

CHAPTER 1: BLAZING A TRAIL



Exercise/Outcome Measures

- Forms and measurement
- Exercise
 - Create a worksheet
 - State goals
 - Transition to measurement
 - Create evaluation components
 - Finalize evaluation form

The Many Hats of Supervision Seminar led by Dorinda Noble and Andrew Marks, assisted by Amy Russell (top left) and Christine Norton (center left), August 2009, Padre Island, Texas



Texas State School of Social Work: Blazing a Trail

The School's Journey

The year 1899 marked the birth of a one-building state-authorized school known as Southwest Texas State Normal School, serving 300 students. Built on the banks of the crystal-clear San Marcos River in the rural Hill Country of central Texas, the quiet school grew slowly but steadily, always emphasizing teacher education.

Today, after providing education for more than 100 years, that institution is known as Texas State University-San Marcos. The fourth-largest university in the second-most populous state in the nation, Texas State serves over 34,000 undergraduate, graduate, and doctoral students. Located in San Marcos, a community of about 50,000 people, Texas State enjoys the ease of living that a smaller city affords, but it is only 40 miles north of San Antonio and 40 miles south of Austin.

Context of Texas State

That Austin-San Antonio corridor, one of the fastest-growing areas in the nation, is expected to be a sprawling megalopolis of about 3 million people in the next few years. A significant population group in the area is veterans. Texas State serves about 2000 student veterans, the highest number of any university in the state.

Not only is Central Texas changing in population, but the entire state is changing to a majority Hispanic state. Many residents speak Spanish. In 2011, Texas State became an Hispanic-Serving Institution, and 35% of Texas State students are classified as Hispanic. Having achieved HIS designation opens many doors to specific funding for Texas State, and we are beginning to explore options.

Being closer to Mexico than to any other state means that Texas State University is in proximity to global forces that drive drug running and human trafficking, as well as undocumented individuals. The state of Texas traditionally values self-reliance

Texas State
enjoys a
distinction few
universities can
boast. It is the
alma mater of a
United States
President:
Lyndon B.
Johnson.

Texas State
Center for
Children and
Families has
received more
than \$18 million
in funding and
has provided
more than \$2.5
million in student
educational
stipends and
graduate research
assistantships.

Dr. Betsy
Wisner, tenure-
track professor,
said, "This is my
first opportunity
to participate in
accreditation.
The process has
been invaluable
in helping me
understand how
our courses
intersect, build
on one another,
and prepare
students for a
fruitful field
placement."

and a "cowboy" mentality of solving one's own problems. Texas has no state income tax and has huge funding issues to overcome. Consequently the state, which has been led by a steady stream of Republicans for some years, is not generous with social welfare funding. Regrettably, the state has a high drop-out rate, a large number of uninsured children, and a significant poverty rate. It also has great amounts of natural resources, a population that offers untold potential for achievement, and a relatively low cost of living in most of the state.

The Genesis of Social Work at Texas State

In the 1970s, a small collection of social work courses grew to become the Walter Richter Institute of Social Work. The Institute offered a BSW degree which the Council on Social Work Education (CSWE) initially accredited in 1978 and has reaccredited continuously to the present.

In 1988, the Institute received a Title IV-B Child Welfare Grant, followed by a Title IV-E contract. This initiative gave birth to the Center for Children and Families (CCF). Originally housed in the School, CCF is now an interdisciplinary University center under the direction of Dr. Nancy Feyl Chavkin of the School's faculty. It fosters collaboration between academic departments and community agencies for interdisciplinary research, education, and service, thereby extending the School's mission. CCF has had IV-E and IV-B grants continuously since 1988, as well as funding from US Department of Education, US Department of Health and Human Services, the Robert Wood Johnson Foundation, the Hartford Foundation, the Hogg Foundation, among others. It has helped build the education and the careers of countless students.

In the 1990s, the Texas State Board of Regents determined that there was sufficient demand for and interest in a Master of Social Work degree that the Richter Institute should develop one. This decision triggered a flurry of activity and a doubling of faculty. The faculty developed a solid MSW curriculum with two concentrations, one in direct practice and one in administration. The program was aimed at working professionals, and all classes were scheduled in late afternoon and evening to accommodate students. In 2000, CSWE initially accredited the MSW, which has been accredited since that time.

The Richter institute (known as the Department of Social Work since 1996) became the School of Social Work in 2001. In the late 1990s, the School began offering the MSW on the campus of University of Houston-Victoria, situated by the Gulf of Mexico about two hours drive from San Marcos. This program was delivered by ITV and face-to-face classes. The School graduated two cohorts of MSWs from this program before phasing it out.

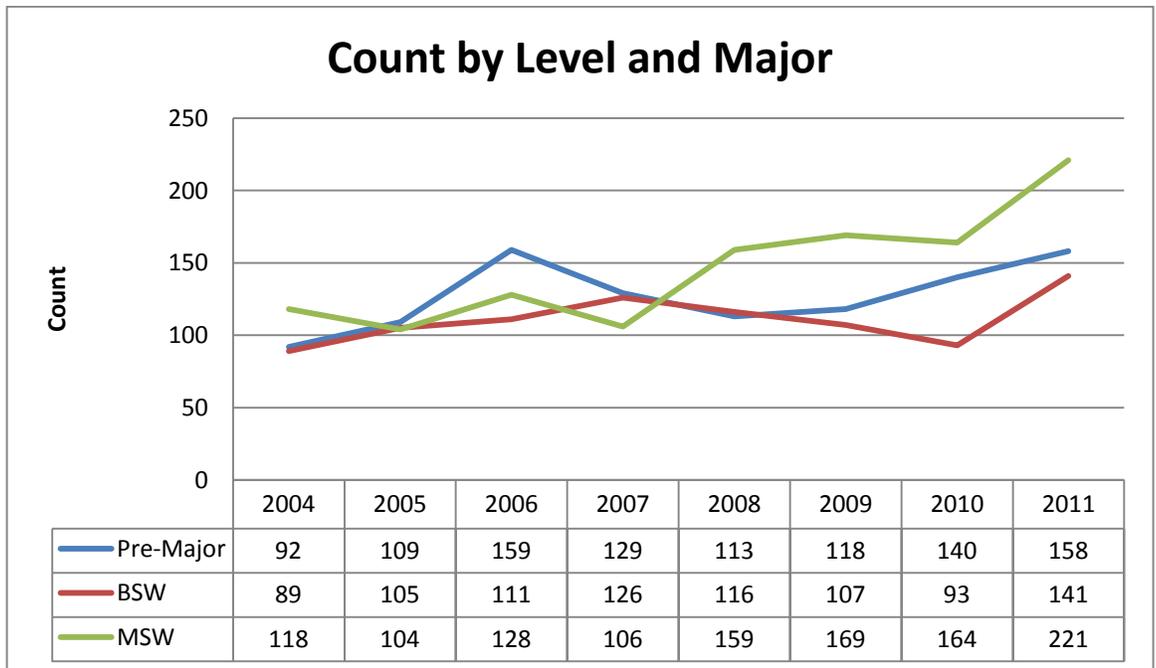
The reason that the Victoria distance education program was eliminated was that, in 2003, Dr. Ted Watkins and Dr. Dorinda Noble received a \$1 million grant from the Administration of Children and Families to translate the MSW into an online format to educate remote child welfare workers. Though no one in the School had ever offered an online course, the faculty educated itself in online pedagogy and moved forward into a highly successful program. By the time the grant expired, the School graduated 22 new MSWs working in remote communities such as Laredo, Borger, Stephenville, Andrews, and many other far-flung communities across the state.

**SCHOOL OF SOCIAL WORK
TEXAS STATE UNIVERSITY-SAN MARCOS, 2011**

Because of the success of this program, the University began supporting online social work education heavily by hiring educational programmers who work closely with faculty in developing, assessing, and refining the online courses. The School gave faculty members a one-course release for two semesters to prepare and refine each online course before it was offered, so each course is tightly constructed and well-thought-out, with a specific measurement for every goal in the course. Students receive the same course materials, using the same textbooks, delivered by core faculty, whether they attend on-campus courses or online courses. Rarely does the School allow on-campus students to take the online courses, or vice versa, so the cohorts remain stable and become close working groups.

The School's growth has been significant—particularly the MSW program—and in 2009 the School moved from the College of Health Professions to the College of Applied Arts. This College, a vibrant unit of seven departments (including Criminal Justice, and Family and Consumer Sciences) brings more grant money into the University than any other college and strongly supports our graduate program. Today the School has 21 full-time faculty, of which 17 hold the doctorate.

Today, Texas State School of Social Work serves about 600 students at any one time, from pre-major through BSW, and from MSW foundation through concentration. Below is a chart demonstrating our student body. The lessons faculty have learned from developing the online MSW has transformed the School from a traditional enterprise to an entrepreneurial, tech-savvy educational program that uses the extensive benefits of technology for both baccalaureate and master teaching.



The School Approaches 2012 Reaffirmation

Texas State
School of Social
Work has about
75 students on
line and about
146 on campus.

Not only is the
Mexican culture
influential in this
area, but so is the
German culture.
New Braunfels,
15 miles south of
San Marcos,
produced its
newspaper only
in German until
well after World
War I.

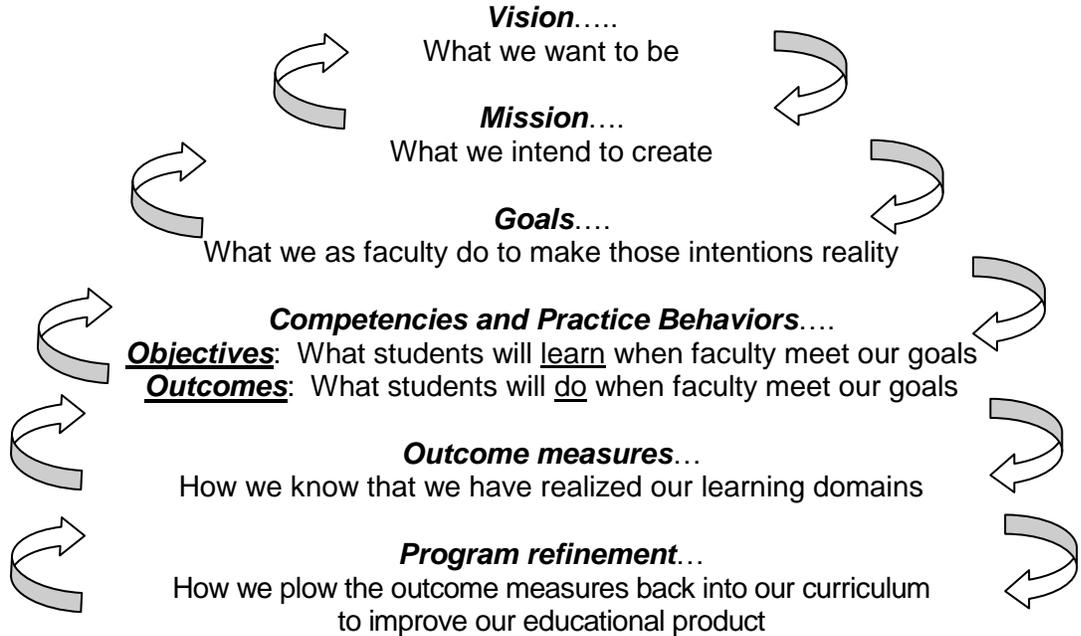
Texas State
produces more
school teachers
than any other
Texas university.

The School's faculty has approached reaffirmation, under the 2008 CSWE accreditation standards, as an opportunity to examine and fine-tune our carefully-conceptualized and studiously-delivered educational product. Faculty began translating our curriculum to an outcome-measure format more than two years ago.

- ✓ After studying the 2008 CSWE Educational Policies and Accreditation Standards (EPAS), the faculty held a retreat in San Antonio two years ago to begin assessing how to actively measure outcomes in different ways.
- ✓ The Field faculty met with focus groups of agency-based field supervisors to glean from them the competencies they think our graduates need to be successful professionals.
- ✓ Faculty also met with students in focus groups to assess what they most want to learn, and what they believe they are learning.
- ✓ The School created an internet site, open to faculty, on the University teaching platform, on which faculty post comments, suggestions, and materials that relate to EPAS and our program.
- ✓ Over the last two years, the faculty met in a "World Series Championship". We divided into different "brackets" to examine discrete elements such as diversity, implicit curriculum, various practice competencies, and so forth. Within these brackets, faculty formed different "grouplets" and "two-bies" to examine our curriculum, policies, procedures, and future.
- ✓ The School designated two faculty, Dr. Amy Russell and Dr. Nancy Chavkin, to oversee defining a model for outcome measurement, and to guide the collection and assessment of the resulting data. On at least a monthly basis, faculty discussed the process and data analysis, brainstorming ways to improve our program because of these data.
- ✓ Faculty reviewed all syllabi, determining which competencies and practice behaviors could best be measured in specific courses, and what concrete activities provided the best vehicles for measurement. Faculty then rewrote, refreshed, and refurbished all the School's syllabi.
- ✓ The School uses its agency-based field supervisors as a professional consultation group, discussing EPAs at their regular supervisor meetings.
- ✓ Dr. Dorinda Noble compiled the extensive information from faculty, field supervisors, and students, and authored this document.
- ✓ Prior to the 2012 site visit, we intend to have a "World Championship Game" to which we invite selected students and field supervisors to plan for the site visit. We will play "Accreditation Jeopardy" to make sure that everyone is clear about the contents of this document.

The Credo of Texas State School of Social Work

Texas State serves over 2000 student veterans and their dependents. The School of Social Work has been very involved in founding the Veteran Advisory Council on campus, working to develop behavioral health, health, academic, support, and peer-to-peer services for vets. Texas State has been named a Vet-Friendly campus for the third year in a row.



EDUCATIONAL POLICY 1.0. THE SCHOOL'S MISSION AND GOALS ADDRESS THE PROFESSION'S PURPOSE, ARE GROUNDED IN CORE PROFESSIONAL VALUES (EP 1.1), AND ARE INFORMED BY CONTEXT (EP 1.2).

Educational Policy 1.1. Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are values which underpin the School's explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2. Context encompasses Texas State's mission and the needs and opportunities presented in the University's setting. The School is influenced by its historical, political, economic, social, cultural, demographic, and global contexts and by the ways it engages these factors, as well as factors of new knowledge, technology, and ideas that influence the profession.

Accreditation Standard 1. *The School's mission and goals reflect the profession's purpose and values and the School's context.*
1.0.1 *The School's mission statement is consistent with the profession's purpose and values and the School's context.*
1.0.2 *The School identifies its goals and demonstrates how they are derived from the School's mission.*

The Mission and Goals of the School

Texas State School of Social Work has developed mission statements, a motto, an approach, and a set of goals which grow out of our commitment to professional values and ethics and are shaped by our context. The goals flow out of our mission.

Texas State students are doing great things. The Students in Free Enterprise chapter here was named National Champion at the 2011 SIFE Exposition in Minneapolis. Twelve Texas State students were named “outstanding overall delegation” for their representation of Saudi Arabia in the regional Model Arab League competition in Houston.

- ✓ The School’s mission is entirely consistent with the University mission.
- ✓ The School values and teaches concepts and behaviors that encourage service to others, particularly those who are the most vulnerable. The importance of human relationships is woven throughout our curriculum.
- ✓ The School stresses competence and integrity throughout our curriculum. Because two of our School faculty have close connections with the state licensing board, as well as the national consortium of licensing boards, our School has a unique emphasis on ethical, legal professional behavior.
- ✓ The commitment to human rights is a significant and growing emphasis in our School. Because Texas State is close to Interstate 35, one of the nation’s major avenues for drug running, human trafficking, and undocumented immigration, faculty and students often focus on the policy and services of such issues.
- ✓ Students of the School are taught to respect all people. They learn, for instance, about Islam-aphobia and how to combat it. The faculty is diverse in race, ethnicity, and religion, and students are consequently exposed to different ideas and approaches.
- ✓ Texas State, an Hispanic-Serving Institution, is located closer to Mexico than to any other state. The blending of different ethnic streams creates an excellent learning laboratory.
- ✓ Texas State is located in an area which is quickly changing from a largely rural setting to a more urban area. Students, particularly in field placement, have the opportunity to deal with the challenges of both settings.
- ✓ We offer our MSW program online, a fact which means the School reaches far beyond our immediate geographical area and thereby draws in perspectives from other parts of the country.
- ✓ The online program has been transformative for our faculty. It has greatly enhanced our knowledge of how to effectively use technology in pedagogy, certainly in online courses but also in the face-to-face classroom. All our classrooms are “Smart” rooms, and we generously use Internet resources, YouTube, chat rooms, and other technology to enhance learning.
- ✓ The online program has transformed faculty in another way: developing the online courses as required by Texas State Interactive Technology guidelines is a laborious, challenging process. The results, however, mean that every learning objective has a corresponding measurement strategy. Faculty have found that this precise way of structuring a course leads to more specificity, more accountability, and more focused learning.
- ✓ Texas State serves more student veterans than any other Texas university. The School has developed successful strategies of working with veterans.
- ✓ Texas State serves many first-generation college students as well. Since a number of the School’s faculty are first-generation college students, they are particularly sensitive to the needs of this group.
- ✓ The School of Social Work benefits from being close to the state capitol, Austin. Our students are able to participate in legislative and learning

events such as Student Day at the Legislature, and we regularly are able to place students in legislative offices for field practicum.

Our School Mission

(What we intend to accomplish)

The mission of the School of Social Work at Texas State University-San Marcos is to educate competent, ethical social workers who are prepared to serve as leaders for change in a dynamic, diverse society. The School transcends boundaries by using pedagogical technologies and applied strategies that make learning more accessible, both locally and globally. The School guides students to create and refine culturally competent, consumer-oriented intervention strategies that enhance personal and organizational well-being and build a more just society, particularly for vulnerable and often-forgotten people of all ages who are usually served by public monies.

Our School Motto

(What we intend to create)

Leadership for Change!

Our School Approach:

Transcending Boundaries in a Rapidly Changing World

(How we package our curriculum to prepare students to become leaders for change in a variety of settings operating in a dynamic social environment)

- ✓ transcending the boundaries of geographic location (through online instruction),
- ✓ spanning from local to global through including content on social, economic, and environmental justice, globalization, diversity
- ✓ transcending the notion of “traditional” student to include “non-traditional” learners such as student veterans, first-generation college students, and professionals in their mid-career points
- ✓ transcending historic clinical knowledge by expanding to diverse settings and interventions, incorporating cutting-edge intervention strategies such as contemporary music, technology, and wilderness therapy
- ✓ transcending traditional administrative knowledge by drawing in government efforts, non-profits, and entrepreneurial ventures
- ✓ embracing technology, popular culture, and the unique perspectives of students as vital components of the learning community

Our MSW Mission

The mission of the Master of Social Work Degree Program at the Texas State University School of Social Work is to educate competent, ethical social workers who are prepared for advanced social work practice in administration and supervision, or in direct practice.

Desired Learning Outcomes

(What students will be able to do)

The School has adopted the 10 competencies and 41 practice behaviors outlined in the CSWE 2008 EPAS for the MSW Foundation. We have identified 2-3 additional

Texas State has an award-winning mariachi group, Mariachi Nueva Generacion, and one of its members won “Best Mariachi Vocalist” in the nation. The University has many other excellent musical groups. Cole Cote, a musical theatre major, won “Singing with Broadway Stars” and is going to New York to perform in 101 Years on Broadway.

outcomes for each concentration. This document will demonstrate the School's commitment to incorporating and measuring those elements.

The LBJ Debate
Society at Texas
State has won
many awards. So
has the American
Advertising
Federation team.

Outcome Measures

(How we know that students are achieving those practice behaviors)

Each competency and each practice behavior will be measured at least twice in the MSW curriculum through specific assignments or activities.

Program Refinement

(How we integrate the outcome results back into our curriculum to refine and improve our educational product)

The School examines the outcome measures and draws signs and signals from those measures to improve our curriculum, our policies, our teaching strategies, and our outreach to the community.

GOALS

The School aims to meet these goals:

1. COMPREHENSIVENESS (WHICH RELATES TO COMPETENCY 1:

PROFESSIONALISM): The School will graduate master-level social workers who can apply the generalist perspective to advanced specialized direct practice or administrative practice with systems of all sizes.

2. REASONING AND VALUING (WHICH RELATES TO COMPETENCY 3: CRITICAL THINKING):

The School will graduate social work practitioners who employ critical thinking and lucid self-assessment; understanding of professional history; ethical, value-based sensibilities; and scientific and creative processes to engage in competent, value-based social work with diverse clients and client groups in various settings.

3. DIMENSIONS OF HUMAN DEVELOPMENT (WHICH RELATES TO COMPETENCY 7: HBSE):

The School will graduate social work practitioners who comprehend, based on a broad array of liberal arts concepts and research knowledge, the needs of people (particularly the most vulnerable members of society), who grasp the ways those needs affect people's behaviors, and who can plan and implement effective practice methodologies to foster productive behaviors and ways of thinking.

4. DIVERSITY AND JUSTICE (WHICH RELATES TO COMPETENCIES 4: DIVERSITY; 5: ADVANCE JUSTICE; AND 6: POLICY PRACTICE):

The School will produce graduates who appreciate and respect the amazing diversity of the human family, who grasp how that diversity is reflected in the families and organizations that people create, who embrace diversity as a strength, who value social justice, and who ethically lead the struggle to foster a compassionate, productive, non-discriminatory society.

Texas State has a
"body farm" at
which
anthropologists,
students, and
crime experts can
study the process
of body
decomposition in
various
situations.

5. ACQUIRING AND REFINING SKILLS (WHICH RELATES TO COMPETENCIES 6: RESEARCH PRACTICE; 9: CONTEXTS; 10: PRACTICE KNOWLEDGE): The School will graduate practitioners who employ theoretically-sound, evidence-based interventions and communication techniques, who use supervision efficiently to improve their practices, who are prepared to evaluate and refine their methodologies, who are knowledgeable consumers and producers of research, and who are life-long professional learners.

6. PROFESSIONAL LEADERSHIP (WHICH RELATES TO COMPETENCY 2: ETHICAL PRACTICE): The School will produce leaders and competent organizational citizens who, because they understand the historical and contemporary contexts of social work, can develop innovative, humane, consumer-oriented policies and systems, can advocate for marginalized populations, and can build bridges between public entities, private concerns, and various disciplines to improve the well-being and productivity of people, particularly the most neglected members of society.