

**Indiana University School of Social Work
PRAC Annual Report
2018-2019 Academic Year**

Background Information

The Indiana University School of Social Work (IUSSW) was founded in 1911, and offers social work education at the Baccalaureate, Master, and Doctoral level. The IUSSW is one of only two system schools at Indiana University. The Bachelor of Social Work (BSW) Program has been continuously accredited since 1975 by the Council of Social Work Education (CSWE). The MSW Program is the oldest university-affiliated, continuously accredited social work graduate program in the country, having been accredited by CSWE since 1923. The national accreditation for the BSW and MSW programs covers all the campuses of the system school. The BSW program is offered in Indianapolis, Bloomington, Gary, Richmond, and South Bend, and the MSW program is offered in Indianapolis, Bloomington, Richmond, Gary, South Bend, Fort Wayne, and New Albany. CSWE re-accredited both programs in February 2013 for 8 years (the maximum length of time for an accreditation cycle).

Social work offers a competency-based curriculum as articulated in the 2008 and 2015 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). The previous 2008 EPAS were revised by CSWE in 2015, leading all schools of social work across the US to revise their curriculum accordingly. Thus, a curriculum revision was undertaken by the IU School of Social Work during the 2016-2017 academic year to meet the requirements of the 2015 EPAS. New, revised courses to meet the updated EPAS requirements were implemented in either the 2017-2018 or 2018-2019 academic year depending on where they fell in the curriculum.

The faculty in the BSW and MSW programs linked competencies to the objectives of each course in the curriculum, and the competencies were assessed in both the classroom and in the field practicum. This report will summarize students' acquisition of the competencies at the BSW and MSW Program levels as measured in the final field practicum, which is considered the signature pedagogy of

social work education according to CSWE.

Bachelor of Social Work (BSW) Overview

The BSW curriculum prepares students for generalist social work practice across a variety of settings through 15 required courses, totaling 52 credit hours, including a 560 hour field practicum which provides students the opportunity to apply course content and demonstrate competencies in real-world practice situations. Each course has articulated objectives which have been systematically linked to the CSWE core competencies to create an educational matrix. For the **2018-2019 year**, the final BSW-level field practicum assessed student outcomes using the nine competencies as articulated in the 2015 EPAS:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess with individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

Master of Social Work (MSW) Overview

In the MSW program, students complete a 16 CR foundation semester of study, a 15 CR concentration semester of study in clinical and community practice, and then select an area of focus for their final 29 CR. There are five areas of focus from which students can choose- children, youth, and families; health; community and organizational leadership; mental health and addictions; and schools. Throughout the foundation curriculum, MSW students are expected to achieve basic

competency in the knowledge and skills for entry-level social work practice. They then build on those competencies during the concentration curriculum and specialized area of focus in order to practice proficiently in the field. The final field practicum (8 credits) at the advanced level provide students with the opportunity to learn and apply the course work and demonstrate expected learning outcomes while on-site in a social work organization for 640 total hours. In addition to supervised time on site, students also participate in four 3-hour field seminars to promote greater integration between classroom and field.

For the 2018-2019 year, the final MSW-level field placement assessed student outcomes using the nine competencies articulated in the 2015 EPAS:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess with individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

Defining and Measuring Student Learning Outcomes

In both programs, learning outcomes are directly linked to the CSWE core competencies listed above and were assessed in students' final field practicum placement. Students are supervised in their field placement by a BSW or MSW-level professional "Field Instructor" and a faculty "Field Liaison." At the beginning of their practicum, students work with their Field Instructor and Field Liaison to generate practice behaviors and activities at their assigned agency that will help them

learn and demonstrate competency in each of the required areas. These practice behaviors and the related planned agency activities are incorporated into a Learning Evaluation Plan (LEP) document. The LEP is completed and evaluated at two time-points (i.e., midpoint and final) by both the field instructor and as a self-report by the student. In this way, the LEP serves as two measures. Field instructors' final ratings of students' achievement of competencies are presented in this report.

BSW Findings

Appendix A contains the aggregated results for the IUPUI 2018-2019 assessment of BSW student competencies. The final LEP rates student mastery of competencies on a 7-point scale: (1) Complete inability to demonstrate skill, (2) Demonstrates rudimentary level skills but below that of the beginning level BSW student, (3) Demonstrates skill at the level of a beginning level BSW student, (4) Demonstrates skill at the level of the midpoint BSW level student, (5) Demonstrates skill at the level of a BSW graduate, (6) Demonstrates skill at the level expected of a BSW graduate with less than 2 years of social work experience, and (7) Demonstrates skill-level of a highly experienced and seasoned BSW practitioner. A '5' or higher indicates proficiency or demonstration of the competency. The benchmark established by the school is 90% of BSW students will score at '5' or above on the scale at the final evaluation.

Results show that the percentage of BSW students who achieved proficiency across the nine competencies ranged from 99.6 to 100%, thus meeting the established benchmark. At the point of the final practicum evaluation, nearly 100% of BSW students demonstrated competency in ethical and professional behavior, engaging diversity and difference in practice, advancing human rights and social justice, utilizing research to inform practice, and engaging in policy practice. BSW students also demonstrated competency in engaging, assessing, intervening, and evaluating practice with individuals, families, groups, organizations, and communities.

MSW Findings

Appendix B contains the aggregated results for the IUPUI 2018-2019 assessment of MSW student competencies. Students were rated by their field instructor on a 7-point scale according to the extent to which they have mastered social work competencies. The following scale anchors were used: (1) Complete inability to demonstrate the skill, (2) Demonstrates rudimentary level skills but below that of the beginning level MSW student, (3) Demonstrates skill at the level of a beginning-level MSW student, (4) Demonstrates skill at the level of the midpoint MSW level student, (5) Demonstrates skill at the level of a MSW graduate, (6) Demonstrates skill at the level expected of a MSW graduate with at least 2 years of social work experience, and (7) Demonstrates skill-level of a highly experienced and seasoned MSW graduate with much more than 2 years of social work experience. The benchmark used by the School of Social Work is that 90% of students will score at '5' or above on the scale.

For the 2018-2019 Academic Year, nearly 100% of MSW students achieved the benchmark. The lowest percentage of students achieving at least a '5' on the 9 competencies was 95.8% for the Schools focus area for Competencies 3 (Advance human rights and social, economic, and environmental justice) and 5 (Engage in policy practice). For the remaining competencies, the percentage of students across all focus areas that scored at least a '5' ranged from 97.9 – 100.0. Students across the board accomplished the level of competency required for professional social work at the MSW-level across all 5 of the focus areas by the end of their final practicum.

Discussion and Next Steps

The School of Social Work revised BSW and MSW curricula during the 2016-2017 academic year to meet the 2015 Educational and Policy Standards of the Council on Social Work Education, our accrediting body. New, revised courses were implemented in academic years 2017-2018 and 2018-2019. This report reflects the revised standards and curricula and assesses student learning in the final field placement at both BSW and MSW levels. Students in both programs met and exceeded the

benchmark for our measured CSWE competencies in their final field placement, and, as such, appear to have met the desired learning outcomes of both the BSW and MSW programs.

An important next step entails assessment of student competency earlier in the curriculum via signature assignments embedded in multiple core courses across both levels of education. Faculty created these assignments as part of the curriculum revision discussed above. Next year's PRAC report will discuss assessment of student competency via signature assignments. Of note, the School of Social Work is undergoing a strategic planning process that is likely to lead to further changes to the curriculum and assessment process. Over the next year, there are planned conversations with administration and faculty about expanding our assessment program beyond required CSWE competencies.

Appendix A
IUPUI BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
FOR THE 2018-2019 ACADEMIC YEAR

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Competency 1: Demonstrate Ethical and Professional Behavior	90%	99.8%
Competency 2: Engage Diversity and Difference in Practice	90%	100%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	100%
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	99.8%
Competency 5: Engage in Policy Practice	90%	100%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	100%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	100%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	99.8%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	99.6%

Appendix B
IUPUI MASTER OF SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
FOR THE 2018-2019 ACADEMIC YEAR

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK				
		CHILDREN, YOUTH, AND FAMILIES FOCUS AREA	HEALTH FOCUS AREA	MENTAL HEALTH & ADDICTIONS FOCUS AREA	SCHOOLS FOCUS AREA	COMMUNITY AND ORGANIZATIONAL LEADERSHIP FOCUS AREA
Competency 1: Demonstrate Ethical and Professional Behavior	90%	100%	100%	100%	100%	100%
Competency 2: Engage Diversity and Difference in Practice	90%	100%	100%	100%	100%	98.3%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	100%	100%	100%	95.8%	100%
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	100%	100%	99.1%	97.9%	100%
Competency 5: Engage in Policy Practice	90%	100%	100%	100%	95.8%	100%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	100%	100%	100%	100%	100%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	100%	100%	100%	100%	100%

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	100%	100%	100%	99.0%	100%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	100%	100%	100%	100%	100%