

**Indiana University School of Social Work**  
**PRAC Annual Report**  
**2009-2010 Academic Year**

## **Introduction**

The Indiana University School of Social Work (IUSSW) was founded in 1911, and in 2011, will celebrate its centennial anniversary. The School currently offers social work education and the Baccalaureate, Masters, and Doctoral level. The Bachelor (BSW) and the Master of Social Work (MSW) programs are both accredited by the Council of Social Work Education (CSWE). In the spring semester of 2012, the BSW and MSW programs will be reviewed for reaffirmation by CSWE under new Education Policy and Accreditation Standards (EPAS 2008) that focus on competency-based education. The national accreditation covers all the programs of the system school. The BSW program is offered in Indianapolis, Bloomington and Richmond (IU East) and is in the process of being approved for Gary (IU Northwest). The MSW program is offered in Indianapolis, Richmond, Fort Wayne, South Bend and Gary. A one-time cohort is being planned for southern Indiana at IU Southeast in 2011. It is important to note that both BSW and MSW programs at IUPUI have new Program Directors who began their positions in July of 2010.

Since July 2007, the Division of Labor Studies merged with the School of Social Work and is now an undergraduate program within IUSSW. Labor Studies is also a system-wide program with offices in Bloomington, Fort Wayne, IUPUI, Kokomo, IU Northwest and IU South Bend. The program offers a Bachelor of Science, an Associate of Science, a Certificate, and a minor in Labor Studies.

In order to make the transition to competency-based education as articulated in the CSWE Educational Policy and Accreditation Standards (EPAS 2008), the faculty in the social work programs has been working to operationalize the 10 identified core competencies for the various program levels and advanced graduate concentrations of the IUSSW social work program. Competencies are being linked to the objectives of each course in the curriculum and will be assessed in the field practica as well as by the faculty themselves. This report will highlight progress on preparation for the reaffirmation assessment as well as other ongoing efforts to assess the achievement of identified program outcomes that have been traditionally identified by IUSSW to facilitate high levels of student achievement of competencies. This report will summarize these efforts by program level.

## **Bachelor of Social Work**

The BSW program operates in multiple contexts that both guide the development and implementation of curriculum as well as provide a framework for assessment of student achievement. Given that the program has an upcoming reaffirmation of national accreditation, the first context to be considered is the shift to competency-based education required by CSWE.

During the past year, the BSW committee has worked diligently to review the core competencies mandated by CSWE and identify where in the curriculum that content is delivered to facilitate student achievement of those competencies. In addition to the core competencies, CSWE has identified 41 foundational practice behaviors for generalist social work practice (See Appendix A). The BSW committee has adopted these 41 practice behaviors as the operationalization of these competencies. CSWE has also mandated that these practice behaviors be assessed by two measures, one of which must be in the field practicum; field education has been identified as the *signature pedagogy* for social work education.

The second context for the assessment of social work education is at the level of the university, which is also facing an accreditation process. The BSW program has been actively involved in the identified of the Principles of Undergraduate Education (PUL) as major and moderate emphasis in each of the social work courses offered. Selected faculty provided scores for students on classroom assignments related to the identified PUL and additional classes will be assessed in the Fall 2010 and Spring 2011 semesters. It is interesting to note that there is significant overlap between the identified competencies of CSWE for social work education and the PULs: examples include critical thinking, values and ethics and understanding culture and society. To the extent of this overlap, efforts to assess the competencies triangulate the assessment of the PULS and the existing assessment data on the competencies have implications for the assessment of the PULS.

The report below will be focused around the two efforts identified above: A. Assessment of Competency-based education (1. in field practicum and 2. through coursework collected in an ePortfolio); and B. PUL assessment.

#### A1. Assessment of Competency-based Education – Field Education

##### 1. What general outcome are you seeking?

The BSW program seeks to have our 85% of our graduating seniors achieve competency as demonstrated in their field practicum on 100% of the 41 identified practice behaviors articulated by CSWE.

##### 2. How would you know the practice behaviors if you saw them?

The practice behaviors were articulated by the Council on Social Work Education and were designed to focus on observable behavior that would be assessed in the field practica as well as at least one other means as identified by the program. During the past year, the BSW program revised the course description and assessment tools utilized in the two practica, one at the Junior level and one at the Senior level. The field assessment tool, the Learning Evaluation Tool (LET), is now linked to the 41 practice behaviors with the expectation that students and agency-based field instructors will identify tasks that

students may perform in the agency which will allow the demonstration of each practice behavior. Students will be expected to provide documentation of each of the practice behaviors and both the student and the agency-based field instructor will assess the level of competency.

During the 2009-2010 academic year, the IUSSW participated in a pilot program conducted by the Baccalaureate Program Directors organization (BPD) to provide nationalized assessment of student achievement of the foundation CSWE competencies. The tool (Field/Practicum Placement Assessment Instrument or FPPAI) ) is designed for agency-based Field Instructors to assess student achievement of competencies. It was administered to a group of field instructors for the Fall 2009 and Spring 2009 practica, which included a mix of Junior and Senior level students.

3. What opportunities do students have to learn it?

The BSW program has 13 required courses, not including practica, which deliver content and opportunities for application of content to prepare students for practice. Each course has articulated objectives which have been systematically linked to the CSWE core competencies to create an educational matrix. The BSW committee has reviewed the current linkages and is initially confident that the content delivered should facilitate the development of the core competencies, however, this matrix will be revisited once assessment information is available at the end of this academic year.

4. How are you measuring each of the desired behaviors identified in #2 above?

Each of the 41 practice behaviors will be assessed by both the student themselves and their field instructors during their Senior practicum, S482. The LET has been developed to provide a tool to gather this data. Each practice behavior will be assessed using a 7-point scale with 7 being a "Distinguished", 5 being "Proficient", 3 being "Apprentice" and 1 being "Not Demonstrated".

5. What are the assessment findings?

Although the program is currently in the implementation phase of this assessment process, assessment data from the pilot study conducted by BPD to assess the core competencies is available. A total of 44 (n=44) field instructors assessed students in the S482 (Senior) as well as the S381 (Junior) practicum (in the future, only Senior level data will be collected). The n of 44 represents about 1/3 of students enrolled in these courses. Although national norms are not yet available, it is heartening to note that field instructors rated students at or above competency on 9 of the 10 core competencies. The only area where students were NOT rated at competency was in the area of research. Unfortunately, the presentation of this data does not allow us to determine whether 85%

of students achieved competency but instead reported means for the students around each competency.

6. What improvements have been made based on the assessment findings?

The BSW committee will be reviewing the two research courses in the BSW curriculum to determine if any changes need to be made to facilitate student achievement of the research competency. It is important to note that there have been significant changes to the expectations for students in the application of evidence-based/best practice during the past few years that are now articulated in the core competency and practice behaviors relating to research. It is likely that changes will need to be made to courses to reflect those changes and increase student achievement in demonstrating the research competency.

## A2. Assessment of Competency-based Education – Educational Portfolio

1. What general outcome are you seeking?

In addition to the assessment in the field, accredited BSW programs are required to have another assessment measure of student achievement of the 41 practice behaviors. At the most recent BSW committee meeting, it was decided that the program would utilize a portfolio for faculty to assess student achievement of practice behaviors. The portfolio would be developed by the student, who selects products produced in academic courses or in field practicum that demonstrate their achievement of competency in each of the 41 practice behaviors. These products would need to not only demonstrate their knowledge (as in traditional academic papers) but would need to have a focus on the application of that knowledge in a practice situation (analysis of role play, reflection paper on practicum experiences, case examples, etc.). The portfolio products would be assessed by faculty liaisons to the practicum. We have identified the benchmark of 80% of our graduating seniors achieve competency as demonstrated in their portfolio on 100% of the 41 identified practice behaviors articulated by CSWE.

2. How would you know the practice behaviors if you saw them?

Because many of the portfolio products will be developed in the spring of Junior and Fall of Senior year, faculty who are assigned to liaison between the agency placements and the student, will be assigned the responsibility for reviewing and assessing portfolio products.

3. What opportunities do students have to learn it?

This response would be the same as in A1. Required social work courses are linked to the core competencies in a matrix. Faculty in those classes will work with students to identify educational products that may be appropriate for their portfolio.

4. How are you measuring each of the desired behaviors listed in #2?

The faculty will assess each of the 41 practice behaviors based on the evidence provided by student. We have recently begun to develop an ePortfolio site which would allow greater organization and consistency of assessment. The prototype of the ePortfolio was recently presented to the BSW committee who endorsed the effort which was well-received. In fact, one faculty member who voted against using portfolios commented that with the ePortfolio, he might be able to embrace the portfolio. At this time, the assessment scale will be imported from the LET field instrument – a 7-point scale. However, the committee made plans to develop individualized rubrics for each of the 41 practice behaviors based on the products which will be gathered in the fall semester S482 practicum.

5. What are the assessment findings?

At this time, there are no findings as the portfolio is a new method of assessment.

6. What improvements have been made based on assessment findings?

Because we have no findings, we are not able to make improvements but this will be a major focus of our process during the 2011-2012 academic year, as we prepare for our professional reaffirmation of accreditation.

## B. PUL Assessment

1. What general outcome are you seeking?

As one of many undergraduate majors at the IUPUI campus, the BSW program has identified how our current curriculum provides opportunities for students to demonstrate their achievement of the PULs. As a result of the educational opportunities provided in BSW coursework, 80% of Freshman and Sophomore students will achieve competency on the major and moderate emphasis PULs in each of their courses, and 90% of Junior and Senior students will achieve competency on the major and moderate emphasis PULs in each of their courses.

2. How would you know it if you saw it?

The stated PULs are to be assessed across the BSW curriculum. Faculty members are being offered opportunities for faculty development in assessing the PULs are part of their academic responsibilities in teaching BSW courses. Faculty attended one training

session in Fall 2009 and another is being offered in Fall 2010 on assessing PULs in BSW courses. In addition, there are opportunities for faculty to consult with program directors to enable them to make good assessments of the PULs based on classroom assignments.

3. What opportunities do students have to learn it?

Administrative faculty and staff have developed a matrix that identifies major and moderate emphasis of each PUL in the required BSW program courses. It has been determined that these courses provide educational content and experiences that allow students to build competency on those identified PULs.

4. How are you measuring each of the desired behaviors listed in #2?

An evaluation plan has been developed which will gather data on student achievement of identified PULs from faculty in identified courses. Data collection began in Spring 2010, and will continue in Fall 2010 and Spring 2011. The faculty member will identify one (or more) student products from the course which will provide the opportunity to assess the identified PUL, both major and moderate emphasis. These products will be evaluated according to a 4-point scale, with 3 being considered “competent.”

5. What are the assessment findings?

The School of Social Work received a report from the Office of Information Management and Institutional Research dated June 2010 which provided faculty ratings from both Social Work and Labor studies from data collected in Spring 2010 courses. The data was provided for courses at the 100, 200, 300 and 400 level courses as well as aggregate scores, for both major and moderate emphasis on the PULs. Aggregate scores, based on findings from 159 scores (n=159) were both above 3, indicating that faculty generally assessed students as “competent”. The scores tended to trend higher for Junior and Senior level courses than in Freshman and Sophomore courses although it is not possible to tell whether the trends are statistically significant. The scores for the PUL Intellectual Depth, Breadth, and Adaptiveness seemed to be lower than the other scores, in some courses having means below 3 (less than competent).

6. What improvements have been made based on assessment findings?

Program faculty and staff from the IUPUI campus will consider the findings and examine the issue of Intellectual Breadth, Depth and Adaptiveness in order to determine who we might better prepare our student to achieve competency on the PUL as well as facilitate faculty skills in assessing this competency.

## Master of Social Work

### 1. General Outcomes

The MSW Program is currently in transition, moving from an objectives-based curriculum to a competencies-based one as described above. For the 2009-10 academic year, students were expected to achieve knowledge and skills for entry-level social work practice at the graduate level through learning objectives related to the following:

- Social work values and ethics
- Human diversity and cultural competence
- Social and economic justice, including forms of oppression and discrimination
- History of the social work profession
- Bio-psycho-social variables affecting human behavior
- Theories pertaining to interaction among individuals, families, and groups
- Impact of social policies on individuals, families, organizations, and communities
- Qualitative and quantitative research methods
- Generalist social work practice
- Advanced social work practice in their area of concentration (mental health & addictions, child welfare, health care, families, leadership, or school social work)
- Critical thinking skills for practice

### 2. Student Outcomes

Graduating students currently self-report through an exit survey how the program has prepared them for entry-level practice.

Agency-based field instructors observe students in their agency setting. Through observation and various assignments, they assess the extent to which students have achieved the learning outcomes.

Additionally, the School receives pass rates for the social work licensure exam. While there are limitations to the use of pass rates, they remain an indicator of overall student outcomes for most social work programs. Content on the licensure exam is closely related to curriculum areas and program objectives. However, programs do not get scores related to specific curriculum areas or learning outcomes.

### 3. Student Learning Opportunities

The faculty, through the MSW Committee, establishes course objectives/learning outcomes for each course. The learning outcomes of required courses (54-57 credit hours out of a total of 60 needed for the degree) are linked to the overall program objectives. The learning outcomes are in turn linked to assessment measures. Generally the assessment tools used

within courses have been considered formative and the program has not relied on these for overall measures of success. This will likely change as the program moves to competency-based education.

The field practica (12 credits) at the intermediate and advanced levels provide students with the opportunity to fully learn and apply the program objectives and demonstrate expected learning outcomes.

#### 4. Measurement of each of the desired behaviors

On the exit survey, students respond to 46 Likert-scale items (1=very poorly prepared to 9=very well prepared) related to how well the MSW program has prepared them in all curriculum areas and expected outcomes.

The field practicum assessment tool uses a Likert-scale (1=poor to 5=superior) to measure student performance related to the program's learning outcomes. Students and field instructors complete these separately. These have primarily been used as the basis for assignment of a pass-fail to the field experience and have not been aggregated for use at the program level. Data from new field instruments related to the competencies will be aggregated for use in the future.

#### 5. Assessment findings

Exit survey results indicate that students find themselves between adequately prepared and well prepared on all 46 dimensions of the learning outcomes. The area in which students felt least, but still adequately, prepared was statistical analysis, followed by quantitative and qualitative research methods. However, they did indicate feeling well prepared to apply research findings from the literature to practice.

Students felt adequately prepared but not well prepared in areas related to understanding and analyzing social policies as they affect individuals, families, groups, communities and society as a whole. They also felt less than well prepared to influence policy formation consistent with social work values and ethics and advocating for necessary organizational change.

In most areas of practice, students felt they were well prepared. However, there were slightly lower scores related to theories pertaining to interactions among groups and families, as well as intervening therapeutically with groups and families.

The highest scores were seen in the areas of social work values and ethics and human diversity – close to very well prepared.



Licensure results: There is a lag in getting results from the licensure exam and there is no way of ascertaining the graduation year of students who take the test. In February, 2010, the program received results for MSW grads taking the exam in calendar year 2008. For the entry level licensure exam, the pass rate for Indiana University graduates (n=124) was 67% (including first and repeat test takers), compared to a national rate of 58%. Indiana University's pass rate has exceeded the national rate each year, however the rates have fluctuated. The most recent data are presented in the table below:

Year	Indiana University	National
2004	85% (n=86)	62%
2005	61% (n=82)	62%
2006	73% (n=108)	60%
2007	80% (n=115)	57%
2008	67% (n=124)	58%

#### 6. Improvements made based on assessment findings

In the 2009-10 academic year, the MSW program began its transition to competency-based education. The entire curriculum is under scrutiny to align previous curriculum and course objectives to prescribed core competencies (as determined by the Council on Social Work Education) as well as advanced practice behaviors for the five concentration areas. Newly developed assessment tools will give the program a better sense of student outcomes (mastery of competencies) and inform program improvements.

## **Doctor of Philosophy in Social Work**

### **1. *Internationalizing the PhD Program***

**Year:** Fall 2009, Spring/Summer 2010

**Aim:** To internationalize the PhD curriculum in the School of Social Work.

**Methods Used:** A. Visiting Scholar, B. Service Learning Course

#### **Changes Made:**

**A. Visiting Scholar.** The PhD Program in Social Work has an ongoing goal to internationalize its curriculum and its climate. We have already added one graduate course focusing on international social development (S712). In the fall of 2009 the school hosted its first semester-long Visiting Scholar from another country. Mr. Abebaw Gezie from Addis Ababa University (AAU) in Ethiopia was a Visiting Scholar at the School of Social Work from August-December 2009. His visit to IUPUI was supported with: 1) a grant from the International Association of Schools of Social Work (IASSW), 2) funding from Addis Ababa University, and 3) funding and in-kind support from the Indiana University School of Social Work. Mr. Gezie is a lecturer in Educational Psychology at AAU as well as a PhD student in AAU's School of Social Work and Social Development. During his stay in Indianapolis, Mr. Gezie participated in a variety of research, teaching and learning activities. He regularly participated in courses and other academic events (e.g., workshops, conferences, CT&L seminars) attended by our PhD students. He attended most sessions of the doctoral level scholarly writing course and gave two public lectures at the School.

**B. Service Learning Course.** Two PhD students in Social Work were involved in developing and teaching a study abroad service-learning course that was offered in Beijing, China in Summer 2010. With assistance from Dr. Adamek, the PhD Program Director, and Dr. Majewski, the Associate Dean, the two students—Susan Larimer and Jieru Bai--crafted a study abroad proposal that was approved in Spring 2010. Jieru's work on the project was supported in part by a grant from the Indiana University Office of the Vice Chancellor for International Affairs. Jieru is from China and attended PKU as an undergrad.

The course compared health care in the U.S. and China focusing on three issues: mental health, cancer, and HIV/AIDS. Five graduate and two undergraduate students in Social Work signed up for the course and travelled to Beijing in June 2010 with the co-instructors. The seven IUPUI students were joined by 21 Chinese students from Peking University Health Sciences campus for the three week long course. The course included didactic instruction in a classroom each morning and field visits to social service agencies and hospitals in the afternoons.

## **Impact of Changes:**

**A. Visiting Scholar.** Mr. Gezie's presence at the school was mutually beneficial. He was a full participant in the activities of the school and developed working relationships with several of our PhD students. For example, he consulted with our PhD students on technology issues and in turn educated our students about the issue of human trafficking through both class discussions and formal presentations. Mr. Gezie's connection with students and faculty at the IUSSW is ongoing. Dr. Adamek, who has been to AAU three times to teach the scholarly writing course, is serving as his dissertation chair. Also, Mr. Gezie collected data on a teaching and learning project during his stay at IUPUI and is co-authoring a manuscript based on the project with Dr. Chang and Dr. Khaja from IUSSW.

**B. Study Abroad Course.** The successful offering of a study abroad course at Peking University (PKU) further strengthened our developing partnership with PKU. Our faculty collaborators at PKU were very pleased with the course and have requested that it be offered again next summer. They are hopeful that they might be able to secure additional funding from their university to support a second offering of the course in summer 2011. A display about the course was presented at IUPUI's recent Study Abroad Fair (August 2010) and 25 IUPUI students indicated an interest in the course by giving their names and email addresses on a sign-up sheet. An additional 20 Social Work students have already indicated an interest in taking the course next summer. All seven students who travelled to Beijing and the two PhD students who co-taught the course were very excited about their experiences and learning opportunities. They will be giving a presentation about their trip to the IUSSW community in September, which we expect will generate even more interest in the course. Having our PhD students help to develop and offer this study abroad course is supporting the Principles of Undergraduate and Graduate Learning relating to international opportunities.

## ***2. Strengthening Research Foundation Content***

**Year:** Spring 2010

**Aim:** To strengthen the research foundation content PhD students receive to prepare them for the advanced coursework in research methods.

**Method Used:** Faculty and student discussion during PhD Committee meetings and a review of students' progress.

**Changes Made:** The Doctoral Program in Social Work requires that each PhD student complete 15 credits of graduate level foundation research course—typically 5 courses--before moving on to the advanced qualitative and quantitative methods courses and the research internship. Most students transfer in 6 credits (or two courses) of graduate research from their masters programs. Typically, new students then take the Intermediate Statistics course (S718) and the Scholarly Writing course (S721) as two more foundation research courses. That leaves one more graduate-level research foundation course for students to take. Up till now, students have pursued any graduate level research or statistics course to complete their research foundation credits. Many students complete an independent study. Given this open policy for

completing the foundation research content, there has been much variability in students' preparation for entering the advanced methods courses. The instructors for the advanced courses have repeatedly noted that some students do not seem prepared for the advanced content.

In the spring of 2010, Dr. Adamek shared a proposal from a student currently taking the quantitative research course: expand the course to two 3-credit courses, similar to our two course stats sequence (S718 and S728). The fall semester would focus on foundation research content and students' proposals for a research project. The spring semester would focus on advanced quantitative methods and implementation of the proposed projects. Expanding S726 to two 3-credit methods courses may have multiple benefits: 1) students can earn the additional foundation research credits they typically need, 2) the first semester would provide the grounding in basic research methods that many students have lacked, 3) the second semester could include additional advanced content such as conducting meta-analyses, and 4) two courses would better reflect the time and effort Dr. Kim devotes to teaching quantitative methods. Dr. Kim sought input about this proposal from her current students and they were in favor of the idea.

**Impact of Changes:** Since the advanced quantitative methods course (S726) will not be offered again until fall 2011, there will be time in the 2010 academic year to seek approval for the revised two course sequence. The instructor for the advanced qualitative methods course (S727) agreed that a similar two course sequence was not necessary for qualitative methods. After discussion of this issue in the PhD Committee meetings with both faculty and students present, a decision was made to pursue the development of our own foundation research methods course that will better prepare our students to enter the advanced course. Since the same instructor will teach both courses in the quantitative sequence, there will be greater likelihood that students will receive the instruction needed to prepare them for the advanced content.

### ***3. Promoting scholarly publication among PhD students***

**Year:** Fall 2009/Spring 2010

**Aim:** To encourage scholarly publication among our PhD students so that by the time they graduate they have a number of scholarly products on their curriculum vitae.

**Methods Used:**

- Offering a Scholarly Writing course
- Consideration of Multiple Manuscript Option to the dissertation
- Print and Electronic compilation of student publications and presentations
- Adding completed dissertations to ScholarWorks

**Changes Made:**

- **Scholarly writing course.** While the scholarly writing course (S721) is not new in our program, we have enhanced its emphasis on writing for publication. Student work that

started out as papers in the scholarly writing course and that ended up published in scholarly journals have been uploaded on ONCOURSE so that current students have models of published work completed by their peers.

- **Multiple Manuscript Option.** Dr. Vernon suggested that we consider a policy similar to one at the University of Michigan which offers its PhD candidates a “Multiple Manuscript” option in lieu of the traditional dissertation. At the University of Michigan, PhD students can elect to publish three manuscripts based on a study and write introductory and conclusion chapters. Drs. Vernon and Lay drafted some guidelines that we could follow in offering this option to our PhD candidates. This alternative was discussed in the PhD Committee and will continue to be considered for future PhD candidates.
- **Compilation of Student Publications and Presentations.** A comprehensive compilation of PhD students’ and graduates’ publications and presentations was presented in a booklet format at the PhD Spring Symposium in April 2010. A new format organizes the students’ scholarly work by category: books and chapters, journal articles, conference proceedings, technical reports, international presentations, national and regional presentations, state and local presentations, and university presentations. The 30 page booklet covers the five year period of 2006-2010 and was distributed to PhD alumni, emeriti faculty, Dean Queener, and our faculty on all of our campuses. An electronic version of the document is available on our new school website at:

[http://iupui.socialwork.iu.edu/academic\\_programs/phd\\_program\\_indianapolis/phd\\_program\\_indianapolis\\_publications.html](http://iupui.socialwork.iu.edu/academic_programs/phd_program_indianapolis/phd_program_indianapolis_publications.html)

- **Dissertations on ScholarWorks.** In spring and summer 2010, we worked with the staff at the University Library to add our graduates’ dissertations in pdf format to the digital depository known as ScholarWorks. ScholarWorks is the University Library's online institutional repository (<https://scholarworks.iupui.edu/>) devoted to collecting the scholarly endeavors of IUPUI faculty and students. So far, we have 14 of 16 completed dissertations added to the database. The dissertations are accessible through the School’s website  
[http://iupui.socialwork.iu.edu/academic\\_programs/phd\\_program\\_indianapolis/phd\\_program\\_indianapolis\\_dissertations.html](http://iupui.socialwork.iu.edu/academic_programs/phd_program_indianapolis/phd_program_indianapolis_dissertations.html)

as well as through the ScholarWorks site:

<https://scholarworks.iupui.edu/about>

### Impact of Changes:

- **Scholarly writing course.** Since most of our students take the Scholarly Writing course early in the coursework phase of the PhD program, they are being equipped from the outset with the knowledge and skills to produce scholarly products. They also receive the message early on that they are capable of producing scholarly work that is publishable.
- **Multiple Manuscript Option.** Though we have provisionally adopted a modified version of the University of Michigan’s guidelines for a Multiple Manuscript Option to

the dissertation, we have not yet had a PhD student pursue this option. We plan to continue to explore this as an alternative to the traditional dissertation.

- **Compilation of Student Publications and Presentations.** Though this is simply a printed (and electronic) list of students' scholarly work, it seems to have a self-fulfilling prophecy effect. Students' want to see their work included in the list and so voluntarily inform the PhD Director when they have an abstract accepted for presentation at a conference or when they have a paper accepted for publication. We distribute the publications booklet at social work conferences as well which brings further attention to the scholarly work being conducted by our PhD students. The list includes over 350 scholarly works produced by our PhD students and graduates.
- **Dissertations on ScholarWorks.** Here are some of the benefits we anticipate by including our graduates' dissertations in ScholarWorks:
  - \* IUPUI ScholarWorks is freely accessible to anyone on the web and crawled by Google and other search engines. This means potential employers and other scholars can easily locate our students' research, possibly increasing citations.
  - \* IUPUIScholarWorks is a digital archive, meaning University Library is dedicated to ensuring that electronic dissertations are maintained under current technological best practices.
  - \* IUPUIScholarWorks creates a unique and persistent Uniform Resource Identifier (URI) for every submitted item. This means that each dissertation will have a constant, unchanging link that can be included in bibliographies of those citing our students' work. No more dead links.
  - \* IUPUIScholarWorks tracks the number of times each dissertation is downloaded, giving insight into the impact students' work is making.
  - \* IUPUIScholarWorks is full-text searchable.
  - \* Students at universities across the world including: Texas A & M University, Drexel University, MIT, Oregon State University, University of North Carolina at Chapel Hill, and Yale University among others have begun submitting and archiving their thesis electronically.

As one indication of the impact of our students' work, we will be able to monitor the number of downloads of our graduates' dissertations that are posted on ScholarWorks.

## APPENDIX A

### Foundation Competencies and Practice Behaviors for BSW Graduates

#### ***Identify as a Professional Social Worker and Conduct Oneself Accordingly***

1. *Advocate for client access to the services of social work*
2. *Practice personal reflection and self-correction to assure continual professional development*
3. *Attend to professional roles and boundaries*
4. *Demonstrate professional demeanor in behavior, appearance, and communication*
5. *Engage in career-long learning*
6. *Use supervision and consultation*

#### ***Apply Social Work Ethical Principles to Guide Professional Practice***

7. *Recognize and manage personal values in a way that allows professional values to guide practice*
8. *Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers / International Association of Schools of Social Work Ethics in Social Work, Statement Principles*
9. *Tolerate ambiguity in resolving ethical conflicts*
10. *Apply strategies of ethical reasoning to arrive at principled decisions*

#### ***Apply Critical Thinking to Inform and Communicate Professional Judgments***

11. *Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom*
12. *Analyze models of assessment, prevention, intervention, and evaluation*
13. *Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues*

#### ***Engage Diversity and Difference in Practice***

14. *Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power*
15. *Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups*

16. *Recognize and communicate their understanding of the importance of difference in shaping life experiences*

17. *View themselves as learners and engage those with whom they work as informants*

***Advance Human Rights and Social and Economic Justice***

18. *Understand the forms and mechanisms of oppression and discrimination*

19. *Advocate for human rights and social and economic justice*

20. *Engage in practices that advance social and economic justice*

***Engage in Research-Informed Practice and Practice-Informed Research***

21. *Use practice experience to inform scientific inquiry*

22. *Use research evidence to inform practice*

***Apply Knowledge of Human Behavior and the Social Environment***

23. *Utilize conceptual framework to guide the processes of assessment, intervention, and evaluation*

24. *Critique and apply knowledge to understand personal environment*

***Engage in Policy Practice to Advance Social and Economic Well-Being and to Deliver Effective Social Work Services***

25. *Analyze, formulate, and advocate for policies that advance social well-being*

26. *Collaborate with colleagues and clients for effective policy action*

***Respond to Contexts that Shape Practice***

27. *Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services*

28. *Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services*

***Engage, Assess, Intervene, and Evaluate with Individuals, Families, Groups, Organizations, and Communities***



29. *Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities*

30. *Use empathy and other interpersonal skills*

31. *Develop mutually agreed-on focus of work and desired outcomes*

### **Assessment**

32. *Collect, organize, and interpret client data*

33. *Assess client strengths and limitations*

34. *Develop mutually agreed-on intervention goals and objectives*

35. *Select appropriate intervention strategies*

### **Intervention**

36. *Initiate actions to achieve organizational goals*

37. *Implement prevention interventions that enhance client capacities*

38. *Help clients resolve problems*

39. *Negotiate, mediate, and advocate for clients*

40. *Facilitate transitions and endings*

### **Evaluation**

41. *Social workers critically analyze, monitor, and evaluate interventions*