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# VALPARAISO UNIVERSITY DEPARTMENT OF SOCIAL WORK ANNUAL PROGRAM REVIEW REPORT

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2020-2021 School Year



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## **I. Overview**

The following report was generated collaboratively by the Valparaiso University Department of Social Work (VUDSW) faculty and staff, to facilitate discussion and planning during the 2020-2021 School Year. This year, the Annual Program Review (APR) meeting began on May 20, 2021 and concluded at a second meeting on August 13, 2021. The APR presents a unique opportunity for faculty and staff to reflect at end of the semester on the entirety of department curriculum, teaching, shining examples of success and areas for improvement.

Together, faculty and staff identified themes to improve overall departmental functioning, ascertaining challenges and strengths, and areas in need of attention for both. Related to department assessment of explicit and implicit curriculum, faculty reviewed the most recent data from three primary sources: 1) the VUDSW Evaluation Matrix for Field Education Competencies, 2) the Social Work Education Assessment Project (SWEAP) BSW Foundation Curriculum Post Exam for graduating seniors, and 3) this year's Implicit Curriculum Survey results and qualitative feedback gathered in a department-wide Town Hall Meeting last Spring. Additionally, faculty shared their own perceptions and CoursEval data for each course in the curriculum, along with suggested plans for course improvements. The Director of Field Education reported additional data about the program's field education placements. From all of this data and discussion, the VUDSW faculty generate an APR Action Plan to direct attention for the next school year and beyond.

## II. Sources of Data for Annual Program Review

Primary and secondary data sources provide the foundation for our annual program review. Sources include:

1. Data on the demonstration of student skills in the field using the VUDSW Evaluation Matrix for Field Education Competencies as assessed by the students' designated Agency Field Instructors (AFIs). The nine competencies of the Valparaiso University Department of Social Work are analyzed by assessing student behaviors in the field. AFIs assess students on a 5-point Likert Scale, where a score of 3 means the student demonstrates "Basic/Moderate Competence." Our goal is that 85% of graduating students score at least a 3 out of 5 on this scale. For a complete copy of this tool, please see Appendix A.
2. Data on student knowledge retention using the Social Work Education Assessment Project (SWEAP) BSW Foundation Curriculum Post Exam for graduating seniors. This SWEAP Post Exam is a national assessment for BSW graduates, that is designed to be difficult with an average passing rate between 50-60%. This is the first-time students have taken the SWEAP and VUDSW is using this information to learn about how VUDSW students match up against other BSW students from other programs. Our goal is that 85% of graduating students score at least 50% on the exam, since that is close to the typical passing rate for BSW students. For a complete copy of this tool, please see Appendix B.
3. Survey data and qualitative reflection assessing the implicit curriculum. Under the direction of faculty, students designed a survey, gathered data from peers and presented survey results at the Town Hall Meeting to majors and minors in March 2021. The survey focused on topics of space, diversity and faculty. After the Town Hall, students presented recommendations to faculty and staff at an April 2021 department meeting, and this information has been incorporated into our APR meeting for discussion.
4. Written reflection from each regular faculty member about individual course strengths and improvements, based on student feedback from CoursEval data and the instructor's own perceptions. This information is helpful for considering the curriculum as a whole and supports professional development, idea-sharing and creativity among faculty.
5. The Director of Field shares numbers on student placements, and provides field updates, strengths, and considerations for improvement, beyond simply what is included in field courses.

### III. Explicit Curriculum: Required CSWE Competency Benchmark Assessment, Evaluation & Action Plan

The Council on Social Work Education requires that accredited BSW Social Work Programs measure and report on student learning outcomes. All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards (EPAS 2015). These holistic competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Our two explicit curriculum measures are:

- 1) The VUDSW Evaluation Matrix for Field Education Competencies (collected April 2021), to assess skills in the field, or data source #1, and
- 2) The Social Work Education Assessment Project (SWEAP) BSW Foundation Curriculum Post Exam (conducted during final exams in May 2021) to assess knowledge at the end of the BSW experience.

VUDSW Program competency benchmarks are set at 85% total for the field evaluation and the SWEAP exam. The competency benchmark is the percent of students the program expects to have achieved outcome measure benchmarks. For explicit curriculum measure #1 (VUDSW Evaluation Matrix for Field Education Competencies), 85% of students should score a minimum of 3 out of 5 for each competency, where 3 means “Basic/Moderate Competence.” For explicit curriculum measure #2 (The SWEAP exam), 85% of students must score at least a 50% on each competency (the national passing rate for BSW students is typically between 50-60%). Our VUDSW competency benchmark results are posted using the CSWE form AS.4 (B) at a minimum of every two years on our website and provide basic formative information about where improvements might be needed. This report explicitly highlights any competency where 85% students do not meet the competency benchmark, in gray. Items in gray are discussed by the faculty, and an APR Action Plan is created to address any benchmark deficiencies.

**COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(B)**  
**VALPARAISO UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM**  
**ASSESSMENT OF STUDENT LEARNING OUTCOMES**

**Form AS 4(B):** A form required for Reaffirmation, Candidacy, and ongoing compliance per AS 4.0.3.

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**Submitting Form AS 4 for Reaffirmation Self-Study & Candidacy Benchmarks**

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standard below:

**4.0.3:** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

All programs accredited by the Council on Social Work Education's Commission on Accreditation (COA) are required to measure and report student learning outcomes. All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards (EPAS) and any additional competencies programs may choose to add. These holistic competencies reflect the dimensions (knowledge, values, skills, and cognitive & affective processes) of social work practice that all social workers are expected to master during their professional training.

Programs determine a percentage-based benchmark for each competency and determine an outcome-measure benchmark (minimum score) for each measure. The competency benchmark (which can differ for each competency) represents the minimum percent of students the program expects to have achieved the outcome measure benchmarks in both/all measures for each of the nine competencies. The program then determines the percentage of students that attained each outcome measure (e.g., minimum score or higher), and aggregates the percentages for both/all measures together to obtain the percentage of students demonstrating competence inclusive of two (2) or more measures. The result of aggregating both/all outcome measure percentages provides the percentage of students achieving the competency benchmark. An aggregated percentage at or above the competency benchmark is considered achievement of that competency. If the program has more than one program option, the program must report data for each program option, and also an aggregate of all program options combined to determine an overall percentage of students across all program options achieving the competency benchmark.

## Posting Form AS 4 for Ongoing Compliance with AS 4.0.3

Per the requirement of CSWE COA's recognizing body, the Council on Higher Education Accreditation (CHEA), and accreditation standard 4.0.3, programs must post this form publicly on its website and routinely up-date (minimally every 2 years) its findings. Upon request, programs must provide CSWE with the weblink to the published form on the program's website where it is accessible to the public. Data presented on the form must be collected within 2 years of today's date at all times.

### Summary of the Program's Assessment Plan | Generalist Practice

All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add. Summarize the program's competency-based assessment plan. Programs may add/delete rows to accurately reflect the number measures included in the data presented.

<b>Assessment Measure #1: VUDSW Evaluation Matrix for Field Education Competencies</b>	
Dimension(s) assessed:	Skills
When/where students are assessed:	At the end of the last semester of senior field work, at student's field placement.
Who assessed student competence:	Agency Field Instructors, as designated by the VUDSW Director of Field.
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	3 out of 5 on Likert Scale, where a score of 3 means the student demonstrates "Basic/Moderate Competence"
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85%
<b>Assessment Measure #2: Social Work Education Assessment Project (SWEAP) BSW Foundation Curriculum Post Exam</b>	
Dimension(s) assessed:	Knowledge
When/where students are assessed:	During their final exam time, during their last semester, just prior to graduation, in the classroom.
Who assessed student competence:	The VUDSW Program Director
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	50% for student's aggregate score per competency. Please note, the SWEAP exam is designed to be difficult and nationally, typically BSW students exhibit a 50-60% passing rate.
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85%

### Form AS 4 (B)

The competency benchmark is the percent of students the program expects to have achieved both/all outcome measure benchmarks. Programs calculate the percentage of students achieving each outcome measure benchmark, then calculate the percentage of students achieving each competency inclusive of two or more measures for each program option. Programs with multiple program options must present data for each program option, and in aggregate inclusive of all program options per competency.

#### Assessment Data Collected during the Academic Year (2020-2021)

COMPETENCY	COMPETENCY BENCHMARK (%)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	
	<b>Program's Benchmark goal: Percentage of students who will demonstrate competence inclusive of 2 measures (listed above)</b>	<b>Aggregate of Students from All Program Options n = (12)</b>	<b>Program Option #1 Valparaiso University, Valparaiso, IN Program delivery method: In person  n = (12)</b>
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	<b>85%</b>	<b>87.5%</b>	<b>87.5%</b>  (Field Matrix) 100% + (SWEAP) 75%/ 2
<b>Competency 2: Engage Diversity and Difference in Practice</b>	<b>85%</b>	<b>96%</b>	<b>96%</b>  (Field Matrix) 100% + (SWEAP) 92%/ 2
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	<b>85%</b>	<b>100%</b>	<b>100%</b>  (Field Matrix) 100% + (SWEAP) 100%/ 2
<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>	<b>85%</b>	<b>80.5%</b>	<b>80.5%</b>  (Field Matrix) 86% + (SWEAP) 75%/ 2
<b>Competency 5: Engage in Policy Practice</b>	<b>85%</b>	<b>66.5%</b>	<b>66.5%</b>  (Field Matrix) 100% + (SWEAP) 33%/ 2
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	<b>85%</b>	<b>91.5%</b>	<b>91.5%</b>  (Field Matrix) 100% + (SWEAP) 83%/ 2
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	<b>85%</b>	<b>91.5%</b>	<b>91.5%</b>  (Field Matrix) 100% + (SWEAP) 83%/ 2

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	<b>85%</b>	<b>100%</b>	<b>100%</b>  (Field Matrix) 100% + (SWEAP) 100%/ 2
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	<b>85%</b>	<b>87.5%</b>	<b>87.5%</b>  (Field Matrix) 100% + (SWEAP) 75%/ 2

### *Competency 5: Engage in Policy Practice—Action Plan*

Since 100% of students met the outcome benchmarks for Competency 5 when assessing skills in the field, but only 33% of students met the outcome benchmarks for the SWEAP exam, this action plan focuses on increasing policy practice knowledge as assessed by the SWEAP exam. Below is a screenshot of the questions about policy practice from the SWEAP:

#### Engage in Policy Practice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_27 - The Elizabethan Poor Laws are important for understanding social welfare in the US because:	5/12	41.67
RE15_28 - In a capitalistic economic system one of the purposes of social welfare is to:	4/12	33.33
RE15_29 - The principle of "social insurance" is best defined as:	5/12	41.67
RE15_30 - The major social welfare program to emerge from the New Deal was:	7/12	58.33
RE15_31 - In which category (ies) does the U.S. fall below other developed nations?	10/12	83.33
RE15_32 - The enactment of the Personal Responsibilities Act and Work Opportunity Reconciliation Act of 1996 (TANF) resulted in:	2/12	16.67
RE15_33 - The Earned Income Tax Credit (EITC) is considered by policy analysts to be:	1/12	8.33

An important point of discussion for faculty was why students can perform so well on “engaging in policy practice” in the field, but demonstrate below average knowledge retention. The faculty came to a few conclusions:

- First, the professor who taught SOCW 210: Social Welfare Policies and Services to most of the senior students is no longer with the department, so it is likely that some content has changed. For example, Social Insurance, PRWORA, the political economy of the US (democratic capitalism), and the New Deal are currently embedded in the curriculum for SOCW 210.
- Second, significant time has elapsed since content covered in this exam was taught. For example, Elizabethan Poor Laws are covered in SOCW 151, which was covered nearly 4 years earlier for some students. SOCW 210 could have been taken three years prior to graduation.

- Third, the VUDSW curriculum focuses heavily on practical skills for engagement in policy practice through experiential activities such as testimony at the state capitol and advocacy for the Legislative Education Advocacy Day, but the advanced policy analysis and macro courses, SOCW 410 and SOCW 456 focuses more on skills and diving deeply into one specific policy, and less so on reviewing historical policy context from SOCW 210.

*Action Plan for Improvement:*

- Faculty does not currently cover Earned Income Tax Credits in any significant way in SOCW 210, so that will be added to curriculum.
- Faculty has already added a new assignment this past year involving a timeline to help students in SOCW 210 visually retain knowledge about different policies with descriptions about each. Faculty added supplemental reading.
- There is an opportunity to provide more planned repetition in SOCW 410 related to historical policy and context.
- While there is valuable information about improvement, Faculty are not interested in “teaching to the test.” For example, SOCW 210 includes lessons and readings on the GI Bill and discriminatory policies and it is important to keep that content, even if that is not currently covered in the SWEAP exam. Thus, curriculum will not be shifted entirely in such a way so as not to cover other important topics deemed important by faculty.

*Competency 4: Engage in Practice-informed Research and Research-informed Practice —Action Plan*

Based on the results, 92% of students passed the Field benchmark of 3/5 on research skills and 75% of students passed the SWEAP benchmark of 50% on research knowledge. The result is basically 1% below the benchmark.

Below is a screenshot of the questions asked about research:

**Practice-informed Research and Research-informed Practice Practice**

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_20 - The requirements for a "classical experimental" design include:	6/12	50.00
RE15_21 - Using random sampling (based upon probability theory)	10/12	83.33
RE15_22 - Which of the following is not a level of measurement?	5/12	41.67
RE15_23 - Using subjects that are available, such as students in a classroom or patients in a wing of a nursing home, without random selection, illustrates which of the following approaches to sampling?	0/12	0.00
RE15_24 - Which of the following sampling strategies increases the opportunity for making sure all groups of interest in the population are represented in the sample?	7/12	58.33
RE15_25 - Which of the following represents a well-known single subject design?	12/12	100.00
RE15_26 - Which of the following can survey research not establish?	7/12	58.33

*Action Plan for Improvement:*

Currently, the VUDSW requires students to take two research courses in a sequence that covers statistics first and then methods. In the last year, the VUDSW decided to outsource the research course to the Psychology and Sociology departments, and the advantage of this is that it allows students to take the sequence two consecutive semesters in a row, rather than waiting a year between statistics and methods courses. The department believes this change will help students retain knowledge better and improve their performance on research knowledge retention.

## IV. Explicit Curriculum: Deeper Dive into Competency Assessment Measures & Evaluation

While the required CSWE competency benchmarks are an important start for discussing the VUDSW explicit curriculum, the APR is designed to go further beyond simply these baseline benchmarks. Thus, VUDSW faculty look at the results for each student on both the Field Matrix and SWEAP exam more granularly, to assess gaps in skill or knowledge. Due to the sensitive nature of such data, individual student scores are not shared in this report, however, what came out of this discussion was valuable information. This is true even if a sizable minority did not perform as well on a particular skill or demonstrated behavior. Additionally, on the SWEAP exam, faculty used time to look at individual questions where most students missed answers and critically reviewed whether the content is something that may need to be added to the curriculum. The appendix has a copy of both measurement tools.

The table below includes the mean scores for Field and the SWEAP exam. Meeting & Exceeding Competency for Field means students score a 3 out of 5 on the Field Matrix and on the SWEAP means students answered 50% or more of the total number of questions correctly. Any area following below the benchmark is highlighted in red. The main changes and action plan related to Competency 4 and 5 were discussed in the previous section.

In addition to identifying gaps and weaknesses, the APR looks at particular strengths as well. In field, items over “4” demonstrate Proficient or Strong Competence, which may indicate a source of curriculum strength. Any “SWEAP mean section of percentage of questions correct” above 62% exceeds the national average and likewise may indicate particular strength. Areas of the curriculum that appear to be particularly strong based on these measures are highlighted in green.

Competency	Field Mean Score	SWEAP Exam Mean Score of Q's correct N = 12
Competency 1: Demonstrate Ethical and Professional Behavior	4.4	59.52%
Competency 2: Engage Diversity and Difference in Practice	4.3	69.44%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	3.9	81.94%
Competency 4: Engage in Practice-informed Research and Research-informed Practice	3.8	55.95%
Competency 5: Engage in Policy Practice	4.1	40.48%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	4.4	60%

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	4.4	66.67%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	4.3	78.33%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	4.1	56.67%

## V. Explicit Curriculum: Faculty Course Improvement Summaries and Discussion

As previously mentioned, faculty provide and discuss a written reflection about individual course strengths and improvements based on student feedback from CourseEval data, and faculty’s own perceptions. This information is helpful for considering the curriculum as a whole and supports professional development, idea-sharing and creativity among faculty. Below are the summaries for each course, by faculty member.

**Courses Taught by Faculty Member: Rachel Murray**

- SOCW 151
- SOCW 240
- SOCW 356
- SOCW 366
- SOCW 455

### Course Strengths for SOCW 151:

- Journal entries allow for personal reflection and a way to measure growth (pre and post assessment in On Course textbook).
- Guest speakers allow students to see how varied social work roles are and allow exploration of potential areas for practice. Guest speaker questions encourage interaction with the speaker (assertively engaging).
- Volunteer experience gives students the opportunity to practice and observe social work skills (the “doing” of social work). The volunteer reflection pushes students to view their experience through a social work lens and make connections to class content.
- Diversity assignments encourage students to consider different aspects of multicultural identity and learn new perspectives.

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
SOCW 151- Diversity assignments were done independently and other than instructor feedback, these were not revisited in class.	Incorporate diversity topics into class discussion.	After each diversity assignment is due, devote part of the next class period to discussing the assignment to deepen understanding and to provide an opportunity to share thoughts.
SOCW 151- Student volunteer opportunities were limited (due to COVID).	Update volunteer placement list to reflect what is currently available.	Edit the volunteer placement list document and make this available to students in Blackboard as well as focusing on what is available during a class period.
SOCW 151- Students often forgot to indicate their self-score on the guest speaker notecards.	Require the self-score in order for the student to receive credit for the assignment.	Make it overtly clear that no self-score on the notecard will be an automatic zero. Record the score of

		zero immediately so students will be alerted and can resubmit the notecard to receive partial credit.
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**Course Strengths for SOCW 240:**

- Recorded interviews give students practice utilizing communication skills and encourage growth through personal reflection and “client” feedback forms.
- Conversation partner experience allows students to connect with a person who has a different cultural identity, practice utilizing communication skills, and improve information literacy by connecting sources to the experience of their partner.
- The textbook/lectures present micro skills to students in a way that facilitates application of those skills and incorporates neuroscience to give that context to practice with individuals.
- Student-created partner quizzes develop critical thinking skills in pulling out information of particular significance and how best to assess learning. It also gives students another opportunity to connect with each other.

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
SOCW 240- Some students are not finding reputable sources for their conversation partner papers.	Deepen student knowledge of what “reputable source” means and increase awareness of library resources available to students.	Work with Alison Downey, library liaison for the social work department, to tailor her lesson specifically to increasing information literacy as it applies to the conversation partner paper assignment.
SOCW 240- Students did not feel they had timely feedback on conversation partner papers to adequately inform their work on future papers.	Give students more timely feedback on conversation partner papers.	Spread conversation partner papers out (due every two weeks instead of weekly) to allow ample time to provide a score and feedback.
SOCW 240- Students felt assignments could be spread more evenly over the course of the semester.	Spread assignments more evenly throughout the semester.	Start Ivey textbook reading assignments the second week of class and conversation partner papers soon after.

**Course Strengths for SOCW 356:**

- Bio/psycho/social/spiritual assessment assignment thoroughly addresses the assessment portion of the Generalist Intervention Model (GIM), works through the other stages of intervention, and gives students practice writing in the discipline.
- The structure of BPSSA partner meetings gives students a simulated experience of what it would be like to work through the GIM with an individual client.
- The Kirst & Hull textbook gives many tools, models, and case examples that translate well to class discussion/activities.

- Critical thinking questions (ethics, cultural humility, and professional self) directly connect to CSWE competencies.

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
SOCW 356- BPSSA assessment scores were lower than anticipated.	Make it overtly clear how the BPSSA assessment will be graded (beyond providing the rubric).	Devote an entire class period to explaining how the BPSSA (full assessment portion) will be graded. As a class, look at each question in each BPSSA section and make any necessary clarifications.
SOCW 356- Having the BPSSA meetings and assignments sprinkled throughout the very detailed course schedule made it difficult for students to manage those tasks.	Create a condensed BPSSA guide detailing important dates/notes.	Create a condensed, 1-page guide for the BPSSA assignments that lists deadlines and any important considerations for that portion of the BPSSA. Distribute this guide at the beginning of the semester.
SOCW 356- The peer review process for the BPSSA (assessment portion) did not produce meaningful feedback for all students.	Tweak the BPSSA peer review process.	Devote an entire class period to explaining how the BPSSA (full assessment portion) will be graded. As a class, look at each question in each BPSSA section and make any necessary clarifications. Do this before the class period peer review takes place. Use a sample and go over how to give meaningful feedback as a class. Continue to utilize the feedback form.

**Course Strengths for SOCW 366:**

- Single subject design projects allowed students to carry out practice evaluation and the connection of research methods to the measurement of individual progress.
- Article critiques improved information literacy and the ability to analyze and understand the application of a variety of research methods and the connection of research studies to the social work profession.
- The practice scenario paper and presentation challenged students to use critical thinking skills and their knowledge of research methods to make decisions about how to best serve client systems.
- Presenting at SOURCE pushed students out of their comfort zones. They became experts of their SSD projects, pulled together important information to share, and presented themselves as professionals.

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
SOCW 366- Students who were not enrolled in 456 felt the	Require students to take courses concurrently if the department	Update these requirements with the registrar if these courses follow the same model in the future.

coordination between the two courses was confusing at times.	plans to make connections between projects/assignments.	
SOCW 366- Students felt there were too many assignments.	Adjust the number of assignments and spread them out evenly over the semester.	Have fewer article critiques due. Break the Single Subject Design assignment into smaller portions and make this assignment worth more points. Limit practice scenario assignments to one (keep group presentation).
SOCW 366- Some students struggled to understand the Single Subject Design research methods.	Focus more class time on SSD research methods.	Spend at least three class periods on SSD research methods, application to practice, and the project description itself. Make more connections to real world examples.

**Course Strengths for SOCW 455:**

- Group experientials and leading support groups gave students the opportunity to practice and apply the group work skills being taught through textbook reading and chapter presentations.
- Many tools were shared for future group work through instructor/student sharing and through the group work training hosted by Kyle Otten from Porter Starke.
- Family article discussion provided a focus on the family as a client system and gave students another opportunity to practice group work skills (to lead an educational discussion).
- Chapter presentations put students in the educator role and encourage ownership of their learning.

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
SOCW 455- Did not utilize a formal evaluation tool for group experientials/support groups.	Research and choose evaluation tools to incorporate into the experiential/support group assignments.	Consult with Kyle Otten from Porter Starke and refer to group work texts/sources/colleagues' documents to acquire evaluation tools/ideas. Attach chosen tool to the assignment description.
SOCW 455- How assignments were graded was not always made overtly clear.	Make assignment descriptions and rubrics available to students toward the beginning of the semester.	Create and tweak assignment descriptions and rubrics for all major assignments and make these available in an assignment folder in Blackboard.
SOCW 455- Course covers practice with families but does not incorporate planned material on this level of practice	Bring in reading material on social work practice with families and/or family systems.	Assign reading throughout the semester on social work practice with families/family systems. Have focused lectures/discussion about family practice.

**Courses Taught by Faculty Member: Caroline Ban**

- SOCW 210
- SOCW 220
- SOCW 410
- SOCW 456

**Course Strengths for SOCW 210 (taught Fall and Spring):**

- Covers lots of content related to social welfare programs
- The Textbook is solid
- Lit Review went very successfully in the Spring of 2021 because the instructor switched the order of the major papers and moved that sooner, based on student feedback. Student research and writing was better when students had to prepare summaries of sources incrementally.
- SNAP budget experiential was very impactful for students
- Online modules (asynchronous) Fridays had rich content and interesting supplemental readings
- 1:1 writing conferences really helped students grow in their writing skills and understanding.

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Lit review and policy position paper were too close together	Pacing needs to move lit review and policy position paper a little farther apart.	Faculty will move the lit review and policy paper up by 1 week and add at least one more class period between the two.
Lacking Experiential Assignments online	Add at least 1 more experiential activity	Consider adding either 1) a guest speaker, 2) an interview project where students have to interview a social worker administers benefits, 3) have students practice filling out a benefits application
Lacking a story or “case” study to make welfare benefits more real	Add a supplemental text	Add excerpts from the book EVICTED and make this a required text to help the stories of people who receive benefits come to life.

**Course Strengths for SOCW 220 (Taught Fall and Spring):**

- Case studies are thoughtful ways to implement learning
- Push as a text is rich and students like it, even if it is a difficult read. Instructor adds a lot of context before students start reading to make sure students have important background for the reading.

- Interteach guides are helpful for student learning
- Midterm and exams seem to be a good reflection of student learning
- Classes and lectures are interactive
- Textbook has great case studies and aids student learning.
- New class prep for instructor, but went well according to student Evals!

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Too much reading for a 200 class	Need to cut reading	Will remove EVICTED as a supplemental text and the quiz—students were overwhelmed. Maybe include one short excerpt, but will not require the text.
Interteach guides were variable in difficulty	Review guides for more consistency in length and depth.	Specifically, focus on making Ch 11, 12, 13 and 14 a bit shorter and more focused. Already revised Ch 15-16, with more success.
Technical issue providing electronic midterm with timing	Either fix timing issue or provide a paper copy.	Offer midterm in person next semester.

#### **Course Strengths for SOCW 410:**

- Instructor has lots of practice experience with topics in SOCW 410
- Class advocacy project this year was interesting and a success
- 1:1 meetings aided in student learning and provided needed direction for assignments.
- Students were more prepared for legislative advocacy in 456 because they completed some of that content in SOCW 410. This left more time for community projects in SOCW 456.
- New course prep, which added fresh eyes on the topic.

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Textbook was very dense, made it difficult to follow	Change textbook	Will be implementing Pat Libby's textbook on Strategies for Advocacy. Instructor attended workshop about training and is very excited about the new text.
Written assignments were unnecessarily long and redundant	Revise assignments	Will look at old assignments and compare them with the proposed assignments for Pat Libby's text. Consider adding portions of the SOCW 456 legislative assignment to SOCW 410.

Students wanted feedback quicker on papers	Provide faster feedback	Will cut number of assignment pages and focus on a faster grading turnaround for each paper.
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**Course Strengths for SOCW 456:**

- Instructor has lots of practical experience with macro social work to share
- Instructor creates external partnerships for rich experiential student learning experiences
- Interteach assignments helped students better retain and engage with readings
- Economic development lecture was a highlight and new topic for students
- Student presentations were very well done
- Assigning all students to Townhall helped the teams feel more bonded
- Regular meetings with project manager for Townhall seemed to create a better product
- Creating agendas is a skill that students reported using in many settings

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Since the community research project was shared between 366 and 456, there was confusion about students and requirements	Either add more clarity or don't share research projects	366 may not be offered next year, so may not have to worry about sharing project. If some of the legislative assignment is moved to the fall in SOCW 410, there may be more time for research embedded in the class.
Students felt like they ran out of time on community projects	Begin community project teams earlier.	Consider adding portions of the 456 legislative assignment to 410, so that community projects start earlier. Next year will also not be a compressed schedule.
COVID meant that the legislative assignment was hard to implement, because legislators were harder to contact	Modify the assignment if students cannot travel to Indy for LEAD, recognizing the increased difficulty	Don't anticipate this being a problem next year with vaccinations. That said, if it is a challenge, model different strategies for virtual legislator contact more overtly or invite a few legislators to zoom in to hear about the advocacy projects.

**Courses Taught by Faculty Member: Barb Crumpacker Niedner:**

- SOCW 475/485
- SOCW 376/386
- SOCW 476/486

**Course Strengths for SOCW 475/485):**

1. My overall Student Assessment of Instruction (SAI) score was 4.82/5 for SOCW 476 and 4.77/5 for SOCW 486.
2. Strong culture of connection: regular check-ins.
3. Peer Supervision Accountability Groups (PSAG) worked well in the Zoom environment.
4. Blackboard Group File Exchange for Peer Review of Weekly Summaries worked well.
5. Setting the tone for cultivating professional resiliency was so needed during the pandemic.

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Some students bought Larkin textbook through Perusall, some did not. This caused problems in holding those that did not, accountable for the readings on Perusall.	Get clear on where/how to purchase correctly through Perusall.	Share information at the end of May 2020 for how to purchase the Larkin textbook through the Perusall platform.

**Course Strengths for SOCW 476/486:**

1. My overall Student Assessment of Instruction (SAI) score was 4.81/5 for SOCW 476 and 4.80/5 for SOCW 486.
2. Continued strong culture of connection.
3. Peer Supervision Accountability Groups (PSAG) continued to work well in the Zoom environment.
4. Blackboard Group File Exchange for Peer Review of Weekly Summaries continued to work well.
5. Folding stretch goals and self-care goals into the Weekly Summary worked well.
6. e-Portfolio creation along with Reflective Assessments were a plus for overarching integration of Competency Based Education.
7. PSAG presentation of Legacy Projects was a plus.

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
Seniors felt "burned out" by early February.	Adjust the schedule where and when I could.	Support students in creating work days in their PSAGs.
Due to COVID, we couldn't have the Senior Showcase.	Create Zoom version to showcase the Legacy Projects	Keep the sharing of the projects in class AND also have seniors present during the Senior Showcase at the end of the year.
Due to COVID, we could not conduct the annual AFI thank you.	Thank AFIs in other ways.	Students hand wrote thank you notes and uploaded copies to Bb. VUDSW ordered candy gifts and students delivered. Director of BSW Field Education sent thank you emails out.

#### **Course Strengths for SOCW 376/386:**

1. My overall Student Assessment of Instruction (SAI) score was 4.81/5 for SOCW 376 and 4.77/5 for SOCW 386.
2. With small class size, we worked well via the Zoom platform as one unit and that worked well.
3. Peer Supervision Accountability Groups worked well for peer review of Weekly Summaries.
4. The added, affordable workbook, *Developing Professional Skills for Community-Engaged Learning* was a solid tool to address several aspects of professionalism including: time management, emails, supervision, team work, emotional awareness, giving and getting feedback, and beginning self-care.

<b>Problem</b>	<b>Action Needed</b>	<b>Specific Proposed Action</b>
One student reported that the Professional Development Workbook did not add valuable learning.	Revisit the book contents.	Devise a plan to make learning content areas more meaningful next time around.
One student reported that peer reviews of Weekly Summaries were hard to complete in the time allotted.	Allow for more time and provide clearer instruction on expectations.	Revise the schedule to make sure on Weekly Summary peer review dates that we <i>only</i> focus on that aspect.
Due to COVID, we could not conduct the annual AFI thank you.	Thank AFIs in other ways.	Students hand wrote thank you notes and uploaded copies to Bb. VUDSW ordered candy gifts and students delivered. Director of BSW Field Education sent thank you emails out.

## VI. Field Education Program Evaluation Report

*Prepared by Barb Crumpacker Niedner, VUDSW Director of Field*

By the numbers:

1. 13 senior students started out in field. 12 completed. (One student withdrew from school.)
2. 10 junior students started out in field. 10 completed.
3. 25 NW Indiana professionals served as Agency Field Instructors (AFI) or Task Supervisors.
4. We spanned 21 different agencies from Porter, Lake, LaPorte, and Jasper counties in Indiana.
5. Approximately 410 hours of on-site supervision was provided during the academic year.
6. Students provided approximately 7214 hours of service in agencies during the academic year.

Overarching Strengths of the Field Education Component:

1. Student and Agency Field Instructor (AFI) comments were positive regarding the Field Education Component and the VUDSW. Students reported feeling that the Director of Field was encouraging, extending herself, educated thoroughly on the intersection between field and other courses, and aided in debriefing of stressful/difficult experiences. AFIs reported that the Director of Field had effective communication and that the BSW Program at VU always treats their AFIs well.
2. Students valued the hands-on experiences of the internship, mentoring from their AFI, and the quality of supervision provided. Students reported benefitting from on-site and in-class supervision.
3. Students reported feeling more confident with their knowledge and skill set because of engaging in field and co-curricular experiences related to field.
4. AFIs and students shared that the field component felt well organized, and they felt well supported.

Problem	Action Needed	Specific Proposed Action
One student reported, related to her perceived tight-fitting clothing, being “body shamed” at her internship by an area head of her agency (not her AFI).	Think about what future action might be needed to prevent this from happening.	<ol style="list-style-type: none"> <li>1. I processed this experience with the student 1:1 so she could debrief and decide what she wanted to say/do if anything. At a check in a week later, she indicated she did not want to do anything further but did benefit from processing.</li> <li>2. In the future plan to talk overtly with students prior to internship about modest dressing, which includes not wearing tight fitting clothing.</li> </ol>
COVID altered the internship in a variety of ways. The primary complaint from AFIs around this was student absences.	Address attendance and absences policy more overtly with both students and AFIs.	<ol style="list-style-type: none"> <li>1. I don’t know what else could have been done with the VU policy around COVID exposure and the need for quarantine if a student was exposed. This is what made students miss internship the most.</li> <li>2. I could be more overt in addressing this regarding the VU attendance policy if something like COVID happens again.</li> </ol>

## **VIII. Implicit Curriculum: CSWE Assessment, Evaluation & Action Plan**

This past year, as part of a collaboration between SOCW 366 Research Methods and SOCW 456 Generalist Practice with Organizations and Communities, senior students gathered data and led a department-wide Town Hall meeting on a topic to improve the department's implicit curriculum.

### **Methodology of Assessment:**

As supervised by Caroline Ban, Program Director, and Rachel Murray, Clinical Assistant Professor, a small team of senior students worked together to create an implicit curriculum survey for their peers on topics including on diversity, faculty and space. Once created, students were sent the survey to assess VUDSW implicit curriculum.

All students in the Social Work Program were invited to participate and 37 students responded to the survey. In order to increase participation, small prizes including extra credit, and two modest gift cards (\$20) were raffled off to the participants. Results from the survey were presented by a student team at the department-wide Town Hall meeting on March, 25, 2021, and qualitative feedback was collected from students and faculty at the meeting and documented in the meetings notes.

Students met with faculty after the Town Hall meeting at a department meeting mid-April. The following memorandum and summary of recommendations (on the next page) was prepared by students and submitted to the Program Director for all faculty on May 5, 2021. It should be noted that the faculty encourage a culture of honest feedback and communication with students and are committed to taking student feedback and student experience seriously. Students were strongly encouraged to provide critical feedback, even if they feel positively about the department because faculty know the only way to become better is to solicit candid input and engagement.

*Seniors, Valparaiso University Department of Social Work*

**MEMORANDUM**

**To:** Professor Caroline Ban, Program Director

**From:** Lydia Knorp, Emily Friedman, Jamie Powell, & Ashlee Barton; seniors from Valparaiso University Department of Social Work

**Date:** 05/05/2021

**Re:** Implicit Curriculum

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***Purpose of this memo***

This memo will discuss the process of collecting and analyzing the data, compiling responses, and presenting results to the VUDSW. It will also discuss the evaluation of the presentation and feedback gathered from the department. Furthermore, plans for sustainability of the proposed changes to the implicit curriculum will be explored and addressed.

***Project Summary***

To begin the process of data collection, the Implicit Curriculum Team members created a survey that covered different topics regarding the implicit curriculum of the Valparaiso University Social Work Department. It was essential to gather the data about perceptions of topics such as departmental satisfaction of diversity, culture, space, and faculty performance. Using these data, we had the opportunity of presenting our findings to the department at the annual Town Hall meeting and inform both students and faculty of the gaps occurring within the department. At this particular meeting, approximately thirty attendees, composed of both students and faculty, were present. Later, we met with VUDSW faculty members to ensure that the necessary steps were being taken to address the solutions proposed by the team at the Town Hall meeting.

***Evaluation***

With the transitioning of the social work department's academic and physical environment, how could the students and faculty collaboratively stimulate growth, inclusivity, and comfort for future VU major and minor social work students? This is the key question that the Implicit Curriculum Team desired to answer. Before we could understand how to change the current environment, we needed to understand the current perception and satisfaction of the previously stated factors.

We predicted that there would be critical yet helpful feedback on the current environment regarding the department's culture, physical space, and diversity. We were aware of the change in our department's location, the reduced number of faculty members, and the lack of diversity within the student and faculty population. On the other hand, we predicted that there would be positive feedback from students regarding

faculty performance. Students generally feel accepted and comfortable with the current faculty members, throughout their time in VUDSW.

To gather feedback on students' perceptions and satisfaction of the department's academic and physical environment, we created and sent out a survey, dividing the target elements of implicit curriculum, which were the following: culture, space, diversity, and faculty performance. The majority of our survey consisted of Likert-scale questions. We thought this would be suitable for the topic since we are seeking their opinions and attitudes. To increase participation, we created an incentive in which students could be entered to win a prize.

### ***Results from the Evaluation***

The feedback we received from our survey was the following:

#### Department Culture

- a. 100% of respondents strongly agree/agree that the overall culture of the VUDSW accurately reflects the professional values of the NASW Code of Ethics taught within its curriculum.
- b. 97% of respondents agree that they feel a sense of "belonging: within the department. 3% strongly disagree.
- c. 38% of respondents often feel interested in participating in activities sponsored by VUDSW. About 60% respondents stated sometimes. 2% respondents stated rarely.
- d. 95% of respondents strongly agree/agree that they enjoy interacting with other members of the VUDSW. 5% of respondents were neutral.

#### Department Space (regarding the Arts & Sciences Building, where students did not have a dedicated lounge area to congregate outside of class.)

- a. About 86% of respondents felt comfortable in the current reserved space for the VUDSW. About 14% of respondents disagreed.
- b. About 70% of respondents felt that the current space did not increase their interactions with others. About 30% of respondents disagree/strongly disagree.
- c. About 48% of respondents strongly agree/agree that the decor in the space reflected their personal values. About 46% of respondents were neutral. 6% of respondents disagreed.
- d. Many students miss Heidbrink
- e. Some students do not use the current space at all

#### Department Diversity

- a. Around 50% for strongly agree/Agree and around 50% for Neutral/Disagree concerning racial diversity within VUDSW
- b. Around 50% for strongly agree/Agree and around 50% for Neutral/Disagree concerning ethnic diversity within VUDSW
- c. Most respondents strongly agree/agree with that individuals are able to express their gender identity
- d. Most respondents strongly agree/agree that individuals can express their sexual orientations
- e. Almost 85% agree that they can express their religious/spiritual beliefs without fear. Under 15% of respondents were neutral/disagree that individuals can express their religious/spiritual belief without fear

- f. About 85% of respondents strongly agree/agree that VUDSW provides support and resources for individuals with diverse physical, emotional, and intellectual requirements. Almost 15% of the respondents were neutral/disagreed

#### Satisfaction of Faculty Performance

- a. From a scale from 1 to 5, about 95% of respondents rated 4/5 regarding VUDSW professors understanding their different point of views, including themselves. 5% of respondents rated 3.
- b. About 60% of respondents always felt that the current VUDSW staff size were able to meet their needs as a student and provide excellent education. 40% of respondents sometimes/rarely felt that the staff size was able to meet their needs and provide excellent education.
- c. About 95% of respondents felt supported by the current VUDSW faculty and staff. The other 5% of students stated sometimes/rarely.

The most insightful feedback was about the department's space and culture. In regards to space, it was helpful to know that many students do not use the current space at all. This is especially relevant for the department's move to Meier Hall. Our feedback would encourage action to reform the new space in which it would be more comfortable and welcoming.

#### ***Report on sustainability and future partnership***

The main goal of our community project was to obtain information and data regarding VUDSW student perceptions of the implicit curriculum of the department. Although this information is important, if the data is not analyzed and acted upon, its purpose is not carried out. Our work as a group is done in regards to the project. The major gap is what will be done in response to the survey and who will be responsible for doing this work. To discuss the sustainability of this project, as a team, we met with VUDSW faculty in April, 2021. During our meeting we discussed all topics of the survey and made recommendations regarding future action steps.

Below are the proposed suggestions from the implicit curriculum team and the faculty:

1. Main topics of discussion
  - i. Culture
    1. Proposed Team Suggestion: Possible SSWO involvement with the results from the culture section of the survey. If needed more interest centered surveys can be created to gauge what students want and need.
    2. Faculty comments: The faculty recommended folding minors into the photo process and advising. They also mentioned ways to include more men in the program, increase their visibility, and recruit them.
  - ii. Department Diversity
    1. Proposed Team Suggestion: To work with the admissions and communications departments at the university, discuss the concerns voiced through the survey, and ask what ideas they have. The team recommends that the faculty sets up a meeting with these departments.
    2. Faculty comments: The faculty mentioned that the music department uses technology to communicate with prospective students and admitted students. The suggestion was that the department increases the use of

social media and texts. They suggest the idea of implementing a recruitment plan and advertise CSWE curriculum, access and accommodations resource center and freedom of religious expression.

iii. Department Space

1. Proposed Team Suggestion: For SSWO to consider the results of the survey and include SOCW students in the process of creating new spaces.
2. Faculty comments: The faculty informed the team that SSWO's Julia Riordan and Jamie Powell talked about the space and the results of the survey. They also spoke with the education department to get students interested in the space. They recommend that SSWO continues to take the results of the survey into consideration as they move forward with our new spaces.

iv. Faculty Performance

1. Proposed Team Suggestion: We suggest increasing the number of faculty within the department if possible. If students can help in any way with this process or petition, we encourage their participation.
2. Faculty Comments: The faculty advised that if there are more students in the program, then we would need and could have more faculty. The decision is up to admissions. Therefore, to increase the staff size, they recommend that we focus on growing the social work department.

v. Senior schedules:

1. Faculty Comments: The faculty recommends a compromise of having asynchronous Fridays for the rest of the semester. This would allow class content to not be sacrificed, give flexibility to students, while continuing to develop a resiliency mindset among the students.

*Major Department Changes and Improvements Based on Implicit Curriculum Survey*

The biggest changes within the control of the VUDSW faculty were 1) to combine forces to form a larger department with Education and Leadership, which in the future could provide more course offerings and opportunities for students and 2) to move to Meier Hall where a student lounge could be created. The new student lounge opened to students at the start of the 2021 school year. Students have anecdotally reported how much they enjoy having their own student space again near classrooms and faculty.

## **VIII. Overall Departmental Strengths, Challenges, and Areas in Need of Attention**

During the 2020-2021 APR, current faculty and staff identified challenges faced, departmental strengths, and areas in need of attention. These were the key items identified:

### **Strengths**

1. Resiliency making it through the discontinuance process and having strong support from alumni, students and faculty senate to keep the social work program.
2. Moving to a student-friendly building with a new student lounge in Meier Hall.
3. Strong faculty and content delivery

### **Challenges**

1. Transition, including three moves in 15 months and three administrative assistants in two years.
2. Transition and morphing student experience during COVID-19
3. Losing our academic advisor

### **Areas in Need of Improvement/Proposed Plan of Action for Items within our Control**

The VUDSW is rebuilding our infrastructure in the midst of COVID in a new space with a new administrative staff person. All this requires refining new administrative processes for admission of new majors, preparing for a successful reaffirmation of our accreditation and our Self-study due December 1<sup>st</sup>.

## **IX. Appendices**

# **Appendix A:**

## VUDSW Field Matrix, Measure 1

# VUDSW Evaluation Matrix for Field Education Competencies

Name of Intern:			Date:	Evaluator Name:		
COMPETENCY #1	BEHAVIORS	RATINGS				
		<b>1</b> <b>Inadequate No Competence No Evidence</b>	<b>2</b> <b>Novice/ Emerging Competence</b>	<b>3</b> <b>Basic/Moderate Competence</b>	<b>4</b> <b>Proficient/Strong Competence</b>	<b>5</b> <b>Highly Proficient/ Exceptional Competence</b>
<b>1. Demonstrate Ethical and Professional Behavior</b>	<b>1a.</b> Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context	<b>1</b> No evidence of knowledge of Code of Ethics, relevant laws and regulations, does not identify ethical dilemmas and does not apply an ethical decision making framework to practice	<b>2</b> Has basic knowledge about the NASW Code of Ethics, but has difficulty applying them to practice and/or recognizing ethical dilemmas	<b>3</b> Demonstrates a working knowledge of the NASW Code of Ethics, relevant laws and regulations and has, on several occasions, applied them in formulating a plan for working with client and client systems	<b>4</b> Consistently applies the Code of Ethics, relevant laws and regulations, identifies ethical dilemmas, and typically refers to professional values and ethics in formulating decisions	<b>5</b> Consistently applies the Code of Ethics, relevant laws and regulations, demonstrates an advanced ability in identifying ethical dilemmas, and demonstrates leadership in bringing social work ethical principles to all areas of practice
	<b>1b.</b> Recognize how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practices	<b>1</b> Unable to recognize personal values and impact on practice, and/or allows personal values to interfere with practice	<b>2</b> Appears to have limited knowledge of personal values, limited ability to identify how personal values might interfere with practice, and/or finds it difficult to adhere to professional values	<b>3</b> Once conflicts between personal and/or professional values are identified, appears to engage in self-reflection and openly discusses with supervisor ways to manage conflicts	<b>4</b> Initiates efforts to identify conflicts between personal and/or professional values and explores in supervision ways to manage conflicts	<b>5</b> Independently identifies conflicts between personal and/or professional values implements plans to effectively manage them
	<b>1b. (Self Care)</b> Copes with stress, crisis, and conflict and	<b>1</b> Unaware of the impact of stress,	<b>2</b> Aware of the impact of stress,	<b>3</b> Aware of the impact of stress,	<b>4</b> Aware of the impact of stress,	<b>5</b> Aware of the impact of stress,

	understands the signs of burn-out, vicarious trauma, and develops and practices a self-care plan	conflict, and vicarious trauma on self and practice; frequently overwhelmed in a manner that impacts performance	conflict, and vicarious trauma on self and practice, though unable to develop a self-care plan; occasionally overwhelmed in a manner that impacts performance	conflict, and vicarious trauma on self and practice, though inconsistent implementation of the plan and/or times of being overwhelmed	conflict, and vicarious trauma on self and practice and consistently implements a self-care plan	conflict, and vicarious trauma on self and practice; brings observations to supervision, consistently implements a self-care plan, and engages others in dialogue about these issues
	<b>1c.</b> Demonstrates professional behavior, including oral, written and electronic communication; time management, use of social media and adherence to agency policies and procedures	<b>1</b> Does not maintain a professional demeanor; poor time management and communication interfere with the work and/or violates agency policies and procedures	<b>2</b> Inconsistently demonstrates professional demeanor; time management, communication and/or adherence to agency policies, procedures, and professional standards	<b>3</b> Professional behavior typically in accord with agency and professional standards, though improvement needed in some areas	<b>4</b> Consistently demonstrates professional behavior in accord with agency and professional standards; communication is clear, concise, accurate, and respectful of others	<b>5</b> Consistently demonstrates professional behavior in accord with agency and professional standards, even under stressful circumstance; communication skills reflect professional vs. pre-professional standards
	<b>1d.</b> Uses technology ethically and appropriately to facilitate practice	<b>1</b> Does not use technology ethically and appropriately; limited ability to utilize technology in practice	<b>2</b> Utilizes technology (ie: email, library, text, social media) but does not recognize ethical implications of use on practice	<b>3</b> Utilizes technology (ie: email, library, text, social media) and discusses in supervision ethical implications of use on practice	<b>4</b> Utilizes technology (ie: email, library, text, social media) and integrates supervision feedback regarding ethical implications of use into practice	<b>5</b> Utilizes technology effectively (ie: email, library, text, social media) and appropriately in practice with clients/client systems and agency colleagues
	<b>1e.</b> Uses supervision and consultation to guide	<b>1</b> Does not prepare for or	<b>2</b> Inconsistently prepares (e.g.	<b>3</b> Consistently prepares for	<b>4</b> Consistently prepares for	<b>5</b> Consistently prepares for

	professional judgement and behavior	utilize supervision	no agenda, prior self-reflection, etc.); has trouble accepting constructive input and/or does not follow through on supervisory input	and utilizes supervision and sometimes evidences follow-through on feedback	supervision, able to voice differences, but remains open to constructive feedback; follows through on feedback	supervision, bringing difficult/new material, and attends to the supervisory relationship as well as the information on client systems; consistently follows through on feedback
<b>COMPETENCY #2</b>	<b>BEHAVIORS</b>	<b>RATINGS</b>				
		<b>1 Inadequate No Competence No Evidence</b>	<b>2 Novice/ Emerging Competence</b>	<b>3 Basic/Moderate Competence</b>	<b>4 Proficient/Strong Competence</b>	<b>5 Highly Proficient/ Exceptional Competence</b>
<b>2. Engage diversity and difference in practice</b>	<b>2a.</b> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels	<b>1</b> Little or no ability to understand the impact of social, cultural, and/or spiritual identities and practices on power and privilege	<b>2</b> Able to identify oppressed, marginalized and alienated groups with limited recognition of the impact of social, cultural, and/or spiritual identities and practices on power and privilege	<b>3</b> Able to identify the impact of social, cultural, and/or spiritual identities, and practices on power and privilege ;able to discuss ways to engage client systems around these issues	<b>4</b> Able to identify the impact of social, cultural, and/or spiritual identities and practices on power and privilege; uses knowledge to engage client systems around how these issues impact their lives	<b>5</b> Has a strong understanding of power and privilege and initiates agency discussions on how diversity/difference and power/ privilege relate to agency service delivery
	<b>2b.</b> Present themselves as learners and engages with others as informants and experts on their lives	<b>1</b> Uses few, if any, opportunities to learn from others (colleagues, service users, and/or other professionals)	<b>2</b> Expresses openness to learning from others, but seldom seeks feedback from others	<b>3</b> Beginning to seek information and feedback from others to enhance practice	<b>4</b> Consistently seeks information and feedback from others	<b>5</b> Consistently seeks information and feedback from others and demonstrates how information has shaped practice by integrating feedback

	<b>2c.</b> Demonstrate Self-awareness and an ability to recognize and reduce the influence of personal bias, privilege, and participation in systems of oppression and the forces that reinforce these systems	<b>1</b> Reluctant or unable to engage in self-assessment and/or to address personal biases and values which may impact work with diverse population	<b>2</b> Emerging awareness of personal biases and values but has difficulty addressing in supervision how they will be managed in the practice setting	<b>3</b> Consistently curious and aware of personal biases and values; openly discusses in supervision ways to work on minimizing their influence on practice	<b>4</b> Comes to supervision after careful self-reflection; is well aware of potential biases and values that may impede the helping process; typically seeks assistance in managing personal biases and growing in even greater self-awareness	<b>5</b> Anticipates how personal biases and values may impact practice and actively seeks assistance in managing biases and values
<b>COMPETENCY #3</b>	<b>BEHAVIORS</b>	<b>RATINGS</b>				
		<b>1</b> <b>Inadequate No Competence No Evidence</b>	<b>2</b> <b>Novice/ Emerging Competence</b>	<b>3</b> <b>Basic/Moderate Competence</b>	<b>4</b> <b>Proficient/Strong Competence</b>	<b>5</b> <b>Highly Proficient/ Exceptional Competence</b>
<b>3. Advance Human Rights and Social, Economic, and Environmental Justice</b>	<b>3a.</b> Work with and in the service of clients and client systems to advocate for social, economic, and environmental justice and human rights.	<b>1</b> Does not work with client/client systems to advocate for justice and human rights	<b>2</b> Demonstrates an interest in advocating for and with client/client systems but has not taken action	<b>3</b> Participated in an action advocating for justice and human rights with minimal collaboration	<b>4</b> Participates regularly in collaborative actions to advocate for justice and human rights	<b>5</b> Participates regularly in collaborative actions to advocate for justice and human rights; engages others to participate, and/or provides leadership in planning action
	<b>3b.</b> Understand systemic oppression and privilege and engage in practices to dismantle oppression and advance social, economic, and	<b>1</b> Demonstrates little or no understanding of the forms and mechanisms of oppression and discrimination	<b>2</b> Understands the forms and mechanism of oppression and discrimination but has had only limited success in identifying how	<b>3</b> Understands the forms and mechanisms of oppression and discrimination and has articulated how specific systems have been	<b>4</b> Consistently applies an understanding of the forms and mechanisms of oppression and discrimination to identify ways to	<b>5</b> Consistently applies an understanding of the forms and mechanisms of oppression and discrimination to mobilize others (service users, co-

	environmental justice.	that may impact systems	they impact specific systems served by agency	negatively impacted	take action to advance justice	workers, supervisors) to take action
<b>COMPETENCY #4</b>	<b>BEHAVIORS</b>	<b>RATINGS</b>				
		<b>1 Inadequate No Competence No Evidence</b>	<b>2 Novice/ Emerging Competence</b>	<b>3 Basic/Moderate Competence</b>	<b>4 Proficient/Strong Competence</b>	<b>5 Highly Proficient/ Exceptional Competence</b>
<b>4. Engage in Practice-informed Research and Research-informed Practice</b>	<b>4a.</b> Use practice experience and theory to inform scientific inquiry and research	<b>1</b> Unable to demonstrate how practice experience and theory have informed their scientific inquiry and research	<b>2</b> Able to discuss how practice experience and theory inform scientific inquiry, but unable to apply to research	<b>3</b> Able to identify how practice experience and theory shapes scientific inquiry and research	<b>4</b> Consistently identifies how practice experience and theory shapes scientific inquiry and plans to carry out research	<b>5</b> Plans and conducts research that integrates practice experience and theory
	<b>4b.</b> Engage in critical analysis of quantitative research methods and research findings	<b>1</b> Unable to demonstrate how evidence gleaned from research could be useful in shaping work with service users	<b>2</b> Able to discuss the potential value of qualitative and quantitative research in supervision	<b>3</b> Demonstrates analysis of quantitative and qualitative research in supervision	<b>4</b> Consistently demonstrates analysis of quantitative and qualitative research in supervision	<b>5</b> Demonstrates analysis of quantitative and qualitative research in supervision and begins to apply to practice
	<b>4c.</b> Use and translate research findings to inform and improve practice, policy, and service delivery	<b>1</b> Unable to demonstrate how evidence gleaned from research could be useful in shaping practice	<b>2</b> Able to discuss the potential value of research in providing best practice, but has not provided evidence of actually incorporating into practice	<b>3</b> Able to demonstrate the ability to use research evidence to inform practice (i.e. , in selecting a best practice assessment instrument or intervention)	<b>4</b> Consistently able to demonstrate the ability to integrate information gleaned from research into practice	<b>5</b> Consistently demonstrates the ability to integrate information gleaned from research into practice and frequently initiates discussions and activities to better incorporate research evidence

into agency practice

COMPETENCY #5	BEHAVIORS	RATINGS				
		<b>1</b> <b>Inadequate No Competence No Evidence</b>	<b>2</b> <b>Novice/ Emerging Competence</b>	<b>3</b> <b>Basic/Moderate Competence</b>	<b>4</b> <b>Proficient/Strong Competence</b>	<b>5</b> <b>Highly Proficient/ Exceptional Competence</b>
<b>5. Engage in Policy Practice</b>	<b>5a.</b> Identify social policy at the local, state, federal, and tribal level that impacts the delivery of and access to social services	<b>1</b> Unable to identify policies that impact services users, service providers and the community	<b>2</b> Identifies policies relevant to service population with limited skill in articulating how they impact service delivery	<b>3</b> Identify policies relevant to service population and how they impact service delivery	<b>4</b> Identifies and articulates policies that impact the service users and providers	<b>5</b> Identifies and articulates policies on multiple levels (agency, profession, community, state, national) that impact service users, service providers, and/or the community
	<b>5b.</b> Assess how social welfare and economic policies impact the delivery of and access to social services	<b>1</b> Does not assess the impact of policies on service delivery and access	<b>2</b> Assesses policies relevant to service population with limited skill in articulating how they impact service delivery	<b>3</b> Assesses policies relevant to service population and how they impact service delivery	<b>4</b> Assesses and articulates policies that impact the service users and providers	<b>5</b> Assesses and articulates policies on multiple levels (agency, profession, community, state, national) that impact service users, service providers, and/or the community.
	<b>5c.</b> Engage in critical analysis of and formulate and promote policies that advance human rights and social, economic, and environmental justice	<b>1</b> Demonstrates little interest or ability to analyze and promote policy that advance human rights and justice	<b>2</b> Discusses analysis of effective policy action, but demonstrates little effort to promote policy that advances human rights and justice	<b>3</b> Discusses analysis of policy action and has contributed to an effort that promotes human rights and justice	<b>4</b> Discusses policy action and at least once has taken a leadership role to promote policy that promotes human rights and justice	<b>5</b> Discusses policy action and assumes key leadership roles in planning and executing action to promote policy change; formulates policy ideas

COMPETENCY #6	BEHAVIORS	RATINGS				
		<b>1</b> Inadequate No Competence No Evidence	<b>2</b> Novice/ Emerging Competence	<b>3</b> Basic/Moderate Competence	<b>4</b> Proficient/Strong Competence	<b>5</b> Highly Proficient/ Exceptional Competence
<b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b>	<b>6a.</b> Apply knowledge of human behavior and the social environment and practice context to engage with clients and client systems	<b>1</b> Provides no evidence of being able to apply knowledge of human behavior and the social environment to practice	<b>2</b> Beginning to apply knowledge of human behavior and the social environment to practice	<b>3</b> Applies knowledge of human behavior and the social environment to practice	<b>4</b> Applies knowledge of human behavior and the social environment to practice; engages with a culturally responsive lens	<b>5</b> Applies and integrates knowledge of human behavior and the social environment into culturally responsive engagement at all levels of practice
	<b>6b.</b> Listen and communicate with a wide range of clients and client systems using unconditional positive regard, warmth, genuineness, and a nonjudgmental, empathic style; attending effectively to verbal, nonverbal, and implicit communication and able to tolerate and work with conflict and strong emotions	<b>1</b> Unable to engage and attend to a wide range of service users and/or colleagues with empathy and unconditional positive regard (ie, may mistake sympathy for empathy); uncomfortable or avoidant of conflict and strong emotions	<b>2</b> Able to engage and attend to some service users and/or colleagues with empathy and unconditional positive regard, but has difficulty in some areas or with specific populations; some discomfort with conflict or strong emotions but attempts to respond	<b>3</b> Generally engages well and attends to service users and colleagues, with empathy and unconditional positive regard, but still has difficulty in some areas and/or with specific populations; able to respond effectively to conflict or strong emotions	<b>4</b> Consistently engages well and attends to service users and colleagues with empathy and unconditional positive regard; comfortable with conflict and strong emotions	<b>5</b> Exceptional skill in engaging and attending to a wide range of service users and colleagues, utilizing a wide range of skills that are tailored to the situation and the relationship; invites necessary conflict and/or strong emotions when appropriate
COMPETENCY #7	BEHAVIORS	RATINGS				

		<b>1 Inadequate No Competence No Evidence</b>	<b>2 Novice/ Emerging Competence</b>	<b>3 Basic/Moderate Competence</b>	<b>4 Proficient/Strong Competence</b>	<b>5 Highly Proficient/ Exceptional Competence</b>
<b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b>	<b>7a.</b> Collect, organize, and critically analyze and interpret information from clients and client systems	<b>1</b> Unable to collect, organize, analyze and interpret assessment information from a strengths based, culturally informed perspective	<b>2</b> Able to discuss in supervision the importance of strengths based, culturally informed assessments, but assessments do not reflect these perspectives	<b>3</b> Able to conduct assessments from a strengths based culturally informed perspective; assessments lack organization	<b>4</b> Able to conduct assessments from a strengths based, culturally informed perspective and presents information clearly and effectively	<b>5</b> Conducts assessments from a strengths based, culturally informed perspective; presents comprehensive, relevant interpretation of information
	<b>7b1.</b> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of <i>micro</i> clients and client systems	<b>1</b> Does not apply multidisciplinary theoretical frameworks to assessment of micro clients and client systems	<b>2</b> Beginning to apply multidisciplinary theoretical frameworks to assessment of micro clients and client systems	<b>3</b> Applies multidisciplinary theoretical frameworks to assessment of micro clients and client systems	<b>4</b> Applies multidisciplinary theoretical frameworks to assessment of micro clients and client systems; assesses with a culturally responsive lens	<b>5</b> Applies and integrates multidisciplinary theoretical frameworks into culturally responsive assessment at all levels of practice
	<b>7b2.</b> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of	<b>1</b> Does not apply multidisciplinary theoretical frameworks to assessment of macro clients and client systems	<b>2</b> Beginning to apply multidisciplinary theoretical frameworks to assessment of macro clients and client systems	<b>3</b> Applies multidisciplinary theoretical frameworks to assessment of macro clients and client systems	<b>4</b> Applies multidisciplinary theoretical frameworks to assessment of macro clients and client systems; assesses with a culturally responsive lens	<b>5</b> Applies and integrates multidisciplinary theoretical frameworks into culturally responsive assessment at all levels of practice

	<i>macro</i> clients and client systems					
	<b>7c.</b> Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and client systems	<b>1</b> Does not identify client centered goals and objectives; appears unclear about how to collaboratively develop either with the client/client system	<b>2</b> Has limited skill in developing goals and objectives and/or develops goals and objectives that are not mutually defined with the client/client system	<b>3</b> Has demonstrated the ability to collaboratively develop goals and objectives with client/client systems; goals and objectives are relevant, clear, and comprehensive	<b>4</b> Routinely demonstrates the ability to collaboratively develop goals and objectives with client/client systems; goals and objectives are relevant, clear, and comprehensive	<b>5</b> Works effectively with multiple client systems to mutually develop goals and objective that are strengths based and culturally informed
	<b>7d.</b> Work collaboratively with clients and client systems to select appropriate intervention strategies based on the assessment, research knowledge, and client values and preferences	<b>1</b> Does not work collaboratively with clients/client systems to select interventions	<b>2</b> Understands importance of collaborative work and discusses in supervision; not yet engaging clients/client systems in selecting interventions	<b>3</b> Works collaboratively with client/client systems; beginning to select interventions based on assessment, research, and client preferences	<b>4</b> Works collaboratively with client/client systems; invites feedback to select interventions based on assessment, research, and client preferences	<b>5</b> Consistently collaborates with client/client systems to select interventions based on assessment, research, and client preferences
<b>COMPETENCY #8</b>	<b>BEHAVIORS</b>	<b>RATINGS</b>				
		<b>1</b> <b>Inadequate No Competence No Evidence</b>	<b>2</b> <b>Novice/ Emerging Competence</b>	<b>3</b> <b>Basic/Moderate Competence</b>	<b>4</b> <b>Proficient/Strong Competence</b>	<b>5</b> <b>Highly Proficient/ Exceptional Competence</b>
<b>8. Intervene with Individuals, Families, Groups, Organizations,</b>	<b>8a.</b> Apply critical thinking in choosing and implementing	<b>1</b> Unable to apply assessment data to inform intervention appropriate to	<b>2</b> Able to discuss in supervision how assessment data	<b>3</b> Applies assessment data to inform intervention; beginning to	<b>4</b> Routinely applies assessment data to inform intervention;	<b>5</b> Consistently applies assessment data to inform intervention

<b>and Communities</b>	interventions to achieve practice goals and enhance capacities of clients and client systems	the client/client system	can inform the intervention; difficulty making the connection between client/client system needs in own practice	connect client/client system needs to practice	strategies implemented are appropriate to client/client system needs	strategies appropriate to client/client system identified goals
	<b>8b.</b> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and client systems	<b>1</b> Does not apply multidisciplinary theoretical frameworks in interventions with client/client systems	<b>2</b> Beginning to apply multidisciplinary theoretical frameworks in interventions with clients/client systems	<b>3</b> Applies multidisciplinary theoretical frameworks in interventions with clients/client systems	<b>4</b> Applies multidisciplinary theoretical frameworks to practice; intervenes with cultural humility	<b>5</b> Applies and integrates multidisciplinary theoretical frameworks into culturally responsive interventions
	<b>8c.</b> Use Inter-professional collaboration as appropriate to achieve beneficial practice outcomes	<b>1</b> Unable to collaborate inter-professionally	<b>2</b> Discusses the importance of inter-professional collaboration in supervision; not yet applying to practice	<b>3</b> Able to identify when inter-professional collaboration is required to achieve practice outcomes; beginning to collaborate within placement	<b>4</b> Appropriately uses inter-professional collaboration to achieve practice outcomes; collaborates with other professionals	<b>5</b> Consistently uses inter-professional collaboration to achieve practice outcomes; collaborates with all necessary multisystem professionals
	<b>8d.</b> Negotiate, mediate, and advocate on behalf of and with clients and client systems	<b>1</b> Does not demonstrate ability to negotiate, mediate, and advocate on behalf of and	<b>2</b> Discusses need for collaborative intervention in supervision but has taken no action or is reluctant to	<b>3</b> Discusses plans for negotiation, mediation, and advocacy in supervision and at least once has implemented	<b>4</b> Plans for negotiation, mediation, and advocacy interventions on behalf and with client/client systems	<b>5</b> Consistently negotiates, mediates and advocates on behalf of and with client/client systems

		with client/ client systems	negotiate, mediate, or advocate on behalf of and with client/client systems	intervention		
	<b>8e.</b> Facilitate effective transitions and endings that advance mutually agreed-on goals	<b>1</b> Does not facilitate effective processes for transitions and endings	<b>2</b> Aware of the importance of processes for transitions and endings, but has not implemented that knowledge into practice	<b>3</b> Able to plan for transitions and endings in supervision, but has difficulty fully executing the plan with client systems	<b>4</b> Able to plan and facilitate processes for transitions and endings; appropriately facilitates the process for the client system as well as with colleagues and community partners	<b>5</b> Effectively integrates work around transitions and endings; acknowledges client/client system work, strengths and accomplishments
<b>COMPETENCY</b>	<b>BEHAVIORS</b>	<b>RATINGS</b>				
		<b>1</b> <b>Inadequate No Competence No Evidence</b>	<b>2</b> <b>Novice/ Emerging Competence</b>	<b>3</b> <b>Basic/Moderate Competence</b>	<b>4</b> <b>Proficient/Strong Competence</b>	<b>5</b> <b>Highly Proficient/ Exceptional Competence</b>
<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	<b>9a.</b> Select and use appropriate methods for evaluation of outcomes	<b>1</b> Does not select or use appropriate methods for evaluation	<b>2</b> Recognizes the need for evaluation but lacks the skill to select and use evaluation methods	<b>3</b> Discusses evaluation methods and selection to benefit programs or services of the agency in supervision	<b>4</b> Demonstrates ability to select and use appropriate methods for evaluation of programs and services	<b>5</b> Consistently Demonstrates ability to select and use appropriate methods for evaluation of programs and Provides leadership in program/agency discussion around evaluation
	<b>9b.</b> Apply knowledge of human behavior and the social environment, person-in-environment,	<b>1</b> Does not apply Multi-disciplinary theoretical frameworks in the evaluation	<b>2</b> Beginning to apply multidisciplinary theoretical frameworks in	<b>3</b> Applies multidisciplinary theoretical frameworks in the evaluation of outcomes	<b>4</b> Applies multidisciplinary theoretical frame works to evaluation; evaluates with a	<b>5</b> Applies and integrates multidisciplinary theoretical frameworks into culturally

	and other multidisciplinary theoretical frameworks in the evaluation of outcomes	of outcomes	the evaluation of outcomes		culturally informed lens	informed evaluations
	<b>9c.</b> Critically analyze, monitor, and evaluate intervention and program processes and outcomes	<b>1</b> Does not analyze, monitor or evaluate processes and outcomes	<b>2</b> Recognizes importance of evaluating interventions, processes and outcomes and discusses in supervision	<b>3</b> Able to critically analyze, monitor and evaluation interventions and processes and outcomes related to agency based work	<b>4</b> Consistently analyzes, monitors and evaluates interventions and processes and outcomes related to agency based work	<b>5</b> Consistently analyzes, monitors and evaluates interventions and processes and outcomes related to agency based work and uses to inform practice
	<b>9d.</b> Apply evaluation findings to improve practice effectiveness at the micro and macro levels	<b>1</b> Unable to demonstrate how evaluation findings can be useful in shaping work with client/client systems	<b>2</b> Able to discuss the potential value of evaluation findings in providing best practice, but has not provided evidence of actually incorporating such information into practice	<b>3</b> Demonstrates the ability to use evaluation findings to inform practice with client/client systems (ie: in selecting a best practice assessment instrument or intervention)	<b>4</b> Consistently able to demonstrate the ability to integrate evaluation findings into practice with client/client systems	<b>5</b> Consistently demonstrates the ability to integrate evaluation findings into practice and frequently initiates discussions and activities to better incorporate evaluation findings into agency practice

## **Appendix B:**

SWEAP BSW Foundation Post Exam Report, Measure 2

**Valparaiso University, Valparaiso, IN, BSW Program, Cohort  
date of :MAY21-May 2021, N=12**

**I. Program Cumulative Scores Compared with all Student  
Scores**

(object) array( 'VARIANT' => ",)

**EPAS 2015 Foundation (2016)**

	Score Average % Correct	Score Range	Standard Deviation	t-test Value	p- value	# Students Meeting & Exceeding Competency
Program N=12	62.42 %	49.06 - 73.58 %	7.37	0.12	0.90	11/12 (92 %)
National N=11626	61.83 %	0.00 - 94.34 %	13.72			

Meeting & Exceeding Competency relates to students answering 50% or more of the total number of questions correct.

**II. Program section scores compared with all FCAI section  
scores**

(object) array( 'VARIANT' => ",)

**EPAS 2015 Based Forms (2016)**

Curricular Area	Mean Section Score % Q Correct	Standard Deviation	Mean National Section Score % Q Correct	t-test value	p-value	# Students Meeting & Exceeding Competency
1 : Demonstrate Ethical and Professional Behavior	59.52 %	15.25	64.60 %	-0.84	0.40	9/12 (75 %)
2 : Engage Diversity and Difference in Practice	69.44 %	14.96	67.71 %	0.25	0.70	11/12 (92 %)
3 : Advance Human Rights and Social, Economic, and Environmental Justice	81.94 %	8.22	67.54 %	2.00	<b>0.04 *</b>	12/12 (100 %)
4 : Engage in Practice-informed Research and Research-informed Practice	55.95 %	19.74	51.85 %	0.60	0.50	9/12 (75 %)
5 : Engage in Policy Practice	40.48 %	19.20	49.59 %	-1.40	0.15	4/12 (33 %)
6 : Engage with Individuals, Families, Groups, Organizations and Communities	60.00 %	21.60	58.11 %	0.27	0.70	10/12 (83 %)
7 : Assess Individuals, Families, Groups, Organizations, and Communities	66.67 %	20.55	70.78 %	-0.59	0.50	10/12 (83 %)
8 : Intervene with Individuals, Families, Groups, Organizations, and Communities	78.33 %	12.80	73.52 %	0.65	0.50	12/12 (100 %)
9 : Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	56.67 %	11.06	58.20 %	-0.21	0.80	9/12 (75 %)

Meeting & Exceeding Competency relates to students answering 50% or more of the total number of questions correct.

Note: \* indicates the difference is significant at the  $p < .05$  level

### III. Program: Student Scores by Individual Curricular Area

#### EPAS 2015 Based Questions

(object) array( 'VARIANT' => "",)

#### Demonstrate Ethical and Professional Behavior

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_1 - Making clients aware of their choices is inherent in which social work ethical obligation?	9/12	75.00
RE15_2 - Janna's social worker, Ed, is moving to a new agency and asks her if she would like to continue to see him after the move. According to the NASW Code of Ethics, Ed's offer could be considered:	2/12	16.67
RE15_3 - The NASW Code of Ethics offers a set of values, principles and standards related to all but one of the following:	9/12	75.00
RE15_4 - When a social worker's colleague is displaying incompetence during service to his clients, the social worker should discuss this matter with the:	4/12	33.33
RE15_5 - A social worker offers her unemployed client a job cleaning the worker's home. This is an example of a:	12/12	100.00
RE15_6 - What is the difference between privileged communication and confidentiality?	2/12	16.67
RE15_7 - Which of the following is an ethical violation of a client's rights to privacy and confidentiality?	12/12	100.00

## Engage Diversity and Difference in Practice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_8 - Terms like: police officers, postal workers, spokesperson, and chairperson are examples of:	5/12	41.67
RE15_9 - A recent refugee from Syria displays anxiety and fear toward the social worker assigned to help him learn to cope in his new home community. The social worker wonders whether the client might be better served by another colleague and questions his own ability to work with the client. The worker's supervisor suggests another reason the client may be reluctant to engage with the social worker. Which of the following explanations might be most relevant to the case?	7/12	58.33
RE15_10 - Engaging in diversity and difference in social work practice means:	11/12	91.67
RE15_11 - Which of the following statements is not accurate regarding women?	5/12	41.67
RE15_12 - John, a 16-year-old high school student, was diagnosed with cerebral palsy before turning two years old. John's condition is chronic and most likely will remain permanent. Which of the following best defines John's condition?	12/12	100.00
RE15_13 - Police reports in a community indicate that African-Americans are the most frequently arrested group for crimes such as drug abuse, petty theft, and similar minor offenses. These reports may indicate which of the following:	10/12	83.33

## Human Rights and Social, Economic, and Environmental Justice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_14 - A belief that those with the greatest wealth have an obligation to help provide for those with the least wealth is part of which perspective?	7/12	58.33
RE15_15 - Benefits that accrue to members of the dominant U.S. population because of their skin color are referred to as:	11/12	91.67
RE15_16 - Which explanation of poverty is the most consistent with a social justice perspective?	10/12	83.33
RE15_17 - Which of the following is not evidence of a social justice deficiency in the American political-economic system?	9/12	75.00
RE15_18 - Which of the following statements describes the concept of feminization of poverty?	12/12	100.00
RE15_19 - Social activism and other social change efforts are often resisted by:	10/12	83.33

## Practice-informed Research and Research-informed Practice Practice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_20 - The requirements for a "classical experimental" design include:	6/12	50.00
RE15_21 - Using random sampling (based upon probability theory)	10/12	83.33
RE15_22 - Which of the following is not a level of measurement?	5/12	41.67
RE15_23 - Using subjects that are available, such as students in a classroom or patients in a wing of a nursing home, without random selection, illustrates which of the following approaches to sampling?	0/12	0.00
RE15_24 - Which of the following sampling strategies increases the opportunity for making sure all groups of interest in the population are represented in the sample?	7/12	58.33
RE15_25 - Which of the following represents a well-known single subject design?	12/12	100.00
RE15_26 - Which of the following can survey research not establish?	7/12	58.33

## Engage in Policy Practice

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_27 - The Elizabethan Poor Laws are important for understanding social welfare in the US because:	5/12	41.67
RE15_28 - In a capitalistic economic system one of the purposes of social welfare is to:	4/12	33.33
RE15_29 - The principle of "social insurance" is best defined as:	5/12	41.67
RE15_30 - The major social welfare program to emerge from the New Deal was:	7/12	58.33
RE15_31 - In which category (ies) does the U.S. fall below other developed nations?	10/12	83.33
RE15_32 - The enactment of the Personal Responsibilities Act and Work Opportunity Reconciliation Act of 1996 (TANF) resulted in:	2/12	16.67
RE15_33 - The Earned Income Tax Credit (EITC) is considered by policy analysts to be:	1/12	8.33

## Engage with Individuals, Families, Groups, Organizations and Communities

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_34 - A (An) _____ links clients with needed resources.	9/12	75.00
RE15_35 - Listening empathetically means:	5/12	41.67
RE15_36 - Effective work skills, the ability to get along with others, and support of one's family are examples of:	9/12	75.00
RE15_37 - Mandated clients:	11/12	91.67
RE15_38 - Self-determination:	2/12	16.67

## Assess Individuals, Families, Groups, Organizations, and Communities

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_39 - Within the Person-in environment system: Familial roles, interpersonal roles, occupational roles, and special life tools are considered to be categorized under:	6/12	50.00
RE15_40 - Risk factors for child abuse include all except the following:	11/12	91.67
RE15_41 - Community assessment includes:	11/12	91.67
RE15_42 - A common assessment tool used to determine addictions is:	2/12	16.67
RE15_43 - A strength based assessment focuses on:	10/12	83.33

## Intervene with Individuals, Families, Groups, Organizations, and

## Communities

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_44 - Which of the following techniques are common to advocacy?	12/12	100.00
RE15_45 - When a social worker's personal values/beliefs clash with a client's values/beliefs:	10/12	83.33
RE15_46 - Social learning theory places an emphasis on which of the following:	8/12	66.67
RE15_47 - Believing that social work practice is conducted at the interface between people and their environments is associated with which perspective?	6/12	50.00
RE15_48 - The concept "person-in-environment" includes which of the following:	11/12	91.67

## Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Curricular Area Question	Cumulative Correct	% Of Students Answered Correct
RE15_49 - Which of the following is (are) (a) method(s) of conducting a community needs assessment?	12/12	100.00
RE15_50 - Which of the following applies to program evaluation	2/12	16.67
RE15_51 - This evaluation model compares repeated measurements from a single subject over time	8/12	66.67
RE15_52 - Action research is:	3/12	25.00
RE15_53 - In relation to termination which statement is NOT true:	9/12	75.00

*SWEAP is committed to providing the highest quality assessment instruments designed to aid undergraduate and graduate social work programs in evaluation necessary for program development and improvement. SWEAP instruments are specifically designed to be responsive to the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE), related to both initial accreditation and reaffirmation. However, each social work program is individually responsible for appropriately reporting and interpreting data provided through SWEAP instruments to CSWE.FX/report.php*

# **Appendix C:**

## Town Hall Implicit Curriculum Survey Results

Please note, this raw data was provided by both social work majors and minors. Minors and majors have a significantly different experience, so some responses vary based on level of engagement and time spent within the department.

### Implicit Curriculum Survey

Double-click on the PDF link below to open the survey.

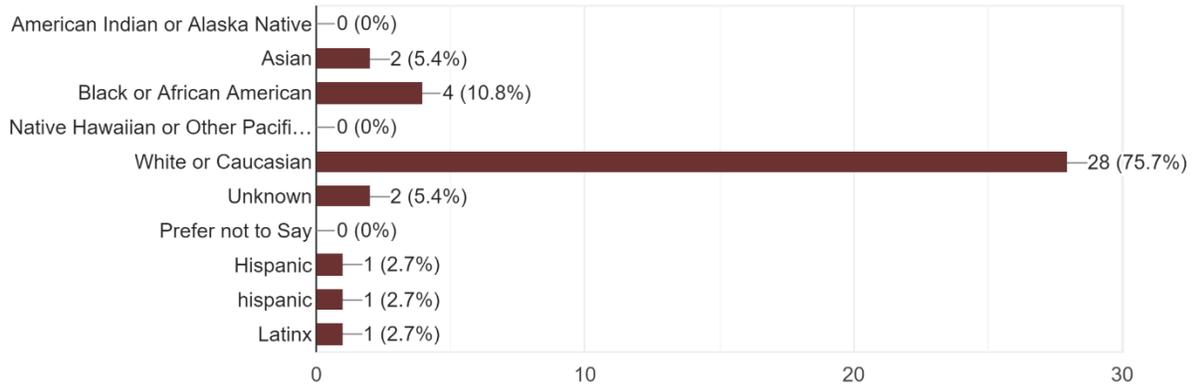


Implicit Curriculum Satisfaction Survey 2021.pdf

### Detailed Findings/Responses:

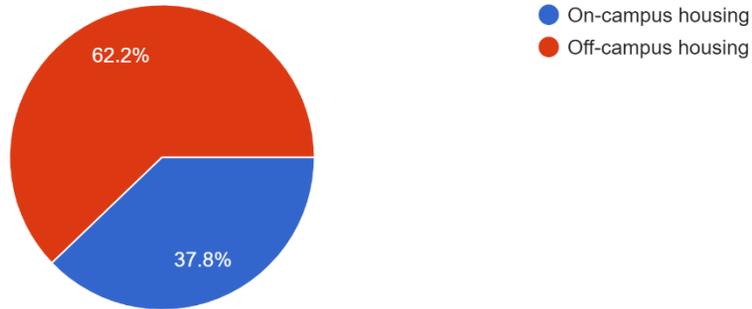
With which race(s) do you identify?

37 responses



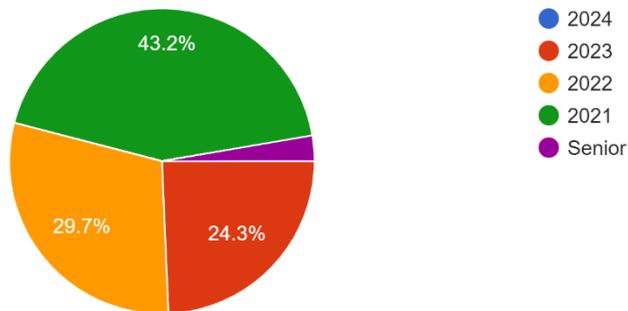
Please indicate your residential status:

37 responses



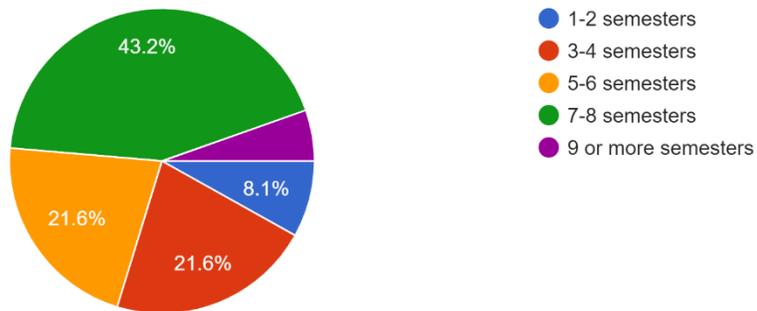
Please indicate your intended graduation year:

37 responses



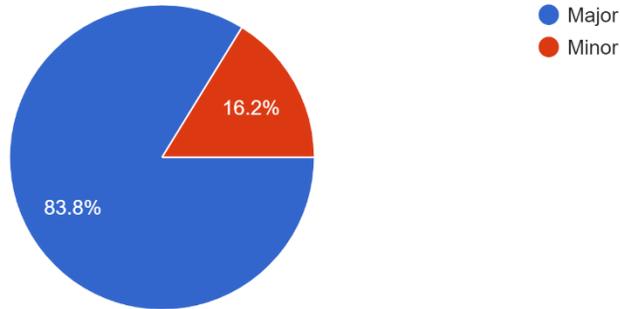
How many semesters have you been a Valparaiso University student?

37 responses



Are you a Major or Minor?

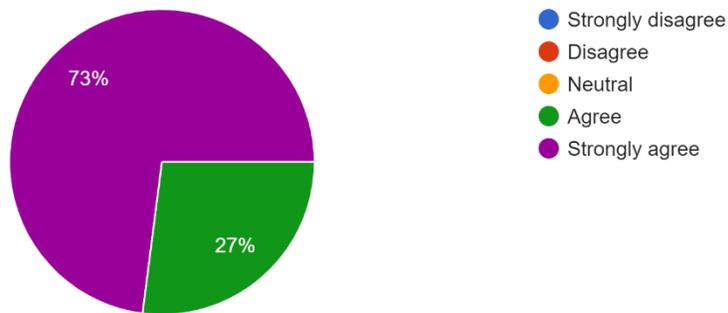
37 responses



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I feel that the overall culture of the VUDSW accurately reflects the professional values of the NASW Code of Ethics taught within its curriculum. ...f human relationships, integrity, and competence.

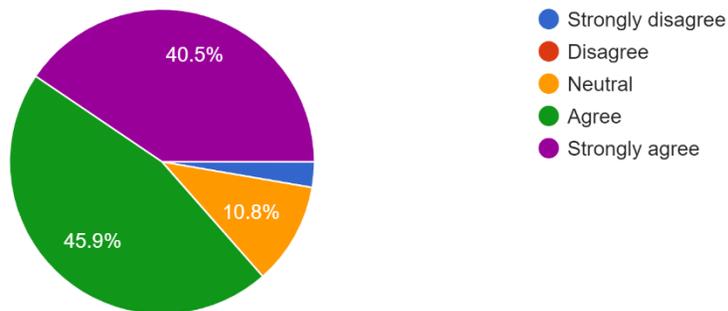
37 responses



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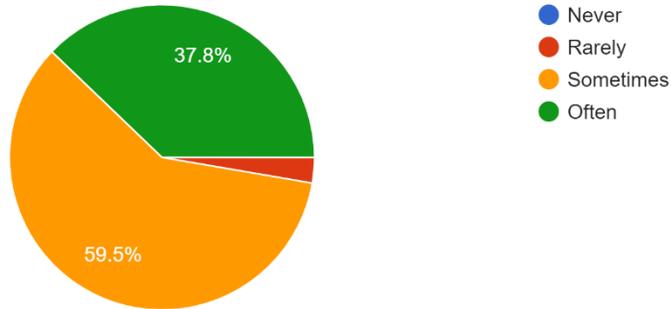
I feel a sense of "belonging" within the VUDSW.

37 responses



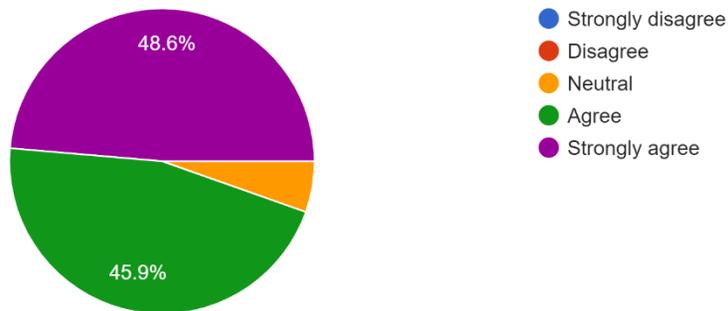
I would be interested in participating in activities promoted/sponsored by VUDSW.

37 responses



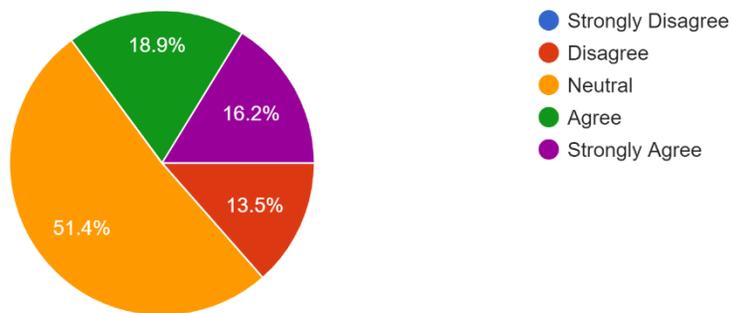
I enjoy interacting with other members of the VUDSW.

37 responses



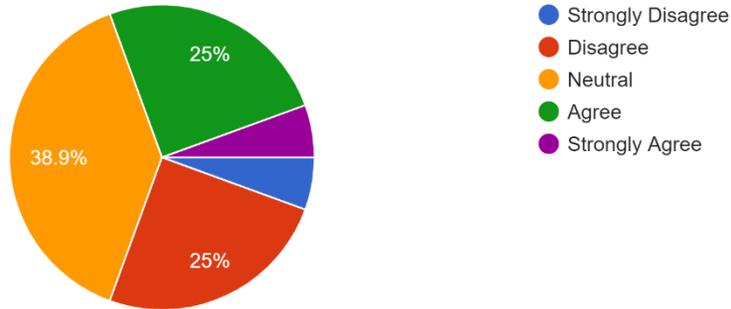
I feel comfortable in the community spaces reserved for the VUDSW in the ASB.

37 responses



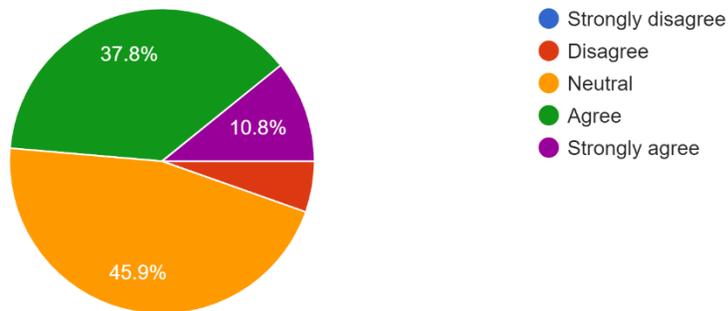
I believe that the space increases my interaction with others.

36 responses



I feel that the decor in the space reflects my personal values.

37 responses



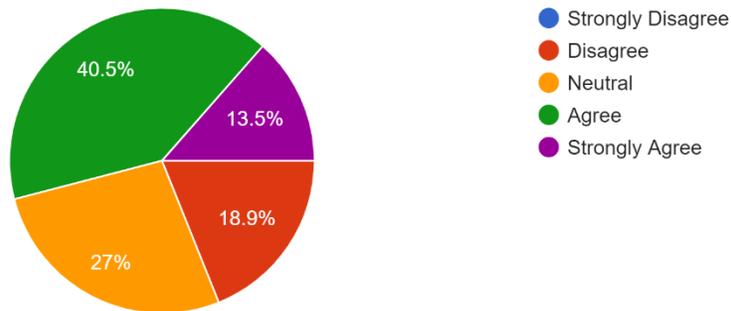
What could VUDSW add/change/remove to make the space in the ASB feel more comfortable and inclusive for students? 19 responses

- more pictures to represent students of color
- We can't really go there currently but I love the ASB
- Move back to Heidbrink.
- Missing Heidbrink </3 I think it's just an adjustment. Especially with virtual classes, I just don't find myself having a reason to visit ASB much and stopping by.
- Have a mini event there to have us come to the space
- make it mandatory for students to attend at least one social work event so that social work major and minors can meet each other
- It's just not a big enough space for everyone it's not a room that we can relax in. It's very stuffy and at most 3 people can be in there at one time.
- Change of space location, larger space, choose our own decor.

- Hosting events there perhaps. Overall, its a comforting space and I feel safe there. I wouldn't change anything about it but to let it be more known or to have more people visit, I would likely hold some kind of event.
- I don't really have anyone to go there with so I have never been there!
- honestly, i absolutely love that little space so much. I was in there the other day and I thought that a little mini fridge would be nice for the space that we have.
- I just wanna move back to Heidbrink BUT I think post COVID the space might be utilized a little better.
- I don't really ever use the space in the ASB so not sure what I would change.
- I think there is little that can be done with the limitations of the current space, but it just takes some getting used to I suppose
- I think that VUDSW has done a fantastic job of using the space they have been given. The building itself is aesthetically beautiful, but not very conducive to a community feel like the set-up of Heidbrink as there are more restrictions to adhered to as well as there being many hallways with closed door offices. At times it feels like a maze. This is partially due to the current state of the world due to COVID, but also partially due to the difference in culture of the building and other departments, which is vastly different from that of VUDSW. I really believe that VUDSW has helped make that space feel more alive and welcoming than it ever had before.
- More plants are nice as well as books on self-care.
- Possibly more space to sit and do homework.
- What space?
- A white board where people can leave notes.

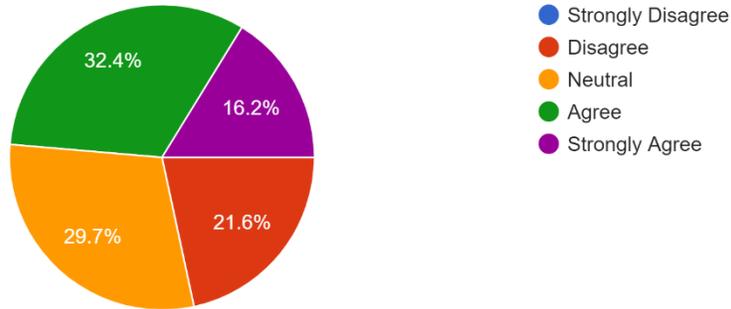
The VUDSW has a diverse representation of races among students.

37 responses



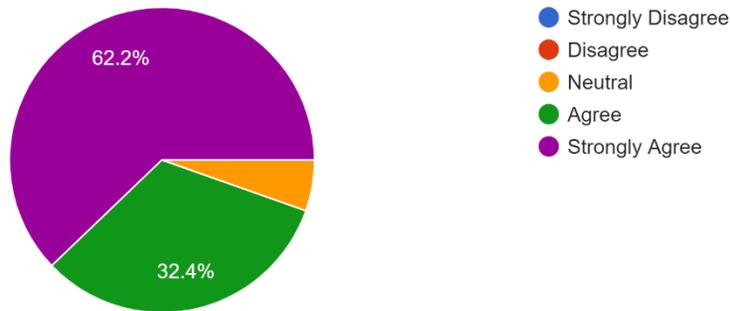
The VUDSW has a diverse representation of ethnicities among students.

37 responses



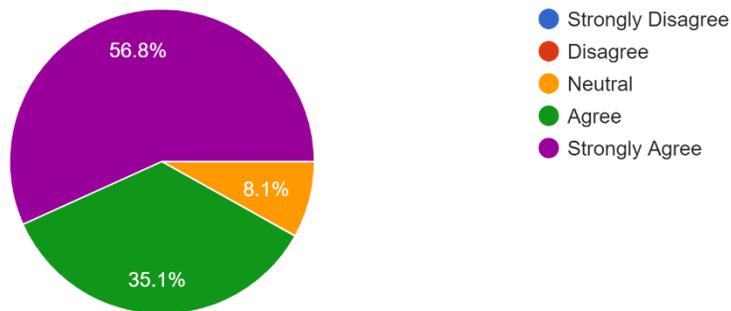
The VUDSW provides an inclusive community for individuals to express their own personal gender identity.

37 responses



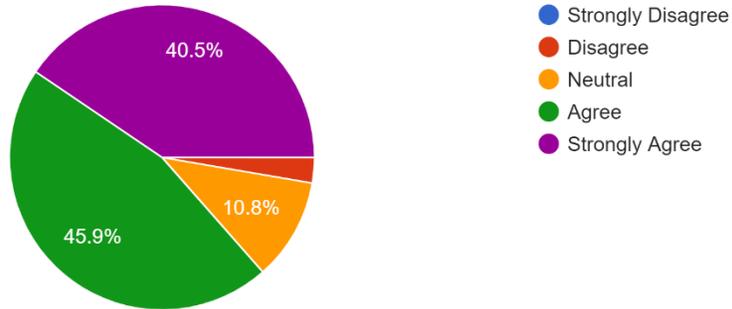
The VUDSW provides an inclusive community for individuals to express their personal sexual orientations.

37 responses



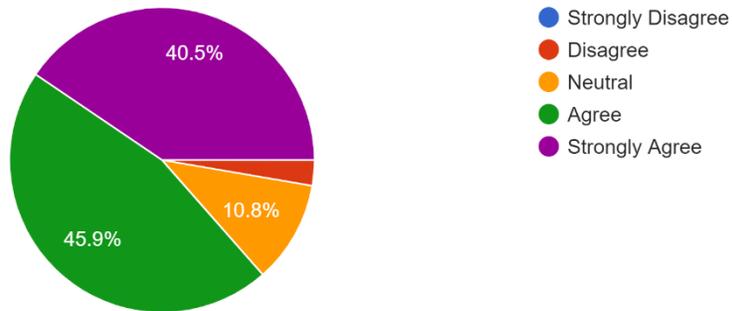
I feel that I can express my own religious/spiritual beliefs without fear in the VUDSW.

37 responses



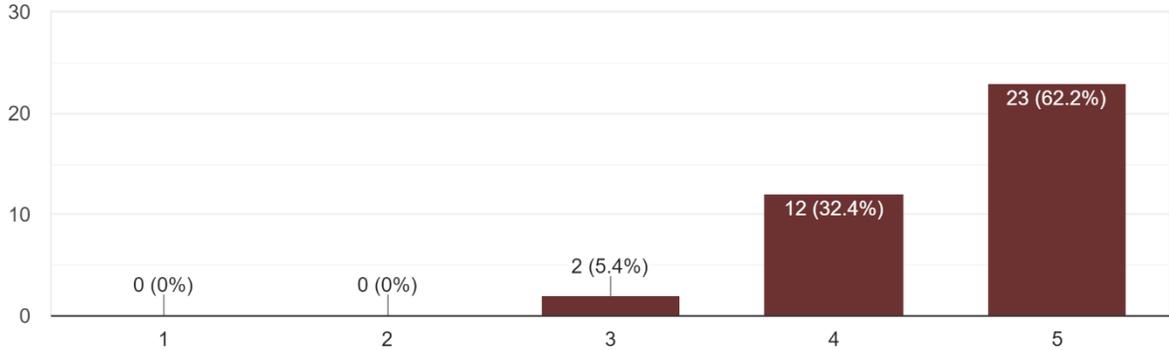
I feel that the VUDSW provides support and resources for individuals with diverse physical, emotional, and intellectual requirements.

37 responses



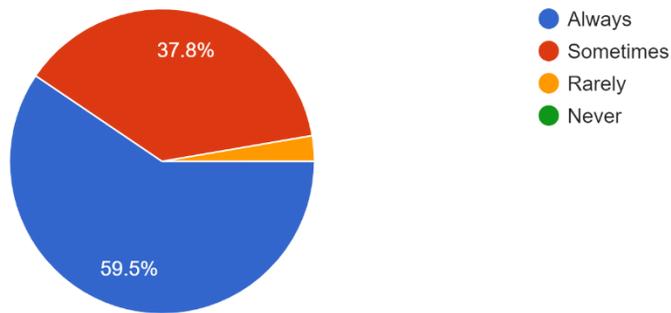
On a scale of 1 to 5, how well do you believe that the VUDSW professors understand different points of view, including yours?

37 responses

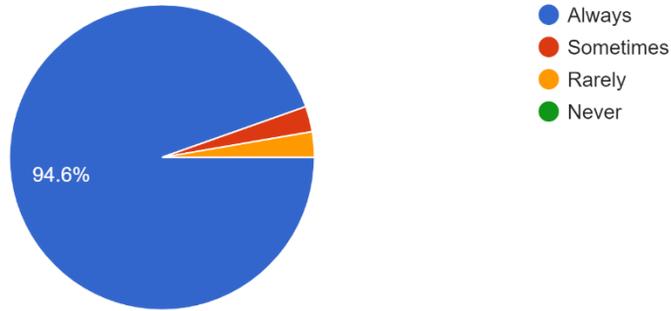


I feel that the current VUDSW staff size is able to meet my needs as a student and provide me with an excellent education.

37 responses



I feel supported by the VUDSW faculty and staff.  
37 responses



Students could optionally provide their student ID number.