educational Leadership, Delta State University, October 2005.
- Techniques in Supervision, Delta State University, November 2005.
- Smart Cart Training, Delta State University, November 2005.
- Grant Writing 101, Delta State University, January 2006.
- Grant Writing Brown Bag Lunch, Delta State University, February 2006.
- Our Corner: Academic Excellence and Community Partnerships, Delta State University, April 2006.
- Building an Engaged Department beyond the Single Course Experience, Student Engagement, Delta State University, April 2006.

#### Other Related Teaching

- Placed eleven students as conveners at the regional meeting of the AL/MS Social Work Education Conference, Tunica, MS
- Coordinated thirty students attending the AL/MS Social Work Education Conference, Tunica, MS, October 2005. Also worked with students to attend the National Association of Social Workers (NASW) annual meeting in Jackson, MS, March 2006.
- Sponsored and coordinated eight students to volunteer on the coast after Hurricane Katrina, October 2005. The students worked under the Department of Human Services, Aging Division.
- Advisement of students includes 37 advisees in addition to advising new students and transfers as needed.
- Faculty mentoring – Faculty mentor each other in conversations about teaching techniques, etc. in weekly faculty meetings. Chair also works with individual faculty.

#### Licensure

- LCSW (Licensed Certified Social Worker) renewed April 2006.
- C-ASWCM (Certified Advanced Social Work Case Manager) renewed December 2005.

### **LEADERSHIP**

- Provided leadership to department's reaffirmation process. The Commission on Accreditation of the Council on Social Work Education voted to reaffirm the program's accreditation for eight years ending October 2013. The program is one of 20% nationwide that did not have to do a progress report.
- Made a request for funds from the Bryce Griffis Presidential Endowment Fund for technology equipment for a classroom. The request was denied but Dr. Thornell, Provost and Vice President for Academic Affairs, agreed to pay for proposal request.
- Successful Community partnerships are in place with the following organizations: Department of Human Services, Family & Children's Services; Habitat for Humanity; Cleveland School District mentor Program; Braswell Group Home; Bolivar Health & Rehab; and the Rainbow Home. Students in various service learning classes serve throughout the semester in over 75 agencies and organizations.
- Appointed as candidate to represent Cleveland in the Empire Who's Who of Women in Education.

- Revised the Graduation Bachelor of Science Degree form that is utilized for evaluating transcripts for transfers and graduation.
- Supervised and provided support and feedback to faculty, staff, RSE and Work Study positions.
- Promoted faculty scholarship, effective teaching, and faculty accomplishments.
- Continued recruitment efforts in 2005-06.
- Attended Memphis Agricenter College Fair and took students to recruit as well. Two faculty members recruited at Mississippi Delta Community College. The department hosted a recruitment day. Chair coordinated this activity. Chair interacts regularly with potential recruits.
- Department hosted a conference on group work with a nationally known speaker, Dr. David Capuzzi. Over 140 students and social work practitioners attended.
- Completed several reports for the Council on Social Work Education (CSWE).
- Completed second year as chair of the social work department. Completed all reports timely and held weekly faculty meetings.
- Kept all documents such as catalogs, Department's Student Handbook, recruitment materials, course of study, etc. up-to-date.
- Maintain accurate and timely records on assessment, QEP, SACS, and other required documents and department reports.
- Manage budget and fiscal matters for the department.
- Review student records for appropriate GPA and communicate in writing to students about their status.
- Participated actively in department chair meetings for college of Arts & Sciences.
- Prepared the annual report for the department.
- Conduct annual performance reviews for faculty.

## **SCHOLARSHIP**

### Grants

- Worked jointly with Margaret Tullos on Wyatt Faculty Development grant for \$2,316 to sponsor the Dr. Capuzzi conference.
- Awarded Department of Human Services IV-E grant for \$148,800 and served as principal investigator. Grant includes training of foster parents and the Department of Human Services social workers, as well as student stipend recipients. In Spring 2006, also served as project director as staff was terminated due to funding.

### Professional Presentations

- "Combining Field Practicum and the Integrative Field Seminar with Major Student Activities." Baccalaureate Program Directors Conference, Austin, TX, Nov. 2005.
- "Techniques in Supervision," Delta State University, November 2005.
- "Resiliency in Children," AL/MS Social Work Education Conference, Tunica, MS, October 2005.
- "Ageism: Increasing Social Work Educators' Self-Awareness (Bringing Age out of the Closet)," 2005, Council on Social Work Education Annual Conference, Chicago, IL, February 2006.
- Our Corner Academic Excellence and Community Partnerships Session Panelist, Delta State University, April 2006.

- “Ageism: Increasing Social Work Educators’ Self-Awareness,” 2<sup>nd</sup> Annual Delta State University Faculty Research and Scholarship Symposium, 2005.

### Publications

- Moon, L. and Sledge, A. (2005). Resiliency in Children; *AL/MS Social Work Education Conference Proceedings*. University of Southern Mississippi Dept. of Social Work: Hattiesburg, MS.
- Sledge, A. (2006). Abstract. *Faculty Research and Scholarship (1999-2005)*. Delta State University
- Tullos, M. and Sledge, A. (2006). Ageism: Increasing Social Work Educators’ Self-Awareness, 2<sup>nd</sup> Annual Delta State University Faculty Research and Scholarship Symposium.

## **SERVICE TO OTHERS**

### Service to Delta State University:

- Helped coordinate all activities for major conference for community social work practitioners and social work students. Dr. David Capuzzi presented workshop on “Approaches to Group Work: Applications for Practitioners.”
- Serve on DSU President’s Year of Cleveland Committee
- Attended meeting with Dr. Tom Meredith, new Institutions of Higher Learning President, DSU, Nov. 2005.
- Graded English 300 Writing Expository papers.
- Speaker at the Annual Service Learning and Volunteer Reception, April 2006.
- Participated in student-led orientation meeting for transfers and new students. Purpose was to increase retention.
- Coordinator of Social Work Awards Lunch.
- Service Learning Committee, Secretary.
- Chair of Assessment Committee for department.
- Proxy, Delta State University Faculty Senate.
- Department admissions committee member.
- Department curriculum committee member.
- Delta State University Delta Volunteers Advisor.
- Social work Department National Association of Social Workers (NASW) student award chair.
- Strategic Plan Focus Group participant.

### Service to Community:

- Sponsored the Department of Human Services, Family & Children’s Services, Foster Parent Training.
- Hosted the Home and Delta Garden Club meeting on DSU campus. Elected as secretary to the club, April 2006.
- Work with Department of Human Services on training for social workers, foster and adoptive parents.
- Advisor, I CAN COPE Support Group

- Board Member and Secretary of non-profit organization, Kimball Glassco Residential Center, Inc. and Paul Braswell Residential Facility.
- Cleveland School District Mentor Program.
- Habitat for Humanity.
- Speaker for Bolivar County Leadership Class, Fall 2005
- Family Service Advisory Committee, Bolivar County Head Start.
- American Legion Auxiliary Member.
- Service to Profession
- Participated in the National Association of Social Workers (NASW) legislative advocacy regarding Department of Human Services social work positions and needs of children & families in the state.
- Serve on the state Social Work Education Consortium (bimonthly meetings).
- Member of Baccalaureate Program Directors Membership Committee, Austin, TX, Nov. 2005.
- Professional Memberships
- CSWE (Council on Social Work Education)
- BPD (Baccalaureate Program Directors)
- NASW (National Association of Social Workers)

**OTHER ACTIVITIES TO BE CONSIDERED**

Consultation

- N. Sunflower Medical Center – consultation with Sr. Care Unit re: discharge planning, assessment & treatment plans.

**ACHIEVEMENTS**

- To lead department through reaffirmation process and receive full eight years accreditation with no contingencies. To increase communication among faculty/staff in the department about department activities and campus wide information. To teach three classes each semester, serve as department chair, handling multitude of responsibilities. To oversee IV-E grant in fall 2005 and administer grant as sole employee in Spring 2006. Budget had to be redone several times, numerous reports completed, stipend students coordinated, and weekly licensure workshops were given to students. Presented at one international conference, Council on Social Work Education (CSWE) and one national conference, Baccalaureate Program Directors (BPD) as well as regionally and locally.

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Alinda C. Sledge, Chair & Professor  
Department of Social Work

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Date

