

April 18, 2014

TO: Wynne Korr, Dean and Professor
Sandra Kopels, Chair, Executive Committee

FROM: Judy Havlicek, Chair, Children, Youth Families Specialization

RE: Year End Report (2013-2014)

The major activities of the Children, Youth and Services Committee at the School of Social Work included the following:

I. Assessment of Competencies in Children, Youth and Families

- a. 2012-2013 (Post-Test developed in past committee members and administered by JH)
- b. Summary of Assessment The assessment was administered in class on 4/30/2013. Sixteen students completed the test, which consists of 41 questions. The average score is 28 (68%), which is below the benchmark of 75%. The test scores ranged from a low of 16 (39%) to a high of 37 (90%). The students were below 75% on 18 out of the 41 items (44%). Students met 75% proficiency in 5 out of 13 competencies: 3 (apply critical thinking), 5 (understanding of social justice), 9 (respond to contexts), 10A (engagement) and 10C (intervention). They were below 75% in 7 of the 13 competencies: 1 (social work mission), 2 (apply ethical skills to practice), 4 (engage diversity in practice), 6 (engage in research informed practice), 7 (apply knowledge of human behavior), 8 (engage in policy practice), 10B (Assessment) and 10C (Evaluation). The highest competence score was in intervention (91%) and the lowest was engage in policy practice (0.53).
- c. Summary of Discussion of Assessment: After the students completed the post-assessment, the class was asked to talk about the questions. There were a lot questions that were written in an unclear way, including the following: 13, 19, 20, 22, 25, 27, 28, 30, 31, 32, 33, 35, 36, 38. The wording was not clear and the responses were at times too confusing. Some thought the questions would be better answered in an open ended format. Some questions were also new: human development theory (20-24) and some ethical practice questions (informed consent, awareness of self, what to do if a client divulged sexually abusing a child). They complained specifically about having adjuncts as instructors in HBSE. Students with a BSW thought the diversity, HBSE courses were good. Many said the CYF policy class was the first time they had taken a policy course.
- d. 2013-2014 (Discussion of current assessment and planning)
- e. Discussion initiated on 11/5/2013 by former chair Min Park, Ph.D.
- f. Whether or not the current assessment is a valid tool remains a concern?
- g. Members proposed revising the assessment to be based on multiple CYFS-related courses (e.g., 516, 580, 552, 541/542, & field placement). The aforementioned courses

have contents and exam questions that can be used to measure advanced competencies.

- h. Christine and Judy went through the competencies and matched each with course assignments. This will be reviewed at the last committee meeting on 4/17/2014. Final decision made.

II. Increase representation of CYFS committee members at the MSW open house meetings.

- a. 2013-2014
 1. We decided to sign up for these meetings at the beginning of each semester so that this responsibility was on people's radars early.
 2. At the Spring 2014 MSW Open house 2 members attended and a former CYFS student was invited to share her perspective. Student turnout was large.
 3. Sign up will occur at the beginning of each semester and turns will be rotated when possible.

III. Implement and Assess Online Version of 516

- a. Christine Escobar-Sawicki implemented the 516 advanced practice class online.
- b. Who will teach this class next year?
- c. What are the teaching needs of the concentration?

IV. Implement and Assess In class Social W 580

- a. Judy Havlicek added new readings to the syllabus developed last year and invited new speakers in the field to class.
- b. Assess what students learned.

DRAFT Recommendations and Future Directions

- a. Administer the new pre-post assessment.
 - a. Assess whether this is providing needed information on competencies.
- b. Evaluate the structure of the SW 516 course.
 - a. Does the online structure meet student's needs?
 - b. What is being taught about evidence-based interventions?
- c. Evaluate the content of the policy class.
 - a. Does the class improve understanding of child and family policy?
- d. Explore whether these courses are aligned with the needs of state and private agencies.
 - a. System coordination
 - b. How can the classes be integrated?
 - i. Practice, Policy, Trauma
 - ii. What else?
 1. Substance abuse
 2. Evidence based interventions

3. Systems of care

Committee Members

Judy Havlicek, Ph.D. – Chair and Assistant Professor

Jan Carter Black, Ph.D. – Clinical Associate Director

Tara Earls-Larriison, Ph.D. Clinical Associate Professor

Chrstine Escobar-Sawaick, MSW - Clinical Assistant Professor

Janelle Santos, MSW Student Representative