

Social Work - Social and Behavioral Health with Military Members, Veterans, and Military Families 2017 - 2018 Assessment Plan

Currently status is: Report Accepted

I. ANNUAL REPORT FOR 2016 - 2017

Mission Statement

The mission of the Military Certificate program is prepare students by providing the knowledge necessary to work successfully with military and their families.

The wars in Afghanistan and Iraq have committed the United States to the longest sustained period of conflict in our history. By the beginning of 2010, more than two million military members had served one or more combat deployments and more than one million of these veterans had already left the military and become eligible for VA services. The current conflicts have also resulted in unprecedented deployment of National Guard and reserve personnel. There is a growing need for social workers to have up-to-date information about the problems and concerns of military service members, veterans, their families and their communities.

With the ending of the conflicts in Iraq and Afghanistan, there will be a need for human service professionals who are trained in the specific issues and problems associated with these conflicts. Whether in military, VA, or community practice, social workers will encounter individuals who served in these wars and their significant others. There has been substantial research done on the impact of war on the well-being of veterans and their families. In particular, Post-traumatic Stress Disorder and Traumatic Brain Injury, suicide, and substance abuse will continue to challenge the skills of social workers and other professionals who encounter individuals and family members affected by the signature problems for decades to come.

Goal 1.

To provide knowledge necessary to work successfully with military and thier families.

Curriculum

The program consists of three specific military courses: Overview of Military Social Work, Military Mental Health and the Impact of Trauma, and Intervention Strategies in Military Mental Health and Combat Related Issues. Dynamics of Substance Abuse is also required. In addition, students will be required to take two electives to complete their program.

Learning Outcome 1.

Students will have knowledge about military culture, values of duty, courage, and selflessness associated with military service.

Measures and Criteria

Students will demonstrate an understanding of military culture through the completion of a culturally competent training project as described in the course syllabus (SOWK 737)

A score of B or higher will be obtained by at least 85% of students.

Methods

In the Culturally Competent Training project students are expected to identify a unique medium that would be impactful in training social works to be culturally competent in working with a military population. They are to describe how they would use this as a training intervention.

Instructor(s) for this class will grade the assignment based on criteria outlined in the course syllabus for SOWK 737.

The instructor will provide to the Program Director the data on the findings from this course each semester that it is taught. The instructor will be asked to provide this information to the Program Director who will maintain the data. Only those involved in the assessment have access to the data. The Program Director then analyzes the data to evaluate achievement of the learning outcome.

Results

More than 80% of students received a grade of B or better on the assignment. They identified ways in which social workers could improve cultural competence when working with military populations. As part of the assignment, they identified how training for social workers working with this populations could be improved.

Use of Results

The assignment is a substantial one and will remain with no changes. It is designed to show that students develop the necessary knowledge about military culture, values of duty, courage and selflessness associated with military service.

Learning Outcome 2.

Students will understand the impact of resilience on soldiers and families. Students will be demonstrate their understanding of the connection between resilience and prevention of combat related problems such as PTSD.

Measures and Criteria

This learning outcome will be assessed by the student grades on a final quiz for course SOWK 739 At least 85% of students will score at a B or higher.

Methods

Resilience is an essential component of military success, particularly for those in combat, and for their families. This objective is met through a Discussion Board Item in SOWK 738 where Risk and Resilience is covered in depth. Students will engage in a forum where they will critically evaluate their personal clinical reactions to the lecture, and an interview contained within the lecture. In addition, they will respond to an item that explores their personal reactions to a marine who describes his own emotional response to his combat experience. They will be directed to explore their own emotional reactions, and to critically evaluate them, and respond to others.

Results

The measure and criteria are mixed up for this measure. There are two measures. One measure evaluates the final quiz that asks students to explore the connection between resilience and how it impacts combat-related problems such as PTSD. More than 85% of the students completed the quiz with a grade of B or better. The second measure involved a Discussion Board item in which students were expected to be able to explore issues of resilience and to explore their own emotional reactions to trauma. Students listened and reacted to the interview of a veteran regarding resilience. Students were evaluated by points, and all students completed the discussion board and reaction requirements.

In addition, the average score on the final quiz in SOWK 737 was 81.6%. However, the number of students in the class at that time was very small (12) which may have impacted the score.

Use of Results

The learning outcome mentions two measures, but the measures and criteria mention only one. I will address both. The Discussion Board item in SOWK 738 that asks students to critically assess resilience both through an interview and an assignment, showed that students had a good grasp of how resilience impacts the development of post-deployment problems.

On the final quiz in SOWK 739, it is likely that a score of 80%, particularly when enrollment is low is a better indicator of meeting the learning outcome.

Learning Outcome 3.

Students will demonstrate knowledge of the differential impacts of military service for unique military populations.

Measures and Criteria

This learning outcome will be assessed using student grades on the Special Populations Paper and Presentation for class 738. At least 85% of students should score a B or higher on his assignment.

Methods

In this assignment, each student group will pick a military population they are interested in. The topic will be approved by the professor. They paper will examine the unique issues that impact the chosen population. The paper will describe the military population in detail and will thoroughly explore the typical issues that impact the population covered in the paper.

Instructor(s) for this class will grade the assignment based on criteria outlined in the course syllabus for SOWK 738 (attached). The instructor will provide to the Program Director the data on the findings from this course each semester that it is taught. The instructor will be asked to provide this information to the Program Director who will maintain the data. Only those involved in the assessment have access to the data. The Program Director then analyzes the data to evaluate achievement of the learning outcome.

Results

Students in both the summer and fall sessions met this goal. The paper and presentation was done as a group project, and all students received a grade of B or higher for this assignment.

Use of Results

While students did an excellent job on both the paper, and the presentation of their work, the assignment was done as a group project. Each student was responsible for presenting their part of the overall project that met the assignment requirements, it is sometimes hard to gauge individual performance. Overall, I am satisfied with their performance. I may consider expanding this criteria to include assessment data from quizzes or the other paper that is required in this particular course.

II. FUTURE ASSESSMENT PLAN FOR 2017 - 2018

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