

Minnesota State University Moorhead
2007-2008 Accredited Programs Cover Sheet

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)

Note: Accredited programs will complete this form each year.

Degree Program: BSW

Department: Social Work

College: Education and Human Services

Date: December 3, 2007

1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members

Shawn Ginther, Department Assessment Coordinator

2. List of All Student Learning Outcomes. (List and number all outcomes, placing an asterisk (*) by any outcomes that are new or that have been revised since last year.)

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, values, and skills related to clients' age, class, color, culture, disability, ethnicity, family structures, gender, marital status, national origin, race, religion, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply the strategies of advocacy and social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. 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.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to generalist practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

3. Name of accrediting agency/organization: Council on Social Work Education

4. Do you have a report due this year to your accrediting agency? Yes No

(Whenever your program reports assessment information to your accrediting agency, you are required to submit the same information to SLOAC. If you have a report due this year, attach document to this form or submit report when it is submitted to your accrediting agency. Use whatever format is used for your accrediting agency.)

5. Date of most recent report to accrediting agency: 2004

6. Date of next report to accrediting agency: 2012

7. Describe any changes to your program's assessment plan or procedures that you intend to make this year.

No change.

If you received a grant in the previous two years, provide a summary of how the grant was used and results, when available, for the outcome the grant targeted.

8. Signatures

Department Chair or Program Director

Dean or Director

Required Attachments:

1. If applicable, records of department meetings where changes to student learning outcomes or assessment planning was discussed and approved.
2. If applicable, copy of report of assessment information that has been submitted to accrediting agency.

Report on Instructional Improvement Grant

Amy Phillips/Sue Peterson, Department of Social Work

In summer 2006, Sue Peterson and Amy Phillips received an instructional improvement grant to develop an “evidence-based practice” project for *Social Work 470: Senior Seminar*. While student learning outcomes from the Department’s program evaluation data have shown that students perform within the department’s expectations in their ability to find and understand relevant social work research, the faculty believe that students could use more experience *applying* research to practice. The evidence-based practice project would be given as an assignment in SW 470, but students would be expected to implement the assignment in their internships, undertaken simultaneously with SW 470.

With the grant, Peterson and Phillips spent several extended duty days:

- reviewing literature on evidence-based social work practice;
- developing the structure and process for the project in the context of SW 470;
- developing a rubric for grading the project (the rubric would also be given to students for their preparation of a final project presentation); and
- developing a pre- and post-test to be given to students over several semesters to determine any change in their perceptions of their ability to find, assess, and apply research to their social work internship activities.

Since the summer of 2006, the evidence-based practice project has been assigned in seven senior seminar classes over the course of three semesters. Students have thus far reported through the pre/post tests that the project:

- increased their understanding and use of research data bases;

- helped them develop a greater appreciation of the usefulness of research to practice;
- enabled them to compare best practices reported in the literature with practices used at their internship sites; and
- as one student put it, emphasized that “evidence based practice is essential, and that you are not truly competent without looking at the literature.”

The pre-post tests also indicate that additional assistance to students in exposure to and use of databases, and discussion of application of research would be beneficial to students in courses prior to senior seminar. The faculty will continue to discuss how the program’s curriculum can better “scaffold” evidence-based practice theory and practices across the curriculum so that students feel fully prepared for the project in senior seminar.