Indiana University
School of Social Work

Celebrating 90 years of social work leadership

Report for the IUPUI Office of Planning and Institutional Improvement

Introduction

Indiana University has a long history of preparing students for entry into social work practice. Courses were first offered in 1911 through the Department of Economics and Sociology. Between 1911 and 1944, various administrative and curricular changes were put into effect, and degree programs at both the undergraduate and graduate levels were offered. In 1944, the Indiana University Division of Social Service was established by action of the Trustees of Indiana University. The organizational status was changed in 1966 when the Graduate School of Social Service was created. In 1973, the name was changed to School of Social Service in recognition of the extent and professional nature of the school's graduate and undergraduate offerings. It became the School of Social Work in 1977 in order to reflect more clearly its identification with the profession. The doctoral program was added in 1994.

The school provides opportunities for study leading to the associate, baccalaureate, master's, and doctoral degrees. The Associate of Science (A.S.) program prepares students for paraprofessional practice; the Bachelor of Social Work (B.S.W.) program prepares students for generalist social work practice; the Master of Social Work (M.S.W.) program prepares graduate students for advanced social work practice in an area of specialization; and the doctoral program prepares social workers for leadership roles in research, education, and policy development.

The degree programs vary in their emphases and levels of complexity, yet, the school's curricula embody features that are systemic in their educational effects:

- The total curriculum articulates the relationship of the undergraduate and graduate levels as components of a continuum in education for social service.
- The mechanisms of instruction provide opportunities for a range of experiences in substantive areas of interest to students and of importance to society.
- The curriculum focuses on empowerment practice and strength-enhancing experiences that involve the classroom, the learning resources laboratory, and field experience.
- Excellent library and technology resources make social work students effective users of social science information.
- An exploration of educational procedures and arrangements optimize effective training, including institutional self-study of the entire curriculum as well as the exploration of specific educational tools.

Although the school's main location is in Indianapolis, courses or programs are also offered on IU campuses in Bloomington, Gary (Northwest), Kokomo, Richmond (East), South Bend, and at the Columbus Center.

School graduates move into a broad variety of social service settings, including those concerned with social and political advocacy, aging, family and child welfare, corrections, mental and physical health, and school social work. In anticipation of such professional activities, the school provides field instruction placements throughout the state where students engage in services to individuals, groups, families, and communities or function in administrative, research, or organizing roles.

Both the Bachelor of Social Work and Master of Social Work programs are accredited by the Council on Social Work Education (CSWE).

In order to educate 800-900 students annually, the School offers 48 required courses plus electives. Many courses have multiple sections. There are 46 full-time faculty, 30 of whom are on the IUPUI campus, and more than 50 part-time instructors. The full-time faculty are actively involved in teaching, scholarship, and service. Please, consult Attachment A for information about current faculty research projects.

In order to provide an overall view of the educational programs, we will introduce the mission of the school and its policy on Nondiscrimination followed by the goals and learning outcomes of each of the educational programs first. We discuss the assessment processes in detail following the guidelines provided by the Program Review and Assessment Committee

Mission Statement

The mission of the Indiana University School of Social Work is to educate students to be effective and knowledgeable professional social workers prepared for practice in the twenty-first century. Such practitioners are committed to the alleviation of poverty, oppression, and discrimination. The school is dedicated to the enhancement of the quality of life for all people, particularly the citizens of Indiana, and to the advancement of just social, political, and economic conditions through excellence in teaching, scholarship, and service. Within the context of a diverse, multicultural, urbanized, global, and technologically oriented society, the school prepares social workers who will shape solutions to a wide range of interpersonal and social problems by developing and using knowledge critically as they uphold the traditions, values, and ethics of the social work profession.

Teaching

The teaching mission is to educate students to become professional social workers equipped for a lifetime of learning, scholarship, and service. Graduates embrace person-in-environment and strengths perspectives that are linked to the welfare of individuals, families, groups, organizations, and communities. They learn to keep abreast of advances in knowledge and technology, be self-reflective, and apply best practice and accountable

models of intervention. The school prepares social work practitioners and scholars ready to assume leadership roles at the BSW, MSW, and Ph.D. levels.

Scholarship

The scholarship mission includes the discovery, integration, application, dissemination, and evaluation of client-centered and solution-focused knowledge for and with social work professionals and other consumers. Innovative forms of scholarship are encouraged in developing knowledge for use in practice, education, and service concerning social needs and social problems.

Service

The service mission is dedicated to the promotion of the general welfare of all segments of society. Service includes work in the school, university, profession, and community and reflects the school's expertise in teaching, scholarship, and social work practice. Service in the interest of persons at greatest risk is consistent with the social work profession's attention to social justice.

Policy on Nondiscrimination

Based on the tradition of the social work profession and consistent with Indiana University's Equal Opportunity Policy, the Indiana University School of Social Work affirms and conducts all aspects of its teaching, scholarship, and service activities without discrimination on the basis of race, color, sex, gender, socioeconomic status, marital status, national or ethnic origin, age, religion or creed, disability, and political or sexual orientation.

The School of Social Work has a strong commitment to diversity and nondiscrimination. Indeed, diversity is celebrated as strength. This perspective is demonstrated by the composition of its faculty and student body, curriculum content, and recruitment and retention activities; by participation in university committees dealing with oppressed populations; by numerous service activities, including advocacy on behalf of the

disadvantaged; by its selection of field practicum sites; and by school policies related to promotion and tenure of its faculty.

I. Goals and Learning Outcomes

In the following section, we present the goals and learning outcomes for each of our three degree programs. The programs derive their learning goals and outcomes from the Mission Statement of Indiana University School of Social Work and the School's program goals. They are also informed by the *Curriculum Policy Statement of the Council on Social Work Education* (CSWE, 1992).

BSW Program

The primary educational goals of the BSW program are to:

1. Prepare graduates for generalist social work practice.

2. Prepare graduates with a foundation for lifelong learning, including the possibility of graduate education.

3. Prepare graduates with a broad liberal arts foundation that emphasizes the development of critical thinking skills and a liberal arts perspective on humanity.

4. Prepare graduates to serve vulnerable populations and to be committed to social work practice that promotes social and economic justice and well-being.

5. Prepare graduates to integrate technological advancements in their practice.

BSW Program Learning Outcomes

The educational goals of the program are integrated in nineteen learning outcomes. Upon completion of the Bachelor of Social Work program, graduates will be Generalist Social Work Practitioners able to:

1. Apply knowledge of the person-in-environment perspective and strengths perspective of human development and social systems (e.g., families, groups, organizations, communities, societies, and global systems) and the factors (e.g., biological, social, economic, political, cultural) that direct, enhance, or impede human development and social functioning.

2. Demonstrate knowledge of human diversity and the experiences and needs of diverse groups. These groups include, but are not limited to, groups distinguished by race, ethnicity, culture, gender, class, age, sexual orientation, religion, physical or mental ability, and national origin.

3. Apply skills to enhance the well being of diverse groups. These groups may include people of color, women, and gay men and lesbians, as well as persons distinguished by class, culture, age, religion, spirituality, physical or mental ability, and national origin.

4. Analyze social welfare as a social institution including its history and relationship to social work.

5. Demonstrate understanding of the basic dynamics of the development and operation of social welfare policy, service delivery systems, and organizations and the skills needed to impact policy processes in practice.

6. Analyze the impact of social policies on client systems, workers, and agencies.

7. Understand and analyze social work as an evolving profession—its functions, its knowledge base, the dynamics of its problem-solving process, and its intervention modes.

8. Demonstrate commitment to economic and social justice and to the democratic and humanistic principles and concerns of social welfare and social work.

9. Demonstrate commitment to social work values and to the professional code of ethics.

10. Apply the knowledge, skills, and values of generalist social work practice in working with individuals, families, small groups, organizations, and communities within a diverse and global society.

11. Demonstrate the ability to critique and analyze practice theory and apply the social work problem-solving process including collection and analysis of pertinent data, setting appropriate service objectives, developing and implementing a plan for meeting such objectives, and evaluating service outcomes.

12. Function effectively within the structure of organizations and service delivery systems and, where appropriate, seek support necessary for organizational change.

13. Demonstrate the ability to communicate effectively in both written and oral forms with diverse client populations, colleagues, and members of the community.

14. Demonstrate commitment to the spirit of inquiry including the ability to evaluate objectively one's own practice and that of other relevant systems.

15. Demonstrate the ability for disciplined and ethical use of self in professional relations.

16. Apply critical thinking skills within the context of professional social work practice.

17. Use supervision appropriate to generalist practice.

18. Use information technology to enhance effective generalist social work practice.

19. Demonstrate commitment to one's own continuing education and life long learning for professional development.

MSW Program

The primary academic goals of the MSW Program are to:

1. Prepare all Master of Social Work students for generalist social work practice with systems of all sizes through a 30-credit hour foundation; and

2. Prepare MSW students (through 30-credit hour concentrations) for either
   a. Advanced Interpersonal Social Work Practice, or
   b. Advanced MACRO Social Work Practice.

MSW Program Learning Outcomes

Upon completion of the MSW program, graduates will be Advanced Social Work Practitioners able to:

1. Integrate the knowledge, values, and skills of the social work profession in their efforts to enhance human well-being and alleviate poverty and oppression.

2. Analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical.

3. Synthesize and apply a broad range of knowledge as well as practice with a high degree of autonomy and skill.

4. Refine and advance the quality of their practice as well as that of the larger social work profession.

5. Apply social work values and ethics, including an understanding of and respect for human diversity, in the context of social work practice with diverse populations and with systems of various sizes and types.

6. Understand and interpret the history of the social work profession and its current structures and issues.

7. Understand and interpret the forms and mechanisms of oppression and discrimination in the context of the professional practice of social work

and understand and apply strategies and skills of change that advance social and economic justice.

8.   Understand, analyze, and apply knowledge of bio-psycho-social variables that affect human development and behavior, and apply theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).

9.   Analyze the impact of social policies on client systems, workers, and agencies and demonstrate skills for influencing policy formulation and change.

10.   Function within the structure of organizations and service delivery systems and seek necessary organizational change.

11.   Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

12.   Understand and evaluate relevant research studies and apply findings to practice, and demonstrate skills in quantitative and qualitative research design, data analysis, and knowledge dissemination.

13.   Conduct empirical evaluations of their own practice interventions and those of other relevant systems.

14.   Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.

15.   Apply the knowledge and skills of advanced social work practice in an area of concentration (i.e., macro or interpersonal social work practice).

16.   Apply critical thinking skills within professional contexts, including synthesizing and applying appropriate theories and knowledge to practice interventions.

17.   Demonstrate the professional use of self.

18.   Use supervision and consultation appropriate to advanced practice in a concentration area.

Ph.D. Program

The primary mission of the Ph.D. Program is to prepare scholars equipped with the theoretical and applied knowledge, values and skills necessary to advance the profession of social work and the field of social welfare through the process of research and knowledge development. It seeks to promote the principles of scientific inquiry and critical thinking within an environment that provides a humanistic forum for the discussion and debate of vital social issues. Within an interdisciplinary context and an environment steeped in an appreciation for human diversity, students are provided opportunities to gain methodological and substantive expertise that will enable them to assume reflective leadership

positions in developing knowledge for use in academic, policy and practice settings.

Ph.D. Program Goals

The primary educational goals of the PhD program are to prepare scholars who are able to:

1. contribute to the knowledge base of professional social work through the conduct of original research

2. critically analyze, synthesize, and apply theoretical and empirical knowledge to social problems

3. conduct all phases of research from formulating professionally relevant research questions to effectively disseminating scholarly products

4. articulate a research agenda that reflects an emerging area of theoretical and research expertise

5. provide leadership to the profession of social work through various roles such as research, teaching, and advocacy

Ph.D. Program Learning Outcomes

Upon completion of the PhD program graduates will be able to:

1. provide leadership in the areas of research and knowledge building in relation to at least one substantive area relevant to social work practice.

2. to formulate professionally relevant research questions, investigate them scientifically, and interpret and integrate the findings into the social work practice and knowledge base.

3. to conduct independent research in at least one methodological area with a thorough understanding of different paradigmatic assumptions and how they influence the research process.

4. to use theoretical and empirical research as a means of generating new knowledge and solving important issues facing the field of social work.

5. to read and critique various types of research and evaluate the explicit and implicit knowledge claims of researchers and practitioners.

6. to develop and support reasonable and logically sound knowledge claims.

7. to communicate effectively the products of their scholarly efforts to diverse constituencies in both written and oral formats.

8. to engage in collaborative and interdisciplinary research and knowledge-building endeavors.

9. to relate theory to practice within at least one substantive area of social work practice.

10. to appropriately integrate selected knowledge and skills derived from at least one other academic discipline or professional field of practice into the knowledge base of social work.

11. to engage in the knowledge building process in a manner that is consistent with the philosophy, mission and ethical values of the profession, including the values reflected within and among the diverse populations with which the profession deals.

12. to bring reasoned argument and informed judgment to the debate surrounding the critical practice, policy and educational issues facing the profession.

13. to critically self-assess and analyze personal and professional strengths and weaknesses.

II. Mechanisms to Assist Students to Achieve Program Outcomes

As stated in the School teaching mission, the School is to educate students to be effective and knowledgeable professional social workers prepared for practice in the twenty-first century. The three educational programs do so by implemented a rigorous and rich course of study in their respective curriculums. Furthermore, the educational programs have developed numerous ways of accomplishing the program outcomes based on students' strengths and campus and community opportunities. Some of these mechanisms are:

- classroom courses;
- field practicum (internship) courses;
- online courses;
- capstone courses;
- independent study courses;
- qualifying exams;
- dissertations;
- research projects;
- class presentations;

- poster presentations;

- online forum discussions and chat rooms;

- skill building exercises;

- self evaluations;

- role playing;

- library searches;

- position papers;

- grant proposals;

- attendance at professional conferences;

- visits to the State House; and

- visits to human service organizations, both in person and online.

That is, the programs provide the students with a variety of mechanisms to reach the learning outcomes. From the above abbreviated list, we can say that these mechanisms are grouped in three main categories: 1) analytic; 2) experiential; and 3) reflective.

III   Assessment processes

In the following pages we will summarize the assessment processes implemented in the School after the School mission statement was revised and approved in 1995. The purpose of assessment at the School is viewed as both: a way to improve quality and a means to demonstrate goal achievement and positive outcomes. Based on the long tradition of assessment in social work, the school commitment to assessment and innovation, and the requirement from the University and accrediting bodies the School has followed an assessment process as depicted in Figure 1.
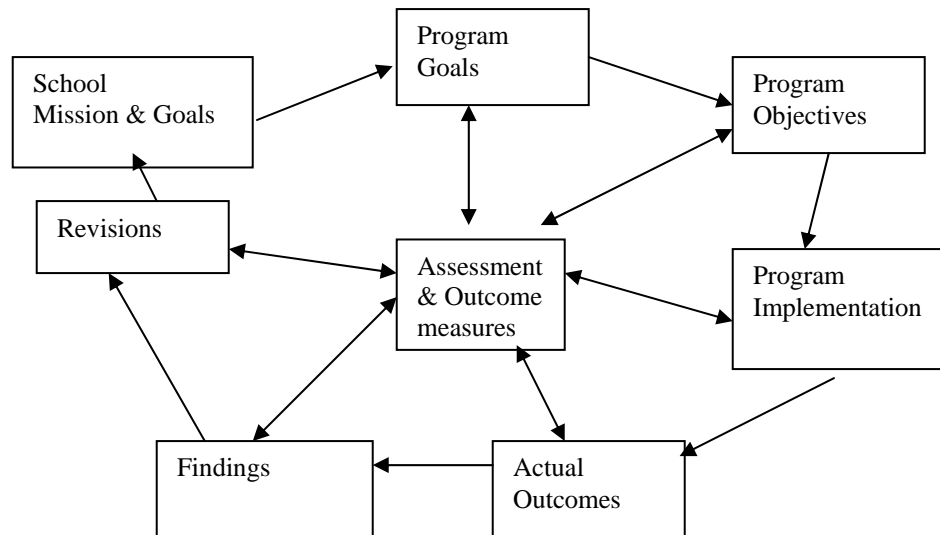
Figure 1- **Systematic Assessment Procedures**

Figure 1 shows the flow of the systematic assessment processes for all academic programs in the School. The assessment process is dynamic, ongoing, and non-linear. It revolves around the educational programs goals, program objectives, implementation, actual outcomes, and findings. The findings are analyzed by faculty and administrators and revisions are made when applicable. Since assessment is not a one-time only occurrence, after a period of time of collecting evaluative data from the various assessment methods, the School may elect to make more fundamental changes in its mission, program goals, objectives, and program curricula.

Assessment Methods

In the following pages, we will list and explain the most frequently used assessment methods by the educational programs. These include:

- Professional evaluation by the Council on Social Work Education (CSWE);
- Course/Instructor & Student Learning Assessment (CISLA) System;
- Course Objective/outcome Classification System and Database;

- Field Practicum Assessment of Student Learning
- Baccalaureate Education Assessment Project (BEAP);
- Other alumni surveys;
- Focus groups with different constituencies
- BSW, MSW, and PhD program committees;
- Retreats for MSW curriculum revisioning; and
- Dean's Advisory Committee

Professional evaluation by the CSWE

As a professional School of Social Work, both the BSW and the MSW Programs are subject to the accreditation standards of the Council on Social Work Education (CSWE). The School prepares a major self-study and undergoes a site review every eight years. The MSW Programs have been accredited for many decades, going back before the origin of the Council on Social Work Education in 1953. The BSW Program at IUPUI was one of the first in the nation to receive CSWE accreditation, doing so in 1975. Both programs have received full accreditation in every cycle since. The School was last accredited, and fully so, in 1996. The next review is scheduled for 2004. The Ph.D. Program is regularly reviewed for reaccreditation by the North Central Association of Colleges and Schools.

Until the new standards from the CSWE are put into effect in 2004, all the programs that are subject to Council accreditation are to comply with the following standards: *Program Rationale and Assessment; Organization, Governance, and Resources; Nondiscrimination and Human Diversity; Faculty; Student Development; Curriculum; Alternative Programs; and Experimental Programs.*

Specifically, the *1992 Curriculum Policy Statement & 1994 Accreditation Standards* of CSWE reflected the expectation that programs should "specify the outcome measures and measurement procedures that are to be used systematically in evaluating the program, and that will enable it to determine its success in achieving the desired objectives" (CSWE, 1994, p. 81). Furthermore, the revised Curriculum Policy Statement to be implemented

in 2004 under the title *Educational Policy and Accreditation Standards* (EPAS) mandates that

> 8.0: The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective. 8.1: The program reports an analysis of its outcome data for each program objective. 8.2: The program shows evidence that the analysis of its outcomes is used continuously to improve the program. (CSWE, 2001, p.17)

A Course/Instructor & Student Learning Assessment (CISLA) System

Historically, the School of Social Work relied upon the university's "cafeteria" based system. Each instructor selected items s/he considered applicable to the course. However, the University sponsored system did not allow for analysis of social work courses system wide. It did not permit comparison from course to course or year to year. Approximately six years ago, the School assumed control of the course/evaluation system. The School purchased needed equipment (e.g., Optical Scanner) and related computer software and it also instituted several key changes in the evaluation forms First, "common course/instructor assessment items" were selected for use:

> In all social work courses
> In all social work programs (e.g., BSW, MSW, Ph.D.; part-time, full-time, etc.)
> On all Indiana University campuses where social work courses are offered.

Second, the course objectives/outcomes for each course were added to the instrument. The course-objective/outcomes related items enable students to assess the degree of learning in relation to each course learning objective.

In effect, these two changes led to the production of individualized course/instructor & student learning assessment (CISLA) instruments for each social work course. The findings resulting from the CISLA are used for faculty performance evaluation and/or for (indirect) assessment of student learning. Each End-of-Semester CISLA

Instrument is individualized by course and contains 20 standard or common items for all social work courses and sections in all programs on all campuses. The 20 standard or common items allow for easy analysis and comparison by factors such as program, campus, course level, semester, year, program format (full-time, part-time, evening, etc.) Responses to the Course Learning Objective/outcome (CLO) related items yield students' self-assessment of the degree to which they accomplished the course learning objectives contained in the syllabus. They also can be used for analysis and comparison.

In 1999, as a way to utilize existing campus resources, the School decided to have the analysis of the student responses to the CISLA Instrument performed by the IUPUI Testing Center. Each individual faculty member receives descriptive statistics related to the courses s/he taught. In order to provide context for faculty specific results, aggregated descriptive statistics are also provided for all sections of the particular course and for all courses in the relevant program (e.g., BSW, MSW, Ph.D.).

The BSW, MSW, and PhD Program Directors review the responses, including the open-ended narrative responses, along with the descriptive statistics prior to forwarding the results to the appropriate faculty person. The Dean and Program Directors also receive summary descriptive statistics (e.g., school as a whole, program as a whole, campus scores, part-time versus full-time, etc.) as needed or requested.

These general data analysis reports often lead administrators to look more closely into certain areas. That is, the reports open the door for dialogue with faculty about individual teaching issues and they also provide information about the possible professional development needs of faculty and associate faculty.

Course Objective/outcome Classification System and Database

Four years ago, the School developed a classification system to organize and analyze the 500 plus course learning objectives reflected in the BSW, MSW, and Ph.D. curriculums. A beta version of a database was also created. All course objectives/outcomes have been classified according to the following five dimensions,

- Mission-Related School Goals

- Program Specific Learning Goals (BSW, MSW, Ph.D.)

- The nine required CSWE Curriculum Content Areas

- The six levels of Bloom's Cognitive Learning Taxonomy of Educational Objectives

- The IUPUI Principle of Undergraduate Learning (PUL)

A full description of the school's course evaluation system can be found in the Fall 2001 issue of *Advances in Social Work*, pp. 128-151. Here and for the purpose of illustration, we are presenting two examples related to the course/instructor & student learning assessment and one example depicting the Course Objective/Outcome Classification System and Database.

Table 1 shows the 20 common items used in all course evaluations.

Table 1: 20 Common Items in the Course/Instructor & Student Learning Assessment System		
1	SA A U D SD	This course has clearly stated objectives
2	SA A U D SD	The stated goals of this course are consistently pursued
3	SA A U D SD	Assignments are of definite instructional value
4	SA A U D SD	The assigned readings significantly contribute to this course
5	SA A U D SD	I am generally pleased with the text(s) required for this course
6	SA A U D SD	Teaching methods used in this course are well chosen
7	SA A U D SD	The amount of material covered is reasonable
8	SA A U D SD	The grading system was clearly explained
9	SA A U D SD	Grades are assigned fairly and impartially
10	SA A U D SD	This course contributes significantly to my professional growth
11	SA A U D SD	My instructor displays a clear understanding of course topics
12	SA A U D SD	My instructor seems well-prepared for class
13	SA A U D SD	My instructor displays enthusiasm when teaching
14	SA A U D SD	My instructor has an effective style of presentation
15	SA A U D SD	My instructor deals fairly and impartially with me
16	SA A U D SD	My instructor is readily available for consultation
17	SA A U D SD	I learned a great deal in this course
18	SA A U D SD	This instructor is among the best teachers I have had
19	SA A U D SD	This course is among the best I have ever taken
20	SA A U D SD	I would strongly recommend this course/instructor to other students

Table 2 depicts the assessment of course objectives/outcomes achievement as perceived by students.

Table 2: Illustrative Example of Course Objective Related Items from one of our courses		
Please use the enclosed five-point (Strongly Agree to Strongly Disagree) scale to rate the degree to which, as a result of the learning experiences you completed in this course, you learned to:		
1	SA A U D SD	Understand the fundamental values, ethics, and legal obligations of the profession.
2	SA A U D SD	Understand the connection among knowledge, theory, and skills necessary for generalist and ethnic-sensitive social work practice.
3	SA A U D SD	Understand of the purpose, nature, focus, tasks, dynamics, and issues associated with each of the fundamental phases or processes of generalist social work practice (i.e., preparing, beginning, exploring, assessing, contracting, working and evaluating, and ending).
4	SA A U D SD	Understand the application of the social work skills associated with each of the phases or processes of generalist social work practice.
5	SA A U D SD	Understand appropriate use of self in professional relationships, including self-awareness, empathy, respect, authenticity, and responsible assertiveness.
6	SA A U D SD	Communicate differentially and appropriately, including providing constructive feedback, in professional interactions with human beings of diverse backgrounds and characteristics (e.g., people of color, women, lesbians and gay men, and other populations-at-risk as well as those groups distinguished by age, ethnicity, culture, class, religion, and physical or mental ability).
7	SA A U D SD	Prepare clear and well organized professional social work case records (e.g., intake and social histories; social work assessments of person-issue-situation, including strengths as well as problems; contracts and plans, including clear specification of intervention goals; progress and evaluation notes; and closing summaries)
8	SA A U D SD	Assess one's strengths, limitations, and learning needs, including evaluation of the quality and appropriateness of skill selection and application.

Table 3 depicts the number and percentage of BSW course learning outcomes classified by IUPUI Principles of Undergraduate Learning

Table 3: Number and Percent of BSW Course Learning Outcomes (CLO) Classified by IUPUI Principles of Undergraduate Learning (PUL)							
Number of Learning Objectives	PUL#1 Number & Percent	PUL#2 Number & Percent	PUL#3 Number & Percent	PUL#4 Number & Percent	PUL#5 Number & Percent	PUL#6 Number & Percent	Total Classified
222	18 (4%)	62 (14%)	71 (16%)	170 (39%)	82 (19%)	38 (9%)	441* (100%)

*Note: A discrete course learning outcome may be classified under more than one Principle of Undergraduate Learning. Therefore, the total number of objectives exceeds the actual number of course learning objectives.

Field Practicum Assessment of Student Learning

Each student is evaluated by her or his field instructor and faculty field liaison for practica in both the BSW and MSW programs. A learning plan is designed by each student and field instructor. Midterm and final evaluation forms are completed, addressing the goals identified in the learning plan. MSW concentration year students also complete portfolios, which are evaluated by their field instructor and faculty field liaison.

Baccalaureate Education Assessment Project (BEAP).

The BSW program has recently started using the Baccalaureate Educational Assessment Project (BEAP) instrument package. This new outcome instrument is a national survey tool developed by a board committee of the Association of Baccalaureate Social Work Program Directors. In fact, the School hired one of the members of this committee as full-time faculty member last year. This instrument package has the capacity to longitudinally track responses (confidentially) of individuals over a 4-6 year time frame. The packet consists of and Entrance Survey and a first administration of the Social Work Values Inventory, an Exit Survey and second administration of the Social Work Values Inventory, an Alumni Survey, and an Employer Survey.

Student produced media such as videotaped real or simulated interviews

BSW and MSW students videotape role plays in classes of interview and group process activities. Students in field practica are required to complete a number of written process recordings of interviews and meetings. Both activities are used for assessment of student progress.

<u>Student course grades</u>

Written products such as essays, reports, papers, dissertations, research projects as well as oral presentations and activities are used in determining course grades and serve as a type of assessment mechanism.

<u>Other Surveys</u>

Several IUSSW sponsored surveys of current and graduating students were completed during the 1995-1999 time period. The findings and analyses were incorporated within both the IUSSW Self-Study for CSWE and the subsequent IUPUI sponsored program review.

<u>Focus Groups</u>

The School seeks input from different School constituencies by holding focus groups regularly. Groups of employers, practicing social workers, and students are interviewed in regard to professional learning needs within contemporary social work practice. During academic year 2001-2002 a number of focus groups were held as follows:
- Focus groups with faculty, staff, and students to assess technology needs
- MSW Student Association focus groups of students on curriculum
- Focus group with graduating BSW students
- Focus groups to assess the needed Gerontology content in the BSW and MSW curriculums

<u>Program Committees</u>

The BSW, MSW, and Ph.D. program committees have as part of their charge the ongoing assessment of their curriculums to maintain the currency of the content taught in their programs.

This Committee composed of members of the alumni and social welfare agencies advise the Dean in areas related to career trends, research, curriculum, and other related issues

The following charts exemplify selected outcome measures used by the three programs to evaluate the program educational goals.

BACHELOR of SOCIAL WORK PROGRAM: Educational Goals & Outcome Measures

	BSW EDUCATIONAL GOALS	SELECTED OUTCOME MEASURES
	Prepare graduates for generalist social work practice	Analysis of Course Learning Objective/Outcome (CLO) Related Items on the Course Evaluations Learning Portfolios Constituent Surveys Constituent Focus Groups Analysis of Course/Instructor Evaluation (CIE) Data (1st 20 items) Comprehensive Exams Licensing Exam Results
	Prepare graduates with a foundation for lifelong learning, including the possibility of graduate education.	CLO Items Analysis Alumni Surveys Monitor CEU Production Constituent Surveys Constituent Focus Groups Learning Portfolios
	Prepare graduates with a broad liberal arts foundation that emphasizes the development of critical thinking skills and a liberal arts perspective on humanity	Successful completion of general and supportive area requirements Assessment of PUL #2,5, and 6 in the social work curriculum Learning Portfolios
	Prepare graduates to serve vulnerable populations and to	CLO Items Analysis Learning Portfolios

	be committed to social work practice that promotes social and economic justice and well-being	Constituent Surveys Constituent Focus Groups Comprehensive Exams Assessment of PUL #3, 5, 6
	Prepare graduates to integrate technological advancements in their practice	CLO Items Analysis Learning Portfolios Comprehensive Exams Assessment of PUL #1, 3

Some of the BSW outcome indicators are being implemented and others are in the process of being developed.

MASTER OF SOCIAL WORK PROGRAM: Educational Goals & Outcome Indicators

	MSW EDUCATIONAL GOALS	SELECTED OUTCOME MEASURES
	1. Prepare all Master of Social Work students for generalist social work practice with systems of all sizes through a 30-credit hour foundation	Analysis of Course Learning Objective/Outcome (CLO) Related Items on the Course Evaluations Learning Portfolios Constituent Surveys Constituent Focus Groups Analysis of Course/Instructor Evaluation (CIE) Data (1st 20 items)
	2. Prepare MSW Students (through 30-credit hour concentrations) for either advanced interpersonal social work practice or advanced macro social work practice.	Licensing Exam Results CLO Items Analysis Constituent Surveys Constituent Focus Groups Learning Portfolios

The MSW Program curriculum is under extensive revision. Four faculty retreats for a total of five full days have resulted in proposals for dramatic changes in this curriculum.

Final decisions will be made in the fall of 2002, with implementation in the summer of 2003. Students have been involved in this process, and community stakeholders will provide input.

PhD PROGRAM: Educational Goals & Outcome Measures

	PhD EDUCATIONAL GOALS	SELECTED OUTCOME MEASURES
	1. Prepare scholars who are able to contribute to the knowledge base of professional social work through the conduct of original research.	Monitoring scholarly productivity of students and graduates Advancement to candidacy Dissertation
	2. Prepare scholars who are able to critically analyze, synthesize, and apply theoretical and empirical knowledge to social problems.	CLO & CIE Items Analysis Successful completion of research internship Qualifying Exam Advancement to candidacy Dissertation
	3. Prepare scholars who are able to conduct all phases of research from formulating professionally relevant research questions to effectively disseminating scholarly products.	Research Internship Qualifying Exam Monitoring scholarly productivity of students and graduates Dissertation
	4. Prepare scholars who are able to articulate a research agenda that reflects an emerging area of theoretical and research expertise.	Qualifying Exam Advancement to candidacy Dissertation
	5. Prepare scholars who are able to provide leadership to the	Monitoring scholarly productivity of students and graduates

	profession of social work through various roles such as research, teaching, and advocacy.	Exit Interviews Alumni Survey

IV.   Assessment Findings

The following list represents some of the overall qualitative findings from our assessment efforts.

- BSW and MSW students want to have more options as it relates to course offerings to be able to balance all the various demands in their lives.
- MSW students would like to see less of a dichotomy between the Interpersonal and MACRO concentrations.
- A large majority of BSW graduates are accepted into MSW programs. Those graduates who decide to practice after graduation seem to find jobs within the human service field.
- MSW graduates enter the practicing community in a wide variety of fields of practice.
- The pass rates of our graduates who take the nationally standardized social work examination, which is required for state licensure, tend, on average, to be superior to those reflected nationally by all social work graduates.
- The practicing community is supportive of both our field practicum curricula and on-going efforts to build new partnerships to enhance the students' learning experiences, the school's need for research information, and the quality of life of Indiana residents. This support translates in hundreds of field placement agencies for the BSW and MSW programs.
- There appear to be a growing desire among students and alumni for the school to offer certificates in a number of practice areas.

Based on these findings, the BSW and MSW programs have made course offerings available during day time, evenings, and Saturdays. The BSW program

has begun to offer three of its required courses online. The MSW program is revising its curriculum as previously mentioned. The BSW and MSW programs are assessing the practicing community needs for other certificates to be added to the recently created certificates in Case Management and Family Life Education. In sum, the educational programs seriously and systematically consider the feedback they receive from the various constituencies to improve the quality of students' education.

V.   Faculty Role in Assessment

Assessment is seen as an on-going process and as such the faculty devotes a significant amount of time in assessment processes. Many faculty devote less time than administrators in writing assessment reports, which are seen as an administrative responsibility. Faculty are involved in assessment in several ways. At the individual level, they use the results of the <u>Course/Instructor & Student Learning Assessment (CISLA) System</u> to modify and enhance the quality of their teaching processes and course activities. Many faculty members also use their own assessment mechanisms for ongoing feedback from students during the semester. At the program level, faculty members are involved in translating feedback from different constituencies into: curriculum revisions, creation of new courses, development of new mechanisms to improve student learning outcomes, improvement of student recruitment efforts, and school climate enhancement.

A number of recent endeavors have created more avenues to engage faculty in assessment. Some are:

- The school created an internal grant for assessment. Currently, four faculty members are the recipients of that grant;
- Four faculty members received a grant *Developing Aging-Savvy Social Workers: A Teaching and Learning Clearinghouse* from the John A. Hartford Foundation Geriatric Enrichment in Social Work Education to

broaden and strengthen content on aging and older adults in the BSW and MSW curricula.

- A faculty member received a small technology grant from the Indiana University Office of Distributed Education to develop and evaluate online courses;

- The School has sponsored a number of faculty retreats for the purpose of curriculum assessment;

- A major restructure of the MSW curriculum is currently under way with the participation of all faculty, in all programs, and on all campuses;

- Faculty have been instrumental in the creation of two certificates and they are currently engaged in considering the offering of new ones.

VI.   Lessons Learned

Based upon our experience with assessment we learned important lessons:

- We emphasize student learning as a guiding focus for school and program activities;

- We are working to foster development of a "learning organization" where learning of all kinds is expected & rewarded, & where "assessment" activities are "natural" and "routine";

- We are learning to engage in self-assessment activities in order to "model" the desired attitudes and behaviors needed in a "learning organization."

- We regularly use assessment data in decision making processes;

- We involve as many stakeholders as possible (e.g., faculty, students, agency employers, graduates) in developing assessment approaches. This is a natural activity for the social work profession, as we are particularly community focused;

- We recognize the need to create mechanisms to communicate with other colleagues about assessment and other educational issues. This learning led us to create *Advances in Social Work: Linking Research, Education & Practice The*

Journal of Indiana University School of Social Work. Visit *AISW* at
http://iussw.iupui.edu/aisw;

- We have continuously asked ourselves if student-learning assessment is separate
  but related to faculty performance evaluation, if it is separate and unrelated to
  faculty performance evaluation, and/or if it is integrated with faculty performance
  evaluation. We do not have yet a corporate response to these questions but we
  will continue our quest in this area.

Plans for Assessment at the School Level

- The School will continue the review and assessment of the MSW program and
  create a revised curriculum for the program;
- The program committees will continue the standardization of certain content in
  each section of the same course;
- The program committees will assess the matter of grade inflation;
- The School will continue supporting faculty with internal grants;
- The School will continue through the Office of Research Services to assist faculty
  in obtaining outside funding for assessment projects; and
- The School will develop new mechanisms to motivate all faculty to be involved in
  reaccreditation processes.

Plans for Assessment at the Campus Level

The campus needs to:

- Continue its support in processing and analyzing data collected to assess
  outcomes;
- Continue to value the accreditation of professional schools and not add additional
  reporting requirements;
- Continue the Annual Assessment conference, which has been of significant
  benefit to School faculty and administrators in understanding and implementing
  assessment;
- Expand support for development of unit assessment mechanisms; and

- Increase supports for assessment of online teaching.

Citations

Council on Social Work Education *(1992). Curriculum Policy Statement of the Council on Social Work Education.* . Alexandria: VA: Author

Council on Social Work Education (1994). *Handbook of accreditation standards and procedures*. Alexandria: VA: Author.

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Current & Recent Projects

**Indiana University
School of
Social Work**

Office of Research Services

Spring 2002

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Compiled: April, 2002

Current & Recent Projects
INDIANA UNIVERSITY SCHOOL OF SOCIAL WORK

As the Indiana University School of Social Work celebrates its 90th anniversary, the School's Office of Research Services is proud to present this list of current and recent faculty projects. Faculty members in the School have partnered with several state and local agencies to conduct research that evaluates current services and points the way to best practices in services and training. The School's research has addressed such concerns as child welfare, mental health, homelessness, domestic violence, HIV disease, youth services, schools, programs for older adults, and criminal justice. The School is also developing as a leader in the assessment of social work education, conducting several studies of innovations in the delivery of social work education. Many of these projects involve collaborations with scholars from other schools and universities, and most have included students as research assistants as well.

PROJECT NAME: **Adolescent Resilience Model (ARM) Project**[1]

This multi-site, longitudinal study has developed over 10 years of cumulative qualitative and quantitative research by Dr. Joan Haase, School of Nursing, and has culminated in an empirically based model of resilience and quality of life in adolescents with cancer (AWC). The AWC completed questionnaires corresponding to factors in the ARM. Resilience is the process of identifying or developing resources and strengths to flexibly manage stressors to gain a positive outcome-- a sense of confidence, self-transcendence, and self-esteem. Factors hypothesized to influence resilience are courageous coping (confrontive, optimistic, and supportant), derived meaning (hope and spiritual perspective), defensive coping (emotive, fatalistic, and evasive) and illness–related risk (symptom distress and uncertainty). Research continues to refine the model and develop interventions consistent with the model that are helpful with AWC. Issues related to family and social protective factors have been and are continuing to be explored.

Principal Investigators: Joan Haase (Nursing) / James Daley[2] / Carol Decker (Ph.D. student)

Project Dates: 1990 - Present (Dr. Haase and colleagues)
                       2002 - Present (Haase, Daley & Decker)

Related Publications/Presentations: Manuscripts under preparation

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[1] Projects are listed alphabetically by project name.
[2] Unless otherwise indicated, all principal investigators listed are current or former Indiana University School of Social Work faculty members.

PROJECT NAME: **African American Family Life Education Program©**

This is a teaching, research, and service project. The first phase was a collaborative partnership between the School of Social Work, Wishard Health Services, the M.L. King Center, and Robinson Community AME Church. The primary goal was to develop two empirically based practice models in marriage enrichment and parenting education for African American family leaders. Secondarily, the project aimed to build professional capacity in Indiana to provide ethnic and gender sensitive family life education. As a result of the first phase, the marriage enrichment instructor's manual will be completed by July 2002 and a 2-day institute to train trainers in the model will be taught at the national Smart Marriages conference in Washington, DC. The grant funded project provided five fellowships for African American students who have earned both the MSW and the Certificate in Family Life Education. Currently, policy consultation is being provided at the federal, state, and local levels to increase the number of two-parent headed families and the number of married-parent headed families.

Principal Investigator: Lorraine Blackman

Project Dates: 1997 - 2000

Related publications/presentations:

- Blackman, L. C. (1998). Marriage enrichment programs for African-Americans. In R. R. Greene & M. Watkins (Eds.), *Serving diverse constituencies: Applying the ecological perspective* (pp. 241-262). New York, NY: Aldine de Gruyter.

- Blackman, L. C. (1999). The UMOJA principle in action: African American men and women pulling together to forge 21st century families. *Journal of African American Men, 4*(1), 53-70.

- Blackman, L. C. (2000, March). Schools for family living: Creating and sustaining powerful African American families. Presented at the National Black Family Summit. Myrtle Beach, SC.

- Blackman, L. C. (2000, April). The effects of the African American Marriage Enrichment Program on marital satisfaction. Paper presented at the Symposium for Scholarly Advancement in Academia. Indiana University Purdue University Indianapolis, Indianapolis, IN.

- Blackman, L. C. (2000, July). Designing ethnic and gender sensitive marriage enrichment programs. Presentation at the Smart Marriages Conference. Coalition for Marriage, Family and Couples Education, Denver, CO. Audiocassette available through www.tapes@playbacknow.com.

- Blackman, L. C. (2000, September). Transforming our realities through research, treatment, assessment, community development, and partnerships: Models of community intervention. Presentation at the Conference on Post-Traumatic Stress Disorder in the African American Community, Howard University, Washington, DC.

- Blackman, L. C. (2001, April). Family structure and relationships. Presentation to the Casey Journalism Center on Children and Families, University of Maryland, College of Journalism, New Orleans, LA.

- Blackman, L. C. (2001, June). African American marriage enrichment. Presented at the Smart Marriages Happy Families Conference, Coalition for Marriage, Family & Couples Education, Orlando, FL. [Note: Audiotape available at www.playbacknow.com.]

- Blackman, L. C. (2001, June). Why some people are skeptical about the marriage agenda. Plenary Session at the Smart Marriages Happy Families Conference, Coalition for Marriage, Family & Couples Education, Orlando, FL. [Note: Counterpoint by Ron Haskins, Ph.D., Sr. Fellow, Brookings Institute. Videocassette and audiotape available at www.playbacknow.com.]

- Blackman, L. C. (2002, March). The African American Marriage Enrichment Program: A school for Black love. Presented at the National Conference on the Black Family in America, University of Louisville. Louisville, KY.

- Invited Consultant and Interviewee (2002). Through the fire: Three marriages. Three crises. If they could work it out, you can, too. *Essence Magazine, 32*(9). 88-91,114,116.

PROJECT NAME: **Baccalaureate Education Assessment Package (BEAP)**

The purpose of the Baccalaureate Education Assessment Package (BEAP) team is to develop a comprehensive package of BSW student and program outcomes assessment instruments that programs across the nation can use. The BEAP includes a pre-and-post social work values instrument that students complete upon entering BSW programs and just prior to graduation, and Entrance, Exit, Alumni, and Employer surveys. Students are tracked, using confidential identifiers, from the point of their entry into BSW programs through two years after their graduation. The BEAP team distributes the instruments, receives individual schools' data, processes data, and provides detailed reports to BSW programs at the individual program-level and for the national-level sample. Currently, Professor Pike is conducting the initial instrument validation research and reports for two of the new instruments and a further examination and report of the Social Work Values Inventory's psychometric properties.

Principal Investigator: Cathy Pike

Project Dates: 1994 - Present

Related Publications/Presentations:

- The BEAP team presents a report annually at the Association of Baccalaureate Program Directors Meeting and has presented at the Council on Social Work Education's Annual Program Meeting.

PROJECT NAME: **Cancer: The Lived Experience of Older Adults**

Investigation using in-depth interviews of the cancer experience of older adults (65 plus). Resilience along with the themes of social support, positive attitude, positive coping, spirituality-faith, and loss were the primary findings.

Principal Investigator: Marty Pentz

Project Dates: 2000 - 2001

Related Publications/Presentations:

- Paper presented at the 17th Congress of the International Gerontological Association in Vancouver in July, 2001.

- Paper presented at the National Conference of the the National Social Science Research Association in April, 2002.

PROJECT NAME: **Children and Adolescents in State Residential Psychiatric Facilities: Who Are They?**

The purpose of this study is to develop a profile of all children and adolescents currently residing in four Indiana State psychiatric facilities. It will provide an analysis of demographic information and other patient characteristics (including clinical diagnosis, family background and recidivism patterns) of the patient population currently served by the Division of Mental Health and Addictions. It is expected that the inquiry will contribute to a better understanding of the factors that help explain why some children are perceived as being more prone than others to receive inpatient services. DMHA is interested in knowing who these children are and how many of them have needs that can be better met in less restrictive environments. The findings will be viewed within the context of existing information regarding the availability of services within the communities from which they have been referred.

Principal Investigators: Gerald Powers / Daniel Navarro (Ph.D. student)

Project Dates: 2001 - 2002

PROJECT NAME: **Contract for Child Welfare Services**

This project provides for a half-time field instructor and supports a student unit with the Marion County Office of Family and Children (MCOFC). MSW and BSW students are placed throughout the year to provide child welfare services for MCOFC clients.

Principal Investigator: Marion Wagner

Project Dates: 2000 - 2002

PROJECT NAME: **Curriculum Content on State Policy in BSW Programs**

Using an email questionnaire, the investigators surveyed all accredited social work programs to determine how state level policy was being covered in the policy sequence. Programs that were closer to state capitals tended to have more hands on involvement of students.

Principal Investigators: Katharine V. Byers / Janet Dickinson (Western Carolina University)

Project Dates: 1999 - 2001

Related Publications/Presentations:

- Byers, K., & Dickinson, J. (2001). Educating BSW students to influence state policy. *Influence, 5*, 12.

- Dickinson, J., & Byers, K. (2001, June). Educating students to influence state policy: What is the status in BSW programs. Presentation at the Policy Conference: Bringing It All Together, Charleston, SC.

PROJECT NAME: **Determining Educational Needs, for the Indiana Division of Family and Children**

The project involves research and evaluation of the educational needs of child welfare case managers employed by the State, for the purpose of determining and recommending the best or most appropriate educational and training requirements for the position of Family Case Manager as employed by the State to carry out the State's statutory duties and responsibilities for child welfare services in Indiana. The research methodologies include surveys, shadowing of workers, and focus group interviews.

Principal Investigators: Gail Folaron / Carol Hostetter

Project Dates: 2001 - 2002

PROJECT NAME: **Developing Aging-Savvy Social Workers: A Teaching and Learning Clearinghouse**

The Teaching & Learning Clearinghouse (TLC) will broaden and strengthen content on aging and older adults in the BSW and MSW curricula. The TLC will facilitate increased faculty and student expertise with older adults. The Year I focus on Planning the content and format of the clearinghouse will (1) identify teaching and learning content priorities; (2) plan, design, and develop teaching and learning vehicles, including course modules, an online "toolbox" of "best practices," continuing education materials, and links to other resources; and (3) develop teaching and learning evaluation and tools for all Project activities as well as changes in faculty teaching and student learning after Year II implementation and Year III dissemination.

Principal Investigators: Margaret Adamek / Gayle Cox / Roberta Greene / Irene Queiro-Tajalli

Project Dates: 2002 - Present

PROJECT NAME: **Effectiveness of Services to Domestic Violence Victims**

This study looks at the social and legal services provided to battered women who filed complaints at the Prosecutor's Office, Domestic Violence Unit. The purpose of the study is to assess the effectiveness of current services and look at ways those services can be improved. Also, women are interviewed to obtain their opinions about their interactions with social work interns.

Principal Investigator: Carolyn J. Black

Project Dates: 1998 - Present

PROJECT NAME: **Effects of HIV/AIDS on Families: A Statewide Needs Assessment**

This research consisted of a statewide family-oriented needs assessment designed to provide systematic documentation of the following kinds of information: 1) psychosocial needs and resources of families facing HIV/AIDS, 2) impact of HIV disease on multiple levels of the family system including partners, parents, adolescents, extended family and friends, 3) nature and quality of available social supports and services, 4) kind and quality of available agency programs and services, and 5) similarities and differences in the experiences of rural versus urban families. It was funded by the Indiana State Department of Health and Indiana University Research Ventures Fund.

Principal Investigators: Eldon Marshall / William Barton

Project Dates: 1996 - 1998

Related Publications/Presentations:

- Marshall, E., Barton, W., Roberts, T. L., Stephany, C., Pickett, E., & Carter, S. (1996). Families and HIV/AIDS: A Statewide needs assessment. Research project preliminary report. Indianapolis, IN: Indiana State Department of Health.

- Marshall, E., Barton, W., & Lighty, B. (1997, November). Indiana families speak out: A statewide needs assessment (selected findings). Presentation at the Annual Meeting of the American Public Health Association, Indianapolis, IN.

- Marshall, E., Roberts, T. L., Barton, W., Stephany, C., & Lighty, B. (1998). Ecological approach to families living with HIV disease. In R. R. Greene, & M. Watkins (Eds.), *Serving diverse constituencies: Applying the ecological perspective* (pp. 325-361). New York: Aldine de Gruyter.

- Queiro-Tajalli, I., Marshall, E., Howard, M., & Medina, M. (1997, November). Research results on HIV/AIDS in the Latino community: Implications for practitioners and policy makers. Presentation at the Annual Meeting of the American Public Health Association, Indianapolis, IN.

PROJECT NAME: **Evaluating the Action Coalition to Ensure Stability (ACES)
                 Intervention with Multiple Diagnosed Homeless Individuals in
                 Indianapolis**

The Coalition for Homelessness Intervention and Prevention (CHIP) is funding this study to
evaluate the effectiveness of an innovative, wraparound, strength based discovery intervention
with homeless individuals experiencing co-occurring mental illness and substance related
disorders. The research combines quantitative outcome measures with a qualitative assessment of
the program's development and inter-agency collaboration. The study is also developing a
potentially exportable model of the program.

Principal Investigators: Linda Cummins / Jose Rosario (Education)

Project Dates: 2000 - Present

PROJECT NAME: **Evaluating the Division of Family and Children's Customer Services**

This study is designed to assess customer satisfaction with the Division of Family and Children's
services. Customers include county Office of Family and Children staff, foster parents, and
collaborative service providers. Focus groups in six counties will be followed by representative
surveys of the consumer groups listed.

Principal Investigators: William Barton / Gail Folaron

Project Dates: 2001 - 2002

PROJECT NAME: **Evaluation of the Bartholomew County Children, Youth and Families Initiative**

This project was a retrospective evaluation of a five-year comprehensive community initiative in Bartholomew County to provide supports and opportunities for children, youth and families. The study used key informant interviews, archival data, and a review of community indicators to explore the impact of the initiative on the community.

Principal Investigators: William Barton / Gerald Powers

Project Dates: 1998 - 1999

Related Publications/Presentations:

- Barton, W. H., Powers, G. T., Morris, E. S., & Harrison, A. (1998, November). Evaluating a comprehensive community initiative for children, youth and families. Paper presented at the annual meetings of the American Society of Criminology, Washington, D.C.

- Barton, W. H., Powers, G. T., Morris, E. S., & Harrison, A. (2001). Evaluating a comprehensive community initiative for children, youth, and families. *Adolescent & Family Health, 2*(1), 27-36.

PROJECT NAME: **Evaluation of a Court Advocacy Program**

This was a study conducted for an agency that provides multiple services to battered women and their children. The focus of the study was to ascertain if advocates were meeting program goals. Also, battered women were interviewed to obtain their perspective of the effectiveness of court advocate services.

Pricipal Investigator: Carolyn J. Black

Project Dates: 1998

Related Publication/Presentations:

- Black, C. J. (2001). The relationship between battered women and court advocates: What battered women find helpful. *Family Violence & Sexual Assault Bulletin, 17*(4), 8-16.

PROJECT NAME: **Evaluation of the Indiana Collaborative Transition Center: Phase I**

Phase I of this multi-year project consisted of planning activities for an evaluation of a collaborative transition program for young persons exiting foster care. Indianapolis is one of eight sites in which Casey Family Programs has initiated programs related to transition. The planned evaluation will include a process evaluation tracking the development of the community collaboration, measurement of quantitative outcomes of persons served by the program and in-depth, qualitative case studies of a small number of participants.

Principal Investigators: William Barton / Gail Folaron

Project Dates: 2001 - Present

PROJECT NAME: **Evaluation of the Neighborhood Alliance for Child Safety Program**

This evaluation project was designed to assess the impact of this innovation program designed to prevent child abuse and neglect in a low-income neighborhood in Indianapolis. Parents who participated in the program reported high levels of satisfaction and, with a few exceptions, were not re-reported for abuse or neglect in the study period.

Principal Investigators: Maureen Pirog (SPEA) / Katharine V. Byers

Project Dates: 1999 - 2001

Related Publications/Presentations:

- Pirog, M., Byers, K., Adams, T., Campanelli, G., Hill, E., Kirby, P., Kim, S., Valdez, K., Van Dyk, A., & Warren, S. (2001). *Final report to the Children's Bureau on the evaluation of the Neighborhood Alliance for Child Safety*. Bloomington, IN: IU Institute for Family and Social Responsibility.

PROJECT NAME: **HIV Prevention Project**

This is a prevention program in Monroe County serving persons experiencing homelessness and residing in the shelter or visiting the Community Center who also have a history or current substance abuse. Prevention services are provided in a group educational format or through individual preventive case management or outreach. On-site testing and safe sex kits are provided. Data are collected to measure the risk status (includes behavioral information and demographics) at the first educational session and then again after the person has participated in several prevention education sessions and has left the shelter. The impact of the prevention education is then measured. Through this funded project 2 persons have tested positive for HIV and were connected with the state's care coordination agency for services.

Principal Investigator: Pamela Huggins

Project Dates: 2000 - 2002

PROJECT NAME: **Hoosier Assurance Plan Provider Profile Report**

This project assessed services provided by all mental health and substance abuse agencies that received Hoosier Assurance Plan funding in 2000. Data were collected through in-depth interviews with mental health and substance abuse service providers by a team that included consumers and family members of consumers. Data were compiled into three reports to the Indiana Division of Mental Health: 1) Services for Adults with Serious Mental Illness, 2) Services for Adults with Chemical Addictions, and 3) Services for Children with Serious Emotional Disturbances.

Principal Investigator: Rebecca Van Voorhis

Project Dates: 2000 - 2001

PROJECT NAME: **Impact of Professionalization on Beliefs in Worker and Client Empowerment**

Data were collected from entering MSW students in the fall of 1998 and 1999 to assess the students' beliefs in worker empowerment, locus of control, just world, and social justice advocacy. The second round of data collection occurred at completion of the MSW program in the spring of 2000 and 2001. The data were analyzed to evaluate changes that occurred in these four areas following their professional social work education. Graduating students tended to have an internal locus of control, decreased just world beliefs, and stronger beliefs in social justice advocacy and their empowerment as social workers.

Principal Investigators: Rebecca Van Voorhis / Carol Hostetter

Project Dates: 1998 - 2001

Related Publications/Presentations:

- Hostetter, C. & Van Voorhis, R. (2002, February). The impact of professionalization on beliefs in practitioner and client empowerment. Paper presented at the Council on Social Work Education Annual Meeting, Nashville, TN.

- Van Voorhis, R. & Hostetter, C. (2000). Beliefs in worker and client empowerment among entering MSW students. Paper presented at the Council on Social Work Education Annual Meeting, New York, NY.

PROJECT NAME: **The Impact of a Social Work-Managed Multidisciplinary Team on the Treatment of Geriatric Depression**

This study investigates the impact of an integrated, social work-managed multidisciplinary team approach to treating depression among older long-term care residents. Staff, residents, and family members at Lockefield Village Health & Rehabilitation Center were surveyed prior to full implementation of the integrated model and again six months after implementation. Weekly care plan meetings were observed to note how geriatric depression is addressed. In addition, chart reviews have documented changes in the treatment of depression and in physical and mental health outcomes of residents as a result of the new approach to service delivery. The project has supported a doctoral research assistant for two years.

Principal Investigator: Margaret E. Adamek

Project Dates: 1999 - 2002

PROJECT NAME: **Impact of Welfare Reform on Community Social Services in Indiana**

This research project was designed to study the impact of Indiana's welfare reforms in terms of service demand and response by local community service providers, including township trustees. The study employed a range of methodologies to explore the possible impact of welfare reform on three distinct target populations – a survey of present and former clients, case studies of service patterns in seven Indiana Counties, and a review of extant data and personal interviews regarding the experiences of township trustees in seven Indiana counties.

Principal Investigators: Katharine V. Byers / Maureen Pirog (SPEA)

Project Dates: 1998 - 2000

Related Publications/Presentations:

- Byers, K. (1999, June). Impact of welfare reform on local community agencies: One state's research effort." Paper presented at Politics, Policy, and Social Change: An Institute for Social Work Educators and Practitioners, Charleston, SC.

- Byers, K. (2001, May). Welfare to work: Perspectives on the U.S. experience. Presentation to German social workers and social service providers visiting U.S., Indianapolis, IN.

- Byers, K., Klotz, M., Kirby, P., & Hishigsuren, G. (2000). *Final Report on Township Study of the Community Social Services Study of the Impacts of Indiana's Welfare Reforms*. Bloomington, IN: Indiana University FASR Institute.

- Byers, K., Pirog, M., Klotz, M., & Kirby, P. (2000, November). Local governments' responses to welfare reform. Paper presented at the 22nd Annual Research Conference of the Association for Public Policy Analysis and Management, Seattle, WA.

- Byers, K., & Pirog, M. (2001, June). Impact of welfare reform in Indiana: Family well being and need for community support services. Presentation at the Policy Conference: Bringing It All Together, Charleston, SC.

- Byers, K., Reingold, D., & Pirog, M. (2001, September). Impact of welfare reform on local community services in Indiana. Presentation at the Research Roundtable of the Partners for Hoosier Communities, Indianapolis, IN.

- Klotz, M., Byers, K., Hishigsuren, G., & Kirby, P. (2000, July). Who's minding the store? Devolution in welfare reform. Paper presented at the 40th Annual Workshop of the National Association for Welfare Research and Statistics, Scottsdale, AZ.

PROJECT NAME: **Indiana Partnership for Social Work Education in Child Welfare (Title IV-E Program)**

Using Title IV-E funding, the Indiana Family and Social Service Administration has contracted with the Indiana University School of Social Work to provide part-time training for child welfare workers, leading to the MSW degree.

Principal Investigators: Lisa McGuire / Marion Wagner

Project Dates: 2001 - 2003

PROJECT NAME: **Indiana Victim Services Assessment Project**

This collaborative research project between the School of Social Work and the Department of Sociology was designed to evaluate services provided to crime victims in Indiana. Interviews were conducted with victim service providers and a random sample of crime victims in 20 sample counties.

Principal Investigators: David Ford (Sociology) / William Barton

Project Dates: 1998 - 2001

Related Publications/Presentations:

- Hare, S. C., Barton, W. H., & Ford, D. A. (2000, November). The Indiana Victim Services Assessment Project: Current findings. Paper presented at the annual meetings of the American Society of Criminology, San Francisco.

PROJECT NAME: **Infusion of Diversity into the IUB Curriculum**

The purpose of this Bloomington campus project commissioned by the Vice President for Student Development and Diversity was to identify the strengths and challenges of infusing the undergraduate curriculum across schools with diversity content. The data sources included interviews, surveys of the schools, and a review of websites and syllabi. The findings indicated that most schools had minimal in-depth attention to diversity beyond a superficial approach.

Principal Investigator: Katharine V. Byers

Project Dates: 2000 - 2001

Related Publications/Presentations:

- Byers, K. (2001). *Infusion of Diversity into the IUB Curriculum*. Report for the Vice President for Student Development and Diversity. Bloomington, IN: Indiana University.

PROJECT NAME: **Interdisciplinary Evaluation of Bridges to Success (BTS)**

Bridges to Success (BTS) is a collaboration of the United Way of Central Indiana and Indianapolis Public Schools and seeks to link schools to social, health and mental health, recreation, and other community organizations which can assist in removing barriers to learning and promote healthy development in children and youth. Originally a pilot project with six schools, BTS uses a site team approach to assess school and community needs and link services and organizations to each school. This evaluation project will provide comprehensive longitudinal studies of several BTS schools. Since one intent of the evaluation is to enhance the capacity of each site team and BTS to evaluate, several years of consultation with BTS has led to the current evaluation efforts.

Principal Investigators: Khaula Murtadha (Education) / Ann Belcher (Nursing) /
                         Elsa Iverson / Monica Medina (Education)

Project Dates: 1999 - 2005

Related Publication/Presentations:

- Iverson, E. (2001, March). Bridges to Success: Schools and neighborhoods excelling together. Invited presentation at All Nations Centre, Cardiff, Wales.

- Iverson, E. (2001, June). The balancing act of measuring outcomes. Invited panelist at Harvard Family Research Project After School Evaluation Symposium (funded by C.S. Mott Foundation), Washington, DC.

- Iverson, E., Belcher, A., & Medina, M. (2000, October) Better together: Interprofessional collaboration in communities. Presented at the Indiana Association for Social Work Education Annual Program Meeting, Indianapolis, IN.

- Murtadha-Watts, K., Belcher, A., Medina, M., and Iverson, E. (1999). City schools/city university: A partnership to enhance interdisciplinary professional preparation. *National Association of Secondary School Principals Bulletin, 83*(611), 64-70.

PROJECT NAME: **Investigating Attrition and Differential Outcomes for Domestic Violence Offenders**

The research examined (1) changes in psychological variables from pre-treatment to post-treatment assessments for a sample of male domestic violence offenders who were court-mandated for treatment, (2) the differential effectiveness of the batterer intervention program for African-American and Caucasian offenders, and (3) differences in demographic and psychological variables between treatment completers and drop-outs among domestic violence offenders entering a court-mandated treatment program.

Principal Investigators: Frederick Buttell (University of South Carolina) / Cathy Pike

Project Dates: 2001 - Present

Related Publications/Presentations:

- Buttell, F. P., & Pike, C. K. (in press). Investigating predictors of treatment attrition among court-ordered batterers. *Journal of Social Science Research*.

- Buttell, F. P., & Pike, C. K. (in press). Investigating the differential effectiveness of a batterer treatment program on outcomes for African-American and Caucasian batterers. *Research on Social Work Practice*.

PROJECT NAME: **Larue Carter Outcome Study**

This pilot study examined the impact of evidence based treatment and psychosocial rehabilitation in a state hospital with a diverse SMI population. Does receiving psychosocial rehabilitation services (PSR), in addition to psychotropic medication, make a difference in an individual's functioning? While exploring the functional impact of PSR services after individuals return to the community, the pilot also assessed the newly developed functional assessment instrument. The findings supported the fidelity of the functional assessment instrument. Preliminary findings also suggested that discharged individuals who received PSR maintained a higher level of functioning in the community than individuals who were discharged from other services. The issues of conducting program evaluation and research in a practice setting are being explored.

Principal Investigator: W. Patrick Sullivan

Project Dates: 2000 - 2001

Related Publications/Presentations:

- Poster Presentation at 2001 Spring Symposium, IUSSW

PROJECT NAME: **Lifetime and Current Sexual Assault and Harassment Victimization Rates of Active Duty United States Air Force Women**

A national telephone survey of a stratified random sample of Active Duty United States Air Force Women was conducted in 1996 using the same telephone survey as used in Kilpatrick's National Women's Study (Kilpatrick, 1994) to assess sexual assault or harassment within the past year, within the military career to date, and lifetime. A sample of 2,018 subjects completed the survey. Findings indicated that the prevalence of rape was twice as high as Kilpatrick's study, 47% of sample have been victims of rape, molestation, or attempted sexual assault, and the majority of both initial rapes (75 %) and most recent rapes (56%) involved assault when subject was a civilian. Lifetime prevalence of sexual harassment in the sample was 23%. Main findings indicate that early intervention programs are needed as a sizable minority of women entering the U.S. Air Force are sexual assault and harassment victims.

Principal Investigators: Deborah Bostock (USAF Medical Center) / James Daley

Project Dates: 1996 - 1997

Related Publications/Presentations: Manuscripts under preparation.

PROJECT NAME:　**Lobby Day Organizing Strategies**

Based on qualitative interviews with key participants, this project explored the strategies used in developing a collaborative effort to bring together students, faculty and practitioners to lobby for social welfare legislation at the Indiana State House. The feminist leadership model for organizing used, the broad membership base for planning, the use of email between face-to-face meetings, and the collaborative nature of the group were all identified as successful strategies.

Principle Investigator: Katharine V. Byers

Project Dates: 2000

Related Publications/Presentations:

- Byers, K. (2000, June). Lobby Day 2000: Organizing and mobilization strategies that work. Paper presented at Politics, Policy, and Social Change: An Institute for Social Work Educators and Practitioners, Atlanta, GA.

- Byers, K., Gore, C., & Morris, S. (1999, October). Preparing students for policy practice and advocacy in the new millennium: Social Work Lobby Day 2000 and beyond. Session presented at the IASWE Annual Program Meeting, Indianapolis, IN.

PROJECT NAME:　**Longitudinal Impact of 2nd Generation Antipsychotics on Psychiatric Rehabilitation for People with Schizophrenia**

This is a three-year, longitudinal study examining the impact of antipsychotics on psychiatric rehabilitation among individuals with schizophrenia. The long-term impact of the first generation antipsychotics were compared to the second generation antipsychotics on symptom management including adverse events, cognitive functioning, social and vocational rehabilitation.

Principal Investigators: Gary Bond (Psychology) / Hea-Won Kim (co-investigator)

Project Dates: 1999 - 2001

Related Publications/Presentations:

- Evans, J., Meyer, P., Kim, H., Lysaker, P., & Bond, G. (2002, February). Cognitive predictors of success in vocational rehabilitation in schizophrenia. Paper presented at the International Neuropsychological Society 30th Annual Meeting, Toronto, Canada.

- Kim, H. W., Tunis, S. L., Bond, G. R., Marks, K. M., & Meyer, P. (2001, October). Psychiatric Symptoms and Self-Reported Adverse Events During Antipsychotic Treatment for Individuals with Schizophrenia. Poster session (invitation) presented at the 53rd Institute on Psychiatric Services, Orlando, FL.

- Kim, H. W., Tunis, S. L., Bond, G. R., Marks, K. M., & Meyer, P. (2001, May). Psychiatric symptoms and self-reported adverse events during antipsychotic treatment for individuals with schizophrenia participating in psychiatric rehabilitation programs. Poster session presented at the 154th Annual Meeting of the American Psychiatric Association, New Orleans, LA.

PROJECT NAME: **Measuring Competency in the Use of Basic Social Work Skills**

Research on a new, comprehensive instrument used to evaluate beginning, exploring, reflecting, and contracting skills and expressions of warmth, empathy, genuineness, and respect. The study compared an earlier instrument used to evaluate student interviews (Katz, 1979) with the instrument developed by the authors. Thirty-eight students were recruited from two sections of a first year M.S.W. generalist skills course. The course objectives, textbook, workbook, and required final videotape were the same in each section. The students conducted a fifteen minute videotaped interview with individuals trained to simulate a client. Thirty tapes were randomly chosen for evaluation. Each student tape was independently evaluated by four social workers experienced in supervising students and trained in the use of each evaluation instrument. Both instruments were used to evaluate each tape. The raters also completed a survey related to the usefulness and applicability of each instrument.

Principal Investigators: Valerie Chang / Robert Bennett / Cathy Pike

Project Dates: 2000 - 2002

Related Publications/Presentations:

- Chang, V. N., & Bennett, R. B. (2000, October). Evaluating generalist practice skills. Paper presented at the Annual Program Meeting of Indiana Association for Social Work Education, Indianapolis, IN.

- Chang, V. N., & Bennett, R. B. (2001, January). Social work practice skills measurement instrument. Paper presented at the Fifth Annual Conference of the Society for Social Work and Research, Atlanta, GA.

- Chang, V. N., & Bennett, R. B. (2001, March). Measuring competency in the use of basic social work skills. Paper presented at the Annual Program Meeting of the Council on Social Work Education, Dallas, TX.

- Chang, V. N., Bennett, R. B., & Pike, C. (2002, March). An instrument to evaluate generalist practice skills. Paper presented at the Biennial Midwest Social Work Education Conference, Indianapolis, IN.

PROJECT NAME: **Mission Statements in Public Child Welfare Agencies: What Do They Tell Us?**

Mission statements of state administered public child welfare agencies were collected and analyzed for readability, accessibility, and content. The values of state missions vary from state to state with differing emphasis on safety, permanency, well-being, self sufficiency, partnership and cultural competence.

Principal Investigators: Monique Busch (Ph.D. student) / Gail Folaron

Project Dates: 2002

Related Publications/Presentations:

- The findings were presented at the Council for Social Work Education, Annual Program Meeting in 2002 and submitted as a manuscript for publication.

PROJECT NAME: **Mobilization Training**

The Indiana University School of Social Work is responsible for the mobilization training component of the Indiana Latino Tobacco Control Coalition Grant, granted to the Indiana Latino Institute, Inc. During the first year, this part of the grant entails the identification and training of health promoters on mobilization interventions based on the assets existing in their communities. The training is guided by a strengths perspective and empowerment perspective framework. One of the central themes in the training is that of relationship building, that is, the materials will emphasize the need to "build and rebuild the relationships between and among local residents, local associations, and local institutions" (Kretzmann & McKnight, 1993, p.9).

Principal Investigator: Irene Queiro-Tajalli

Project Dates: 2002 - 2004

PROJECT NAME: **NASW Practice Research Network Survey**

The NASW Practice Research Network (PRN) was established to encourage and facilitate research on social work practice. The objectives of the initial research project of the PRN were to develop broad knowledge about the practices of social workers and more specific knowledge about social workers' involvement with substance abuse treatment and prevention. Data were collected from a systematic, random sample of NASW members on a number of variables, including practitioner characteristics, practice areas and settings, work characteristics, and selected information about social workers' clients in general, and about those clients having substance abuse diagnoses.

Principal Investigators: NASW / (Cathy Pike)

Project Dates: 1999 - Present

Related Publications/Presentations:

- Technical Reports:

    - Pike, C. K. (2000, October). Center for Substance Abuse Treatment Practice Research Network Project Report. Submitted to the Center for Substance Abuse Treatment.

    - Pike, C. K. (2001, January). Executive summary of the Practice Research Network Survey. Submitted to the Center for Substance Abuse Treatment.

PROJECT NAME: **Online Course Development**

This grant provides support to develop two baccalaureate social work courses online and to explore and analyze the various facets of the teaching process and the possible challenges in redefining the teacher and learner roles.

Principal investigators: Irene Queiro-Tajalli / Craig Campbell (research assistant) / Erika Galyean

Project Dates: 2001 - Present

Related Publications/Presentations:

- Queiro-Tajalli, I., Campbell, C., & Galyean, E. (2002, March). The joys and pains of online course development and instruction. Paper presented at the Biannual Midwest Social Work Conference, Indianapolis, IN.

PROJECT NAME: **Online Textbooks in Social Work: A Preliminary Investigation**

The purpose of this study is to determine how easily MSW students adapt to a textbook that is completely online through a website.

Principal Investigator: Robert Vernon

Project Dates: 2001 - 2002

PROJECT NAME: **Perceptions of Indiana Community Mental Health Centers by Adult Protective Service Workers**

This statewide study was designed to evaluate the perceptions of Adult Protectective Service Investigators of staff and services provided by Community Mental Health Centers in Indiana to endangered adults.

Principal Investigators: Valerie Chang / Roberta Greene

Project Dates: 2000 - 2001

Recent Publications/Presentations:

- Chang, V. N., & Greene, R. R. (2002, February). Community mental health centers as perceived by adult protective services investigators. Presented at the Annual Program Meeting of the Council on Social Work Education, Nashville, TN.

PROJECT NAME: **Problem Gambling**

This research project examined problem gambling in the state of South Carolina. The manuscript and presentations below reported the initial validation of an instrument designed to measure problem gambling on video gaming devices. Two samples comprised the research: (1) individuals at randomly selected playing locations for all counties in the state, and (2) a general population sample also drawn from each of the state's counties. The Video Gaming Device Inventory (VGDI) consists of two scales that measure the 'rush' associated with problem video gaming, labeled "Interest", and the consequences of problem video gambling, labeled "Effects".

Principal Investigator: Cathy Pike

Project Dates: 1999 - Present

Related Publications/Presentations:

- Pike, C. K. (1999, January). Measuring the 'Crack Cocaine' of gambling: Instrument development and validation. Presented at the 3rd Annual Conference of the Society for Social Work and Research, Austin, TX.

- Pike, C. K. (1999, March). Development and initial validations of a clinical instrument designed to measure and identify problem gambling. Presented at the Council on Social Work Education, 45th Annual Program Meeting, San Francisco, CA.

- Pike, C. K. (in press). Measuring problem gambling: Instrument development and validation. *Research on Social Work Practice*.

PROJECT NAME: **Protective Order Advocate Evaluation Study**

This study looked at the interaction between battered women and Protective Order Advocates. The study examined the narratives of battered women to determine whether or not advocates employed principal from the feminist and strengths perspectives in their work with battered women.

Principal Investigator: Carolyn J. Black

Project Dates: 2000

Related Publications/Presentations:

- Black, C. J. (submitted). Translating principle to practice: How court advocates implement the feminist and the strengths perspectives in working with battered women.

PROJECT NAME: **Racial Climate in Schools of Social Work**

This project involved developing and psychometrically testing an instrument developed to assess students' perceptions of racial climate in schools of social work. The instrument consists of two scales, one scale that measures students' perceptions of racism among their social work faculty and one that measures students' perceptions of racism among their peers.

Principal Investigator: Cathy Pike

Project Dates: 1998 - 2001

Related Publications/Presentations:

- Pike, C. K. (2002). Measuring racial climate in schools of social work: Instrument development and validation, *Research on Social Work Practice, 12*, 29-46.

PROJECT NAME: **Roots of Activism**

Students identified as activists in a BSW Program were interviewed after graduation to discover how they came to be activists. The qualitative data revealed that family influences and early community involvement in groups such as the Boy Scouts taught students the value of participating in trying to make communities better places.

Principle Investigators: Katharine V. Byers / Glenn Stone

Project Dates: 1997

Related Publications/ Presentations:

- Byers, K., & Stone, G. (1998, March). Roots of activism: A qualitative study of BSW students. Paper presented at the Annual Program Meeting of the Council on Social Work Education, Orlando, FL.

- Byers, K., & Stone, G. (1999). Roots of activism: A qualitative study of BSW students. *The Journal of Baccalaureate Social Work, 5*, 1-14.

PROJECT NAME: **Social Work Education Assessment Initiative**

The general purposes of the Social Work Education Assessment Initiative are to (a) foster a climate of support and collaboration both within IUSSW and among social work educators related to social work education assessment research, and (b) develop mechanisms to sustain on-going research on social work education assessment at IUSSW. Several products will result from the initial funding of the Social Work Education Assessment Initiative. They include the (1) identification and quality assessment of existing assessment tools, (2) further refinement and testing of education assessment tools that are at various stages of completion, (3) creation and testing of new social work education assessment tools, and (4) development of a national forum for dissemination of social work education assessment research results.

Principal Investigators: Cathy Pike / Barry Cournoyer / Irene Queiro-Tajalli / Robert Vernon

Project Dates: 2002 - 2004

PROJECT NAME: **Teaching Students and Field Instructors to Evaluate Core Social Work Skills**

Practitioners and social work educators recognize the discontinuity between classroom and field learning as a problem. This research project confirmed the hypothesis that using a consistent evaluation tool in classrooms and field settings will reduce the problem of limited transfer of skills and knowledge from class to field and will enhance practice skill learning in the field. Analysis of questionnaire responses from students and field instructors confirmed several teaching/learning themes related to enhanced practice skills learning.

Principal Investigators: Valerie Nash Chang / Elsa Maschmeyer Iverson

Project Dates: 1999 - 2002

Related Publications/Presentations:

- Chang, V. N., & Iverson, E. M. (2001, March). Teaching students and field instructors to evaluate core social work skills, Part I. Paper presented at the Annual Program Meeting of the Council on Social Work Education, Dallas, TX.

- Chang, V. N., & Iverson, E. M. (2002, February). Teaching students and field instructors to evaluate core social work skills, Part II. Paper presented at the Annual Program Meeting of the Council on Social Work Education, Nashville, TN.

PROJECT NAME: **Tell Me Where it Hurts: An Exploratory Study of Meaning,
                         Somatoform Disorder, and Childhood Abuse**

This research examines the way that adult survivors of childhood abuse assign meaning to both their abuse and a co-morbid somatoform disorder. The basic theory is that meaning is not a unitary concept, but a tripartite process. Somatoform disorder arises when the meaning of past abuse conflicts on two or more levels, and consequently the elaborative process is adumbrated defensively.

Principal Investigator: Margaret Arnd-Caddigan

Project Dates: 2001 - Present

Related Publications/ Presentations:

- Arnd-Caddigan, M. A. (2002, March). Maintaining an illusion: Deficits in the elaboration of meaning and somatoform disorder among adult survivors of abuse. Paper presented at the National Membership Committee on Psychoanalysis in Clinical Social Work 8th National Conference, Chicago, IL. Received award for best student paper presented at the conference.

PROJECT NAME: **Use of Information Technology in Field Instruction**

This research explores the extent to which the Internet is used by field instructors, the factors contributing to or inhibiting Internet use, and the expectations field instructors have from field placement students.

Principal Investigators: Irene Queiro-Tajalli / Craig Campbell (research assistant)

Project Dates: 1998 - Present

Related Publications/Presentations:

- Queiro-Tajalli, I., & Campbell, C. (1999, October). Challenges of program directors and field instructors: Use of information technology by field instructors. Annual Program Meeting, Indiana Association for Social Work Education, Indianapolis, Indiana.

- Queiro-Tajalli, I., & Campbell, C. (1999, November). Challenges of program directors and field instructors: Use of information technology by field instructors. Annual Program Meeting, Association of Baccalaureate Social Work Program Directors, St. Louis, MO.

- Queiro-Tajalli, I., & Campbell, C. (2000). Utilization of information technology by field instructors. Annual Technology Conference. August, Charleston, South Carolina. Published in the Conference Proceedings.

- Campbell, C., & Queiro-Tajalli, I. (2002, March). Voices from the field: Information technology and its utilization in practicum agencies. Annual Program Meeting, CSWE, Nashville, TN.

PROJECT NAME: **Women Movements in Argentina**

The purpose of the initial project was to study the role of Argentine women in social movements. While keeping the initial intent, this project has more recently focused on the concept of resilience at the macro level. The information is gathered by using a document study approach as well as personal interviews with Argentine women.

Principal Investigator: Irene Queiro-Tajalli

Project Dates: 1997 - Present

Related Publications/Presentations:

- Queiro-Tajalli, I. (1997). Women movements in Argentina (1997). Quinto Encuentro de Trabajo Social, Mexico, Centro America y el Caribe. July; San Juan, Puerto Rico.

- Queiro-Tajalli, I., & Campbell, C. (2002). Resilience and violence at the macro level. In R. R. Greene (Ed.), *Resiliency: An integrated approach to practice, policy, and research* (pp. 217-240). Washington, DC: NASW Press.

PROJECT NAME: **Wraparound Survey**

A statewide survey was conducted in Indiana during the fall of 2001 by the Indiana Division of Mental Health and Addiction (DMHA) in cooperation with the Indiana Division of Family and Children (DFC). Based on the literature regarding systems of care or wraparound for children with serious emotional disturbances (SED), the survey asked respondents to assess the degree to which wraparound had developed in their community (county). The questionnaire was sent to both mental health providers and county offices of family and children. Findings indicated that wraparound exists "somewhat" (3 on a scale of 1 to 5) in Indiana in about 80% of the counties. Communities with funding for wraparound had statistically significant closer fidelity to the model and were more likely to have basic services in the continuum of care for children.

Principal Investigators: Betty Walton (Ph.D. student) / William Barton

Project Dates: 2001 – 2002