Indiana University School of Social Work
PRAC Annual Report
2008-2009 Academic Year

Introduction

The Indiana University School of Social Work was founded in 1911. It currently offers social work education at the Baccalaureate, Master, and Doctoral levels. The Bachelor (BSW) and the Master of Social Work (MSW) programs are both accredited by the Council on Social Work Education (CSWE). The BSW Program is offered in Indianapolis, Bloomington and Richmond (IU East); the MSW Program, in Indianapolis, Richmond, Fort Wayne, South Bend and Gary (IUN).

Since July 2007 the Division of Labor Studies merged with the School of Social Work and it is now an undergraduate degree program within the School. Labor Studies is a system wide program with offices in Bloomington, Fort Wayne, IUPUI, Kokomo, IU Northwest, and IU South Bend. The program offers a Bachelor of Science, an Associate of Science, a Certificate, and a Minor in Labor Studies.

The current report reflects the traditional way of reporting program-related outcomes. In 2008, the Council on Social Work Education issued a new Educational Policy and Accreditation Standards (EPAS) which now emphasizes competency-based education. Beginning in the Fall, 2009, faculty task groups will work to operationalize ten core competencies for the various program levels and advanced graduate concentrations of the IUSSW social work program. Corresponding assessment instruments will enable us to focus on student outcomes. When combined with instruments already designed and utilized to assess student perceptions and satisfaction with aspects of the program, the student outcomes measures will enable faculty in the School to effectively deliver an outstanding social work curriculum.

Bachelor of Social Work

PROGRAM AREA: Online Teaching and Learning

1. Title of Project
 Improving Support and Communication in the Web-based Practicum

Year: Spring 2009

Background of Project
In the Spring 2008 semester, results from the online S381 Practicum Seminar course evaluations indicated that students perceived the level of communication and support from faculty insufficient. The seminar is a supplemental course component to the field practicum for BSW Juniors. For the Spring 2009 semester offering of the course, additional communication and support methods (cell phone availability, text messaging availability, e-mail, and audio lectures) were implemented and assessed.

Method Used
In order to partially address students' concerns, apart from using the regular features of Oncourse, such as forum discussions, written presentations, and email, the instructor implemented audio lectures, cell phone usage, and text messaging.

In order to assess students' perceptions as to their satisfaction with communication, students were given mid-semester course evaluations in addition to semester-end course evaluations that included assessment questions targeting communication and perception of support in the web-based environment.

Assessment Results: At the mid-semester course evaluation point for the Spring 2009 semester, students reported:

- 75% of students found audio lectures in PowerPoint presentations were helpful
- 60% of students found telephone contact with instructor was helpful
- 70% of students found e-mail communication with instructor was helpful
- 85% of students perceived the instructor responsiveness to student questions as average or above average.

Student comments related to technology and instructor support included:

- I like the audio lectures. They are very informative and answer some of the questions that I have. They are a great way to communicate with us.
- All the assignments and my practicum have been going well. I feel that this experience has been a wonderful learning opportunity for me.
- You communicate well with what you expect from us and it is helpful when you send reminder emails. There is a lot to manage in this class so it helps. I like that you are creative with your site as well as our material.
- I really like that we are able to communicate with the instructor through texting. It is quick, easy, and effective and it has been extremely helpful to me!
- I feel like this class is taught very well and is very easy to understand.

Impact of Changes: Based on assessment results cell phone contact, texting, e-mail, and audio lectures will continue to be provided and evaluated in online seminar courses.

2. Title of Project
 Community Celebration - Poster Presentation of Student Team Projects and Peer Review

Year : Fall 2008

Background of Project
A section of S433 is taught asynchronous on Oncourse. The students learn about community building and organizing. The course mimics many of the processes taking place in organizing with heavy use of technology and inspirational face to face activities. Therefore it was decided to bring the class together at the end of the semester for a poster presentation session to showcase the various community organizing projects.

Method Used
 Students were divided into teams to create community organizing efforts based on a geographical or functional community that was then translated into poster presentations. Peer evaluation was an important component of the educational activity. All students were required to individually review their peers' poster presentations and complete an evaluation form.

Assessment Results
Student feedback was compiled and each team received its peer evaluations.
Some of the comments included:

A lot of writing to read-variables & helping process. Cute flaps, but a lot under them to read. Good job.
Outgoing presenter! Interesting materials!
EXCELLENT JOB!
Good use of handout
Great project! Love the focus on empowerment.
Poster was well designed. Use of audio visual would have been great.
Impressive poster. Members were very knowledgeable of their topic.
Maybe add pictures.
Pictures were wonderful. Video was very informative and really showed lifestyle of migrant workers.
Literature review wasn't listed. Process and approach was very clear and understandable
Very nice info wheel…very creative…lacked abstract but made it up with conversation. Good job!
Group members showed great engagement. Answered questions well and relevant to community organizing approach.
This was a topic I didn't know a lot about. Clearly understand after reviewing poster & talking to presenters.
Interesting political info on laptop
Very nice info wheel…very creative…lacked abstract but made it up with conversation. Good job!

Impact of Changes
The peer evaluations informed instructors in the grading of the final projects. Most important, the poster presentation event created a sense of accomplishment and solidarity among the students and the role of peer evaluation in community practice. It also helped the students see themselves in the role of "presenters". Based on this event one of the student team members submitted a proposal for a poster presentation at one of the state conferences in Spring 2009 and it was accepted.

3. Title of project
S141 Introduction To Social Work – Compressed format

Year: Spring 2009

Introduction. As reported in last years' report, during academic year 2007-2008, the BSW program offered S141 *Introduction to Social Work* as a compressed course. This was the first time that a compressed course was offered in the BSW program. In Spring of 2009 it was offered for a second time.

Method Used
- Web lectures: handouts and PowerPoint presentations; reading assignments.
- Audio visual materials: motion pictures that help illustrate the person-in-situation paradigm, systems theory, ecological perspectives, dual perspective, generalist vs. specialized interventions
- Case studies: from the textbook
- Individual research: Internet, databases, literature review, etc.
- Group discussion: forum discussions
- Exploration of personal attitudes

Changes Made
Based on lessons learned from Spring 2008, the instructor made better use of reading materials and

the application of learned concepts and conceptual frameworks; and ongoing assessment of learning through quizzes/exams to assure that students were keeping up with the pace of the course.

The Instructor is assessing the educational value of a final paper in such a short period of time. It does not seem to provide students with the opportunity to have processed the material read in only a few weeks and apply it to a major project. Instead, a series of small/short projects appears to be more suitable.

Impact of Changes
The compressed Introduction to Social Work class allows students to learn about the field of social work in a short period of time without decreasing the quality of the course.
Due to the fast-pace of the course, students develop stronger organization and time-management skills.

PROGRAM AREA: **Service Learning**

1. Title of Project
Child Welfare Service Learning Initiative
Year: Fall 2008 and Semester, 2009

Background of Project
The Child Welfare Service Learning Initiative, a service learning project that was grant supported through June 30, 2008 developed service learning sites at three community agencies for undergraduate courses including S141 Introduction to Social Work, S100 Diversity, and S200 Introduction to Case Management. In 2009, service learning continued to be offered in S100 Diversity and S200 Introduction to Case Management courses. Service learning was discontinued in S141 Introduction to Social Work course due to faculty changes in teaching this course and pedagogical preferences. Following the Fall semester offerings, student and faculty feedback was gathered regarding obstacles in service learning placement.

Assessment Method
 Student and faculty feedback through e-mail and telephone contact.

Assessment Results
Students and faculty reported a need for more flexible service learning sites to accommodate student schedules. Some students had difficulty attending mandatory orientation times. Some students reported difficulty with timely communication from agencies and delays in background check procedures.

Assessment Impact: Based on feedback from faculty teaching the S200 course and student feedback on the need for more flexible sites to accommodate student schedules, a new agency partnership *with Partners In Housing Development, Inc.*, was developed. The agency provides housing and support services to individuals and families who were formerly homeless, are currently homeless, and/or are low-income.   This site has day and evening service learning times available for students. With resource support from the Service Learning Assistant Scholarship, orientation manuals for service learning students are being developed.

PROGRAM AREA: **Field Component**
1.   Project Title
Evaluation of BSW Field Placement Agencies

Year: Fall 2008 and Spring 2009

Background of Assessment Project

During the junior and senior year, BSW students completed two field practicum courses a working a total of 560 hours in two different community agencies. During the 2008-2009 academic year, there were 107 students in field placement in various community agencies. Community agencies are diverse in terms of fields of practice which could include child welfare, mental health, addictions, juvenile and adult justice system, health/medical, community organizing, and family services.

Assessment Method
 Student Feedback from interview, e-mail and telephone contact and 'Student Practicum Evaluations'.

Assessment Results
Areas for expansion of placement based on student interest included case management, addictions, and paid practicum placements.

Assessment Impact
The BSW Program added new agency partners for field placement, including the Life Recovery Center, St. Francis Hospice, in addition to developing the field unit (hosts multiple students including undergraduate and graduates) with Partners In Housing Development. Partners in Housing offered four paid practicum positions at $10.00 per hour through the Federal Work Study program. The addition of these agencies provided 8 placement openings for undergraduate students, 6 placement openings for MSW students, and 4 paid-placement opportunities ($10.00 per hour/20 hours).

2. **Project Title**
Evaluation of BSW Field Coordination Process

Year: Fall 2008

Background of Assessment Project: During the 2008 Fall semester, there were 48 BSW students placed in community agencies throughout Central Indiana.   The BSW Program Coordinator utilized a number of processes for placing students in practicum agencies which included:
- Information flyer and e-mail on placement process
- Student Preference Form and use of www.socialworktalent.net
    for resumes and cover letters
- Individual appointments with students to discuss the Preference Form, receive feedback on resumes and cover letters, placement recommendations, and discussing placement challenges.
- Processing of placement request utilizing the www.socialworktalent.net system

Assessment Method
Students were sent a survey which included question on the quality of the practicum process (placement procedures, pre-placement interviews, communication with the field coordinator, and orientation, etc.)

Assessment Results
All feedback received from surveys indicated the process went smoothly and effectively in meeting the student needs. The following comments were excerpts from the evaluations:
- "The whole process seemed to proceed very smoothly.
- "The pre-placement procedures were very simple. I wanted a micro experience since my junior placement was mezzo and macro. I liked direct service placement."
- "Overall the quality of the practicum was great. The communication with the field coordinator enhanced my learning experience."

- ◆ " The practicum interview and placement process were a smooth process. "

- ◆ "The quality of the practicum process placement procedures is ideal. I have no problems with it. The important thing is to attend the practicum preparation sessions. Overall it is well structured."

- ◆ "I felt the whole process was pretty seamless. It did not take long to secure placement and my field liaison was always available for consultation."

- ◆ "Everything was excellent"

- ◆ "The orientation was very informative. The field coordinator responded quickly when needed and provided excellent solutions to problem solving".

Assessment Impact: Based on assessment results and student interviews by the field coordinators, and the use of the web-based system www.socialworktalent.net , we will continue to use this system for future practicum placements.

3. Project Title
Evaluation of BSW Field Liaisons

Year: End of Fall Semester, 2008

Background of Assessment Project
The BSW Program had 48 students in community agency field placements during the Fall 2009 semester. Each student is assigned a faculty member who serves as a Faculty Field Liaison between the school and the community agency. The Faculty Field Liaison is responsible for overseeing the practicum placement, conducting site visits, and ensuring that the field placement is a quality learning environment for the student.

Assessment Method
 Student surveys on levels of satisfaction with the performance of the Faculty Field Liaison

Assessment Results
The results from these surveys indicated overall student satisfaction in the role of the faculty field liaison.   The following data was gathered:

- ◆ 100% responded that the liaison communicated with them during the semester

- ◆ 96% responded that the liaison conducted a site visit during the semester

- ◆ 81% responded that the liaison was helpful in reviewing written learning plans

- ◆ 89% responded that the liaison responded to their needs as a practicum student

Some areas for improvement were in the provision of useful consultation about the BSW curriculum and consulting to advance the quality of the practicum experience.

PROGRAM AREA: Internationalization of the Undergraduate Curriculum

1. Project Title
Internationalization of the Curriculum

Year: 2008-2009

Background

In order to partially meet the BSW Program mission and the program goals/objectives related to a global perspective, the program has undertaken several projects over the past few years. Two of them are as follows:

During the 2008-2009 academic year, the BSW Program committee began to analyze the extent to which content on international issues and globalization was covered in the curriculum.

Method Used
As reported last year, the first step was to systematically analyze all course objectives in the BSW curriculum (124 objectives) to identify those objectives that could introduce content on international issues/globalization without having to create new objectives. Fifty-eight course objectives were identified as having the potential to "guide" the inclusion of such content. Therefore, during 2008-2009, the BSW committee worked on identifying possible content to partially address the identified course objectives.

Assessment results
Topics have emerged that could be considered to address the identified objectives. The following list is not an exhaustive one:

- International Code of Ethics
- Social work at the global level
- Social work roles in the international arena
- Role of social work organizations in supporting struggle for freedom
- Global interconnections
- Effects of globalization on various populations-at-risk
- E-community development
- Social movements (including international ones)
- Analyze the range of challenges faced at the international level
- Analyze the concentration of power, wealth, and decision-making at the international level
- Analyze international agreements
- The effects of globalization on individuals, groups, agencies, and the local communities
- The global interconnections of oppression
- The impact of the World Bank, International Monetary Fund, Trade World Organization, and other mega-organizations in the welfare of developing countries
- The range of social movements, including the civil rights movement; labor movements; women's movement; international movements: Madres de Plaza de Mayo, Piqueteros, Brazil Landless Workers, etc.
- Liberation Theology, Conscientization, and other theoretical frameworks
- Concepts of Global North and Global South
- Social capital around the world
- Impact of neoliberal policies on the Global South
- Different treaties in Latin America and impact on USA
- Non-profit organizations and their role in countries of the Global South
- Comparative international social policies

      Role of self-help groups in different cultures

Impact of Changes
The final changes have not yet been implemented in the syllabi but several of the above mentioned themes are emerging in course content.

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Labor Studies Program

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PROGRAM AREA: Assessment

1.   Project Title

End-of the-Semester Evaluations

Year: Fall 2008

Background of Project
A standardized end-of the-semester course/instructor and student learning assessment was adopted in 2008 for all Labor Studies courses. Such assessment takes place at the end of each semester and are processed by the IUPUI Testing Center.

Method Used
The results received from the Testing Center are reviewed by the Program Director and distribute to faculty. In the Spring 2009 semester, the Program Director undertook an assessment of the student comments in all course evaluations. This was done to better understand students' perceptions of their online learning and their perceptions of teaching modalities and course instructors.

Assessment Results
The following represents a summary of major themes from the Fall 2008 semester course evaluations. The themes were drawn from statements or key words that appeared at least 10 or more times from the pool of 200 plus student narrative responses. Some of the responses included:
1) **Did the instructor meet the course objectives**
    a. The students responded that yes, overall the instructors met the course objectives and in some instances exceeded the expectations. This was reflected through the quality of the course instruction and the use of course enhancements to ensure students' needs were met.
2) **What did you find most rewarding in this course?**
    a. Students felt that the most rewarding parts of the course were:
        i. learning about the importance and respect for labor issues and workers;
        ii. the course readings
        iii. the exposure to information
3) **What did you find most challenging in this course?**
    a. Students identified that the most challenging part of the course were:
        i. the essays and exam
        ii. management of online course environment
        iii. not enough time for completion of assignments
4) **Could the professor have done anything more effectively in teaching this class? Please feel free to make suggestions to improve the learning environment for students.**
    a. In offering suggestions to improve the course and what could have been done differently, the most common responses were:
        i. quicker responses to emails and assignments.
        ii. better use of emails, forum responses, grade postings, and
        iii. better use of Online Student Assistants

5) **How did your instructor encourage and handle disagreement and discussion in the classroom?**
   a. In response to this question, students stated that the instructor did this by:
      i. encouraging healthy disagreement but being available to step in when students stepped out of bounds;
      ii. preparing students to deal with diversity and disagreement;
      iii. helping students to put things into perspective;
      iv. moderating the sessions, and when they stepped in not singling out students.

Changes Made
The summary report will be distributed to faculty for their consideration and implementation of suggestions, when appropriate, in academic year 2009-2010.

Impact of Changes
Impact of changes will be assessed in next academic year.

2. **Project Title**

Assessment of the Role of Online Student Assistants

Year: Academic year 2008-2009

Background of Assessment Project
Given that 99 percent of Labor Studies courses are taught online and in an effort to support faculty with their instruction, Labor Studies hires online teaching assistants to perform certain online tasks.

Method Used
A brief survey was conducted from Online Student Assistants in an effort to better understand their perception of the role they play and elicit their suggestions.

Assessment Results
The Labor Studies program has a better understanding of the tasks Online Student Assistants perform under the supervision of the instructors. Some of their tasks include:
- Review syllabi and textbooks; respond to student emails throughout semester
- post messages to Oncourse, respond to technology questions, communicate weekly with the course instructor about student progress
- uploading course content provided by instructor, creating forums, downloading exams and essays,
- moving course content over to new course in Oncourse, responding to forums, grading attendance/frequency of responses.

The suggestions for improvement included increased in hourly rate and increase in working hours. In general, they utilized their experience and 100 percent of them said that they would be an online student assistant again and would recommend the position to others.

Assessment Impact
Based on feedback, the Program has begun to redefine the role of Online Student Assistants.

NOTE
Both undergraduate programs are working on developing a Course rubric template to assess implementation of PULs into specific courses. Furthermore, we are working on developing a Program rubric template to assess the presence of PULs in the academic programs.

Master of Social Work

1. *Evaluation of Master of Social Work (MSW) Curriculum*

The MSW Program had approximately 560 students who attended the IUPUI MSW Program during the 2008-09 academic year. These students completed 60 credit hours of study to obtain an MSW degree. The course content is normally divided between 30 credit hours of foundation course work and 30 credit hours of concentration classes. Forty-eight (48) credit hours are classroom study and 12 credit hours involve field work. The MSW Program has six concentrations of study: Family Therapy, Mental Health and Addictions, Health, School Social Work, Child Welfare, and Leadership.

The School has made a comprehensive, ongoing effort to evaluate the impact of the program on its students using both qualitative and quantitative procedures. This effort has included an exit survey, alumni survey, employer survey, student focus groups, advisory board input, evaluation of field practice, and periodic subject specific surveys. The following information explicates how these efforts have been and are being used to evaluate the MSW Program. This is followed by an outcome assessment schedule that identifies when the procedures are used, with whom, and their general purposes.

OUTCOME AND PROCESS ASSESSMENT SCHEDULE

Data Gathering Method	Population Surveyed	Frequency Data Collected	Purpose of Data
Exit Survey; Short-term Outcome	Graduating MSWs	Each year two weeks prior to completion of courses.	Feedback on the curriculum
Employers Survey ; Intermediate Outcome	Employers of graduates	Once every three years	How adequately graduates are trained for their jobs and the future training needs of MSWs
Alumni Survey; Intermediate Outcome	MSW Graduates	Once every three years	Feedback on curriculum, graduates' employment statuses, type of employment, salaries, and recommendation for future curriculum needs
Field Evaluations; Immediate Outcome	Field Instructors for Advanced Standing placements and Foundation placements.	Each year at the end of the foundation placement and advanced placement	Determine if the MSW students have the requisite generalist skills and advanced practice skills needed prior to graduation
MSW Student Association Focus Groups; Immediate Outcome	All MSW students	Once each year at the end of the Spring Semester	Feedback on curriculum and School of Social Work policies and procedures
School of Social Work Advisory Board; Immediate, Intermediate, Long Term Outcomes	Advisory Board members	Once every six months	Feedback from representative community agencies on their perception of how the MSW program is meeting current service area needs and to provide recommendations on future needs
Licensed Social Work Exam;	Association of Social Work Boards	Collect results of exams once every	Determine if graduates who have

Intermediate Outcome		two years	taken the licensing exam have the requisite knowledge for generalist practice
Licensed Clinical Social Work Exam; Intermediate Outcome and Long Term Outcome	Association of Social Work Boards	Collect results of the exams once every two years	Determine if graduates who have taken the licensing exam have the requisite knowledge for independent practice as an advanced clinician
Periodic Subject Specific Surveys; Range of possible Outcome Times	Will vary based on the information needs.	When needed to provide data on specific issues.	Gather data on specific MSW Program issues
Data from End of Semester Surveys on Course Objectives	All MSW students	Collected at the end of each semester	Feedback on whether course objective have been achieved

Methods Used

In 2008-09, the following methods were utilized:

1. Focus groups with faculty and students to determine the effectiveness of the new writing course.
2. Student focus groups each semester organized by the MSW student association. The goal of these efforts was to obtain general feedback to the Dean on student satisfaction with the MSW program. MSW students who graduated in May of 2009 were also given an exit survey to complete. Additionally each concentration implemented either concentration specific exit surveys or focus groups with students who attended their concentration. These efforts provided quantitative and qualitative information for review.
3. The IUPUI Office of Information Management and Institutional Research (IMIR) conducted the 2008 Continuing Student Satisfaction and Priorities Survey for the School of Social Work.
4. Faculty focus group on grade inflation was conducted.
5. Subject specific surveys to obtain a better understanding of the effectiveness of several field placement processes.

Findings

1. Focus group data reflect that the writing class was being offered at a time that made it difficult for our very busy part-time MSW students to take full advantage of them and that it would be more appropriate to have students take this class prior to doing any other MSW courses.
2. The data from above surveys and focus groups indicated that courses are meeting their objectives. The MSW graduate 2008 exit survey indicated that students thought the MSW Program had

prepared them to be practicing MSWs upon completion of the program. The 2008 exit survey finding that students desired more practical application activities during classes to assist in learning how to apply the course material was not present in the 2009 exit survey. The 2008 exit survey indicated that students thought that concentration classes were sometimes too basic and overlapping in content. This finding was not present in the 2009 survey. The 2008 survey results indicated that students in general were satisfied with their field liaison. There were still concerns about some liaisons not making adequate time with students in the field. The exit survey also indicated a continued desire for additional online classes. Students also reported they were more satisfied with the OnCourse CL this year than last. However, they still preferred the Angel platform to OnCourse. The various evaluation methods found that graduating MSW would be very interested in the IU School of Social Work providing CEUs for graduates.

3. The IMIR survey report noted that the MSW students as compared to other IUPUI students were overall more satisfied with their academic experiences at IUPUI than IUPUI students from other programs.
4. A faculty focus group, and subsequent review of the literature, found that it was highly likely that there was grade inflation within the MSW Program.
5. Findings for the Field evaluation will be discussed in a separate section below.

Impact of Findings

1. The writing class has been moved from the first semester of a student's MSW program to the summer before classes start. This change will reduce the work load as requested by the students who took the class.
2. The reported improved satisfaction with field liaisons reinforces the need to continue the use of paid liaisons and the practice of lower field liaison loads for faculty. Graduates' request that the IU School of Social Work provide CEUs after graduation will be reviewed during the new strategic planning process. The school is currently working with Kelly Direct to develop online CEUs that should be available by spring semester 2010. The MSW program faculty will continue to collaborate and review course content focusing on reducing repetition whenever possible. The faculty will continue to work on developing pedagogical strategies that might better address the learning needs of the students. The MSW Curriculum Committee will continue its efforts to identify courses applicable for online learning and will work on implementation of these courses.   Efforts will also be made to develop screening procedures for identify which students are appropriate for online classes and which are not. The above evaluation processes will be implemented again during the 2009-2010 academic year.
3. The MSW Program will continue to make the academic experience highly satisfactory.
4. The grade inflation study resulted in the faculty voting to work at systematically correcting the grade inflation over the next 3-4 years. Training was provided to faculty on how to develop and use grading rubrics and what would be appropriate grade distributions for various classes. During fall 2009 training on test development will be provided to faculty.

2. *Evaluation of Master of Social Work (MSW) Field Liaison Processes*

The MSW Program had over 450 students in field placements during the 2008-2009 academic year. Each student is assigned a faculty field liaison who is responsible for ensuring that curriculum content is integrated into field placements and that field placements are meeting the learning needs of MSW students and the Indiana School of Social Work. Based upon an evaluation completed during the 2006-2007 academic year, which helped to determine if the liaison process was meeting these two educational goals, liaison student assignments were reduced from 20 to 10 students per semester for full-time faculty members during the

2007-2008 and 2008-2009 academic years. Part-time contract liaisons continue to be employed to reduce the workload for full-time faculty.

Method Used
Surveys were administered to all field students at the end of their field practicum experiences during the 2008-2009 academic year to gather their opinions on the efficacy of this process, among other issues. Qualitative and quantitative information was obtained in these surveys. Informal qualitative information continues to be obtained from faculty on the efficacy of these liaison processes.

Findings
The results from these surveys have indicated a marked improvement in student satisfaction with the field liaison process. A full 92.8 % of students who responded to the survey indicated that their liaison communicated with them early in the semester/year, compared with 54-67.8 % in a related survey conducted during the 2006-2007 academic year; 95.2 % indicated that the liaison visited with them at their agency at least once during the semester/year, compared with 72.4-78.3 % in the 2006-2007 survey. Students also ranked liaisons as well above average in all other areas measured, compared with near average overall ratings from the 2006-2007 survey. Problems of faculty overload, lack of understanding of the liaison processes, and lack of communications among faculty, students, field instructors, and field placement staff seem to have abated considerably since implementation of part-time contract liaisons.

Impact of Findings
In May, 2007 the Senior Field Coordinator recommended a change in the liaison process which was subsequently approved by the Dean of the School of Social Work. The new process, which was implemented during the 2007-2008 and 2008-2009 academic years, involves hiring MSW's from the community who are knowledgeable about the MSW curriculum as liaisons for approximately 10-20 students each. The Senior Field Coordinator also proposed that any full-time faculty member be liaison for no more than 10 students. The Dean supported the recommendations and during 2007-2008 the new process was implemented; the new process continued during the 2008-2009 academic year. Based upon the apparent success of this approach, contract liaisons will continue to be utilized to lower workload for full-time faculty to no more than 10 students.

3.   *Evaluation of Master of Social Work (MSW) Field Seminars*

A component of the field placement process initially implemented during the 2006-2007 academic year was student completion of an online field seminar. There was a foundation seminar for students in their foundation placement and concentration seminar for students in their concentration placement. The seminars were designed to help students bridge their academic course content and their learning experiences in field placement Surveys were done of all field students and field instructors at the end of their field placement during 2006-2007 to obtain their opinions on the efficacy of the online seminars. Qualitative and quantitative information was obtained in these surveys. The results from these surveys indicated that field seminars had varied effectiveness. With regards to student educational goals, the foundation seminars were found to be more effective than the concentration seminars. Students indicated that the concentration seminars were too basic and repetitive of content learned previously in their MSW courses. The students recommended, however, continued use of the online seminars instead of the face to face seminars. In summer, 2007 the MSW Field Placement Unit evaluated the content that was presented in the concentration seminars. They met with faculty from the various concentrations and obtained input on what would be relevant material for the MSW seminars during the 2007-2008 academic year, and whether or not the seminars should continue in their original format. Field staff recommended that due to the multiple challenges presented by the online format seminar assignments for both foundation and concentration

practicum would be done in the context of the students' ongoing working relationship with their agency field instructor, not online or in a face to face seminar format.

Method Used
Surveys were administered to all field students at the end of their field practicum experiences during the 2008-2009 academic year to evaluate the efficacy of the modified approach to "seminar" content. Qualitative and quantitative information was obtained in these surveys.

Findings
Slightly more than ⅔ (69%) of students who responded to the 2008-2009 survey indicated that field practicum assignments (i.e., content previously contained in online "seminars") in the agency were of definite instructional value. Seventy-one percent (71%) of students who responded indicated that field practicum assignments in the agency were appropriate to their individual learning needs and goals. In the 2006-2007 survey mentioned in Findings above, fewer than ½ of respondents indicated that the overall quality of the online seminar assignments was "very good."

Impact of Findings
Based upon these results and in accordance with the standards of our accrediting body, the Council on Social Work Education, we will continue to incorporate learning activities/assignments that connect classroom learning with practice experience, in practicum learning plans at both the foundation and concentration levels. We do not intend to reintroduce online or face to face seminars at this time.

Doctor of Philosophy in Social Work

1. *Addition of a New Graduate Course on International Social Development*

Year: Fall 2008

Aim: To internationalize the PhD curriculum in the School of Social Work.

Method Used: New course offering.

Changes Made: The PhD Program in Social Work has a goal to internationalize its curriculum. Up to this point, we have not had a separate course dedicated to international social welfare issues.   A new course, *International Social Development in a Global World: Globalization, Actors, and Models of Practice*, was offered for the first time in fall 2008.   It is a 3 credit course that can be taken by both MSW and PhD students as an elective.   The course received formal approval through the Graduate Office in April 2009. The course was developed and taught by Dr. Carmen Luca-Sugawara.

Impact of Changes: Ten graduate students took the inaugural offering of the course on International Social Development (8 enrolled formally and 2 audited).   The students included a number of PhD students including two international students. A number of other students expressed interest in the course but were not able to fit it into their fall schedule.   A decision was made to offer the course annually. Student evaluations of the course were uniformly positive.   One PhD student commented: "In taking the *International Social Development* course, I learned how to deal with clients in other parts of the world such as Indonesia. I learned from research for my paper that social workers should be working together with other professions such as nursing, police and the government to tackle the problems of women in trafficking. From this course I also learned about ethics in international social development practices. Social workers should be aware and sensitive to local cultures and values when doing their tasks. This course is useful for me as an International student because it helped me to see the similarities of problems in other countries to Indonesia."

2. Course Sequencing

Year: Spring 2009

Aim: To offer the core PhD courses in a sequence that best supports student learning.

Method Used: Faculty and student discussion during PhD Committee meetings and a review of students' progress.

Changes Made: The Philosophy of Science course (S720) was moved from being taught every other year in the spring semester back to every year in the fall semester. When the Philosophy of Science course was first offered as part of the PhD Curriculum back in 1994, it was considered a critical course for students to take and pass early in their PhD studies. This course offers a strong foundation in epistemological issues that are important for students to comprehend before they pursue the advanced research methods courses. About 8 years ago, a new course in Scholarly Writing took the time slot in the fall schedule formerly reserved for the Philosophy of Science course. The Philosophy of Science course was moved to the spring semester and an every-other-year format.   The Scholarly Writing course was considered a good first course for incoming students. In the 2008-2009 academic year, the three instructors teaching the advanced research methods courses noticed a lack of preparation of some students who had not yet taken S720.   A number of students have also commented that they wished they had taken S720 before taking the advanced methods courses.   With S720 being offered every other year in the spring, some students would not take S720 until

their fourth or final semester of coursework. After discussion of this issue in the PhD Committee meetings with both faculty and students present, a decision was made to revert the Philosophy of Science course back to being offered every year in the fall.

Impact of Changes: The Philosophy of Science course was last taught by Dr. Bill Barton in Spring 2009. In order to enact the new sequence, it will be offered again in Fall 2009 and each subsequent fall. This arrangement will permit each incoming cohort of new PhD students to have the opportunity to receive the content on epistemology before (or simultaneous with) taking the advanced research methods courses. In addition, since this is a course that is considered a key foundation course for all doctoral students, we will also be advising our students in the PreDoc Option to take and pass S720 before applying to the full PhD Program. While offering the course annually instead of every other year takes a greater commitment of teaching resources, we expect that the new sequencing of courses will result in students being better prepared to succeed in the advanced research methods courses.

3. *Support for Students who have Completed Coursework*

Year: Spring 2009

Aim: To support students who have completed coursework in progressing with their remaining degree requirements

Method Used: 1) Opening the Integrative seminar to students who have completed coursework; 2) connecting students who have completed coursework with emeriti faculty mentors, 3) encouraging students to participate in the Heideggerian Institute offered through the School of Nursing.

Changes Made: 1) Enrollment in the capstone Integrative Seminar was opened to students who have completed coursework. This capstone course was designed for students who are in their last semester of coursework. The focus of the course is preparing students to complete their degree requirements (the qualifying exam and dissertation) and transition to academic or research positions.   The course was offered for the first time in Spring 2008. Several students who had already completed their coursework by then missed the opportunity to take the course. The instructor agreed to open enrollment to those students and two of them enrolled in Spring 2009.

2) An emeritus faculty member, Dr. Jerry Powers (the former Director of the PhD Program) met with a PhD student who has been stalled at the dissertation proposal stage for 3 years.   Their mentoring session was very productive and the student re-committed to developing a dissertation proposal.

3) At least a half a dozen PhD students in Social Work have participated in the summer Heideggerian Institute for Hermeneutical Methodologies offered through the IU School of Nursing. http://www.nursing.iupui.edu/continuing/hermeneutics_institutes/index.shtml

Impact of Changes:
In an unsolicited email, one student commented, "I love the Heideggerian Institute. Becky Sloan invited me to join the circle and I feel so hopeful for actually completing my work in a scholarly manner." Additional student comments about the Institute include:

I attended the Heideggerian Institute this summer. It was a wonderful experience. In a practical way, I gained a better understanding of phenomenological inquiry including some "nuts and bolts" such as developing a research question, interview techniques, qualitative data analysis, options for organizing and

managing qualitative data, and how qualitative research can inform practice. More importantly, for me, the institute helped me pull together many of the philosophical issues we've discussed in our PhD coursework. I also experienced a tremendous sense of community while at the workshop and now feel I have an additional support system should I choose to access it.

I just attended the Institute a couple of weeks ago…I cannot say enough about the experience—it was wonderful! Overall, I learned more about the nuances of Heideggerian Hermeneutics. In terms of methodology, I learned how to better develop the research question and code data. We also spent an afternoon listening to how an experienced researcher (i.e., Becky Sloan) approaches and conducts qualitative interviews.   The Institute also included some very practical, but extremely useful, logistical information. For example, Becky Sloan explained her filing system, which I have already adapted to both my research projects and course materials. We also were introduced to qualitative software.

I wanted to attend so I could be better informed about whether or not to pursue a qualitative dissertation. I am still trying to make that determination, but even if I do not decide to 'go qualitative' my time at the Institute was worth every minute. I have already marked my calendar to attend again next year.

It has given me a different frame of reference regarding how data can be collected and incorporated into applied knowledge. It has also given me a new language construct in viewing phenomena. Lastly it is a nice bridge from practice to research.

I participated in the Institute this year and it has helped me to look at and think about my dissertation topic in a new way. The participants and trainers provided a lot of individual feedback to everyone on our specific topics and challenged all of us to think about our research questions - specifically what we are asking and how we are asking it. I would recommend the training to anyone thinking about a qualitative dissertation.

The Heideggerian Institute offered in depth experience with Hermeneutics in an emotionally safe environment. The ongoing Hermeneutic Circle provides continued expert support through the research process. The experience has sealed my interest in Hermeneutics and energized my doctoral journey. I am very appreciative of the support the school of nursing offers so graciously.

A number of these students are planning to participate in the "hermeneutic circles"—a follow-up to the Institute in fall 2009.