Reaccreditation Outcomes Summary Table

## An Update on the School of Social Work’s Alternative Reaffirmation Project:

*Developing Concepts, Frameworks and Applications of a Trauma-Informed, Human Rights Perspective in Social Work Practice,* 2009 – 2017

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| Component 2a: Curriculum | *Integrate a TI-HR perspective in the foundation and advanced year curriculum* |

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| **Proposed objectives and outcomes:** | **Measurable Outcomes and resulting products** |
| Integrate a TI-HR perspective into foundation and advanced year curriculum | Curriculum modifications began prior to the Reaccreditation Proposal submitted in 2009:* Faculty retreats were held to develop a TI-HR curriculum statement
* Modified the foundation and advanced year course descriptions and objectives
* Foundation sequence chairs and advanced year team linked course objectives with practice behaviors and identified courses responsible for specific practice behaviors and new TI-HR content
	+ In 2016, UBSSW revised component behaviors (formerly called “practice behaviors”)
* Faculty attended two webinar trainings in 2009:
	+ The principles of trauma-informed care and how to create a trauma-informed system of care for human service settings, delivered by the National Center for Trauma Informed care
	+ Webinar on integrating a human rights perspective into social work education, delivered by Dr. Elisabeth Reichert from Southern University at Carbondale
* A blackboard site for faculty was established with resources on trauma-informed service delivery and human rights
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| Develop and Launch the Curriculum Resource Center containing:* New Advanced Year Course
* Model syllabi with course descriptions and course objectives
* Curriculum Modules that integrate a TI-HR approach into traditional social work curriculum
* Competencies/practice behaviors
* TI-HR Exercises & assignments
 | Currently the TI-HR Curriculum resource center includes course modules and podcasts/ ”trauma talks” and is being updated as of Spring 2017 to include additional materials, activities and assignments based on TI-HR principles<http://socialwork.buffalo.edu/resources/resource-center/resources.html?cat=1>* TI-HR modules available on community resources page
* Foundation year Practice Behaviors were drafted in 2007-2008
* Advanced Year Course: Perspectives on Trauma and Human Rights: Contemporary theory, research and practice was developed summer 2009
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| Collaboration w/ practice community* Meetings with Field Education Community Advisory Board (FECAB)
* Interviews with key informants and field educators
 | FECAB played a key role in shaping curriculum changes, modifying curriculum statement and learning objectives* Sought input and feedback from the FECAB and part time faculty who are community-based practitioners and clinicians throughout the process
* Currently the FECAB still partners with UB SSW to inform curriculum and program though no longer focused on TI-HR
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| Focus Groups with students | 4 student focus groups with a total of 25 students gave feedback on the integration of TI-HR materials* The strongest TI-HR integration seemed to be in advanced interventions courses
* Determined that a clear definition of a TI‐HR perspective was needed early in foundation curriculum
* A TI‐HR perspective felt “forced” or “like an add‐on” in some courses
* Integration of the human rights perspective was not as strong as the integration of the trauma-informed care perspective in classes
* Some faculty did not appear confident about applying a TI‐HR perspective to social work practice
* Students desired for more emphasis on applying a TI‐HR perspective to macro social work practice in coursework and field; desired to know more about evidence-based practices grounded in a TI-HR perspective
* Integration of a TI‐HR perspective in field depended on the agency and the field educator
* Students reported learning a way of thinking critically about how systems may impact people; deeper awareness of who their clients may be as well as the skills needed to help clients who have experienced trauma
* Students in SW 992 felt they learned practical applications to use with populations that may have experienced trauma
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| Focus groups with part time faculty | 10 Part time faculty gave feedback in student-run focus groups* Helped link course objectives with practice behaviors
* Noted that decisions need to be made about which courses should cover particular trauma-focused and human rights content
* Recommended creating a safe learning environment for students, including procedures for referrals or lists of resources for students triggered by TI-HR content
* Provided helpful strategies for implementation of TI-HR material:
	+ Keeping the principles of trauma‐informed care as a reference throughout course discussions and assignments
	+ Emphasizing the importance of asking, “What has happened to this person?” rather than “What is wrong with this person?"
	+ Teaching a developmental approach to use with clients to incorporate the impact of life experiences that may lead people to seek help
	+ Explicitly addressing the connection between client problems and human rights issues and violations
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| Develop modules for foundation and advanced year courses (informed by the professional literature, interviews with key informants, and focus groups and surveys with alumni, field educators, faculty and students) Continue developing curricular modules | Six modules are currently available on community resource center* Available to community and public, though unsure how modules are being used by faculty
* creating additional modules became an issue with faculty workload, so no new sample modules have been developed
* Most faculty revise own syllabi; some include TI-HR material
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| Launch/develop TI-HR resource center | * TI-HR Resource center was launched in 2010 and is currently available at: <http://socialwork.buffalo.edu/resources/resource-center/resources.html?cat=1>
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| Assess TI-HR integration with course evaluations and student exit survey | Mid-Term Course Evaluations were redesigned and distributed in 2009 and revised based on student feedback in 2010 and show increasing integration of TI-HR* New evaluations ask:
	+ Have you discussed how a TI-HR perspective relates to the course content?
	+ If so does this information make sense to you?
	+ Please share any comments you have about this TI-HR Content?
* 69% of the fall 2009 mid‐term course evaluations indicated that a TI‐HR perspective had been discussed, with a greater proportion in Advanced Interventions classes and SW 992, compared to the foundation and Advanced Topic Analysis courses
	+ Only 1.8% of evaluations indicated that a TI-HR perspective was not discussed in SW 992
* 77% of the fall 2010 mid-term evaluations indicated that a TI-HR perspective had been discussed, with the greatest proportion of these responses found among the advanced year courses
* 83% of Fall 2010 responses reported that the TI-HR content presented in class made complete or almost complete sense
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| Assess TI-HR integration and implicit curriculum with student exit surveyRevise student exit surveys; include perceptions of school environment, conduct exploratory factor analysis and revise as needed | Exit surveys distributed starting 2010 to assess implicit curriculum; minor revisions have been made as needed* 87.7% of students felt that UBSSW creates an environment that is conducive to open questioning and dialogue (98% PT, 83% FT)
	+ 90% felt diversity was respected; 3% of students felt that faculty needed to better manage discussions around diversity issues
* 86% reported faculty had fair evaluation criteria (92% PT, 84% FT)
	+ 86% reported faculty members had reasonable expectations and deadlines; no difference between PT and FT
* 86% reported being able to communicate openly with professors (94% PT, 83% FT)
	+ 90% felt safe meeting with faculty , though FT students felt less able to voice their opinions to faculty than PT students(89% PT, 66% FT); Similar responses regarding safety meeting with administrators
	+ 89% of students felt they could reach their professors easily by email or phone (PT 96%; FT 85.5%)
	+ FT students were more likely to report that faculty were not responsive to student feedback compared with PT students (PT 7.4%, FT 21.1%)
* 94% felt they had received info about skill development opportunities; 72% expressed a desire for more professional development (61% PT, 77% FT)
* 91% reported school policies and procedures were accessible when needed, though FT students were more likely that PT students to report that registration procedures were not smooth (PT 16%, FT 35%)
	+ 22% of students indicated that admissions process was not smooth
* Students reported mixed results regarding school support of diverse students
	+ 81% felt religious/spiritual traditions were respected; 92% felt students of color were supported; 96% felt LGB students were supported; 95% felt transgender students were supported; 90% felt international students were supported; 96% felt student veterans were supported; 69.8% felt students raising children were supported
	+ Qualitative results indicated that students with conservative religious or political beliefs did not feel respected; students commented on difficulty attending school while working full time or part time and/or raising children
* 90% of students reported desire for more input in foundation field location, though 74% indicated that their field placement was in one of their areas of interest; no difference between FT and PT students
	+ 56% of PT students reported having sufficient choice when selecting their field placement compared to 75% of FT students
	+ some noted struggle to fulfill field placement requirements in alternative hours

Minor revisions to the survey have been made each year, but survey has not been overhauled since 2010* No continued analysis of the measure (ie- exploratory factor analysis) has taken place
* It was determined that, while student self-reports of their self-efficacy and mastery of competencies are valuable, this data is not a reliable method of assessment.
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| Faculty retreats to discuss exit survey results | Two meetings held in 2010 with students who were parenting to identify and problem-solve around their concerns* Contact information was shared to facilitate mutual student support
* Info about financial aid for child care costs was circulated to the student body
* Informational table was set up at orientation to outreach students who are parenting
* Summer 2011 advanced interventions course is scheduled for 1-5pm rather than 2-6pm to accommodate child care center hours
* Ongoing conversations with students attending these meetings to closely monitor additional scheduling challenges

Faculty retreats in 2011, along with faculty development activities, intended to address diversity issues and diversity-related discussions; the school has been very responsive to student feedback* Initial feedback on diversity issues and desire for more TI-HR content at the macro level
* Diversity is an issue that continually comes up in surveys and continually gets addressed with faculty

More recently, the school received feedback that “faculty are not trauma informed”* An ad hoc committee was put together to explore and address this concern from students
* Around the same time, Dr. Lisa Butler and Dr. Janice Carello began researching Trauma Informed Teaching
* Since last year, we have had an ad-hoc committee comprised of students and faculty to help us define trauma-informed teaching.  It has been meeting this year, as well.
* UB SSW faculty and student publications/presentations on Trauma Informed Teaching include:

Carello, J., & Butler, L. D. (2015). Practicing what we teach:  Trauma-informed educational practice. *Journal of Teaching in Social Work, 35*(3), 262-278.Carello, J., & Butler, L.D. (2014). Potentially perilous pedagogies: Teaching trauma is not the same as trauma-informed teaching. *Journal of Trauma and Dissociation, 15(2),* 153-168.Carello, J., & Butler, L.D. (2012, October). *Reducing risk: Why it’s important to integrate trauma-informed principles into higher education and clinical training.* Paper presented at the annual meeting of the International Society for the Study of Trauma and Dissociation, Long Beach, CA. |
| Additional Student focus groups to ID additional dimension of the implicit curriculum | * Currently, a Student Task force is present at all faculty meetings; student voices are being heard through focus groups or panel discussions etc.
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| Other outcomes and products | Trauma-Specific courses are included in the curriculum resource center: Core Concepts in Trauma Treatment for Children and Adolescents* Taught by Sue Green since summer 2012 after Sue attended a year-long training through the National Center for Social Work Trauma Education and Workforce Development

<http://www.ncswtraumaed.org/about-us/partner-schools> |

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| Component 2b: Self-Care Plan | *Develop a self-care program and make it available to all students, faculty, and staff in the school of social work, thereby enhancing the implicit curriculum* |

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| **Proposed objectives and outcomes:** | **Measurable Outcomes and resulting products** |
| Develop introductory Self-Care orientation workshop | Initial workshop was developed fall 2009. It was piloted and modified then re-administered May and August 2010* Revisions made the workshop more experiential and less didactic
* Presented to all advanced year students in 2010
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| Create a Student self-care starter kit with guidelines and resources | Self-Care website went live Aug 2010* Materials and website presented to all advanced year students in 2010
* Materials collected and organized by topic in Fall 2009
* Materials presented to field consortium in April and August 2010 to gain community input and feedback
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| Launch a “Self-Care for Social Workers” internal website with self-care PDFs on UB Learns | Website became available to students and faculty Jul 2010* Has not been updated since 2010 as it was deemed less useful than the external site
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| Gather feedback on Self-Care plan from the Field Education Community Advisory Board | Between 2009 and 2010, faculty, staff, colleagues and self-care experts were asked for their self-care materials and recommendations, online searches |
| Conduct baseline and follow-up assessments to evaluate student knowledge, awareness and utilization of self-care as well as gain feedback on the workshop | Administered in fall 2009 and August 2010 but insufficient follow up; awaiting more data collectionFindings reported in final report show students had high knowledge of self-care but many students reported practicing unhealthy behaviors and faced many obstacles to practicing self-care* knowledge and views
	+ 75% familiar w/ the term “retraumatization”
	+ 29% familiar w/the term “vicarious traumatization”
	+ 94% view self-care as at least very important to overall well-being
	+ 90% view self-care as important to success in grad school
	+ about 90% said participating in a SW support groups would be at least moderately helpful
* Practice
	+ 62% reported practicing some form of self-care daily or several times a week
	+ only 5% reported no self-care at all
	+ 65% reported exercising regularly at least once a week
	+ About half reported restful sleep and healthy eating on a daily basis, but almost 90% report eating junk food and/or drinking caffeine at least once a week to daily
	+ 83% reported overall health to be good, very good or excellent, though 10% reported using nicotine daily and 32% reported drinking alcohol daily or at least once a week
	+ 50% reported spending time regularly w/ loved ones
	+ 71% listened to music for pleasure daily
* Potential Barriers
	+ Lack of time (52%), demands of school work (50%) or job (33%)
	+ Family (25%)
	+ Constant stress (25%)
* Follow-Up: Only 18 students from BL completed the follow-up survey in August
	+ 67% reported SC workshop was at least moderately useful
	+ 56% reported reading at least some of the self-care materials; 37% found them to be at least moderately useful while another 37.5% reported that they were not useful at all
	+ 70% reported their own self-care practice stayed the same since starting the program; 20% said it had increased; 10% said it had declined
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| As a living resource, the Self-Care webpage will continue to be revised and updated | Last updated January 2015* Maintained by Lisa Butler and Katie McClain Meeder
* http://socialwork.buffalo.edu/resources/self-care-starter-kit.html
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| Monitor community use of Self-Care materials | The Self-care pages have received excellent community feedback and are the most highly trafficked pages on the UBSSW website* As of Spring 2017, the SSW is in the process of analysing specific data on visits to the page using google analytics
* Since it went live, the page has received over 38 inquiries about content, the infographic or trainings
* Infographic has been distributed to over 1117 individuals/organizations; up to 13,400 posters have been requested; over 40,000 have been printed, many distributed at conferences, orientation and alumni events
	+ http://socialwork.buffalo.edu/resources/self-care-starter-kit/how-to-flourish-in-social-work.html
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| Integrate Self-Care materials into coursework, assignments, trainings and orientation | All students have access to the self-care workshop at orientation, through the website or in many of the social work classes* The self-care web page is also available for the community
	+ http://socialwork.buffalo.edu/resources/self-care-starter-kit.html
* Some faculty implement self-care materials into coursework in specific classes, including the advanced year course, Perspectives on Trauma and Human Rights
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| Continue to analyze follow up questionnaires to evaluate the workshop* Utilize findings to better-help students maintain self-care
 | Since the project finished in 2010, an additional survey was conducted through Survey Monkey in 2013 to evaluate self-care knowledge and practice* Butler, L.D., Carello, J.A. & Maguin, E. (2016). Trauma, stress and self-care in clinical training: Predictors of burnout, decline in health status, secondary traumatic stress symptoms, and compassion satisfaction. *Psychological Trauma: Theory, Research, Practice and Policy.*
	+ Found increases in self-care use and knowledge associated with increases in health status, lower burnout, more knowledge about secondary traumatization and less compassion fatigue

This work has spurred ongoing research relating to trauma exposure during training, self-care, trauma-informed educational practice, and trauma informed care in general (see papers and presentations document) |