

BASW Graduate Survey 2012 TEST

Welcome to the BASW Survey

Dear BASW student or graduate,

The CalSWEC Workforce Development Committee and the BASW project coordinators at your universities around the state are interested in finding out how your BASW has helped(or not) your career. To do this, we ask that you complete this short survey on line. This will not take more than 10-15 minutes. The purpose of this survey is to determine the usefulness of the BASW degree in child welfare in California. We would like to know about your experiences in the child welfare field, what you do, and what you do not do on your job. We would also like to hear feedback from you about how well you think your BASW program prepared you to do your job. Finally, we would like to learn about your career goals. This survey is similar to surveys that we send out for the MSW programs.

Unless you want to participate in a focus group or a telephone interview and indicate so at the end of this survey, I will not divulge your name to anyone other than myself, the CalSWEC researcher.

If you have any questions, please feel free to e-mail me at sjclark@berkeley.edu. Thanks for your time.

Sherrill Clark, Program Evaluation Specialist
California Social Work Education Center

*** 1. Why did you choose social work as your major?**

2. Have you graduated?

☐ Yes

☐ No

BASW Graduate Survey 2012 TEST

3. When do you expect to graduate?

4. What would your ideal job look like?

BASW Graduate Survey 2012 TEST

5. Have you completed your CalSWEC work obligation?

☐ Yes

☐ No

BASW Graduate Survey 2012 TEST

6. Can you describe the barriers to completing your work obligation?

7. When do you expect to finish your work obligation?

BASW Graduate Survey 2012 TEST

About Your Job

The questions on this page are about your current job. If you do not have a current job, skip down to Question 16 and tell us what your ideal job would be.

8. Where is your job located now? My job now is in:

- ☐ A public child welfare department or agency
- ☐ A nonprofit child welfare department or agency
- ☐ A tribal agency
- ☐ At the California Department of Social Services in child welfare
- ☐ A public department or agency NOT in child welfare
- ☐ A nonprofit department or agency NOT in child welfare
- ☐ At the California Department of Social Services NOT in child welfare

Other (please specify)

9. Have you held this job since BASW graduation?

- ☐ Yes
- ☐ No

If "No" how many different jobs have you held since graduation?

10. What is your job title?

11. Could you please describe what you do on your job? For example, what tasks do you perform most often? What tasks do you perform infrequently?

12. What would you like to be able to do on the job that you cannot do now?

BASW Graduate Survey 2012 TEST

13. What do you find satisfying about your current job?

14. What is particularly challenging about your current job?

15. Are you satisfied that you are doing what you want to do for your career?

☐ Yes

☐ No

Can you elaborate?

16. What would your ideal job look like?

BASW Graduate Survey 2012 TEST

Education

17. Can you point to experiences you had in your BASW program that helped (or will help) prepare you for your job? Please check all that apply to your experience.

- ☐ Participating in workshops held before the semester began
- ☐ Attending specialized child welfare classes
- ☐ Being able to apply theory (such as strengths based approaches) to practice
- ☐ Having a mentor or mentors at my field placement
- ☐ Having a mentor or mentors at school
- ☐ Attending seminars/classes
- ☐ Having field experiences
- ☐ Discussing social work practice in classes with students from different backgrounds
- ☐ Attending conferences
- ☐ Attending weekend workshops
- ☐ Attending CalSWEC student day
- ☐ Participating in exit interviews with project staff upon graduation
- ☐ Working with my field supervisor
- ☐ Attending a job readiness workshop
- ☐ Meeting with the project coordinator
- ☐ Learning about working in a public or tribal agency
- ☐ Having opportunities to practice speaking and writing
- ☐ None of the above

Other (please specify)

BASW Graduate Survey 2012 TEST

18. Were there any course topics that you felt were particularly helpful in preparing you for your job? Please check all that apply to your experience.

- ☐ Cultural awareness and competency
- ☐ Self-awareness
- ☐ Case management
- ☐ Knowledge about specific families and children in the child welfare system
- ☐ Identification of child abuse and neglect
- ☐ How the child welfare system works
- ☐ Kinds of documentation required for the job
- ☐ Specific knowledge about child welfare policies and regulations
- ☐ None of the above

Other (please specify)

BASW Graduate Survey 2012 TEST

Future Plans

19. Do you plan to obtain an advanced degree in the future? You may check more than one option.

- ☐ Yes, a PhD but NOT in social work/social welfare
- ☐ Yes, a PhD in social work/social welfare
- ☐ Yes, an MSW
- ☐ Yes, an MSW with CalSWEC support
- ☐ Yes, another advanced degree such as an MD or a law degree
- ☐ Yes, another master's degree

Other (please specify)

20. Do you have anything else that you would like us to know about your experience on the job, in your field placement, or in the BASW program?

BASW Graduate Survey 2012 TEST

Voluntary Telephone Interview or Focus Group

21. Would you be willing to participate in a telephone interview to tell us more about your job and how the BASW program prepared you for this job?

- ☐ Yes, please call me (See below)
- ☐ No thanks

If you would like us to contact you about a telephone interview, please give us your name (first name at least), a contact phone number here and preferred days and times for us to contact you.

22. Would you be willing to participate in a focus group at your university in your community or at your agency to tell us more about your job and how the BASW program prepared you for this job?

- ☐ Yes, please call me (See below)
- ☐ No thanks

If you would like us to contact you for a focus group, please give us your name (first name at least), a contact phone number and preferred days and times for us to contact you.

Thank you for your participation in this survey. If you have any questions about it, please your project coordinator or contact Sherrill Clark at CalSWEC_sjclark@berkeley.edu

Appendix 15: New Graduate Survey Report

Results of New MSW Graduate Survey 2011 Report

The new graduate survey is conducted annually using CSIS information. All graduates are contacted in the December after their graduation which is the date by which they are expected to have found a job in the field, according to their work obligation contract. This year not all of the graduates were able to begin their child welfare jobs before we sent out the survey, even though we delayed sending out the survey until February 29, 2012.

The purpose of the new graduate survey is to gather new graduates' opinions about the relevancy of their graduate school curriculum as it applies to their new public child welfare jobs. This report contains 90% of the information from this year's

surveys. It does not contain the responses about aspects that satisfy and challenges of the child welfare job. That will be sent in a separate report.

Demographics: Eighty-nine graduates responded to the 2011 New Graduate Survey, resulting in a response rate of 28.8%. Their average age is 35. Eighty-nine percent of them are women; 61 percent were *not* county employees during graduate school; 35.7% (30) were part time students.

Responses by school break down as follows:

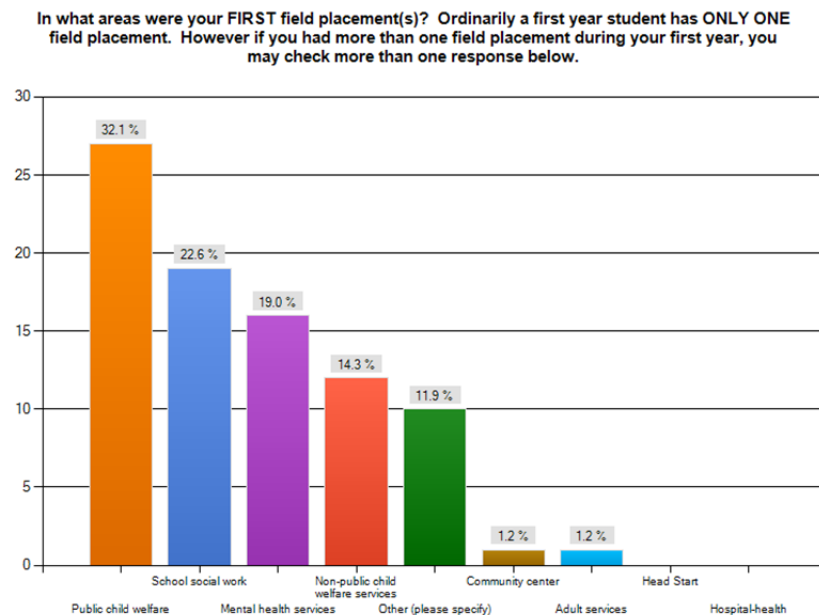
Bakersfield	8	
Berkeley	7	
Chico		4
CSU-LA		8
Dominguez Hills		4
East Bay	3	
Fresno		1
Fullerton	3	
Loma Linda	3	
Long Beach	5	
Long Beach DE		2
Northridge	3	
Sacramento	10	
San Bernardino		3
San Diego	2	
San Diego IV		2
San Francisco		5
San Jose	7	
Stanislaus	4	
UCLA		3
USC	2	

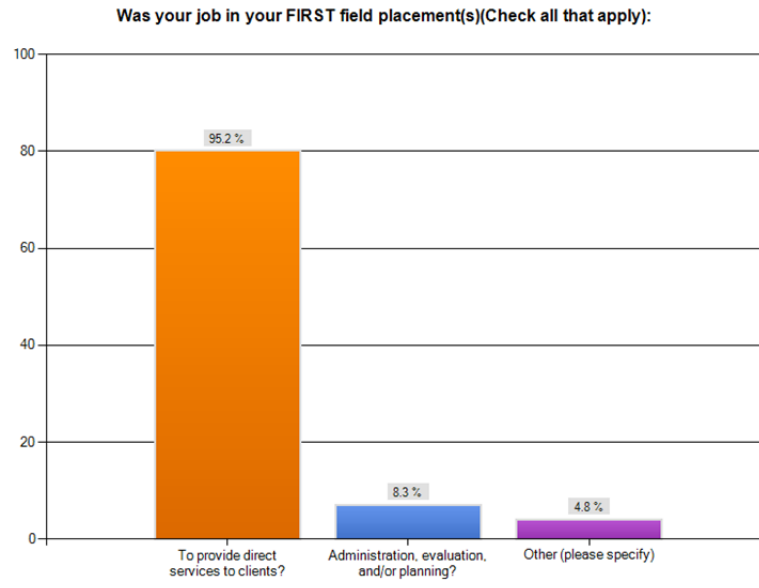
The numbers of responses from each school are so small for the individual schools that individual school reports will not be written from these data this year. This is because we do not want to be able to identify individual graduates.

Individual school summaries for aggregated data for 2004-2009 were sent to all projects in 2011 and a PowerPoint presentation was made for the project coordinators' meeting in February 2011. The multi-year data is not very different from this year's data.

Field Placements: By the second year most students had had at least one public child welfare field placement. Providing direct services to clients was the most frequently cited job during the students' first and second year field placements, although by the second year, a few more students were involved in administration, management and planning.

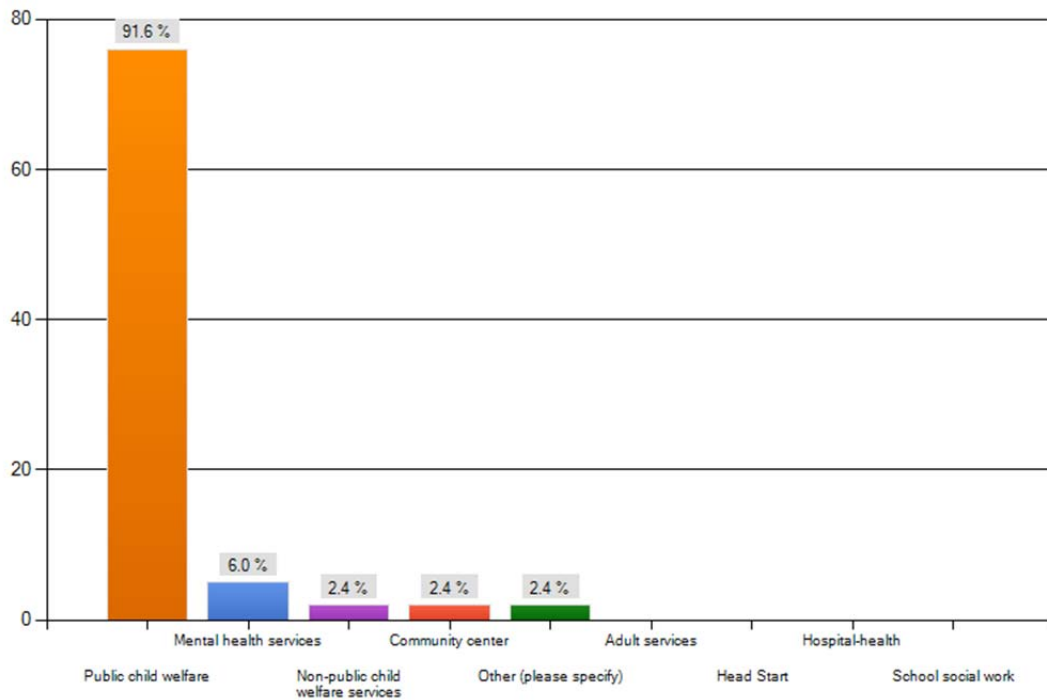
First year:



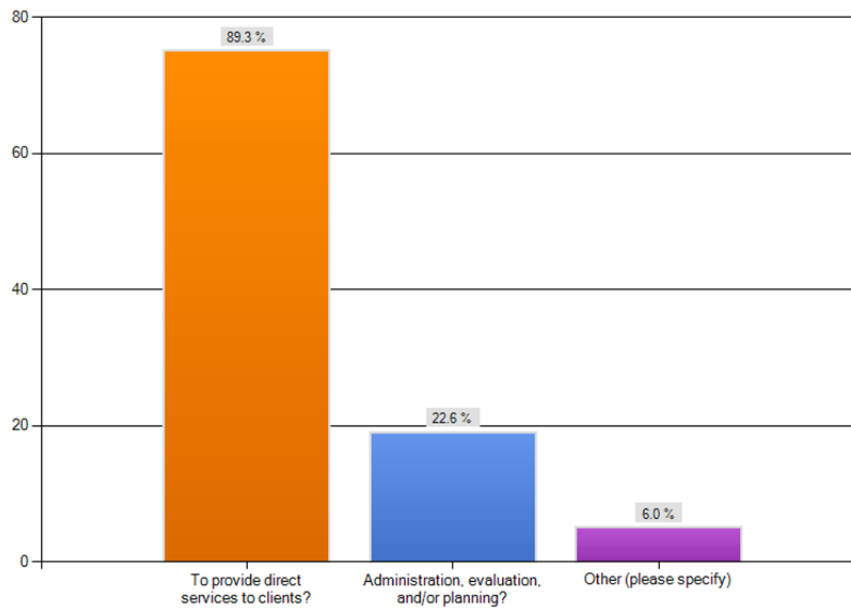


Second Year:

In what areas were your SECOND field placements? Ordinarily a second year student has ONLY ONE field placement. However if you had more than one field placement during your second year, you may check more than one response below.

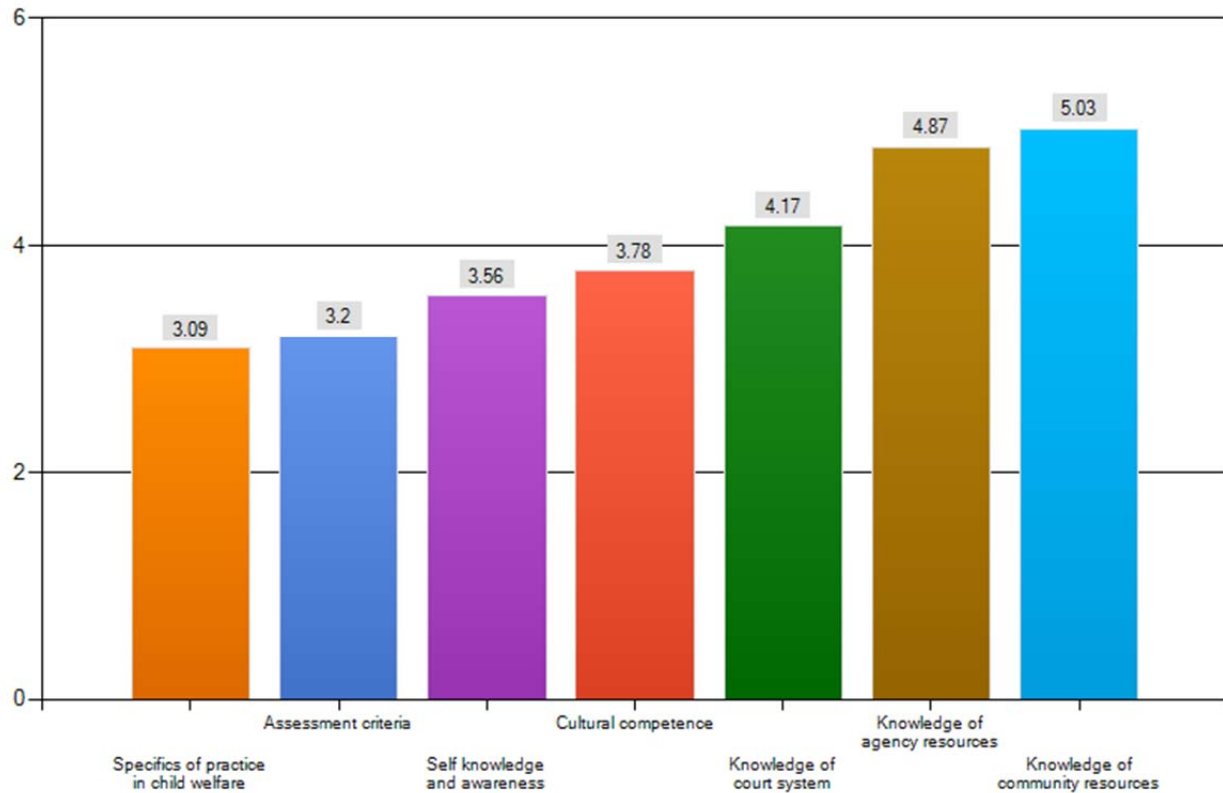


Was your job in your SECOND field placement(s)(Check all that apply):



Requirements for Beginning Child Welfare Workers
Knowledge:

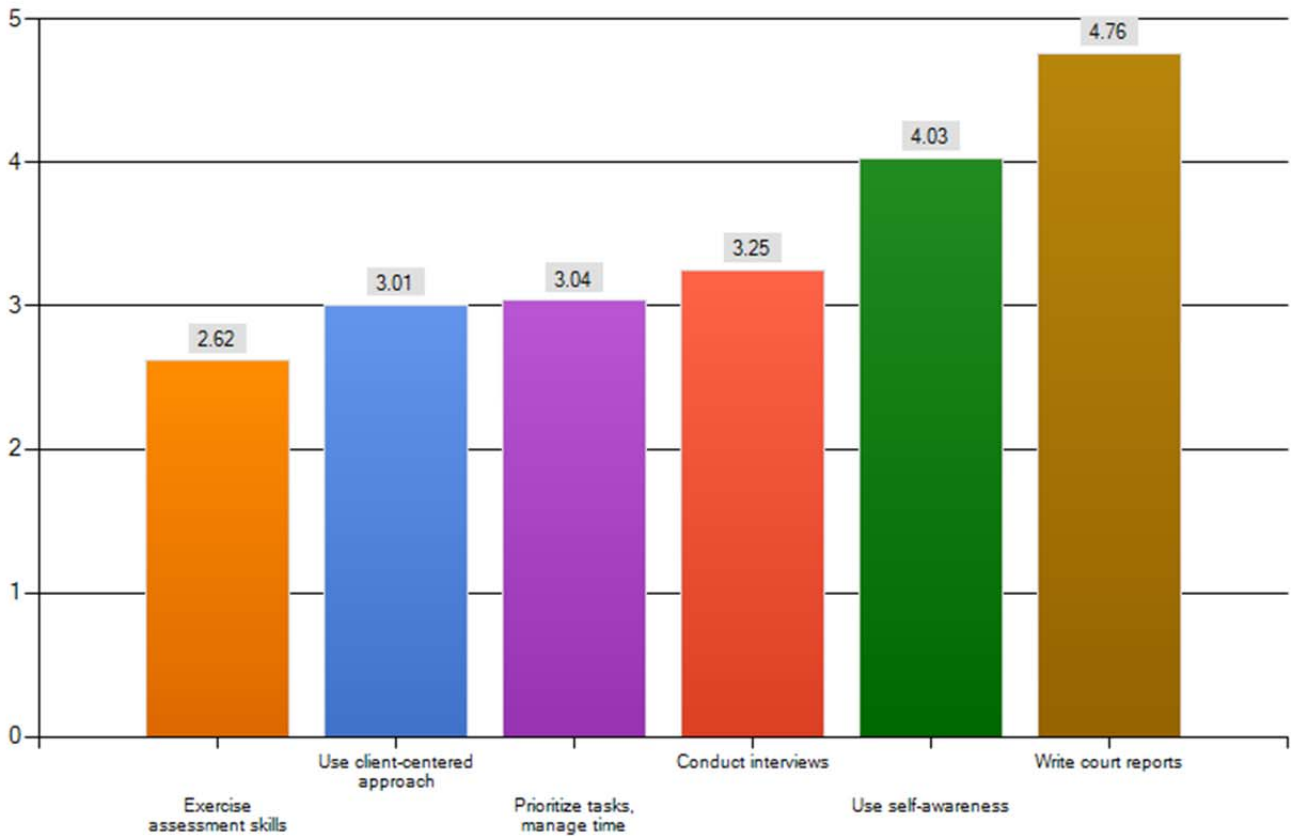
What are the most important TYPES OF KNOWLEDGE needed by the beginning MSW child welfare worker? For each row, please RANK the following in order of importance from 1 to 7. For example, if you believe self knowledge is most important and knowledge of the court system second in importance, you would check "1" in the column next to self-knowledge and a "2" next to knowledge of court system, and so on.



These rankings do not signify items that are "unimportant". Rather they were chosen because they are all part of the knowledge that a child welfare worker needs, but the rankings indicate their importance relative to one another.

Skills:

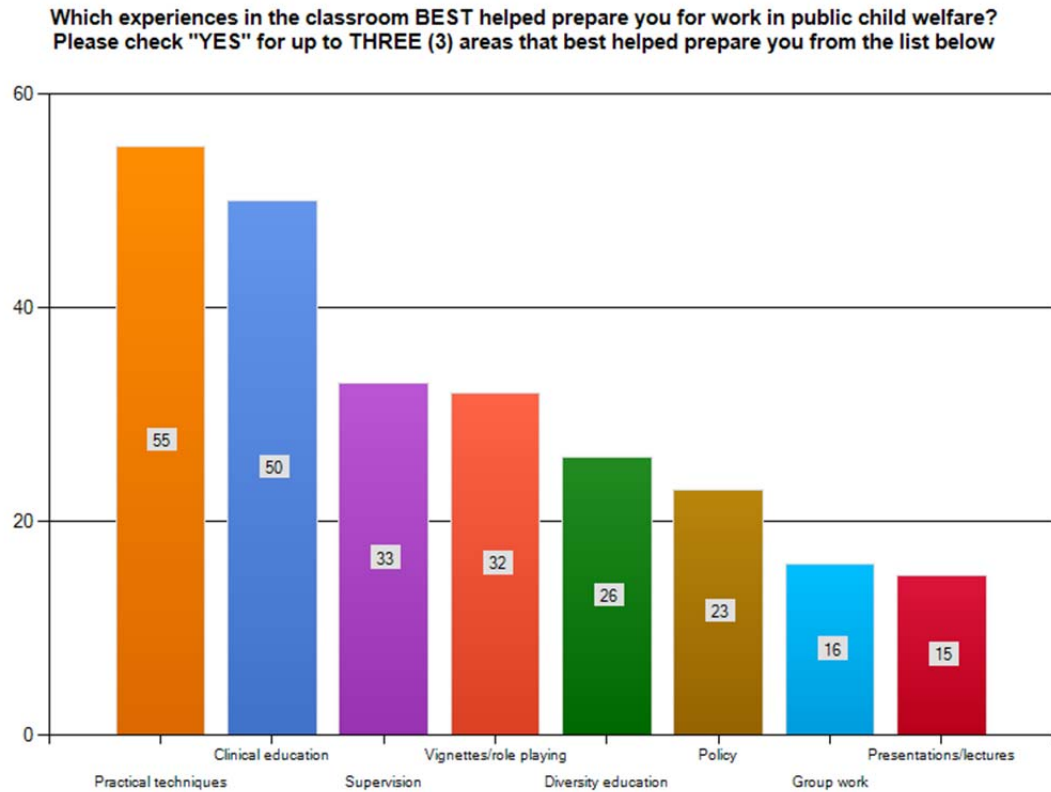
What are the most important ABILITIES/SKILLS needed by the beginning MSW child welfare worker? For each row, please RANK the following in order of importance from 1 to 6. For example, if you believe use self awareness is most important and conduct interviews second in importance, you would check "1" in the column next to use self awareness and a "2" next to conduct interviews, and so on up to a maximum of 6.



As above, these rankings do not signify items that are "unimportant". Rather they were chosen because they are all skills that a child welfare worker needs, but the ranking indicates what graduates think are their importance relative is to one another.

Program Experiences

In the classroom:

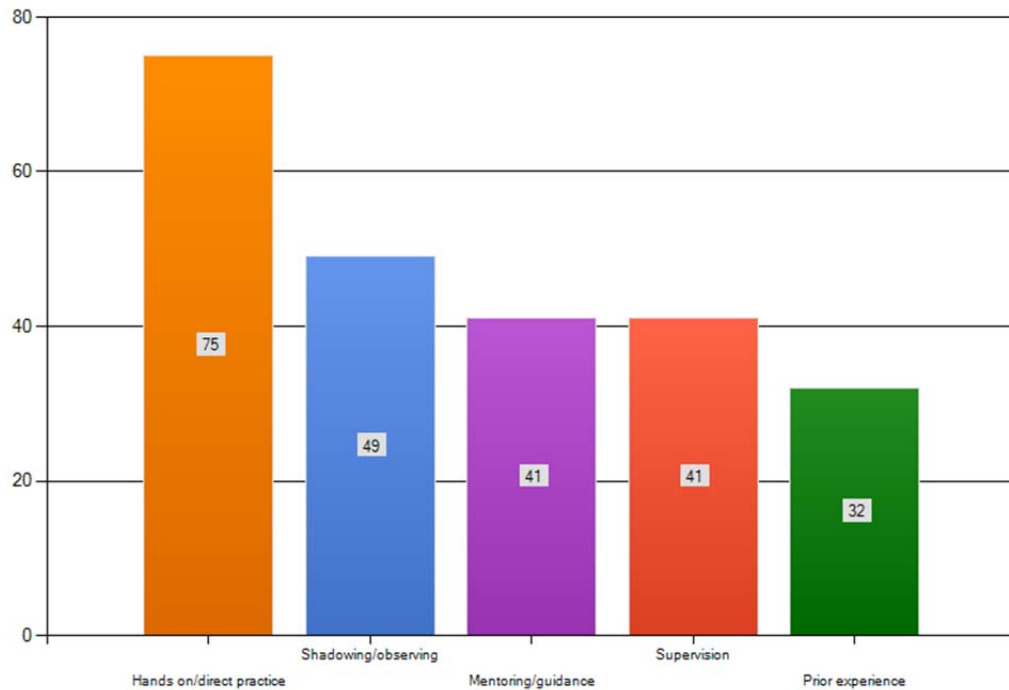


“Other” Good Classroom Experiences

- Writing techniques
- Research and application through writing
- The best classes I had were with skilled and capable professors who had work experience in the field.
- Learning to recognize our own biases
- Class discussion

In the Field:

Which experiences in the field BEST helped prepare you for work in public child welfare? Please check "YES" for up to THREE (3) areas that best helped prepare you from the list below.



“Other” Good Field Experiences:

- Being exposed to different units in child welfare, having a variety of experiences, several mentioned CPS or Emergency Response
- Learning about departmental functions
- Court report writing, attending unit meetings to understand workplace dynamics
- Writing quarterly reports for county social workers. Frequent participation in court. Variety of cases (FR, FM, PP, LTFC)
- Having an actual caseload: working up to a caseload, learning from my mistakes
- Having good supervision
- Having opportunities to shadow other workers
- Working on the mental health/child welfare services merger group was extremely beneficial for me and for service provision by those two agencies.

Field Opportunities graduates wished they could have had:

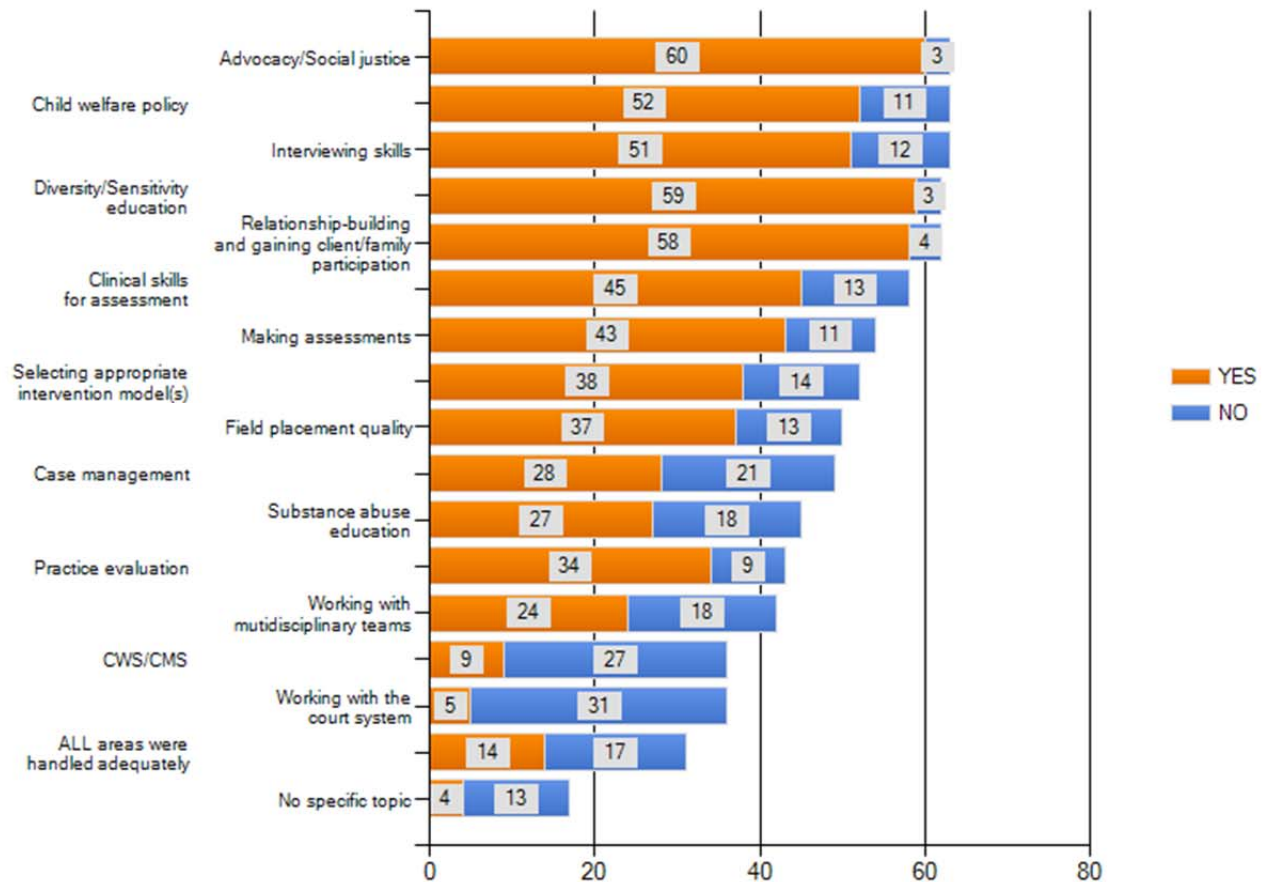
- Clearer instruction on writing up investigative narratives. (See the curriculum enhancement efforts.)
- Comments such as these are showing up with more frequency this year than in past years:
 - More interdisciplinary experiences. In other words more experiences with mental health and child welfare, with the courts and child welfare, etc.

- Better understanding of the roles of other kinds of social workers with respect to child welfare, e/g. hospital social workers, mental health workers, etc.
- More experience with other units than the one assigned
- Working with foster family agencies
- Having a higher workload to get a true sense of what this job entails and the work involved

Why are these experiences so important? My best guess is this is related to the case management function. Understanding how these services fit together for the client and what roles others play in delivering them so the caseworker can make them work for the client is the core of case management.

Regarding the schools' curricula overall
Topics/Experiences covered well:

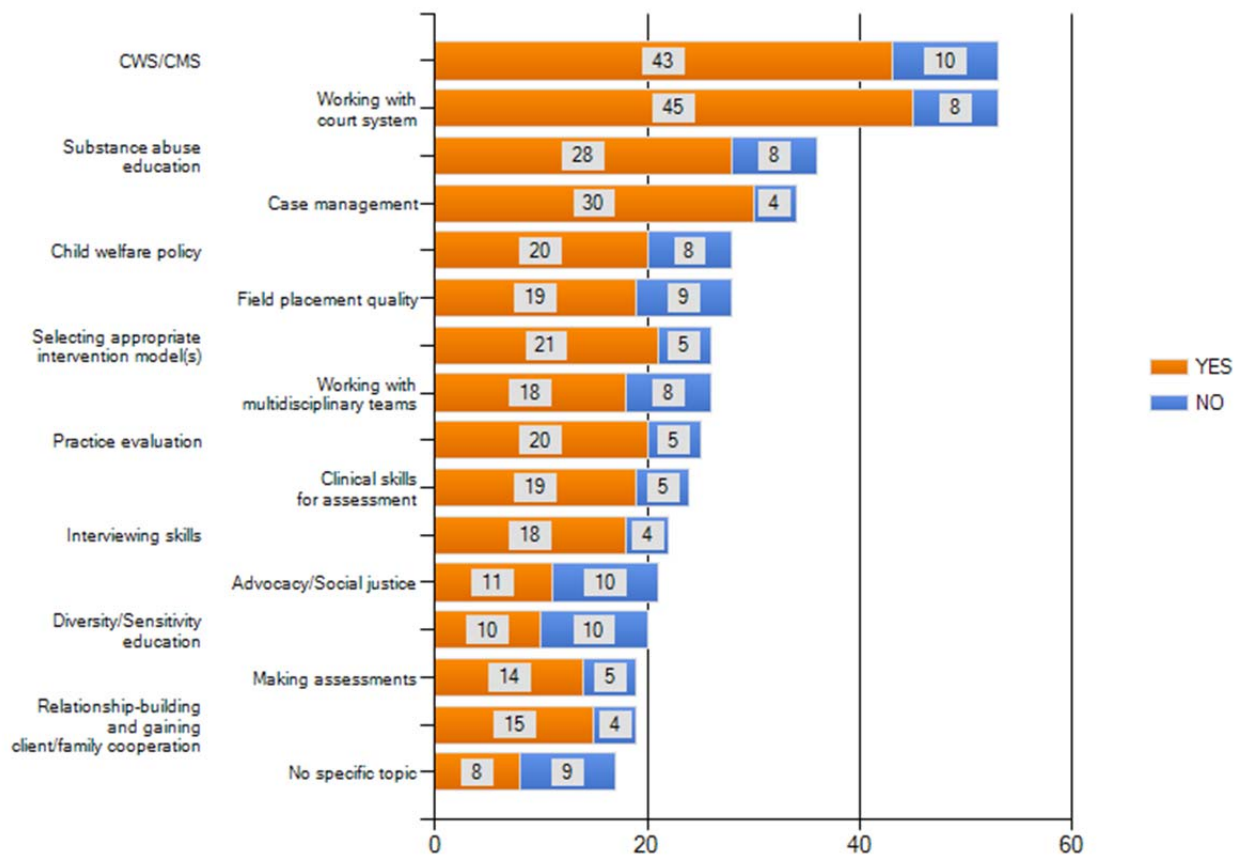
Are there specific topics which your school's program covered especially well?
Please check "YES" for ANY areas that apply on the list below



The top 5 topics covered well are: Advocacy and social justice, child welfare policy, interviewing skills, diversity/sensitivity education and relationship-building, followed closely by clinical skills for assessment, which mirrors what the grads said about the most important skills to have.

The next chart identifies topics that could be improved upon, in the graduates' opinions.

Are there specific topics that your school did NOT handle adequately or could have done differently? Please check "YES" for ANY that apply



Over the years, graduate respondents to this survey have noted that CWS/CMS is not adequately handled in the MSW curriculum. On the one hand, counties have complained that this should be part of the essential preparation for child welfare work. On the other, schools have resisted including this skill because it is regarded more as a training topic than education.

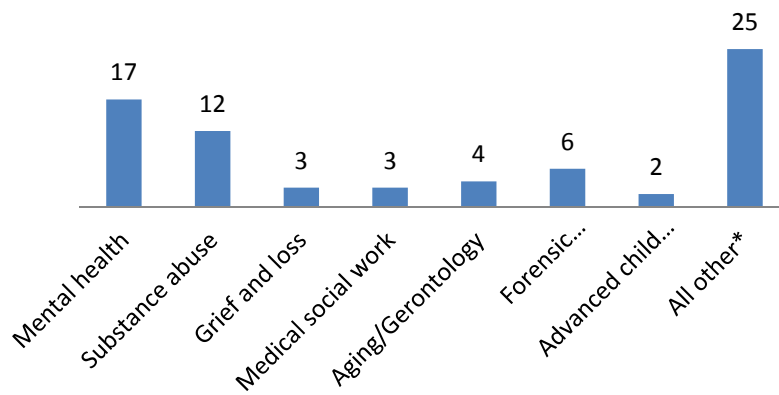
One compromise solution could be to use CWS/CMS within the context of the graduate curriculum for example with a second year thesis or research project. UC Berkeley and San José State have successfully delivered such research courses. Chris has presented on this and there have been opportunities to learn how to apply this method to the research courses.

Other problem-solving needs to take place for “case management”, “working with the court system”, and “substance abuse” because these topics have come up as major omissions for every year we have done the New Graduate Survey, and farther back, when we were conducting the focus groups. The CalSWEC efforts at Curriculum Enhancement are intended to help fill these gaps.

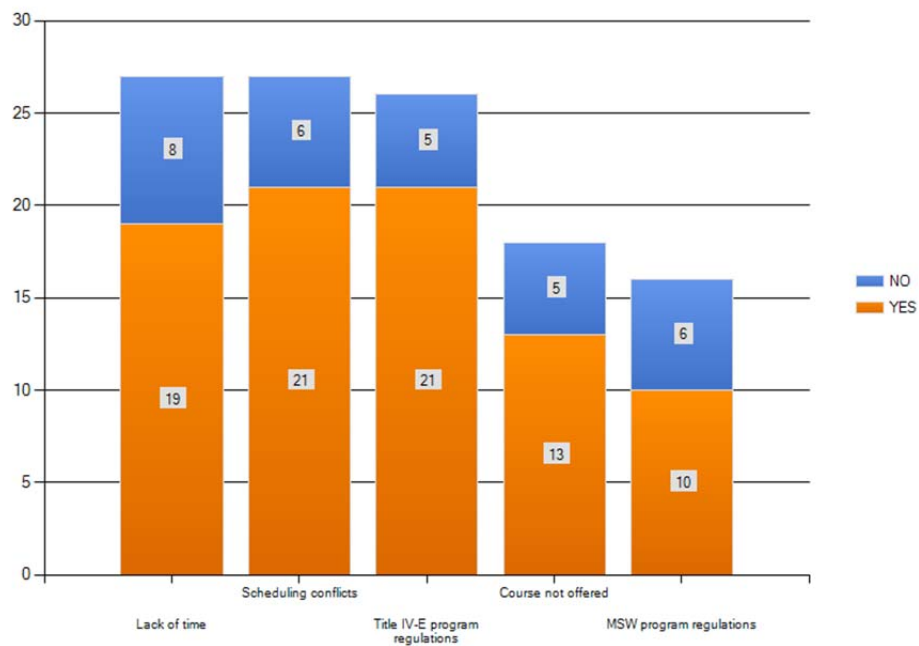
Courses the graduates wished they could have had in graduate school:

*Other courses include: child welfare policy, immigration matters, self-care, sexual abuse, law classes, violence against women, more child development, all macro classes, court report writing, crisis training, Spanish, spirituality and social work. Many of these, including DSM classes which were included under “mental health”, are available as continuing education courses and some are pre-requisites for licensure.

Were there courses you wanted to take but could not?

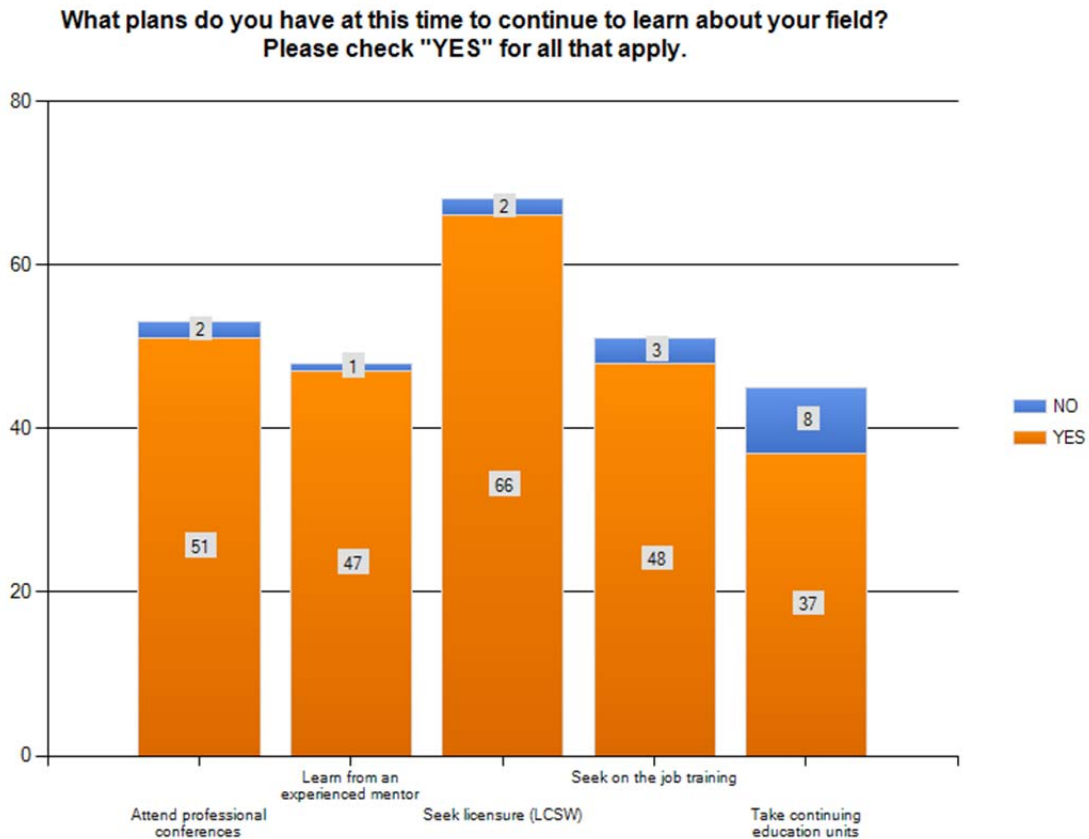


If you identified courses above, what prevented you from taking these courses?
Please check "YES" for all that apply.



Graduates' Plans for Continuing Education

It is curious that some people who seek licensure do not plan on taking continuing education units. Although pre-licensure classes are not intended to be given during graduate school, some orientation as to the requirements for the LCSW could be discussed during graduate school and possible sources for these requirements (NASW, private continuing education providers, etc.) could be presented and the connections between professional standing and life-long learning could be specifically made (and they surely are).



County Employees returning to graduate school have special learning needs due to their experiences. However, not all of these county employees were child welfare employees prior to graduate school; so although they were familiar with the county agency, they were not necessarily familiar with child welfare.

We asked, "If you were a county employee, can you tell us in what ways your school program did or did not address your needs to learn something new about child welfare practice?"

+ Positives

The Field:

- My field placement was in an entirely different unit than what I had worked in.
- Allowed internship in area I had no experience
- Taught me new ideas and ways of addressing the needs of our community
- The Title-IVE Coordinator did work very hard to have a new experience in our internship assignment.

The Classroom:

- The child welfare required coursework was applicable, thorough and interesting.
- The course study at CSU X enhanced my ability to be culturally competent in service delivery and crisis intervention with my clients.
- More cultural diversity and assessment skills.
- It addressed my needs by teaching me ways in which to work with my clients, such as understanding what underlining needs were, and cultural sensitivity, understanding and working with resistant clients, understanding in further detail about issues concerning mental health.
- Child Welfare Policy development was new.

The Program:

- I believe the program has provided me with the tools that I need to interact and provide a service to the families that I serve. I think this is new because child welfare practice is always changing.
- The MSW program provided me with the clinical and specialized skills and enabled me to become a better social worker.
- The program really prepared me for macro work. I feel very confident that I can become a manager and lead [the county agency] in the future.
- My school program complemented what I was doing in the county and clarified more of the policies and client engagement practices.
- The program helped me in many ways learn a lot of new things about the child welfare system.
- The program enabled me to enhance my assessment skills and my ability to build relationships with improved communication skills and strength-based approaches to child welfare practice
- Met needs - Excellent holistic approach to practice which was new to me as I had my BA in psychology. Strengthened my writing, presentation, research, and critical thinking skills through coursework. Most impacted by trauma/abuse course, qualitative course, and child welfare course. Gave me support to continue in many practices I was already engaging in as a social worker and strengthened other areas particularly surrounding client engagement and evidence based practices.
- The school did an excellent job of attempting to merge curriculum and the child welfare practice. We were allowed to implement a new approach to our practice

- Negatives

Focus on Therapy

The employee-students saw the focus on therapy as a negative with respect to child welfare practice:

- The concentration was more on therapy and treatment that did not apply to child welfare practice
- Did not focus enough on the field of CPS. For example the instructor for child welfare never worked in child welfare. I find it interesting that the school could not find anyone to teach this course that is more knowledgeable in this area and who could give us CPS social worker's/students more skills in this area (how to work with this population, etc.). At times it felt that the CPS students were teaching the class rather than the instructor. Additionally the program overall focuses more on becoming a therapist which is not useful if that is not the student's career goal.

Except for one: "Unmet needs - More experience with clinical theory and practice."

Experience—not addressing the needs of experienced workers or not having experienced teachers

- I felt that the child welfare practice classes were more geared towards someone not in the field (i.e. a current mental health professional who needs basic child welfare knowledge) rather than a person working in this field already. We often had information that our instructors did not as they had not been in the field in years.
- My biggest issue regarding child welfare education was related to the Title IV-E class I took during the summer between 1st and 2nd year. I never even met the instructor. She sent presenters that were unrelated to child welfare. Very disappointing
- They did not offer advanced curriculum to understand domestic violence, child abuse, substance abuse and how it affects children and families. Also case management as it pertains to child welfare
- The class professors did not change their class syllabus to accommodate students that had years of experience
- Unfortunately, my school program combined county employees with full time MSW students for monthly Title IVE meetings which were
- In all honesty, I do not feel that CSU's program provided any additional information or education regarding child welfare [than I previously had]. The sole class which dealt with child welfare was taught by X who had previously worked in child welfare for only 3 years. He was inexperienced and lacked depth and sophistication regarding the issue. The literature provided in the class was out of date and the course work was not challenging or thought provoking. I was deeply disappointed.

+/- Neutral or both Positive/Negative

- The program did not address some of the unsavory realities of child welfare but I think it gave the insightfulness and inspiration to be open to change and a desire to think outside the box
- The internship part of the program allowed me to learn new things. The school offers pretty basic CWS concepts that are applied in the internship. Only through the internship did I learn more specifics as to the placement of children in custody, court reports, preparation for testifying, etc.

- Even though I was a County employee, my school focused specifically on child welfare practice and I learned about child welfare practice more than I did working for the County.
- The program has competencies that we complete related to child welfare. However, these would probably be best to address in seminar and share experiences with others. Child welfare is a field that only gets easier with experience.