

BOWIE STATE UNIVERSITY
CSWE/Katherine A. Kendall Institute Grant
2017

Phase 2 Report



Expanding Global Learning
Opportunities for Diverse and
Underserved Students

Prepared for Bowie State University
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Grant Overview

Expanding Global Learning Opportunities for Diverse and Underserved Students employs the "Real Lives 2010" global learning simulator/module to introduce undergraduate social work students at Bowie State University (BSU) to international social work practice and issues associated with social work delivery in Germany, South Africa, and Cuba.

During the Fall 2016 and Spring 2017 semesters, 40 Bowie State University students participated as part of the first two cohorts to engage in this learning experience.

Report Summary

This report provides an overview of key findings from evaluation of project outcomes. Findings include results from pre- and post-test surveys completed by the 40 participants from the first two cohorts.

Methodology

Evaluation involved analysis of participant responses to pre-tests that were collected before participants began the workshop and post-test surveys collected at the end of their learning experience. The evaluation assessed participants': (1) history of international travel; (2) knowledge of international social work; (3) general knowledge about Germany, South Africa and Cuba; (4) knowledge of social welfare issues and social work practice in Germany, South Africa and Cuba; and (5) their views on the Real Lives Simulator Program and workshop.

Findings

1. Response Rate

- **Cohort 1:** The survey was administered to 20 BSU social work students in Fall 2016. 80% of students completed the pre-test questionnaire (n = 16) and all 20 students completed the post-test survey.
- **Cohort 2:** The survey was administered to 20 BSU social work students in Spring 2017. 100% of students completed the pre-test questionnaire and 95% of students completed the post-test survey (n = 19).

2. International Travel Experience

- **Cohort 1:**
 - Of the 16 students who completed the pre-test, 62.5% indicated that they had traveled outside of the United States and 37.5% indicated having no prior international travel experience.
 - Of those students reporting history of international travel, 90% indicated that their international travel experience was for vacation purposes, while 10% reported traveling internationally for the purpose of visiting family.
 - The 6 students who indicated having no prior international travel experience all indicated that they would be interested in traveling to another country.
- **Cohort 2:**
 - 50% of students reported having traveled outside of the United States.
 - Of those students reporting history of international travel, 35% reported traveling for vacation; 5% reported having traveled for business; 5% had traveled for study abroad; 5% percent traveled for religious/spiritual purposes; 5% had traveled for work and 15% reported traveling for other purposes.

- Of the 10 students who had never traveled internationally, 100% reported interest in traveling to another country.

3. Knowledge of the concept of International Social Work

• Cohort 1:

- Pre-test results indicate that 50% of participants reported being unfamiliar with the term *international social work*. The remaining 8 participants indicated some knowledge of the term and were able to provide definitions of this concept.
- Post-test results indicate 50% increase in participants reporting knowledge of international social work. All 20 participants were able to provide definitions of this concept at the end of the learning experience.

• Cohort 2:

- Pre-test results indicate that 40% of participants reported being unfamiliar with the term *international social work*. 55% of participants reported knowledge of the term and were able to provide definitions of this concept. 1 participant did not answer this question.
- Post-test results indicate a 19% increase in students reporting knowledge of international social work.

4. Knowledge of Germany, South Africa and Cuba

Cohort 1:

Pretest

- 44% of participants were familiar with geographic, historical, and political information about Germany.
- 50% of participants reported knowledge of South Africa's population statistics, historical events, sociopolitical dynamics, and health related issues impacting this country.
- 50% of participants reported knowledge of geographic, political, health care, immigration policy, language, poverty and crime related information associated with this country.

Post-test

- 13.75% increase in participants reporting knowledge of information about South Africa.
- 35% increase in participants reporting knowledge of information about Cuba after participation in this learning experience.

Cohort 2:

Pre-Test:

- 45% of participants were familiar with historical and geographic information about Germany. 1 participant had prior travel experience to this country.
- 35% of participants knew demographic, geographic, and economic information related to South Africa as well as information about the climate in this country.
- 50% of participants reported knowledge of politics, government, and migration in Cuba.

Post-Test:

- 23% increase in students reporting knowledge of information about Germany. At post-test, students were able to share historical, geographic, and demographic information about this country as well as insights on government, immigration, and education practices in this country.
- 39% increase in students reporting knowledge of information on South Africa. At post-test, participants were able to share information about apartheid, politics, history and government in South Africa.
- 34% increase in students reporting knowledge of information on Cuba. At post-test, students shared insights on education, climate, geography, international trade, health concerns, history, and crime in Cuba.

5. Knowledge of Social Welfare issues impacting Germany, South Africa and Cuba

Cohort 1:

Pre-Test

- No participants indicated having knowledge of social welfare issues impacting Germany.
- 25% of participants reported knowledge of social welfare issues impacting South Africa.
- 6% of participants reported knowledge of social welfare issues impacting Cuba.

Post-Test

- 15% increase in participants reporting knowledge of social welfare issues impacting Germany, including awareness of behavioral health and social justice issues impacting this country.
- 20% increase in participants reporting knowledge of social welfare issues impacting South Africa. Participants described awareness of issues including health care, food shortage, unemployment, racism, discrimination and poverty.
- 44% increase in participants reporting knowledge of social welfare issues impacting Cuba.

Cohort 2:

Pre-Test:

- 5% of participants reported knowledge of poverty as a social welfare issue in Germany.
- 20% of participants reported knowledge of poverty, public health, federal, and economic issues as social welfare challenges impacting South Africa.
- 5% of participants indicated government issues presented a social welfare challenge for Cuba.

Post-Test:

- 48% increase in students reporting knowledge of social welfare issues impacting Germany. Students discussed poverty, housing, and the presence of social welfare programs to address the needs of older adults as examples of their knowledge in this area.
- 22% increase in students reporting knowledge of social welfare issues impacting South Africa. Students shared insights on employment, food shortage, poverty, resource

challenges, and racial issues as examples of their knowledge in this area.

- 53% increase in students reporting knowledge of social welfare issues impacting Cuba. Students highlighted health, employment, education, housing, and political challenges as examples of their knowledge in this area.

6. Knowledge of social work practice in Germany, South Africa and Cuba

Cohort 1:

Pre-Test

- 12.5% of participants reported knowledge of federal role in social welfare and of religious barriers to social work practice in South Africa.
- No participants reported knowledge of social work practice in Germany or Cuba.

Post-Test

- 5% increase in participants reporting knowledge of social work practice in Germany and Cuba.

Cohort 2:

Pre-Test:

- No participants reported knowledge of social welfare practice in Germany, South Africa, or Cuba.

Post-Test:

- 5% increase in students reporting knowledge of social work practice in Germany, South Africa, and Cuba.

7. Student experience with the Real Lives Simulator (RLS) program and overall workshop

An additional section was added to the post-test survey for the second cohort to assess participants' overall experience in this workshop. This added section asked students to rate: (1) the overall helpfulness of the workshop; (2) the degree to which they felt the RLS helped them learn something about other

countries; (3) the degree to which they felt the RLS helped them learn something about other cultures; (3) the degree to which they felt the presentation and RLS increased their interest in traveling abroad; and (5) the degree to which they felt the presentation and RLS increased their interest in international social work.

Cohort 2:

- 80% of participants agreed or strongly agreed that the workshop was helpful.
- 74% of workshop participants agreed or strongly agreed that they learned something about other countries by using the RLS program.
- 68% of participants agreed or strongly agreed that they learned something new about other cultures by using the RLS program.
- 80% of participants agreed or strongly agreed that the presentation and simulator activity increased their interest in traveling abroad.
- 74% of participants agreed or strongly agreed that the presentation and simulator activity increased their interest in international social work.

8. Summary

Evaluation of the first two phases of this project indicates that the global learning workshops and Real Lives simulator exercise demonstrate effectiveness for increasing student knowledge of international social work and their general knowledge about the countries of Germany, South Africa and Cuba. The project also shows signs of effectiveness with increasing student knowledge of social welfare issues in these countries. Results suggest areas for improvement may include enhancing sections of the workshop that focus on discussion of international social work practice.