

**Outcome Assessment Report, for academic year 2018-9**  
**Facundo Valdez School of Social Work**  
**Master of Social Work Program**

**Program Mission:**

Consistent with the Educational Policy and Accreditation Standards (EPAS) set forth by the Council on Social Work Education (CSWE), the Mission of the Facundo Valdez School of Social Work is to educate students to practice social work competently with the diverse, multicultural populations of New Mexico and the Southwest. This context of cultural and regional responsiveness informs the School's creation and implementation of all its educational programs. The School has a primary commitment to Hispanic and Native American people. Our curriculum grounds students in core professional social work values, skills and ethical principles, and provides a focused awareness and respect for cultural differences and how poverty affects the well-being of people in the region.

**Assessment Methods Overview:**

The School of Social Work has recently applied for CSWE reaccreditation, with a decision expected in October of 2020. To prepare for this application, the School conducted an intensive self-study during the 2018-9 school year. As part of these efforts, for each of the nine social work competencies outlined by CSWE (ethical and professional behavior, engaging diversity, advancing rights and justice, etc.) the School identified one classroom-based assignment at the 500-level and one in each of the three MSW concentrations that were used to assess student learning in that area. Every student in every section of required courses, regardless of teaching location or mode of delivery, was given the same instructions for these select assignments, and every instructor used a standardized rating scale targeted to the specified social work competency to rate the student's mastery, independent of the student's overall grade for the assignment. All instructors were trained on the use of these ratings scales. Each scale consisted of at least two questions that assessed the specific dimensions of the competency embedded in the assignments and were answered on the same ordinal scale ranging from no competency to exceeds expectations for competency. For example, to assess the competency in the area of policy practice (political advocacy), instructors rated the extent to which students successfully identified a governmental policy that affects wellbeing and the extent to which they made a critically-evaluated and research-informed policy recommendation to improve outcomes, two dimensions of skill in this area.

In order to assess more general student learning outcomes for the University, several of the nine selected assignments additionally asked instructors to rate student mastery of one of the NMHU traits. Thus, instructors administered a standardized assignment, and upon reviewing student work, they completed a rating scale consisting of at least two questions tapping into a social work competency, and then, in some cases, they *also* rated the student on an NMHU trait-specific question. The assessment of the student mastery of the social work competencies and the NMHU traits were thus integrated.

A summary table documenting the courses and assignments used to assess both the nine social

work competencies and the four NMHU traits at the MSW level appears below. Every trait is assessed once at the first year MSW (500-) level, and two traits (effective communication and critical thinking) are additionally assessed at the 600-level in each of the 3 MSW concentrations (Clinical, Bilingual Bicultural Clinical, and Leadership & Administration).

<b>Competency</b>	<b>Course</b> (600-level MSW Concentration in parentheses)	<b>Assignment</b>	<b>Possible Supplemental Q re NMHU Trait</b>
1) ethical, professional behavior	533 Law & Ethics	Legal Research Assignment	
	667 (Bilingual) Bilingual Bicultural Practice 1	Oral Skills Assignment	Effective Communication
2) engage diversity	546 Difference	Self-Interview	
3) advance rights & justice	541 Policy	Advocacy letter	
	642 (Leadership & Admin.) Advanced Policy	Memo 2 (Root Cause Analysis)	Critical Thinking
4) research	530 Evaluative Research	Research Proposal	Use of Technology
5) policy practice	541 Policy	Policy Analysis	Critical Thinking
	642 (Leadership & Admin.) Advanced Policy	Research Informed Advocacy Project	Effective Communication
6) engage	565 Practice 1	Role Play Interview	Effective Communication
	665 (Clinical) Multicultural Practice 1	Role Play Assignment	Effective Communication
7) assess	585 HBSE 1	Community Assessment	
	602 (Bilingual) DSM	Clinical & Cultural Case Formation	Critical Thinking
8) intervene	566 Practice 2	Theory-Based Case Assessment	Content Knowledge
9) evaluate	530 Evaluative Research	Program Evaluation Case Scenario	
	633 (Clinical) Clinical Research	Single Case Design Report	Critical Thinking

The ratings scales used to assess the NMHU Traits are described below, along with a presentation of the results. Of note is that while we had full participation by instructors for the ratings of the social work competencies, we did have missing data related to the NMHU traits, in some cases, as some instructors overlooked the last question on the rating scale (which often appeared on a second page).

For information on outcomes related to the social work competencies, please see Volume I (Narrative Response to Accreditation Standards) of the *NMHU Facundo Valdez School of Social Work Self-Study* for the MSW Program. The sections of the self-study report related to outcome assessment are 4.0.1 through 4.0.4.

### **Specific Measures of Learning Outcomes, with Results:**

#### **NMHU Trait # 1: Content Knowledge & Skills**

This Trait was assessed at the 500-level only, using the following assignment:

*MSW 500-level Assessment: SW 566 Theory-based Case Assessment*

Also assesses: *CSWE Competency # 8: Intervene with Individuals, Families, Groups, Organizations, and Communities:*

For this assignment, students were asked to select one evidence-informed theoretical approach and to read at least three peer-reviewed journal articles to evaluate it. Students were then given a case study which served as the basis for a written assignment with several sections: a case assessment, a theory-based case analysis, a treatment plan, and a critique of the theoretical approach. The first section of the assignment asked students to identify, collect and present case information using a comprehensive psychosocial assessment format. In the second section, students analyzed the client data through the lens of their chosen theoretical framework, synthesizing data regarding the client's challenges and strengths and integrating information about the environmental context with the theoretical perspective. Students were then asked to develop a treatment plan and propose effective interventions that are consistent with the person-in-environment theoretical approach. The final section of the assignment asked students to discuss the strengths and weaknesses of the theoretical framework as it relates to effectively addressing the client's current needs.

This assignment was used to assess the student on the NMHU Trait, **Content Knowledge and Skills**. In addition to rating the student on dimensions of intervention, instructors rated the student on the trait by answering the following question:

*How well did the student demonstrate mastery of the relevant social work knowledge and skills (e.g., correct application of theory, terminology, or social work skills)?*

- 0 = Not at all (does not demonstrate this trait)
- 1 = Inadequately (some problems evident in demonstration of this trait)
- 2 = Adequately (demonstrates the trait, but falls short of full mastery)
- 3 = Well (demonstrates mastery of the trait appropriate for MSW level)
- 4 = Exceptionally well (exceeds expectations for mastery of the trait at MSW level)

The benchmark was set at 3, demonstrating mastery of the trait. Ratings of 0, 1 and 2 were combined to indicate that the student did not demonstrate mastery, and ratings of 3 and 4 were combined to indicate that the student did demonstrate mastery. Descriptive statistics

reveal the following rates of proficiency, or mastery, in the area of content knowledge and skills:

Number of students Assessed	130
Number of students meeting benchmark	100 (76.9%)
Number of students not meeting the benchmark	30 (23.1%)

*Interpretation of Results:*

Just over three quarters (76.9%) of the 130 students who were assessed on this trait were rated by their instructors as demonstrating sufficient content knowledge and skills, appropriate for the MSW-level. Just less than one quarter (23.1%) showed less than full mastery of this trait. The “content” in this case related to theory-informed assessment skills and the applications of social work theories of practice. This assignment is undertaken in the second semester of the MSW student’s first year, and luckily, they have a second year of coursework to further develop their theoretical knowledge and skills. Of course, attention is still needed to determine how we can support more students in achieving the benchmark in this area.

As this NMHU Trait relates most directly to the nine social work competencies, and assessment and intervention in particular, it should be noted here that our students demonstrated high levels of competence in the classroom-based assessments, but even higher levels of social work skill-based competence in their field placements, so we can presume students *are* successfully translating this knowledge base to the social work practice setting. Again, please refer to Sections 4.0.1 through 4.0.4 of the BSW Program’s self-study narrative for elaboration.

**NMHU Trait #2: Effective Communication**

This Trait was assessed at the 500-level, and at the 600-level, in each of the three MSW Concentrations, using the following assignments:

*MSW 500-level Assessment: SW 565 Role Play Interview*

Also assesses: *CSWE Competency # 6: Engage with Individuals, Families, Groups, Organizations, and Communities*

For this assignment, students were asked to work with a fellow student and to produce a 10-minute Role-Play Interview to experientially demonstrate effective engagement with an individual, and practice facilitative skills such as empathy, authenticity, and unconditional positive regard. Students also practiced reflection, furthering responses, paraphrasing, the use of closed and open-ended questions, and summarizing. The interview was videotaped in order to facilitate observation of both verbal and non-verbal communications and reactions, which impact the ability to engage with diverse clients.

*MSW 600-level (Clinical Concentration): SW 665 Role Play Assignment*

Also assesses: *CSWE Competency # 6: Engage with Individuals, Families, Groups, Organizations, and Communities*

For this assignment, students were required to demonstrate advanced practice competencies through research into treatment approaches and demonstration of skills and strategies associated with these approaches through a role play scenario. Students were assigned a clinical issue to research in order to identify culturally sensitive evidence-based practices, and they then wrote a paper that included research results for evidence-based practices, a role play scenario and a proposed intervention plan that includes engagement, assessment, intervention, evaluation and a self-reflective critique. With a classmate, they then worked collaboratively to develop and present an in-class role play.

*MSW 600-level (Bilingual Bicultural Clinical Concentration): SW 667 Oral Skills Assignment*  
Also assesses: *CSWE Competency # 1: Ethical & Professional Behavior*

In this assignment, students conducted a role play of an initial interview with a client, in Spanish. As part of this assignment, students were required to explain their role and their agency, describe informed consent, confidentiality, and the rights and responsibilities of the agency and client, explain the assessment tool to be used, conduct the assessment using the tool, review the results, and discuss next steps with the client. In addition to this role play, students wrote a summary of this process.

*MSW 600-level (Leadership & Administration (L&A) Concentration): SW 642 Research Informed Advocacy Project*  
Also assesses: *CSWE Competency # 5: Engage in Policy Practice*

For this assignment, students created a campaign strategy to persuade lawmakers and the public of the need for a policy action, using evidence-based arguments derived from a prior policy analysis. This research-informed advocacy exercise asked students to specify their policy arguments, identify stakeholders with whom they can form a coalition and decision-makers who will need persuading, and prepare advocacy messages for delivery through oral testimony, letter writing, and a media campaign.

In addition to the specified social work competencies, all four of the above assignments were *also* used to assess student mastery of the NMHU Trait, **Effective Communication**. Thus, in addition to rating the student on dimensions of the CSWE Competencies noted, instructors rated the student on the communication trait by answering the following question:

*How effectively did the student communicate, orally or in writing (e.g., how clearly, accurately, appropriately for the audience)?*

- 0 = Not at all (does not demonstrate this trait)
- 1 = Inadequately (some problems evident in demonstration of this trait)
- 2 = Adequately (demonstrates the trait, but falls short of full mastery)
- 3 = Well (demonstrates mastery of the trait appropriate for MSW level)
- 4 = Exceptionally well (exceeds expectations for mastery of the trait at MSW level)

The benchmark was set at 3, demonstrating mastery of the trait. Ratings of 0, 1 and 2 were combined to indicate that the student did not demonstrate mastery, and ratings of 3 and 4 were combined to indicate that the student did demonstrate mastery. Descriptive statistics reveal the following rates of proficiency, or mastery, in the area of effective communication:

	500-level	600-level Clinical	600-level Bilingual	600-level L&A
Number of students assessed	125	141	10	20
Number of students meeting benchmark	111 (88.1%)	107 (75.9%)	8 (80%)	17 (81%)
Number of students not meeting the benchmark	15 (11.9%)	34 (24.1%)	2 (20%)	3 (14.3%)

*Interpretation of Results:*

A sizeable majority of students (roughly 88%) demonstrated effective oral and written communication, as evidenced through the preparation and demonstration of a role play interview, in their introductory social work practice course. At the advanced level, in the concentration year, students continued to demonstrate high levels of effective oral and written communication, with a range from roughly 76% of students in the Clinical Concentration to 81% of students in the Leadership & Administration concentration achieving the benchmark. It is notable that these rates are somewhat lower than that observed at the 500-level. This may be due to instructors’ higher expectations for student communication skills in advanced coursework. In any case, it is reassuring that most students, overall, meet or exceed expectations in their oral and written communication.

Oral and written communication is a part of nearly all classroom activities and assignments in the MSW program, and all field placements, so students have many opportunities to get support and feedback from a diversity of instructors. Our faculty are interested in creating new, additional opportunities to build written communication skills (such as a social work elective focused on professional writing), as this is an area where some students continue to struggle.

**NMHU Trait # 3: Critical and Reflective Thinking:**

This Trait was assessed at the 500-level, and at the 600-level, in each of the three MSW Concentrations, using the following assignments:

*MSW 500-level Assessment: SW 541 Policy Analysis Assignment*  
 Also assesses: *CSWE Competency # 5: Engage in Policy Practice*

In this assignment, students selected a contemporary social welfare or social justice issue to describe and analyze. They were required to find and read government social indicator data on prevalence of the problem or issue, and to summarize and analyze peer-reviewed research on its root causes, consequences and other correlates. Then, they described and analyzed existing

governmental policy to address the issue, applying specified analytic concepts and models. They concluded by making a research-informed recommendation for policy change: they asked to modify, delete, expand, renew, or create a governmental policy or program to promote improved outcomes for a population.

*MSW 600-level (Clinical Concentration): SW 633 Single Case Design Report*

Also assesses: *CSWE Competency # 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*

For this assignment, students utilized a single-case experimental design to monitor changes in behavior, feeling, thought, or experience, repeatedly over time. Students had to track and analyze their own behavior or experience as it pertained to their wellbeing, following the implementation of a self-care intervention. In doing so, students gained practical data gathering and analytic skills that can be applied directly to evaluating client progress and the effectiveness of clinical practice with clients.

*MSW 600-level (Bilingual Bicultural Clinical Concentration): SW 602 Clinical & Cultural Case Formulation*

Also assesses: *CSWE Competency # 7: Assess Individuals, Families, Groups, Organizations, and Communities*

In this assignment, students prepared a clinical & cultural case formulation in response to a case summary presented by the instructor. This clinical and case formulation is a summary of the worker's professional conceptualization of the nature of the client's diagnostic presentation, how and why the problem developed from a theoretical perspective, the role of culture in the development and treatment of the problem (including a review of the client's cultural definition of the problem, cultural perception of causes, context and support, and cultural factors affecting self-coping and help-seeking), a review of possible clinical explanations for the problem, prognosis, and recommendations for an appropriate provider and treatment modalities.

*MSW 600-level (Leadership & Administration Concentration): SW 642 Policy Memo 2, Root Cause Analysis*

Also assesses: *CSWE Competency # 5: Engage in Policy Practice*

For this assignment, students chose a social problem present in high number or rate in NM (e.g., food insecurity, drug overdose, child neglect, etc.) They then found research evidence to document the extent of the problem and its root causes. They then identified an evidence-based, macro-level, preventive policy solution that targets that root cause, and analyzed its strengths and weaknesses by applying specified analytic criteria, before making a policy recommendation.

In addition to the above-specified social work competencies, all four of the above assignments were *also* used to assess student mastery of the NMHU Trait, **Critical and Reflective Thinking**.

Thus, in addition to rating the student on dimensions of the CSWE Competencies noted, instructors rated the student on the critical thinking trait by answering the following question:

*How well did the student demonstrate critical and reflective thinking? (e.g., integrating and weighing multiple sources of information, grounding conclusions in evidence, providing rationale for conclusions)?*

- 0 = Not at all (does not demonstrate this trait)
- 1 = Inadequately (some problems evident in demonstration of this trait)
- 2 = Adequately (demonstrates the trait, but falls short of full mastery)
- 3 = Well (demonstrates mastery of the trait appropriate for MSW level)
- 4 = Exceptionally well (exceeds expectations for mastery of the trait at MSW level)

The benchmark was set at 3, demonstrating mastery of the trait. Ratings of 0, 1 and 2 were combined to indicate that the student did not demonstrate mastery, and ratings of 3 and 4 were combined to indicate that the student did demonstrate mastery. Descriptive statistics reveal the following rates of proficiency, or mastery, in the area of critical and reflective thinking:

	500-level	600-level Clinical	600-level Bilingual	600-level L&A
Number of students assessed	137	49	9	20
Number of students meeting benchmark	103 (75.2%)	41 (83.7%)	7 (77.8%)	13 (65%)
Number of students not meeting the benchmark	34 (24.6%)	8 (16.3%)	2 (22.2%)	7 (35%)

*Interpretation of Results:*

Roughly three quarters of the 137 first-year MSW students who were assessed on this trait were rated by their instructors as demonstrating proficiency in critical and reflective thinking appropriate for the MSW-level. Of second-year students in concentration-level courses, roughly 84% of 49 Clinical students, 78% of 9 Bilingual-Bicultural Clinical students, and 65% of 20 Leadership & Administration students achieved the benchmark on this trait.

A few data points here stand out. Most notably, we had a large amount of missing data in the Clinical concentration ratings. There were actually 156 completed rating scales for this Clinical assignment, and yet only 49 (31.4%) were rated on their critical and reflective thinking. The item related to critical thinking appeared on a second page, and we can only presume that some instructors rating this particular assignment, the Single-Case Design Report, did not see or were not provided with the second page of the measurement instrument. We therefore must take the above scores with caution, given the low response rate.

Also notable is the lower rate of proficiency observed in the Leadership & Administration concentration cohort on their Root Cause Analysis assignment. This may be due to instructors'

higher expectations for students' critical thinking skills in advanced coursework on an assignment which specifically targeted analytic thinking.

In any case, it is reassuring that most students, overall, meet or exceed expectations in their critical & reflective thinking.

**NMHU Trait # 4: Effective Use of Technology**

This Trait was assessed at the 500-level only, using the following assignment:

*MSW 500-level Assessment: Social Work 530 Research Proposal*

Also assesses: *CSWE Competency # 4: Engage In Practice-informed Research and Research-informed Practice*

For this assignment, students were asked to thoroughly review, critically appraise, and summarize prior scholarly research on a topic and to use this knowledge to carefully map a plan for data collection and analysis (i.e., research). They first wrote a literature review, referencing both trustworthy online research institute website data and peer-reviewed research journal articles found using the library's journal databases. They then made a maximally valid proposal to gather new quantitative or qualitative data on the topic, building upon what is already known. This often required reviewing and adapting existing measurement instruments for social research.

This assignment was *also* used to assess the student on the NMHU Trait, **Effective Use of Technology**. In addition to rating the student on dimensions of research, instructors rated the student on the technology trait by answering the following question:

*How effectively did the student use technology (e.g., use of writing or presentation software, data management or analysis software, online research tools)?*

- 0 = Not at all (does not demonstrate this trait)
- 1 = Inadequately (some problems evident in demonstration of this trait)
- 2 = Adequately (demonstrates the trait, but falls short of full mastery)
- 3 = Well (demonstrates mastery of the trait appropriate for MSW level)
- 4 = Exceptionally well (exceeds expectations for mastery of the trait at MSW level)

The benchmark was set at 3, demonstrating mastery of the trait. Ratings of 0, 1 and 2 were combined to indicate that the student did not demonstrate mastery, and ratings of 3 and 4 were combined to indicate that the student did demonstrate mastery. Descriptive statistics reveal the following rates of proficiency, or mastery, in the area of use of technology:

Number of students assessed	63
Number of students meeting benchmark	58 (92.1%)
Number of students not meeting the benchmark	5 (7.9%)

### *Interpretation of Results:*

Over 92% of the 63 first-year MSW students who were assessed on this trait were rated by their instructors as demonstrating effective use of technology, appropriate for the MSW-level. Just 7.9% showed less than full mastery of this trait. While this is very encouraging, the high rate of missing data should be noted. 137 students were rated on the Research Proposal Assignment in SW 530, and yet only 63 (or 46%) were rated on this technology item, in particular. The item related to use of technology appeared on a second page, and we can only presume that the instructors rating this particular assignment did not see or were not provided with the second page of the measurement instrument. We therefore must take the above scores with caution, given the low response rate.

Luckily, throughout their MSW program, students have many opportunities to practice their skill in the critical use of internet-based information and of web-based and software-based applications. As progressively more of the MSW course content is made available online, both synchronously and asynchronously, through technologies like Brightspace and Zoom, we will certainly need to continually assess student needs in this area, but based on this limited data, it does appear as if a majority of MSW students are proficient in their use of technology.

### **Utilization of Results:**

CSWE required that we indicate the percentage of students meeting the benchmark for each competency-specific rating at the 500-level and in each concentration. Summary of this data identified a few of the social work competencies where students demonstrated somewhat lower rates of achieving the benchmark (notably, engaging diversity, research, and evaluation of practice). Please see the Self-Study, Volume I, sections 4.0.1 through 4.0.4 for full results and discussion of implications for program improvement.

For each NMHU trait indicator, we generated frequency data, as discussed above, and were able to determine where our students are struggling. With some variation between concentrations, and with some missing data limiting the strength of our findings, roughly 77% of MSW students achieved the benchmark in content knowledge, between 76 and 88% achieved the benchmark in communication, 65 to 84% achieved the benchmark in critical and reflective thinking, and 92% achieved the benchmark in their use of technology. This represents, in our view, relatively high rates of mastery of the academic and life skills represented by the NMHU traits. However, clearly, there is still room for improvement and the School should consider ways to enhance and develop these skills in its students.

With our focus, as it was, on analysis of data related to the social work competencies, we did not break these findings down by program location, or mode of delivery, which might be helpful to do in the future. In any case, at all of our program locations we continue to identify and promote appropriate supports for students to help them build their academic skills, as indicated by the NMHU Traits. For instance, in Albuquerque, where formal university-level supports were historically limited, in recent years, we have added an onsite writing lab, run by a

trained graduate student, and we have an emerging plan to add an onsite technology support lab, run by a trained work study student, who can assist with Banner, Brightspace, OneDrive, and the like. If needed, we might consider expanding these services to other centers that do not have university facilities at hand. Additionally, as noted above, our faculty are interested in creating new, additional opportunities to build written communication skills (such as a social work elective focused on professional writing), as this is an area where some students continue to struggle, despite the relatively high ratings for communication, as noted above.

This was a new data collection process and therefore served as a trial. While we had full participation by instructors implementing the rating scales, we did not have complete data for the Trait questions. These questions nearly always appeared on a second page of a Word document that instructors used to guide their ratings. In the future, assuming we proceed with this assessment plan, we would like to move towards electronic forms to remove this barrier to full participation. This would also limit the need for data entry and data management. For our next wave of data collection, we hope also to expand the numbers of assessments, as per a recommendation put forth by the Office of Institutional Effectiveness and Research, so as to include measures of *every* trait at both levels of the program, first year, and concentration year. (As seen above, in 2018-9, only communication and critical thinking were assessed at both levels.) Conversely, we might identify new ways to generate data to better identify student learning needs. The School's Curriculum Committee is currently evaluating our assessment plan for next year, for both the social work competencies and the NMHU Traits. Ideally, we will continue to expand and improve our generation of usable data that can help inform programming.

#### **Changes to the Program Based on Results:**

Changes made in response to the social work competency data are outlined with depth in section 4.0.4 of the Self-Study. Changes made in response these data, related to the NMHU Traits, which tap into more general academic and life skills, are still under discussion. That said, the faculty members of the School of Social Work have carefully reviewed the outcome data related to the social work competencies, and have initiated a few changes, which will hopefully benefit the NMHU Traits as well. The most important of these changes include improving the oversight and support offered by Lead Faculty members for each course, with the hope of promoting both educational quality and improved consistency between instructors. Attention will be given to supporting instructors in developing applied learning activities. Revisions and improvements have also been made to specific courses, or are still under discussion, in response to the self-study findings. Notably, as the social work competency related to engaging diversity was rated less strongly for Clinical students, and the advanced multicultural practice courses, SW 665 and SW 666 were significantly revised for the 2019-20 school year. Additionally, as research and evaluation were also social work competencies with lower numbers of students achieving the benchmark, changes have already been made to the Bilingual-Bicultural Clinical research course, SW 631, and further improvements to the research sequence courses are under consideration.

## **Retention Strategies:**

The Facundo Valdez School of Social Work has good retention and graduation rates. We presume this is due, in part, to our well-defined course sequence or program map, which provides students a clear pathway to degree completion. That said, we can and do make steps to improve. Our primary efforts to improve retention have focused on improving our advisement structure. We have a system in place to assure all students are assigned an advisor, and that both the student and faculty member are informed of how to contact one another. These advisors are all full-time (contingent and tenured or tenure-track) faculty members, and all advisors are assigned both BSW and MSW advisees. Faculty advisors receive training and support on the course sequence and curriculum and on effective advisement strategies, including methods of outreach and use of Degree Audit. Further, our school holds regular faculty meetings to disseminate updates in both curriculum and advisement, and at these meetings, we also confer as a team to identify students academically at-risk, to problem-solve regarding these students, and to weigh options for intervention. We are currently in the process of developing a way of tracking and structuring advisement efforts and outcomes. We are also refining our student conduct policy, to better outline procedures for supporting students who struggle with the behavioral aspects of education in the classroom and field placement settings. In the future, the School of Social Work also hopes to develop both a social work faculty handbook (on standards for teaching, advising and student support) and a social work student handbook (on available supports and guidance and on school policies and expectations).