

SOCIAL WORK ASSESSMENT PLAN

The Social Work Program is accredited by the Council on Social Work Education and adheres to its current accreditation standards that require each program to have program objectives, an assessment plan, and procedures to evaluate each program objective. Our Social Work program objectives function as our *rubric*. In addition to our assessment of program objectives, each individual course contains student learning objectives and outcomes that also link back to the program objectives. The Social Work program uses all assessment information to affirm or improve our course content in relation to our program objectives.

In our assessment package we utilize several data sources. Most sources are quantitative in nature – the results from the Advanced Placement Test (APT) and the Generalist Practice Test (GPT) as well as the results from the practicum assessment instruments. Since practicum is the culmination of a student's social work education, the practicum assessment package is important because it assesses how well the practicum component accomplishes Social Work program objectives. One data source is primarily qualitative, generated by focus groups with graduating seniors, that assesses student perception of their attainment of program objectives (see Table 5 below). Using all data sources, we evaluate our success at meeting each program objective..

Specific Questions on the APT/GPT exams that evaluate each program objective

1. Apply critical thinking skills within context of professional social work practice.
APT questions: 15-19, 21, 29, 31-33, 43-45
GPT questions: 2, 9-13, 23, 44.
2. Understand the value base of the profession and its ethical standards and principles, and behave accordingly.
APT questions: 5-7, 15, 18, 28, 45, 50
GPT questions: 4, 7, 14, 15, 47.
3. Promote student understanding, affirmation, and respect for people from diverse backgrounds: age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
APT questions: 5, 7, 18, 35-40, 43, 46, 48, 49.
GPT questions: 4, 7.
4. Understand the forms and mechanisms of oppression and discrimination and strategies of advocacy and social change that advance social and economic justice.
APT questions: 7, 14, 18, 38-40, 43-45, 49, 50
GPT questions: 4, 7, 14, 41-43, 47.
5. Understand and interpret the history of the sw profession and its contemporary structures and issues.
APT questions: 1-14
GPT questions: 14, 42, 47.
6. Apply the knowledge and skills of generalist sw practice with systems of all sizes.
APT questions: 15-17, 21, 30, 34, 44, 47
GPT questions: 1, 2, 4, 9-13, 15, 23, 26-28, 47.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and families, groups, organizations, and communities.
APT questions: 16, 17, 21, 22, 26, 29, 31, 34, 44
GPT questions: 6, 7, 34, 44.
8. Analyze, formulate, and understand mechanisms of influence when responding to social policies.
APT questions: 6-7, 12, 14, 18, 21, 28, 49
GPT questions: 3, 6, 42, 47-49.
9. Evaluate research studies and understand their applicability to generalist social work practice.
APT questions: 31, 41, 42
GPT questions: 2, 33, 34, 37, 40, 50.

10. Use communication skills differentially across client populations, colleagues, and communities.
APT questions: 29, 31, 33, 35, 40, 43, 48.
GPT questions: 1, 4, 6, 8, 23, 37, 47.

11. Use supervision and consultation appropriate to sw practice.
APT questions: 5, 45
GPT questions: 37, 42, 50.

12. Function within the structure of organizations and service delivery systems.
APT questions: 16, 27, 30, 34, 44
GPT questions: 6, 37, 41, 43, 46, 47.

Social Work Practicum Assessment

The practicum experience occurs in a student's senior year and is the culmination of a student's social work education. It is in the practicum that students have the opportunity to function as social work professionals using the skills they have learned as social work majors, with consistent supervision from Social Work program faculty and field supervisors. Practicum consists of two courses – SW 4870, 5870 – which are two semesters of field experience plus an integrative seminar. Students are in field approximately 16 hours per week for 30 weeks over two semesters for a total of 480 hours and also participate in integrative seminar learning activities each week. As part of our practicum assessment package, students are evaluated by their field instructors at the end of each semester (see Fall Student Evaluation, FSE, and Spring Student Evaluation, SSE, means in Table 3 below). In addition, students evaluate their field supervisors (API means in Table 3), rate their self-efficacy in field (SEA means in Table 3), their overall experience at their field agency (AGENCY means in Table 3), their Social Work program supervisor (PROG means in Table 3), and the integrative seminar (routine course evaluations). For each of these evaluative purposes students respond to a series of questions, using a five-point scale that ranges from unsatisfactory (1) to outstanding (5). For example, here is a sample question that asks about Agency work conditions:

Provides sufficient opportunity for contact with clients, client groups, or the community.

Unsatisfactory
Outstanding
1
2
3
4
5

Mean scores for each practicum assessment instrument are reported in Table 3 below.

Table 3. Practicum Assessment, 2007-09	2007 mean ratings, N=46	2008 mean ratings, N=45	2009 mean ratings, N=49
FSE, Fall evaluation of student by field supervisor	4.45	4.48	4.67
SSE, Spring evaluation of student by field supervisor	4.64	4.77	4.86
AGENCY, student evaluation of overall experience at field agency	4.41	4.43	4.50
SEA, student evaluation of self-efficacy in the field experience	4.45	4.44	4.62
API, student evaluation of field supervisor	4.44	4.43	4.60
PROG, student evaluation of faculty supervisor	4.67	4.89	4.83

With reference to Social Work program objectives and practicum assessment, Table 4 below delineates which practicum assessment instrument assesses each specific program objective.

Table 4. Social Work Program Objective & Practicum Assessment	Practicum Assessment Instrument
1. Apply critical thinking skills within context of professional social work practice.	FSE/SSE, questions that assess how well the student understands and demonstrates social work knowledge and skills. SEA, specific question
2. Understand the value base of the profession and its ethical standards and principles, and behave accordingly	FSE./SSE values. ethics & diversity questions SEA, specific question PROG instrument

3. Promote student understanding, affirmation, and respect for people from diverse backgrounds: age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.	FSE/SSE, values, ethics & diversity questions SEA, specific question
4. Understand the forms and mechanisms of oppression and discrimination and strategies of advocacy and social change that advance social & economic justice.	FSE/SSE, values, ethics & diversity questions SEA, specific question
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.	SEA, specific question
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes	FSE/SSE, social work knowledge & skill questions PEA, questions that pertain to access to responsibilities and opportunities SEA, specific question
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and families, groups, organizations, and communities.	FSE/SSE, specific HBSE question PEA, questions that pertain to access to responsibilities and opportunities SEA, specific question
8. Analyze, formulate, & understand mechanisms of influence when responding to social policies.	FSE/SSE, values & diversity questions SEA, specific question
9. Evaluate research studies and understand their applicability to generalist social work practice.	FSE/SSE, specific research question SEA, specific question
10. Use communication skills differentially across client populations, colleagues, and communities.	FSE/SSE, specific communication questions PEA, questions that pertain to access to responsibilities and opportunities SEA, specific question
11. Use supervision and consultation appropriate to social work practice	FSE/SSE, specific supervision question PEA, questions that pertain to relationship with practicum supervisor SEA, specific question API and PROG instruments
12. Function within the structure of organizations and service delivery systems.	FSE/SSE, specific function question PEA, questions that pertain to access to responsibilities and opportunities. SEA, specific question

Social Work Program Focus Groups.

Each Spring we invite our graduating seniors to participate in focus groups. Focus group questions address student perception of our achievement of our program objectives. Table 5 below shows a summary of the student focus group responses for the last three years, 2007-09, and the program objectives that are the target of that question. Following Table 5 are the unedited responses from the student focus groups. Here are the focus group questions asked each spring:

1. Let's spend a few minutes on your career goals
 - \$ What career do you intend to pursue after graduation?
 - \$ Has the Social Work program prepared you for that choice?
2. What was done well?

3. What could be done better?
4. We would like to know your perception of the social work curriculum, how do you feel about the required coursework in: [classes useful?]
 - \$ the liberal arts (anthropology, sociology, human development, biology, & psychology)?
 - \$ in social work values and diversity?
 - \$ in human behavior and social systems?
 - \$ in generalist practice (working with individuals, groups, & community)?
 - \$ in the research process and social policy issues?
5. What about your practicum experience, coupled with the integrative seminar? Change anything? Add something?6. What could we add or change to the social work major in general?
7. What are we not asking that you think we should know?

TABLE 5. SOCIAL WORK PROGRAM FOCUS GROUP RESPONSES, 2007-09 (N=100)

FOCUS GROUP QUESTION/RESPONSES	PROGRAM OBJECTIVES MET?	ASSESSMENT OF EFFECTIVENESS	COMMENTS ABOUT PROGRAM STRENGTHS OR MODIFICATIONS
Post Graduation Goals? 59 = Grad school; 16 = Work first ; 25 = Unsure or Unclear.	Yes and these are the two Social Work goals.	Effective	Social work majors graduate with an identifiable professional identity.
Feel prepared for choice (work or grad school)? (See below for specific comments.) Positive responses = 88 Unclear or not sure = 12	Yes and these are the two Social Work goals.	Effective	Generally positive but students do ask for more of what they like (e.g. role plays) or for something missing (e.g. grant writing)
What was done well? Question asks for and receives positive responses (see below for all the responses).	Objectives 1-12	Effective	Suggestions: Child welfare should be mandatory; maybe mental health too. Need more time in practicum to hear what others do.
What could be done better? Plenty of responses say the Program is fine the way it is but there are suggestions for improvement (see below for all responses).	Objectives 1-12	Effective	More electives and better access to them.
Social Work Curriculum: liberal arts (anthro, soc, fchd, bio, psych)	Objectives 1, 3, 7	Effective	Useful = 61 Not useful = 10
SW Values & Diversity	Objectives 1-4	Effective	Useful = 58 Not useful = 4
HBSE	Objectives 1-10, 12	Effective	Useful = 57 Not useful = 6
Generalist Practice	Objectives 1-12	Effective	Useful = 91 Not useful = 7
Research & Social Policy	Objectives 1-5, 8, 9	Effective	Useful = 54 Not useful = 10

Practicum Experience & Seminar	Objectives 1-7, 10-12	Effective	Useful = 68 Not useful = 18
Add/Change anything to sw major?			More electives and offered more often
Want to add another comment ?			Generally positive

How did the Social Work program prepare you for grad school or work? Responses with a specific comment:

- \$ 20 respondents specifically mention positive impact of Practicum as in "builds confidence" or "provides hands-on experience" or "Practicum helps student realize they can apply material learned" or "wouldn't be so confident w/o practicum; class gives foundation but practicum builds knowledge."
- \$ 5 specifically mention one of the practice sequence courses (3050, 4150, 4160) "The practice classes were great. I am constantly using the principles and techniques I learned in them. It surprises me how often I pull out my notes for help."
- \$ 10 specifically praise a specific class component, e.g. groups or role play or something like, "Projects and papers were helpful in self-reflection and applying the knowledge I learned." One student even praised lectures, "Lectures when professor would explain further in detail about the readings that I read the night prior."

Most responses to this question were general – "The classes that we took in our time at USU prepared us to work in so many different areas. Passionate professors contributed a great deal as well." Or, "The classes were well planned and the material presented was very informative."

What was done well? [unfiltered student responses]

Spring 2007

- \$ Assessment in general
- \$ roleplays in practice classes
- \$ group work practice helpful, allowed us to apply what we learned in settings
- \$ role play enabled us to practice without embarrassment
- \$ open door policy helpful (wife in nursing program, faculty there know no students)
- \$ Spirituality class especially good, range of speakers enabled students to see other points of view
- \$ APT/GPT helpful practice for licensing test
- \$ All the faculty are available; you know us all; we know each other. In sociology, I don't know anyone
- \$ Classes are built on each other. I like the building-on concepts.
- \$ I like going from micro to macro.
- \$ It seems repetitious but it's good. Add knowledge to what I've learned as I go along.
- \$ Most teachers worked in the field. I like that you've been there.
- \$ All professors are different.
- \$ I like the interaction and application of the material.
- \$ You listen to us, realize more. You truly care. You practice what you teach.
- \$ We can have a life and still practice.
- \$ Generalist focus gives student confidence to try anything
- \$ I went to Navy leadership school and discovered had already covered much of what they included like role plays
- \$ feel more self-sufficient
- \$ practicum suggested things that prepared me, well-monitored, smooth transition to professional role
- \$ not nervous about life after graduation because of practicum
- \$ kind of a 'step-down' program, to make a smooth transition (to professional life)
- \$ placement process really good: liked practicum buffet, appreciate LOT it takes for faculty to decide who goes where
- \$ learned terminology
- \$ P1&2 role plays totally helped, especially first real day when did intake felt totally prepared because of role play on that topic
- \$ meeting 1 on 1 with practicum instructor
- \$ liked that in supervision go over all that is involved
- \$ liked P3, *being* sw in situation
- \$ liked practical application
- \$ I am especially grateful for what I learned compared to what other majors have experiences, especially group work. My agency supervisor said, "Social work students here do better than the graduate students."
- \$ I like how the practice classes are set up going from one to three.

Spring 2008

- \$ Helped my writing skills and professional interactive skills
- \$ Role plays and group discussions helped me develop skills and broaden my perspective.
- \$ My practicum has been very helpful in preparing me for my job.
- \$ The practical application that we had through your classes as well as integrating our knowledge in the practicum setting.
- \$ Given clear practice standards, methods and ethics
- \$ I learned the most useful information from the practice classes and the practicum. I have gotten a wide range of experience working with people.
- \$ I think that all the classes have helped. We were never shielded from the hard aspects of the job. The practicum has been my biggest learning experience.
- \$ Working in the field has been the most effective.
- \$ The instructors were very supportive and helpful – they were always available.
- \$ The classes were very beneficial and relevant to the field.
- \$ Projects and papers were helpful in self-reflection and applying the knowledge I learned.
- \$ I felt like I learned a wide variety of skills on different topics. I think all of the professors have strengths in their specific fields.
- \$ My practicum experience is very valuable to me.
- \$ Practicum! There is no better practice than direct service. Taught me how to interview, run groups & work in an agency
- \$ I felt role playing was one of the best ways I learn
- \$ Professors were always prepared and eager to teach
- \$ The program helped prepared me for my future by placing me in the practicum setting. This is where I learned the most important skills for my career.
- \$ I liked the role plays. Projects were helpful and the practicum.
- \$ I feel like I could easily handle a career in most SW positions due to my experience in the practicum.
- \$ Good discussions on diversity – helps us think more critically. Great discussions.
- \$ Child Welfare
- \$ Having Supervisors to go to
- \$ Practicum placement, lectures with personal experience, commentary to make lecture more applicable.
- \$ All the material covered was useful in practice. Practicum was great for providing experience
- \$ I really feel the program was very well rounded. I feel like I gained a lot in several areas. I found out just how much I knew after I was placed in my practicum.
- \$ Excellent teaching
- \$ I think actual practice, like the practicum or role plays, helped me most to prepare
- \$ A wide variety of viewpoints and methods was presented. I had no idea how much I need all of them.
- \$ Extensive self-awareness & cultural diversity/competency
- \$ Groups and Role Plays
- \$ The classes were well planned and the material presented was very informative.
- \$ We were taught using many techniques. I think that helps us become well-rounded social workers.
- \$ I feel I have learned the necessary information to be successful in my career.
- \$ I think my writing skills have improved. I think my knowledge of community resources and interactional skills. I feel like I learned a lot about client assessments.
- \$ The class discussions and professors and lectures helped me understand how to be an effective social worker
- \$ Professors are excellent examples of good social workers. Combination of different learning activities.
- \$ The dedication of the teachers. A student can really feel the concern from each one

Spring 2009

- \$ Class structure, all the classes offered, good variety, the whole practicum process.
- \$ Great relationships with professors. Professors are organized and passionate about social work.
- \$ Professors' willingness to help students. The practicum placements are extremely professionally helpful.
- \$ Considering I don't have any complaints, I think the social work program is pretty great.
- \$ Good professors, great classes.
- \$ Wide variety of internship opportunities
- \$ I liked how caring the professors were
- \$ in the practice classes the instructors did a wonderful job of modeling behaviors that could be used by us later on. Most of the instructors were well prepared and taught quite well. Practicums that have been established provide amazing experience. The secretary was more organized and helpful this last year.
- \$ Experiences of the professors in practical application were always interesting and helpful in gaining a better understanding of how things work in the real world.
- \$ teaching techniques and theories
- \$ I like the hands-on experience

- \$ great professors, lots of on-the-job experience, organized well, sense of unity among faculty and students, opportunities to share in class.
- \$ I loved how all of the professors worked together and every single professor reached out to the students and you could always talk to the professors about problems and concerns in class, general social work questions, and life in general. I also really like that we get to know the other students in our classes because we are in the same cohort.

What could be done better? [unfiltered student responses]

Spring 2007

- \$ More practical application of policy, policy application at practicum sites, less dense notes, more outline, live debates in class
- \$ research methods hardest class to see value – more handouts, more research examples
- \$ grading, in general, too easy, need more stretching
- \$ good practice to present info in class
- \$ I wish I had had the Medical Class. I felt ripped off.
- \$ Why do we have to take stats?
- \$ I wish we'd get together more to talk about problems and experiences in the practicum.
- \$ stop having so many groups in the classes. Large groups of ten are too many--keep them at 3-4 students. The faculty should spread out the groups among the classes and not have them in every class. Ask key questions.
- \$ More quizzes to motivate us to read. I want high expectations.
- \$ I was terrified of Dr. X but he made us work hard. I was scared to talk to him.
- \$ Two students are self-motivators.
- \$ I've felt expectations. Dr. Y's passion is great.
- \$ would be nice to have more honors availability in social work
- \$ missed out on different kinds of experiences like medical sw
- \$ grant writing class
- \$ perhaps would have learned more if meet in groups and shared more practical experiences from other students
- \$ wanted more role plays in other practice classes
- \$ MH should be required class (very intense course with Dr. X)
- \$ Two students said we could have used some help to transition better from the social work program to our practicum school setting.
- \$ Have the interns write "a day in the life of a practicum intern" as a class assignment.
- \$ At the beginning of my internship, I was lost. I didn't know what to do. I started more with the macro-level stuff.

Spring 2008

- \$ Read more!
- \$ More one-on-one time with Professors.
- \$ I really enjoyed role plays and group discussions. They helped me really put myself into SW situations and how to handle them.
- \$ Personal evaluations of what specifics to focus and learn about
- \$ More in depth human development types of classes
- \$ I think you have done well. Do more role play. Those helped me put into practice what I was learning.
- \$ Some of the professors aren't the best teachers. Their classes are known for being extremely boring and wasteful.
- \$ More tests and assignments. Sometimes the major seems a bit easy.
- \$ In a lot of my classes I wished the lecture was more focused on curriculum.
- \$ Some of the readings were not helpful
- \$ None that I can think of. I have had an extremely positive experience in the SW program at USU.
- \$ More focus on community – learn more about how social workers can impact their community
- \$ More hands on
- \$ I don't have any suggestions I can think of right now. I feel like the program prepared me more than I thought for the practicum I was in and also for grad school and jobs.
- \$ I would have done away with online discussions in the integrative seminar. I do not feel like they helped me, and I like having a regular schedule (class every week).
- \$ More experiential activities
- \$ We could practice or otherwise have more experience with the skills we discuss. I love the practice classes.
- \$ I know group projects are good social work practice (keep leaders from running away with the project while cajoling the slackers) but I'm not sure if much else is accomplished.
- \$ More information on the reality of the business setting
- \$ More experience doing groups
- \$ I need to continue studying social work material so I can help keep up on the newest information to help

- \$ my future clients.
- \$ Some more situations/role plays of specific client problems with possible solutions could be shown so we can see many options and alternatives.
- \$ I wish I had a greater understanding of different interventions like sand-tray play therapy, and rational emotional therapy.
- \$ Study more
- \$ I would like to have had more role plays in classes other than Practice 1

Spring 2009

- \$ The meeting times for brown bags or NASW stuff isn't the greatest for Seniors.
- \$ Nothing! It's been great!
- \$ Not much.
- \$ More SW electives.
- \$ I couldn't think of anything off the top of my head.
- \$ I think there is a huge disconnect between classes (juniors, seniors). I think it would be good for us to be able to get to know each other somehow. As a junior I didn't know anything about the agencies that were choices for our practicum. I would have liked to be introduced to the agencies and that they do beforehand. The seniors give presentations in their classes on their agencies – maybe they should present to the juniors.
- \$ I think the program is too lenient about who is let in. It makes it difficult for those of us who are really trying to want to do better when half the students around us don't care/put forth no effort, yet they get the same grade/praise. I also felt that the professors should expect more out of the students. I can honestly say I got more out of the classes that expected me to work hard and I enjoyed them more because I had to work for what I got—it was more appreciated.
- \$ more role playing
- \$ maybe have a day or so to work on professional resumes so we can be ready to look for jobs.
- \$ Something I think could be beneficial would be to have a class or at least some review sessions for those students who are preparing to take the [licensing exam] after graduation. I know that I definitely would've gone to the class or sessions because it would help me to have a place to start to study and would help guide me in the right direction. I have been grateful for the professors that have invited students into their offices and help them review but I think more people would take advantage of an actual class or review session.

We would like to know your perception of the **social work curriculum**, do you feel the required coursework in these areas is useful? [unfiltered student responses]
 the **liberal arts** (anthropology, sociology, human development, biology, & psychology)?

Spring 07

- \$ Excellent because they overlap
- \$ really enjoyed all, gave base for social work
- \$ Emphasize taking mental health and abnormal psychology
- \$ Anthropology was boring. I couldn't understand why you take it unless you were going to practice in another country.
- \$ A lot of things related to each other.
- \$ Cool basis. It all depends on the teacher. Class size is an issue with huge classes.
- \$ Don't see FCHD, don't see connection
- \$ depends on where you head in career
- \$ Anthro awful, zero connection to sw (just learned about homosexuals or religion)
- \$ in FCHD did learn material that I used later
- \$ two students said It all mashes together, creates a foundation to understand things better later on, it's all related. The courses prepare you for other social work classes.
- \$ FCHD-Human Development helped a lot. It plays a big role when working with clients to know what stage they're in. It helps to explain the impact on our practice.
- \$ Learning about theorists/theory helped me to see trends which I can apply to my clients.
- \$ Prepared me to understand diversity--sociology and anthropology.

Spring 08

- \$ I think any base can help in the learning process.
- \$ Gives additional perspective through a different field
- \$ The only class I haven't found useful is Biology.
- \$ Helpful, but labor intensive and some things seemed irrelevant (Biology)
- \$ They are redundant and tedious
- \$ Mostly Sociology and Psychology
- \$ Biology – not helpful at all. In my opinion, Biology has nothing to do with SW! Instead I think a SW elective would have been more beneficial.
- \$ Those classes were harder than they should have been for general education! Biology and Psychology

- suck!
- \$ Some classes applied more to SW then others but overall the classes were interesting whether they apply to SW or not.
 - \$ Necessary
 - \$ I am not sure how much Biology has really helped or been useful
 - \$ Biology – not as helpful – would rather take an additional Anthro or Sociology class.
 - \$ I liked these classes and feel like they gave me a more well-rounded education and helped me apply them to social work classes.
 - \$ I don't feel Biology was a needed course for this major.
 - \$ Totally relevant. Covers most of general education
 - \$ Anthropology has been helpful in diversity sensitivity, Sociology in understanding how these groups work, and I return often to what I learned about the brain in
 - \$ Psychology.
 - \$ Loved Sociology!
 - \$ The information I learned in Psychology 4 years ago is still applying in my social work classes. It helped me understand how the human mind works.
 - \$ Anthropology – very helpful. Sociology – very helpful

Spring 09

- \$ Biology was completely irrelevant to social work
- \$ Very useful
- \$ Sociology was most useful, taught me much about diversity. Psychology helped me understand mental health and the factors that cause them.
- \$ I felt Anthropology least useful
- \$ I think the classes are very important. I know some students struggle with Biology but I think it's essential. The classes provide a broad and necessary foundation. Person-in-environment (bio/psycho/social) is made up of each of these topics. Those classes are the very least we can do to begin to increase our understanding.
- \$ A student will take away from these classes what they put into them.
- \$ I feel like the liberal arts definitely help build a good foundation for social workers. I felt like Anthropology was beneficial because it helped me learn more about other cultures and prepared me to want to know about others history and why they are the way they are. Human development is another class that I really enjoyed. I feel like it is so important to know what are normal developments so we can better help our clients.

Curriculum – Social Work Values and Diversity

Spring 07

- \$ enjoy classes that take us away from our own society, especially Anthro, helps us to think outside the box
- \$ I really like Intro. As far as the other courses (2400 & 2500), I didn't like them. They were stepping stones to where I am now though.
- \$ Too many movies in Intro.
- \$ [Some liked 2400 & 2500, others didn't.]
- \$ Four of us in Intro got to know each other well. We gave 30 minute presentations.
- \$ I liked the religion project in which I visited a church. It was a good project going out and getting experience.
- \$ I'm not into reading. Need more motivation.
- \$ I love school social work--the 35-40 minute lecture and then an activity.
- \$ Tell students to "pick something you don't know about" [regarding the religion activity]. I hate group projects. It's hard when all the classes have them. I wish you'd coordinate them. Smaller groups of 3-4 students.
- \$ It's not a problem for me.
- \$ Too many people in the groups.
- \$ want more on cultures, skim over everything
- \$ good introduction
- \$ diversity helpful, liked book
- \$ It helped me to know about the values of others. Now when I meet clients I'm not so shocked by their stories.
- \$ You learn to appreciate others and not stereotype, even if you do [stereotype] at first when you meet someone. You learn to accept others.
- \$ I feel more comfortable approaching people from other cultures. I wish I learned more about cultures from the [Cache Valley] area, especially Hispanics. What they get through living here. It would have helped me at my practicum.

Spring 08

- \$ Excellent teaching of values and diversity
- \$ I have found myself using this info all the time.

- \$ These things will help us in our practice
- \$ Really good class by Dr. X
- \$ I think the subject is great and necessary but I feel like I didn't get as much from the class as I should have, or wished I would have.
- \$ These classes really gave me a better perspective on social work values and diversity
- \$ Need to know it
- \$ There is not time to stop and contemplate what the "right" thing to do is. I need to know these things so deeply they become part of immediate decisions.
- \$ I learned how to work with other cultures effectively. I also learned how to apply the social work values in working with all different cultures

Spring 09

- \$ Always like learning about diversity
- \$ Very useful
- \$ great intro course to understanding the importance of values in social work
- \$ it seems we don't get to spend very much time on specific populations. Dr. X does an excellent job in the diversity class. I just wish we could spend more time on it. I did appreciate the assignments in Dr. X's class. Helped us to venture out!
- \$ I thought this class was extremely beneficial and it really helped me to understand others cultures more and it helped me realize the importance of the social work values.

Curriculum – human behavior & social systems

Spring 07

- \$ Even in smaller class (on satellite and at Snow), still felt overwhelmed by material, lots of information, lots of assignments
- \$ HBSE too broad, hard to know what we learned, don't know how it fit, what are we going to do with this? Both the material and how it was presented.
- \$ It's all new material, don't know what to expect or what's important
- \$ remind me what we were supposed to learn; self-change assignment is good activity
- \$ would not want 2 semesters unless it was different
- \$ You realize how you have more of a perspective using the ecological model - where the client is so as to intervene.

Spring 08

- \$ The structure for some of the SW classes is hard to follow at times. I suggest having specific outlines and notes to go along with the lectures.
- \$ This class has been one of the most valuable classes I have taken.
- \$ I think this was one of the most valuable pieces of the program
- \$ Boring classes
- \$ Loved these classes!
- \$ Relate well to SW
- \$ Nothing personal against the instructor, but once again, I am not sure that I learned enough in this subject. I can't even remember anything we covered in class.
- \$ I was able to understand both of these areas (human behavior/social systems) better, which will help me as a future social worker.
- \$ Social systems seem to need more time to be discussed and learned.
- \$ I wish I could use the knowledge more. Agency work doesn't allow (as a SSW) much analysis of the individual.
- \$ This has helped me understand how an individual's social system has a huge impact on behavior and how social workers need to take that factor into consideration when assessing their clients.

Spring 09

- \$ Good to learn about all the systems but probably the most difficult class of all.
- \$ I liked that it gave a general overview of social work and what we can expect.
- \$ I felt like this was a good class to have and I felt like it built on past knowledge that I already had mainly from human development. I thought it was a good place to start to be able to learn all of the different theories and to realize the importance of support systems and helping people find the resources needed.

Curriculum--Generalist Practice

Spring 07

- \$ P1: loved it, wouldn't change it
- \$ liked staying with same classmates, builds comfort level
- \$ stretched the most, challenging
- \$ nervous about work in small groups but liked the feedback
- \$ good practice in being uncomfortable

\$ P2: book good
 \$ actual conversations in groups
 \$ application in that class really great, principles + experience, even when got off the curriculum
 \$ a lot of what we were afraid of came out
 \$ practice in "how would you handle it if?"
 \$ Conducting group on your own helpful
 \$ P3: loved documentaries, built exposure to different situations
 \$ assignments stretched
 \$ discussion in class really helped
 \$ more debates
 \$ block class too long
 \$ long but ok when class is broken up
 \$ documentaries good practice for new challenging situations
 \$ I liked in P 1 how we'd talk about it and then do it. The 3050 [Johnson] book I use all the time. I held on to it.
 \$ It's my favorite book.
 \$ Tell people to keep their books.
 \$ In P 3, there were too many movies and no discussion. Some movies were offensive and controversial.
 \$ I like the practice classes as they were more interactive.
 \$ I hate reading.
 \$ I liked macro practice as I use it at my practicum.
 \$ In groups class, discussion helps
 \$ sometimes learn most by questions miss in class
 \$ group presentations in class well done
 \$ P1 loved it but too much of same case (rape case)
 \$ feel very prepared with that situation but what would I do with another
 \$ liked breaking into groups
 \$ really enjoyed not being in front of whole class, just with small number of peers
 \$ felt like I had to be more responsible
 \$ maybe helpful if changed groups sometimes
 \$ didn't like role playing
 \$ felt uncomfortable role plays harder than actual situation
 \$ liked groups but didn't like being in front of class (need reassurance)
 \$ class on public speaking helped with role plays
 \$ even role plays didn't help in real life
 \$ P2 enjoyed that a lot
 \$ no idea before class how to work with groups, now understand how groups work and dynamics of them
 \$ perhaps an assignment to attend a support group
 \$ many kinds of groups but felt prepared
 \$ liked learning about different personalities of group members
 \$ came away with good knowledge of that
 \$ one of better classes at preparing me for sw
 \$ P3 enjoyed exposure to different situations, swearing tough to handle but realistic, really felt like got
 \$ understanding of what needed to know from class
 \$ plus of that class is taking situation and apply it to all 3 levels
 \$ still use skills learned although harder at practicum where tendency is to think micro
 \$ exposure to diversity of populations
 \$ class helped with research too, thinking of military as culture
 \$ really added to perspective
 \$ Practice I was huge for me. It prepared me really well for interviewing.
 \$ Group practice was important as I practice a lot in groups at my practicum.
 \$ The courses prepared us amazingly well. I knew about ethics and values. What we have to do if a client
 \$ reports something. I always revert back to class.
 \$ Our class had issues in macro. It wasn't cohesive. It was the students' responses to the class. I personally
 \$ liked it.
 \$ I liked having to develop our own program.
 \$ It's good to learn we can use [macro skills] even though I didn't use it at my practicum.
 \$ Once I was in my practicum, I learned how important [macro skills] are. Bring in guest speakers who
 \$ develop programs.

Spring 08

\$ I gained the most out of Practice 1
 \$ These classes were extremely helpful. I just wish there were less paper work and more role play in Practice
 \$ I and II

Good to learn the differences in how to work in different arenas
Good practice
This will be useful for our practice
This class is extremely helpful!!! I apply it to my practicum every day!
Great classes and instruction
It is important to understand how working with individuals, groups and community will relate to the SW field. (mezzo, micro and macro.)
Professors did great. Practice III needs more time spent concerning community
The most helpful of all classes. Excellent courses!
Community Social Work tended to lose focus sometimes, I'm still trying to figure out what "An Inconvenient Truth" had to do with SW. But I loved the rest of these classes.

Spring 09

Really enjoyed learning about each of these groups of practice
practice classes were the most useful. I enjoyed the role plays and the assignments. They gave me the chance to practice skills that I've learned in the intro classes.
Practice I and II were excellent. Prof. Y and Z were amazing. I learned so much in each of the classes. In my practicum I did individuals, groups, and worked with the community. I was well prepared. I probably could've handled more assignments in my Practice III class.
Expect more from the students. Don't let laziness or excuses fly. This is training for the real world/work in the field. It's not effective training letting everyone get away with what they want. Be more strict with the grading policy and give students what they really deserve. If they have worked hard and deserve an A, give it to them. If they've been lazy/not doing good work and deserve a C, give it to them. It won't hurt them to have to re-take a class or two so the message of hard work can sink in.
I really liked the generalist practice classes and felt like they were good classes that helped me understand more what a social worker does in each of these area. I felt like I got a good feel of each one and was able to start to figure out what I would like to work in and also to realize how they all go together too.

Curriculum – Research & Social Policy

Spring 07

In research, I'd like a group project working with several others.
In policy, it was boring. I didn't even unwrap the book. Too much information sent via the computer. More direction needed. Her notes were in-depth. They made sense. Ninety percent of the class was too unfocused.
I liked the notes but not the book. I didn't read it.
Research class ineffective for me, didn't feel learned enough about how to do sw research (3 others agreed with this), so much material that we skim surface, learn a little about a lot
prefer applied research, learned more research in P3
tie terms to use of them in examples of research
more evidence-based practice would be more useful than observational research but if too applied can't learn the same quantity
maybe apply information to practicum situations
Policy hated book but loved class,
overwhelmed by info,
liked guest speakers, learned tons in class, gained knowledge about other practica
basic material that we all really need to know
Medicare/Medicaid info all really need to know
and learned about other useful programs
enjoyed being altogether in class, not true any more elsewhere
The stats and methods classes were redundant since I took them at the same time. A lot of overlap.
Policy is beneficial. I learned about Workforce Services--how policy impacts people. I liked being exposed to different policies. At my agency, we aren't allowed to refer people.

Spring 08

We covered a lot of information in this class very quickly. It was difficult to keep it straight.
So far I haven't used this very much. However I know I will & it is nice to know I know it.
Boring classes
Kind of boring and repetitive
Research process – not a lot. Much of the research we learned about I felt was unnecessary. Some good.
Research was over my head and I tried really hard to do well in it.
Doesn't interest me
Necessary, but class could have been more productive
Would like more time spent on Social Policy issues because that still is a bit hazy to me
Think the research classes should include doing some research or analysis of research not reading/test

\$ I enjoyed research – no matter what others said, it was a very beneficial class!

Spring 09

\$ Were ok but I have low interest in these areas.

\$ Policy was interesting. I liked that Dr. X used examples from current events in the discussions. It gave a realistic approach to topics in class.

\$ um..not so sure on this one. I felt the whole semester of research was a review of what I had already heard many, many times. I did however enjoy my professor's experience in research and his sense of humor. Policy class was interesting. I enjoyed the conversations. I didn't ever find out if there were specific government/national policies that I really needed to be aware of.

\$ more research and more involvement is always better. The more experiences we have the better prepared we will be.

\$ To be honest these were probably my least favorite classes. I'm grateful I took them because I know they are important and I feel like the information has helped me in my practicum and will help me in my future career but these classes were harder for me to be excited about.

Curriculum – Practicum & Seminar

Spring 07

\$ Papers redundant, too much of the same information, maybe could ask, What did you do NEW this month
practicum is awesome, learning all the time

\$ 3 forms with same questions

\$ supervisor gives me responsibility

\$ loved coming to class but not being in class (every other week on-line discussion) made me feel disconnected

\$ reading, then posting comments on material difficult every other week

\$ like to come to class because learn from class members

\$ prefer not as many skipped weeks interaction in person more effective

\$ see benefit of assignment but had to read it to post comment

\$ The practicum should be switched to a new site each semester.

\$ I liked mine. I stepped in and asked to do things, e.g., answer the phone and use the computer. I spread my wings. I took initiative. I learned a lot.

\$ The best thing for me was to answer the phone as I learned about the problems from the beginning.

\$ There was nothing for me to do. Since I can't have a caseload, I didn't learn much.

\$ I felt the same way. I changed my mind about [my substantive area] and now I don't have the experience for when I go to get a job in my area.

\$ This is important to fit into my workplace.

\$ My second semester was better as they changed my supervisor, I got the chance to do things. Now I enjoy it.

\$ The people at my practicum have the perception that the interns do parenting classes. I need more opportunities.

\$ My supervisor is not a social worker. She doesn't know what I need. I explain terms and things to her but she doesn't understand what I need.

\$ I've loved it.

\$ Hard to know if lack anything because not aware of it yet

\$ maybe good to hear that these are all things we find helpful that students should get out of practicum – if talked once a month about practicum experiences and hear what others are doing

\$ Seminar helpful when everybody presenting about agencies

\$ enjoy common discussions about what others are doing

\$ interesting to hear what everyone does

\$ loved articles, helpful

\$ didn't like articles

\$ some of them are good, some not

\$ more discussion with others in class (not on-line)

\$ if brought own article to class, one tied to own practicum situation

\$ Regarding how the seminar was structured in-class fall semester and on-line for part of the spring semester four students were ambivalent.

\$ six students said they felt as if they missed out not being in class instead of on-line (e.g. I learn from hearing others, there was no group cohesion, I missed not seeing the other students and felt disconnected, I also felt disconnected to campus).

\$ six students said they liked not having class as much. (e.g., talked to people I wanted to if I had a question, for people who are shy about talking in class, having a chat room on-line is better for them, they will express themselves more; as a senior, I know where to go if I have a question, I liked WebCT, I suggest having an article a week when on-line, I like the on-line discussion as quiet people speak up).

- \$ In general, everyone agreed that they would like to have the class meet every other week.
- \$ It's hard to be motivated for five points on assignments for the seminar on a four-page paper when some of the assignments only require one-page. Overall, they're good assignments. It helped me to understand the material.
- \$ I really like the learning journals. It helped me to see that I really can do this.

Spring 08

Would you change anything?

- \$ No: 8
- \$ There are too many assignments that ask the same questions. Sometimes, I felt I was writing the same paper over and over.
- \$ Not so much reading at once for online discussions.
- \$ Just more structure in some of the classes and that depends on who is teaching the classes. I feel the exams and papers that were given really helped me understand SW.
- \$ I was very satisfied with the learning opportunities and instruction given.
- \$ I would like to see there be more discussion in seminar about what everyone is doing. Discuss problems that have arose & solutions. That way we all learn a little from experience.
- \$ A little too much busy work for the seminar – some of the readings were difficult to comprehend.
- \$ The 7:30 class was hard and sometimes felt like a waste of time.
- \$ For me, they worked very well together
- \$ This is where I learn to apply my knowledge to SW.
- \$ I felt a lot of the Practicum classes were unneeded.
- \$ Just my Supervisor...but having a practicum is wonderful!
- \$ I would change how often we met 1st. semester. It would be easier if we met less and did more online. Also, if the assignments & due dates were more carefully laid out.
- \$ My practicum could not have prepared me better for my future career. It was an experience of a lifetime. I felt overwhelmed with how many hours we needed to complete. For full time students of whom most have a job, 480 hours is a bit too much.
- \$ I would put more focus into the practicum and less on seminar and all the extra requirements with that class.
- \$ More emphasis on community resources
- \$ Just the classes that I mentioned. I would want the instructors to be more clear in covering the material.
- \$ I feel like I had a very fitting placement. I feel like I gained a great amount from my practicum placement and integrative seminar.
- \$ At least as helpful as the rest of my classes combined. Puts it all together. Already mentioned – no online discussions – do it all in class. The syllabus/manual organization was confusing to me.
- \$ Smaller groups for integrative seminar, all focused on similarity of practice setting
- \$ I would like to see more discussion on individual agencies. What others have learned while being in their agency and how they can apply that to working in future agencies.
- \$ I felt like there was a lot of busy work. The on-line discussions were good, but it may be more helpful only to have 3 articles.
- \$ No early morning classes, i.e. 7:30 a.m.
- \$ My practicum was awesome! I wouldn't change the experience for anything,
- \$ I wish I had more info on my practicum before I went. There were a lot of things that probably would have changed my decision but they were glossed over at the banquet and even the meeting.
- \$ The practicum was the most helpful

Would you add something?

- \$ No: 10
- \$ Current events. Talk about what is going on in the world that has to do with SW, then we can see SW in action or discuss it from the SW view.
- \$ A meeting between Dr. Y and my Supervisor.
- \$ Other than the hours being negotiated, no, I would not add anything.
- \$ More discussion in seminar about practicum experiences.
- \$ Medical Ethics and Mental Health.
- \$ I think we have a great program. It has really prepared me for the future.
- \$ The instructors are great and are flexible and available for students outside of class.
- \$ I did like having our practicum (integrative seminar) class combined. I think it made the class more versatile and interesting the 2nd semester!
- \$ Clearer instructions and organization in the manuals.
- \$ I wish we had more group discussions in our seminar class where we can each draw on our individual practicum experiences.
- \$ don't fix something that ain't broke

Spring 09

\$ I thought it would have been easier or better if seminar was on Thursday so we would have the whole first part of the week to do intern hours.

\$ I would have preferred more of a social work experience instead of an academic education experience.

\$ The seminar – many of the online assignments were repetitive. It would have been nice to process our practicum experience in class more, not just online.

\$ Yes, I didn't find the seminar helpful. I think we could have done it all online.

\$ I thought that both my practicum experience and integrative seminar were very relevant and needed.

\$ It all was good. I wish there was a way to compile information from students and their agencies that I could use in the future. In another program I had a friend who graduated with a useful amount of ideas that were gathered as an assignment I often called her to get ideas for activities with my groups at the high school. Again, when seniors do their presentations on their agencies, maybe the juniors could be invited. It would be great information for them.

\$ In seminar it would have been nice being able to spend time in class really discussing our practicum experience with other students. Talking about successes and/or challenges. Hearing how other students have resolved their issues, etc. along with having to do the readings and on-line discussions.

\$ no, ok, the time change for seminar

\$ This was very useful. It's a great experience and really allowed me to apply all I was learning at the University.

\$ I feel like it was so beneficial for me to be able to take the knowledge that I'd been learning and to put it to practice. I feel like I learned more through this experience than I would've from a class. I also really appreciate the opportunity that we have to get our feet wet and feel like it will help in getting that first job. It has given me experience to put on my resume. I have also really enjoyed the chance to test myself and see if I could really even do everything that I had been learnign about. I thought it was a good experience. One thing I would change is about the integrative seminar. I really appreciated that we didn't have to go every week and that we were able to do a lot of assignments online. I feel like that helped me keep my sanity a little bit more than if I had classes very week. My complaint however is about how the classes were divided with all of the students on the child welfare grant in one class an everyone else in the other. I was told the purpose of this was so that we could focus more on child welfare and have our specific questions answers concerning the grant. I don't feel like that was very necessary because we had our other required child welfare classes that was all students on the grant and we were able to discuss all of those concerns and focus on those specific topics in that class. I feel like it would've been beneficial to have been in the other class to be able to learn more about the other agencies. I know a lot about DCFS, Guardian ad Litem, and the Child and Family Support Center but really don't know much about all of the other agencies that the other students were placed at. In order to help our clients best we are supposed to be familiar with all the agencies in the area and I felt like it cut off a lot of networking opportunities. This honestly is the one thing that I would change about the program.

What could we change or add to the social work major in general?

[unfiltered student responses]

Spring 07

\$ Women's issues

\$ would have preferred to be able to take MH and Adol, missed because of timing

\$ on-line posting too confusing with posting of replies

\$ Strengths: all components helped me become creative

\$ papers may be redundant but that was also helpful because it reinforced that kind of thinking

\$ Add more occupational information (licensing)

\$ Take out the math requirement.

\$ Have more social work electives required.

\$ Emphasize mental health and abnormal psychology.

\$ If you don't decide on social work your freshman year, you're behind. Make the program more flexible.

\$ Have the practicum as the only class the senior year. I was told the last year was a breeze, when in fact it's just the opposite. Tell future students that the senior year is a busy one.

\$ On evaluation sw historical context confusing for practicum supervisor

\$ nice to hear from graduates how well prepared they are (bring back a recent grad)

\$ way to stay in touch

\$ I liked that the social work professors are flexible about turning in assignments when something comes up in our lives.

\$ The social work professors act like they care about the students. If I have a problem, I can share with any of you. I like the relationships with the students too. We have a close-knit group. I can share good and bad events in my life with everyone.

\$ I liked talking to Dr. Y about being a major. When I went to the psychology department, the professor wouldn't look at me but only talked to the peer advisor as if I wasn't in the room. I thought, "You can look at

me.” I made the decision then to major in social work. The experience helped me to be more open with my professors in social work. My husband’s in engineering and he says he wouldn’t even talk to certain professors. I feel that I can talk to all of you.

§ I like that there are a lot of electives. You can get them in during your program.

§ I would be helpful to get the seniors and juniors together for one class to talk about the practicum.

Spring 08

§ More opportunities to do research to make research more interesting.

§ Nothing specific.

§ Offer the SW electives more. There were some I wanted to take but was unable to because they were not being taught.

§ I did not get a lot out of the diversity class or Practice 3. I also would have liked more human behavior and development classes, but that may be because I like Psychology.

§ Maybe be more specific about different areas of social work to better help us figure out where we would like to apply our knowledge (i.e. medical, children’s services, corrections, mental health, etc)

§ Try to strengthen the classes that are lacking – mainly the first 2 year classes

§ The program worked very well for me. I feel I received a very good education.

§ Make it more difficult. We should probably be challenged more.

§ I think it would have been neat to gain experience in different practicum settings so perhaps only spending a semester in each placement.

§ It would be nice if at the beginning (soph. year) we had a meeting with one of the SW professors and they could counsel us on classes. Office people don’t go in depth.

§ More experiences in the SW setting before we go to our practicum. We need to see what SW is all about before we get out there and work for free. More role plays and more group work.

§ I can full heartedly say no changes need to be made. Our professors cared about us. They want us to succeed. They did everything to prepare us to succeed in the future.

§ The classes could be harder. I don’t like to see slackers still be able to pull off decent grades.

§ I think some extra focus in how to change policy (on any level) would be helpful.

§ Do more hands on work. Such as going to an agency or community resource.

§ More diverse faculty

§ I think it would be helpful if we had the chance to meet as a group and discuss the SW major once we declared. We could talk to the professors and present SW students.

§ Everything was taught wonderfully. Great knowledge and how to present the material from the professors.

§ More practice

§ Gerontology

§ More in depth on theories and perspectives

§ Spend more time helping us become better social workers. Tell us what our weaknesses are and strengths.

§ If possible, teach more specific classes in social work more often such as spirituality in SW and child welfare

§ I think more program supervision would have been helpful.

§ Maybe a little more videos for example in Mental Health. That would give us a little more visual information about each disability.

§ More instructions about the intervention stage of the helping process. I feel like I can be empathic & link clients to resources, but I don’t feel very strong in my knowledge of actual interventions.

§ More Social Work electives

§ I would like to see more electives offered.

Spring 09

§ Statistics, which is a pre req or also a general requirement is the exact same as Social Statistics that we have to take. It was the biggest waste of time to have to take both. You should really consider getting rid of Social Statistics or just have the general requirement of Stats be enough.

§ I thought it was great and really enjoyed my educational experience

§ I have been very satisfied with the social work program and there were very few things about it I wasn’t pleased with.

§ 3 psychology classes, Abuse and Neglect, Abnormal Psychology and Analysis of Behavior. Those are excellent classes that do more than just give you a taste of what’s out in the world. I appreciated at times having less homework in my sw classes as a senior but I think that professors who are too lenient and lax aren’t doing us any favors. Not that we aren’t adults and should be serious about our education but when I can get an A in class and never read one word of the textbook then something is amiss. It seems weird to have classes with no homework or tests. But to each his own.

§ Raise the bar – expect that the students who are accepted into the program are there to work hard and do their best. If a student doesn’t meet the standard (gpa, prerequisite classes, character) then don’t let them in! Lazy and dishonest social workers aren’t very effective when working with clients.

§ have you considered requiring social work students to do some kind of portfolio? Having a portfolio would not only be helpful when searching for a job to show prospective employers, but it would also show what the

student has learned and accomplished while in the program and would be a great reference to refer back to for idea when they are in the work force.

\$ less writing and more hands on

\$ Again I would really like to have a review class for those of us preparing to take the [licensing exam]. Another class that I think would be a good one even if just offered as an elective would be some sort of a communication class, especially one that focuses on nonverbal communication. I feel like I know some about nonverbal communication but feel like I lack in the knowledge of knowing what the nonverbal communication means. It is important for social workers to be able to read their clients and I don't feel very good at the skill. I am reading articles and doing things like that to try and learn it but I don't think that could be a beneficial class to offer.

What are we not asking that you think we should know? [unfiltered student responses]

Spring 07

\$ Please offer summer classes.

Spring 08

\$ I am happy with the program.

\$ Overall the program is great. Prof. Y and Z are very helpful. It is just a few other professors that are frustrating.

\$ Faculty evaluations. I love Prof. Y and Z but sometimes I feel like the rest of the professors don't challenge us enough. I'd like to see them more involved.

\$ There were a few professors I had during the program that I felt wasted a lot of time during classes with things unrelated to the curriculum. I wish it would be better monitored.

\$ Nothing. I loved my years here and can't wait for my "real" job.

\$ I don't know

\$ Common minors or dual-majors of social work students?

\$ Maybe before each class, ask, "What specifically do you want to learn about in this class regarding this subject?" Then we will learn about what we desire to know.

Spring 09

\$ Nothing: 8

\$ I think USU has a fabulous social work program and great professors.

\$ Thank you so much for everything.

\$ I am so thankful to the faculty for everything you guys have done to ensure a great education for me and other students. Because of what I've learned in this major I feel prepared to enter the workforce (or grad school) with confidence in my abilities. Thank you so much!

\$ Again, when asked to rank practicums, I had no idea what to do. I had never heard of some of the agencies nor to this day do I know what some places are. I didn't like that and still don't.

\$ Being a social worker is about having a real desire to assist others and be active in the community. Though there are opportunities all along to serve it seems as though students don't really experience this till their senior year. I had the opportunity to participate in a PAR (participatory action research) project. It was a wonderful experience that helped me learn more about the research process and also gave me an opportunity to serve. I thought I might suggest this be added as part of the social work program because it can be an all encompassing experience with endless possibilities. PAR projects can be done on any topic of interest and would help the students learn about research and methods and practice and it would be helpful to our community. There is always something students can do to contribute to the quality of living in our society. I know that all students have a life, everyone is busy. But getting a degree isn't supposed to be easy. Schooling is very expensive – but if we can receive the proper training we need, get what we pay for – to be prepared to be competitive then it's worth it. Easier isn't always better. Survival of the fittest and only the strongest survive. Make the students really work and earn their degree and they will be thanking you because they'll be prepared for anything.