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THE PERCEIVED QUALITY OF SOCIAL WORK EDUCATION AND INTERNSHIP IN PREPARATION FOR CAREER

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THE PERCEIVED QUALITY OF SOCIAL
WORK EDUCATION AND INTERNSHIP IN PREPARATION FOR CAREER

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Precilla Martinez
Jennifer Ruvalcaba
August 2022

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ABSTRACT

This study aims to analyze whether California State University of San Bernardino students in the two social work programs, the Title IV-E program and the generalist social work program, perceive a difference in preparation in education and internship. This research will help those students who are unsure of which program to apply for based on current social work students' perceived effectiveness. Through a survey questionnaire, recruited participants answered based on their perceived preparation for their career field upon graduation. The results indicate no significant difference in perceived preparation for students in the two social work programs, Title IV-E, and generalist social work programs. In conclusion, there is no perceived effectiveness difference between the two programs for future students who are unsure of what program to apply to.

DEDICATION

I would like to dedicate this project to my parents, sisters, fiancé and baby boy. Thank you all for your unconditional love and support that has helped me reach all my accomplishments. If it was not for all your sacrifices I would not be here today and I am truly thankful for that. Now I am the first to obtain a master's degree and hope that I have made you all proud. I love you all very much. Thank you.

Jennifer Ruvalcaba

This is dedicated to my incredible family, my parents, brothers, husband, and baby girl. To my mom, thank you for being my biggest supporter in everything I do. You are my best friend. To my dad, thank you for working so hard for my brothers and I. Your hard work is very much appreciated. To my husband, thank you for always encouraging me to follow my dreams and for being the best partner I could ask for during this journey. To my baby girl, this is all for you baby. Thank you all for your continuous support and love through my educational journey. I could not have done it without each of you. I love you guys. Thank you for everything.

Precilla Martinez

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CHAPTER ONE

INTRODUCTION

Problem Formulation

Social work is a helping profession with set values and focuses on the well-being of the vulnerable, oppressed, and those living in poverty. Within the social work profession there are many different types of focuses and opportunities. There are different degrees in the social work field, such as a Bachelor of Arts in Social Work (BASW), a Masters in Social Work (MSW), and a Doctorate in Social Work (Ph.D.). All degrees are significant depending on each individual's goals and the availability of these degrees at the institution. There are also additional certificates and licensing available to extend a professional's expertise, for example a Licensed Clinical Social Worker license (LCSW). Some certificates and licensing can be offered in an institute and some are offered after obtaining a degree with additional requirements. Different institutions have different focuses, such as a generalist perspective, mental health, or public child welfare.

The California State University of San Bernardino, CSUSB, is an accredited university that offers two types of degrees, a Bachelor of Arts in Social Work (BASW) and a Master's in Social Work (MSW). The CSUSB Department of Social Work offers a generalist perspective with emphasis on micro and macro work. The programs are divided into two sections, those focused on the

generalist perspective and those dedicated to public child welfare practice. When students are in their advanced year both cohorts will have an internship according to their interest.

Those who are dedicated to public child welfare can receive Title IV-E training if accepted into the cohort. Title IV-E program is a program created to help provide specialized training and financial assistance to those students who pledge a profession in public child welfare (Hartinger-Saunders and Lyons, 2013) with a year-long internship with a children and family services department. The National Child Welfare Workforce Institute (NCWWI) has funded this program for over a decade (Anderson, Williams-Hecksel, and De Guzman, 2020).

Those in the generalist cohort also have a year-long internship but have more flexibility on the placement desired. Some internships can be at a hospital, school setting, mental health facility, a non-profit organization, or other. This cohort does not receive financial assistance nor has any obligations to their internship placement after graduation. Students from both cohorts are required to a specific number of hours, specifically 240 hours in their advanced year for the bachelor level or 600 hours in their advanced year for the master level. At the end of each semester the student is evaluated on their learning process according to their learning plan that was created with the student and the agency. The Department of Social Work at CSUSB has a list of qualified internships sites for students who they have contracts with. These internships are to provide these

students with learning opportunities and prepare them for the professional field after graduation.

Purpose of Study

The purpose of this study is to assess whether students in the two programs, Title IV-E program and generalist social work program, perceive a difference in preparation. Due to the limited amount of research that has addressed the effectiveness of social work programs at California State University of San Bernardino, this is an exploratory research project. The research design that was used was quantitative because this method can help us get a better understanding of both cohorts' experiences and perceived quality of internships. We would also like to use this method since we already have extensive knowledge on the culture and environment of these internships. This study was on a voluntary response sample and was provided by a survey. The survey was provided to all students who were currently in their foundation or advanced year, in either the BASW or MSW program, at the California State University of San Bernardino. Students from both the generalist and public child welfare cohorts were able to take the survey provided to compare if both cohorts feel prepared for their professional careers or if one cohort feels more prepared than the other. Collecting this data from these students can help us gather the information needed from those who are directly experiencing and learning from these different internship opportunities, to help find the answer to our research

question. Our study explores perceptions of students in the two cohorts. The independent variables are the two types of internships and the dependent variable is the student's satisfaction on the quality of the internship.

Significance of the Project for Social Work Practice

Given that there is limited information on the quality of education and internship experience, we felt that it was important to examine if students perceive there to be a difference between internship experience. We hope that the results give students who are interested in the social work field can make a proper decision on having a focused group or not. The results may also help raise awareness if there is a difference and CSUSB may make some changes in the student's educational experience. This student would be the exploring and assessing phase of the generalist method given that this has not been addressed before.

This study is relevant to child welfare practice because it would show how satisfied Title IV-E students' perceptions of their education and internship experience. Not only would the study show if students are satisfied with the quality of their overall experience, but will be able to compare the results to generalist student's perception of their experience. If the results show that the students are not satisfied it can raise awareness to make some changes in the educational process of these students. If students are satisfied then it will show that the program is providing what is needed for Title IV-E students. Our research

question is "Is there a difference in the perception of the quality of the preparation between IV-E students or Generalist students in the CSUSB social work program?"

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter what will be discussed is information regarding the importance of clinical training in specific fields, the importance of feedback, and theoretical perspectives that help guide this study. Background information is significant for understanding the study.

Importance of Clinical Training

The literature suggests that students who have clinical training and experience in specific fields demonstrate higher confidence and positive attitude for their specific field (Chow et al., 2014). In other words, providing students with the opportunity to apply classroom knowledge in the real world setting seems to bolster the student's confidence and attitude. Training in a specific field in fact does have a critical impact on the student towards their career field (Chow et al., 2014). Education can be generalized, like in the MSW program, but studies indicate that students are impacted positively if they have specific pieces of training and internships (Chow et al., 2014).

Similarly, another study highlighted the role that agencies play in student success, noting that agencies can help students reach their potential by creating pathways to advancement, succession plans, and, especially in invest in training student workers (Countee-Gilliam, 2016). The study suggests that training

student workers can allow them to reach highest potential. In relation, a multivariate analysis of training, education, and readiness for public child welfare practice indicate that having both a master's degree and a discipline in social work significantly predicted better performance on both the pre-and post-tests (Franke, Bagdasaryan, & Furman, 2009). These studies indicate that specific training has a critical impact but not whether one internship is more effective than another. In conclusion, specific training and experience result in better performance.

Importance of Feedback

One area where clinical practice has a significant impact is in feedback from the training fields (Kourgiantakis, Sewell, & Bogo, 2019). In training, when students receive feedback, it serves as a learning mechanism for students for their specific education field (Kourgiantakis, Sewell, & Bogo, 2019). Constructive feedback or constructive criticism, when it is specific, timely, and based on observation, enhances social work student self-awareness and builds competence (Kourgiantakis, Sewell, & Bogo, 2019). Students require feedback and specific training in all social work career fields, not just in child welfare. It is essential to understand that all social work fields require different skills and pieces of training that students need to have experience in to help build the effectiveness of their preparation for their career fields. Currently, there is still no

research indicating if all training are equally effective, or what makes one training and or internship more effective than others.

The Title IV-E program selects students most suitable to work in public child welfare (Jacquet, 2012). University and agency partnerships that are funded by Title IV-E encourage students to enter the child welfare field by providing student stipends, which also support child welfare agency workforce expansion (Mathias et al., 2015). Title IV-E students are aware that they will be working with at-risk families and goals tended toward service (Jacquet, 2012). Title IV-E graduates are aware that they will remain in child welfare for at least two to three years after graduation (Jacquet, 2012). The program will provide insight, skills, tools, knowledge, and experience to navigate through public child welfare (Jacquet, 2012). Being able to help work and service children and families living in poverty, the most vulnerable and at-risk population can be one of the most rewarding aspects of a social worker's job in public child welfare (Jacquet, 2012). These aspects are taught through educational courses, training, and in internship. Although these aspects are taught, there is no research to show the effectiveness of the internship preparation for graduates.

Several articles underline the importance of training, specifically Title IVE training program, as well as the students and employees in child welfare (Hartinger-Saunders, & Lyons, 2013; Jacquet, 2012; Jones, & Okamura, 2000; O'Donnell, & Kirkner, 2009; Yoder Slater, et al., 2018; Zlotnik, & Pryce, 2013), but they did not examine if those who took Title IVE training program felt better

prepared for the field, compared to those who did not take the specific child welfare training. A study regarding how prepared students are with both the Title IV-E and general social work would show the effectiveness in preparation for future career fields, enhance the knowledge and skills, and the retention rate is needed. Turnover rates are incredibly high in the social work field (Dickinson & Perry; Gansle, & Ellett, 2002). Few of the studies report the retention rate for Title IV-E program participant workers in comparison to the rates of those non-program workers (Dickinson & Perry; Gansle, & Ellett, 2002). Madden and colleagues (2014) indicated in their study that participation in the Title IV-E program presented to be effective for retention and reduction in turnover rates. In addition, they found that the participants in the program are more likely to stay at the agency than those who were not in the program (Madden et al., 2014). Also, Madden and colleagues (2014) found that having a social work degree increased the odds that they would work longer at the agencies even if they were not in the Title IV-E program. The study indicates that not just participants of the Title IV-E program stay employed for long periods of time in child welfare agencies. Retention is a factor to the turnover rate. Future studies in the areas regarding preparation for the career field would improve the effectiveness of preparation for students to ensure that they are ready for their social work career in any field they are heading. All students require education and skill towards the direct field they are preparing for, not just Title IV-E participants. Research indicating effectiveness of preparation for students in all social work fields is still yet to be

researched, including if Title IVE training is more effective than general social work training.

Theoretical Guiding Conceptualization

The theoretical perspectives we will use for this research project are person in environmental perspective and social learning theory. The person in environmental perspective provides insight to the importance of the understanding of each individual and the individual's behavior based on their environmental context in which that person lives or has lived (Ramsay, and Boddy, 2016). There are many environmental factors that affect or change the individual and the individual's behavior (Ramsay, and Boddy, 2016). Every person has different experiences and has lived among different environmental differences that shapes them as an individual (Ramsay, and Boddy, 2016). Since environmental differences shape individuals, we can determine that not every student will be the same or have the same outcomes in their education and perception of effectiveness. The students' environmental differences impact their education, career, and experiences. Although a program provides the same level of education for one cohort, all students may not receive the same level of skills needed to be effectively prepared for their future career field. Environmental factors can continue to impact and manipulate individuals even while in their educational and training program path. The environmental perspective can help us to understand individuals' differences and individuals' behaviors. The

environmental perspective will also help us to understand the participants and their individuality in this research.

Social learning theory is a theory of behaviors that are learned through observation, modeling, and imitating new behaviors by other people, specifically direct models (Bandura, 1986). Depending on the reinforcement or reward, the new behaviors learned can either continue to increase or terminate. Bandura proved that human behavior is learned through observation of others. Bandura states that individuals adapt and respond to different incentives and make their own self-judgements. The students in the social work program have direct field placements of their desired social work career field. Students will either increase or cease their interest in their placement based on the modeling they observe. Students can have a more or less effective perception judgement based on the education learned during courses at CSUSB, and skills learned at their field placement.

Summary

After this study we hope to give social work students a better understanding of the quality of internships and help students make a decision on where they would like to pursue their education and their focus. We hope this study answers some unknown questions and helps upcoming social work professionals.

CHAPTER THREE

METHODS

Introduction

The purpose of this chapter is to describe the research methods that will be used for this study. This chapter describes the study design, the sampling methods, data collection and instruments, the procedures, protections of human subjects and data analysis that are planned to be used for this study. Lastly, a summary of the key points will be provided in the conclusion.

Study Design

The purpose of this study is to identify if there is a difference in perceived effectiveness of education and internship between the Title IV-E program and generalist social work program. Due to the limited amount of research that has addressed the effectiveness of social work programs at California State University of San Bernardino, this is a patterns and relationship research project. This is a quantitative research study that utilizes surveys with ordinal and Likert scale questions and statements, and which collected data from students' participants.

The quantitative approach for this study allows participants to rank their experiences and their thoughts on the effectiveness of the social work programs they are in. The data will then allow researchers to examine results to identify if there is a significant difference in effectiveness of the programs.

There is a limitation in the study of only examining students from California State University of San Bernardino. This might cause participants to answer in a way they feel the researchers want them to answer. Additionally, personal experiences will not be incorporated that can allow participants to provide detailed explanations on their experiences.

This study used ordinal and likert scale questions to address the following questions: 1. Do students feel that the program was effective in preparing them for a career position? 2. DO students perceive a difference in effectiveness between the generalist and Title IVE programs in preparing students for career positions?

Sampling

All participants recruited for this study attend California State University of San Bernardino, and a current social work student. The sample will be categorized into two groups. The first group will be from undergrad and graduate social work students specifically in the Title IV-E program. These students are in a county Children and Family Services internship. Based on the results of the survey, more females participated than males, A total of 2 male students' 5 percent of participants recruited, and 41 female students, 95 percent of participants recruited. In addition, based of racial-ethnic demographics of participants recruited for this study, the majority of participants were be Hispanic , second largest participant were White/Caucasian, then African American, with

the least being Asian/Pacific Islander and Middle eastern. The participants recruited social work students population includes 66.67 percent Hispanic, 13.33 percent white/Caucasian, 11.11 percent African American, 4.44 percent Other, and 2.22 percent of Middle Eastern and Asian/ Pacific Islander.

Data Collection and Instruments

Quantitative data were be collected through surveys taking place from January to February. Each survey began with an introduction and description of the research study and its purpose. Demographic information was collected at the beginning of the survey. The demographic information that was collected consisted of age, gender, race-ethnic background, education level, and type of social work internship position.

The researchers attempted to collect as many samples as possible for the purpose of the study. The qualitative data was collected mainly from ordinal and likert scale questions and statements. Examples of survey questions include; how would you evaluate your social work academic experience? How would you evaluate your field experience? and how would you evaluate the overall social work academic and field experience? All responses were in a Likert-scale form with 1 being very unlikely or strongly disagree, 2 being unlikely and somewhat disagree, 3 neutral, 4 being likely or somewhat agree, 5 very likely and strongly agree. Participants will indicate their agreement and

disagreement to a variety of statements regarding their personal perception of the social work program.

Procedures

The school of Social Work administrative office sent an email invitation to all social work students (BASW and MSW) with a statement describing the survey purpose and the goal. Participants were asked to please take the time and complete the survey needed for this particular research. Participants were be thanked at the end of the survey for participation.

The survey was a self-administered, online survey using Qualtrics survey software. This program allows the participants to read all the required information before answering the survey questions, as well as electronically sign their informed consent form. Although the participants were asked to sign electronically, they did so by checking a box agreeing to have read all terms and conditions. This helped protect the participant and did not require them to provide any identifiable information, such as name or identification number. Consequently, the survey was anonymous, and researchers did not collect no identifiable information on the participants.

Protection of Human Subjects

To ensure the protection of human subjects, names, identification numbers or any identifiable information were not collected. Additionally, each voluntary participant was provided a letter of introduction that explains the

purpose of study and confidentiality procedures. After the participant read all required material, they were required to provide consent. Those students who completed the survey electronically checked the consent box. Each voluntary participant had the right to withdraw their consent at any time.

Once all data was collected in Qualtrics it was transferred to SPSS statistical packages for analysis. All data was kept in a password protected computer file, with no identifying information included. The researchers are the only ones to access this information and password.

Data Analysis

For this study a quantitative data analysis method were used. Descriptive statistics and frequency distributions were used to describe and summarize the collected data. Inferential statistics were used to estimate the relationship between the dependent and independent variables. The dependent variable is the preparation for the social work profession and the independent variable is the internship agency. The level of confidence was tested to analyze the information.

Summary

This study examined the effectiveness of both the Title IV-e program and the generalist social work program. The surveys allowed data to be collected and examined for results. Quantitative method that was used in this

study best facilitate this process. In order to establish if one program is more effective the results were compared.

CHAPTER FOUR

RESULTS

Demographics And Background Responses

A total of 41 students from the California State University San Bernardino participated in this survey, which asked students about their perceived preparation to work in the field of social work. Out of the 41 students who took the survey, 2 (4.7%) respondents were male and 39 (95.3%) respondents were female . The ages of the respondents varied from 18 years old to over 41, specifically 16.3% were between the ages of 18 to 23 years old, 58.1% were between the ages of 24 to 29 years old, 14% were between the ages of 30 to 34 years old, 7% were between the ages of 35 to 40 years old, and 4.7% were between the ages of 41 or older. The most common age group was between the ages of 24 years old and 29 years old. Regarding the racial and ethnic backgrounds of the respondents, 11.6% identified as African American, 69.8% identified as Hispanic or Latino, 2.3% identified as Asian or Pacific Islander, 14% identified as white , 2.3% identified as Middle Eastern, 4.7% identified as other, and 0% identified as Native American.

The next set of questions asked about the respondents' backgrounds in social work. Specifically, respondents were asked if they have previously been or are currently employed as a social worker and 18.6% marked yes and 81.4% marked no. Although a total of 8 respondents stated yes, 9

responded to the following question which asked "If you answered yes to question 4, how many years did you or do you have in employment as a social worker?" From those who answered that question, 11.6% marked under 1 year and 9.3% marked 3 years and 1 day to 5 years. Respondents were asked to identify which focus of study in the social work program they were in, 37.2% were generalist students and 62.8 % were Title IV-E respondents. Out of all the respondents 16.3% were in the bachelor's program and 83.7% were in the master's program. When asked what year of the program the respondent was in, 23.3% were in their first year as a full-time student, 2.3% were in their first year as a part time student, 53.5% were in their second year as a full-time student, 4.7% were in their second year as a part time student, 2.3% were in their third year as a part time student and 14% were in their advance placement. For the following question, students were asked if they had a bachelor's degree in social work and 18.6% marked yes and 81.4% marked no. The following question asked if they marked yes for the previous question, if they received their social work degrees at the California State University of San Bernardino. For this question, 10 (23.3%) students marked yes although only 8 responded yes on the previous question. Specifically, 23.3% of the respondents marked that they received their bachelors of social work in CSUSB and 76.7% responded that they did not receive a bachelor's of social work or that they did not receive it at CSUSB.

Survey Responses

The following set of questions asked the student's perspective on their preparation based on their program experience. Question 11 asked, "I feel prepared to enter my career field upon graduation." Of our participants, 8 (18.6%) strongly agreed, 19 (44.2%) agreed, 14 (32.6%), were neutral, and 2 (4.7%) disagreed. The independent samples t-test showed no statistically significant difference in responses between Title IV-E and generalist students, $t(41) = .883$, $p = .382$.

Question 12 asked, "Education and knowledge provided by the program has prepared me for my career field." Of our participants, 8 (18.6%) strongly agreed, 22 (51.2%) agreed, 12 (27.9%) were neutral, and 1 (2.3%) disagreed. The independent samples t-test showed no statistically significant difference in responses between Title IV-E and generalist students, $t(41) = -.098$, $p = .923$.

Question 13 asked, "My internship placement prepared me for my career field." Of our participants, 15 (34.9%) strongly agreed, 18 (41.9%) agreed, 8 (18.6%) were neutral, and 2 (4.7%) disagreed. There was no statistically significant difference in responses between Title IV-E and generalist students, $t(41) = .407$, $p = .686$.

Question 14 asked, "The effectiveness of the education and skills learned has prepared me for my career field upon graduation." Of our participants, 6 (14%) strongly agreed, 22 (51.2%) agreed, 13 (30.2%) were

neutral, and 2 (4.7%) disagreed. There was no statistically significant difference in responses between Title IV-E and generalist students, $t(41) = .373$, $p = .711$.

Question 15 asked, "I feel competent in my social work skills." Of our participants, 6 (14%) strongly agreed, 26 (60.5%) agreed, 9 (20.9%) were neutral, and 2 (4.7%) disagreed. There was no statistically significant difference in responses between Title IV-E and generalist students, $t(41) = .171$, $p = .865$.

Question 16 asked, "The social work program provided me with adequate skills to prepare me for my career field." Of our participants, 7 (16.3%) strongly agreed, 24 (55.8%) agreed, 11 (25.6%) were neutral, and 1 (2.3%) disagreed. There was no statistically significant difference in responses between Title IV-E and generalist students, $t(41) = .337$, $p = .737$.

Question 17 asked, "Please share your agreement with this statement "I am prepared to enter my desired social work career". Of our participants, 8 (18.6%) strongly agreed, 24 (55.8%) agreed, 8 (18.6%) were neutral, 2 (4.7%) disagreed, and 1 (2.3%) strongly disagreed. There was no statistically significant difference in responses between Title IV-E and generalist students, $t(41) = 1.623$, $p = .112$.

Question 18 asked, "How would you evaluate your social work academic experience?" Of our participants, 6 (14%) were very satisfied, 24 (55.8%) were satisfied, 9 (20.9%) were neutral, and 3 (7%) were dissatisfied. There was no statistically significant difference in responses between Title IV-E and generalist students, $t(40) = .229$, $p = .820$.

Question 19 asked, "How would you evaluate your field experience?" Of our participants, 14 (32.6%) were very satisfied, 20 (46.5%) were satisfied, 7 (16.3%) were neutral, and 1 (2.3%) were dissatisfied. There was no statistically significant difference in responses between Title IV-E and generalist students, $t(40) = .369$, $p = .714$.

Question 20 asked, "How would you evaluate the overall social work academic and field experience?" Of our participants, 12 (27.9%) were very satisfied, 26 (60.5%) were satisfied, and 4 (9.3%) were neutral. There was no statistically significant difference in responses between Title IV-E and generalist students, $t(40) = 1.098$, $p = .279$.

Question 21 asked, "How would you rate your shadowing experience?" Of our participants, 11 (25.6%) were very satisfied, 16 (37.2%) were satisfied, 14 (32.6%) were neutral, and 1 (2.3%) were dissatisfied. There was no statistically significant difference in responses between Title IV-E and generalist students, $t(40) = 1.704$, $p = .096$.

Question 22 asked, "How would you rate your guidance?" Of our participants, 10 (23.3%) were very satisfied, 25 (58.1%) were satisfied, and 7 (16.3%) were neutral. There was no statistically significant difference in responses between Title IV-E and generalist students, $t(40) = .070$, $p = .944$.

Lastly, question 23 asked, "Do you feel COVID-19 has reduced the quality in your preparation for your career?" Of our participants, 33 (76.7%) marked yes and 9 (20.9%) marked no.

CHAPTER FIVE

DISCUSSION

In the School of Social Work at California State University, San Bernardino there are two different focuses students are broken into regardless of the specific program or level they are in, the generalist and the child welfare cohorts. Before applying and entering a specific cohort every student question which should be their focus. At this point every student question if there is a difference between the quality of the two. We created a survey and invited all current social work students at CSUSB to take it. We ran a t-test to analyze the data. The results from our research showed that there was no difference in the perceived quality of each program between students of both cohorts in both the undergraduate and graduate level.

Our research is unique because it is specifically to social work students at CSUSB. We were unable to find any other research similar to ours and feel that it can be very beneficial to incoming students or current students who are in need to make the decision as to what cohort they should enter. We were motivated to do this survey because we heard many students complain about this, especially at the beginning of applying to the program. We wanted to see if there was a difference within the programs to give students the answer they have always asked, "Is there a difference in the quality of preparation for the generalist focused student and the child welfare focused students"? We found that was not the case after concluding our research.

In connection to the literature review, both students from the Title IV-E and generalist program find their preparation equally affective. The literature review states that students are better prepared professionals for their preferred scope of practice when student have good support in education and field practice. The participants of this study indicated that they are satisfied with their field and academic experience in the social work program in preparation for their professional careers.

There was only one survey question where students gave a lower score in the quality of preparation, that was question 23. Almost 77 percent of recruited participants indicated that Covid-19 reduced their quality of preparation for their professional career field. Covid-19 changed the world in so many drastic ways, this includes academic education and training in internships. This question could lead to further studies regarding Covid-19 and the social work program. This question could also help guide better preparedness in academic education and field experience incase another pandemic was to occur.

Like in any research, we had many strengths and limitations when it came to our research. Given that we have been in a pandemic the last couple of years, we conducted our whole research virtually. We were unable to collect data in-person and needed to seek respondents via email. Our supportive department's director, Carolyn McAllister, emailed all current social work students at CSUSB. Although we got a low response rate, we were able to collect enough data to conduct some results and got respondents from both cohorts. We did see that we

got more responses from graduate level students and most of our respondents were also female. Another limitation we had was that there is not enough research on our topic but a strength was that this could start a new focus. Lastly our data was only collected at CSUSB but a strength was that it could be used to show future students when they question if there is a difference in the quality of education between both cohorts.

After conducting this research, we observed some recommendations that would be beneficial for future research. First, we recommend for students to continue or conduct another similar research at other schools and/ or other states. It would also be recommended for some of the future research to be conducted using qualitative data to get more in- depth answers on how the student's perspective the quality of the education both in their institution and field work. Getting more in-depth answers can help any institution increase the quality of their student's education. Lastly, we recommend for the Department of Social Work at CSUSB to share our findings with current and future social work students, so they know that there is not a perceived difference in the quality of both programs.

This study was conducted to assess whether students in the two programs, Title IV-E program and generalist social work program, perceive a difference in preparation. The significant finding of this study was that the participants from both programs did not have a difference in perceived preparation for their career field. Finding explained that participants from both

programs found the programs equally effective or non-effective. Therefore it is important for future students to have this information when deciding on which social work program is more effective in preparation. This study can help students feel confident that they decide on the correct program, because both are equally as effective in preparation. Therefore, future students have the knowledge that both Title IV-E and the generalist social work program could assist social work students to become better developed professionals in their preferred scope of practice.

APPENDIX A
SURVEY QUESTIONNAIRE
(DEVELOPED BY AUTHORS)

1. Identified Gender: M_F_ OTHER_
2. Age Range: 18-23 24-29 30-35 35-40 41 or above
3. Ethnicity (mark all that apply) African American Hispanic/Latino Asian/Pacific
Islander Native American White/Caucasian Middle Eastern
Other _____
4. Have you previously been or are you currently employed as a social worker? Yes No
5. If you answered yes to question 4, how many years did you or do you have in employment as a social worker? Under 1 year 1 to 3 years 3 years 1 day to 5 years over 5 years
6. Please choose your focus of study in the social work program: Generalist ____ Title IV-E recipient _____
7. Are you a Master's or Bachelor's of social work student? Master's Bachelor's
8. What year of the program are you currently in? 1st year full time 1st year part time 2nd
year full time 2nd year part time 3rd year part time
9. Do you have a Bachelor degree in social work? Yes No
10. If you answered yes to question 9, is this Bachelor of Social Work degree from Cal State San Bernardino? Yes No

Please answer the following with (Strongly agree, agree, neutral, disagree, or strongly disagree)

11. I feel prepared to enter my career field upon graduation.
12. Education and knowledge provided by the program has prepared me for my career field.
13. My internship placement prepared me for my career field.
14. The effectiveness of the education and skills learned has prepared me for my career field upon graduation.
15. I feel competent in my social work skills.
16. The social work program provided me with adequate skills to prepare me for my career field.
17. Please share your agreement with this statement "I am prepared to enter my desired social work career"

Answer the Following questions with (Very satisfied, Satisfied, Neutral, Dissatisfied, or Very dissatisfied)

18. How would you evaluate your social work academic experience?
19. How would you evaluate your field experience?
20. How would you evaluate the overall social work academic and field experience?
21. How would you rate your shadowing experience?
22. How would you rate your guidance?

Additionally

23. Do you feel COVID-19 has reduced the quality in your preparation for your career?
Yes No

APPENDIX B
INFORMED CONSENT

INFORMED CONSENT

The study in which you are being asked to participate in would be done via survey to examine the perception of CSUSB advanced year social work students in their preparation for their career in both generalist and IV- E cohorts. To qualify to participate in this study, students must currently attend CSUSB and be in their advanced year as a social work major. The study is being conducted by Jennifer Ruvalcaba and Precilla Martinez, graduate students, under the supervision of the assistant professor Deirdre Lanesskog, a professor in the School of Social Work at California State University, San Bernardino (CSUSB). The study has been approved by the Institutional Review Board at CSUSB (IRB-FY2022-145).

PURPOSE: The purpose of the study is to examine if there is a difference in the perception between cohorts.

DESCRIPTION: Participants will be asked of a few demographic questions and scaling questions on their perception of the quality of their internship and academic.

PARTICIPATION: Your participation in the study is totally voluntary. You can refuse to participate in the study or discontinue your participation at any time without any consequences.

CONFIDENTIALITY: Your responses will remain confidential and data will be reported in group form only.

DURATION: It will take 10 to 15 minutes to complete the survey.

RISKS: Although not anticipated, there may be some discomfort in answering some of the questions. You are not required to answer and can skip the question or end your participation at any moment with no penalty. Some demographics information will be asked but responses will not be shared with anyone outside the research team and questions may be skipped without any penalty.

APPENDIX C
INSTITUTIONAL REVIEW BOARD APPROVAL



CSUSB INSTITUTIONAL REVIEW BOARD

Administrative/Exempt Review Determination

Status: Determined Exempt

IRB-FY2022-145

Deirdre Lanesskog Jennifer Ruvalcaba, Precilla Martinez

CSBS - Social Work

California State University, San Bernardino

5500 University Parkway

San Bernardino, California 92407

Dear Deirdre Lanesskog Jennifer Ruvalcaba, Precilla Martinez:

Your application to use human subjects, titled "The Perceived Quality of Social Work Education in Preparation for Career" has been reviewed and determined exempt by the Chair of the Institutional Review Board (IRB) of CSU, San Bernardino. An exempt determination means your study had met the federal requirements for exempt status under 45 CFR 46.104. The CSUSB IRB has weighed the risks and benefits of the study to ensure the protection of human participants.

This approval notice does not replace any departmental or additional campus approvals which may be required including access to CSUSB campus facilities and affiliate campuses. Investigators should consider the changing COVID-19 circumstances based on current CDC, California Department of Public Health, and campus guidance and submit appropriate protocol modifications to the IRB as needed. CSUSB campus and affiliate health screenings should be completed for all campus human research related activities. Human research activities conducted at off-campus sites should follow CDC, California Department of Public Health, and local guidance. See CSUSB's [COVID-19 Prevention Plan](#) for more information regarding campus requirements.

You are required to notify the IRB of the following as mandated by the Office of Human Research Protections (OHRP) federal regulations 45 CFR 46 and CSUSB IRB policy. The forms (modification, renewal, unanticipated/adverse event, study closure) are located in the Cayuse IRB System with instructions provided on the IRB Applications, Forms, and Submission webpage. Failure to notify the IRB of the following requirements may result in disciplinary action. The Cayuse IRB system will notify you when your protocol is due for renewal. Ensure you file your protocol renewal and continuing review form through the Cayuse IRB system to keep your protocol current and active unless you have completed your study.

- **Ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.**
- **Submit a protocol modification (change) if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before being implemented in your study.**
- **Notify the IRB within 5 days of any unanticipated or adverse events are experienced by subjects during your research.**
- **Submit a study closure through the Cayuse IRB submission system once your study has ended.**

If you have any questions regarding the IRB decision, please contact Michael Gillespie, the Research Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval number IRB-FY2022-145 in all correspondence. Any complaints you receive from participants and/or others related to your research may be directed to Mr. Gillespie.

Best of luck with your research.

Sincerely,

Nicole Dabbs

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