

**Indiana University School of Social Work
PRAC Annual Report
2019-2020 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 a system school, headquartered at IUPUI and with a presence on seven IU campuses. 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, Fort Wayne, Richmond, Gary, and South Bend, and the MSW program is offered in Indianapolis, Bloomington, Fort Wayne, Richmond, Gary, South Bend, and New Albany. CSWE re-accredited both programs in February 2013 for 8 years (the maximum length of time for an accreditation cycle), and the School is currently in the reaffirmation process of our accreditation. Our self-study was submitted in February 2020 and the site visit was in October 2020, with the official letter of successful reaffirmation expected in February 2021.

Social work offers a competency-based curriculum as articulated in the 2015 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). The competencies are as follows:

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

This report will summarize our assessment process of students' acquisition of the competencies at the BSW and MSW Program levels for the 2019-2020 academic year.

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. The BSW Program assesses student outcomes for each of the nine CSWE EPAS competencies across two types of measures. Measure 1 is comprised of *knowledge, skills, values, and affective/cognitive processes* (K, S, V, A/C) that are measured through the signature assignments embedded within coursework across the BSW curriculum. Measure 2 are *behaviors* that comprise each of the nine EPAS competencies that are demonstrated and measured during students' final field practicums (481 and 482).

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 provides 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.

The MSW Program assesses student outcomes for each of the nine EPAS generalist and nine concentration level competencies across two types of measures. Measure 1 is comprised of *knowledge, skills, values, and affective/cognitive processes (K, S, V, A/C)* that are assessed through the signature assignments embedded within both generalist/foundation and concentration coursework across the MSW curriculum. Measure 2 are *behaviors* that comprise each of the nine competencies that are demonstrated and measured during both students' generalist (555) and final field (651/652) practicums.

Defining and Measuring Student Learning Outcomes

Signature Assignments (Formative Measures)

During the last curriculum revision to meet the updated standards, the faculty in the BSW and MSW programs linked CSWE-articulated competencies to the objectives of each course in the curriculum, and designed assessment measures in collaboration with the Director of Educational Assessment. The faculty developed signature assignments in coursework as formative measures of students' mastery of the nine EPAS competencies. Signature assignments are projects, papers, or other assignments that capture the essence of courses and measure the primary competencies addressed within the courses. Measurement items were developed to connect the substance of the signature assignment to the knowledge, values, skills, and cognitive and affective processes that comprise the competency at both levels of practice as defined by CSWE in the 2015 Educational

Policy and Accreditation Standards. See Appendices A-C for the list of signature assignments used to measure each competency at the BSW level, MSW foundation level, and MSW concentration level and the specific courses in which they were embedded. These appendices also list the specific measurement items that were developed for each assignment, which link directly to the indicators of each competency as defined by CSWE.

During the development of measurement items for each competency addressed by a given signature assignment, Bloom’s Taxonomy was consulted to ensure that students’ learning outcomes were sufficiently specific and complex. After assigning students a grade for signature assignments, faculty rate each student’s performance on the specific competency indicators as demonstrated through students’ performance on the signature assignment. These ratings are separate from the grades that students earn for completion of assignments. An example of the signature assignment rating scale is below for the BSW program and a similar rating scale is used for the MSW program at the generalist/foundation level and the advanced/concentration level. When this assessment measure was first used, faculty and the Director of Educational Assessment discussed what it would mean for a student to “meet expected competency” at each specific level, and program directors now help new faculty become oriented to the scale and the scoring of it.

Signature Assignment Scale & Outcome Measure Benchmark

1	2	3	4	5
Does not meet expected competency at the BSW Generalist level	Minimally demonstrates expected competency at the BSW Generalist level	Meets expected competency at the BSW Generalist level	Somewhat exceeds expected competency at the BSW Generalist level	Far exceeds expected competency at the BSW Generalist level

After faculty score each item, we determine the percentage of students scoring a 3 or above on all indicators of a specific competency and compare that number to the competency benchmark for that assessment measure. For the signature assignment-based assessment measures, the benchmark is that 80% of our students will be at a 3 or above.

Field Behaviors (Summative/Outcome Measures)

In both programs, learning outcomes were also assessed in students' final field practicum placement as a summative measure of their ability to demonstrate behaviors associated with each competency. 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 activities at their assigned agency that will help them learn and demonstrate competency in each of the required areas. Activities need to align with the practice behaviors coordinating with each competency as defined by CSWE. These practice behaviors and the related planned agency activities are incorporated into a Learning Evaluation Plan (LEP) document. The practice behaviors coordinating with each competency are listed in Appendices D-F for the BSW, MSW generalist/foundation level, and MSW advanced/concentration level. 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.

An example of the field behavior rating scale is below, used as the outcome/summative measure of students' skills at the end of their field practicum, with a similar scale used for both the MSW generalist/foundation and MSW advanced/concentration levels. At both the BSW and MSW levels, faculty rate students' performance of specific field behaviors on a scale of 1-7, with a score of 5 meaning the student demonstrates skill at the expected level of a new BSW/MSW graduate.

Evaluation Assessment Scale used in the Learning Evaluation Plan

1	2	3	4	5	6	7
Complete <i>inability</i> to demonstrate skills.	Demonstrates skill at a basic, rudimentary level of someone having no formal undergraduate coursework.	Demonstrates skill at the level of beginning level BSW coursework with no more than one semester/quarter of courses.	Demonstrates skill at the mid-point BSW level of education.	Demonstrates skill at the level of new BSW Graduate . Expected Performance level by end of practicum.	Demonstrates skill at the level expected of a relatively highly experienced post-BSW practitioner . Rarely expected score.	Demonstrates skill at the level of a seasoned, highly experienced post-BSW practitioner . Rarely expected score.

We then determine the percentage of students scoring a 5 or above on all indicators of specific competencies and compare that number to the benchmark. For field behaviors, the benchmark is that 90% of students will score a 5 or above.

BSW Findings

Assessment Measure 1- Signature Assignments (formative measure)

Appendix A contains the courses where the nine competencies are measured through the use of signature assignments. Depending upon the signature assignment, one signature assignment may assess more than one competency. Note that competencies 6, 7, 8, and 9 (engagement, assessment, intervention, and evaluation) are split by courses in the following order: (1) individuals and families, (2) groups, (3) organizations, and (4) communities. The table in Appendix A is arranged by course. Because of this, the competencies do not follow in exact order. The table below shows the percentage of students on each campus of the IUSSW scoring a 3 or above (on a scale of 1-5) on indicators of each competency. As a reminder, the benchmark for the signature assignments is 80%. Percentages below 80% are highlighted.

**Signature Assignment Assessments
BSW Program
2019-2020 Academic Year**

COMPETENCY	COMPETENCY BENCHMARK*	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK					
		IUPUI	IU Bloomington	IU South Bend	IU East	IU Northwest	All Programs
Competency 1: Demonstrate Ethical and Professional Behavior	80%	79.3	81.6	93.5	88.6	69.6	82.5
Competency 2: Engage Diversity and Difference in Practice	80%	89.6	89.5	100	94.1	96.0	93.8
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	85.1	59.7	84.8	80.0	79.4	77.8
Competency 4: Engage In Practice-informed Research and Research-informed Practice	80%	94.4	90.0	100	86.7	97.4	93.7
Competency 5: Engage in Policy Practice	80%	88.5	78.0	94.7	75.0	94.9	86.2
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	88.4	95.8	92.7	85.9	94.0	91.4
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	90.7	96.6	92.0	85.0	90.1	90.9
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	95.0	91.7	97.3	93.9	94.9	94.6
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	95.3	94.7	98.6	94.6	96.2	95.9

Assessment Measure 2- Field Learning and Evaluation Process (outcome measure)

Field is the signature pedagogy for social work and provides competency assessment in real practice situations. Field is considered the outcome measure of students' achievement of the nine competencies. Students are evaluated on the nine 2015 EPAS competencies at the midpoint of their two semester length practicum placements, which allows students, field instructors, and faculty field liaisons opportunities to evaluate students' progress toward successful demonstration of the nine competencies and to modify the LEPs as needed for students to demonstrate the nine generalist competencies by completion of field. Each behavior listed in Appendix D is evaluated by students, field instructors, and faculty field liaisons at mid-term and final evaluations. The table below shows the percentage of students on each campus of the IUSSW scoring a 5 or above (on a scale of 1-7) on indicators of each competency. As a reminder, the benchmark for the field assessments is 90% of students demonstrating each behavior at a score of 5 or above. This benchmark is higher than the signature assignment benchmark because this is a summative measure and students should be able to demonstrate the behaviors at a level of 5 or above in order to practice social work or continue their education in an MSW program. Students met the benchmark for all competencies across all campuses.

**Field Final Evaluation
BSW Program
2019-2020 Academic Year**

COMPETENCY	COMPETENCY BENCHMARK*	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK					
		IUPUI	IU Bloomington	IU South Bend	IU East	IU Northwest	All Programs
Competency 1: Demonstrate Ethical and Professional Behavior	90%	99.4	98.5	100	93.6	100	98.3
Competency 2: Engage Diversity and Difference in Practice	90%	100	99.1	100	97.7	100	99.4
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	100	100	100	100	100	100
Competency 4: Engage In Practice-informed Research and Research-informed Practice	90%	100	100	100	95.5	100	99.1
Competency 5: Engage in Policy Practice	90%	100	100	96.9	95.5	100	98.5
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	99.0	99.1	100	95.5	100	98.7
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	99.7	98.2	100	93.9	100	98.4
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	99.2	98.2	100	93.2	100	98.1
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	99.0	98.2	100	95.5	100	98.5

Results suggest that all BSW students satisfactorily demonstrated the competencies at the end of their BSW education, although there were several competencies below the benchmark on various campuses when measured earlier in the program in the signature assignments. Examination of the signature assignment scoring indicated that two campuses (IUPUI and IUN) had fewer than 80% of students scoring at least a 3 on indicators of Competency 1; however, on both of these campuses we have a large number of students who take S141 as a general education requirement and are not social work majors. Our method of assessing competency in this course does not separate social work majors from students from other majors, which is something we may look at changing as we move into the future. We also had two campuses (IUB and IUN) with less than 80% of students scoring at least a 3 on indicators of Competency 3, and two campuses (IUB and IUE) with less than the benchmark on Competency 5. Administrators will be examining patterns of scores on these competencies this year to determine if changes need made to specific courses to boost students' abilities to demonstrate the competencies; this was the first year since instituting these measures that we observed scores below the benchmark and thus we aren't sure if these scores are due to curricular deficiencies or may be instead due to students having more struggles than usual due to COVID. If we repeatedly see scores below the benchmark in the current assessment year we will discuss in the BSW curriculum committee to determine changes that need made to the curriculum. However, the final outcome measure of each competency in field indicated that students are able to demonstrate these competencies at the appropriate level by the time they complete field and graduate.

MSW Findings

Assessment Measure 1- Signature Assignments (formative measure)

CSWE requires that competencies are assessed at both the generalist/foundation level and the advanced/concentration levels of the MSW program. As described above, signature assignments were designed to measure each competency and embedded in courses at both levels of the curriculum.

Students also complete a field placement at both levels of the curriculum and we measure competency through the demonstration of specific learning behaviors associated with each competency and defined by CSWE.

Appendix B contains the courses where the nine competencies are measured in the generalist/foundation curriculum through the use of signature assignments, and Appendix C contains the advanced/concentration courses and signature assignments. Depending upon the signature assignment, one signature assignment may assess more than one competency. The tables below shows the percentage of students on each campus of the IUSSW scoring a 3 or above (on a scale of 1-5) on indicators of each competency. As a reminder, the benchmark for the signature assignments is 80% so percentages below 80% are highlighted.

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**Signature Assignment Assessments- Generalist/Foundation Level
 MSW Program
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COMPETENCY	COMPETENCY BENCHMARK	PERCENT OF STUDENTS ACHIEVING BENCHMARK Generalist Practice							
		IUPUI	MSW Direct	IU Bloomington	IU South Bend	IU Northwest	IU Fort Wayne	IU East	All Programs
Competency 1: Demonstrate Ethical and Professional Behavior	80%	94.0	93.9	87.1	**	100	**	**	93.8
Competency 2: Engage Diversity and Difference in Practice	80%	96.4	99	96.7	**	100	**	**	98.0
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	94.7	98.5	96.7	**	88.1	**	**	95.0
Competency 4: Engage In Practice-informed Research and Research-informed Practice	80%	94.8	87.5	**	**	100	**	**	94.1
Competency 5: Engage in Policy Practice	80%	100	98.2	100	81.3	100	**	**	95.9
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	97.3	94.7	100	100	100	100	**	96.9
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	95.2	92.0	100	100	100	100	**	95.1
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	96.5	93.6	100	100	100	100	**	98.4
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	79.6	94.7	100	100	100	45.5	**	87.7

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**Signature Assignments- Advanced/Concentration Level
 MSW Program
 2019-2020 Academic Year**

COMPETENCY	COMPETENCY BENCHMARK	PERCENT OF STUDENTS ACHIEVING BENCHMARK Clinical and Community Practice							
		IUPUI	MSW Direct	IU Bloomington	IU South Bend	IU Northwest	IU Fort Wayne	IU East	All Programs
Competency 1: Demonstrate Ethical and Professional Behavior	80%	99.5	96.8	90.6	96.4	100	**	100	97.2
Competency 2: Engage Diversity and Difference in Practice	80%	99.5	96.8	90.6	96.4	100	**	100	97.2
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	99.3	98.3	88.6	98.0	100	**	**	96.8
Competency 4: Engage In Practice-informed Research and Research-informed Practice	80%	85.7	90.2	100	100	100	**	92.6	94.8
Competency 5: Engage in Policy Practice	80%	96.6	94.7	99	100	100	**	**	98.1
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	97.9	95.1	91.0	96.5	100	**	100	96.8
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	95.4	95.2	95.5	98.9	100	**	100	97.5
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	97.1	92.7	91.0	97.1	100	**	100	96.3
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	96.2	93.9	100	99.4	100	**	97.5	97.8

** Course not offered during the measurement period due to cohort course sequencing.

Assessment Measure 2- Field Learning and Evaluation Process (outcome measure)

Field is the signature pedagogy and provides assessment in real practice situations. The MSW faculty endorsed methods to directly measure student mastery in field placements. Assessments completed during field practicums are considered *outcome measures* of students' achievement of competencies. Evaluation processes begin with mutual discussions of practicum goals, expectations, and competencies by students, field instructors, and faculty field liaisons during the beginning of students' generalist and concentration level placements. Students and field instructors share responsibility for assuring that there is an open and ongoing discussion about students' performance, learning experiences, and program experiences. During the first weeks of the final practicum, all students and Field Instructors are responsible for preparing learning plans based on the nine CSWE competencies. Students are expected to develop, with their Field Instructors and Task Instructors, learning tasks and activities which are uniquely related to the practice opportunities in their placement agency and which allow demonstration of all nine EPAS competencies and corresponding behaviors. The list of behaviors associated with each competency are listed in Appendix E for the generalist/foundation level and Appendix F for the advanced/concentration level. Field Instructors and students collaborate to identify at least one agency activity and product for each of the behaviors to be assessed. As a reminder, the benchmark for the field assessments is 90% of students demonstrating each behavior at a score of 5 or above. This benchmark is higher than the signature assignment benchmark because this is a summative measure and students should be able to demonstrate the behaviors at a level of 5 or above in order to practice social work at the MSW level post-graduation. Students met the benchmark for all competencies across all campuses.

**Field Final Evaluation
MSW Program
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COMPETENCY	COMPETENCY BENCHMARK*	PERCENT OF STUDENTS ACHIEVING BENCHMARK Clinical and Community Practice							
		IUPUI	MSW Direct	IU Bloomington	IU South Bend	IU Northwest	IU Fort Wayne	IU East	All Programs
Competency 1: Demonstrate Ethical and Professional Behavior	90%	99.4	99.2	95.6	100	100	99.1	93.0	98.0
Competency 2: Engage Diversity and Difference in Practice	90%	99.7	99.7	98.3	100	100	99.3	96.7	99.1
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	99.9	100	100	100	100	100	96.7	99.5
Competency 4: Engage In Practice-informed Research and Research-informed Practice	90%	99.6	100	100	100	100	100	95.0	99.2
Competency 5: Engage in Policy Practice	90%	99.7	99.7	100	100	98.0	97.3	95.0	98.5
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	99.9	99.7	100	100	98.8	100	96.7	99.3
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	99.7	100	100	100	100	100	90.0	98.5
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	98.3	99.2	100	100	99.4	99.1	95.0	98.7
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	99.8	100	100	100	100	100	95.0	99.3

Results suggest that all students were able to successfully demonstrate the required competencies in field by the time they graduated from the MSW program. Similarly, when competency was assessed via signature assignments at the advanced/concentration level, the percentage of students scoring at or above a 3 was well above the required 80%. At the foundation/generalist level there were two campuses which had a lower than expected percentage of students meeting the benchmark (IUPUI and IUE) for Competency 9. At IUPUI, 79.6% scored a 3 or above which rounds up to 80%. We will continue monitoring student scores on this competency on this campus, but are not concerned about them at this time. At IUE, we discovered that a new instructor of this course was not scoring students in a way that was consistent with our other campuses, which resulted in training with this particular instructor. We will continue to monitor this competency during this assessment year to determine if additional steps are warranted. Even with these issues in the foundation/generalist part of the MSW curriculum, scores were above the benchmark later in the program and in the final field evaluation.

Impact of COVID on Assessment

As was the case with many programs, COVID impacted assessment in our program as well as program delivery. With the move to online for many of our courses, we had to make some slight changes to our signature assignments to fit an online format. Although we had already adapted MSW signature assignments to fit online delivery and assessment methods due to having an online MSW program, we had not done so for BSW signature assignments. We are unsure of how COVID-related course changes may have impacted students' abilities to learn and demonstrate competency or for instructors to rate students' competencies. In addition, field practicum placements moved online for many students which may have affected their ability to practice the necessary behaviors or for their field instructors to assess their competency. Caution was used when interpreting the assessment results from this year and will also need used when interpreting results from the 2020-2021. We will be looking for patterns rather than making changes after only one year of data collection.

Conclusion and Next Steps

As mentioned previously, we will continue to look for patterns in assessment scores for students in our programs and will look at data from the 2020-2021 academic year to compare to this year's data. In addition to the impact of COVID on our students, the delivery of our courses, and our assessment measures, our School is also going through a great deal of transition which will affect assessment in the upcoming years. First, we have been going through the reaffirmation process of our CSWE accreditation and recently had successful site visits in Fall 2020. Upon receipt of the letter of reaffirmation, expected in Spring 2021, we will explore curricular revisions we would like to make in the near future. CSWE is releasing updated accreditation standards which are expected in 2022 and will also contribute to any upcoming curricular revision. As our curriculum changes and as CSWE updates expected student competencies, so will our assessment measures need to change. In addition to these external changes which will affect assessment, we have had some significant internal changes. In May 2020, our Director of Educational Assessment retired from our School and her position was not replaced. Assessment responsibilities temporarily shifted to our Associate Dean for Academic Affairs. Dean Tamara Davis, who began her position in Summer 2018, led our School through a strategic planning process which wrapped up in December 2020 and will result in assessment changes. Namely, the School decided to create an Assessment Committee to oversee program assessment moving forward. It is expected that this committee will be formed in 2021 and this group will then consider revisions to our assessment process. Lastly, faculty and administrators have expressed a desire to assess more about the climate of the School and the experiences of students related to racial justice, equity, and inclusion rather than focusing primarily on the competencies. Although we will continue assessing competencies as required by CSWE, we will consider adding additional measures which better assess the climate of the School.

Profiles of Learning for Undergraduate Success

As noted above, the Bachelor of Social Work (BSW) program prepares students for generalist social work practice. Fifteen courses inclusive of a two-course, 560-hour field practicum constitute the curriculum. The curriculum is competency-based as articulated in the Educational Policy and Accreditation Standards of the Council on Social Work Education, the national accrediting body of Schools of Social Work. Students are expected to demonstrate competency in the following nine domains: ethical and professional behavior; diversity and difference in practice; human rights and social, economic, and environmental justice; research; policy; engagement; assessment; intervention; and evaluation. Student learning and program level outcomes are directly linked to these areas of competency. BSW Program Level outcomes are as follows:

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, & Communities
7. Assess Individuals, Families, Groups, Organizations, & Communities
8. Intervene with Individuals, Families, Groups, Organizations, & Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities

The matrix in Appendix G aligns the Profiles of Learning for Undergraduate Success (i.e., Profiles) with the above identified BSW program level outcomes. In addition, primary courses associated with each program level outcome are identified as well as course-level signature assignments used to assess student learning. The Senior BSW Program Director initially mapped the profiles onto the BSW program level outcomes. Thereafter, a group of full-time faculty who teach in the BSW program were convened to provide feedback and certify the work. The final version of the matrix was submitted to the IUPUI Division of Undergraduate Education during the 2019-2020 academic year.

Work on the profiles remains ongoing as directed by the IUPUI Division of Undergraduate Education. Discussions regarding assessment of profiles just recently commenced within the

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Undergraduate Affairs Committee, and assessment guidelines are expected presently. Assessment of the
profiles within the School of Social will follow.

Appendix A

BSW Courses and Corresponding Signature Assignments Used to Assess Competency

<p>141 Introduction to Social Work Signature Assignment: Agency Assessment</p>	
<p>Competency 1</p>	<p>Demonstrate Ethical and Professional Behavior</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <ul style="list-style-type: none"> (1) Understand the value base of the profession. (2) Differentiate between personal and professional values. (3) Apply systems theory to an identified agency. (4) Apply strengths perspective to an identified agency. (5) Demonstrate understanding of the role of scholarly research in practice.
<p>102 Understanding Diversity in a Pluralistic Society Signature Assignment: Dominant/Subordinate Groups Reflection Paper</p>	
<p>Competency 2</p>	<p>Engage Diversity and Difference in Practice</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <ul style="list-style-type: none"> (1) Understand how diversity and difference characterize and shape the human experience. (2) Understand how diverse characteristics intersect across a variety of factors. (3) Understand that a person’s life experiences, including oppression, poverty, marginalization, alienation, privilege, power, and acclaim pose differences.

251 History and Analysis of Social Welfare Policy Signature Assignment: Policy Analysis Report	
Competency 3	<p>Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p>(1) Apply a policy analysis framework to analyze current and/or proposed policy designed to address social issues(s).</p>
Competency 5	<p>Engage in Policy Practice</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p>(1) Address the historical background of a current social issue.</p> <p>(2) Competency to analyze variety of aspects of the social issue.</p>
371 Social Work Research Signature Assignment: Evaluating Empirical Research	
Competency 4	<p>Engage in Practice-Informed Research and Research-Informed Practice</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p>(1) Explain the role of research in social work practice.</p> <p>(2) Identify research questions/hypotheses in social work research.</p> <p>(3) Identify research methods used in social work research.</p> <p>(4) Discuss findings and implications of social work research.</p>
352 Social Welfare Policy and Practice Signature Assignment: Individual Policy Practice Portfolio	
Competency 5	<p>Engage in Policy Practice</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p>(1) Communicate with decision-makers to advocate for client systems.</p> <p>(2) Engage policy practice skills to effect client system change.</p>

472 Social Work Practice Evaluation Signature Assignment: Single-System Design Proposal	
Competency 4	Engage in Practice-Informed Research and Research-Informed Practice Measurement items demonstrated in the assignment and scored by faculty: (1) Use qualitative and quantitative methods to develop a single-system design.
Competency 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Measurement items demonstrated in the assignment and scored by faculty: (1) Evaluate client outcomes using quantitative methods and qualitative conclusions.
221 Human Growth and Development in the Social Environment Signature Assignment: Life Stage Observation Project	
Competency 6	Engage with Individuals and Families Measurement items demonstrated in the assignment and scored by faculty: (1) Integrate information from observation that is relevant to an individual's life stage. (2) Understand theories as they relate to engagement.
Competency 7	Assess Individuals and Families Measurement items demonstrated in the assignment and scored by faculty: (3) Understand theories as they relate to assessment.
331 Generalist Social Work Practice I: Theory and Skills Signature Assignment: Video Tape Demonstration	
Competency 6	Engage with Individuals and Families Measurement items demonstrated in the assignment and scored by faculty: (1) Demonstrate basic generalist skills to engage individuals in family and community context.
Competency 7	Assess Individuals and Families Measurement items demonstrated in the assignment and scored by faculty: (2) Demonstrate basic generalist skills to assess individuals in family and community context.

322 Small Group Theory and Practice Signature Assignment: Experimental Group Leadership	
Competency 6	Engage with Groups Measurement items demonstrated in the assignment and scored by faculty: (1) Engage as a leader with groups.
Competency 7	Assess Groups Measurement items demonstrated in the assignment and scored by faculty: (2) Assess groups.
Competency 8	Intervene with Groups Measurement items demonstrated in the assignment and scored by faculty: (3) Intervene with groups.
Competency 9	Evaluate Practice with Groups Measurement items demonstrated in the assignment and scored by faculty: (4) Evaluate practice with groups.
332 Generalist Social Work Practice II Signature Assignment: Video Tape Demonstration	
Competency 8	Intervene with Individuals and Families Measurement items demonstrated in the assignment and scored by faculty: (1) Intervene with individuals and families at the generalist level. (2) Apply practice perspectives at the generalist level.
Competency 9	Evaluate practice with Individuals and Families Measurement items demonstrated in the assignment and scored by faculty: (3) Evaluate best practices and interventions with clients. (4) Identify expected outcomes.

423 Organizational Theory and Practice Signature Assignment: Organizational Assessment	
Competency 6	<p>Engage with Organizations</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p style="padding-left: 40px;">(1) Use human and organizational theories to facilitate engagement with organizations.</p>
Competency 7	<p>Assess Organizations</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p style="padding-left: 40px;">(2) Use human and organizational theories to assess program rationales and designs.</p>
Competency 8	<p>Intervene with Organizations</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p style="padding-left: 40px;">(3) Discuss organizational interventions and program interventions.</p>
Competency 9	<p>Evaluate Practice with Organizations</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p style="padding-left: 40px;">(4) Demonstrate understanding for the way a program could be evaluated in terms of reaching intended goals.</p>
433 Community Behavior and Practice Signature Assignment: Neighborhood Analysis Project	
Competency 6	<p>Engage with Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p style="padding-left: 40px;">(1) Use knowledge of classic and current theories of community and social change to engage with communities.</p>
Competency 7	<p>Assess Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p style="padding-left: 40px;">(2) Apply evidence-based practice to community assessment.</p> <p style="padding-left: 40px;">(3) Analyze community capacities in community assessments.</p>

<p>Competency 8</p>	<p>Intervene with Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <ul style="list-style-type: none"> (4) Identify potential community interventions. (5) Propose a community intervention that rationally follows analysis of strengths and challenges.
<p>Competency 9</p>	<p>Evaluate Practice with Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <ul style="list-style-type: none"> (6) Demonstrate knowledge that evaluation is an on-going component of social work practice with communities.

Appendix B

**MSW Foundation Level Signature Assignment Assessment Items
For the Nine Competencies by Course**

506 Introduction to the Social Work Profession Signature Assignment: DEAL Reflection Paper	
Competency 1	<p>Demonstrate Ethical and Professional Behavior</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <ul style="list-style-type: none"> (1) Comprehend value base and ethical standards of social work. (2) Identify laws and regulations relevant to social work practice. (3) Distinguish between personal and professional values. (4) Summarize the profession's history, missions, and roles. (5) Recognize the importance of life-long learning.
507 Engage Diversity and Difference in Practice Signature Assignment: <i>The New Jim Crow</i> and Racial Trauma Critical Reflection Paper (Part 1)	
Competency 2	<p>Engage Diversity and Difference in Practice</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <ul style="list-style-type: none"> (1) Describe potential effects of oppression and social marginalization.
507 Diversity, Human Rights, and Social Justice Signature Assignment: Environmental Justice Presentation (Part 2)	
Competency 3	<p>Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <ul style="list-style-type: none"> (1) Integrate a human rights and social justice framework in social work practice. (2) Describe how oppression can affect environmental justice.
502 Research 1 Signature Assignment: Evaluating Empirical Research	
Competency 4	<p>Engage in Practice-Informed Research and Research-Informed Practice</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <ul style="list-style-type: none"> (1) Explain the role of research in social work practice. (2) Identify research questions and/or hypotheses used in social work research. (3) Identify research methods used in social work research. (4) Discuss findings and implications of social work research.

505 Engage in Policy Practice Signature Assignment: Policy Analysis Paper	
Competency 5	<p>Engage in Policy Practice</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <ul style="list-style-type: none"> (1) Distinguish common attributes of service delivery systems. (2) Apply a policy analysis framework to a current or proposed policy. (3) Develop strategies for policy formulation.
508 Generalist Theory and Practice Signature Assignment: Biopsychosocial/Spiritual Interview and Assessment	
Competency 6	<p>Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <ul style="list-style-type: none"> (1) Demonstrate generalist skills to engage individuals in family and community context.
509 Social Work Practice: Organizations, Communities and Societies Signature Assignment: Community Needs Assessment -- Presentation and Paper	
Competency 6	<p>Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <ul style="list-style-type: none"> (1) Engage with organization and its representative groups.
508 Generalist Theory and Practice Signature Assignment: Biopsychosocial/Spiritual Interview and Assessment	
Competency 7	<p>Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <ul style="list-style-type: none"> (1) Apply generalist skills to assess individuals in family and community context.
509 Social Work Practice: Organizations, Communities, and Societies Signature Assignment: Community Needs Assessment – Presentation and Paper	
Competency 7	<p>Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <ul style="list-style-type: none"> (1) Assess the group, organizational, and community contexts.

508 Generalist Theory and Practice Signature Assignment: Biopsychosocial/Spiritual Interview and Assessment	
Competency 8	<p>Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p style="padding-left: 40px;">(1) Employ generalist skills to intervene with individuals in family and community context.</p>
509 Social Work Practice: Organizations, Communities, and Societies Signature Assignment: Community Needs Assessment – Presentation and Paper	
Competency 8	<p>Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p style="padding-left: 40px;">(1) Develop evidence-informed interventions with groups, organizations, and communities.</p>
508 Generalist Theory and Practice Signature Assignment: Biopsychosocial/Spiritual Interview and Assessment	
Competency 9	<p>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p style="padding-left: 40px;">(1) Describe how generalist skills are used in research to evaluate individuals in family and community context.</p>
509 Social Work Practice: Organizations, Communities, and Societies Signature Assignment: Community Needs Assessment – Presentation and Paper	
Competency 9	<p>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p style="padding-left: 40px;">(1) Plan evaluation of interventions with groups, organizations, and communities.</p>

Appendix C
MSW Advanced/Concentration Level Signature Assignment Assessment Items
for the Nine Competencies by Course

661 Executive Leadership Practice Signature Assignment: Leadership Analysis and Organizational Dimensions (Part A)	
Competency 1	Demonstrate ethical and professional behavior. Measurement items demonstrated in the assignment and scored by faculty: (1) Evaluate ethical and legal implications of executive decision-making in organizations.
661 Executive Leadership Practice Signature Assignment: Leadership Analysis and Organizational Dimensions (Part A)	
Competency 2	Engage Diversity and Difference in Practice Measurement items demonstrated in the assignment and scored by faculty: (1) Engage diversity and difference using a leadership framework to assess organizations.
519 Community and Global Theory and Practice Signature Assignment: Community and Global Practice Intervention	
Competency 3	Advance Human Rights and Social, Economic, and Environmental Justice Measurement items demonstrated in the assignment and scored by faculty: (1) Apply concepts of cultural humility and cultural sensitivity in clinical and community practice to promote socially just communities. (2) Critically analyze the impact of oppression on environmental justice in assessment and intervention with clinical and community practice.
623A Practice Evaluation: Introduction Signature Assignment: Evaluation Plan	
Competency 4	Engage in Practice-Informed Research and Research-Informed Practice Measurement items demonstrated in the assignment and scored by faculty: (1) Critique the relevant literature related to practice interventions research.
624A Program Evaluation: Introduction Signature Assignment: Program Evaluation Proposal	
Competency 4	Engage in Practice-Informed Research and Research-Informed Practice Measurement items demonstrated in the assignment and scored by faculty: (1) Critique the relevant literature related to program intervention research.

618 Engage in Policy Practice Signature Assignment: Policy Brief (Same across the 6 focus areas)	
Competency 5	Engage in Policy Practice Measurement items demonstrated in the assignment and scored by faculty: (1) Assess a policy issue from varying stakeholder perspectives as it relates to the focus area. (2) Analyze strengths and challenges related to a proposed policy position. (3) Evaluate how the proposed policy promotes culturally responsive practice.
518 Clinical Theory and Practice Signature Assignment: Identifying and Applying Trauma Principles and Strategies	
Competency 6	Engage with Individuals, Families, Groups, Organizations, and Communities Measurement items demonstrated in the assignment and scored by faculty: (1) Demonstrate advanced skills in clinical and community practice to engage individuals in family and community contexts.
519 Community and Global Theory and Practice Signature Assignment: Group Community Practice Paper	
Competency 6	Engage with Individuals, Families, Groups, Organizations, and Communities Measurement items demonstrated in the assignment and scored by faculty: (1) Critically analyze globalization and its impact on local contexts with clinical and community practice.
661 Executive Leadership Practice Signature Assignment: Leadership Analysis Paper (Part A)	
Competency 6	Engage Individuals, Families, Groups, Organizations, and Communities Measurement items demonstrated in the assignment and scored by faculty: (1) Apply theories of leadership to engage organizations.

517 Assessment in Mental Health and Addictions Signature Assignment: Case Critique Assignment	
Competency 7	<p>Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p>(1) Apply a variety of paradigms, perspectives, biopsychosocial, and multidimensional perspectives to assessment in clinical and community practice.</p> <p>(2) Accurately diagnose mental health and psychosocial issues in clinical and community practice.</p>
518 Clinical Social Work Theory and Practice	
Competency 7	<p>Assess with Individuals, Families, Groups, Organizations, and Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p>(1) Apply advanced skills in clinical and community practice to individual, family and community assessments.</p>
519 Community and Global Theory and Practice Signature Assignment: Community and Global Practice Intervention Presentation and Paper	
Competency 7	<p>Assess Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p>(1) Assess a community or social development issue in clinical and community practice using theories of community practice and social development.</p>
518 Clinical Theory and Practice Signature Assignment: Case Analysis	
Competency 8	<p>Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p>(1) Employ advanced skills in clinical and community practice to intervene with individuals, families, and communities.</p>

519 Community and Global Theory and Practice Signature Assignment: Community and Global Practice Intervention Presentation and Paper	
Competency 8	<p>Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p>(1) Develop an intervention in clinical and community practice that uses community practice and social development theories within a human rights framework.</p>
661 Executive Leadership Practice Signature Assignment: Leadership Analysis (Part A)	
Competency 8	<p>Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p>(1) Develop an intervention plan at the clinical and community practice level that includes detailed action steps.</p>
518 Clinical Theory and Practice Signature Assignment: Case Analysis	
Competency 9	<p>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p>(1) Describe how skills in clinical and community practice are used to evaluate outcomes for individuals, families, and communities.</p>
623B Practice Evaluation: Application Signature Assignment: Single System Intervention, Findings, and Report	
Competency 9	<p>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Measurement items demonstrated in the assignment and scored by faculty:</p> <p>(1) Develop and implement an intervention. (2) Assess the outcomes of an intervention.</p>

624B Program Evaluation: Application Signature Assignment: Program Evaluation Report	
Competency 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Measurement items demonstrated in the assignment and scored by faculty: (1) Develop and implement a program intervention. (2) Assess the outcomes of a program intervention. (3) Synthesize practice implications of the program intervention.

Appendix D

BSW CSWE Field Behaviors Assessed with the Learning Evaluation Plan

EPAS Competency	Behaviors Assessed
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> • Apply the standards of the NASW Code of Ethics to inform ethical decision making. • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. • Demonstrate professional demeanor in behavior, appearance, and oral and written communication. • Use technology professionally, ethically, and appropriately to facilitate practice outcomes. • Use supervision and consultation to guide professional judgement and behavior.
Competency 2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> • Students engage in practice that advances social, economic, and environmental justice.
Competency 4: Engage in Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> • Analyze quantitative and/or qualitative research methods and translate outcomes to inform and improve practice, policy, and/or service delivery.
Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> • Assess and apply policy at the local, state, and/or federal level that impacts well-being, service delivery, and access to social services.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Apply theoretical frameworks in engaging with diverse client systems. • Use empathy, reflection, and interpersonal skills to effectively engage diverse client systems.

<p>Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Apply theoretical frameworks in assessment with diverse client systems. • Develop mutually agreed-on intervention goals and objectives based on critical assessment of strengths, needs, and challenges with client systems. • Select and implement appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems.
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Apply theoretical frameworks in interventions with diverse client systems. • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. • Negotiate, mediate, and advocate with and on behalf of diverse client systems. • Facilitate effective transitions and endings with client systems that advance mutually agreed on goals.
<p>Competency 9: Evaluate with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Apply theoretical frameworks in evaluating practice with diverse client systems. • Critically analyze, monitor, and evaluate intervention and program processes and outcomes. • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Appendix E

MSW Generalist/Foundation CSWE Field Behaviors Assessed with the Learning Evaluation Plan

EPAS Competency	Behaviors Assessed
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> • Apply the standards of the NASW Code of Ethics to inform ethical decision making. • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. • Demonstrate professional demeanor in behavior, appearance, and oral and written communication. • Use technology professionally, ethically, and appropriately to facilitate practice outcomes. • Use supervision and consultation to guide professional judgement and behavior.
Competency 2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> • Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> • Students engage in practice that advances social, economic, and environmental justice.
Competency 4: Engage in Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> • Analyze quantitative and/or qualitative research methods and translate outcomes to inform and improve practice, policy, and/or service delivery.
Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> • Assess and apply policy at the local, state, and/or federal level that impacts well-being, service delivery, and access to social services.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Apply theoretical frameworks in engaging with diverse client systems. • Use empathy, reflection, and interpersonal skills to effectively engage diverse client systems.

<p>Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Apply theoretical frameworks in assessment with diverse client systems. • Develop mutually agreed-on intervention goals and objectives based on critical assessment of strengths, needs, and challenges with client systems. • Select and implement appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems.
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Apply theoretical frameworks in interventions with diverse client systems. • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. • Negotiate, mediate, and advocate with and on behalf of diverse client systems. • Facilitate effective transitions and endings with client systems that advance mutually agreed on goals.
<p>Competency 9: Evaluate with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Apply theoretical frameworks in evaluating practice with diverse client systems. • Critically analyze, monitor, and evaluate intervention and program processes and outcomes. • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Appendix F

MSW Advanced/Concentration CSWE Field Behaviors Assessed with the Learning Evaluation Plan

EPAS Competency	Behaviors Assessed
<p>Competency 1: Demonstrate Ethical and Professional Behavior</p>	<ul style="list-style-type: none"> • Establish and maintain professional roles and boundaries with multiple constituencies, e.g., use of discretion in speaking with clients and professional colleagues, appropriate self-disclosure, ethical management of dual relationships, and written and oral communications. • Utilize feedback from multiple sources for self-correction. Examples include: personal introspection, self-awareness, supervision, peer consultation, and continuing education. • Critically analyze ethical dilemmas and apply the NASW Code of Ethics, relevant laws/regulations, and models for ethical decision-making. • Demonstrate effective oral and written communication skills and strategies with client systems, stakeholders, colleagues, and other professionals.
<p>Competency 2: Engage Diversity and Difference in Practice</p>	<ul style="list-style-type: none"> • Identify personal biases and values while working with diverse clients and constituents and apply self-regulation methods. • Recognize and reduce bias that leads to disproportionate representation within specific populations (e.g., racial and cultural minority groups and social class groups) and that impacts practice, policy, organizational culture and program development. • Promote diversity and difference from a strengths perspective, with emphasis on negotiating, mediating, and/or advocating with client systems to address oppression and discrimination at individual and system levels. • Analyze how the practice setting’s historical context informs current practice to advance cultural awareness within the setting.

<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>	<ul style="list-style-type: none"> • Identify gaps and barriers to social service delivery that contribute and perpetuate patterns of marginalization, vulnerability, and oppression. • Analyze social structures, values, and patterns of privilege and power that create disproportionality in systems that serve individuals and communities. • Integrate the voices of stakeholders in organizational and community policies and practices to advocate and advance social, economic, and environmental justice.
<p>Competency 4: Engage in Practice-informed Research and Research-informed Practice</p>	<ul style="list-style-type: none"> • Identify, evaluate, and integrate multiple sources of research-informed interventions to promote improved services with client systems. • Use and translate research evidence to inform and improve policies, practice, and services.
<p>Competency 5: Engage in Policy Practice</p>	<ul style="list-style-type: none"> • Analyze and advocate for legislation and/or policies that advance social, economic, and environmental well-being of individuals, families, organizations and communities. • Collaborate with stakeholders to promote policies that advance best practices and the social well-being of client systems.
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Apply theoretical frameworks to inform and guide engagement processes with individuals, families, groups, organizations, and communities. • Establish meaningful, culturally sensitive and relevant professional relationships with diverse client systems. • Collaborate through an interprofessional approach with colleagues and community partners to support individuals, families, groups, organizations, and communities.
<p>Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Apply culturally appropriate social work perspectives, theories, and models to assess individuals, families, groups, organizations, and communities. • Utilize evidence-based and best-practices assessment of individuals, families, groups, organizations, and communities.

<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Apply culturally appropriate social work perspectives, theories, and models to intervene with individuals, families, groups, organizations, and communities. Interpret and use • assessment data to create mutually agreed upon goals and interventions with individuals, families, groups, organizations, and communities. • Implement culturally appropriate evidence and strengths based interventions for individuals, families, groups, organizations and communities.
<p>Competency 9: Evaluate with Individuals, Families, Groups, Organizations, and Communities</p>	<ul style="list-style-type: none"> • Apply culturally appropriate social work perspectives, theories, and models that guide evaluation of practice with individuals, families, groups, organizations, and communities. • Conduct ongoing evaluation of client system progress and efficacy of interventions with individuals, families, groups, organizations, and communities. • Evaluate outcomes of interventions and use findings to improve practice with individuals, families, groups, organizations, and communities.

Appendix G

Alignment of Profiles of Learning for Undergraduate Success (IUPUI+) and Program-level Learning Outcomes Bachelor of Social Work Program Indiana University School of Social Work			
Profiles of Learning for Undergraduate Success (IUPUI+)	Program Level Learning Outcomes	Primary Course(s) Linked to Learning Outcomes	Course-level Signature Assignment(s) Linked to Learning Outcomes
<p>Problem Solver</p> <ul style="list-style-type: none"> • Thinks critically • Analyzes, synthesizes, and evaluates <p>Community Contributor</p> <ul style="list-style-type: none"> • Builds community • Behaves ethically <p>Communicator</p> <ul style="list-style-type: none"> • Listens actively • Builds relationships • Listens actively • Conveys ideas effectively 	<p>1. Demonstrate ethical and professional behavior</p> <p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social Workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p><i>Introduction to Social Work</i> (SWK-S141)</p> <p><i>Social Work Practicum I</i> (SWK-S481)</p> <p><i>Social Work Practicum II</i> (SWK-S482)</p>	<p>Agency Assessment (SWK-S141)</p> <p>Mid-point Learning and Evaluation Plan (LEP)</p> <p>Final Learning and Evaluation Plan (LEP)</p>
<p>Community Contributor</p> <ul style="list-style-type: none"> • Respectfully engages own and other cultures <p>Innovator</p> <ul style="list-style-type: none"> • Confronts challenges 	<p>2. Engage diversity and difference in practice</p> <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social Workers understand that, as a consequence of difference, a person's life experiences may include</p>	<p><i>Understanding Diversity in a Pluralistic Society</i> (SWK-S102)</p> <p><i>Social Work Practicum I</i> (SWK-S481)</p>	<p>Diversity Reflection Paper (SWK-S102)</p> <p>Mid-point Learning and Evaluation Plan (LEP)</p>

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	oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	<i>Social Work Practicum II</i> (SWK-S482)	Final Learning and Evaluation Plan (LEP)
<p>Innovator</p> <ul style="list-style-type: none"> • Investigates • Creates/designs • Confronts challenges • Makes decisions 	<p>3. Advance human rights and social, economic, and environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p><i>History and Analysis of Social Welfare Policy</i> (SWK-S251)</p> <p><i>Social Work Practicum I</i> (SWK-S481)</p> <p><i>Social Work Practicum II</i> (SWK-S482)</p>	<p>Policy Analysis Report (SWK-S251)</p> <p>Mid-point Learning and Evaluation Plan (LEP)</p> <p>Final Learning and Evaluation Plan (LEP)</p>
<p>Problem Solver</p> <ul style="list-style-type: none"> • Thinks critically • Analyzes, synthesizes, and evaluates 	<p>4. Engage in practice-informed research and research-informed practice</p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<p><i>Social Work Research</i> (SWK-S371)</p> <p><i>Statistical Reasoning in Social Work</i> (SWK-S372)</p> <p><i>Social Work Practice Evaluation</i> (SWK-S472)</p>	<p>Evaluating Empirical Research (SWK-S371)</p> <p>Data Analysis Paper and Presentation (SWK-S372)</p> <p>Single-Subject Research Design Proposal (SWK-S472)</p>

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		<i>Social Work Practicum I</i> (SWK-S481)	Mid-point Learning and Evaluation Plan (LEP)
		<i>Social Work Practicum II</i> (SWK-S482)	Final Learning and Evaluation Plan (LEP)
<p>Problem Solver</p> <ul style="list-style-type: none"> • Thinks critically • Collaborates • Analyzes, synthesizes, and evaluates • Perseveres <p>Communicator</p> <ul style="list-style-type: none"> • Evaluates information • Listens actively • Builds relationships • Conveys ideas effectively <p>Innovator</p> <ul style="list-style-type: none"> • Creates/designs • Makes decisions 	<p>5. Engage in policy practice</p> <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	<p><i>History and Analysis of Social Welfare Policy</i> (SWK-S251)</p> <p><i>Social Welfare Policy and Practice</i> (SWK-S352)</p> <p><i>Social Work Practicum I</i> (SWK-S481)</p> <p><i>Social Work Practicum II</i> (SWK-S482)</p>	<p>Policy Analysis Report (SWK-S251)</p> <p>Individual Policy Practice Portfolio (SWK-S352)</p> <p>Mid-point Learning and Evaluation Plan (LEP)</p> <p>Final Learning and Evaluation Plan (LEP)</p>
<p>Communicator</p> <ul style="list-style-type: none"> • Listens actively • Builds relationships • Conveys ideas effectively <p>Community Contributor</p> <ul style="list-style-type: none"> • Builds community • Respectfully engages own and other cultures • Behaves ethically 	<p>6. Engage with individuals, families, groups, organizations, and communities</p> <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</p>	<p><i>Human Growth and Development in the Social Environment</i> (SWK-S221)</p> <p><i>Generalist Social Work Practice I: Theory and Skills</i> (SWK-S331)</p>	<p>Life Stage Observation Project (SWK-S221)</p> <p>Video Demonstration Project (SWK-S331)</p>

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<ul style="list-style-type: none"> • Anticipates consequences 	<p>Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	<p><i>Generalist Social Work Practice II</i> (SWK-S332)</p> <p><i>Small Group Theory and Practice</i> (SWK-S322)</p> <p><i>Organizational Theory and Practice</i> (SWK-S423)</p> <p><i>Community Behavior and Practice within a Generalist Perspective</i> (SWK-S433)</p> <p><i>Social Work Practicum I</i> (SWK-S481)</p> <p><i>Social Work Practicum II</i> (SWK-S482)</p>	<p>Client Process from Engagement to Termination Assignment (SWK-S332)</p> <p>Experiential Group Leadership Assignment (SWK-S322)</p> <p>Organizational Assessment (SWK-S423)</p> <p>Neighborhood Analysis Project (SWK-S433)</p> <p>Mid-point Learning and Evaluation Plan (LEP)</p> <p>Final Learning and Evaluation Plan (LEP)</p>
<p>Communicator</p> <ul style="list-style-type: none"> • Evaluates information • Listens actively 	<p>7. Assess individuals, families, groups, organizations, and communities</p> <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf</p>	<p><i>Generalist Social Work Practice I: Theory and Skills</i> (SWK-S331)</p>	

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<ul style="list-style-type: none"> • Builds relationships • Conveys ideas effectively <p>Problem Solver</p> <ul style="list-style-type: none"> • Thinks critically • Collaborates • Analyzes, synthesizes, and evaluates 	<p>of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p><i>Generalist Social Work Practice II</i> (SWK-S332)</p> <p><i>Small Group Theory and Practice</i> (SWK-S322)</p> <p><i>Organizational Theory and Practice</i> (SWK-S423)</p> <p><i>Community Behavior and Practice within a Generalist Perspective</i> (SWK-S433)</p> <p><i>Social Work Practicum I</i> (SWK-S481)</p> <p><i>Social Work Practicum II</i> (SWK-S482)</p>	<p>Client Process from Engagement to Termination Assignment (SWK-S332)</p> <p>Experiential Group Leadership Assignment (SWK-S322)</p> <p>Organizational Assessment (SWK-S423)</p> <p>Neighborhood Analysis Project (SWK-S433)</p> <p>Mid-point Learning and Evaluation Plan (LEP)</p> <p>Final Learning and Evaluation Plan (LEP)</p>
<p>Communicator</p> <ul style="list-style-type: none"> • Evaluates information • Listens actively 	<p>8. Intervene with individuals, families, groups, organizations, and communities</p>	<p><i>Generalist Social Work Practice II</i> (SWK-S332)</p>	<p>Client Process from Engagement</p>

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<ul style="list-style-type: none"> • Builds relationships • Conveys ideas effectively <p>Problem Solver</p> <ul style="list-style-type: none"> • Thinks critically • Collaborates • Analyzes, synthesizes, and evaluates • Perseveres <p>Innovator</p> <ul style="list-style-type: none"> • Creates/designs • Confronts challenges • Makes decisions <p>Community Contributor</p> <ul style="list-style-type: none"> • Builds community • Respectfully engages own and other cultures • Behaves ethically • Anticipates consequences 	<p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the important of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>	<p><i>Small Group Theory and Practice</i> (SWK-S322)</p> <p><i>Organizational Theory and Practice</i> (SWK-S423)</p> <p><i>Community Behavior and Practice within a Generalist Perspective</i> (SWK-S433)</p> <p><i>Social Work Practicum I</i> (SWK-S481)</p> <p><i>Social Work Practicum II</i> (SWK-S482)</p>	<p>to Termination Assignment (SWK-S332)</p> <p>Experiential Group Leadership Assignment (SWK-S322)</p> <p>Organizational Assessment (SWK-S423)</p> <p>Neighborhood Analysis Project (SWK-S433)</p> <p>Mid-point Learning and Evaluation Plan (LEP)</p> <p>Final Learning and Evaluation Plan (LEP)</p>
<p>Problem Solver</p> <ul style="list-style-type: none"> • Thinks critically • Analyzes, synthesizes, and evaluates <p>Community Contributor</p> <ul style="list-style-type: none"> • Builds community 	<p>9. Evaluate individuals, families, groups, organizations, and communities</p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating</p>	<p><i>Social Work Practice Evaluation</i> (SWK-S472)</p> <p><i>Generalist Social Work Practice II</i> (SWK-S332)</p>	<p>Single-Subject Research Design Proposal (SWK-S472)</p> <p>Client Process from Engagement to Termination Assignment</p>

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<ul style="list-style-type: none"> • Respectfully engages own and other cultures • Behaves ethically • Anticipates consequences 	<p>outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</p>	<p><i>Small Group Theory and Practice</i> (SWK-S322)</p> <p><i>Organizational Theory and Practice</i> (SWK-S423)</p> <p><i>Community Behavior and Practice within a Generalist Perspective</i> (SWK-S433)</p> <p><i>Social Work Practicum I</i> (SWK-S481)</p> <p><i>Social Work Practicum II</i> (SWK-S482)</p>	<p>(SWK-S332)</p> <p>Experiential Group Leadership Assignment (SWK-S322)</p> <p>Organizational Assessment (SWK-S423)</p> <p>Neighborhood Analysis Project (SWK-S433)</p> <p>Mid-point Learning and Evaluation Plan (LEP)</p> <p>Final Learning and Evaluation Plan (LEP)</p>
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