Annual Report of Effectiveness  
Academic Year 2004-2005  

College of Arts and Sciences  
Delta State University  

August 1, 2005  

I. Unit Title: Department of Social Work  Unit Administrator: Alinda C. Sledge, ACSW, LCSW  

Unit Mission Statement  
The Bachelor of Social Work program at Delta State University seeks to prepare students with professional knowledge, values, and skills for generalist social work practice, who are able to function in a variety of settings with systems of all sizes. Emphasis is on resolving problems related to the transactions between people and their environments. While preparing students for entry-level professional practice in any geographic setting, the Social Work Department seeks to meet the particular needs of the Delta region, a largely rural, impoverished area where the populations at risk are predominantly African American, children, women, and the elderly. The assumption is that the rural, holistic focus of the department equips students to choose to meet the particular social work staffing needs in the Delta and other rural areas, with competence that is built on a foundation or ability to practice social work outside rural areas as well.  

II. Unit Data  
Credit-hour production  

<table>
<thead>
<tr>
<th>Semester</th>
<th>2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>235</td>
</tr>
<tr>
<td>Fall</td>
<td>1014</td>
</tr>
<tr>
<td>Spring</td>
<td>1005</td>
</tr>
<tr>
<td>Total</td>
<td>2,254</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>129</td>
</tr>
<tr>
<td>Spring</td>
<td>110</td>
</tr>
</tbody>
</table>

Number of graduates  
December 2004 – 2  
May 2005 – 27  

Faculty advising load  
Approximately 32 per full-time faculty  
Approximately 15 per half-time faculty  

External funding and grant activity  
2004-05 Department of Human Services Title IV-E Grant $171,910.35
Internal Funding

- Department received Kent & Janice Wyatt Development Funds for Dr. Reamer Conference.
- Margaret Tullos received Kent & Janice Wyatt Funds to attend aging conference in Oxford, England.

III. Personnel

- Alinda Sledge, MSW, Chair and Professor of Social Work
- Margaret H. Tullos, MSW, Professor & Coordinator of Field Instruction
- Jana Donahoe, Ph.D., Assistant Professor of Social Work
- Jeannie Falkner, MSSW, (ABD) for doctorate, Assistant Professor of Social Work
- Tracy Mims, MSW, Assistant Professor of Social Work
- Lisa Moon, Project Director, IV-E Grant

Activities and Accomplishments

- Completed CSWE accreditation self-study, site visit, and response completed.
- Hosted conference led by Dr. Frederick Reamer, internationally known speaker. The subject was on professional ethics and professional malpractice and liability. Attendance included approximately 100 students and 100 Social Work practitioners.
- Graduated twenty-nine workers of which twelve were in Phi-Alpha honor society.
- Phi Alpha was also opened to juniors and nine were initiated.
- Started the Social Work Cinema for students.
- Active Social Work Club with following service projects: coordinated donations for Christmas gifts for foster children in four Dept. of Human Services offices and Habitat for Humanity in Bolivar County; held parties for local residents in the Rainbow Shelter and Braswell Home; and read to Head Start students.
- Faculty accompanied fifteen students to Legislative Day at the state capital.
- Fifteen senior students attended a senior field trip to Baddour Center and N. MS Regional Center.
- Faculty conducted a student survey on alternative times to have class. In the spring two classes were changed from 6-9 to 4-7 and 5-8 to accommodate students.
- A major goal was to increase student participation going to conferences. Students attended the following conferences:
  - 30 students to MS Valley State’s conference on “The Delta Foster Care & Permanency Planning.”
  - 30 students to AL/MS Social Work Education Conference, Huntsville, AL.
  - 32 students to NASW Annual Meeting, Jackson, MS (12 students presented with faculty in 2 sessions)
- Faculty attended all workshops offered at DSU such as Service Learning, Custom Service, Publication, Grant Writing, and WAC.
- Alinda Sledge, Lisa Moon, and Tracy Mims attended CSWE site visitor training.
Department participated in May We Present program, including student/faculty research project on Image of Social Work.

SWO 305 Interviewing Skills and Techniques will be a core requirement for new Bachelor of Arts in Art Therapy.

Recruitment was done at MDCC, Holmes CC, NWCC, and IHL College Fair. Also, the department purchased a display board and completed it with print and pictures. Developed three new brochures highlighting social work and the department.

All faculty presented at state and regional social work conferences for a total of ten professional presentations.

Twelve students presented with faculty in three workshops at MS NASW Annual Conference, March 2005.

Hired new faculty (Tracy Mims).

Hired Jeannie Falkner from part-time to full-time.

Received IV E Dept. of Human Services Grant Jan-June 2005 for $171,910. Hired Lisa Moon as project director. Lisa developed training curriculum for foster parents. Ms. Moon conducted six eight-hour trainings for DHS social workers and 12 two-hour trainings for foster parents April-June 2005. DSU’s curriculum was selected as a model for other universities to use in developing their modules.

Faculty has increased use of technological advances.

Individual Faculty:

**Faculty attending faculty development workshops is listed in Assessment Section Unit Goal I.**

Faculty made the following presentations to professional groups:

**Tracy Mims:**
- “The Neophyte Student, What to Expect as an Administrator/Teacher for the New School Year,” Clarksdale Middle School (presented to teachers and administrators), Clarksdale, MS, August 2004.

**Jana Donahoe:**
Jeannie Falkner:
- “Life in a Fishbowl: The Ethics of Counseling in Local Communities and Small Town,” presented by Jeannie Falkner for the Fred Woodall Spring Conference for the Helping Professions, DSU, April 13, 2005.

Margaret Tullos

Alinda Sledge:

Lisa Moon:

Lisa Moon:
- Developed training curriculum entitled” Effective Discipline without the use of Corporal Punishment.” This training guide was as the model for other universities to use in developing their modules.

Jeannie Falkner served on the:
- Journal of the Mississippi Counseling Association, Doctoral Student Assistant to the Editor.

Jeannie Falkner and Alinda Sledge:
- Selected as Who’s Who Among Teachers, 2004-05.

Jeannie Falkner:
- Advanced to Doctoral Candidacy, at the University of Mississippi, Feb. 2005.
Faculty served on the following Delta State University Committees:

Jeannie Falkner:
◆ DSU Hall of Fame Nominating Committee
◆ DSU Research Committee
◆ DSU “May We Present” Committee
◆ DSU Fred Woodall Spring Conference for the Helping Professions Committee
◆ DSU Bachelor of Art Therapy Development Committee

Margaret Tullos:
◆ Member, DSU Special Programs Committee
◆ Member, DSU Diversity Committee
◆ Member, DSU Writing Committee
◆ Member, DSU Faculty Senate

Alinda Sledge
◆ 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

Tracy Mims
◆ Coordinator, DSU Social Work students for National Association of Social Work Legislative Day.
◆ Member of DSU Champion Assessment Team.
◆ Instructor, Emerging Leaders, GST 100, Fall 2004.
◆ Social Work Club Sponsor.
◆ Secretary for the 34th Annual AL/MS Social Work Education Conference, 2005.

Jeannie Falkner – Initiated “Social Work and Technology” annual awards recognition which will be awarded to the graduating social work student who displays exceptional skills and creativity in the use of technology applications to social work.

Margaret Tullos – Trained field instructors in a workshop.

Margaret Tullos and Alinda Sledge – Selected to present at the National Conference of the Baccalaureate Program Directors (BPD), Nov. 2005.
Margaret Tullos

- Started a new community group and is the facilitator, “Aging: Out of the Closet” (study group for middle-aged professional women in the community)

Tracy Mims:

- 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.
- Served as the Champion Assessment Team for College of Arts & Sciences (SACS).
- Selected to be a member of the Cleveland/Bolivar Chamber of Commerce Bolivar County Leadership Class, 2005.

Alinda Sledge, Jana Donahoe, and Tracy Mims – Published in the Conference Proceedings of the AL/MS Social Work Education Conference.

Tracy Mims – Served as secretary to the AL/MS Social Work Education Conference.

Alinda Sledge:


Alinda Sledge and Lisa Moon:

- Served on the statewide board of the Mississippi Department of Human Services Title IV-E grant.

For more information on activities and community service activity reports, see faculty activity report at the end of this report.

New Position requested, with Justification

- No new position is requested for 2005-06.
- Lisa Moon was hired as the project coordinator for the IV-E grant in September 2004.
- Tracy Mims was hired as an assistant professor of social work for 2004-05.
- Jeannie Falkner was moved from half-time to full-time status with two years of tenure given for previous years’ work for 2004-05.
- Jana Donahoe was moved from the Delta State University budget to the grant budget.

Recommended Change of Status

- Request that Jeannie Falkner be paid the maximum amount available immediately upon receiving the PH.D degree.

IV. Degree Program Addition/Deletion and/or Major Curriculum Changes

New Course:

- An elective, SWO 306 Death, Dying, & Grief was added to the curriculum.
Social Welfare Minor:
  o SWO 306 Death, Dying, & Grief and SWO 102 Volunteering in the Community II were added to elective choices. The minor was decreased to 15 hours to assist in IHL’s move to graduate students with 124 hours rather than 128 hours.

Revisions:
  o Changed SWO 315 to Human Behavior in the Social Environment I and SWO 416 to Human Behavior in the Social Environment II to clarify the difference between courses.
  o Decided to accept BIO II from a community college as BIO 229. Department faculty discovered that content is the same. A substitution form is done on students transferring in BIO II from community college.
  o Added a mock trial to SWO 303 Child and the Community. This was held at the Bolivar County Courthouse with the county attorney, youth court judge, Dept. Human Services employees, other county personnel and students. Students can better understand the process and their role with child welfare.
  o Worked with Art Dept. on their Art Therapy degree. SWO 305 Interviewing Techniques and Skills will be a required course.
  o All courses were reviewed in four curriculum meetings and were revised to include more mezzo, macro, and technology experiences.
  o All courses were reviewed for pre & corequisites. The pre or corequisites were dropped. The revised prerequisites for social work and liberal arts courses were revised.

Mezzo/Macro Experience by Course

The following is a discussion of changes made in curriculum of mezzo, macro experience by course.

SWO 201 Introduction to the Profession of Social Work:
Revised Content: Students volunteer 15 hours at a local agency and do a volunteer report. They are asked to include the agency’s use of group services and community services they offer. Federal, state, and local politics at the macro level are discussed in class.

SWO 303 Child and the Community:
Revised Content: Wording was changed to reflect group experience. Students volunteer 15 hours in an agency that involves children. The students have the opportunity to work in group settings at their assigned agency.

SWO 304 Social Work in Health/Mental Health Settings:
Revised Content: Students will be required to prepare a PowerPoint presentation or a brochure for a community or service group in the local area. Also, students explore web sites on support groups online.
SWO 309 Aging and the Community:
Revised Content: Students are required to volunteer 15 hours in an agency serving older adults. There is a Volunteer Report required at the completion of the hours. Questions regarding mezzo and macro issues, group situations, and organizational issues were added. Students will have the opportunity to observe first hand mezzo/macro aspects of the agency.

SWO 311 Social Welfare Policies and Services:
Current Curriculum: In this class students attend a public meeting that addresses an issue concerning social welfare policy. This assignment allows students to receive macro experience in the community. There is a chapter in the text that discusses macro levels of Policy Practice. Revised Content: Students will debate in groups, euthanasia after reading an account of Dr. Kavorkian’s verdict at a PBS website.

SWO 315 Human Behavior and the Social Environment I:
Current Curriculum: Students participate in many small group activities in class giving them experience working in a group-setting, primarily task groups.

SWO 309 School Social Work Services:
Current Curriculum: Students learn about legislation relevant to education as well as explore a local educational institution and the process of education. They also make fifty minute presentations on a current school/community problem, such as school violence, gangs, teacher apathy, etc. These assignments give students macro experience. Also, students work in groups to develop a literature review on the social worker’s role in working with teen pregnancy, school dropouts, or poverty’s effect on student achievement. This assignment gives students experience working in a group as well as time exploring macro issues.

SWO 320 Social Work Methods I:
Current Curriculum: This class teaches data collection and assessment of all levels of systems, therefore there is class content on mezzo and macro assessment. Students role-play in class decision making by consensus and nominal group technique on case scenarios given by the instructor. Students experience being a part of these task groups. Students experience several role plays using macro systems. They assess organizational change, assume roles in organizing actions and communities, and make decisions about who deserves money in a Social and Economic Justice class assignment. Students assess their volunteer agency’s formal and informal organization and develop a chart with themselves on it. They also do a community assessment of a rural community and are required to interview key informants and residents as well as do a library search. Revised Content: A focus group assessment was added to the curriculum. Students will review process and actually do a focus group as an assessment tool with other students or in their volunteer agency. The ability to do this group assessment tool will be beneficial to students when they are in field or in actual practice.

SWO 370 Methods of Social Research:
Revised Content: Language to support the required research project was added throughout the syllabus. Students develop the problem statement, literature review, and methodology for an identified community issue which is macro practice. Students work in groups of three to four
throughout the semester on the project. Students are taught how to do quantitative group designs. Other research designs can be used to evaluate practice at the mezzo and macro level.

**SWO 421 Social Work Methods I:**
**Current Curriculum:** There is a unit of intervention with a group and students are exposed to several role-plays demonstrating group roles and stages of group development. Students must volunteer 24 hours in a structured lab assignment in an agency with a social worker. There are eight assignments related to the volunteer structured lab. Week six requires the students to observe and critique a group using group concepts discussed in class. Often the students participate in the group as well as observe while completing this assignment.
**Revised Content:** Videotape of several actual groups will be used in class to review group roles, processes, and stages of groups. Seeing trained group leaders model leading groups will be helpful to students’ development of group skills.

**SWO 422 Social Work Methods II:**
**Current Curriculum:** This class covers planning, intervention, and evaluation in macro settings such as institutions, organizations, and communities. To experience macro level practice, students role-play in class all semester various activities to plan and implement a macro intervention project on a community issue. Using Netting’s *Social Work Macro Practice* students actually participate in each step needed to plan and implement an intervention on the macro level. Community problems such as youth crime, teen pregnancy, and domestic violence are reviewed. Students role play in group settings as a social worker on a taskforce from a particular community agency such as hospital, hospice, local schools, Department of Human Resources, etc. Students also study macro content through several cases used from Rivas, *Case Studies in Generalist Practice*. These cases deal with macro organizational issues.

**SWO 430 Social Welfare Policy Analysis:**
**Current Curriculum:** Students work in groups of four and identify an agency policy that they observed was a problem in their volunteer work in SWO 421 Social Work Methods II. The group works through the issue using a problem solving model from the text. This experience gives the student task group experience. In this class students do a macro analysis in current social policy. This assignment gives students macro experience needed for future work in the practice arena.

**SWO 475 Field Instruction:**
**Current Curriculum:** Students participate in agency conferences, staffings, develop a resource file, and develop and implement a macro intervention project. Students use agency clientele and actually carry out the work that will provide new services or policies to the agency or intervention on a community issue.
**Revised Content:** In order to allow students to definitely have group mezzo experience in the field placement, a new group assignment was added. Students will conduct a generalist practice group in the field setting.

**SWO 481 Integrative Seminar:**
**Current Curriculum:** Students develop a formal proposal and implement a macro level project with a research component (evaluation of practice). Students are required to develop a list of 10
resources for a resource file. Students receive a copy of all students’ resources and are on their way to having a macro resource file. One class is spent in group process and group exercises.

Revised Content: Students will plan a generalist group practice experience. The book *Group Work Experiences in Generalist Practice* by Haglett is added as a supplemental text. Students will use this book, agency field supervisors, and professor to develop and experience group practice in field.

Technology Advances by Course

The following is a discussion of the technological advances that were added to expose students to practice technology in classes and agencies.

**SWO 101 Volunteering in the Community:**
Current Curriculum: Students visit selected websites to learn about civic participation and other related topics. Students are taken to the computer lab in class for website searches. A service learning website assignment is required for an “A” grade. A reflective photo essay is required and many students use PowerPoint.

**SWO 102 Volunteering in the Community:**
Current Curriculum: Students must produce a useful service learning project for the volunteer agency from assigned list provided by instructor such as a recruitment PowerPoint presentation or a volunteer recruitment brochure. Students also present a poster display for other classmates at the last class. Students participate in service learning pre and post research surveys as well. Journaling is done through a web-based bulletin board. Students do web based internet searches at the computer lab during several class times.

**SWO 201 Introduction to Social Work:**
Current Curriculum: Students write a research paper using APA website and other library sources including internet search sites.
Revised Content: This class has text chapters on the various fields of social work practice. To increase students’ ability to apply empirical knowledge and technological advances in social work practice, web related assignments will be given to students. Students will have the opportunity to do the following: learn how to explore a political party website and compare to social work values and ethics; download the NASW Code of Ethics for use in volunteer work and class; review governmental websites for information on services; review websites on gay and lesbian issues for both positive and negative views; look up the National Alliance for the Mentally Ill and locate their local chapter for information, support groups, and referral information utilized in practice; explore websites on medical facilities, nursing homes, healthcare, end of life decisions and hospice (the ability to help clients identify proper resources when selecting care is vital in social work practice); find standards for school social work at the school social work association (being aware and able to access information on various national associations and standards of care is important in practice); search and find websites that are politically active for the elderly population; learn to find government services and information for clients by going to the Mississippi Department of Corrections to find visiting regulations and policy information. Students are encouraged to use the internet as a source for the biography of an early social worker.
SWO 300 Human Diversity:
Current Curriculum: Students are required to have email accounts to communicate electronically with the Professor. There is a web-based search regarding the Jewish Holocaust.

SWO 303 Child and the Community:
Current Curriculum: Students are encouraged to get email accounts to communicate electronically with the professor regarding follow up of class discussions and/or questions about class material or assignments. This is done to encourage communication and give students the opportunity to practice email. Some students do not have their own computer and do not usually have email accounts.
Revised Content: So that students could get more experience using the web to explore topics of concern in practice, four new assignments using the web were added. Students search the National Clearinghouse on Child Abuse and Neglect and search for national organizations and programs. Often these programs have vital information that can be used in practice settings with clients. The students will search the National Association for the Education of Young children website to learn about accredited child care centers. Students will explore the June 2002 report on America’s Forgotten Children: Child Poverty in Rural America. This information can be found on the Save the Children website. Being able to read reports and discuss this information is vital to successful social work practice. Using the web is an excellent way to keep up with the latest information available to guide practice decisions.

SWO 304 Health and Mental Health:
Current Curriculum: Students are required to give a PowerPoint presentation on an illness with emphasis on the social work role. Students use the internet to find information on health care that is brought in biweekly to share in class.
Revised Content: Students will include in their PowerPoint presentation available resources including web based health resources and support groups on line. They will be instructed to search for the National Institute of Health and the National Institute of Mental Health for current research findings and resources. Each student will be required to prepare a brochure and/or make a presentation to a community or service group in the local area.

SWO 305 Interviewing Techniques and Skills:
Current curriculum: Students plan, conduct, and videotape two social work interviews with another student. Students in groups present a multi-cultural social work practice presentation using PowerPoint. Students download Inspiration software to do genograms.
Revised Content: A lecture in the use of applying empirical knowledge and technological advances in social practice was added to this class. Social Work and the Web by Vernon and Lynch was added as a supplemental text. This class is the first practice class and therefore would be the ideal class to introduce the topic to students. Also, students will receive information on how social workers use technology in practice such as analyze data, search the web for information for clients and families, find information to increase knowledge area about client issues and social policy, make PowerPoint presentations, and to prepare reports. Additional information on the PowerPoint multicultural social work practice presentation was added to include that students are directed to the computer lab as a technology resource as well as paired with students who have technology skills if they were not familiar with PowerPoint usage. Designing of brochures is encouraged. Class will be scheduled in the university’s model
classroom to provide students the experience of a formal presentation setting. A new educational (course) objective # 11 was added. This objective states the student will demonstrate beginning use of technology in social work practice. Students also explore web sites such as www.aaswg.org, a social work group organization. Students also have a counseling lab assignment. Note: The wording on the counseling lab assignment was revised. Students will attend 3 sessions in the Behavioral Counseling Lab to promote their self-understanding and self-assessment for readiness for the social work profession. Emphasis is placed on learning the role of the client. Students are briefed on appropriate topics for discussion. Alternative options are available for any student who does not wish to participate in the counseling lab exercise and can be discussed individually with the professor.

SWO 306 Death, Dying, and Grief:
Current Curriculum: Students are required to get an email account to communicate with the instructor regarding follow up of class discussions and about class material or assignments.

SWO 309 Aging in the Community:
Current Curriculum: There are websites on census and other internet information on aging in the bibliography.

SWO 311 Social Welfare Policy:
Revised Content: Students will make use of ethical reasoning and policy advocacy by reviewing a PBS website. Another technology assignment is to make use of the New Deal website. Using a Frontline website on the Kevorkian verdict that includes interviews with patients and families, students will debate in classroom setting if euthanasia can be both legal and protect the most vulnerable of society’s population. These assignments will teach students technology innovations for practice by giving real experience on the web that can be transferred to the practice arena. A chapter on technology and social service from the Vernon and Lynch book, Social Work and the Web was added. Students were directed to supplemental web addresses to explore social work history as follows:
Triangle Factory Fire: www.ilr.cornell.edu/trianglefire
CSWE: www.cswe.org
http://www.ssa.gov/budget
http://www.ssa.gov
http://www.ls.state.ms.us
The usual class assignment of taking the students to the Library Technology Center was added to the syllabus. Students are taken to the computer lab in the library and taught to search for empirical social work policy research as reported in the professional, peer reviewed social work journals. A librarian uses the smart lab as each student uses individual computers to search for their area of interest as a foundation for their research paper. Students were taught how to use key words as well as to locate the social work journals on-line and in the library stacks.

SWO 315 Human Behavior and the Social Environment I:
Current Curriculum: Students make use of several websites to enhance readings such as a website on the Tuskegee Syphilis Study.
Revised Content: Students are encouraged to obtain proper informed consent and permission of the Institutional Research Board at Delta State University to utilize audio and video recordings
which demonstrate the stage of development assigned to the group for presentation to the class. Equipment can be checked out of the DSU technology center. An example is a video recorded interview of a married couple who has recently given birth to a child as they discuss the change in their roles with the social work interviewer. Another example is a video recording of children in natural play settings that would demonstrate the stages of play as they relate to the social, intellectual, and cognitive development of the child.

**SWO 320 Social Work Methods:**
**Current Curriculum:** Current electronic assignments are as follows: all assignments must be typed on a computer/word processor, use of DSU’s Internet Library sources to do critical analysis of rural community, and Internet bulletin board assignment on volunteer experience. Also, students do one videotape while conducting a biopsychosocial assessment.

**SWO 370 Methods of Social Research:**
**Current Curriculum:** Students are required to do a complete research project. Students use technology to conduct the review of literature and locate an instrument for data collection. **Revised Content:** Language describing the technology used for the class was added throughout the syllabus. Students are taken on a tour of the library and instructed how to use electronic databases and access interlibrary loan services.

**SWO 375 Statistics for Social Workers**
**Current Curriculum:** Students are taught to use SPSS and each student is provided disks and disk covers to store their data. Students enter data from practice example problems and determine the best statistical test and then analyze the data. As a group, they interpret data as the class examines the results using the smart lab. Students are asked to analyze data from their project in Research class. Each team analyzed the data and presented their findings in a research paper. Students were able to run data, create tables in a document, and provide an interpretation of the data. The project required use of computer statistical programs, SPSS, and word processing to help the student learn to analyze data in agency settings. Students will be familiar with methods to analyze agency efficiency, demographics, and outcome evaluations.

**SWO 416 Human Behavior and the Social Environment II:**
**Revised Content:** An assignment was added for this class to go to this web site [http://www.carnegieendowment.org/topic](http://www.carnegieendowment.org/topic) and pick a topic to report on in class. This website is endowed by the Carnegie Foundation and will lead students to numerous publications and news releases as well as actions by US and UN on global concerns for social justice.

**SWO 421 Social Work Methods II:**
**Current Curriculum:** Videotaped role playing of intervention by each student is prepared two times by the students. Students are encouraged to use email accounts to communicate electronically with the professor.

**SWO 422 Social Work Methods III:**
**Current Curriculum:** Students are required to develop a macro intervention project relative to a community or organizational issue. Students are encouraged to use the Internet in their literature review in the issue that is a required part of the project.
SWO 430 Social Welfare Policy Analysis:
Revised Content: Students browse websites regarding policy and research institutions that deal with a wide range of policy issues. Also, students analyze a policy on a social issue. This has been a policy paper, but after faculty discussed this, it was decided to change this paper to a PowerPoint presentation. Students were already using websites, the internet and the library electronic databases to gather information for the policy paper. By adding the PowerPoint presentation, students will gain practice skills in technology that can be used in practice in agencies. The skills needed to do research on the computer and application of a PowerPoint point presentation will be used in practice for legislative issues, presentations, and other technology issues. The professor also has students explore various websites on the Internet to compare a variety of social policies.

SWO 481 Integrative Seminar:
Current Curriculum: Students are required to use the library’s internet services to prepare a literature review and evaluation tool for the macro intervention project.

PROFESSIONAL COURSE DESCRIPTIONS

The following shows the new prerequisites for courses.

SWO 101. VOLUNTEERING IN THE COMMUNITY. This is an elective open to all students in the university. Assigned volunteer experiences in social welfare organizations in the Delta. Required weekly seminar on community resources and beginning skills in helping. 3 hours.

SWO 102. VOLUNTEERING IN THE COMMUNITY-II. This is an elective open to all majors in the University. Design, organization, and supervision of volunteer services. Assigned structured field experience in community agencies in the Delta. Required weekly seminar. 3 hours.

SWO 201. INTRODUCTION TO THE PROFESSION OF SOCIAL WORK. Social work as a profession; concepts, history, mission, and philosophy of social work; settings in which social workers practice. Limited volunteer experience. Prerequisite to admission to Social Work Program. Prerequisite: SOC 101. 3 hours.

SWO 300. HUMAN DIVERSITY. A study of the differences and similarities in the experiences, needs, and beliefs of people with special emphasis on populations at risk. Majors and non-majors. Identified as general education and needs no prerequisite.

SWO 303. THE CHILD AND THE COMMUNITY. Society's provisions for meeting the economic, physical, sociological, and psychological needs of children. Limited volunteer experience. Prerequisite: SWO 201. 3 hours.

SWO 304. SOCIAL WORK IN HEALTH/MENTAL HEALTH SETTINGS. This course is an elective. Examination of social services in health care and mental health settings. Emphasis on organizational contexts, interdisciplinary cooperation, and description of knowledge and skills required for professional social work practice. Includes introduction to terminology and recording styles pertinent to such settings. Prerequisite: SWO 201 or consent of the instructor. 3 hours.
SWO 305. INTERVIEWING TECHNIQUES AND SKILLS. Skills of interviewing and recording are addressed. Prerequisite: SPE 101. 3 hours.

SWO 306. DEATH, DYING, AND GRIEF. This course is an elective for social work majors and non-majors. The course will focus on helping students prepare to help themselves and others deal with death by getting facts, dispelling myths, and increasing awareness of their own feelings about this often taboo subject. This elective will help students face mortality with honesty and candor.

SWO 309. AGING AND THE COMMUNITY. Society’s provisions for meeting the economic, physical, sociological, and psychological needs of aging persons. Limited volunteer experience. Prerequisite: SWO 201. 3 hours.

SWO 311. SOCIAL WELFARE POLICIES AND SERVICES. The history, mission, and philosophy of the social work profession are covered. Content on the history and current patterns of provision of social welfare services, the role of social policy in helping or deterring people in the maintenance or attainment of optimal health and well-being, and the effect of policy on social work practice are also addressed. Prerequisite: HIS, PSC 201. 3 hours.

SWO 315. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I. Integration of content regarding human development and behavior in interaction with environmental stimuli. Social work orientation to human behavior in small systems with emphasis on the significance of social work practice. Prerequisite: SWO 201, BIO 229. 3 hours.

SWO 319. SCHOOL SOCIAL WORK SERVICES. The history of school social work services and the role of the school social worker. Discussion of the issues that affect school social work, the local education agency, the process of education, as well as legislation relevant to education. Prerequisite: SWO 201. 3 hours.

SWO 320. SOCIAL WORK METHODS-I. Problem solving techniques focusing on defining issues, data collection and assessment with systems of varying sizes. Structured lab. Prerequisites: social work major SWO 201, SWO 305. 3 hours.

SWO 370. METHODS OF SOCIAL RESEARCH. A scientific, analytic approach to building knowledge for practice and to evaluating service delivery in all areas of practice. Prerequisite: SWO 201. 3 hours.

SWO 375. STATISTICS FOR SOCIAL WORKERS. This course is required for all social work majors. It focuses on data analysis for social workers. The course also prepares students to complete the statistical analysis when conducting research in social work practice. Prerequisites: SWO 201, SWO 370. 3 hours.

SWO 416. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II. Social work orientation to human behavior in systems of various sizes with emphasis on the significance for social work practice. Prerequisites: SWO 201, SWO 315, SOC 403, PSY 302. 3 hours.
SWO 421. SOCIAL WORK METHODS-II. Problem solving techniques focusing on intervention with individuals, families, and groups. Structured lab. Prerequisites: Social work major, SWO 201, SWO 320. 3 hours.

SWO 422. SOCIAL WORK METHODS-III. Problem solving techniques focusing on intervention with organizations, institutions, and communities. Prerequisite: Social work major, SWO 201, SWO 320. 3 Hours.

SWO 430. SOCIAL WELFARE POLICY ANALYSIS. Application of analytical frameworks to social welfare policies and programs. Prerequisites: SWO 201, PSC 201, SWO 311, ECO 210. 3 hours.

SWO 475. FIELD INSTRUCTION. Supervised field work in a social welfare setting. Prerequisites: social work majors only, SWO 300, 303, 309, 370, 375, 416, 421, 422, 430, and all special degree requirements must be completed. Taken concurrently with SWO 481. Students must make application to be admitted into the Field Instruction Program. 12 hours.

SWO 481. INTEGRATIVE SEMINAR. Discussion and integration of total academic and field experience. Prerequisite: social work major. Taken concurrently with SWO 475. 3 hours.

SWO 492. SPECIAL TOPICS IN SOCIAL WORK. Current developments in Social Work. 1-6 hours.

V. Department Goals for 2004-05

Goals:
1. Prepare generalist social workers who are able to integrate the knowledge, values, and skills of the social work profession for competent practice in settings with individuals, families, groups, organizations, institutions, and communities.
2. Prepare students to become competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems.
3. Prepare students who will demonstrate a commitment to continue their own professional growth and development, which may include graduate education in social work and other disciplines.
4. Acculturate students to the profession of social work through the study of the history, purposes, and philosophy.
5. Emphasize preparation for providing direct services to diverse populations, particularly African Americans, children, women, elderly, and those in rural areas, to alleviate poverty and oppression and to provide social and economic justice for all citizens.
6. Provide students with content about social contexts of social work practice, the changing nature of those contexts, the behavior found in systems, and the dynamics of change.
7. Prepare social workers to engage in prevention activities that promote well-being.
Educational 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.

Other Unit Goals
1. The faculty will attend professional social work conferences to keep abreast of social work theory and teaching techniques according to the Council on Social Work Education.
2. The department will provide increased educational opportunities for social work field instructors through sponsoring workshops on campus to enhance their social work knowledge and practice skills and to provide them with social work continuing education credit.
3. The faculty will increase faculty and students’ use of technology.

Other Student Outcomes
1. Students will demonstrate proficiency in using social work knowledge, values, and skills necessary for entry into professional social work careers.
2. Social work majors will demonstrate their ability to organize and effectively express their thoughts and ideas on writing prior to entering Field Instruction – SWO 475.
Quality Enhancement Program
1. Increase number of students attending professional conferences.
2. Develop a referral form and follow-up with process for students to go to writing lab.

Assessment of Outcomes

Institutional Goal:
Review and update undergraduate and graduate programs to address adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

The faculty uses several outcome measures and measurement procedures in evaluating the social work program. First, students evaluate the faculty at the end of each course using a faculty evaluation instrument developed for this purpose. One of the students in each course is selected to explain the faculty evaluation process to the other students. This student also takes responsibility for distributing the evaluation forms after the instructor has left the classroom. After the evaluation process is completed, the forms are collected by the student and given to the department chair. The department chair analyzes the data and meets with each faculty concerning the results of the evaluation. This process is used to give faculty feedback from students for the purpose of improving instruction. The department chair shares the results of students’ evaluations with the faculty during annual evaluations.

Second, seniors are given the opportunity to meet with his or her advisor for an exit interview for the purpose of giving feedback regarding his or her experience while in the program. Students are asked to identify strengths and weaknesses of the program. The faculty collects this data and discusses it at the Outcomes Evaluation Meeting.

Third, seniors are evaluated by their field instructors at mid-term and at the end of their field practicums. The field objectives, which are also the program objectives, make up the evaluation instrument. This process is used to give students and faculty immediate feedback on student’s progress while in the field and how prepared they are for social work practice. Results of the final evaluations of the seniors from 2003 and 2004 can be seen in AS 8.1.

Fourth, BEAP Exit Survey is used. The exit survey gives graduating seniors the opportunity to evaluate their level of preparedness prior to leaving the program. The BEAP Exit Survey evaluates students’ knowledge, skills, and values. The faculty tied each of the evaluation questions on this survey to the program objectives. The results of this BEAP Exit Survey from 2000 to 2003 can be seen in the table in AS 8.1.
Fifth, two advisory committee meetings are held each year to get feedback from Field Instructors about our program. One meeting is held in the spring and one in the fall. Minutes of each meeting is kept on file in the office.

The social work department has an Outcome Evaluation Committee, which meets the first Monday in May and December. This committee consists of the faculty as a whole. The purpose of the committee is to discuss the assessment process used by the faculty and how the evaluation results will be used in program planning, development, and improvement. At the May Outcome Evaluation meeting the faculty reviews the results from the field evaluations, senior exit interviews, and Field Instructors Advisory Board’s feedback. At the December meeting the faculty reviews the results from the employer surveys, alumni surveys, BEAP Exit Survey, (an assessment that compares Delta State University social work students with other BSW programs nation-wide on key social work knowledge, values, and skills), and Field Instructors Advisory Board’s feedback. The department chair compiles a report of the results from each survey along with the faculty recommendations. Copies of the results are filed in the office.

<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Method of Measurement</th>
<th>Outcome</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practice within the values of the social work profession with an understanding of and respect for the positive value of diversity.</td>
<td>Field Practicum Evaluation of Seniors – 2004 (Completed by Field Instructors) N = 23</td>
<td>Scale 1(Poor) to 5 (Excellent) 4.73</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluation of Seniors – 2005 (Completed by Field Instructors) N = 28</td>
<td>Scale 1(Poor) to 5 (Excellent) 4.41</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Employer Evaluations – 2004 (Completed every 3 years) N = 4</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.5</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Alumni Survey 2005 N=9</td>
<td>Scale 1(Poor) to 5 (Excellent) 3.7</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Faculty Evaluation – Spring 2004 Faculty O, N=40 Faculty X, N=18 Faculty S, N=34 Faculty I, N=26 Faculty E, N=23 Faculty B, N=10</td>
<td>Scale 1(Poor) to 5 (Excellent) 4.56 4.43 4.36 4.61 4.85 4.88</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Faculty Evaluation – Fall 2004 Faculty O, N=60 Faculty X, N=59 Faculty S, N=57 Faculty B, N=50 Faculty E, N=31</td>
<td>Scale 1(Poor) to 5 (Excellent) 4.86 4.68 4.71 4.78 4.95</td>
<td>No changes</td>
</tr>
<tr>
<td>Program Objective</td>
<td>Method of Measurement</td>
<td>Outcome</td>
<td>Recommendation</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------</td>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td>2. Identify and assess problems in the relationship between people and social institutions (including service gaps), plan for their resolution, and evaluate their outcomes.</td>
<td>Field Practicum Evaluations – 2004 (Completed by the Field Instructors) N = 23</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.56</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluations – 2005 (Completed by the Field Instructors) N = 28</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.16</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Employer Evaluations – 2004 (Completed Every 3 years) N = 4</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.0</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Alumni Survey 2005 N= 9</td>
<td>Scale 1 (Poor) to 5 (Excellent) 3.4</td>
<td>No changes</td>
</tr>
<tr>
<td>3. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.</td>
<td>Field Practicum Evaluations – 2004 (Completed by Field Instructors) N = 23</td>
<td>Scale 0 (Poor) to 5 (Excellent) 4.71</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluations – 2005 (Completed by Field Instructors) N = 28</td>
<td>Scale 0 (Poor) to 5 (Excellent) 4.26</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Employer Evaluation – 2004 (Completed every 3 years) N = 4</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.5</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Alumni Survey 2005 N=9</td>
<td>Scale 1(Poor) to 4 (Excellent) 3.7</td>
<td>No changes</td>
</tr>
<tr>
<td>4. Communicate effectively with others in a purposeful way, encouraging open and trusting relationships.</td>
<td>Field Practicum Evaluation – 2004 (Completed by Field Instructors) N = 23</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.62</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluation – 2005 (Completed by Field Instructors) N = 28</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.58</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Employer Evaluation – 2004 (Completed every 3 years) N = 4</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.0</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Alumni Survey 2005 N=9</td>
<td>Scale 1(Poor) to 4 (Excellent) 3.60</td>
<td>No changes</td>
</tr>
<tr>
<td>Program Objective</td>
<td>Method of Measurement</td>
<td>Outcome</td>
<td>Recommendation</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------</td>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td>4. Communicate effectively with others in a purposeful way, encouraging open and trusting relationships (continued).</td>
<td>Faculty Evaluation – Spring 2004 Faculty O, N=40 Faculty X, N=18 Faculty S, N=34 Faculty I, N=26 Faculty E, N=23 Faculty B, N=10</td>
<td>Scale 1(Poor) to 5 (Excellent) 4.56 4.43 4.36 4.61 4.85 4.88</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Faculty Evaluation – Fall 2004 Faculty O, N=60 Faculty X, N=59 Faculty S, N=57 Faculty B, N, N=50 Faculty E, N=31</td>
<td>Scale 1(Poor) to 5 (Excellent) 4.86 4.68 4.71 4.78 4.95</td>
<td>No changes</td>
</tr>
<tr>
<td>5. Understand the history, purposes, and philosophy of the social work profession and its contemporary structures and issues.</td>
<td>Field Practicum Evaluation – 2004 (Completed by Field Instructors) N = 23</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.92</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluation – 2005 (Completed by Field Instructors) N = 28</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.48</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Employer Evaluation – 2004 (Completed every 3 years) N = 4</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.0</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Alumni Survey 2005 N=9</td>
<td>Scale 1(Poor) to 4 (Excellent) 3.50</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Faculty Evaluation – Spring 2004 Faculty O, N=40 Faculty X, N=18 Faculty S, N=34 Faculty I, N=26 Faculty E, N=23 Faculty B, N=10</td>
<td>Scale 1(Poor) to 5 (Excellent) 4.56 4.43 4.36 4.61 4.85 4.88</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Faculty Evaluation – Fall 2004 Faculty O, N=60 Faculty X, N=59 Faculty S, N=57 Faculty B, N=50 Faculty E, N=31</td>
<td>Scale 1(Poor) to 5 (Excellent) 4.86 4.68 4.71 4.78 4.95</td>
<td>No changes</td>
</tr>
<tr>
<td>Program Objective</td>
<td>Method of Measurement</td>
<td>Outcome</td>
<td>Recommendation</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------</td>
<td>---------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| 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. | Field Practicum Evaluation 2004 (Completed by Field Instructors)
N = 23 | Scale 1 (Poor) to 5 (Excellent) 4.69 | No changes |
| | Field Practicum Evaluation 2005 (Completed by Field Instructors)
N = 28 | Scale 1 (Poor) to 5 (Excellent) 4.48 | No changes |
| | Employer Evaluation – 2004 (Completed every 3 years) N = 4 | Scale 1 (Poor) to 5 (Excellent) 4.0 | No changes |
| | Alumni Survey 2005
N=9 | Scale 1(Poor) to 4 (Excellent) 3.70 | No changes |
| | Faculty Evaluation – Spring 2004
Faculty O, N=40
Faculty X, N=18
Faculty S, N=34
Faculty I, N=26
Faculty E, N=23
Faculty B, N=10 | Scale 1(Poor) to 5 (Excellent) 4.56
4.43
4.36
4.61
4.85
4.88 | No changes |
| | Faculty Evaluation – Fall 2004
Faculty O, N=60
Faculty X, N=59
Faculty S, N=57
Faculty B, N=50
Faculty E, N=31 | Scale 1(Poor) to 5 (Excellent) 4.86
4.68
4.71
4.78
4.95 | No changes |
<p>| 7. Apply the knowledge and skills of generalist social work practice with systems of all sizes, including rural systems. | Field Practicum Evaluation – 2004 (Completed by Field Instructors) N = 22 | Scale 1 (Poor) to 5 (Excellent) 4.31 | No changes |
| | Field Practicum Evaluation – 2005 (Completed by Field Instructors) N = 28 | Scale 1 (Poor) to 5 (Excellent) 4.28 | No changes |
| | Employer Evaluation – 2004 (Completed every 3 years) N = 4 | Scale 1 (Poor) to 5 (Excellent) 3.75 | No changes |</p>
<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Method of Measurement</th>
<th>Outcome</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Apply the knowledge and skills of generalist social work practice with systems of all sizes, including rural systems (continued).</td>
<td>Alumni Survey 2005 N=9</td>
<td>Scale 1(Poor) to 4 (Excellent) 3.50</td>
<td>No changes</td>
</tr>
<tr>
<td>8. Demonstrate the professional use of self.</td>
<td>Field Practicum Evaluation – 2004 (Completed by Field Instructors) N = 23</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.53</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluation – 2005 (Completed by Field Instructors) N = 28</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.35</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Employer Evaluation – 2004 (Completed every 3 years) N = 4</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.75</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Alumni Survey 2005 N=9</td>
<td>Scale 1(Poor) to 4 (Excellent) 3.30</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Faculty Evaluation – Spring 2004 Faculty O, N=40 Faculty X, N=18 Faculty S, N=34 Faculty I, N=26 Faculty E, N=23 Faculty B, N=10</td>
<td>Scale 1(Poor) to 5 (Excellent) 4.56</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Faculty Evaluation – Fall 2004 Faculty O, N=60 Faculty X, N=59 Faculty S, N=57 Faculty B, N=50 Faculty E, N=31</td>
<td>Scale 1(Poor) to 5 (Excellent) 4.86</td>
<td>No changes</td>
</tr>
<tr>
<td>9. Use communication skills differentially with a variety of client populations, colleagues, and communities.</td>
<td>Field Practicum Evaluations –2004 (Completed by Field Instructors) N = 23</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.56</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluations –2005 (Completed by Field Instructors) N = 28</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.42</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Employer Evaluation – 2004 (Completed every 3 years) N = 4</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.0</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Alumni Survey 2005 N=9</td>
<td>Scale 1(Poor) to 4 (Excellent) 3.10</td>
<td>No changes</td>
</tr>
<tr>
<td>Program Objective</td>
<td>Method of Measurement</td>
<td>Outcome</td>
<td>Recommendation</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------</td>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td>10. Apply critical thinking skills within the context of professional social work practice</td>
<td>Field Practicum Evaluations – 2004 (Completed by Field Instructors) N = 23</td>
<td>Scale 1 (Poor) to 5 (Very Poor) 4.47</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluations – 2005 (Completed by Field Instructors) N = 28</td>
<td>Scale 1 (Poor) to 5 (Very Poor) 4.36</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Employer Evaluation – 2004 (Completed every 3 years) N = 4</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.0</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Alumni Survey 2005 N=9</td>
<td>Scale 1(Poor) to 4 (Excellent) 3.20</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Faculty Evaluation – Spring 2004 Faculty O, N=40 Faculty X, N=18 Faculty S, N=34 Faculty I, N=26 Faculty E, N=23 Faculty B, N=10</td>
<td>Scale 1(Poor) to 5 (Excellent) 4.56 4.43 4.36 4.61 4.85 4.88</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Faculty Evaluation – Fall 2004 Faculty O, N=60 Faculty X, N=59 Faculty S, N=57 Faculty B, N=50 Faculty E, N=31</td>
<td>Scale 1(Poor) to 5 (Excellent) 4.86 4.68 4.71 4.78 4.95</td>
<td>No changes</td>
</tr>
<tr>
<td>11. Analyze, formulate, and influence social policies and how they impact client systems, workers, and agencies.</td>
<td>Field Practicum Evaluation – 2004 (Completed by Field Instructors) N = 23</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.40</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluation – 2005 (Completed by Field Instructors) N = 28</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.16</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Employer Evaluation – 2004 N = 4</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.0</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Alumni Survey 2005 N=9</td>
<td>Scale 1(Poor) to 4 (Excellent) 3.30</td>
<td>No changes</td>
</tr>
<tr>
<td>Program Objective</td>
<td>Method of Measurement</td>
<td>Outcome</td>
<td>Recommendation</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------</td>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td>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.</td>
<td>Field Practicum Evaluations – 2004 (Completed by Field Instructors) N = 21</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.47</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluations – 2005 (Completed by Field Instructors) N = 28</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.36</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Employer Evaluation – 2004 N = 4</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.0</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Alumni Survey 2005 N = 9</td>
<td>Scale 1 (Poor) to 4 (Excellent) 3.10</td>
<td>No changes</td>
</tr>
<tr>
<td>13. Evaluate research studies and apply findings to practice, evaluate their own practice interventions and those of relevant systems.</td>
<td>Field Practicum Evaluations – 2004 (Completed by Field Instructors) N = 15</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.33</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluations – 2005 (Completed by Field Instructors) N = 28</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.33</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Employer Evaluations – 2004 N = 4</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.0</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Alumni Survey 2005 N = 9</td>
<td>Scale 1 (Poor) to 4 (Excellent) 3.00</td>
<td>No changes</td>
</tr>
<tr>
<td>14. Use supervision and consultation appropriate to social work practice.</td>
<td>Field Practicum Evaluation – 2004 (Completed by Field Instructors) N = 22</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.31</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluation – 2005 (Completed by Field Instructors) N = 28</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.46</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Employer Evaluation – 2004 (Completed every 3 years) N = 4</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.25</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Alumni Survey 2005 N = 9</td>
<td>Scale 1 (Poor) to 4 (Excellent) 3.20</td>
<td>No changes</td>
</tr>
<tr>
<td>Program Objective</td>
<td>Method of Measurement</td>
<td>Outcome</td>
<td>Recommendation</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------</td>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td>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.</td>
<td>Field Practicum Evaluation – 2004 (Completed by Field Instructors) N = 21</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.28</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Field Practicum Evaluation – 2005 (Completed by Field Instructors) N = 28</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.11</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Employer Evaluation – 2004 (Completed every 3 years) N = 4</td>
<td>Scale 1 (Poor) to 5 (Excellent) 4.0</td>
<td>No changes</td>
</tr>
<tr>
<td></td>
<td>Alumni Survey 2005 N=9</td>
<td>Scale 1(Poor) to 4 (Excellent) 3.30</td>
<td>No changes</td>
</tr>
</tbody>
</table>

**Exit Interviews – Spring 2004**

**Strengths**
- Block placement
- Skills test – good reviews
- Good program – enjoyed it a lot
- Feels like a family
- Orientation would have been helpful re: APA vs. MLA
- Wonderful experience
- We understand personal issues students have
- Intervention paper – know what to look for evaluation process and planning projects very helpful
- HBSE – child development stages helpful in assessment
- Research was very helpful and how to do lit review
- Enjoyed all classes and everybody and everything
- Overall program great
- Faculty helpful, dedicated to students,

**Weaknesses**
- None
- On macros-some people said they worked hard and should have won. Could not help the turnout. Should explain how macro award is selected
- People will always complain
- How was NASW award winner chosen? People ask what she did to deserve it
- I could know more about policy issues and exactly how to advocate (the steps in process)
- Books don’t address school social work
- Faculty should place more emphasis on amount of paper work social workers do e.g. N. H.
- No weaknesses
- Super job being there for students
- Offer more classes in summer
- Add more discussion questions on test
and give much time and effort. Other departments do not work one on one as we do
- Advising wonderful
- All the work worth it-all helped me
- Keep up the good work
- Papers APA style at Jackson State they have no APA required until MSW. DSU graduate has no problem because have done APA, macro, case studies (Jackson State MSW student told our student this)
- Weekly papers really helped — helped with issues and work done even though students gripe
- Keep up good work as far as being there for students — has helped a lot of students.
- Prepared students for tests
- Field trips
- Biopsychosocial in SWO 320 very helpful
- How faculty makes every student get involved and make a part of curriculum
- Case studies helpful
- APA style helpful
- Mrs. Fioranelli very helpful in her presentation in SWO 481
- Field interviews in Fall
- Week before field orientation was helpful
- Enjoyed the program
- Enjoyed self
- Learned a lot
- Great school
- Treated like family
- Macro Project
- Teacher/Student Relationship
- Syllabus serves as a great guide
- Writing lab helps
- Good Quality Field instructors
- Volunteering throughout the program is great
- Classes build on each other
- Field

(e.g. 3 of 5 questions to answer) Add more questions to help student apply social work skills rather than all multiple choice
- More field trips in all classes
- In social work club have more games and intriguing people to speak and get students’ attention
- While juniors send more students to writing lab so will be prepared for Jr. year. Make it mandatory and use sign-in sheet, possibly give test or essay to see if improved
- More night classes
- More on policy
- Skills test not necessary
- Court was scary — do mock trial
- Philosophy class
- Volunteer placements should be with a social worker
- No night classes
### Exit Interviews – Spring 2005

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Not enough interviewing videos</td>
</tr>
<tr>
<td>Open door policy of faculty</td>
<td>We need a computer, lab, and a copy machine in the building.</td>
</tr>
<tr>
<td>Classes tie together-course sequencing is great</td>
<td>Too many papers</td>
</tr>
<tr>
<td>Papers were hard but meaningful</td>
<td>Papers and tests all come at the same time. Can professors synchronize so students are not so overwhelmed?</td>
</tr>
<tr>
<td>Macro project really helped develop leadership skills and challenged students to serve</td>
<td>Too many extra library readings. Copy chapters or develop handouts with this material</td>
</tr>
<tr>
<td>Advisement was wonderful</td>
<td>Need more role-play in practice class.</td>
</tr>
<tr>
<td>Teaching APA early in curriculum was very helpful</td>
<td>Decrease subjective grading by faculty-use more rubrics for grading.</td>
</tr>
<tr>
<td>NACSW was great</td>
<td>Explain process for choosing student awards-are there written rules</td>
</tr>
<tr>
<td>Self awareness assignments</td>
<td>More experience in writing short summaries</td>
</tr>
<tr>
<td>Volunteer experiences prepare students for field</td>
<td>More licensure preparation</td>
</tr>
<tr>
<td>Encouraging students to attend social work conferences and allowing the student to utilize fundraisers was a great opportunity</td>
<td>Need to teach all courses every semester</td>
</tr>
<tr>
<td>Teacher – student ratio is great</td>
<td>New teachers had problems with classes they had not taught before-students did not learn as much</td>
</tr>
<tr>
<td>Handouts</td>
<td>HBSE-too much information</td>
</tr>
<tr>
<td>Licensure preparation</td>
<td>Intro class at Coahoma needs to do volunteer hours</td>
</tr>
<tr>
<td>Program is challenging but rewarding</td>
<td>Senior field trip earlier in semester</td>
</tr>
<tr>
<td>Useful handbooks</td>
<td></td>
</tr>
<tr>
<td>Field manual is great</td>
<td></td>
</tr>
<tr>
<td>Opportunities to present at conferences</td>
<td></td>
</tr>
<tr>
<td>Class speakers</td>
<td></td>
</tr>
<tr>
<td>Small classes</td>
<td></td>
</tr>
<tr>
<td>Skills test – good reviews</td>
<td></td>
</tr>
<tr>
<td>Takes determination</td>
<td></td>
</tr>
<tr>
<td>Classes and theories come together in field</td>
<td></td>
</tr>
<tr>
<td>Perfect</td>
<td></td>
</tr>
<tr>
<td>Placing books on reserve was helpful-didn’t have to buy all the books</td>
<td></td>
</tr>
<tr>
<td>Intro is a good class</td>
<td></td>
</tr>
<tr>
<td>Cultural diversity very good</td>
<td></td>
</tr>
<tr>
<td>Enjoyed the Aging class</td>
<td></td>
</tr>
<tr>
<td>Good program – enjoyed it a lot</td>
<td></td>
</tr>
<tr>
<td>Feels like a family</td>
<td></td>
</tr>
</tbody>
</table>
• Research was very helpful and how to do lit review
• Enjoyed all classes and everybody and everything
• Overall program great
• Weekly papers really helped – helped with issues and work done even though students gripe
• How faculty makes every student get involved and make a part of curriculum
• Field interviews in Fall
• Week before field orientation was helpful
• Enjoyed the program
• Enjoyed self
• Learned a lot
• Great school
• Treated like family
• Macro Project
• Volunteering throughout the program is great
• Enjoyed Habitat class
• Behavior lab in SWO 305 was great
• Excellent foundation as a generalist practitioner
Unit Goal 1:
The faculty will attend professional social work conferences to keep abreast of social work theory and teaching techniques according to the Council on Social Work Education (CSWE).

Institutional Goal:
Promote faculty development through a comprehensive program designed to strengthen the faculty in teaching, service, and research.

Expected Results:
All faculty will attend at least one professional social work conference per school year.

Assessment Procedures:
Faculty document in their annual report workshops/professional conferences attended each year.

Actual Results:
Faculty attended the following workshops:

Jana Donahoe
❖ Learning Skills Work, Delta State University, Cleveland, MS, March 2005.
❖ MS Chapter of the National Association of Social Workers Annual Meeting, Jackson, MS, March 2005.
❖ The Delta Foster Care and Permanency Planning Conference, Itta Bena, MS, Sept. 2004.

Tracy Mims

Margaret Tullos
❖ Smart Cart Training, Technology Learning Center, DSU, April 22, 2005.
❖ National Association of Social Workers, Jackson, MS March 4, 2005.
❖ Writing Across the Curriculum Workshop, DSU, February 17, 2005.
❖ Publication Workshop, Dr. Henson, DSU, January 21, 2005.
❖ Publisher Workshop, Technology Learning Center, DSU, October, 19, 2004.
Jeannie Falkner
♦ National Association of Social Workers-MS. Chapter, Jackson, MS March 4, 2005.
♦ DSU-Writing for Professional Publication by Kenneth T. Henson.
♦ DSU-Developing Your Own Web Page training, Fall 2004.

Lisa Moon
♦ Baccalaureate Program Directors (BPD), November 2004.

Alinda Sledge
♦ Publications and Grant Writing, Dr. Kenneth Henson, College of Education, DSU, Jan. 21, 2005.
♦ The Delta Foster Care and Permanency Planning Conference, MS Valley State University, Dept. of Social Work, Title IV-E Program, September 17, 2004.
♦ Employment Law Workshop. Institutions of Higher Learning, Delta State University.
♦ Faculty Training with Dr. Larry Lambert on use of Smart Cart.

Unit Goal 2:
The Department will provide increased educational opportunities for social work field instructors through sponsoring workshops on campus to enhance their social work knowledge and practice skills and to provide them with social work continuing education credit.

Institutional Goal:
Strengthen the cooperative relationship with business and industry, service organizations, and other institutions.

Expected Results:
The department will sponsor or co-sponsor at least two workshops/conferences per year for field instructors and other social workers in the community.
**Assessment Procedure:**
The faculty will document all workshops/conferences conducted along with the agenda of each. Social workers will also be required to evaluate each workshop/conference and sign-in at the beginning of each session.

**Actual Results:**
- Field Instruction sponsored by the Dept. of Social Work, Delta State University.
- Child Abuse Awareness Workshop cosponsored by the Bolivar County Department Human Services.

**Use of Results:**
The workshops are used to ensure that the social workers in the community who often supervise our seniors and other students while in the field and labs will be kept up-to-date on current social work techniques. The social workers also receive continuing education credit needed to keep social work licenses up-to-date.

**Unit Goal 3:**
The faculty will increase faculty and students’ use of technology.

**Institutional Goal:**
Commitment to Learning, Scholarship, and Student Engagement. Commitment to Teaching and Faculty Development.

**Expected Results:**
Department will receive 2 multi media smart carts, faculty will take technology classes offered by the university, faculty will use more technology based presentations, faculty will give students more technology based assignments.

**Assessment Procedures:**
Chair will review faculty activity reports for 2004 and review all syllabi for spring 2005.

**Actual Results:**
Two smart carts were received. Three faculty and secretary attended technology classes. Three faculty used more technology based presentations, and more technology assignments. One faculty member required students to present multicultural power point presentations. All classes were assessed for technology assignments related to practicing technology assignments in agency settings. Technology assignments were added.

**Use of Results:**
Since receiving the smart carts, it has been used in the SWO 375 Statistics for Social Workers class. Also, more power point presentations have been given by faculty in class and in professional presentations. More faculty are using smart carts for classroom discussions. Technology assignments added to syllabi will be taught 2005-06.
Student Outcome 1:
Students will demonstrate proficiency in using social work knowledge, values, and skills necessary for entry into professional social work careers.

Institutional Goal:
Review and update undergraduate and graduate programs to address, adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:
One hundred percent of the students enrolled in SWO 475 Field Instruction will receive credit.

Assessment Procedures:
- SWO 475 Field Instruction - Each student is evaluated two times during the Spring semester by the agency Field Instructors.

- Results of all student evaluations are mailed to the Coordinator of Field Instruction at Delta State University. The Coordinator of Field Instruction and the Social Work Faculty Field Liaison determines whether students receive credit or no credit for field based upon the evaluation given by the Agency Field Instructors.

- Students are also required to complete a series of projects. Students receive a pass/fail on each of the projects. They are allowed to repeat at least one other time, if they fail on the first attempt. The projects include:
  * 1 macro agency research project
  * 1 in-depth case study
  * Answer a question of the week for a total of 13 questions related to what they do in field and to the course objectives

These projects are evaluated by the two Social Work Faculty Liaisons.

Actual Results:
The results of student’s performance in field are used to determine if students have mastered the course objectives and the department’s educational objectives.

All 29 students enrolled in SWO 475 Field Instruction received credit. None of the students showed a deficiency in any of the course objectives.

Use of Results:
The results determine if students have mastered the necessary knowledge, values, and skills necessary to graduate from the social work program.

Student Outcome 2:
Social Work majors will demonstrate their ability to organize and effectively express their thoughts and ideas in writing prior to entering Field Instruction - SWO 475.
Institutional Goal:
Review and update undergraduate and graduate programs to address, adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:
All majors who take the Writing Proficiency Exam will pass the exam or successfully complete ENG 301 with a grade of ‘C’ or higher.

Assessment Procedures:
Writing Proficiency Exam - ENG 300 or Expository Writing - ENG 301.

Prior to entering senior year, faculty advisors review student records to determine if this requirement has been completed.

Actual Results:
All of the 28 students who entered SWO 475 either passed the ENG 300 exam or completed ENG 301 with a grade of ‘C’ or higher.

Use of Results:
The results are used as one of the requirements for admission into the senior field practicum course.

Quality Enhancement Program

<table>
<thead>
<tr>
<th>Unit Goal</th>
<th>Specific Learning Outcome to be Measured</th>
<th>Specific Means of Measuring the Outcome</th>
<th>Associated QEP Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase number of students attending professional conferences</td>
<td>Increase students’ knowledge base of social work practice by their interacting with social work professionals statewide</td>
<td>List of students who attend conferences</td>
<td>1. Increase student-student and student-faculty interaction 2. Increase knowledge and practice of communication skills 3. Increase faculty-student communication</td>
</tr>
<tr>
<td>2. Develop a referral and follow-up process for students to go to the writing lab</td>
<td>Increase writing skills</td>
<td>Number of students that complete the process</td>
<td>1. Increase student-student and student-faculty interaction 2. Increase knowledge and practice of communication skills</td>
</tr>
</tbody>
</table>
Goal 1: Actual Results of Evaluation

1. Department of Human Services Conference, MS Valley State University, September 2004. Thirty students and three faculty from Delta State University attended. Students interacted with MVSU students/faculty, Department of Human Services social workers, foster parents, child abuse victims, and other practitioners.

2. Alabama/Mississippi Social Work Education Conference, Huntsville, AL, October 2004. Thirty-one students and four faculty attended. Students interacted with students/faculty from social work departments at AL/MS universities and colleges. Students attended workshops on various social work topics and social events. Academic career choices were increased as students heard about various fields of social work.


4. National Association of Social Workers (NASW) Legislative Day, February 2005. Fifteen students and two faculty attended the event. Students met with faculty/students from universities/colleges throughout the state. DSU students met with their legislators and attended committee meetings. This experience increased student-student and faculty-student communication as well as helped students practice a variety of communications.

5. National Association of Social Workers (NASW) Annual Program Meeting, March 2004. Thirty students and five faculty attended. The time spent together increased both student-student and student-faculty interaction and helped students gain knowledge and practice of a variety of communication skills. Students and faculty attended various workshops on social work education and practice.

Use of Evaluation Results: Plan to continue since this is an excellent way to address goals #1, 3, 4.

Goal 2 – Actual Results of Evaluation

A formal procedure for referral to the writing lab was implemented. Students were evaluated and one was formally identified and referred. This student’s work improved.

Use of Evaluation Results:
Remind faculty to continue to evaluate students and use procedure for students with identified writing deficiencies.
VI. Educational Program Learning Outcome Assessment Plan

Major: Social Work  Degree: BSW

A. Learning Outcome #1:
What should a graduate in this major know, value, or be able to do at graduation and beyond?

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.

B. Assessment Tools and Methods
What assessment tools and/or methods will you use to determine achievement of the learning outcome?
Limit measures to three.

Measure: BEAP Values Index (National Standardized Test)

C. Data Collection and Analysis
Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.

Data Collection Procedure: When students enter the two introductory courses, SWO 201 Introduction to the Profession of Social Work and SWO 305 Interviewing Techniques and 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.

Analysis Procedure: BEAP is a National Standardized test. Results will be analyzed and sent to the department by BEAP administration. All exit values will be 6.0 or above on a 1 – 10 scale.

D. Results of Evaluation
What were the findings of the Analysis Team? List any specific recommendations.

Findings: We will begin this process in Fall 2005, therefore, there are no findings and recommendations at this time.

E. Use of Evaluation Results
What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

Response: We will begin this process in Fall 2005, therefore, there are no findings and recommendations at this time.

F. Assessment Team Members
List members of the Assessment Team.

Members:
Dr. Jana Donahoe
Jeannie Falkner
Tracy Mims
Alinda Sledge
Margaret Tullos

Note: All sections must be addressed
VI. Educational Program Learning Outcome Assessment Plan

Major: Social Work  Degree: BSW

A. Learning Outcome # 2:
What should a graduate in this major know, value, or be able to do at graduation and beyond?

Students are to be able to analyze social policies and how they impact client systems, workers, and agencies.

B. Assessment Tools and Methods
What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measures to three.

Measure: Rubric for Policy Analysis paper students complete in senior class SWO 430 Social Welfare Policy Analysis.

C. Data Collection and Analysis
Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.

Data Collection Procedure: Students are required to write the paper in the SWO 430 Social Welfare Policy class. Faculty will take up papers and grade.

Analysis Procedure: Each student will get points from 1 – 5. The mean of students completing policy analysis paper will be 3.0 or above on a Likert Scale 1 – 5.

D. Results of Evaluation
What were the findings of the Analysis Team? List any specific recommendations.

Findings: See Chart on next page.

Recommendation 1: The mean was 3.82, therefore there is no need to make any changes.

E. Use of Evaluation Results
What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

Response: Continue to use the rubric for policy paper and assign the paper to ensure that students can analyze social policies.

F. Assessment Team Members
List members of the Assessment Team.

Tracy Mims is faculty member

Members:
Dr. Jana Donahoe
Jeannie Falkner
Tracy Mims
Alinda Sledge
Margaret Tullos

Note: All sections must be addressed
<table>
<thead>
<tr>
<th>Quality Points</th>
<th>Writing (15)</th>
<th>Quality of Research (30)</th>
<th>Coverage (55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Perfect</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Free of punctuation,</td>
<td>The problem</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>spelling and grammatical</td>
<td>the bill</td>
</tr>
<tr>
<td></td>
<td>55</td>
<td>errors. The logical</td>
<td>addresses and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>flow and structure</td>
<td>proposed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of the paper is easy</td>
<td>amelioration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to follow and understand</td>
<td>are very</td>
</tr>
<tr>
<td>4</td>
<td>Almost Perfect</td>
<td></td>
<td>The problem</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Less than 4 punctuation,</td>
<td>the bill</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>spelling and grammatical</td>
<td>addresses and</td>
</tr>
<tr>
<td></td>
<td>53</td>
<td>errors. Logical flow and</td>
<td>proposed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>structure of paper easy</td>
<td>amelioration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to understand</td>
<td>are very</td>
</tr>
<tr>
<td>3</td>
<td>Middle Ground Perfection</td>
<td>Between 4-8 punctuation,</td>
<td>The problem</td>
</tr>
<tr>
<td></td>
<td>12-13</td>
<td>spelling and grammatical</td>
<td>the bill</td>
</tr>
<tr>
<td></td>
<td>24-27</td>
<td>errors. Logical flow and</td>
<td>addresses and</td>
</tr>
<tr>
<td></td>
<td>48-52</td>
<td>structure of paper</td>
<td>proposed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>workable.</td>
<td>amelioration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>are lucidly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>stated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality Points</td>
<td>Writing (15)</td>
<td>Quality of Research (30)</td>
<td>Coverage (55)</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
<td>--------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>2</td>
<td>Passable</td>
<td>At least 8 top quality sources were used. Your Points/arguments were well researched, but substantially more could have been said.</td>
<td>Your bill fails to do one of the following things. 1. State the problem 2. Propose an amelioration 3. analyze alternative policies 4. present a plan for your policy</td>
</tr>
<tr>
<td>1</td>
<td>Not passable</td>
<td>Fewer than 8 sources were used. Your points/arguments were poorly researched.</td>
<td>Your bill fails to do more than one of the following things. 1. State the problem 2. Propose an amelioration 3. analyze alternative policies 4. present a plan for your policy</td>
</tr>
</tbody>
</table>

Social Welfare Policy Analysis Paper Results  
Fall 2004  
SWO-430

n-25
mean-3.82
mode-3.5
8% of students ranked at 3 quality points
52% of students ranked at 3.5 quality points
16% of students ranked at 4 quality points
16% of students ranked at 4.5 quality points
8% of students ranked at 5 quality points
VI. Educational Program Learning Outcome Assessment Plan

Major: Social Work
Degree: BSW

A. Learning Outcome # 3:
What should a graduate in this major know, value, or be able to do at graduation and beyond?

Demonstrate effective communication with others in a purposeful way.

B. Assessment Tools and Methods
What assessment tools and/or methods will you use to determine achievement of the learning outcome?
Limit measures to three.

Measure One: Senior field instruction evaluation

C. Data Collection and Analysis
Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.

Data Collection Procedure: Distribute field evaluation forms on all seniors enrolled in SWO 475 Field Instruction to the field directors every April.

Analysis Procedure: Mean of graduating seniors will be calculated and will be 3.0 or above on a 1 – 5 scale.

D. Results of Evaluation
What were the findings of the Analysis Team? List any specific recommendations.

Findings: N = 27 – mean score was 4.56

Recommendation 1: No recommended changes since mean score was well above the threshold.

E. Use of Evaluation Results
What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

Response: Though no changes were needed, faculty is always trying to improve. Will refer identified students to AUP 101 class to help with communication skills.

F. Assessment Team Members
List members of the Assessment Team.

Members: Sledge, Chair
Dr. Jana Donahoe
Jeannie Falkner
Tracy Mims
Alinda Sledge
Margaret Tullos

Note: All sections must be addressed
VI. Educational Program Learning Outcome Assessment Plan

Major: Social Work  
Degree: BSW

A. Learning Outcome # 4:
What should a graduate in this major know, value, or be able to do at graduation and beyond?

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.

B. Assessment Tools and Methods
What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measures to three.

Measure One: Alumni Survey

C. Data Collection and Analysis
Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.

Data Collection Procedure: A survey was sent to 2005 graduates. The survey is a Likert Scale Survey 1-4 with 4 being excellent.

Analysis Procedure: Review survey on question about nondiscrimination, the mean of alumni survey will be 2.5 or above.

D. Results of Evaluation
What were the findings of the Analysis Team? List any specific recommendations.

Findings: N = 9 – Score = 3.78

Recommendation 1: No recommendation change because score was 3.78 (above the 2.5 threshold)

E. Use of Evaluation Results
What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

Response: None needed at this time.

F. Assessment Team Members
List members of the Assessment Team.

Members:
Dr. Jana Donahoe
Jeannie Falkner
Tracy Mims
Alinda Sledge
Margaret Tullos

Note: All sections must be addressed
VI. Educational Program Learning Outcome Assessment Plan

Major: Social Work                      Degree: BSW

A. Learning Outcome # 5:
What should a graduate in this major know, value, or be able to do at graduation and beyond?

Formulate an interview that involves the professional use of self.

B. Assessment Tools and Methods
What assessment tools and/or methods will you use to determine achievement of the learning outcome?
Limit measures to three.

Video Rubric done in SWO 421 Social Work Methods II on student interviewing and helping a client. Rubric can be seen in attached Excel document.

C. Data Collection and Analysis
Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.

Data Collection Procedure: Students in SWO 421 will be given a video assignment in which they must role-play as the social worker.

Analysis Procedure: Faculty will use the video rubric to measure competency and professional use of self. The mean of students engaged in interview assignment will be 1 or above on a 0.2 scale.

D. Results of Evaluation
What were the findings of the Analysis Team? List any specific recommendations.

Findings & Recommendations: The assignment and assessment tool will be done in December 2005 at the end of the SWO 421 course. Therefore, there are no findings and recommendations at this time.

E. Use of Evaluation Results
What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

Response: There is no response because the assessment cannot be done until December 2005.

F. Assessment Team Members
List members of the Assessment Team.

Members: Margaret Tullos is faculty of SWO 421
Dr. Jana Donahoe
Jeannie Falkner
Tracy Mims
Alinda Sledge
Margaret Tullos

Note: All sections must be addressed
Appendix
Faculty Activity Report
TEACHING ACTIVITIES

- SWO 201: Introduction to the Profession of Social Work
- SWO 309: Aging and the Community
- SWO 303: Child and the Community
- SWO 370: Research Methods in Social Work

WORKSHOPS/CONFERENCES ATTENDED

- The Delta Foster Care and Permanency Planning Conference, September, 2004, Itta Bena, MS
- Alabama/Mississippi Social Work Education Conference, October 2004, Huntsville, AL.
- Learning Skills Workshop, Delta State University, March 2005, Cleveland, MS
- MS Chapter of the National Association of Social Workers Annual Meeting, March, 2005, Jackson, MS
- Delta State University Reamer Conference featuring Dr. Frederick Reamer, March 2005, Cleveland, MS

WORKSHOPS CONDUCTED

- “The Power of a Comprehensive Social Assessment of Children” Presented by Dr. Jana Donahoe and Alinda Sledge at the Alabama/Mississippi Social Work Education Conference, October 2004, Huntsville, AL.
- “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

PUBLICATIONS

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: NACSW Student Chapter (meets bi-monthly)
- Department/Program Re-Accreditation Committee

Service to Professional Organizations
- Treasurer, Alabama/Mississippi Social Work Education Conference, 2003
- 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

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

Alinda Sledge, LCSW, ACSW
Chair, Department of Social Work
Delta State University

Date          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: 2.5
Academic Year of Report: 2004-2005

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.
- Require students taking Social Welfare History to submit a typed page detailing and reflecting on reading assignment for the subsequent class meeting. The purpose of this assignment is to prod students to read more.
- I facilitate students in my Child and Community Class to dialogue as we interact in a game call the Circling of Differing Gifts. 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 and the residue of abuse/neglect. Students leave the classroom with a page of positive comments from their classmates.
- 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

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
- The Neophyte Student, What to Expect as An Administrator/Teacher For the New School Year, Clarksdale Middle School (presented to teachers and administrators), Aug. 2004, Clarksdale, MS
- Effective Management to Empower the Neophyte Social Worker, Oct. 2004, Alabama/Mississippi Conference, Huntsville, Alabama
- 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
Mims Faculty Activity Report

- Submitted proposal paper for upcoming 2005 Baccalaureate Program Directors Conference on the Aura of Empowerment, Promoting Healthy Masculinity for the Rural African American Man

Service:

- 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
- 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
- Secretary for the 34th Annual Alabama/Mississippi Social Work Education Conference, 2005.

Faculty Development:

- National Association of Social Work Conference, March 2005
- Reamer Conference on National Association of Social Work Ethics, March 2005
- Service Learning: Best Practices Workshop, November 16, 2004
- New Site Visitor Training at Baccalaureate Program Directors Workshop, Detroit, Michigan, November 3, 2004
- Essential Customer Service Skills Workshop, October 19, 2004

Other:

- A member of the Family Selection Committee for West Tallahatchie Habitat for Humanity
- Depicting a Likert Scale sequencing from 1 to 5; poor to excellent respectively, over a timetable of Fall 2002 to Spring 2004 as indicated by student’s evaluation of faculty yields a mean score of my teaching performance as being 4.87.
- A member of the National School Boards Association
Goals/Professional:

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

Goals/Work Related:

- To place my lectures in power point format and use the internet more to enhance students’ global knowledge of social policy issues.
- To have my Child and Community Class participate in a mock trial in the court room (Youth Court) with an Area Social Work Supervisor, the County Attorney, Guardian Ad Litem and Youth Court/County Judge. Judge Thomas has accepted my proposal and Alinda Sledge is in agreement.
- To push hard towards tenure at Delta State University as longevity with this institution is my vision.

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

I ask that Delta State University be supportive of me as I pursue a very ambitious two year Ph.D. program at Jackson State University.

Achievements:

I was nominated by the Dean of Arts and Sciences to the Champion Assessment Team to train faculty and staff on new requirements required by SACS (Southern Association of Colleges and Schools). My biggest achievement is that I have learned to apply a pedagogical framework regarding the new definition of quality as required by SACS. This provides me with the big picture in helping students reach appropriate learning outcomes. It has been great to share this knowledge with other Delta State University faculty and staff.

Resources:

I do not need any additional resources at this time.

Signature

Date

Chair, Department of Social Work

Date
THEACHING ACTIVITIES:

- Designed the new course, SWO 102 Volunteering in the Community II, into a three-hour course and taught it emphasizing diversity and volunteer supervision. Students had to do a service project for their agencies using technology. Also added several class web searches on pertinent topics.

- In all classes more group and large systems exercises were added to enhance students’ opportunity to experience working with different size systems.

- In SWO 101 Volunteering in the Community added technology assignments.

- Added an assessment live interview to the SWO 320 Social Work Methods I class. Students can practice their assessment skills with each other and view strengths/mistakes made.

- Revised SWO 481 Integrative Seminar and SWO 475 Field Instruction regarding the macro project assignment. The students work in agencies with clients and have to design and implement a project that benefits a large system (agency, client population, community, etc.)

- Also taught SWO 422 Social Work Methods III.

Field Trip for Seniors
Baddour Center and North Mississippi Regional Center, April 14, 2005.

SCHOLARLY AND CREATIVE ACTIVITIES:

Presentations

Publications
- Council on Social Work Education Accreditation Self Study and response documents.
Grants/Research

- Worked as Administrator of Department Human Services IV-E Grant. Employed Lisa Moon as project director. Worked with students from 2003-04, revised 2004-05 budget several times. Implemented grant December 1, 2004 – June 30, 2005. Ten students were on stipend and will work at Department Human Services after graduation.
- Received Kent and Janice Wyatt Faculty Development Fund for Dr. Fred Reamer Conference.
- Faculty Fellowship money held over from 2003-04 for videos re: service learning ($650).

FACULTY DEVELOPMENT

Professional Workshops Attended:
- Faculty training with Dr. Larry Lambert on use of Smart Cart.
- The Delta Foster Care and Permanency Planning Conference, MS Valley State University, Dept. of Social Work. Title IV-E Program, Sept. 17, 2004.
- Publications and Grant Writing, Dr. Kenneth Henson, College of Education, Delta State University, Jan 21, 2005.
- Employment Law Workshop, Institutions of Higher Learning, Delta State University.

DEPARTMENT CHAIR

- Completion of Council on Social Work Education (CSWE) Self Study, coordinated accreditation, site visit, and prepared written response document to accreditation committee.
- Ongoing training of Tracy Mims regarding being faculty and sponsor of the social work club.
- Completed first year as Chair of the Social Work Department. Completed all reports timely and held weekly faculty/staff meetings.
- Increased student participation at professional social work conferences. Faculty took 30 students to AL/MS Social Work Education Conference in Huntsville, AL, 32 students to Child Welfare Conference at Mississippi Valley State University, and 31 students to MS National Association of Social Works (NASW) Annual Meeting in Jackson. Fifteen students attended NASW Legislative Day, Jackson, MS.
- Enhanced the department’s recruitment efforts. Three brochures were developed. Faculty gave presentations to classes and participated in Career Day at NW Community College, Holmes Community College, and MS Delta Community College.
• Department hosted a conference with Dr. Frederick Reamer, an internationally known expert on ethics, as the speaker.
• Revised curriculum pre & co requisites. Designed a chart for students to follow regarding pre & co requisites and level of classes.
• Updated the Department’s Student Handbook.
• Maintained all department files, department committees, etc.

SERVICE TO OTHERS

Service to Delta State University:
✓ 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:
✓ Work with Department of Human Services on training for social workers, foster and adoptive parents.
✓ Worked with students on Christmas gifts for needy children from the Dept. of Human Services in Cleveland, Rosedale and Indianola.
✓ 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 to Bolivar County Leadership Class.

Service to Profession
✓ Serve on the state Social Work Education Consortium

Professional Memberships
• CSWE (Council on Social Work Education)
• BPD (Baccalaureate Program Directors)
• NASW (National Association of Social Workers)

Licensure
• LCSW (Licensed Certified Social Worker)
• C-ASWCM (Certified Advanced Social Work Case Manager)
HONORS
✓ Who’s Who Among America’s Teachers, 2004
✓ Social Work Club Faculty of the Month, Oct. 2004
✓ Received Kossman Award medallion for outstanding faculty, Awards Day, April 27, 2005.

OTHER ACTIVITIES TO BE CONSIDERED
Consultation
✓ N. Sunflower Medical Center – consultation with Sr. Care Unit re: discharge planning, assessment & treatment plans

Student advisement – 30 students per semester and all transfers that come to Delta State University

ACHIEVEMENTS
✓ To lead department through reaffirmation process, 2004-05 school year. To increase student attendance/participation in quality professional conferences. To increase communication among faculty/staff in the department about department and campus wide information.

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

___________________________
Date
IV-E Activities List
Lisa Moon

- Created the Stipend Selection Process for Stipend Students
- Assisted in selection of 10 Stipend students
- Assisted with Licensure Review for Students
- Conducted Licensure Prep Course for Stipend students and other graduates
- Recreated Budget for IV-E Grant Year 2004-2005
- Processed paperwork for 10 stipend students
- Attended Development Meetings with other Consortium Members
- Developed Training Curriculum Entitled “Effective Discipline without the Use of Corporal Punishment”. This training guide was selected as the model for other universities to use in developing their modules
- Training sessions—will conduct 6 eight hour training sessions for Social Workers and 12 two hour trainings for Foster Parents before June 30, 2005
- Began training sessions with Social Workers and Foster parents—wonderful reviews
- Developed IV-E Budget for 2005-2006
- Developed narrative for IV-E Activities for the year 2005-2006
- Developed information files on all Stipend students
- Developed Information files on IV-E Employees
- Escorted 10 Stipend students to JSU Child Welfare Conference
- Escorted and Presented with students at the MS NASW State Conference.
Faculty Activity Report
Delta State University
July 2004-June 2005
Jeannie Falkner, Assistant Professor of Social Work
Department of Social Work

TEACHING ACTIVITIES

Revised Courses

SWO 305 Interviewing in Social Work, added an assignment on multicultural communication using smart cart technology, added two Rivas case studies. Proposed new text for the Fall 2005 semester that includes CD-rom activities, integrated course as a core foundation course in proposed art therapy program.

SWO 311 Social Welfare Policy, added assignments on Web, added a classroom debate on the pros and cons of the United States social welfare system, introduced proposed legislation on the privatization of the Social Security Act.

SWO 315 Human Behavior I, added case study from the Rivas text, added content and readings on global human trafficking.

SWO 375 Statistics, integrated computer instruction in SPSS into course using classroom smart cart and computer lab, students completed a project begun in Research (SWO 470) class by having the students run, analyze, and report the results in a written analysis.

SWO 403 Health & Mental Health, added readings and lectures on empirically based holistic health alternative.

SWO 416 Human Behavior in the Environment II, taught class for the first time, students created a bulletin board demonstrating a macro systems analysis.

SWO 475 Field Practicum, completed field visits and evaluation for thirteen social work interns.

SCHOLARLY AND CREATIVE ACTIVITIES

Publications

Journal of the Mississippi Counseling Association, Doctoral Student Assistant to the Editor
Faculty Development

Council on Social Work Education Annual Program, New York
National Association of Social Work-MS Chapter Annual Conference, Jackson, MS
DSU-Writing for Professional Publication by Kenneth T. Henson
DSU-Developing Your Own Web Page training, Fall 2004

Professional Presentations

“Enduring Rhythms: African American Voices as a Healing Intervention for Social Work Practice” presented by Jeannie Falkner and the students of Delta State University for the MS-NASW Annual Conference, March 3, 2005, Jackson, MS
“Life in a Fishbowl: The Ethics of Counseling in Local Communities and Small Towns” presented by Jeannie Falkner for the Fred Woodall Spring Conference for the Helping Professions, April 13, 2005, Cleveland, MS
“Money Matters: The Last Taboo in Counseling” presented by Jeannie Falkner for the Mississippi Counseling Association Annual Meeting, November, 2004, Biloxi, MS

Professional Memberships
National Association of Social Work
Council on Social Work Education
American Counseling Association
American Association of Marriage and Family Therapists-Clinical Member
American Group Psychotherapy Association-Clinical Member
Mississippi Counseling Association

Awards and Honors
Who’s Who Among Teachers, 2004-2005
Chi Sigma Iota Counselor Counseling Academic and Professional Honor Society
Phi Alpha Social Work Honor Society
Special Award Presented by the Social Work Club, September, 2004

Licenses and Certifications
Licensed Certified Social Worker-MS
Licensed Marriage and Family Therapist-MS
Licensed Master’s Social Worker-Advanced Clinical Practitioner, TX
Certified Group Psychotherapist

Doctoral Program in Counselor Education at the University of Mississippi

Courses Completed: CED 607 (DSU) Consultation, COUN 685 Organization and Administration of Community Counseling Programs, COUN 753 Advanced Supervision.
Internship Completed: 600 doctoral internship at the University of Mississippi which included Co-Teaching and supervision of Master’s counseling students in practicum and internship.

Course Co-Taught
COUN 643 (Group Counseling)
COUN 690 (Skills)
COUN 683 (Theory of Marriage and Family)
COUN 570 (Multicultural Counseling)
COUN 693 (Practicum)

Clinical Supervision and Practicum Lab Coordinator
Individually supervised 5 Master’s practicum students and observed clinical video-taped counseling sessions for evaluation over three semesters.
Coordinated the counselor education practicum lab, served as speaker for the social work interviewing class to inform them of the lab experience and coordinated participation through the Ole Miss Department of Social Work

Presented written portfolio for comprehensive examination, December, 2004
Completed oral comprehensives-advanced to Doctoral Candidacy, February, 2005
Defended Dissertation Prospectus, April, 2005

SERVICE TO OTHERS

Delta State University

DSU Hall of Fame Nominating Committee
DSU Research Committee
DSU “May We Present” Committee
DSU Fred Woodall Spring Conference for the Helping Professions Committee
DSU Bachelor of Art Therapy Development Committee

Social Work Department

Assisted Social Work Chair in development of CSWE self-study for accreditation evaluation
Met with CSWE site visitors for departmental re-accreditation interviews, March 30, 2005
Social Work Curriculum Committee-Chair
Social Work Admissions Committee-Chair
Outcome Evaluations Committee
Phi Alpha Social Work Honor Society-Faculty Advisor
Faculty Advisement (approximately 30 students per semester)
Guest Speaker for at Northwest Community College for student recruitment, April 1, 2005
Provided decorations for the Social Work Awards Banquet

Community Service
Public Presentation on Aging sponsored by Golden Age Nursing Home
DSU Archives Social Work Exhibit in Archives-Collaboration on Research Project
Professional Service
Nominated for Chair of MS-MASW Nominations Committee

RESEARCH INTERESTS

Financial Wellness as a Component of Overall Wellness for Mental Health Professionals
Supervision in Counselor Education and Social Work Education
Empirically Based Holistic Healing Alternatives
Redecision Therapy
Feminist Psychology

OTHER ACTIVITIES TO BE CONSIDERED

Student Involvement
Took policy (SWO 311) students on a field trip to Jackson for Legislative Day at the state capitol. Met with various legislators, observed legislature in session, and advocated with representatives at the NASW hospitality table.

Initiated student participation in development of a professional presentation at MS-MASW. Ten senior social work students co-presented “African American Voice as Healing Intervention for Social Work Practice. Honorarium was divided among students to cover expenses in attending the annual conference.

Provided weekly individual instruction for a student to complete coursework which would otherwise have delayed this student’s graduation one year due to class scheduling.

Coordinated a research library class presented by DSU library personnel to teach students’ methods of selecting empirically based evidence for social work policy and practice.

Initiated “Social Work and Technology” annual awards recognition which will be awarded to the graduating social work student who displays exceptional skills and creativity in the use of technology applications to social work.

_____________________________   _____________________________
Jeannie Falkner, Assistant Professor   Alinda Sledge, Chair & Professor
Department of Social Work    Department of Social Work

_____________________________   _____________________________
Date       Date
Faculty Activity Report
Delta State University
College of Arts & Sciences
Academic Year 2004-05
Margaret H. Tullos, Professor of Social Work

TEACHING ACTIVITIES

New Course Developed:
SWO 492 Death, Dying, and Grief

Courses Revised:
SWO 421 Methods of Social Work
SWO 300 Human Diversity
SWO 481 Integrative Seminar
SWO 475 Field Practicum

Field Instructors Trained:
Social Work Field Instructors’ Workshop: “Techniques for Field Instruction Supervision,”
January 13 and 14, 2005

Field Trip for Seniors:
Baddour Center, Senatobia, & North Mississippi Regional Center, Oxford—April 14, 2005

Other Courses Taught
SWO 475 and SWO 481 June 1-August 20, 2004 (taught pro bono in summer for a Title IV-E
stipend recipient who had not been eligible to take these courses in the spring semester, but who
had to graduate by the end of August, according to the stipend.)

GST 100 with Tracy Mims, Fall 2004

SCHOLARLY AND CREATIVE ACTIVITIES

Presentations

“Strengths-Values-Problems-Goals: Getting the Horse before the Cart,” Alabama/Mississippi
Social Work Education Conference, Madison, Alabama, October 8, 2004


FACULTY DEVELOPMENT

Professional Workshops and Conferences Attended

Alabama/Mississippi Social Work Education Conference, Madison, AL, October 7-8, 2004

National Association of Social Workers, Jackson, MS, March 4, 2005

Publication Workshop, Technology Learning Center, DSU, October 19, 2005

Publication Workshop, Dr. Hinson, DSU, January 21, 2005

Writing Across the Curriculum workshop, DSU, February 17, 2005

Smart Cart Training, Technology Learning Center, DSU, April 22, 2005

**GRANTS**

**Internal Grants Received**

Faculty development grant to attend Council on Social Work Education, February 25-March 2, 2005

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

**SERVICE TO OTHERS**

**Service to the University**

Recruitment for DSU done by teaching Introduction to Social Work for Mississippi Delta Community College on the Moorhead campus, Spring 2005 (24 students)

Recruitment for DSU done by teaching Introduction to Social Work for Mississippi Delta Community College at the Greenville Higher Education Center, Spring 2005 (9 students)

Recruitment for DSU done by assisting Betsy Elliott in recruiting at Mississippi Delta Community College on the Moorhead campus, April 6, 2005

Recruitment for DSU done by speaking to four Sociology classes at the Mississippi Delta Community College Greenville Higher Education Center, April, 2005 (100 students)

Coordinator of Frederic Reamer Conference on Ethics, sponsored by DSU Department of Social Work, March 11, 2005

Member, DSU Special Programs Committee

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

Participant in Department of Social Work Self-Study for reaffirmation and site visit

Service to the Profession

Member, Continuing Education Committee, National Association of Social Workers, Mississippi Chapter

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

Portfolio Reviewer for University of Mississippi Department of Social Work Tenure and Promotion Committee

Service to the Community

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

GOALS

Professional

To submit a professional article for consideration for publication in an academic journal
To travel abroad to attend an international conference (to broaden my global perspective for teaching and to increase my comfort level in encouraging students to study abroad)

Work-Related

To have all paper-work related to Field Instruction completed by the second week of the spring semester
To coordinate a workshop on social work with groups for Field Instructors and other social work practitioners in the Delta

_________________________________________________
Margaret H. Tullos           Date
_________________________________________________
Chair, Department of Social Work          Date