

The background features a dark blue gradient with a subtle pattern of white dots. Overlaid on this are several circular elements: a large scale on the left with markings from 40 to 260, and several smaller circles with dashed lines and arrows, some containing partial arcs. The text is centered in white, sans-serif font.

INTERNSHIP IN THE SOCIAL WORK DEPARTMENT

BY,
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THE SOCIAL WORK DEPARTMENT

- Salisbury University
 - Satellite locations: Cecil College Northeast campus, the Eastern Shore Higher Education Center at Chesapeake College, the University System of Maryland at Hagerstown ,and Southern Maryland Higher Education Center in California, Maryland.
- Offers an undergraduate and masters program
- Qualitative and descriptive research
- Survey monkey
- Increase the quality of classes

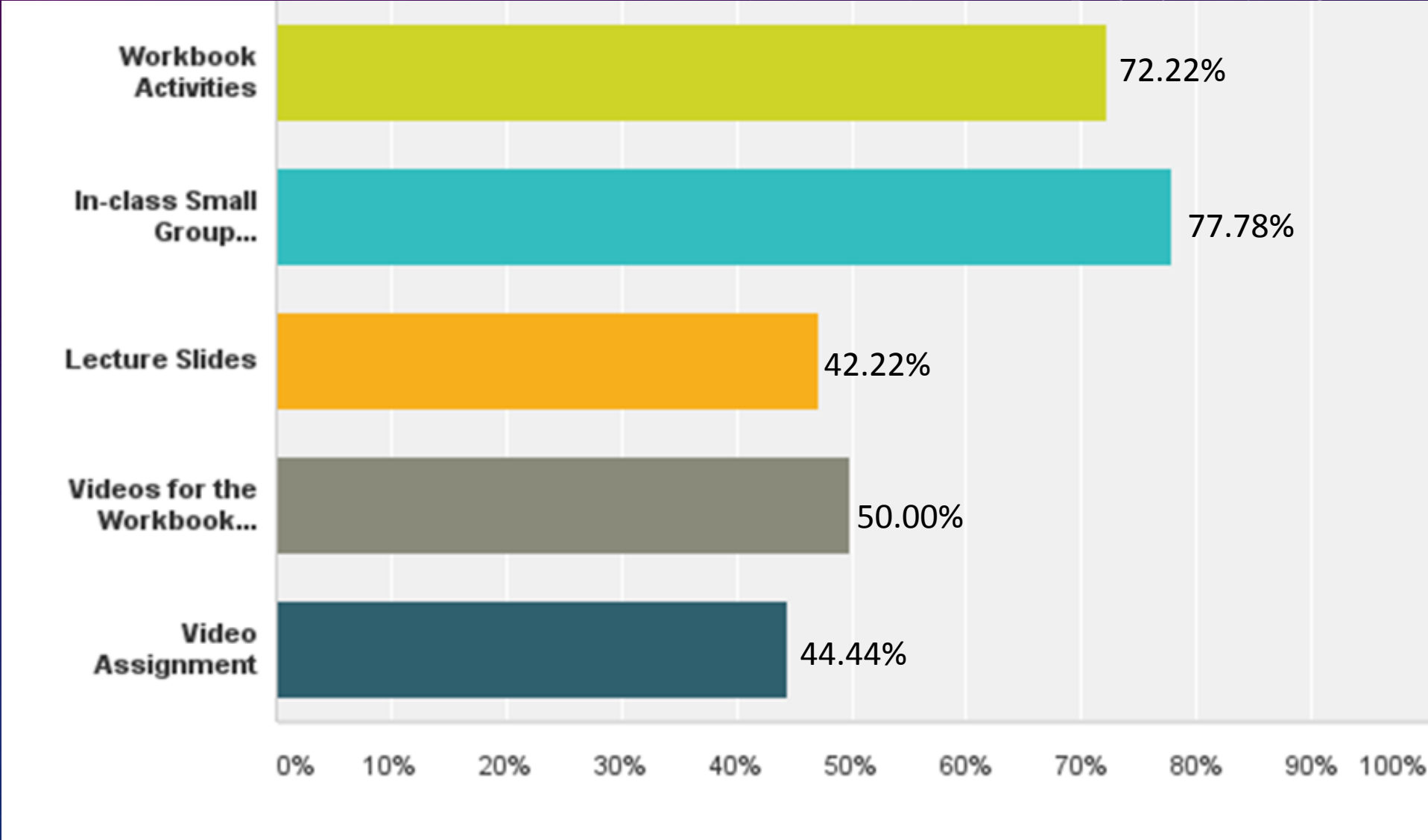
IMPLEMENTING NON-TRADITIONAL TEXTBOOK OPTIONS IN A SOCIAL WORK SKILLS COURSE

- Evaluating a workbook created by social work department for a social work class
 - Workbook was small (53pages) with four chapters or lessons.
 - Cost \$10 on Amazon
 - Contained activities and homework to be done in conjunction with videos on the online portion of the class.
- A total of 36 respondents
- Students ages were between 19 and 52 ($M=25.83$), $SD=9.038$)
- Respondents were from Salisbury University (main Campus), a Satellite location, or UMUC.

MECHANICS

- Closed-ended questions were used to determine what aspect of the class they found most beneficial (more than one option could be selected.)
- 5-point Likert scales (strongly agree to strongly disagree) were used to determine the convince of the workbook and its use.
- Opened-ended questions were used to determine what they liked, disliked, and other comments

WHAT SPECIFIC COMPONENTS WERE THE MOST BENEFICIAL TO YOUR LEARNING EXPERIENCE IN THIS COURSE?



STATISTICAL ANALYSIS

- Coded age as traditional to nontraditional.
 - Age 23 and up were nontraditional
- Nontraditional (N=16, M=32.75, SD=9.883)
- Traditional (N=20, M=20.3, SD=.923)

What specific components were beneficial to your leaning experience?
Workbook Activities

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.170 ^a	1	.279		
Continuity Correction ^b	.500	1	.479		
Likelihood Ratio	1.200	1	.273		
Fisher's Exact Test				.456	.242
Linear-by-Linear Association	1.138	1	.286		
N of Valid Cases	36				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.44.

b. Computed only for a 2x2 table

FINDINGS

- 88.89% of students agreed or strongly agreed that the workbook was affordable for their budget.
- 83.33% of students agreed or strongly agreed that they completed the additional activities in the workbook on a regular basis.
- 91.67% of students agreed or strongly agreed that that were more likely to read a workbook, like the one used in their class, compared to a traditional textbook.
- 83.33% of students agreed or strongly agreed that the workbook helped them better understand the material
- 91.67% of students agreed or strongly agreed that they prefer to utilize a workbook, instead of a traditional textbook, for the course.
- 86.11% of students agreed or strongly agreed that the workbook was easier for them to understand than some of their traditional textbooks

QUALITATIVE QUESTIONS

- When students were asked to list one thing that they liked about the workbook:
 - 10 students mentioned supplementary material (e.g. activities, homework, examples)
 - 5 mentioned how applicable the information is to activates outside of the classroom
 - 6 students mentioned the amount of material covered
 - 3 students mentioned how convenient the workbook is
- When asked how they would change the workbook:
 - 10 students mentioned they the wanted more information on subjects covered
 - 4 students mentioned they wanted more and better examples for the text, activities, and homework
 - 4 students mentioned they wanted better instructions for the homework and activities

DISCUSSION AND SUGGESTIONS

- Students liked the workbook more than a traditional textbook
- Students found the workbook to be convenient and affordable
- Students liked that the workbook was straight to the point short, but wanted more in depth information about the subjects covered
 - Add more information but keep the workbook smaller and more concise than a traditional textbook
 - Add vocab words and definitions
- Students liked having examples and supplementary material
 - Add more examples in the book and try to improve the existing ones
 - Put links for videos in the workbook

MY EXPERIENCES

- Challenges
 - SurveyMonkey
 - Study was not created to be quantitative
 - Asking for help
- Classroom experiences
 - Could easily navigate SPSS
 - Knew how to analyze most of the data
- What I learned
 - How to split data
 - Cross tabulation
 - Chi-squares

The background is a dark blue gradient with a subtle pattern of white stars and technical diagrams. On the right side, there are several circular diagrams resembling gauges or dials with numerical scales (e.g., 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 200, 210) and arrows. On the left side, there are dashed circular arrows. The overall aesthetic is clean and professional, typical of a technical or scientific presentation.

THANK YOU!!

ANY QUESTIONS???