

SOCIAL
WORK
INTERN
PROGRAM
EVALUATION
2010

ANAHEIM UNION HIGH SCHOOL DISTRICT

**SOCIAL WORK INTERN
PROGRAM EVALUATION:**

**TRANSFORMATIONAL RELATIONSHIPS THAT
ASSIST BOTH STUDENTS AND INTERNS**

By

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“Having SWIs available to meet with our students is an invaluable asset to our school community and it's a wonderful symbiotic relationship that helps the school while preparing SWIs to be better resources to our overall community in the future.” **Survey Respondent**

INTRODUCTION

Thank you for this opportunity and support for the evaluation. The evaluation is divided into three main parts: (A) the results of the survey by question, (B) the four dimensions of impact [1. the district and surrounding community; 2. the students and their families; 3. the universities both graduate and undergraduate programs; and 4. the interns themselves], plus (C) a summary, conclusions and recommendations.

BACKGROUND

The district's social work intern program began with Lorraine Kobett, Ph.D. and myself in 1988. Dr. Kobett was the Director, Student Services and I was a community member on the School Attendance Review Board (SARB) panel. When additional clinical resources were needed, I suggested that the district use social work interns to provide some of these services. At the time, I was the executive director of *Western Youth Services* (WYS), an NGO and non-profit headquartered in Fullerton. Upon leaving WYS, Dr. Kobett recruited me to lead and develop the district's Learning Center (TLC) that became a "school in a mall." This was an innovative project at the time focusing on assisting at-risk students to do better in school using family involvement, technology, and clinical support services.

For the past twenty years, nearly 400 interns have served the district including such distinguished alumni as Dr. Jason Allemann (Katella), Daphne Hammer

(Walker), Heidi Schnell-Cisneros (OCDE), Phalen Lim, California Peace Prize recipient (2009), and published authors Carol Schubeck (books) and Munira Ezzeldine (magazine). There have been more than ten counselors, several additional counselors and supervisors in other districts, and school social workers now with LAUSD who have been interns at one time with the district during their education. In the community, there are professors at USC and CSUF, leaders in community agencies, and direct providers of social and clinical services. The Social Work Intern section of the district's website is but one example of the interns' macro-practice contributions.

The SWI program has evolved over time. The program began as an alternative response to junior high school and has flowered into graduate and undergraduate tracks focusing on helping truants return to school (Baumeister, 1997), homeless students remain in school with dignity (Baumeister, Riley and Hoover, 2004), and provide mental health services using supervised MSW interns and MFT trainees (Baumeister, 1999). These students receive both weekly group and individual one-hour supervision using a case presentation model (Baumeister, 1995, 2001, 2003, and 2009). From 1995 - 2004, a summer JTPA jobs program provided school-to-work experience for nearly 500 students each year (Baumeister, 2000).

In terms of students and their families, the program has a commitment to providing high-quality, multi-cultural clinical services to the most economically deprived

sector of our community. Each month, more than 1,000 students are seen and over the past two decades, more than 100,000 students and family members have been served. The program's reputation has never been merely a "place to collect hours" but a destination dedicated to healing, problem solving, and growth. If each meeting with a student were assessed at ten dollars, the community contribution would be more than \$1,000,000.

The universities remain consistent in their praise for the program and intern opportunities. The district has working agreements with nearly every major institution of higher learning in Southern California including UCLA, USC, most of the local CSUs, and many other private colleges (e.g., Claremont Colleges, Azusa Pacific University, and Loma Linda University). Nationally, interns have come from Yeshiva University (NYC) and Pennsylvania State University. The program and its graduates continue our focus on excellence by winning awards, graduate school entrance, and CalSWEC (California Social Work Education Center, Title IV-E) scholarships. The frequencies of guest lecture and committee representation requests continue to be a measure of the TLC's community reputation and significance.

DIBBLE'S SUMMARY OF LITERATURE REVIEW

This summary is largely taken from a paper written by Nic Dibble for Wisconsin's state department of education.

A Practice Effectiveness Series paper from the National Association of Social Work (NASW) School Social Work Section (1997), *School Social Work Interventions That Work*, summarized 67 studies addressing school social work service outcomes. The studies are divided into five areas: 1) school performance, 2) social problem solving, 3) family functioning, 4) psychological coping, and 5) home-school relations. Summaries of preschool studies showed “when school social workers systematically involved parents in their preschoolers’ education, the children achieved notable improvements on measures of school readiness and school adjustment.” This finding is consistent with other literature that demonstrates students’ academic achievement is enhanced significantly when their parents are involved in their educations. On the middle school level, “a combination of counseling, educational intervention, and linkage to services, resulted in improved school attendance, gains in academic achievement, and improvements in classroom behavior.” Another reported finding at the middle school level was “at risk students who had received task-centered case management services showed a significant improvement in their report card grades, school attendance, and teacher-reported classroom behavior.” Only

anecdotal information was found concerning the effectiveness of school social work on the high school level.

A publication from the UCLA School Mental Health Project, Introductory Packet on Evaluation and Accountability: Getting Credit for All You Do! (1997) reviewed work done by Strupp and Hadley (1977) and a report by the Center for School Mental Health Assistance that convened a panel of national experts in Baltimore in 1996 “to explore relevant issues and methods to document the effectiveness of school mental health services.” This review examined the different interested parties that have a stake in accountability, including the community and the school, and the different indicators and measures each party requires. It is instructive to note that the accountability factors valued by the community are those issues commonly addressed by school social workers:

- * Adolescent pregnancy
- * Family preservation and youth foster care placements
- * Homelessness
- * Juvenile crime
- * Emotional and behavioral problems
- * Substance abuse
- * Youth employment and readiness for adult employment
- * Violence

- * Child abuse
- * Suicide.

However, school social workers are not employed by community-based organizations, e.g., counties or cities. Rather, they are primarily responsible to their respective school districts. The priority accountability factors for schools differ significantly from those listed above and are more oriented toward academic-related outcomes:

- * Academic achievement and grades
- * Graduation rates
- * Students continuing on to post-secondary education
- * Cooperation and good work habits
- * School attendance
- * School violence and aggression
- * Suspensions and expulsions
- * Establishing referral linkages for behavior and learning problems

This brief review reinforces the four-dimension approach (i.e., district and community, students and their families, universities, and interns) taken by this study.

A. SURVEY RESULTS

Dr. Navarro authorized the survey to be electronically distributed to everyone in the district. Mr. Greenwood sent an All District email on 10 December 2009 to 3,000 potential respondents. Additionally, surveys were distributed to current and former interns, university faculty and administrators, and the community. A total of 128 responses have been returned. A copy of the survey and a summary of the responses can be found in the Appendix. The survey results are discussed below.

QUESTION NUMBER ONE

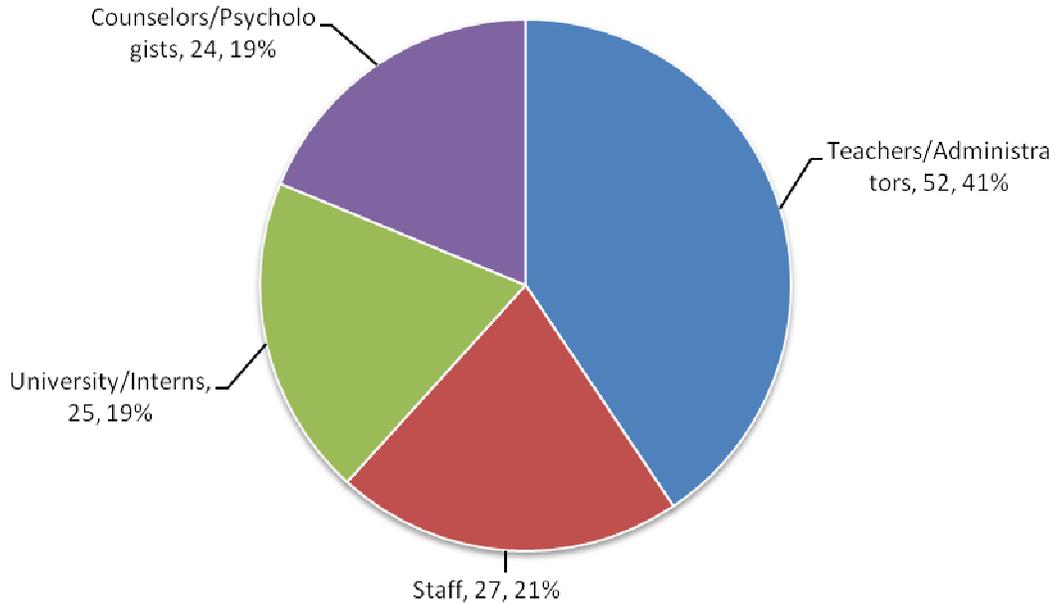
Table 1 shows the self-identified status of the respondents to the survey both within the educational community and outside of it. The district responses represented 78.9% of the total number of individuals who returned a survey.

Table 1

Combined Responses to Survey Inquiry “What is your RELATIONSHIP to the Social Work Intern (SWI) program?” (N = 128)

Response	<u>N</u>	<u>%</u>
Teachers/Administrators	52	40.6%
University/Interns	27	21.1%
Staff	25	19.5%
Counselors/Psychologists	24	18.8%

Question 1: What is your RELATIONSHIP to the Social Work Intern Program?



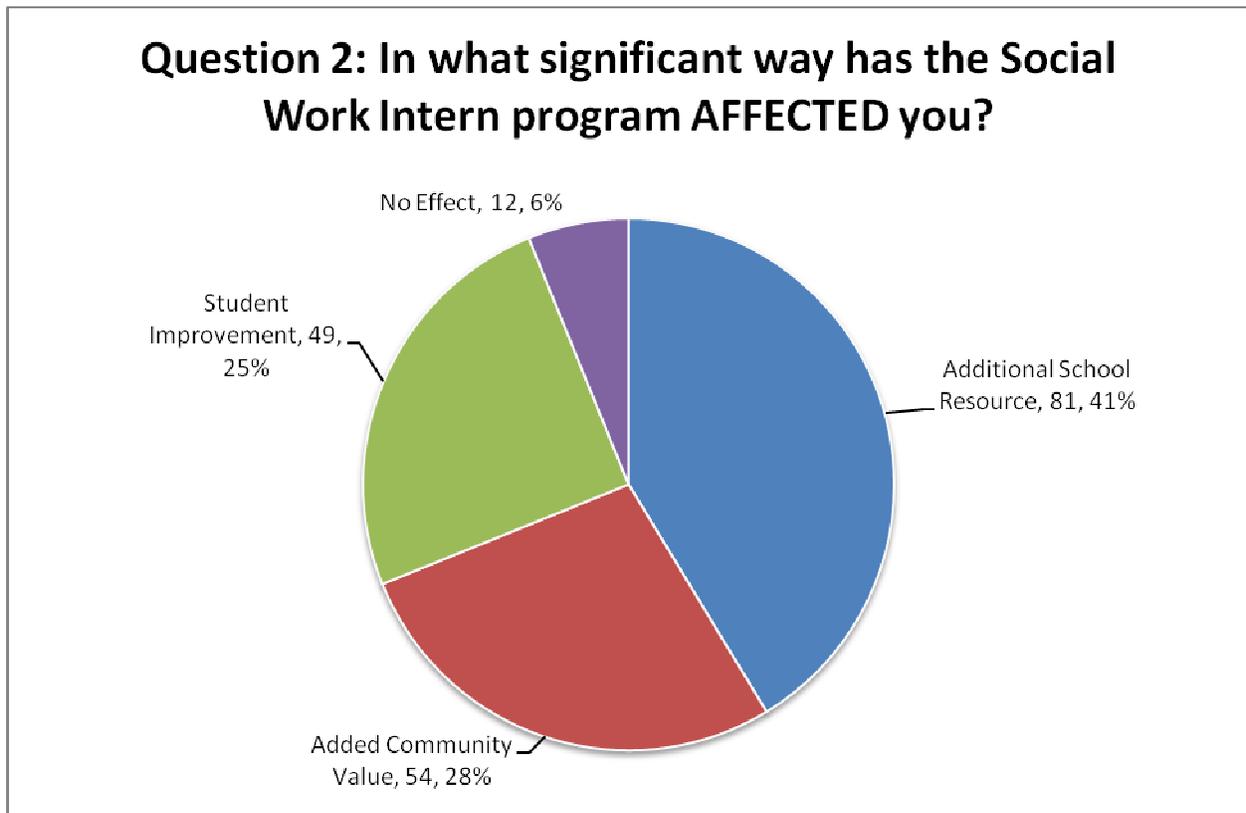
QUESTION NUMBER TWO

Table 2 shows that more than 93% of the respondents indicated that the Social Work Intern Program positively affected them in three ways: additional school resource (41.3%), added value to the surrounding community (27.6%), and improved student performance (25%).

Table 2

Combined Responses to Survey Inquiry “In what significant way has the SWI program AFFECTED you?” (N = 196)

Response	<u>N</u>	<u>%</u>
Additional School Resource	81	41.3%
Added Community Value	54	27.6%
Student Improvement	49	25.0%
No Effect	12	6.1%



Selected Representative Comments

- * *“It has lessened the work burden for myself and I believe the counselors, as well as offer trained help. The students need someone to take the time and talk with them. As well as discern the students emotional or mental needs.”*
- * *“I believe the program is beneficial and invaluable.”*
- * *“They are an incredible support for our students. As counselors, we do not have the manpower and the time to address so many things that our children are going through. They are an important part of the student's well-being.”*
- * *“Over the years I have encountered INCREDIBLE social work interns, they have been an asset!!! I am a special education teacher and I highly value having a SWI as a member of my team!!!”*
- * *“I know our schools depend on them as they are an invaluable resource to our school. I would hope that our district would be able to have full-time social work staff!”*

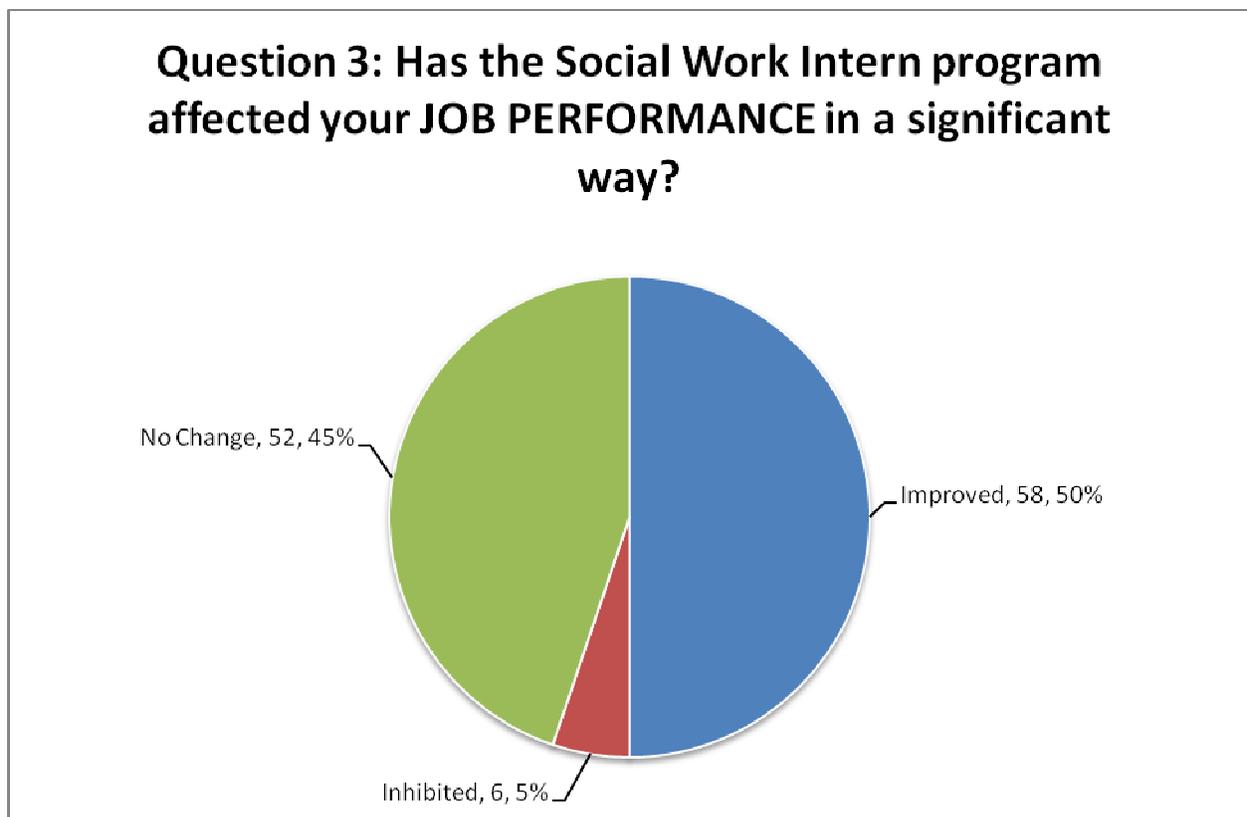
QUESTION NUMBER THREE

Table 3 shows that half (50%) of the respondents indicated that the Social Work Intern Program positively impacted the performance of their jobs. Equally, the other half (44.8%) indicated that the program had no effect on them. Only 5.2% of the respondents indicated that the program inhibited their job performance.

Table 3

Combined Responses to Survey Inquiry “Has the SWI program affected your JOB PERFORMANCE in a significant way?” (N = 116)

Response	<u>N</u>	<u>%</u>
Improved	58	50.0%
Inhibited	6	5.2%
No Change	52	44.8%



Selected Representative Comments

- * *“...as our staff encounters students who are dealing with issues who need help. I appreciate the SWI as a needed resource in our schools. Knowing that there are SWIs [available] I can refer students to is a great value!”*
- * *“Well, I'm not convinced the referral process is quick, and I know our interns are always packed out and very busy, but I think it's a program we MUST have on our campus! Our kids are desperate for the one-on-one attention!”*
- * *“They are doing a great job in helping students, however, I would like for them to at least fill out call slips for students, it would help me a great deal.”*
- * *“The SWI program greatly improved my Job Performance in that it opened opportunities for me to grow professionally in the field of Child Welfare and School Attendance....”*
- * *“Thank you for doing a wonderful job supervising the SW interns. They are a huge asset to our students, school and climate.”*

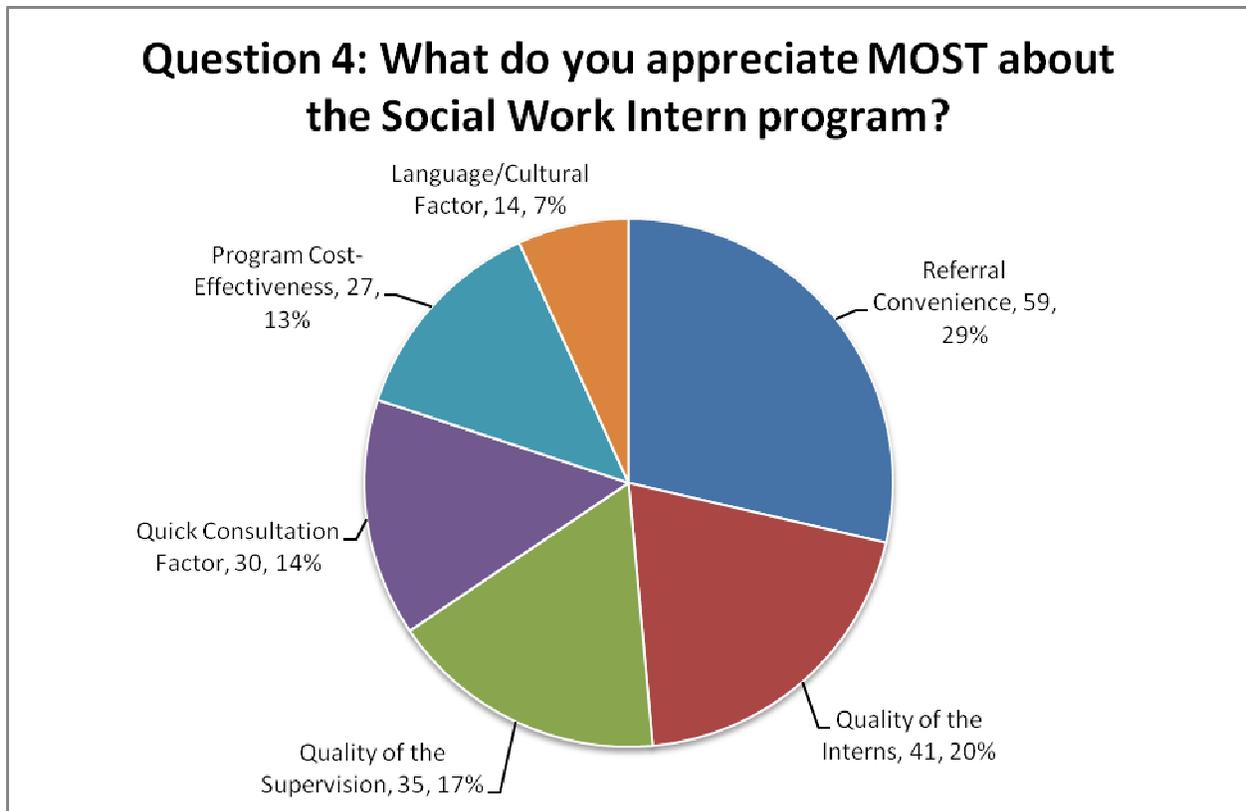
QUESTION NUMBER FOUR

Table 4 shows that nearly one-half (48.5%) of the respondents indicated that the two items they appreciated most about the Social Work Intern Program were the quality of the interns (19.9%) and the convenience of making the referral (28.6%). The next tier of appreciation focused in three areas: the quality of supervision (17%), the quick consultation factor (14.6%), and the program’s cost-effectiveness (13.1%). Only 6.8% felt the program’s commitment to finding and using interns’ language and cultural diversity added to the program’s strengths and benefits.

Table 4

Combined Responses to Survey Inquiry “What do you appreciate MOST about the SWI program?” (N = 206)

Response	<u>N</u>	<u>%</u>
Referral Convenience	59	28.6%
Quality of the Interns	41	19.9%
Quality of the Supervision	35	17.0%
Quick Consultation Factor	30	14.6%
Program Cost-Effectiveness	27	13.1%
Language/Cultural Factor	14	6.8%



Selected Representative Comments

- * *“Having SWIs available to meet with our students is an invaluable asset to our school community and it's a wonderful symbiotic relationship that helps the school while preparing SWIs to be better resources to our overall community in the future.”*
- * *“The program is great for students who need someone to talk with right away, have an emergency situation or for those who have no insurance. It also gives students who are needing services but afraid.”*
- * *“I just want to thank you for the support you provide for our students. They are in great need and there is so much that we can do to help them when their problems are more than just academic.”*
- * *“I appreciated this program greatly. It gave me an opportunity to interact with students who needed the guidance and support. I hope that my interactions with these students touch their lives, as they have touched mine.”*
- * *“I valued my supervisor encouragement of networking within the district and implementing innovative ideas to improve client's emotional/educational status. Also, valued supervision and the principle to think outside the box.”*

QUESTION NUMBER FIVE

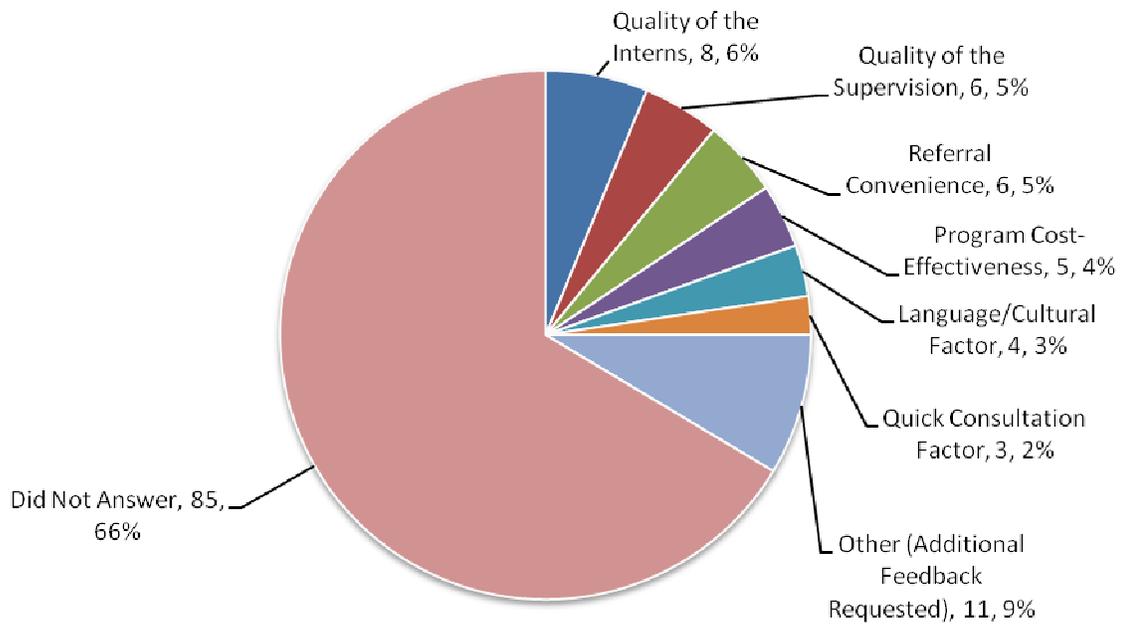
Table 5 shows that less than seven percent of the respondents indicated their lack of appreciation for the program with several individual factors concerning the program including 8.6% of them requested more and timely feedback on their referrals.

Table 5

Combined Responses to Survey Inquiry “What do you appreciate LEAST about the SWI program?” (N = 128)

Response	<u>N</u>	<u>%</u>
Quality of the Interns	8	6.3%
Quality of the Supervision	6	4.7%
Referral Convenience	6	4.7%
Program Cost-Effectiveness	5	3.9%
Language/Cultural Factor	4	3.1%
Quick Consultation Factor	3	2.3%
Other (Additional Feedback Requested)	11	8.6%
Did Not Answer	85	66.4%

Question 5: What do you appreciate LEAST about the Social Work Intern program?



Selected Representative Comments

- * *“Unsure of the cost-effectiveness and the Intern language/cultural capacity. At Kennedy H.S., the campus is ethic (sic) diverse.”*
- * *“The special education teachers have a difficult time getting their students in to see the interns. There never seems to be enough time in their schedule and the counselors tend to set a priority for general education students.”*
- * *“Hard to locate -- they change and are not always available. I have to dig back to find the memo when they came on campus and then try to locate.”*
- * *“A student develops relationship/bond/trust/rapport with the intern -- they to start over with a different intern and balk or refuse when intern changes.”*
- * *“Workload has increased because I have to stop what I am doing to locate students, fill out call slips to call students, send security to locate students. Even when I have provided them with a call slip pad. Also, I have make to make sure students are not marked absent by teachers when they are in*

counseling session. Also, constantly I have to research and print information for social [work] interns such as schedules, attendance and grades.”

QUESTION NUMBER SIX

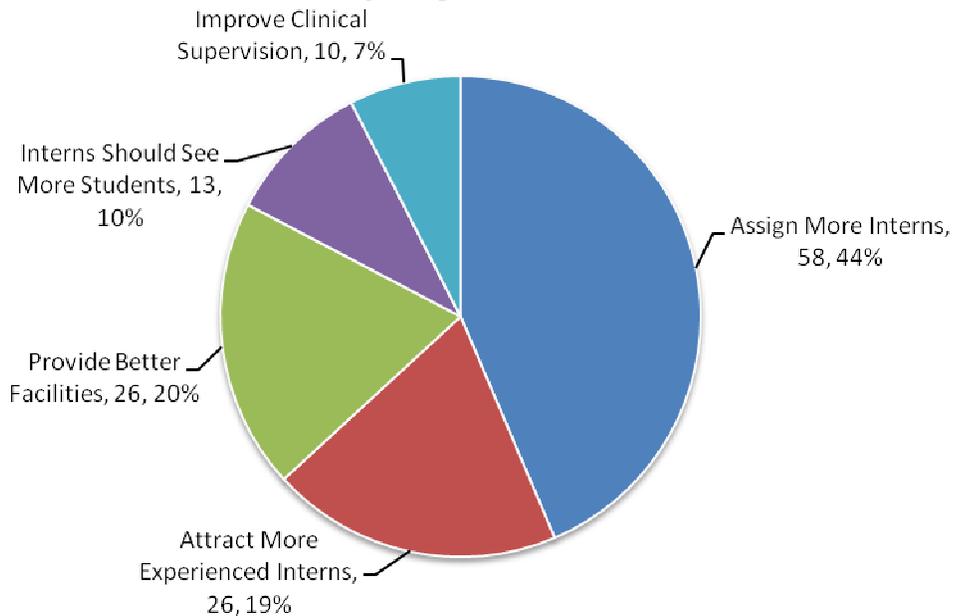
Table 6 shows that more than sixty percent (63.1%) of those surveyed indicated that they wanted more or more experienced interns. Additionally, almost twenty percent (19.5%) of the respondents recognized the interns often were assigned inadequate facilities to deliver their services in a competent manner. Fewer than ten percent (9.8%) thought that the interns should see more students while less than ten percent (7.9%) felt that the clinical supervision should be improved.

Table 6

Combined Responses to Survey Inquiry “From your perspective, what is the best way to IMPROVE the SWI program?” (N = 133)

Response	<u>N</u>	<u>%</u>
Assign More Interns	58	43.6%
Provide Better Facilities	26	19.5%
Attract More Experienced Interns	26	19.5%
Interns Should See More Students	13	9.8%
Improve Clinical Supervision	10	7.5%

Question 6: From your perspective, what is the best way to IMPROVE the Social Work Intern program?



Selected Representative Comments

- * *“It would be beneficial if more Interns were assigned to each school. The interns could work in groups and individually, working with more students who need counseling...”*
- * *“The SWI program is great. I'd really like to see it continue especially with more experienced interns.”*
- * *“Allow them to be there for more hours so they are able to serve more students.”*
- * *“Role play of sessions may benefit interns. Going over info before coming out to schools -- general info would be good. More prior experience would be better.”*
- * *“It would be nice to have a space assigned to them. We move them around with our limited space.”*

QUESTION NUMBER SEVEN

If you have any ADDITIONAL COMMENTS about the SWI program, please include your thoughts below.

Below, please find a sample of additional representative comments from the respondents.

- * *“I love it! The quality of interns we have has been exceptional. Keep sending them.”*
- * *“I know that I can get help for my students who are hurting or have significant family issues from a trained professional even when I cannot provide this assistance myself.”*
- * *“This program is a very important service that is provided to our students. Many can't afford such counseling services or have to wait too long from the time they need help to the time they are able to receive it. Keep this program!”*
- * *“Unfortunately, I have seen students begin to improve and then, they have to wait through summer or the SWI changes and they have to get comfortable with someone all over again.”*
- * *“Many times the interns will personally talk to the teacher and keep them informed as to their student. Interns, with the consent of the students, contact parents and many times have family meetings.”*

B. Dimensions of Impact

1. THE DISTRICT AND COMMUNITY

The social work intern program has and continues to significantly and positively impact the people of the district and the surrounding community.

Without the program, the educational community would be much less diverse, productive, and rich in healing and growth.

Table 7 indicates that more approximately one-third of the school staff most involved with the students on a daily basis noticed that their own (36.5%) and their students performed better (30.8%) with the social work interns than without them.

Table 7

Teachers/Administrators who indicated that they noticed both student improvement behaviorally and academically (N = 52)

Response	<u>N</u>	<u>%</u>
Student Performance Improved	16	30.8%
Improved Job Performance	19	36.5%

Selected Representative Comments

- * *“This program has impacted the life of many people both interns & clients in a positive way. For many clients this is the only individual attention they get from an adult all week. For interns it provides a solid foundation for future work in schools.”*
- * *“I feel they are a vital part to our school district with the demographics and even more because of the current economic situation our students and families are in right now.”*
- * *“Their help is very much appreciated! Many thanks to you and them.”*
- * *“Thank you for the Intern Program. This school year, even before the first day of school I had a troubled student that needed to be seen by one of your interns. She is seeing the Intern on a weekly basis.”*

- * *“I believe that because of the high quality of supervision I was able to better my skills, increase help offered to the students, and better support the educational process of AUHSD.”*
- * *“Many students are referred to the following years SWI's and have no problem adjusting because all the SWI's have good supervision and are all caring people.”*

2. STUDENTS AND THEIR FAMILIES

Of course, students are our primary reason for existence. If we are not meeting and addressing their needs, we will ultimately fail these stakeholders. An additional evaluative tool is being developed to measure each student's increase in Global Assessment Scale (GAF) scores at entry and exit (See Appendix).

Selected Representative Comments

- * *“FYI, I was one of these kids visited by a social work intern in high school. Honestly, it was the first time a caring adult actually listened to me and wanted to know what I was thinking and feeling. Along with some other factors, it saved my life--to realize that I had choices and options. It gave me hope. I hope the program continues to have support at the district and in the community. It truly does save some of these kids' lives.”*
- * *“I have seen change for the good in many of the students. The interns are especially good....”*
- * *“...The schools benefit from having SWIs to assist the counselors. The students benefit because their needs are being met and the students may feel that at least "someone" cares about them and their problems....I think this is a valued program and should be supported by the District.”*
- * *“I have seen several students really respond to the SW Interns. These students are at risk of much more than academic failure. Their lives are often at risk. For them, there is probably no other time when a caring adult is there just for them.”*

- * *“Every year I have used the interns to assist in every way they can with particularly difficult students. These SWI always effect such a dramatic improvement in the students' lives and everyone they are near.”*
- * *“Very good -- students are being seen regularly and seem appreciative.”*
- * *“Some of the students behave better in class.”*
- * *“I feel this program is very important to our school and District. I believe the students benefit greatly and the students relate to them so well.”*
- * *“This is an outstanding program!! They bring multilingual capacity and multicultural understanding to their work with students.”*
- * *“Provides needed educational materials for students in the McKinney-Vento Program. Offers additional, much needed support for our students.”*

3. THE UNIVERSITIES

Without university assignments, support and encouragement, no interns become available. Due to the dozen professional Social Work programs now available in Southern California, the district has more choices and more opportunity for quality interns than ever before.

Selected Representative Comments

- * *“Our students gain valuable experience in assessment, diagnosis and goal setting. I am grateful that AUHSD provides quality internships for MSW students.”*
- * *“...we should consider the cost-benefit to the school and community in students class participation, improved attendance and crime reduction.”*
- * *“I cannot express fully how important it is to have quality internships and quality supervision. These two criteria help to create competent and knowledgeable therapists!”*

- * *“I can count on referring students for an excellent internship.”*
- * *“Sometimes there is just so many interns to try to supervise, I wonder how it is all possible yet it gets done and quite well I might add!”*

4. THE INTERNS

The graduate and undergraduate interns begin in the district as strangers and quickly mature to full-fledged contributors as described below.

- * *“I appreciated this program greatly. It gave me an opportunity to interact with students who needed the guidance and support. I hope that my interactions with these students touch their lives, as they have touched mine.”*
- * *“My experience with the SWI program was exceptional. I learned how to accept client feedback without losing sight of the therapeutic goals or my own sense-of-self as a clinician.”*
- * *“I was in the SWI program in the summer of 1997 and until this day I think of my experiences there and incorporate what worked into my current role of field instructor and school social worker.”*
- * *“The experience helped me to build my own clinical skills and self esteem. AUHSD is my foundation for ethical practice and I will never forget where I came from.”*
- * *“The interns that I have worked with have been professional and gone out of their way to make sure our students have the materials/support they need in order to be successful in school/life.”*
- * *“The social work intern program provided an opportunity for me to learn social work practice under the supervision and guidance of an experienced social worker.”*
- * *“I was given a fantastic opportunity to learn about school social work by placing me at four different sites: elementary, middle, high and alternative schools.”*

- *“The SWI has helped me learn about myself. Naturally, when working with clients I enjoy speaking to some clients better than others. I have learned to put personal biases aside to help everyone that gets referred to me. During my individual and group supervisions, I have learned how to deal with all clients. I think this will help me in my everyday life, I have learned how to set aside biases in order to accomplish beneficial goals.”*

LIMITATIONS OF THIS STUDY

This study has two primary limitations. The first has to do with data collection. The second has to do with the nature of the program itself. In terms of data collection, the study is limited by its reduced ability to analyze the available data collected because of the nearly non-existent demographic information requested from the respondents. The only demographic question was self-identification of a "relationship to the SWI program." Without additional data qualifiers like age, gender, length of time in the district and the like, further analysis cannot be performed. However, the lack of discriminating demographics encouraged confidentiality and candor in those respondents who did return the survey.

The SWI program has built-in limitations of its own. The two primary ones are the quality of the interns and the length of time each intern is available to serve within the district. Intern quality becomes an ephemeral topic. No clinical supervisor has a crystal ball or magic wand to know which intern will be a "superstar" and which one will turn out to be merely "mediocre." University intern

programs by their very nature transform the inexperienced into the knowledgeable and the apprentice into the journeyman. However, through the screening and setting of clinical expectations set by the referring colleges and universities tend to assign students who are more experienced and more culturally diverse than the "average" available intern. Secondly, interns tend to remain at the district longer than their initial assignments (either one or two semesters) because of their commitment to the students and the quality of supervision.

C. SUMMARY

This evaluation provided a little-taken opportunity to step-back and review where the program started, where it has been, and where it can best be directed in the future. The survey respondents demonstrated an overwhelming support for the programs outcomes. The many comments indicated that the educational community appreciated what the interns do and want more so that the emotional and mental health needs of our students and families can be met and served. The survey also identified the program's limitations: not enough fully trained interns, not enough space, and too much turnover. In the end, though, the district educational community has greatly benefited by the interns' sincere dedication, overwhelming commitment, and cost-effective service to its students and families.

CONCLUSIONS

Based on the foregoing discussion, the following conclusions may be reasonably drawn:

1. The social work intern program matches the district's commitment to teaching the whole person to prepare each student for life's challenges and successes;
2. There is a sincere and lively recognition of the valuable service the social work interns provide to all educational stakeholders: students, site staff, interns and universities;
3. Over the years, the program has remained flexible in meeting the needs of various masters from the TLC to JTPA to school mental health services;
4. There are steps the district can take to better support the program through an increased focus on communication, supportive leadership, designated facilities, and advanced-quality training; and
5. Overall, this valuable service despite some tensions between more interns and less resources to fund them should be nurtured and continued.

RECOMMENDATIONS

There are no simple or quick solutions to address the range and variability of student developmental, emotional and academic needs. However, based on the available literature and findings of this study, the following recommendations are posited:

1. Development of better intra-school communication by all parties especially those educational leaders charged with conveying the purpose, limitations, and nature of the referrals and the social work intern program;
2. Facilitate better working conditions for the interns because without a safe and consistent location, building trust toward a therapeutic relationship, a confidential communications cannot be developed and nurtured; and
3. Coordinate better training opportunities for all committed stakeholders that include clinical, technical and managerial instruction to district staff, university liaisons, and interns.

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APPENDIX

**AUHSD SOCIAL WORK INTERN COMMUNITY-IMPACT
QUESTIONNAIRE**

*Directions: Please complete and the return this survey to Dr. Baumeister #67
no later than 16 December 2009.*

1. What is your RELATIONSHIP to the Social Work Intern (SWI) program?

- A. Staff Member _____
- B. Counselor _____
- C. School Psychologist _____
- D. Teacher _____
- E. Administrator _____
- F. Community Member _____
- G. University Member _____
- H. Intern _____
- I. Other _____

2. In what significant way has the SWI program AFFECTED you?

- A. I Have Seen the Referred Students Improve _____
- B. It Has Provided an Additional School Resource _____
- C. It Has Added Value to Our Educational Community _____
- D. It Hasn't Affected Me. _____
- E. Other (Please explain below.) _____

3. Has the SWI program affected your JOB PERFORMANCE in a significant way?

- A. Improved _____
- B. Inhibited _____
- C. No Change _____
- D. Other (Please explain below.) _____

4. What do you appreciate MOST about the SWI program?

- A. The Quality of the Interns _____
- B. The Quality of the Supervision _____
- C. The Referral Convenience _____
- D. The Consultation Factor _____
- E. Intern Language Capability _____
- F. Cost-Effectiveness of the Program _____
- G. Other (Please explain below.) _____

5. What do you appreciate LEAST about the SWI program?

- A. The Quality of the Interns _____
- B. The Quality of the Supervision _____
- C. The Referral Convenience _____
- D. The Consultation Factor _____
- E. Intern Language Capability _____
- F. Cost-Effectiveness of the Program _____
- G. Other (Please explain below.) _____

6. From your perspective, what is the best way to IMPROVE the SWI program?

- A. Attract More Interns _____
- B. Attract More Experienced Interns _____
- C. Direct Interns To See More Students _____
- D. Provide Interns With Better Facilities _____
- E. Improve Clinical Supervision _____
- F. Other (Please explain below.) _____

7. If you have any ADDITIONAL COMMENTS about the SWI program, please include your thoughts below:
