

# Assessment of Student Competency & Perception of the BASW Program: Findings from the 2013 Exit Survey & FI Evaluations

Report Prepared for School of Social Work Faculty  
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## Overview

This report provides a summary of results from the 2013 BASW Exit Survey and FI evaluation of student performance in the field. We measured attainment of student learning objectives and student satisfaction with the program using a “benchmark” of 4.0 on a 5-point scale and minimum of 80%, which represents students placing their learning or their experience in higher categories (e.g., “agree” or “strongly agree” with statements about the program). This was the first year of conducting the exit survey using *Qualtrics* and 52.5% (n=21 out of 40) graduating seniors responded for the Exit Survey.

**Table 1: Demographics of BMSW Students in 2013 (n=21)**

Demographic Characteristics	Percent (n)
<b>Gender</b>	
Male	19.0 (4)
Female	71.4 (15)
Missing	9.5 (2)
<b>Age Group</b>	
21-25	38.1 (8)
26-30	23.8 (5)
31-35	9.5 (2)
36-40	14.3 (3)
41 and older	4.8 (1)
Missing	9.5 (2)
<b>Ethnicity</b>	
African American	0 (0)
Asian American/Asian	19.0 (4)
Mexican American/Latino	38.1 (8)
Mixed	14.3 (3)
White/Caucasian	9.5 (2)
Other	9.5 (2)
Missing	9.5 (2)
<b>Employed</b>	
Full time	14.3 (3)
Part time	47.6 (10)
Not employed	28.6 (6)

Missing	9.5 (2)
<b>Receiving Financial Aid</b>	
Yes	76.2 (16)
No	19.0 (4)
Missing	4.8 (1)

### ***BASW Practice Behaviors and Competencies***

Table 2 in Appendix 1 summarizes student perception of their attainment of skills directly related to the BASW practice behaviors and competencies. Table 3 (also provided as an appendix) summarizes findings from Field Instructor evaluation of student performance in the Spring of 2013 for graduating BASW students (n=40). For this analysis, data were collapsed into two categories: agree (including agree and strongly agree) and disagree (including neutral, disagree and strongly disagree). All aggregate scores indicate that the FIs “agreed” that students mastered competencies exceeded the benchmark (greater than mean of 4). Based on the FI Evaluation of Students, majority of individual practice behaviors (33 practice behaviors out of 37 measured) exceeded a benchmark of 80% or more in "agreement" that students achieved competencies (and most were above 90%). Based on Table 2 and Table 3, findings also indicate that certain competencies which are related to application of research and advocacy were not well measured in the field.

### ***BASW Perceptions of the Program***

Table 4 summarizes student satisfaction with and perception of the program. Students were invited to identify the percentage of courses in the program that met different criteria using a scale from 0% to 100%. As shown in the table, all three items exceeded the benchmark indicating that students have good experience with the quality of courses provided in our BASW program.

**Table 4: Perception about quality of courses among BASW students (N=21)**

STATEMENT	Mean [range: 0-100]	SD [Range]
When you think about the courses you took in the BASW program as a whole, what percentage of classes met or exceeded your expectations in relation to the <i>quality of teaching</i> ?	87.21	6.84 [80-99]
When you think about the courses you took in the BASW program as a whole, what percentage of classes taught skills and knowledge to equip you for entering the social work profession?	88.20	9.62 [69-100]
When you think about the courses you took in the BASW program as a whole, what percentage of faculty demonstrated understanding and application of the transcultural perspective in their teaching and interaction with students?	89.73	15.05 [40-100]

Table 5 below summarizes student level of agreement with statements about the program, including experiences in field and with their capstone project. For this analysis, same as the

above one, data were collapsed into two categories: agree (including agree and strongly agree) and disagree (including neutral, disagree and strongly disagree). Statements related to the usefulness of the BASW student handbook (please note though that, based on the raw data, 46.7% reported as “neutral” and 0% as disagreement), the support from Field Education Program, and the practice opportunity of field placement setting to work with organization and community were below the benchmark.

**Table 5: Perception of Coursework among BASW Students (graduating May 2013, n=21)**  
(Originally rated 1 to 5, with 1 = strongly disagree, 3=neutral and 5 = strongly agree)

Statement	% Neutral & Disagree	% Agree
<b>PROGRAM</b>		
The BASW Student Handbook gave useful information about the program.	46.7	53.3*
Members of the front office staff (in the reception area) were courteous and helpful when needed.	0	100
My experience on obtaining professional and/or personal advice when needed from faculty was positive	13.3	86.7
Faculty members seemed to take a genuine interest in my preparation of the social work profession.	13.3	86.7
The school of social work is fulfilling its mission.	6.7	93.3
I would recommend this program to others.	13.3	86.7
Social work capstone seminar (SW 175) was helpful in integrating social work courses and the field experience.	13.3	86.7
<b>FIELD EDUCATION</b>		
My field instructor (FI at the agency) encouraged me to use my strengths in developing social work skills.	0	100
My field instructor (FI at the agency) was available for supervision when needed.	0	100
My faculty field liaison (FFL) was available for consultation and problem-solving.	6.7	93.3
Members of the Field Education Program (Field Director/ other staff) were helpful when I needed information and problem-solving support.	21.4	78.6*

My field agency gave me instruction on practice methods used in my field placement.	6.7	93.3
My field setting contributed to my overall development in social work practice from a generalist perspective.	13.3	86.7
My field setting provided me with an opportunity to learn basic skills in working with individuals and families.	13.3	86.7
My field setting provided me with an opportunity to learn basic skills in working with groups	20.0	80.0
My field setting provided me with an opportunity to learn about working within organizations and communities.	33.3	66.7*
My field seminars were helpful in linking field and classroom learning.	14.3	85.7

\* Below benchmark of 80%

## Discussion

Findings from field instructor evaluations of student performance and student perception about mastery of practice behaviors and competencies suggest that our graduating seniors have met or exceeded School benchmarks in general. Especially, based on the FI evaluation of Students Performance, overall, 95% of students were scored at the midpoint of 3 or above on all objectives. Also, the mean scores of all objectives exceeded the benchmark level of 4.0.

Based on the findings, we identified two areas which we need to improve.

First, about half of graduating seniors participated in the Exit Survey. To increase the rate of the Exit Survey participation, several practical strategies (e.g., time of the survey, announcement about the survey, collaboration with the student organization, etc) need be considered for future endeavors.

Second, findings suggest that we need to strengthen the following two competencies: 1) integrating research into practice, and 2) advocacy/skills for influencing policy. Several solutions to address these areas for improvement are already underway. The BASW program in general and in the field education in particular is in the process of changing the curriculum to integrate the courses offered in order to help students see connections and apply their knowledge, skills and values into practice. Furthermore, the BASW program has been promoting the communications among faculty and faculty field liaisons to review student progress and devise success strategies in a streamlined manner. We proactively identify the areas for improvement for students learning experience.

## APPENDIX 1

Table 2. BASW Exit Survey – Agreement about mastery of practice behaviors (N=21)

EPAS Core Competencies	EPAS Practice Behaviors	Neutral & Disagree	Agree	Missing/ NA
<b>1. identify as a professional social worker and conduct oneself accordingly</b>	a. Advocate for client access to the services of social work		80.9%	19%
	b. Practice personal reflection and self-correction to assure continual professional development		80.9%	19%
	c. Attend to professional roles and boundaries	4.7%	76.2%	19%
	d. Demonstrate professional demeanor in behavior, appearance, and communication		80.9%	19%
	e. Engage in career-long learning		80.9%	19%
	f. Use supervision and consultation		80.9%	19%
<b>2. Apply social work ethical principles to guide professional practice</b>	a. Recognize and manage personal values in a way that allows professional values to guide practice		76.2%	19%
	b. Make ethical decisions by applying standards of the NASW Code of Ethics		76.2%	23.8%
	c. Tolerate ambiguity in resolving ethical conflicts		76.2%	23.8%
	d. Apply strategies of ethical reasoning to arrive at principled decisions		76.2%	23.8%
<b>3 Apply critical thinking to inform and communicate professional judgments</b>	a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom		80.9%	19%
	b. Analyze models of assessment, prevention, intervention and evaluation.		80.9%	19%
	c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities & colleagues		80.9%	19%
<b>4 Apply a <u>transcultural perspective</u> and engage diversity and difference in practice</b>	a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power		80.9%	19%
	b. Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups		80.9%	19%
	c. Recognize and communicate their understanding of the importance of difference in shaping life experiences		80.9%	19%
	d. View themselves as learners and engage those with whom they work as informants	4.7%	76.2%	19%
<b>5 Advance human rights and social and economic justice</b>	a. Understand the forms and mechanisms of oppression and discrimination		80.9%	19%
	b. Advocate for human rights and social and economic justice		80.9%	19%
	c. Engage in practices that advance social and economic justice	4.7%	76.2%	19%
<b>6 Engage in research informed practice and practice informed research</b>	a. Use practice experience to inform scientific inquiry		80.9%	19%
	b. Use research evidence to inform practice		80.9%	19%
<b>7 Apply knowledge of human behavior to the social environment</b>	a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation		80.9%	19%
	b. Critique and apply knowledge to understand person and environment		80.9%	19%
<b>8 Engage in policy</b>	a. Analyze for policies that advance social well being	9.5%	71.4%	19%
	b. Collaborate with colleagues for effective policy action	9.5%	71.4%	19%

<b>practice to advance social &amp; economic well being and to deliver effective social services</b>				
<b>9 Respond to contexts that shape practice</b>	a. Continuously discover, appraise and attend to changing locales, populations, scientific and technological advancements, and emerging societal trends to provide relevant services	4.7%	76.2%	19%
	b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	4.7%	76.2%	19%
<b>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</b> <b>10(a) Engagement</b> <b>10 (b) Assessment</b> <b>10 (c) Intervention</b> <b>10 (d) Evaluation</b>	a. Substantively and affectively prepare for action with individuals, families, groups, organizations and communities		76.2%	23.8%
	b. Use empathy and other interpersonal skills		76.2%	23.8%
	c. Develop a mutually agreed on focus of work and desired outcomes		76.2%	23.8%
	d. collect, organize and interpret client data		80.9%	19%
	e. assess client strengths and limitations		80.9%	19%
	f. Develop mutually agreed-on intervention goals and objectives		80.9%	19%
	g. Select appropriate intervention strategies		80.9%	19%
	h. Initiate actions to achieve organizational goals		80.9%	19%
	i. Implement prevention interventions that enhance client capacities	4.7%	76.2%	19%
	j. Help clients resolve problems		80.9%	19%
	k. Negotiate, mediate, and advocate for clients		80.9%	19%
	l. Facilitate transitions and endings	4.7%	76.2%	19%
	m. Critically analyze, monitor and evaluate interventions		80.9%	19%

## Direct Measures for Assessing BASW Program Competencies

EPAS Core Competencies	EPAS Practice Behaviors	% Poor (Rating 1 – 2.99)	% Good (Rating 3-3.99)	% Very Good to Outstanding (4-5)	N/A
<b>1. identify as a professional social worker and conduct oneself accordingly</b>	a. Advocate for client access to the services of social work	0	2.5	97.5	0
	b. Practice personal reflection and self-correction to assure continual professional development	0	10.0	90.0	0
	c. Attend to professional roles and boundaries	0	5.0	95.0	0
	d. Demonstrate professional demeanor in behavior, appearance, and communication	0	5.0	95.0	0
	e. Engage in career-long learning	0	5.0	95.0	0
	f. Use supervision and consultation	0	7.5	90.0	2.5
	<b>MEAN: 4.49 (.50)</b>	<b>0</b>	<b>12.5</b>	<b>85</b>	<b>2.5</b>
<b>2. Apply social work ethical principles to guide professional practice</b>	a. Recognize and manage personal values in a way that allows professional values to guide practice	0	10.0	90.0	0
	b. Make ethical decisions by applying standards of the NASW Code of Ethics	0	7.5	90.0	2.5
	c. Tolerate ambiguity in resolving ethical conflicts	0	17.5	75.0	7.5
	d. Apply strategies of ethical reasoning to arrive at principled decisions	2.5	7.5	85.0	5.0
	<b>MEAN : 4.28 (.61)</b>	<b>2.5</b>	<b>10.0</b>	<b>77.5</b>	<b>10.0</b>
<b>3 Apply critical thinking to inform and communicate professional judgments</b>	a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom	na			
	b. Analyze models of assessment, prevention, intervention and evaluation.	0	17.5	82.5	0
	c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities & colleagues	0	20.0	77.5	2.5
	<b>MEAN: 4.13 (.65)</b>	<b>0</b>	<b>27.5</b>	<b>70.0</b>	<b>2.5</b>
<b>4 <u>Apply a transcultural perspective and engage diversity and difference in practice</u></b>	a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power	0	10.0	87.5	2.5
	b. Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups	0	10.0	90.0	0
	c. Recognize and communicate their understanding of the importance of difference in shaping life experiences	2.5	5.0	92.5	0
	d. View themselves as learners and engage those with whom they work as informants	0	7.5	92.5	0

	<b>MEAN: 4.44 (.56)</b>	<b>2.5</b>	<b>10.0</b>	<b>85.0</b>	<b>2.5</b>
<b>5 Advance human rights and social and economic justice</b>	a. Understand the forms and mechanisms of oppression and discrimination	2.5	17.5	72.5	7.5
	b. Advocate for human rights and social and economic justice	0	15.0	75.0	10.0
	c. Engage in practices that advance social and economic justice	0	15.0	70.0	15.0
	<b>MEAN: 4.31(.69)</b>	<b>2.5</b>	<b>15.0</b>	<b>65.0</b>	<b>17.5</b>
<b>6 Engage in research informed practice and practice informed research</b>	a. Use practice experience to inform scientific inquiry	na			
	b. Use research evidence to inform practice	0	15.0	70.0	15.0
	<b>MEAN: 4.06 (.65)</b>	<b>0</b>	<b>15.0</b>	<b>70.0</b>	<b>15.0</b>
<b>7 Apply knowledge of human behavior to the social environment</b>	a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	0	20.0	80.0	0
	b. Critique and apply knowledge to understand person and environment	0	17.5	82.5	0
	<b>MEAN: 4.18 (.68)</b>	<b>0</b>	<b>25.0</b>	<b>75.0</b>	<b>0</b>
<b>9 Respond to contexts that shape practice</b>	a. Continuously discover, appraise and attend to changing locales, populations, scientific and technological advancements, and emerging societal trends to provide relevant services	0	20.0	60.0	20.0
	b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	0	20.0	57.5	22.5
	<b>MEAN : 4.41 (.59)</b>	<b>0</b>	<b>17.5</b>	<b>52.5</b>	<b>30.0</b>
<b><u>10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</u></b> <b>10(a) Engagement</b> <b>10 (b) Assessment</b> <b>10 (c) Intervention</b> <b>10 (d) Evaluation</b>	a. Substantively and affectively prepare for action with individuals, families, groups, organizations and communities	0	15.0	85.0	0
	b. Use empathy and other interpersonal skills	0	2.5	97.5	0
	c. Develop a mutually agreed on focus of work and desired outcomes	0	12.5	87.5	0
	d. collect, organize and interpret client data	0	12.5	82.5	5.0
	e. assess client strengths and limitations	0	17.5	82.5	0
	f. Develop mutually agreed-on intervention goals and objectives	0	15.0	85.0	0
	g. Select appropriate intervention strategies	0	20.0	80.0	0
	h. Initiate actions to achieve organizational goals	2.5	15.0	70.0	12.5
	i. Implement prevention interventions that enhance client capacities	0	17.5	82.5	0
	j. Help clients resolve problems	0	5.0	95.0	0
	k. Negotiate, mediate, and advocate for clients	0	12.5	87.5	0
	l. Facilitate transitions and endings	0	10.0	82.5	7.5
	m. Critically analyze, monitor and evaluate interventions	0	22.5	72.5	5.0
	<b>Mean: 4.41 (.59)</b>	<b>0</b>	<b>20.0</b>	<b>55.0</b>	<b>25.0</b>

<b>OVERALL</b>	<b>Mean: 4.40 (.65)</b>	0	10.0	90.0	0

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**Assessment of Student Competency &  
Perception of the MSW Program:  
Findings from the 2013 Exit Survey & FI Evaluations**

**Report Prepared for School of Social Work Faculty  
By Laurie Drabble- September 2013**

**Overview**

This report provides a summary of results from the 2013 MSW Exit Survey and FI evaluation of student performance in field (final year). We measured attainment of student learning objectives and student satisfaction with the program using a “benchmark” of 4.0 on a 5-point scale and minimum 80%, which represents students placing their learning or their experience in higher categories (e.g., “agree” or “strongly agree” with statements about the program). This was the first year of conducting the exit survey using Qualtrics; response (n=64) was about ½ the size of the FI evaluations for MSW students (n=114). Respondents represented both full time (55.7%) and part-time or 3 year program (44.3% students)

**Table 1: Demographics of MSW Students in 2013 (n=64)**

Gender	Percent (n)
Male	14.8 (9)
Female	85.2 (52)
Age Group	
21-25	11.5 (7)
26-30	42.6 (26)
31-35	23.0 (14)
36-40	7 (11.5)
41 and older	7 (11.5)
Ethnicity	
African American	4.7 (3)
Asian American/Asian	12.7 (8)
Mexican American/Latino	26.7(17)
Mixed	15.8 (11)
White/Caucasian	18.8(12)
Other	4.8(3)
Missing	15.6(10)
Employed	
Full time	31.1 (19)
Part time	37.7(23)
Not employed	31.1 (19)
Receiving Financial Aid	
Yes	64.3 (18)
No	35.7 (10)

***MSW Practice Behaviors and Competencies***

Table 2 (provided as an appendix) summarizes student perception of their attainment of skills directly related to the MSW practice behaviors and competencies. All competencies and practice behavior measures exceeded the benchmark. Approximately 50 students completed this component of the survey. It will be helpful to employ strategies for improving response rates in the future.

Table 3 (also provided as an appendix) summarizes findings from Field Instructor evaluation of student performance in the Spring of 2013 for graduating MSW students (n=114). For this analysis, a dichotomous variable was created ("strongly disagree, disagree, and neutral" options were collapsed and "agree/strongly agree" were collapsed). All aggregate scores indicating the FIs "agreed" that students mastered competencies exceeded the benchmark (greater than mean of 4). Individual practice behaviors exceeded a benchmark of 80% or more in "agreement" that students achieved competencies (and most were above 90%). Lower levels of agreement - and greater numbers of selecting "not apply" as an option – were evident in relation to statements about research and advocacy skills. This finding provide evidence for concerns raised in MSW program meetings that some competencies are not well measured in field, particularly practice behaviors associated with research and advocacy competencies.

***MSW Perceptions of the Program***

Table 4 summarizes student satisfaction with and perception of the program. Students were invited to identify the percentage of courses in the program that met different criteria using a scale from 0 to 100%. The table below summarizes the mean and SD.

**Table 4: Perception about quality of courses among MSW students (N=64)**  
(Ranked on a scale from 0 to 100%)

STATEMENT	Mean	SD
When you think about the courses you took in the MSW program as a whole, what percentage of classes met or exceeded your expectations in relation to the <i>quality of teaching</i> ?	70.7*	22.83
When you think about the courses you took in the MSW program as a whole, what percentage of classes taught skills and knowledge to equip you for entering the social work profession?	74.1*	25.93
When you think about the courses you took in the MSW program as a whole, what percentage of faculty demonstrated understanding and application of the transcultural perspective in their teaching and interaction with students?	87.0	18.68

\* Below Benchmark of 80% or more Item

Table 5 summarizes student level of agreement with statements about the program, including experiences in field and with their capstone project. Data were collapsed into two categories: agree (including agree and strongly agree) and disagree (including disagree and strongly disagree). Not sure responses were treated as missing data. One statement related to the value of

field seminars for integrating field and classroom learning was well below the benchmark. Qualitative statements in the exit survey underscore both the value that many students have for the program (and regard for specific instructors), but also reflected variation in the quality of experience between classes.

**Table 5: Perception of Coursework among MSW Students (graduating May 2013)**  
(Rated 1 to 5, with 1 = strongly disagree and 5 = strongly agree)

Statement	% Disagree	% Agree
The MSW Student Handbook gave useful information about the program.	4.9	95.1
Members of the front office staff (in the reception area) were courteous and helpful when needed.	4.4	95.6
My experience on obtaining professional and/or personal advice when needed from faculty was positive	4.5	95.5
Faculty members seemed to take a genuine interest in my preparation of the social work profession.	4.7	95.3
The school of social work is fulfilling its mission.	12.2	87.8
I would recommend this program to others.	10	90
My field instructor (FI at the agency) encouraged me to use my strengths in developing social work skills	8.9	91.1
My field instructor (FI at the agency) was available for supervision when needed.	6.8	93.2
My faculty field liaison (FFL) was available for consultation and problem-solving.	9.5	90.5
Members of the Field Education Program (Field Director/ other staff) were helpful when I needed information and problem-solving support.	14.3	85.7
My field agency gave me instruction on practice methods used in my field placement.	6.8	93.2
My foundation-year field setting contributed to my overall development in social work practice from a generalist perspective.	18.6	81.4
My concentration-year field setting offered me opportunities to function autonomously.	0	100
My concentration-year field setting gave me useful experience in a specific field of practice (aging; children, youth and families; school social work; or health and mental health).	0	100
Through my experience in the field, I was able to connect theory to practice.	7.1	92.9
My field seminars were helpful in linking field and classroom learning.	48.8	51.2*
Completing the ScWk 298 Special Project helped me learn how to apply research concepts and methods in social work.	13.3	86.7
I received adequate supervision from my 298 instructor with the design of my Special Project	6.7	93.3
I received adequate supervision while carrying out my Special Project.	6.8	93.2
My Special Project instructor provided me with timely feedback that allowed me to complete my project.	6.5	93.5

\* Below benchmark of 80%

## **Discussion**

In general, field instructor evaluations of student performance and student perceived mastery of practice behaviors and competencies suggest that student competencies by graduation have met or exceeded School benchmarks. Strategies should be employed in future years to increase the number of exit survey responses. Missing data in FI surveys point to the importance of plans (already underway) to conduct additional assessment of student competencies (using direct measures) in two areas: 1) linking research and practice and 2) advocacy/skills for influencing policy.

Statements by students in the exit survey related to satisfaction with the program met or exceeded benchmarks with 3 exceptions:

- Perceived value of field seminars
- Percentage of classes that were high quality
- Percentage of classes that helped prepare student for practice

These survey items are consistent with feedback obtained through other mechanisms, such as town hall forums. Some remedies already under discussion include re-design of field seminars, increasing electives relevant to field, and revisiting both foundation and advanced year classes to integrate additional content relevant to practice. Variability in quality of teaching has also been on the agenda in past retreats and in program meetings; continuation of discussion and monitoring for changes next year would be helpful.

Table 2. MSW Exit Survey – Agreement about mastery of practice behaviors (N=64)

EPAS Core Competencies	EPAS Practice Behaviors	% Disagree or Neutral	% Agree
<b>1. identify as a professional social worker and conduct oneself accordingly</b>	a. Advocate for client access to services in the context of a field of practice.	0	100 (48)
	b. Demonstrate capacity for self-reflection and critical evaluation of their needs for professional development.	2.1 (1)	97.9 (47)
	c. Demonstrate skill in managing professional boundaries including navigating ambiguities encountered in multiple roles.	2.1(1)	97.9 (47)
	d. Demonstrate professional demeanor in behavior, appearance, and communication in the context of a field of practice.	0	48(100)
	e. Demonstrate ability to identify and pursue strategies for advanced professional development and growth.	6.3 (3)	93.8 (45)
	f. Effectively use supervision and consultation in a field of practice.	4.2 (2)	95.8 (46)
	<b>MEAN: 4.6 (sd=.45)</b>		
<b>2. Apply social work ethical principles to guide professional practice</b>	a. Effectively apply decision-making strategies that are grounded in social work values and ethics and person-centered principles.	2.1 (1)	97.9 (47)
	b. Adhere to legal and ethical standards in practice to ensure consumer/client and family member engagement in decision-making in adherence with the NASW Code of Ethics.	2.1 (1)	97.9 (47)
	c. Ensure confidentiality of client information in accordance with ethical principles and state and Federal regulations relevant to a field of practice.	2.1(1)	97.9 (47)
	d. Use social work knowledge, supervision and learning opportunities that arise in a field of practice to acknowledge ambiguities, resolve ethical conflicts, and make principled decisions.	0	100 (48)
	<b>MEAN : 4.6 (sd = .45)</b>		
<b>3 Apply critical thinking to inform and communicate professional judgments</b>	a. Routinely exercise critical, higher order thinking in evaluating and seeking information to make reasoned professional decisions.	0	100 (48)
	b. Evaluate assessment and intervention options based on evidence-based findings, practice wisdom and understanding of client strengths and needs.	8.3 (4)	91.7 (44)
	c. Demonstrate skillful written and oral communication that is clear, focused and relevant to practice context.	0	100 (48)
	<b>MEAN: 4.6 (sd = .51)</b>		
<b>4 Apply a transcultural perspective and engage diversity and difference in practice</b>	a. Apply a transcultural perspective in practice, including understanding of structural contexts and dynamics of power, privilege and oppression that influence interaction at micro, mezzo, and macro levels.	2.1 (1)	97.9 (47)
	b. Demonstrate self-reflexivity and use strength-based approaches in working with diverse client systems in a culturally responsive practice.	2.1 (1)	97.9 (47)
	c. Demonstrate understanding of ways that social location (or positionality) and difference shape perspectives and experiences of both professionals and client systems.	0	100 (48)
	d. Consistently demonstrate skill in learning from diverse client systems and forming respectful partnerships in the context of a field of practice.	2.1 (1)	97.9 (47)
	<b>MEAN: 4.6 (sd = .47)</b>		

<b>5 Advance human rights and social and economic justice</b>	a. Demonstrate an understanding of historical, social, political, and economic factors affecting clients and communities in the context of a field of practice, including dynamics related to stigma and discrimination.	6.3 (3)	93.8 (45)
	b. Demonstrate ability to advocate for social and economic justice in the context of a field of practice.	14.6 (7)	85.4(41)
	c. Engage in practices to improve social and economic justice in the context of a field of practice.	10.4 (5)	89.6 (43)
	<b>MEAN: 4.4 (sd= .67)</b>		
<b>6 Engage in research informed practice and practice informed research</b>	a. Demonstrate ability to use practice experience to inform research or evaluation in the context of a field of practice.	8.3 (4)	91.7 (44)
	b. Demonstrate ability to apply research evidence and research skills to inform and improve practice.	8.3 (4)	91.7 (44)
	<b>MEAN: 4.3 (sd= .73)</b>		
<b>7 Apply knowledge of human behavior to the social environment</b>	a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation in a field of practice.	6.3 (6)	93.8 (45)
	b. Demonstrate the ability to critically evaluate and apply knowledge about human behavior and the social environment from diverse perspectives in a field of practice.	8.5 (4)	91/5 (43)
	<b>MEAN: 4.4 (sd = .70)</b>		
<b>8 Engage in policy practice to advance social &amp; economic well being and to deliver effective social services</b>	a. Demonstrate understanding of policies and programs in a specific field of practice, as well as skills for analyzing and influencing policies and programs	6.3 (3)	93.8 (45)
	b. Demonstrate ability to collaborate with stakeholders to influence policy and program changes in a field of practice.	16.7 (8)	83.3 (40)
	<b>MEAN: 4.3 (sd = .69)</b>		
<b>9 Respond to contexts that shape practice</b>	a. Demonstrate awareness of and good judgment in assessing and adapting to changing social conditions, emerging trends, and advances in science and technology to provide relevant services in a field of practice.	6.3 (3)	93.8 (45)
	b. Demonstrate skill in interagency and multidisciplinary practice including effective collaboration with other professionals and organizations.	4.2 (2)	95.8 (46)
	<b>MEAN 4.4 (sd = .67)</b>		
<b>10. 10(a) Engagement</b>	a. Respectfully and skillfully establish effective working relationships with clients and community partners in accord with social work values.	2.1 (1)	97.9 (47)
	b. Consciously utilize empathy, respect, understanding and other interpersonal skills in establishing effective client relationships.	0	100(48)
	c. Apply social work practice skills to effectively identify and work towards the accomplishment of shared goals.	2.1 (1)	97.9 (47)
<b>10 (b) Assessment</b>	<b>MEAN: 4.7 (sd = .42)</b>		
	a. Demonstrate ability to gather, analyze, and interpret assessment information in an objective and coherent manner.	4.2 (2)	95.8 (46)
	b. Apply social work practice skills to conduct assessments that identify client strengths and needs.	6.3 (3)	93.8 (45)
	c. Demonstrate ability to work with individuals, family members,	8.3 (4)	91.7 (44)

	and community providers to develop coordinated intervention plans.		
	d. Demonstrate ability to evaluate and select intervention plans appropriate to client needs and practice context.		
	<b>MEAN: 4.4 (sd = .68)</b>		
<b>10 (c) Intervention</b>	a. Demonstrate ability to engage in actions consistent with service and organizational goals.	8.3 (4)	91.7 (44)
	b. Demonstrate ability to identify and utilize prevention measures that enhance client strengths and resilience.	8.3 (4)	91.7 (44)
	c. Demonstrate ability to problem solve with clients, in the context of a field of practice.	5 (10.4)	89.6 (43)
	d. Demonstrate an ability to negotiate, mediate, and advocate successfully for clients.	4.2 (2)	95.8 (46)
	e. Apply social work practice skills to effectively engage in transition and termination processes with clients.	4.2 (2)	95.8 (46)
	<b>MEAN: 4.4 (sd = .65)</b>		
<b>10 (d) Evaluation</b>	a. Demonstrate ability to critically analyze, monitor, and evaluate interventions in the context of a field of practice.	10.4 (5)	89.6 (43)
	<b>MEAN: 4.2 (.83)</b>		

Table 3: Direct Measures for Assessing MSW Program Competencies Spring 2013: FI Evaluation of Students (N=114)

EPAS Core Competencies	EPAS Practice Behaviors	% Poor (Rating 1 – 2.99)	% Good (Rating 3-3.99)	% Very Good to Outstanding (4-5)	N/A (over 10)
1. identify as a professional social worker and conduct oneself accordingly	a. Advocate for client access to services in the context of a field of practice.	0	4.4	95.6	0
	b. Demonstrate capacity for self-reflection and critical evaluation of their needs for professional development.	.9	8.8	90.3	0
	c. Demonstrate skill in managing professional boundaries including navigating ambiguities encountered in multiple roles.	.9	7.1	92.0	0
	d. Demonstrate professional demeanor in behavior, appearance, and communication in the context of a field of practice.	0	3.5	96.5	
	e. Demonstrate ability to identify and pursue strategies for advanced professional development and growth.	.9	7.1	92.0	
	f. Effectively use supervision and consultation in a field of practice.	2.0	1.0	97.1	n=12
	<b>MEAN: 4.5 (sd=.49)</b>	<b>0</b>			
2. Apply social work ethical principles to guide professional practice	a. Effectively apply decision-making strategies that are grounded in social work values and ethics and person-centered principles.	.9	2.7	96.4	0
	b. Adhere to legal and ethical standards in practice to ensure consumer/client and family member engagement in decision-making in adherence with the NASW Code of Ethics.	0	5.5	94.5	
	c. Ensure confidentiality of client information in accordance with ethical principles and state and Federal regulations relevant to a field of practice.	0	6.2	93.8	
	d. Use social work knowledge, supervision and learning opportunities that arise in a field of practice to acknowledge ambiguities, resolve ethical conflicts, and make principled decisions.	.9	2.8	96.3	
	<b>MEAN : 4.6 (sd=.53)</b>				
3 Apply critical thinking to inform and communicate professional judgments	a. Routinely exercise critical, higher order thinking in evaluating and seeking information to make reasoned professional decisions.	.9	4.6	94.5	
	b. Evaluate assessment and intervention options based on evidence-based findings, practice wisdom and understanding of client strengths and needs.	0	8.9	91.1	
	c. Demonstrate skillful written and oral communication that is clear, focused and relevant to practice context.	1.0	7.8	91.2	n=12
	<b>MEAN: 4.4 (sd=.59)</b>				

4 Apply a transcultural perspective and engage diversity and difference in practice	a. Apply a transcultural perspective in practice, including understanding of structural contexts and dynamics of power, privilege and oppression that influence interaction at micro, mezzo, and macro levels.	.9	7.3	91.7	
	b. Demonstrate self-reflexivity and use strength-based approaches in working with diverse client systems in a culturally responsive practice.	.9	3.7	95.4	
	c. Demonstrate understanding of ways that social location (or positionality) and difference shape perspectives and experiences of both professionals and client systems.	0	2.0	98.0	
	d. Consistently demonstrate skill in learning from diverse client systems and forming respectful partnerships in the context of a field of practice.				N=12
<b>MEAN: 4.5 (sd=.54)</b>					
5 Advance human rights and social and economic justice	a. Demonstrate an understanding of historical, social, political, and economic factors affecting clients and communities in the context of a field of practice, including dynamics related to stigma and discrimination.	0	11.9	88.1	
	b. Demonstrate ability to advocate for social and economic justice in the context of a field of practice.	0	11.2	88.8	
	c. Engage in practices to improve social and economic justice in the context of a field of practice.	0	9.2	90.8	n=27
<b>MEAN: 4.4 (sd=.63)</b>					
6 Engage in research informed practice and practice informed research	a. Demonstrate ability to use practice experience to inform research or evaluation in the context of a field of practice.	0	15.6	84.4	n=37
	b. Demonstrate ability to apply research evidence and research skills to inform and improve practice.	0	17.8	82.2	n=41
<b>MEAN: 4.3 (sd=.72)</b>					
7 Apply knowledge of human behavior to the social environment	a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation in a field of practice.	0	6.9	93.1	n=13
	b. Demonstrate the ability to critically evaluate and apply knowledge about human behavior and the social environment from diverse perspectives in a field of practice.	0	7.0	93.0	n=13
<b>MEAN: 4.6 (sd=2.0)</b>					
8 Engage in policy practice to advance social & economic well being and to deliver effective social services	a. Demonstrate understanding of policies and programs in a specific field of practice, as well as skills for analyzing and influencing policies and programs	0	12.9	87.1	n=52
	b. Demonstrate ability to collaborate with stakeholders to influence policy and program changes in a field of practice.	0	6.1	93.9	n=48
<b>MEAN: 4.4 (sd=.60)</b>					

9 Respond to contexts that shape practice	a. Demonstrate awareness of and good judgment in assessing and adapting to changing social conditions, emerging trends, and advances in science and technology to provide relevant services in a field of practice.	1.0	4.1	94.9	n=16
	b. Demonstrate skill in interagency and multidisciplinary practice including effective collaboration with other professionals and organizations.	0	6.0	94.0	n=14
	<b>MEAN : 4.6 (.57)</b>				
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	a. Respectfully and skillfully establish effective working relationships with clients and community partners in accord with social work values.	0	1.0	99.0	n=15
	b. Consciously utilize empathy, respect, understanding and other interpersonal skills in establishing effective client relationships.	0	2.0	98.0	n=13
	c. Apply social work practice skills to effectively identify and work towards the accomplishment of shared goals.	0	3.0	97.0	n=13
	<b>MEAN: 4.7 (sd=.43)</b>				
10(a) Engagement	a. Demonstrate ability to gather, analyze, and interpret assessment information in an objective and coherent manner.	0	5.0	95.0	n=14
10 (b) Assessment	b. Apply social work practice skills to conduct assessments that identify client strengths and needs.	0	2.0	98.0	n=16
	c. Demonstrate ability to work with individuals, family members, and community providers to develop coordinated intervention plans.	0	2.0	98.0	
	d. Demonstrate ability to evaluate and select intervention plans appropriate to client needs and practice context.	0	5.2	94.8	n=17
	<b>MEAN: 4.6 (.50)</b>				
10 (c) Intervention	a. Demonstrate ability to engage in actions consistent with service and organizational goals.	0	4.4	95.6	n=23
	b. Demonstrate ability to identify and utilize prevention measures that enhance client strengths and resilience.	0	6.1	93.9	n=16
	c. Demonstrate ability to problem solve with clients, in the context of a field of practice.	0	5.3	94.7	n=20
	d. Demonstrate an ability to negotiate, mediate, and advocate successfully for clients.	0	1.0	99.0	n=15
	e. Apply social work practice skills to effectively engage in transition and termination processes with clients.	0	1.0	99.0	n=17
	<b>MEAN: 4.5 (.46)</b>				
10 (d) Evaluation	a. Demonstrate ability to critically analyze, monitor, and evaluate interventions in the context of a field of practice.	0	2.1	97.9	n=18
	<b>MEAN: 4.6 (.54)</b>				
<b>OVERALL</b>	<b>Mean: 4.63 (.57)</b>	.9	2.6	96.5	0