

Indiana University School of Social Work
PRAC Annual Report for the IUPUI BSW Program
2015-2016 Academic Year

The Indiana University School of Social Work (IUSSW) was founded in 1911, and offers social work education at the Baccalaureate, Master, and Doctoral level. The IUSSW is one of only two system schools at Indiana University. The Bachelor of Social Work (BSW) Program has been continuously accredited since 1975 by the Council of Social Work Education (CSWE). During the spring semester of 2012, the BSW and MSW programs completed their self-study for reaffirmation by CSWE under a new curriculum policy statement that focuses on competency-based education. The national accreditation for the BSW covers all the campuses of the system school. The BSW program is offered in Indianapolis, Bloomington, Richmond, Gary, and South Bend. CSWE re-accredited the BSW Program, in February, 2013 for 8 years (the maximum length of time for an accreditation cycle). This report focuses only on the IUPUI BSW Program option.

In order to make the transition to competency-based education as articulated in the CSWE 2008 Educational Policy and Accreditation Standards (EPAS), the faculty in the social work programs operationalized the 10 CSWE-identified core competencies. Competencies were then linked to the objectives of each course in the curriculum and are assessed in students' field practicums by agency-based associate faculty as well as by the classroom faculty. This report will summarize students' acquisition of the competencies at the efforts at the BSW Program level.

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. During the academic year 2009-2010, the BSW committee reviewed the core competencies mandated by CSWE and identified where curriculum 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. The BSW committee adopted these 41 practice behaviors as the operationalization of the CSWE competencies. CSWE 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 BSW curriculum has 13 required courses, not including the practicum which provide students the opportunity to apply course content in practice situations. Each course has articulated objectives which have been systematically linked to the CSWE core competencies to create an educational matrix. The BSW committee reviewed each syllabi and the designated linkages between competencies/practice behaviors and course objectives during the fall, 2011 School Retreat. A list of the CSWE competencies and the operationalized 41 practice behaviors are included below.

CSWE Foundation Competencies and Practice Behaviors for BSW Graduates (CSWE, 2008)

CSWE Competency 1. 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*

CSWE Competency 2. 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*

CSWE Competency 3. 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*

CSWE Competency 4. 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 informant*

CSWE Competency 5. 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*

CSWE Competency 6. Engage in Research-Informed Practice and Practice-Informed Research

21. *Use practice experience to inform scientific inquiry*
22. *Use research evidence to inform practice*

CSWE Competency 7. 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*

CSWE Competency 8. 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*

CSWE Competency 9. 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*

CSWE Competency 10. Engage, Assess, Intervene, and Evaluate with Individuals, Families, Groups, Organizations, and Communities

Engagement

- 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*

The 41 practice behaviors were assessed by both the student themselves and their field instructors during their practicum, S482 during Fall Semester, 2011. The Learning Evaluation Tool (LET) was developed to provide a tool to gather this data. Each practice behavior is assessed using a 7-point scale with 7 being a “Distinguished”, 5 being “Proficient”, 3 being “Apprentice” and 1 being “Not Demonstrated”. This tool is also used to assign a grade for the S482 course, which is either “Satisfactory” or “Fail”. The benchmark is that 85% of our BSW students will achieve at least a ‘5’ on all competencies. Averages for all practice behaviors, as scored by field instructors, are computed and entered in the table below under their respective competencies. Appendix A contains the aggregated results for the IUPUI campus.

In almost all cases, students achieved at least a ‘5’ on all of the CSWE competencies. In fact, the lowest scoring competency was Competency 5: Advance Human Rights and Social and Economic Justice. For this competency, 98.4% of students achieved a ‘5’ or better. The range for Competencies 1, 5, 8, 9 and three of the four components of Competency 10 was from 98.4% to 98.9%. Almost all students (99.5%) scored at a ‘5’ or above on Competencies 2 and the Assessment portion of Competency 10. One hundred percent of students scored at a ‘5’ or above for Competencies 3, 4, and 7. Students across the board had accomplished the level of competency required for professional social work at the BSW-level by the end of their practicums. Please follow this link to additional information about BSW student assessments:

https://socialwork.iu.edu/OfficeOfEducationAssessment/Assessment_of_Student_Outcomes/BSW.php

**Assessment of BSW Competencies
For IUPUI, Academic Year 2015-2016**

COMPETENCY	COMPETENCY BENCHMARK*	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
		IUPUI
Identify as a Professional Social Worker	≥ 5	98.9%
Apply Ethical Principles	≥ 5	99.5%
Apply Critical Thinking	≥ 5	100%
Engage Diversity in Practice	≥ 5	100%
Advance Human Rights/ Social and Economic Justice	≥ 5	98.4%
Engage Research Informed Practice/ Practice Informed Research	≥ 5	99.5%
Apply Human Behavior Knowledge	≥ 5	100%
Engage Policy Practice to Advance Well-Being and Deliver Services	≥ 5	98.9%
Respond to Practice Contexts	≥ 5	98.9%
Practice Engagement	≥ 5	98.9%
Practice Assessment	≥ 5	99.5%
Practice Intervention	≥ 5	98.9%
Practice Evaluation	≥ 5	98.9%%

*Students were evaluated on the following 1-7 rating scale: (1) complete inability, (3) beginning-level, (5) new BSW graduate, and (7) seasoned, highly experienced practitioner. Students were required to achieve a minimum evaluation score of 5 to demonstrate mastery of that particular competency.