CHILD WELFARE UNIVERSITY PARTNERSHIP PROGRAM
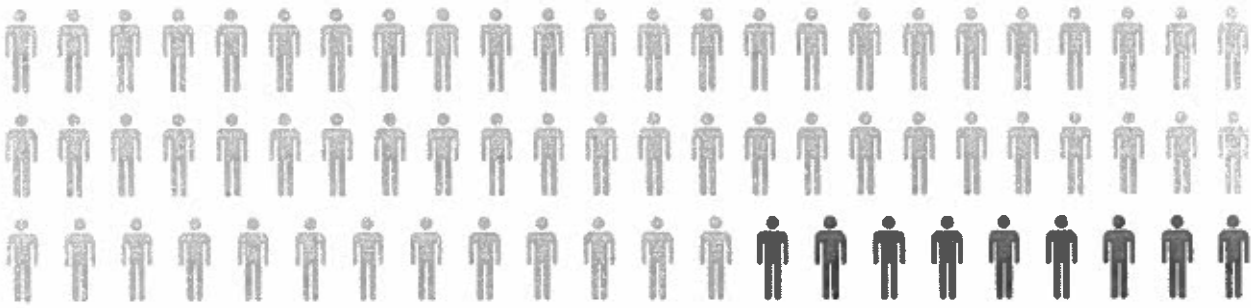
UPP

2014 EVALUATION

The Ohio Child Welfare University Partnership Program (UPP) is a product of collaboration among ODJFS, PCSAO, the OCWTP, 8 Public Ohio Universities, and 88 Ohio Counties. The UPP builds a high quality child welfare workforce, one student at a time.

8 OHIO UNIVERSITIES

TOLEDO

WRIGHT STATE

CINCINNATI

OHIO

CLEVELAND STATE

AKRON

YOUNGSTOWN STATE

OHIO STATE

70 TOTAL CURRENT STUDENTS

61 BACHELOR OF SOCIAL WORK

9 MASTER OF SOCIAL WORK

CHILD WELFARE UPP

247
TOTAL PROGRAM GRADUATES

60% BSW 84% MSW
GRADUATES HIRED

SINCE 2009

GPA OF PROGRAM GRADUATES
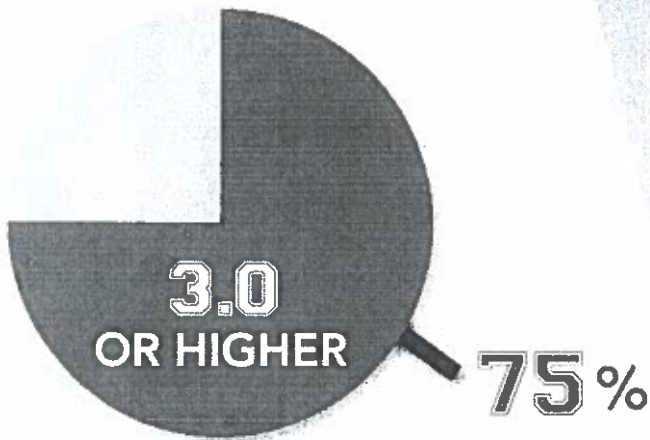
40
COUNTIES HAVE HIRED UPP GRADUATES

3.0 OR HIGHER 75%

UPP STUDENTS SAY...

"First I looked at the money aspect, but now this is something I want to do."

"In UPP, you see the passion that comes with this field."

"I don't regret my UPP experience, but I wish I knew going in that I would not have my own independent caseload like some of my non-UPP classmates had."

"People outside our group wish they had done UPP because we do way more than they do."

"UPP is a great program and I'm glad I found it."

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2014 UPP EVALUATION

Introduction

This is the 2014 program evaluation report for the Ohio Child Welfare University Partnership Program (CWUPP). It includes quantitative descriptive data about University Partnership Program (UPP) outputs, a series of bivariate analyses and logistic regression models to determine what, if any, program components predict program success, and a summary of eight focus groups conducted by the program coordinator to ensure program quality. Data in this report is from the UPP database records since 2009, UPP case studies, and focus groups. UPP Campus Coordinators are responsible for ensuring data in the database is current and accurate. The information contained in this report is only as accurate as the data entered into the database.

UPP Student Trajectory since 2009

Institution	Total Records	Total Admitted	Current Students	Total Graduates	BSW	MSW	Gained Employment		Commitment Completed		In Progress		Seeking Employment		Program Termination		Deferred		Still Employed	
Cleveland State University	34	34	3	30	30		10	33%	1	3%	5	17%	0	0%	20	67%	4	13%	7	70%
Ohio University	60	54	11	36	31	5	21	58%	13	36%	7	19%	3	8%	12	33%	1	3%	16	76%
Ohio State University	82	82	15	63	35	28	48	76%	35	56%	9	14%	3	5%	13	21%	3	5%	31	65%
University of Akron	33	32	3	23	23		12	52%	5	22%	8	35%	1	4%	9	39%	0	0%	7	58%
University of Cincinnati	45	44	9	32	28	4	24	75%	14	44%	9	28%	0	0%	7	22%	2	6%	19	79%
University of Toledo	27	26	10	13	13		9	69%	5	38%	2	15%	0	0%	6	46%	0	0%	5	56%
Wright State University	43	42	12	30	30		24	80%	11	37%	7	23%	0	0%	7	23%	5	17%	13	54%
Youngstown State University	30	29	7	20	20		11	55%	9	45%	1	5%	0	0%	8	40%	2	10%	8	72%
Total	354	343	70	247	210	37	159	64%	93	38%	48	19%	7	3%	82	33%	9	4%	106	67%

Methodology

UPP Database

Data was extracted from the UPP database on October 1, 2014. The eight Campus Coordinators enter data into this web-based tool regarding incoming students, field placement, graduation, employment and program completion. The database was launched in 2009, therefore, analysis of database records is limited to those students who began the UPP program in 2009 and after. The database houses many records for students admitted prior to 2009, but because there was no formal tracking mechanism for those records, the available information for that time period is often incomplete. In addition to reporting routine descriptive statistics, analyses were conducted to answer the following questions:

- Is there a relationship between type of degree (MSW vs. BSW/BSSW) and gaining employment?
- Is there a relationship between type of degree (MSW vs. BSW/BSSW) and retaining employment?
- Is there a relationship between type of degree (MSW vs. BSW/BSSW) and completing the program commitment?
- Are there certain program components that predict UPP graduate employment, retention and commitment completion?

UPP Administrator Focus Groups

The State CWUPP Coordinator conducted focus groups with CWUPP students at each university. Focus group participants were students in the CWUPP during the 2013-2014 academic year. Focus groups were conducted on site at each of the 8 CWUPP universities during spring semester of 2014. These focus groups were intended to gather information about all facets of the UPP program and to identify areas for CWUPP improvement.

The facilitator asked open-ended questions on these topics:
- The process in place for admittance to the program
- The students' reasons for enrolling in CWUPP
- Child welfare course work and integration with field placement
- The field placement experience
- Role of the campus coordinator

University	# Students Jr Sr MSW	Intern Placement Agencies
University of Akron	6	Ashland County Department of Job & Family Services Summit County Children Services Stark County Department of Job & Family Services Wayne County Children Services
University of Cincinnati	6	Brown County Department of Job & Family Services Butler County Department of Job & Family Services Hamilton County Department of Job & Family Services Warren County Children Services
Cleveland State University	10	Cuyahoga County Department of Children & Family Services Geauga County Department of Job & Family Services Lake County Department of Job & Family Services Portage County Department of Job & Family Services
Ohio University	8	Athens County Children Services Fairfield County Department of Job & Family Services Fayette County Department of Job & Family Services Madison County Department of Job & Family Services Muskingum County Children Services
Ohio State University	7 6	Franklin County Children Services Scioto County Children Services Union County Department of Job & Family Services
University of Toledo	7	Lucas County Children Services Ottawa County Department of Job & Family Services Wood County Department of Job & Family Services
Wright State University	7	Clark County Department of Job & Family Services Montgomery County Department of Job & Family Services
Youngstown State University	8	Mahoning County Children Services Trumbull County Children Services

Database Findings

Gender of UPP Students since 2009

■ Male ■ Female ■ Other

58%

3%

Race/Ethnicity of UPP Students since 2009

3% 1% 4% 1% 0%

20%
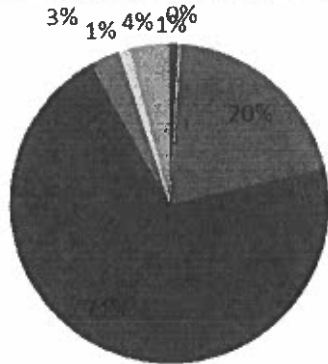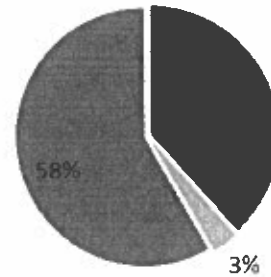
■ African

■ Asian or Pacific Islander

■ Black or African American

■ Caucasian/White (non-hispanic)

■ Hispanic or Latino

Trajectory of UPP Students in BSW/BSSW and MSW programs since 2009

Degree	Graduates	Gained Employment		Commitment Completed		In Progress		Seeking Employment		Program Termination		Deferred		Still Employed	
BSW/ BSSW	210	129	61%	75	36%	41	20%	5	2%	74	35%	16	8%	88	68%
MSW	37	30	81%	19	51%	7	19%	2	5%	8	22%	1	3%	18	60%
Totals	247	159	64%	94	38%	48	19%	7	3%	82	33%	17	7%	106	

Bivariate Analyses

Bivariate analyses were conducted to examine the relationship between degree type and employment gained or retained. The relationship between degree type and gaining employment is quite large, $r = .828$. Type of degree accounts for 68% of the variance in employment gained. (Note: these analyses included only UPP graduates from universities that offer both Master's and Bachelor's degrees).

Type of Degree and Employment Gained

			Employment Gained		
			Yes	No	Total
Degree	BSW	Count	110	44	154
		% of Total	53.9%	21.6%	75.5%
	MSW	Count	39	11	50
		% of Total	19.1%	5.4%	24.5%
Total		Count	149	55	204
		% of Total	73.0%	27.0%	100.0%

The bivariate analysis conducted to examine the relationship between the type of degree obtained and employment retention did not identify any statistically significant relationship between the type of degree earned and employment retention, $r = .039$.

Type of degree and Still Employed					
			Still Employed		
			Yes	No	Total
Degree	BSW	Count	80	30	110
		% of Total	53.7%	20.1%	73.8%
	MSW	Count	29	10	39
		% of Total	19.5%	6.7%	26.2%
Total		Count	109	40	149
		% of Total	73.2%	26.8%	100.0%

Linear Regression

UPP graduate employment and GPA

Linear regression analysis was used to develop a model for predicting UPP graduate employment from their GPAs. Upon review of the regression analysis output, no significant predictive relationship was identified between gaining employment and GPA, $F_{(1, 321)} = .66$, $p = .42$, $R^2 = .0021$.

Gained Employment	Correlation Coefficient	Standard Error	t	P>t	(95% Confidence Interval)	
GPA	.042	.052	.81	.417	-.0601	.1445
_cons	.536	.173	3.09	.002	.195	.876

UPP graduate employment retention and GPA

Linear regression analysis was used to develop a model for predicting UPP graduate employment retention from their GPAs. Upon review of the regression analysis output (Table 1), no significant predictive relationship was identified between retaining employment and GPA, $F_{(1, 217)} = 1.11$, $p = .29$, $R^2 = .0051$.

Retained Employment	Correlation Coefficient	Standard Error	t	P>t	(95% Confidence Interval)	
GPA	-.058	.055	-1.06	.292	-.169	.051
_cons	.952359	.186	5.11	.000	.585	1.320

UPP graduate work commitment completion and GPA

Linear regression analysis was used to develop a model for predicting UPP graduate commitment completion from their GPAs. Upon review of the regression analysis output, no significant predictive relationship was identified between retaining employment and GPA, $F_{(1, 178)} = .91$, $p = .34$, $R^2 = .0051$.

Completed Commitment	Correlation Coefficient	Standard Error	t	P>t	(95% Confidence Interval)	
GPA	-.044	.046	-.95	.341	-.134	.047
_cons	1.022	.153	6.67	.000	.720	1.325

Multiple Regression

Using the information collected in the UPP Case Study methodology in 2012-2013, key program component variables were identified. Each program component variable is defined in Table **. These variables were included in the regression models to determine if they predict employment, retention and commitment completion. All UPP graduates who graduated since 2009 were available for inclusion in this analysis.

Variable Name	Variable Definition	Variable Type
Degree Type	The type of social work degree a student earns from the University. This includes two values, Bachelor's or Master's degree.	Dichotomous, Bachelor's or Master's
Field Placement Type	The level of student involvement the student has in their Field Placement Activities. Level of student involvement includes if the activities in their placement provide them opportunities for direct practice with children and families. This variable has two values. If students have opportunities to be actively involved in direct client contact, the field placement type was coded as active, if not, the field placement type was coded as passive.	Dichotomous, passive or active
Recruitment	Recruitment activities conducted by the UPP Campus Coordinator were defined as the number of different activities that each UPP Campus Coordinator conducted to recruit Social Work students to the UPP program.	Continuous, number of activities
Selection	Selection activities conducted by the UPP Campus Coordinator was defined as the number of different selection activities that each UPP Campus Coordinator conducted to select Social Work students to participate in the UPP program.	Continuous, number of activities
Hiring	Hiring is defined as the number of activities the UPP Campus Coordinator does to help UPP program graduates find employment.	Continuous, number of activities
Seminar	Seminar type is rated "specific" if the UPP university has a seminar that is specific only for UPP students, and "general" if UPP students are required to attend the general seminar with non-UPP students.	Dichotomous, general or specific
Communication	Communication between the UPP Campus Coordinator and their UPP students was examined by determining if the UPP Campus Coordinator has weekly communication via email, telephone or in-person meetings.	Dichotomous, weekly or not weekly
Competitive	Program competitiveness was determined by examining the number of social work students that apply to the UPP at each university and are not accepted into the program. This variable is measured by calculating the number of students not admitted to each UPP program.	Continuous, number of students not admitted
Gained Employment	UPP graduates are identified as gaining employment if they gained employment at an Ohio PCSA within their designated timeframe (this includes those with approved deferment).	Dichotomous, yes or no
Employment Retention	A UPP graduate is identified as retaining employment by examining the E-track database to determine if program graduates who gained employment were still employed at an Ohio PCSA.	Dichotomous, yes or no
Work Commitment Completion	UPP graduates are identified as completing their commitments if they maintained their employment for the timeframe designated by their program participation (1 or 2 years).	Dichotomous, yes or no

Multiple Regression Model: UPP Graduates Gaining Employment

Multiple regression analysis was conducted to develop a model for predicting UPP graduate employment from several key program components. These program components include: Type of degree earned, type of field placement, type of field seminar, amount of communication between UPP Coordinator and students, number of recruitment activities, number of selection activities, hiring support, and level of program competitiveness. Regression coefficients are displayed below. Only two of the predictor variables had significant ($p<.05$) correlations with gained employment; they were type of Field Placement and type of Field Seminar. This model was able to account for only 9% of the variance in gaining employment, $F(8,380) = 5.01$, $R^2 = .09$. Further analysis was conducted using only the two predictor variables that were statistically significant. This model accounted for 8% of the variance in gaining employment, $F(2,386) = 17.89$, $R^2 = .08$.

Gained Employment	Correlation Coefficient	Standard Error	t	P>t	(95% Confidence Interval)	
Degree	.002	.077	.03	.979	-.150	.154
Field Placement	-.320	.128	-2.51	.013	-.571	-.069
Recruitment	-.006	.035	-.16	.87	-.076	.064
Selection	-.238	.134	-1.77	.077	-.501	.026
Hiring	-.040	.041	-.98	.329	-.121	.041
Seminar	.624	.274	2.28	.023	.085	1.162
Communication	-.092	.108	-.87	.385	-.300	.116
Competitive	.039	.030	1.29	.196	-.020	.098
_cons	.631	.142	4.45	.000	.352	.910

Multiple Regression Model: UPP Graduates Retaining Employment

Multiple regression analysis was conducted to develop a model for predicting UPP graduate employment retention from several key program components. These program components include: Type of degree earned, type of field placement, type of field seminar, amount of communication between UPP Coordinator and students, number of recruitment activities, number of selection activities, hiring support, and level of program competitiveness. Five predictor variables had significant ($p<.05$) correlations with employment retention: type of field placement, recruitment activities, selection activities, type of field seminar, and the level of program competitiveness. This model accounted for only 6% of variance in UPP graduate employment retention, $F(8,258) = 2.01$, $R^2 = .06$. Further analyses was conducted using only the five predictor variables that were statistically significant. This model accounted for 4% of variance in UPP graduate employment retention, $F(5, 261) = 2.39$, $R^2 = .04$.

Retained employment	Correlation Coefficient	Standard Error	t	P>t	(95% Confidence Interval)	
Degree	.044	.085	.52	.602	-.123	.212
Field Placement	-.388	.175	-2.22	.027	-.732	-.044
Recruitment	.101	.043	2.35	.020	.016	.064
Selection	.339	.158	2.14	.033	.028	.651
Hiring	.092	.049	1.87	.063	-.005	.188
Seminar	-.889	.323	-2.75	.006	-1.524	-.251
Communication	-.039	.121	-.33	.745	-.277	.198
Competetive	-.079	.035	-2.25	.026	-.149	-.020
_cons	.726	.165	4.4	.000	.401	1.05

Multiple Regression Model: UPP Graduates Completing their Work Commitment

Multiple regression analysis was conducted to develop a model for predicting UPP graduate commitment completion from several key program components. These program components include: Type of degree earned, type of field placement, type of field seminar, communication pattern between UPP coordinator and students, number of recruitment activities, number of selection activities, hiring support, and level of program competitiveness. Two predictor variables had significant ($p<.05$) correlations with commitment completion, type of field placement and number of recruitment activities. This model accounted for 8% of the variance in UPP graduate commitment completion, $F_{(8,212)} = 2.20$, $R^2 = .08$. Further analysis was conducted using only the two predictor variables that were significant. This model accounted for 6% of variance in UPP graduate commitment completion, $F_{(2,218)} = 6.87$, $R^2 = .06$.

Commitment Completion	Correlation Coefficient	Standard Error	t	P>t	(95% Confidence Interval)	
Degree	-.029	.069	-0.41	.679	-.166	.108
Field Placement	-.481	.172	-2.79	.006	-.822	-.141
Recruitment	.068	.034	1.97	.05	4.49	.136
Selection	-.010	.128	-0.07	.941	-.261	.242
Hiring	.019	.039	0.48	.634	-.059	.096
Seminar	-.068	.260	-0.26	.793	-.582	.445
Communication	.042	.098	0.43	.667	-.152	.236
Competetive	-.011	.028	-0.38	.705	-.067	.045
_cons	.619	.134	4.61	.000	.354	.883

The predictive models account for very small amounts of variability in UPP graduate employment, retention, and commitment completion. In all analyses, type of field placement accounted for a small portion of the variability. This is the only predictor variable that was statistically significant in all models. This suggests that UPP graduates who have active participation in their Field Placement are slightly more likely to gain employment, retain employment, and complete their program commitment. Although the variance explained by each model is small, it does provide some information as to which program components might contribute to program success.

UPP Administrator Focus Groups

The report addresses each of the six topics listed in the above outline for the Focus Group. For each topic, the author has summarized the common points and responses made by a majority of the students under the caption of **"Trends"**. This term is used to indicate the direction of the opinions, ideas or positions of a preponderance of the focus group participants across the state.

In each section, the author also provides an **"Analysis"** comment. Generally, these comments are intended to clarify or provide additional information to add context to the "Trends" listing. The "Analysis" sections may also reflect the opinion of the author.

Quotes from focus group participants are presented throughout the report. Generally, these quotes express a point or opinion held by a large number of students or provide a perspective or suggestion worthy of note.

Admittance to the UPP

Referred By						Screening/Application Process*			
Professor		CC Direct or Class Presentation		UPP Student		Interviews		Application Form	
20	32%	27	43%	14	22%	59	94%	63	100%

n=63
* All students who completed an interview also completed an application. All program participants completed an application.

Trends

Recruitment/Referral

⇒ Most students are attracted to CWUPP by way of recruitment activities conducted by Campus Coordinators.

⇒ However, the number referred by other professors is increasing.

⇒ Also, some students learn about the program by other means ("I learned about UPP online when applying to be a social work major").

Application/Interview Process

⇒ All focus group participants recalled completing a written application form as part of the admission process for CWUPP. (Although two students were not yet present for this part of the session.)

⇒ All but four respondents recalled an interview process. (Again, with two students not yet present to answer this question.)

⇒ Students recall that the written application process included an application form, completing a case scenario and an essay.

⇒ Forty (40) of the focus group respondents characterized the interview process as "formal" versus "informal". (A number of students thought there was a chance that "I might not get in UPP.")

Analysis

⇒ Each university uses a standardized application process which includes the same forms and exercises.

⇒ The trend toward admittance into UPP being more competitive continues. This is reflected in the more "Formal" interview process now in place at most schools.

⇒ Perhaps even more statewide standardization of the interview process would be timely and prudent since interest in UPP on the rise.

Reason for enrolling in the UPP

The Scholarship Payment		Opportunity for Employment in Public Sector		Existing Interest in Child Welfare		Recruited/Attracted to Child Welfare	
15	24%	20	32%	26	41%	23	37%

n=63   * Participants may cite more than one reason

Trends

⇒ Though the opportunity for employment was a significant consideration, the top motivating factor for students enrolling in UPP was an existing interest in child welfare. ("I knew I wanted to do child welfare regardless of the money.")

⇒ This continues a strong trend noted over the past six years.

⇒ However, among the current respondents, a significant rise in the number "attracted" to child welfare by the Campus Coordinators and other presentations about UPP is noted. ("I did not want to do child welfare initially, but the speakers at class were inspiring.")

Analysis

⇒ The positive impact of making classroom presentations about UPP to social work students is significant. It appears that these presentations are enhanced by the utilization of former UPP students and/or public children service agency personnel.

General opinion of courses:

Trends

⇒ The Child Welfare I and Child Welfare II courses were generally viewed positively by students at all eight universities.

⇒ The students appreciate the "practical" and "applicable" features of these courses. ("Child Welfare class was the most important course taken. It supported what I was doing in field.")

⇒ Other popular aspects include class discussion of case scenarios and having the instructor apply "real life experience" and provide examples.

⇒ Students find the courses "similar in difficulty" to other courses. Often they indicated that "you learn more" because the information is used at the internship.

⇒ Attention to critical thinking and "judgment skills" is also appreciated. ("There is no black or white in child welfare.")

⇒ Though a majority of students valued and used the "Field Guide to Child Welfare" text, over 25% of respondents at four different universities did not read the books. Comments in this regard ranged from: "The books are well structured and provide good examples;" to the books are "outdated" and the "power points are based on the books".

Child Welfare Courses

⇒ Analysis

⇒ The courses continue to be a strong component of the UPP.

⇒ Most instructors are rated favorably by the students, especially those who keep up with Ohio child welfare practice and are able to blend text book knowledge with current, real life examples.

⇒ The issue of updating the text will likely be addressed in conjunction with the revision of the curriculum for the Ohio Child Welfare Training Program's (OCWTP) core courses.

"Child Welfare class was the most important course taken. It supported what I was doing in field."

Specific classroom lessons that directly relate to field placement work:

Trends

Focus Group respondents mentioned approximately thirty-five (35) different lesson topics that directly related to field work. The most frequently mentioned were:

⇒ Techniques for identifying child abuse and neglect;

⇒ Assessment skills (e.g., safety assessment; family assessment);

⇒ Case planning;

⇒ Trauma associated with child removals;

⇒ Client engagement skills;

⇒ Stages of child development.

⇒ Also mentioned as significant:

◊ Cultural diversity;

◊ Caseworker safety.

Analysis

⇒ There is general similarity from year-to-year in the most frequently mentioned key lessons learned as noted by CWUPP students.

⇒ This point indicates that there is likely a basic level of continuity among the CWUPP Instructors across Ohio in teaching these courses.

Suggestions to improve integration of courses with field placement experience:

Trends

• Focus Group respondents mentioned approximately 23 different lesson topics that directly related to field work. The most frequently mentioned were:

⇒ Techniques for identifying child abuse and neglect;

⇒ Assessment skills (including case planning);

⇒ Client engagement skills (including interviewing);

⇒ Stages of child development.

• Also mentioned as significant:

⇒ Points to consider in making placement decisions;

⇒ The basics of good casework techniques;

⇒ How to identify available community support services.

Analysis

⇒ Each year, students generally identify the same key lessons in their coursework.

⇒ This consistency from year-to-year indicates that there is likely a basic level of continuity among the UPP Instructors across Ohio in teaching these courses.

Role of the Field Instructor/Supervisor
(The PCSA Administrator who supervises the UPP Intern)

Intern selection process and assignment to Field Instructor/Supervisor

Trends

⇒ Depending on the university, students may list a minimum of three and as many as nine agencies as placement options.

⇒ Almost 80% of focus group participants were successfully placed at their top choice field placement agency.

⇒ Students at seven of the eight universities found the interview process for an internship position to be "formal" and "intense". ("It was scary.")

⇒ Approximately 65% of the students were assigned to a line level unit supervisor for field instruction. Though most of these were "Intake" or "Ongoing" Supervisors, some specialty area supervisors were also assigned students (e.g., "Adoption/Foster Care Supervisor", "Kinship Supervisor"). Other students were assigned to Field Instructors who carried various titles (e.g., "Training Director", "Director of Social Services", "Floater Supervisor".

Analysis

⇒ Though students may find the placement process to be "nerve racking", the fact that the great majority are placed at their top choice agency favorably reflects the high level of collaboration skills of the Campus Coordinator.

⇒ Success at this task involves a combination of communication skills, the ability to assess the strengths and weaknesses of interns in promoting a field placement match and establishing a good system for coordination between University and Agency.

⇒ The intense nature of the internship interview process serves as a good preparation for students, who will eventually be going through formal job interviews.

Completion of the Learning Contract

Trends

⇒ All university Schools of Social Work require that a standardized "learning contract" be completed by all student interns, regardless of their field placement arrangement. These learning contracts are unique to each university.

⇒ Generally, Field Supervisors assisted CWUPP interns in completing this document, sometimes with assistance of the Campus Coordinator. At two schools, students reported completing the Learning Contract on their own.

⇒ Students at all eight Universities reported being familiar with the "UPP Field Practicum Manual" and some found this to be a useful tool in completing the Learning Contract.

⇒ Students at only five schools reported familiarity with the document "Key Field Experience Activities for UPP Interns: A Guideline". (This is a resource document developed in 2011 by a multi-disciplinary work group, intended to bring a level of uniformity to the UPP internship experience).

⇒ Students at six Universities reported that the process of completing the Learning Contract went relatively smoothly with the assistance received from Field Supervisors and Campus Coordinators. Respondents from the other two schools tended to find the process "confusing at first".

⇒ Overall, the general view on the Learning Contract process from all students is that it is "tedious but manageable".

Analysis

⇒ The Learning Contract process is generally going "smoothly" for most UPP students.

⇒ The keys to further advances are to continue to adapt the process to focus on UPP related activities. Training for Field Supervisors on the basics of the Learning Contract is also important.

⇒ Continued attention to the use of available resource tools (i.e., the "Manual" and the "Guideline") might also help in this regard.

Role of Field Instructor/Supervisor in organizing internship and linking course to field work

Trends

⇒ Almost all interns reported a good working relationship with their Field Supervisor. Most had regular supervision and described their supervisors with terms such as "knowledgeable". ("I could talk about anything with my supervisor and she encouraged the workers in the unit to be helpful.")

⇒ The respondents gave a mixed report about how much attention was given by the Field Supervisor to "linking" courses to field work. Students from three universities reported that this linking did take place. Students from the other schools indicated that supervisors had a different approach. ("The focus was on learning the job not linking course and field.")

⇒ With regard to "linking" and "organizing" the internship, students from five of the schools spoke of the internship as being somewhat "self-directed" or even allowing for "self-guidance". ("My supervisor did not micro-manage. We were told we would make it what we put into it. It was great.")

⇒ Tools that were sometimes used for organizing the internship were reported to be agency "check lists" or new employee orientation manuals.

⇒ Only five students reported a less than favorable experience with the Field Supervisor. This seemed to be mainly due to the Supervisor's lack of commitment or poor fit for this role ("lax"; "not available"; "not a people person").

⇒ It was generally reported that "shadowing" experiences went well in all locations.

Analysis

⇒ A strong Intern-Field Supervisor relationship is the key to a successful placement. It is apparent that a large majority of CWUPP students had a positive experience in this regard.

⇒ As long as regular supervisory sessions are part of the routine, it appears that the "self-directed" approach can be effective and popular. ("I liked my Supervisor. She was not hands on but that's not bad.")

⇒ There continues to be a need to bolster the "organization" of the Field experience component. More widespread use of the "Key Field Experience Activities for UPP Interns: A Guideline" as a resource tool should help in meeting that objective.

> ## "My supervisor did not micro-manage. We were told we would make it what we put into it. It was great."

Students' suggestions for Field Instructors/Supervisors

Trends

⇒ Three common suggestions were frequently mentioned by this focus group cohort:

⇒ The importance of providing the intern with an initial orientation and giving attention to "integrate the intern as part of the unit team";

⇒ Provide regular supervision ("Supervisors have so much knowledge to share, remember to have more interaction with interns.");

⇒ The importance of having "some structure" ("I would have liked more of a plan or agenda.");

⇒ Several individual focus group respondents offered unique, specific suggestions for Field Supervisors. For example:

⇒ Be "proactive" and play a role in assigning shadow workers, "especially at the start of the internship";

⇒ Be open to personality differences ("My Supervisor expected more emotion.");

⇒ "Always remember I'm not an actual caseworker."

Analysis

⇒ Recording these reasonable student suggestions is not to imply that these practices are uncommon in CWUPP. Most supervisors are likely aware of these activities and tend to carry them out.

⇒ However, the mention of these points by the students as "suggestions" indicates the need to give attention to the consistent and universal application of these practices.

General thoughts on field experience (impressions, reactions)

Trends

⇒ When asked to describe the internship experience in a word or a phrase, students used approximately forty-four (44) different adjectives or phrases in response. The two (2) sentiments that were expressed most frequently about the internship:

⇒ It was an "amazing" educational experience that provided "professional growth".

⇒ At the same time, respondents described their involvement in UPP as "eye-opening", "memorable", and "invaluable".

⇒ Almost all comments were positive (e.g., "exciting", "exhilarating"), but there were about three negative replies (e.g., "painful learning experience", "poor").

⇒ When asked who (by title) had the greatest positive influence on your internship, the Field Supervisors tallied the most votes. However, individual caseworkers, who served as mentors or shadow partners, received almost as much positive recognition in the regard.

Analysis

⇒ These generally positive thoughts on the field experience provide a good indicator of the students' general satisfaction with CWUPP.

> *Field Placement was an "amazing" experience that provided opportunities for "professional growth."*

Field Placement Experience (From the Intern's Perspective)

The most valuable or dramatic learning experiences in the field placement

Trends

⇒ The respondents in these Focus Groups described having been involved in over forty distinct child welfare activities that they found to be "most valuable".

⇒ These ranged from learning about the Indian Child Welfare Act through an actual case to witnessing a reunification when "a client got clean from heroin".

⇒ The most frequently mentioned valued learning experiences were:

⇒ Involvement in child removals/placements ("Handled final visit between mom/daughter before permanent custody.");

⇒ Direct client contacts ("The first assessment I did and relayed this to the client and I did the talking.");

⇒ Meaningful observations about the field of child protective services in general ("Seeing that sex abuse 'perps' are not what you expect.").

Analysis

⇒ Most students appreciate the opportunity to "practice" caseworker activities and these instances tend to be memorable. ("After my first solo home visit, I had a feeling of accomplishment. My supervisor had prepared me well.")

⇒ Experiencing the daily routine in a public children services agency also had a meaningful impact on the interns. ("Seeing how fast you drop everything when crisis comes.")

Students' suggestions to make field experience more meaningful

Trends

⇒ Suggestions were made covering a variety of areas. Several suggestions reflect the following common themes:

⇒ Allow more "independence" for interns working with clients. ("We should be able to do more.")

⇒ Explore scheduling options that would allow for more time in the field.

⇒ Be certain to address basic workplace concerns (e.g., work space, voice mail, parking, mileage).

⇒ Other suggestions pointed out the importance of reaching out to "rural county supervisors for coordination", and cautioned against assigning UPP interns to a "Floating Supervisor" or those who have "multiple jobs".

Analysis

⇒ These are constructive suggestions that are worthy of note.

⇒ The concept of expanding the duration of the field placement or adjusting the schedule has been frequently mentioned in recent years. ("During Spring semester we should just do our own internship – no class.") University Administrators would likely need to be involved in any review of options in this regard.

⇒ Over the past several years, much attention has been given to the issue of "independence" for interns, but it is likely that there will continue to be differences in this regard from agency to agency.

⇒ The CWUPP network has put in place a tool to assist local PCSAs in establishing meaningful internship routines ("Key Field Experience Activities for UPP Interns: A Guideline"). This document addresses the issue of intern "independence".

⇒ The utilization of this Guideline will benefit students and Field Supervisors and will serve to promote more consistency in the CWUPP internship experience statewide.

⇒ Beyond the later point, interns are looking for three basic components for a meaningful field experience: Some structure; broad exposure to all agency departments; appropriate supervision.

Benefits of group seminar with Campus Coordinator

Trends

⇒ According to the students, the most often mentioned benefits of the seminar are:

⇒ Discussion of the field experience and receiving feedback from peers and the Campus Coordinator;

⇒ Seminars are also a forum for emotional support ("Get things off our chests");

⇒ Also, the seminars typically feature special trainings and speakers on topics such as cultural diversity, social work ethics and career planning.

⇒ In general, students expressed positive opinions about the seminar experience.

Analysis

⇒ Five universities conduct exclusive CWUPP seminars with the Campus Coordinator.

⇒ At the other two schools, CWUPP students attend a seminar with a mix of social work students who have varying areas of concentration. This seminar may or may not be conducted by the Campus Coordinator.

⇒ For the most part, the student respondents seemed satisfied with the seminar arrangement they happen to have at their school and do not seek to have an alternative format.

Role of the Campus Coordinator

How does the Campus Coordinator assist students

Trends

⇒ Students expressed positive points of view about the attributes of the Campus Coordinators. They are said to assist students as follows:

⇒ Readily available for support and information ("She shows a genuine interest in us.");

⇒ Makes visits to the field placement site and "gives attention to linking real world to the course";

⇒ Being "great advocates" for the program and UPP students ("He would go to bat for us.");

⇒ Also, students at all eight schools indicated that they had a "good understanding" of the UPP Agreement as explained by the Campus Coordinator.

Analysis

⇒ Campus Coordinators show a deep commitment to their students and to UPP. The students recognize this commitment when they see it. ("She wants us to stretch and grow.")

> " She (The Campus Coordinator) wants us to stretch and grow."

Suggestions for Campus Coordinator to improve the UPP experience

Trends

⇒ There were minimal suggestions for Campus Coordinators from this group of respondents.

⇒ The comments offered had to do with the scheduling of meetings, having a more set agenda for the seminar and other such operational points that were specific to individual universities.

Analysis

⇒ The general comments from these Focus Group respondents reflect a high degree of satisfaction with the

Open to seeking PCSA employment

UPP has been designed to provide employment opportunities at Public Children Services Agencies (PCSA) across Ohio. Students were asked if they intended to

Statewide		Only in Local Region	
37	59%	26	41%

n=63

> "Being able to add UPP to my resume makes me a great candidate when looking for jobs in child welfare."

Student Comments

⇒ "I'd like to stay in this region, but I'm versatile."

⇒ "A couple of times a week, I check the PCSAO website to see what jobs are open."

⇒ "Being able to add UPP to my resume makes me a great candidate when looking for jobs in child welfare."

⇒ "I have a family. I'm rooted in this region."

Analysis

⇒ Probably understandably, students tend to gear their initial job search efforts to their region. Also, a significant number are "tied" to their local area by way of personal commitments.

⇒ However, it is significant that almost 59% of UPP graduates are open to exploring PCSA jobs across Ohio. This is a slight increase over the percentage reported last year.

Trends

Concluding comments were positive:

⇒ "First I looked at the money aspect, but now this is something I want to do."

⇒ "In UPP, you see the passion that comes with this field."

⇒ "I don't regret my UPP experience, but I wish I knew going in that I would not have my own independent caseload like some of my non-UPP classmates had."

⇒ "People outside our group wish they had done UPP because we do way more than they do."

⇒ "UPP is a great program and I'm glad I found it."

Planning for a Child Welfare Career

Will seek PCSA casework job		Aspire to Supervision		Interest in a MSW degree	
56	89%	34	54%	57	90%

Analysis

⇒ Of the sixty-five focus group participants, fifty-six intend to pursue a career in an Ohio Public Children Services Agency (PCSA). This is a strong indicator of program success.

Opinions on the Statewide Nature of the UPP

Case Assignment and Direct Client Contact

Ohio's Public Children Service Agencies vary widely regarding how much independence and responsibility they grant to CWUPP interns in the areas of case assignment and solo contacts with clients. The prevailing practices range from allowing case assignments or some direct involvement with clients, to strictly prohibiting any solo client contact by the intern. Thus, in this regard, CWUPP interns statewide will have quite different field experiences depending on the policies in place in their respective host agencies. These differences might even occur among students attending the same university because members of a CWUPP class will typically be placed at two or more placement agencies with varying policies.

The chart that follows reflects data, prevailing policy information and details on experiences as reported by student interns in Focus Groups conducted at Ohio's eight CWUPP universities during the spring of 2014. The information was elicited in response to the following general questions: "Did you experience case assignments in your field placement? Describe the arrangements for contacts with clients. Did you have access to SACWIS?"

The numerical data presented is fairly accurate but should be considered approximate. In the Focus Group setting, not all participants respond with specificity to general questions of this type.

The names of the universities attended by the respondents are not identified on the chart to preserve the confidentiality that is guaranteed to Focus Group participants.

# Students With Case Assigned	# Students Completing a Solo Home Visit	# Students Making Other Solo Client Contact	# Access to SACWIS	Agency Policy (per students' comments)	Other Pertinent Student Comments/Information
				University A	
3	3	2	3	• "There is my Supervisor, a primary worker and then me. They are available to me, but I play a 'primary worker' role." • "the case is listed under my supervisor and linked to me. I'm the primary worker. She only goes with me once a month."	• "I love having cases assigned." • "It makes me feel more comfortable that I know what I'm doing and I can go out and talk to clients." • "It's good to shadow and get the vibe of casework and then go out and do it and use your own style."
				University B	
10	8	2	1 3	• Agency cannot formally assign a case to an intern as the "primary caseworker". However, the intern has access to SACWIS and is "named" in the file record. • Interns can write: Case plans Family assessments with supervisory review. • "At my placement agency, there must be a signed client release form for an intern to work a case."	• "The agency policy has not limited my experience." • "At my agency, my work had to have the caseworker's name on it, even if I did it." • *"As a Masters student I had the expectation that I would help with a caseload, but then I found there would be nothing in my name and it threw everything into chaos." • "How much involvement you have depends on the supervisor." • "My county got 'dinged' on not knowing the limitations on what interns can do."
				University C	
3	2	4	6	• Students who have a case assigned are co-assigned with another regular caseworker. • "Supervisors have a list of workers who like to take interns and then have them assist with cases." • "I have done documentation for visits, that is then reviewed by the caseworker."	• "I feel that a big gap is that I was not able to see a case all the way through." • "Time constraints are a factor in case assignments." • "I would have liked more opportunity to interview and do face-to-face involvement with clients." • "If policy was different, I feel my supervisor would have confidence in me to be more involved."

# Students With Case Assigned	# Students Completing a Solo Home Visit	# Students Making Other Solo Client Contact	# Access to SACWIS	Agency Policy (per students' comments)	Other Pertinent Student Comments/Information
University D					
5	4	7		• "I would go out with a caseworker who would initiate the case (Intake). But I would make follow-up contact by myself. I was involved with 12 alternative response (non-abuse) cases. A caseworker would do the monthly visits. • I would always be along with the caseworker who was assigned to the case. We would both write case notes and then reach consensus about what goes in record."	• "I did the same paperwork as the caseworker, but my notes 'would not count', but that way I got the experience." • "Along with the caseworker I would knock on the door, do assessments, write it up. This work would be reviewed by the caseworker and the supervisor. If acceptable it would be recorded." • "I liked the way case assignments were handled."
University E					
6	6	3		• "Interns are given three cases and co-worked with the assigned caseworker." • Interns were involved in: Interviewing clients SARs Case plans Making referrals to other agencies.	"It's basically my case. The employee assigned does not know the case as well as I do. They go with me on mandatory visits."
University F					
2	1	2		• No case assignments for majority of students in this group. "We can conduct an interview, but it is up to the caseworker we are with and the case circumstances." • Those assigned to other counties were "co-assigned" to cases.	• The limitation on case assignments is "good and bad". "It depends on comfort level with case assignment." • "I wish for a chance for more independence." • "I monitored visits and typed report in SACWIS with supervisors review." • *"I did some home visits independently and did write-ups." • *"I did not know, nor did my supervisor, that UPP interns could have SACWIS access."
University G					
6	6	1		• "I was co-assigned to cases with three different caseworkers." • "I was co-assigned with one particular caseworker during my second semester and I worked on all the new cases she was assigned."	• "My supervisor kind of held me back on this, thinking I was not ready. But I was. I did get a case last week." • "I wished I had more independence, but overall it was satisfactory." • "I was 'assigned' cases, but the agency had to meet state mandates so I was not able to do my own 'stuff'." • "Other non-UPP interns seemed to have better experience with a client base."
University H					
7	7	5		• "Interns were given cases, but the cases were co-assigned to a regular caseworker. • "The case was my mentor's case, but it was also assigned to me." • "I could make entries in SACWIS with the supervisor's review."	• "Our supervisors pushed us to do the actual work." • "The regular agency caseworkers must testify in court and do the monthly mandatory home visits."