



The Brooks/Cole Social Work E-Communicator

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Welcome to the Brooks/Cole Social Work E-Communicator. The goal of our quarterly newsletter is to communicate with you, our valued customer. Our intent is to provide you with informative news, announcements, great ideas in teaching, and an opportunity for you to find out more about us.

Announcements

- ★ Wadsworth-Brooks/Cole is VERY EXCITED to welcome the **F.E. Peacock products and authors** to our family. To request review or desk copies of these products, please contact your local Wadsworth sales representative. Please see the last page of the newsletter for a complete list.
- ★ Do you have any announcements that you would like us to include in our next edition?
Please e-mail Caroline with your announcement by 12/20/02 at caroline.concilla@wadsworth.com

Great Ideas in Teaching

We'd like to highlight and share great ideas in teaching social work... whether it's an activity, a unique lesson, or a self-created web component, we'd love to showcase your great teaching efforts.

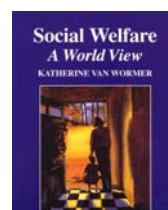
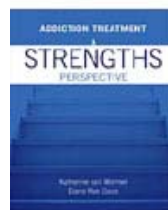
To submit a "Great Ideas in Teaching" Social Work example, please e-mail Caroline at caroline.concilla@wadsworth.com

Hot Topic

Article by:

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Brooks/Cole Publications by Katherine van Wormer



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(w/ Diane Rae Davis)

Harm Reduction

While drug policy from the federal government remains as punitive as ever, there are many positive developments coming from the states. Initiatives to decriminalize or even legalize marijuana are on the ballots in three states - - Nevada, South Dakota, and Arizona. Part of the impetus, no doubt, has to do with shrinking state budgets weighed against the expense of locking up people for possession of marijuana. Nevada's legislation—for legalization as opposed to decriminalization-- would allow for taxation and help replenish state revenues. Canada and many Western European countries currently are shifting their approach to drugs by viewing users not as criminals but as victims of the drug culture or even of themselves. Portugal, for example, is fighting the demand for drugs by trying to reduce the demand through treatment.

In the U.S., at the college level, the trend is away from zero tolerance toward a more pragmatic approach. To counter binge drinking and the crimes that accompany this behavior, the focus by university authorities has shifted to moderation. Because most students think that other students typically drink over five drinks at a sitting, an informational campaign has been launched to present the true norms for drinking on that campus. Posters proclaim the true facts. Similarly, facts about sexual activity are displayed to inform students that most students who are sexually active are in



Harm Reduction Article by Katherine van Wormer continued

committed relationships. The focus today, in short, is on harm reduction, a pragmatic rather than punitive approach. Pioneering work from the University of Washington using the motivational interviewing model, an empirically validated model for effectiveness in reducing alcohol consumption, is being emulated across the country. Students who are found to be at high risk in preliminary surveys are counseled through a student-centered approach. The technique involves reinforcement of their motivation to preserve their health.

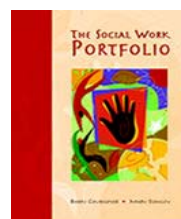
Perhaps the most revolutionary development is occurring in treatment centers across the U.S. Whereas it traditionally was assumed that clients had to “hit their bottom” before they entered treatment, today’s trend is more preventive and flexible. Motivational interviewing is widely taught through intensive staff training sessions. Our book, Addiction Treatment: A Strengths Perspective (co-authored with Diane Rae Davis) was conceived with these new directions in mind. It is designed for counselors who wish to “meet the client” where the client is and for persons who want to probe the essence of addiction biologically, psychologically, and socially.

Hot Topic

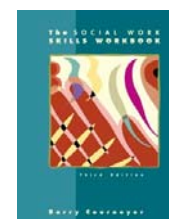
Article by:

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Brooks/Cole Publications by Barry R. Cournoyer



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**Assessing Student Learning Through Portfolios:
A Program Evaluation Tool for Accreditation and Quality Improvement**

When Mary Stanley and I wrote *The Social Work Portfolio*, we anticipated that social work programs might well assign the book to students as a component of their program evaluation and quality improvement efforts. The Council on Social Work Education required accredited programs to assess progress toward achievement of each of their objectives—especially those that involve student learning. Portfolios can be an important dimension of a program's approach to assessment of the nature, depth, and scope of student learning. Portfolios help social work programs generate relevant material needed to engage in student learning assessment and program evaluation. Review of social work students' course-related or program-wide portfolios provide faculty and administrators with a wealth of direct, tangible information about the quality of students' learning. Portfolio assessment reveals strengths and weaknesses in academic programming, curricula, or instructional methods.

We define a social work portfolio as “a well-organized and carefully prepared collection of documents related to one's readiness for social work practice. The portfolio reflects documentary evidence of an active, self-directed approach to learning and ongoing growth as a social work student or practitioner” (Cournoyer & Stanley, 2002, p. 1)

Social work portfolios typically contain:

- An introductory statement, or a “Learning Plan or Contract” that refers to one's professional aspirations and learning goals
- A selection of products that reflect the nature, growth, and quality of one's knowledge, attitudes, and expertise
- Assessments (self- and/or other-) that pertain to each learning product



Assessing Student Learning Through Portfolios: A Program Evaluation Tool for Accreditation and Quality Improvement by Barry Cournoyer continued

- Reflective summary about the most significant learning during the educational experience
- Appendixes that contain pertinent materials such as a Résumé, copies of transcripts, diplomas, certificates, awards, and letters of recommendation. (Cournoyer & Stanley, 2002, p. 2)

Portfolios help students:

- Assume genuine responsibility for their own learning.
- Establish personal and professional learning goals and plans
- Record, organize, and store products related to significant learning experiences in both formal and informal contexts.
- Acquire the habits and abilities needed to engage in active, self-directed lifelong learning throughout their academic and professional careers
- Enhance their critical thinking skills through regular, systematic self-assessment of their own learning and the quality of their learning products.
- Engage in learning needed for the services they hope to provide in practicum or in post-graduate employment settings.
- Prepare for job searches, employment interviews, or for applications to programs of higher education. The products and self-assessments contained within the portfolio may be shared with prospective employers or admission committees.

When educators first consider student learning portfolios, it often seems like a good idea. After all, what could be better evidence that the scholarly products that students actually prepare during the course of their studies? Then, educators begin to wonder about several things: Who will keep track of these large documents? Where will we store them? And, perhaps most significantly, who will evaluate them? Frequently, these questions severely diminish the enthusiasm for portfolios as educators conclude, "We don't have the time, energy, or resources to use student portfolios for program evaluation."

We'd like to ask educators to take yet another look at the potential for student portfolios. They do not have to require extra effort on the part of directors or educators. Indeed, portfolios can be a routine part of required coursework.

Let's envision a social work program that begins with a common introductory course in which students read sections of *The Social Work Portfolio* and become familiar with the learning objectives for the program as a whole. All successful students are expected to demonstrate achievement of these objectives by the time they complete the program.

Imagine that the program has identified specific learning products within various required social work courses that are associated with the program learning objectives. All students prepare those products as a natural part of their coursework. They receive grades and evaluative feedback from their professors, and then include the finished, graded products within their portfolios.

Let's also imagine that the program offers a capstone course where completion and submission of a final portfolio is a required assignment. As an integral part of this capstone course, students refine their portfolios and, importantly, conduct a comprehensive written assessment of their own learning throughout the program. Based upon program learning objectives, students review their scholarly products and evaluate their progress. Capstone professors review the portfolios, consider the grades and evaluative feedback provided by earlier professors, evaluate any newly added products, carefully consider the quality of the self-assessment, and uses a scoring rubric to assess the nature, scope, and depth of learning reflected in the portfolio as a whole. They assign a score to the portfolio that is calculated as part of the capstone course grade. The scoring rubric is derived primarily from the program learning objectives and serves as a tool for assessing both the portfolio and the program.

The completed portfolio scoring rubrics may then be collated to reveal indications of the impact of the program of a whole upon students' achievement of program learning objectives. This seems to be one way that programs may address the



Assessing Student Learning Through Portfolios: A Program Evaluation Tool for Accreditation and Quality Improvement by Barry Cournoyer continued

Council on Social Work Education's expectation that each social work program evaluates "the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program" (Council on Social Work Education, 2002).

References

Council on Social Work Education. (2002). *Educational Policy and Accreditation Standards*. Alexandria, VA: Author.

Cournoyer, B. R., & Stanley, M. J. (2002). *The Social Work Portfolio: Planning, Assessing and Documenting Lifelong Learning in a Dynamic Profession*. Pacific Grove, CA: Brooks/Cole.
ISBN 0-534-34305-8.

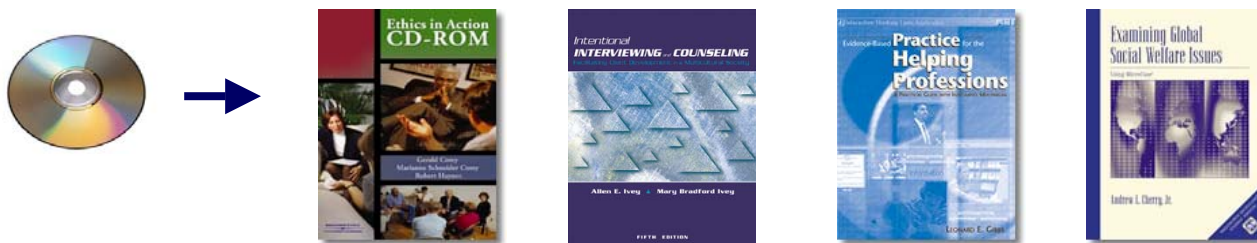
Brooks/Cole News

Some of our **FIRST EDITIONS** hot off the Presses and ready for review today!



- *The Clinical Assessment Workbook*, by Elizabeth Pomeroy & Kathryn Wambach
- *Understanding Legal Concepts That Influence Social Welfare Policy and Practice*, by Rudolph Alexander, Jr.
- *Real World Treatment Planning*, by Daniel W. Johnson & Stephanie J. Johnson
- *Fundamentals for Practice with High Risk Populations*, by Nancy Summers
- *Evaluation Practice: Thinking and Action Principles for Social Work Practice*, by Elizabeth DePoy & Stephen French Gilson

Some of our hot new **TECHNOLOGY** products ready for review! Ask to review these new **CD-ROM** products today!



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- ★ Tips to **submitting manuscript proposals**: Go to our home page at (<http://socialwork.wadsworth.com>), select **Contact Wadsworth**, select **Interested in Authoring?**
- ★ Instructor Support materials are not automatically sent to adopters. To receive available text support materials, contact your local Wadsworth sales representative. Go to our home page (<http://socialwork.wadsworth.com>), select **Find your Rep**
- ★ Do you have any comments or suggestions concerning this newsletter? Would you like to submit materials? Please contact Caroline at caroline.concilla@wadsworth.com

Our Home Page at <http://socialwork.wadsworth.com>

See next page for listing of newly acquired F.E. Peacock Products



2002

- ▶ **Barusch**, Foundations of Social Policy, 1/e ISBN: 0-875-81447-6
Key Ancillaries: Instructor's Manual ISBN: 0-534-26913-3

2001

- ▶ **Unrau/Gabor/Grinnell, Jr.**, Evaluation in the Human Services, 1/e ISBN: 0-875-81444-1

2000

- ▶ **Corsini/Wedding**, Current Psychotherapies, 6/e ISBN: 0-875-81430-1
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- ▶ **Fellin**, The Community and the Social Worker, 3/e, ISBN: 0-875-81438-7
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- ▶ **Loewenberg/Dolgooff/Harrington**, Ethical Decisions for Social Work Practices, 6/e ISBN: 0-875-81431-X
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- ▶ **Rogers/Collins/Barlow/Grinnell, Jr.**, Guide to the Social Work Practicum: A Team Approach, 1/e ISBN: 0-875-81432-8
- ▶ **Tropman/Erlich/Rothman**, Tactics and Techniques of Community Intervention, 4/e ISBN: 0-875-81435-2
- ▶ **Wedding/Corsini**, Case Studies in Psychotherapy, 3/e ISBN: 0-875-81437-9

1999 and Older

- ▶ **Collins/Jordan/Coleman**, An Introduction to Family Social Work, 1/e ISBN: 0-875-81424-7 ©1999
- ▶ **Sciarra**, Multiculturalism in Counseling, 1/e ISBN: 0-875-81420-4 ©1999
- ▶ **Johnson**, The Social Services: An Introduction, 5/e ISBN: 0-875-81413-1 ©1998
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- ▶ **Craft**, Statistics and Data Analysis for Social Workers, 2/e ISBN: 0-875-81343-7 ©1990

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