

**Indiana University School of Social Work**  
**PRAC Annual Report for the IUPUI School of Social Work**  
**2017-2018 Academic Year**

**Background Information**

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

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

The faculty in the BSW and MSW programs linked competencies to the objectives of each course in the curriculum, and the competencies were assessed in both the classroom and in the field

practicum. This report will summarize students' acquisition of the competencies at the BSW and MSW Program levels as measured in the final field practicum, which is considered the signature pedagogy of social work education according to CSWE.

### **Bachelor of Social Work (BSW) Overview**

The BSW curriculum prepares students for generalist social work practice across a variety of settings through 15 required courses, totaling 52 credit hours, including a 560 hour field practicum which provides students the opportunity to apply course content and demonstrate competencies in real-world practice situations. Each course has articulated objectives which have been systematically linked to the CSWE core competencies to create an educational matrix. For the 2017-2018 year, the final BSW-level field practicum assessed student outcomes using the nine competencies as articulated in the 2015 EPAS:

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

### **Master of Social Work (MSW) Overview**

In the MSW program, students complete a 16 CR foundation semester of study, a 15 CR concentration semester of study in clinical and community practice, and then select an area of focus for their final 29 CR. There are five areas of focus from which students can choose- children,

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

For the 2017-2018 year, the final MSW-level field placement was still assessing learning outcomes based on the 2008 EPAS competencies:

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

## **Defining and Measuring Student Learning Outcomes**

In both programs, learning outcomes are directly linked to the CSWE core competencies listed above and were assessed in students' final field practicum placement. Students are supervised in their field placement by a BSW or MSW-level professional "Field Instructor" and a faculty "Field Liaison." At the beginning of their practicum, students work with their Field Instructor and Field Liaison to generate practice behaviors and activities at their assigned agency that will help them learn and demonstrate competency in each of the required areas. These practice behaviors and the related planned agency activities are incorporated into a Learning Evaluation Plan (LEP) document. The LEP is completed and evaluated at two time-points (i.e., midpoint and final) by both the field instructor and as a self-report by the student. In this way, the LEP serves as two measures. Field instructors' final ratings of students' achievement of competencies are presented in this report.

### **BSW Findings**

Appendix A contains the aggregated results for the IUPUI 2017-2018 assessment of the IUPUI BSW student competencies. The final LEP rates student mastery of competencies on a 7-point scale: (1) Complete inability to demonstrate skill, (2) Demonstrates rudimentary level skills but below that of the beginning level BSW student, (3) Demonstrates skill at the level of a beginning level BSW student, (4) Demonstrates skill at the level of the midpoint BSW level student, (5) Demonstrates skill at the level of a BSW graduate, (6) Demonstrates skill at the level expected of a BSW graduate with less than 2 years of social work experience, and (7) Demonstrates skill-level of a highly experienced and seasoned BSW practitioner. A '5' or higher indicates proficiency or demonstration of the competency. The benchmark established by the school is 90% of BSW students will score at '5' or above on the scale at the final evaluation.

Results suggest that BSW students demonstrate competency in ethical and professional behavior, engaging diversity and difference in practice, advancing human rights and social justice,

utilizing research to inform practice, engaging in policy practice, as well as competencies in engaging, assessing, intervening, and evaluating practice with individuals, families, groups, organizations, and communities.

### **MSW Findings**

Appendix B contains the aggregated results for the IUPUI 2017-2018 assessment of MSW student competencies. Students were rated by their field instructor on a 7-point scale according to the extent to which they have mastered social work competencies. The following scale anchors were used: (1) Complete inability to demonstrate the skill, (3) Beginning-level MSW student, (5) New MSW graduate, and (7) highly-experienced post-MSW practitioner. The benchmark used by the School of Social Work is that 90% of students will score at '5' or above on the scale.

For the 2017-2018 Academic Year, nearly 100% of MSW students achieved the benchmark. The lowest percentage of students achieving at least a '5' on the 10 competencies was 98.3% for the Mental Health and Addictions Practice Area for Competency 6: Engage in Research Informed Practice/Practice Informed Research. For the remaining Competencies, the percentage of students across all practice areas that scored at least a '5' ranged from 99.1– 100.0. Students across the board accomplished the level of competency required for professional social work at the MSW-level across all 5 of the practice areas by the end of their final practicum.

### **Discussion and Next Steps**

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

The School of Social Work is in a state of transition that is expected to affect the curriculum and current assessment processes. As discussed earlier, curricular revisions are currently being implemented that reflect the updated 2015 Educational and Policy Standards set by our accrediting

body; the next report will assess student learning in their field placement using these updated standards at both the BSW and MSW levels. In addition, faculty workgroups created signature assignments in multiple core courses across both levels of education and these assignments are being used to gauge students' demonstration of competencies throughout the BSW and MSW programs. In next year's report, we will be able to discuss the assessment of student competency earlier in the curriculum as well as in the final field placement.

Besides the transition caused by the updated accreditation standards, the School of Social Work also has a new dean and is undergoing a strategic planning process that could lead to further changes to the curriculum and assessment process. Over the next year, there are planned conversations with administration and faculty about whether the School of Social Work would like to expand outcomes assessment outside of only assessing the required CSWE competencies.

**Appendix A**

**IUPUI BACCALAUREATE SOCIAL WORK PROGRAM  
ASSESSMENT OF STUDENT LEARNING OUTCOMES  
FOR THE 2017-18 ACADEMIC YEAR**

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

**Appendix B**

**IUPUI MASTERS OF SOCIAL WORK PROGRAM  
ASSESSMENT OF STUDENT LEARNING OUTCOMES  
FOR THE 2017-2018 ACADEMIC YEAR**

COMPETENCY	COMPETENCY BENCHMARK*	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK				
		CHILDREN, YOUTH, AND FAMILIES PRACTICE AREA	HEALTH PRACTICE AREA	MENTAL HEALTH PRACTICE AREA	SCHOOLS PRACTICE AREA	COMMUNITY AND ORGANIZATIONAL LEADERSHIP PRACTICE AREA
1. Identify as a Professional Social Worker	90%	100%	100%	100%	100%	100%
2. Apply Ethical Principles	90%	100%	100%	100%	100%	100%
3. Apply Critical Thinking	90%	100%	100%	100%	100%	100%
4. Engage Diversity in Practice	90%	100%	100%	100%	100%	100%
5. Advance Human Rights/Social and Economic Justice	90%	100%	100%	100%	100%	100%
6. Engage in Research Informed Practice and Practice Informed Research	90%	100%	100%	98.3%	100%	100%
7. Human Behavior Knowledge	90%	100%	100%	100%	100%	100%
8. Engage in Policy Practice to Advance Well-being and Deliver Services	90%	100%	100%	100%	100%	100%
9. Respond to Practice Contexts	90%	100%	100%	99.1%	100%	100%
10a. Practice Engagement	90%	100%	100%	100%	100%	100%
10b. Practice Assessment	90%	100%	100%	100%	100%	100%
10c. Practice Intervention	90%	100%	100%	100%	100%	100%
10d. Practice Evaluation	90%	100%	100%	100%	100%	100%