



Examples of Changes in BSW program utilizing formal evaluation materials and feedback loop. (AS 8)

1) Schedule Changes (Data Source: Interviews with prospective students at regional recruitment events)

- a. Prospective student often inquired about the days and times classes were offered. Interest was shown in attending Stony Brook's BSW Program, but prospective students repeatedly voiced concerns that their commitments did not allow them to attend classes in the existing schedule (Monday and Thursday days).
- b. Based on the feedback from prospective students as well as comparison analysis of other local Programs, the Undergraduate Program Committee proposed a schedule change to the Curriculum Committee and Faculty Senate. This change increased course availability to include two weekday evenings and one weekend day time slots in addition to the traditional two weekday schedule.

2) Addition of Two Required Courses – Contemporary Social Issues and Fields of Practice (Data Sources: Field Liaison Feedback Reports)

- a. Two foundational required courses were added to the first year of the BSW Program (HWC300: Introductions to Fields of Practice and HWC304: Contemporary Social Justice Issues).
- b. Based on reports from field supervisors to liaisons that students were not prepared to deal with diversity of client systems that they were faced with in agencies during the first year in the BSW Program, subsequent planning discussions in the Undergraduate Program Committee suggested that students needed a full year of foundational preparation in these areas prior to entering the field settings. The proposal was carried forward through the Curriculum Committee and Faculty Senate.
- c. The content of both of these courses address and develop the foundational knowledge, skills and values of the generalist social work curriculum (Educational Policy 4).
- d. Subsequent feedback indicates that this curriculum change is providing the needed preparation for the senior year field experience.

3) Length of Field Practicum (Data Sources: Recruitment Patterns and Field Liaison Feedback Reports)

- a. The Field Placement requirement was reduced from two years to one year of internship.
- b. Field liaison reports indicated that juniors were less prepared for field practicum
- c. Comparison with other local BSW Programs also indicated that our peer programs were only requiring one year of field practicum.

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1. Evaluation of our curriculum

Following our curriculum change to an Advanced Generalist Concentration and introducing our Micro Advanced Social Work Practice and Macro Advanced Social Work Practice courses, we conducted an Alumni Survey in 2007-2008. One of the aims of this survey was to obtain feedback from our alumni regarding their reflections on their educational experience and preparation for the challenges of practice. This survey gave us useful information regarding several important areas.

- a. Our alumni confirmed that many obtained work following graduation which required they utilize program planning, administrative, and grant writing skills. The surveys confirmed that our alumni were feeling well prepared for the demands of practice.
- b. In an interesting contrast, our alumni responded to the question that the most useful course they had taken was Psychopathology and Pharmacology. At the time of this survey, this course was an elective.

2. Making Psychopathology and Pharmacology a required course.

Given the responses from our Alumni survey mentioned above, we examined our Field Liaison report forms and found that Psychopathology and Pharmacology content was needed for many of our placements. Student exit surveys were examined, and it was found that students were asking for this course to be offered more frequently. Together these sources provided the impetus for us to change this elective into the required component of our Advanced Curriculum.

3. Re-sequencing of our Research I and II courses.

Our curriculum scheduled Research I in the Spring of the Foundation year and Research II in the fall of our students' second year. We offered Research II in the summer between the first and second year in order to encourage students to take this course before their second year. In monitoring student enrollments, we saw that many of our students were waiting to take these courses—sometimes in the summer following their second year. The implication of this pattern was that our students were proceeding through the curriculum without the benefit of the Research content. We polled faculty regarding our students' understanding and performance on assignments. Faculty confirmed that our students were not demonstrating adequate mastery of research content. The Curriculum Committee voted to move this sequence back into the Foundation year. Since this change has only recently occurred, we will be looking to our student exit surveys, faculty advisement, and student performance to establish whether we have achieved our goal of integrating our research content within the curriculum.

4. Continuing use of our field placement agencies

Annual student evaluations of their field education placements provide important information regarding student experiences of their field placements. This information is systematically reviewed. In addition, following field visits and contacts a field liaison report is submitted and reviewed. Discussion occurs with the field liaison, and a decision is reached whether to terminate an agency from use or to proceed for another year. If it is decided to continue to place students there, the feedback provided to field liaisons and the student evaluations of their placement provide a focus for their work with the agency. If the agency is used and a continuing problem emerges, the agency is reviewed again and termination may result. This is an ongoing process utilizing student, field liaison, and field instructor feedback to the Director of Field Education.

5. Introduction of a Career Morning for Graduating Students

Student exit surveys indicated a need for additional support for Career Planning. This was confirmed through faculty advisement and faculty voted to introduce a Career Morning in collaboration with the University Career Center, Field Instructors, Graduate Student Organization and Alumni. Attendees and participants evaluate this event each year. It continues to have positive reviews and is now an annual event.