

Operational Plan for Social Work Program

Section A

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Welcome to Greenville University's BSW Program!

The GU Bachelor's in Social Work Program has been fully accredited by the Council of Social Work Education since 2015. In the GU Social Work Program, our unofficial motto is "Will Work for Good." Our students come from a variety of backgrounds and have diverse interests – from school social work, healthcare case management, work in corrections, juvenile justice, child welfare and much more. Together, our faculty and students prepare to enter the world and make an impact where it will be felt most – in the lives of those who are struggling with poverty, illness, injustice and oppression. Many of our majors choose to double major, fusing the theory and practice of social work with another discipline, like theology, psychology, or criminal justice. Our flexible program allows students to live into their "&" – to be a social work major & as many other interests as they like. Our students have outstanding practicum opportunities right here in Greenville – students receive hands-on experience in elementary and high school settings, hospital, senior care facilities, the county courthouse, county mental health facilities, a safe house for those recovering from sex

trafficking, a private practice counseling service, and more. For students who prefer a more urban/suburban practice setting, opportunities abound in the St. Louis and Metro East areas – 30-50 minutes away. Finally, GU’s BSW program brings a faith-functional focus to our work and learning. Our program views faith – both the faith of our students and of their future clients – as a strength and asset. Students are encouraged to explore intersections of their faith and practice, and to feel comfortable working within the bounds of their clients’ faith systems. As part of our program, our students will know and be known by the faculty – both in their major and around the campus. With a small, full-time staff pool, we work to tailor our classroom environment to each student’s unique interests. We welcome new students to join us, and put their hearts, souls, minds, and strengths to work in the world around them.

Program Mission Statement

The Bachelor’s in Social Work Program at Greenville University will provide and coordinate a Christ-centered, liberal arts education for students, including preparation in social work from a Christian perspective, and training for lives of effective and redemptive service in a culturally diverse society and world. With its distinctively Christian approach, students will be equipped to lead lives of character and service in social work, both locally and globally.

Programmatic Faith Integration

As written above, the GU social work program has a “faith-functional” approach – that is, students are regularly required to consider, reflect and apply their faith and values alongside the professional ethics and practice settings of their work. This is integrated

throughout the curriculum through a series of ethical reflection papers, case vignettes designed to draw out students' faith and values as they may intersect with practice, and in explicit classroom conversation. GU social work encourages and repeatedly reminds students that their faith and values are a source of resilience and that we must view clients' faith in a strengths-based fashion. By the time they graduate from GU, our BSW students have examined and articulated their own faith and values, considered the conflicts they may encounter, created a plan for approaching that conflict and established skills for working within the faith context of their clients.

Section B

Program/Major Objectives: *Qualities and competencies expected in graduates from this program/major*

At the close of their degree, students should be able to:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Social Work's Fulfillment of the SLOs

Our students fulfill the GU SLO's through assignments and assessment integrated throughout the curriculum. For example, all Social Work students develop critical self-awareness (SLO 1) through professional observation and feedback on practice skills and through critical self-reflection on values, ethics and practice. Students develop knowledge and skill (SLO 2) through our discipline. They are equipped to use research to inform their practice and to use practice to inform their research. Social work students demonstrate

collaboration across disciplines (SLO 3) by fusing differing theoretical frameworks from sociology, psychology, anthropology, and biology to inform their practice and understanding of human behavior. Our students are prepared to communicate effectively (SLO 4) through concentrated and holistic communication training – our students are rigorously evaluated on active listening, oral & written communication, summarizing, clarifying, and language mirroring skills as these are all demanded as a primary skill set for social workers at all levels of practice. BSW students are required to demonstrate cultural competence as part of their summative behavioral evaluation – all students learn to recognize, analyze and articulate cultural values and differences in order to practice with careful attention to cultural needs and expectations (SLO 5). Finally, BSW students are required to engage faith and value laden contexts, both in themselves and with their clients. Through a variety of in-class exercises, assignments and practicum-based activities, our students are prepared to view faith as an asset and source of resilience, and to engage faith within their practice contexts (SLO 6).

Social Work's Connections to Greenville University as a Whole

Greenville University has long demonstrated a commitment to service and justice, of equipping students to transform the world – toward care for human beings, stewardship of creation, and innovation that propels us into a world made whole. By pursuing the BSW program and its full accreditation, we enable our students to fulfill GU's mission of transforming students for lives of character and service through a transforming Christ-centered education in the liberal arts, sciences, and professional studies. Before formally entering the program, BSW students must first engage with a variety of courses from the general education curriculum, including SOCI 101: Intro to Sociology, PSYC 101: General Psychology, PSYC 212: Developmental Psychology, and PSYC/SCWK 202:

Statistics. Our students receive a strong foundational knowledge base from the disciplines contributing to social work (that is, psychology and sociology) before entering the program. Building upon that base, our curriculum continues to draw on the learning from the gen ed curriculum by integrating the knowledge and skill contained in other general education courses into our social work curriculum. For example, our students are required to take an additional Global Foundations course in order to ensure they have a sufficiently broad understanding of diverse cultures and values. Besides our SCWK 399 Gender Issues class, we rely on courses within the approved Global Foundations general education courses to deliver this content. Our students draw upon the deep reading, research and writing found in the communication and language portion of the general education curriculum to deliver clear and concise summaries of cases and client assessments. They draw on quantitative reasoning to evaluate research and develop evidence-based practice as required by our field. Their work in the humanities supports their understanding of narrative and how to make a compelling case for their clients and services, allows them to evaluate the historical events and underpinnings that have influenced their practice context, and evaluate the arguments made for and against various therapeutic methods and approaches to social supports. As a holistic discipline, our social work students draw on the full range of gen ed courses to practice at all levels of social work service, from work with individuals (focused on neurobiology, language and social supports) to macro-practice (focused on built environments, political structures, and interaction with the natural world).

Section C

Program Learning Objectives	Required Courses/Learning Opportunities											Elective Courses (6 credits)									
	SOCI 101	PSYC 101	SCWK 202	SCWK 205	SCWK 210	PSYC 212	SCWK 301	SCWK 305	SCWK 310	SCWK 361	SCWK 405	SCWK 170	SCWK 220	SCWK 222	SCWK 302	SCWK 311	SCWK 320	SCWK 325	SCWK 340	SCWK 351	SCWK 365
1				I				D	D	D	M	I	D		D	D	D	D	D		D
2	I			I	D		D	D	D	D	M	D			D	D	D		D	D	D
3				I				D	D	D	M	D						D	D	D	D
4	I	I	D	I	D	D	D		D		M			D		D	D				
5				I						D	M				D						D
6		I		I			D		D	D	M		D	D	D			D		D	
7				I		D	D		D	D	M	D	D	D	D	D		D	D	D	D
8				I			D		D	D	M	D	D	D	D			D	D	D	D
9			D	I			D		D	D	M		D	D	D			D		D	

Key: **I** = Introduced, **D** = Developed, **M** = Mastered

Section D

Streamlined SLOs	Program Objective	Level of Mastery (IDM)	Term	Course number	Learning Activity	Benchmark	Assessment method
Year One							
2	1	I	Fall	SCWK 205	Quiz 1 and 2 scores	>80%	Sum of Quiz 1 & 2
2, 5	2	I	Fall	SCWK 205	Quiz 3 score	>80%	Quiz score
2, 5	3	I	Fall	SCWK 205	Quiz 3 score	>80%	Quiz score
1, 2, 4	4	I	Fall	SCWK 205	Fields of Practice Presentation	>80%	Rubric
1, 2, 4	5	I	Fall	SCWK 205	Ethical Comparison Paper	>80%	Rubric
2	6	I	Fall	SCWK 205	Final Exam score	>80%	Exam score
2	7	I	Fall	SCWK 205	Final Exam score	>80%	Exam score
2	8	I	Fall	SCWK 205	Final Exam score	>80%	Exam score
2	9	I	Fall	SCWK 205	Final Exam score	>80%	Exam score
Year Two							
2, 3, 4	4	D	Fall/Spring	SCWK 202	Exams; Essay Questions; SPSS	>70%	Sum of exams; Rubrics
2, 3, 4	9	D	Fall/Spring	SCWK 202	Exams; Essay Questions; SPSS	>70%	Sum of exams; Rubrics
5	2	D	Spring	SCWK 210	Midterm Examination	>70%	Rubric
1, 2, 4	4	D	Spring	SCWK 210	Research Proposal	>70%	Rubric
Year Three							
1, 2	1	D	Fall	SCWK 310	Professional Portfolio	>80%	Rubric
5	2	D	Fall	SCWK 310	Case Assessment 1	>80%	Rubric
1, 2	3	D	Fall	SCWK 310	Professional Portfolio	>80%	Rubric
2	4	D	Fall	SCWK 310	Video #1	>80%	Rubric
1, 2, 4	6	D	Fall	SCWK 310	Video Interviews	>80%	Rubric
1, 2, 4	7	D	Fall	SCWK 310	Video Interviews	>80%	Rubric

1, 2, 4	8	D	Fall	SCWK 310	Video Interviews	>80%	Rubric
1, 2, 4	9	D	Fall	SCWK 310	Video Interviews	>80%	Rubric
1, 2	1	D	Fall	SCWK 361	Values and Ethics Paper	>80%	Rubric
5	2	D	Fall	SCWK 361	Assignments 1-12	>80%	Sum of rubric scores
2, 4, 6	3	D	Fall	SCWK 361	Human Rights Paper	>80%	Rubric
2, 3, 4	5	D	Fall	SCWK 361	Social Policy Paper	>80%	Rubric
2	6	D	Fall	SCWK 361	Exams	>80%	Sum of exams
2	7	D	Fall	SCWK 361	Exams	>80%	Sum of exams
2	8	D	Fall	SCWK 361	Exams	>80%	Sum of exams
2	9	D	Fall	SCWK 361	Exams	>80%	Sum of exams
5	2	D	Spring	SCWK 301	Quiz 1	>80%	Quiz 1 score
2	4	D	Spring	SCWK 301	Exams	>80%	Sum of exams
1, 2, 4	6	D	Spring	SCWK 301	Assignments 1-12	>80%	Sum of rubric scores
1, 2, 4	7	D	Spring	SCWK 301	Assignments 1-12	>80%	Sum of rubric scores
1, 2, 4	8	D	Spring	SCWK 301	Assignments 1-12	>80%	Sum of rubric scores
1, 2, 4	9	D	Spring	SCWK 301	Assignments 1-12	>80%	Sum of rubric scores
1, 2	1	D	Spring	SCWK 305	Ethics Focused Reaction Paper	>80%	Rubric
5	2	D	Spring	SCWK 305	Exams	>80%	Sum of exams
2	3	D	Spring	SCWK 305	Exams	>80%	Sum of exams
Year Four							
1, 2, 3, 4, 5	All	M	Fall/Spring	SCWK 405	BSW Practicum Midterm + Final Evaluation Forms	>80%	Evaluation Form scores for all POs
1, 2, 3, 4, 5	All	M	Fall/Spring	SCWK 405	SWEAP BSW Curriculum Instrument (CI)--Posttest	>50%	CI scores for all POs
Annual Indirect Assessment Methods of Graduating Social Work Students							
N/A	Implicit Curriculum	N/A	Spring	SCWK 405	SWEAP BSW Exit Survey	N/A	N/A
N/A	Post-grad education/jobs	N/A	Spring	3 years post-graduation	SWEAP BSW Alumni Survey	N/A	N/A

Description of Assessment Processes

In accordance with standard social work education assessment, all assessment measures are formative until the practicum experience (SCWK 405 Field Practicum course), which consists of at least 10 credits (400 clock hours) of supervised work in a social work setting. The assessment measures of that course, including the field practicum evaluation completed by the practicum instructor and the SWEAP BSW Curriculum Instrument completed by the graduating students, serve as the summative assessments for the major. Only summative assessments are required by the BSW program accrediting body, the Council of Social Work Education (CSWE). The scores for the two summative assessments completed at the end of the students' practicum experience are publicly reported in Form AS-4 generated by the CSWE, which is to be posted every two years as a public-facing document on the GU BSW Program landing page through www.greenville.edu. Further, all nine CSWE-prescribed learning objectives are assessed throughout the program and are constantly monitored. At the end of each semester, student performance (as reported in the FCARs) are averaged across the I, D and M categories to arrive at a percentage of student attainment of each learning objective. Our assessment strategies tend to follow the following progression – Introductory assessments are primarily comprised of quizzes and short reflection assignments, Developing assessments are composed of papers, presentations, and student projects (e.g. research proposals, individual/community assessments, case write ups). Mastery assessments are conducted within the practicum setting (SCWK 405 course), using a few cornerstone assignments and culminating in the final field practicum evaluation and the Social Work Educational Assessment Project (SWEAP) Curriculum Instrument test, a nationally recognized and CSWE-endorsed assessment measure of the nine program objectives. Further, we use a pretest and posttest format to enhance the validity of our summative assessment measures. The final field practicum

evaluation in the end of each student's field practicum (a form of posttest) is preceded by the mid-practicum evaluation, the same assessment measure completed by the field instructors midway through each student's field practicum experience, as a part of their SCWK 405 course. Similarly, the SWEAP Curriculum Instrument is completed by the students first as a pretest, in the beginning of their first social work class (SCWK 205 Introduction to Social Work), and, as a posttest, in the end of students' field practicum (as a part of the SCWK 405 course) shortly before their graduation. We then proceed to compare the pretest and posttest scores for each individual graduating student on both measures, to evaluate their growth over time, and mastery of the nine program objectives by the time they complete the program.

Assessment Timetable

FCARs are completed for all required SCWK-prefix courses for the social work major each semester (for the list of required classes for the major, please see <http://catalog.greenville.edu/2020-2021/Undergraduate-Catalog/Majors-and-Minors/College-of-Social-Science-and-Education/Social-Work-and-Criminal-Justice/Social-Work-Bachelor-of-Social-Work>). At the end of each semester, student performance (as reported in the FCARs) are averaged across the I, D & M categories to arrive at a percentage of student attainment of each learning objective. At that time, the full social work program faculty convene for a 1-2-hour work session to review FCAR and end-of-semester data and discuss any gains or problems identified over the course of the semester, and identify changes needed to improve student learning by the next time the courses discussed will be taught. Further, after the completion of the spring semester of each academic year, the BSW Program Coordinator will compare the pretest and posttest scores for, (1) the field

practicum evaluation, and (2) the SWEAP Curriculum instrument, for each graduate of the social work program for the particular year. The Program Coordinator will compare the mean pretest and posttest scores on the two measures for the graduating cohort as a whole, and compile the findings in a year-end program assessment report. The discussion of this report will be a part of full social work program faculty meetings in the end of the spring semester, to identify further needs for curriculum changes, and determine the steps needed and timetable for the implementation of these changes. For student feedback on the BSW Program's learning environment, the BSW Program Coordinator will also request the graduating seniors to complete the SWEAP Implicit Curriculum assessment, and, every three years, email the social work alumni with the SWEAP Alumni Survey. Both of these assessment tools are online surveys that are conducted by the Social Work Educational Assessment Project. In particular, the SWEAP Implicit Curriculum assessment is a new measure that is recognized by the CSWE as a valid tool to assess of the quality of the social work program's implicit curriculum, and can be used as a good source of data for the next CSWE re-accreditation self-study brief the social work program faculty is required to submit by March, 2022. Just like with FCAR reports, the results of the SWEAP assessments will be a part of social work faculty meeting at the end of the academic year, to determine the areas for change and improvement in both the explicit curriculum (coursework) and implicit curriculum (learning environment) of the program. The goal is to establish the time and place of needed modifications, so that subsequent year measurements will reflect these improvements.