

Indiana University School of Social Work
Practice Review and Assessment Committee
Annual Report, 2014 – 2015 Academic Year
MSW Program

Introduction

The Indiana University School of Social Work (IUSSW) offers social work education at the baccalaureate, master's, and Ph.D. level and is one of the few remaining system schools at Indiana University. The bachelor (BSW) and master's (MSW) program both are accredited by the Council of Social Work Education (CSWE). Currently, there are no accreditations in social work at the Ph.D. level of education. During the spring of 2012, the BSW and MSW Programs completed their self-studies for reaffirmation by CSWE under curriculum policies that focus on competency-based education. An accreditation site visit was conducted, in January of 2013. The CSWE accreditation of the IUSSW extends to all other BSW and MSW Programs within the system school. The BSW Program is offered in Indianapolis, Bloomington, Richmond, Gary, and recently was approved for the South Bend campus. The MSW Program is offered in Indianapolis, Richmond, Fort Wayne, South Bend, Gary, and at IU Southeast. A fully online MSW Program, MSW Direct, was implemented in December, 2012.

In transitioning to competency-based education as specified by the CSWE 2008 Educational Policy and Accreditation Standards (EPAS), the faculty in the BSW and MSW programs operationalized the 10 CSWE-identified core competencies at each of the two educational levels. The PRAC report for 2013 - 2014 focused upon the BSW program. This report for 2014 -2015 focuses upon the MSW program.

Defining Student Learning Outcomes

The MSW Program has a competencies-based curriculum as articulated in the Council of Social Work Educations 2008 Educational Policy and Accreditation Standards (EPAS). The faculty in the MSW program linked competencies to the objectives of each course in the curriculum, and the competencies are now assessed in the classroom and in the field practica.

In addition to a foundation year of study, the MSW Program has five concentrations from which a student may chose for their advanced study. These are: Child Welfare, Health, Leadership, Mental Health & Addictions, and Schools. Throughout the foundation and concentration years MSW students are expected to achieve knowledge and skills for entry-level social work practice through the following core competencies:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.

3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Student Learning Opportunities

The faculty, through the MSW Curriculum Committee and the Faculty Senate, establishes course learning outcomes for each course. The learning outcomes of all courses are linked to the core competencies above. The learning outcomes are, in turn, linked to assessment measures. In the past years, the assessment tools used within courses have been considered formative and the program has not relied on these for overall measures of success. With the move to competency-based education, a new set of assessment measures were implemented. These are linked to competencies in both the field and the classroom.

The field practica (12 credits) at the intermediate and advanced levels provide students with the opportunity to learn and apply the course work and demonstrate expected learning outcomes. Field seminars were added to the intermediate practicum as well, in order to promote greater integration between classroom and field.

Measuring Student Learning Outcomes

Measures of student mastery of competencies, as operationalized by each concentration's practice behaviors, logically come at the end of the concentration field placement. The Learning Evaluation Tool (LET) is an instrument that links practice behaviors that are associated with competencies to specific tasks and products. The LET is completed by both the agency field instructor and as a self-report by the student. In this way, the LET serves as two measurements.

A second measure of student mastery of competencies was designed by faculty teaching in each of the five concentrations. The MSW Program Curriculum Committee affirmed the use of the different measurement instruments and procedures for each concentration and planned for ongoing evaluation of the utility and quality of the measure after several implementations. The Schools concentration utilizes a student portfolio as a final product to measure outcomes. The Leadership concentration

requires students to fill out a self-efficacy scale. The Child Welfare concentration previously utilized a student portfolio. However, as indicated in the 2012 PRAC report, faculty was not pleased with the response rate due to the high number of associate faculty teaching in the concentration who did not correctly using the rubric. Therefore, the Child Welfare concentration opted to utilize a case presentation to measure the competencies. The students now present a case to the field liaison (faculty member) and the field instructor (community practitioner) when the liaison visits the field site. The Health and Mental Health & Addictions concentrations initially used multiple choice examinations which were administered after students have finished their required courses in those concentrations. The return rates were weak and the exam was felt to have several flaws. Faculty reviewed the outcomes from those exams and made a decision to change to case presentations similar to that of the Child Welfare Concentration.

Findings

The results of the measures or competencies as measured by the Learning Evaluation Tool used in the field placements are promising. The School of Social Work has set a benchmark of 80% attainment of a score of 5 out of 7 on a Likert scale for these measures. The Health concentration met that benchmark with all competencies being in the 95 to 100% range. The Child Welfare concentration also met the benchmark with all competencies in the 93% to 100% range. The Schools concentration met the benchmark on all competencies in the 97% to 100% range. The Leadership concentration competencies were all measured in the 93% to 100% range. The Mental Health and Addictions concentration met the benchmark with those completed LETs in the 97% to 100 percentile. See

As previously indicated, faculty in each of the five concentrations also developed a second measure of student competencies. The information collected has been informative with respect to outcomes of these measures. The tables below present the percentages of students achieving the level of 'proficient' for each concentration that is offered with 'proficient' measured as a '5' or better on the seven-point scale.

The Health concentration utilizes a case presentation for the 2nd measure. There were 32 students completing the case presentation in this concentration.

EPAS Competency	Percentage Proficiency
1. Identify as a professional social worker and conduct oneself accordingly.	81.25
2. Apply social work ethical principles to guide professional practice.	80.65
3. Apply critical thinking to inform and communicate professional judgments	81.25
4. Engage diversity and difference in practice.	81.25

5. Advance human rights and social and economic justice.	81.25
6. Engage in research-informed practice and practice-informed research.	81.25
7. Apply knowledge of human behavior and the social environment.	81.25
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	78.13
9. Respond to contexts that shape practice.	78.13
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	81.25

The Schools concentration 2nd measure using a student portfolio. There were 21 students completing this measure.

EPAS Competency	Percentage
1. Identify as a professional social worker and conduct oneself accordingly.	100
2. Apply social work ethical principles to guide professional practice.	95.2
3. Apply critical thinking to inform and communicate professional judgments	100
4. Engage diversity and difference in practice.	100
5. Advance human rights and social and economic justice.	95.2
6. Engage in research-informed practice and practice-informed research.	100
7. Apply knowledge of human behavior and the social environment.	95.2
8. Engage in policy practice to advance social and economic well-being and to deliver	100

effective social work services.	
9. Respond to contexts that shape practice.	100
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	95.2

The Child Welfare Concentration. There were 21 students completing the case study.

EPAS Competency	Percentage
1. Identify as a professional social worker and conduct oneself accordingly.	97.5
2. Apply social work ethical principles to guide professional practice.	85.7
3. Apply critical thinking to inform and communicate professional judgments	100
4. Engage diversity and difference in practice.	92.9
5. Advance human rights and social and economic justice.	78.6
6. Engage in research-informed practice and practice-informed research.	75
7. Apply knowledge of human behavior and the social environment.	100
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	82.9
9. Respond to contexts that shape practice.	94.3
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	100 – Engage, assess, intervene 74 - Evaluate

Leadership Concentration. There were 28 students completing the measure.

EPAS Competency	Percentage
1. Identify as a professional social worker and conduct oneself accordingly.	100
2. Apply social work ethical principles to guide professional practice.	100
3. Apply critical thinking to inform and communicate professional judgments	92.9
4. Engage diversity and difference in practice.	90.4
5. Advance human rights and social and economic justice.	84.3
6. Engage in research-informed practice and practice-informed research.	85.5
7. Apply knowledge of human behavior and the social environment.	100
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	94
9. Respond to contexts that shape practice.	100
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	100 Engage 92.8 Assess 85.5 Intervene 87.3 Evaluate

Mental Health Concentration. There were 65 students completing the case presentation.

EPAS Competency	Percentage
1. Identify as a professional social worker and conduct oneself accordingly.	98
2. Apply social work ethical principles to guide professional practice.	93.8
3. Apply critical thinking to inform and communicate professional judgments	90.7
4. Engage diversity and difference in practice.	90.7
5. Advance human rights and social and economic justice.	93.8
6. Engage in research-informed practice and practice-informed research.	86
7. Apply knowledge of human behavior and the social environment.	90.7
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	90.7
9. Respond to contexts that shape practice.	90.7
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	98

Improving Assessment to Improve Student Learning

The IUSSW MSW program continues to develop and improve our measurements in order that we are able to accurately assess, and then improve, student learning. The case presentations in the Child Welfare, Health, and Mental Health and Addictions concentrations have now been utilized for two years. In this method, students in these placements present a case to the field liaison and field instructor when the liaison (a faculty member) visits the agency. The case presentation included the theories underlying practice, an assessment of the case, and evaluation of client progress. The liaison assesses the student on the competencies and practice behaviors as demonstrated in the case presentation. As can be seen in the above tables, several of the competencies are not at the level

expected of the students in the concentration. In order to address these the IUSSW has formed concentration committees with a designated leader to address ongoing concerns and improvement. The committees each consist of faculty who teach primarily in the concentration. During this academic year each of the committees has held regular meetings as well as mini-retreats to address issues identified from both of the measures. Additionally, several of the committees has held focus groups consisting of community practitioners in the concentration area. These groups have served to further enhance information as to how IUSSW students are performing in their respective concentrations. Curriculum is also under review to determine what might need to be added into courses for improved outcomes on the weaker ratings on the second measure.

Faculty liaisons, field instructors, and field coordinators continue to provide input and feedback as to the utilization of the Learning Evaluation Tool in the evaluation of competencies as the 2nd measure. This is an ongoing process and these tools continue to be modified accordingly.