

SCHOOL OF SOCIAL WORK

UNIVERSITY OF WISCONSIN - MADISON

TO: Alex Nagel, Associate Dean
College of Letters and Science Assessment Committee

FROM: Mel Morgenbesser, Director
School of Social Work

DATE: December 11, 1996

RE: School of Social Work Assessment Plan

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The School of Social Work is a professional school and an educational department within the College of Letters and Sciences. We offer four programs, a Bachelors in Social Welfare, a Bachelors in Social Work, a Masters in Social Work, and a Ph.D. in Social Welfare. The BA/BS in Social Work (BSW) and MS in Social Work (MSSW) programs are our professional programs, which need to be accredited every eight years by the Council on Social Work Education (CSWE). We are currently going through the reaccreditation process on these two professional programs; like the School of Journalism, our efforts for CSWE reaccreditation fulfill some of our assessment needs for the College of Letters and Sciences.

In this memo, we will outline the activities in which we are currently engaged, and those that we will begin in the near future. The model that we will describe will serve as a guide to the assessment for our other two programs in the School--the BA/BS in Social Welfare and the Ph.D. in Social Welfare. We will begin working on specific assessment procedures for these programs in the fall.

Social Work is a profession highly structured by its accrediting body. Attachment A presents CSWE's minimum educational standards and outcomes for professional Social Work training at the bachelors and masters level. Our educational goals are derived from these standards and outcomes. Our curriculum policy document specifies the goals, objectives, and outcomes within our professional programs. This policy document is currently on file and can be submitted if requested (it is a 25-page document which may provide more detail than you are interested in at this point)..

As part of the CSWE self-assessment process, we must demonstrate how our program meets the educational goals and objectives that we specify. To demonstrate this, we have developed a three-pronged plan:

1. Our course syllabi are reviewed by our Curriculum Committee and CSWE to document compliance with the School's educational goals and objectives as specified in our curriculum policy document. We then list course grades to demonstrate that students are receiving and

learning these objectives.

2. Next, we have developed, and are continuing to refine, a “graduating student” survey that asks graduating bachelors and masters students, just prior to their graduation, to evaluate their own competence in our educational goals and objectives specified. We currently have two years worth of survey data using this instrument. See Attachment B for a copy of this survey instrument.

3. Finally, we have developed, and are continuing to refine, an alumni survey that asks students about their occupational outcomes one year after graduating. We have used this survey instrument for the past three years. Attachment C provides a copy of this.

We recognize that our plan relies on self-report information, though our triangulation attempts to compare current students’ self reports with the reports of graduates, and with the grades and objectives in courses. We feel this approach provides reasonable information on the question of whether our professional programs are delivering what they are intending. As we continue to develop our assessment tools, we plan to experiment with other forms of data collection.

Results of the assessment tools and processes are provided yearly to the faculty and appropriate School committees to provide feedback on students’ progress through our programs and on the quality of our educational offerings. These committees are charged with making changes needed based on these results.

B5.0 Purpose and Structure of Baccalaureate Social Work Education

B5.1 The purpose of professional social work education is to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice. The achievement of this purpose requires clarity about learning objectives and expected student outcomes, flexibility in programming and teaching to accommodate a diverse student population, and commitment of sufficient time and resources to their education.

B5.2 Two levels of social work education are accredited by the Council on Social Work Education: the baccalaureate and the master's. The baccalaureate level prepares students for generalist social work practice, and the master's level prepares students for advanced social work practice in an area of concentration. These levels of education differ from each other in the depth, breadth, and specificity of knowledge and skill that students are expected to synthesize and apply in practice.

Both levels of social work education must provide a professional foundation curriculum that contains the common body of the profession's knowledge, values, and skills. This common base is transferable among settings, population groups, and problem areas. The baccalaureate level of social work education must include a liberal arts perspective and the professional foundation content, which prepares students for direct services with client systems of various sizes and types.

B5.3 Professional social work education at the baccalaureate level takes place in accredited baccalaureate degree-granting colleges and universities.

B5.4 All baccalaureate social work programs must:

B5.4.1 Provide content about social work practice with client systems of various sizes and types.

B5.4.2 Prepare graduates to practice with diverse populations.

B5.4.3 Provide content about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.

B5.4.4 Infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.

B5.4.5 Prepare graduates who are aware of their responsibility to continue their professional growth and development.

B5.5 The baccalaureate curriculum must be based upon a liberal arts perspective and must include the professional foundation.

B5.6 The baccalaureate curriculum must be developed and organized as a coherent and integrated whole.

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- B5.7** Graduates of a baccalaureate social work program will be able to:
- B5.7.1** Apply critical thinking skills within the context of professional social work practice.
 - B5.7.2** Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.
 - B5.7.3** Demonstrate the professional use of self.
 - B5.7.4** Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.
 - B5.7.5** Understand the history of the social work profession and its current structures and issues.
 - B5.7.6** Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
 - B5.7.7** Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
 - B5.7.8** Analyze the impact of social policies on client systems, workers, and agencies.
 - B5.7.9** Evaluate research studies and apply findings to practice, and, under supervision, to evaluate their own practice interventions and those of other relevant systems.
 - B5.7.10** Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
 - B5.7.11** Use supervision appropriate to generalist practice.
 - B5.7.12** Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change.

M5.0 Purpose and Structure of Master's Social Work Education

M5.1 The purpose of professional social work education is to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice. The achievement of this purpose requires clarity about learning objectives and expected student outcomes, flexibility in programming and teaching to accommodate a diverse student population, and commitment of sufficient time and resources to the educational process.

M5.2 Two levels of social work education are accredited by the Council on Social Work Education: the baccalaureate and the master's. The baccalaureate level prepares students for generalist social work practice, and the master's level prepares students for advanced social work practice in an area of concentration. These levels of education differ from each other in the depth, breadth, and specificity of knowledge and skill that students are expected to synthesize and apply in practice.

Both levels of social work education must provide the professional foundation curriculum that contains the common body of knowledge, values, and skills of the profession. This common base is transferable among settings, population groups, and problem areas. The master's level of social work education must include the professional foundation content and concentration content for advanced practice in an identifiable area.

M5.3 Professional social work education at the master's level takes place in accredited colleges and universities. It requires the equivalent of two academic years of full-time study and leads to a professional degree at the master's level. Entry into the MSW program does not require completion of the BSW degree.

M5.4 All master's social work programs must:

M5.4.1 Provide content about social work practice with client systems of various sizes and types.

M5.4.2 Prepare graduates to practice with diverse populations.

M5.4.3 Provide content about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.

M5.4.4 Infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.

M5.4.5 Prepare graduates who are aware of their responsibility to continue their professional growth and development.

M5.5 The master's curriculum must be based upon a liberal arts perspective and must include the professional foundation and one or more concentrations.

- M5.6** The master's curriculum must be developed and organized as a coherent and integrated whole.
- M5.7** Graduates of a master's social work program are advanced practitioners who can analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. They must synthesize and apply a broad range of knowledge as well as practice with a high degree of autonomy and skill. They must be able to refine and advance the quality of their practice as well as that of the larger social work profession. These advanced competencies must be appropriately integrated and reflected in all aspects of their social work practice, including their ability to:
- M5.7.1** Apply critical thinking skills within professional contexts, including synthesizing and applying appropriate theories and knowledge to practice interventions.
- M5.7.2** Practice within the values and ethics of the social work profession and with an understanding of, and respect for, the positive value of diversity.
- M5.7.3** Demonstrate the professional use of self.
- M5.7.4** Understand the forms and mechanisms of oppression and discrimination and the strategies and skills of change that advance social and economic justice.
- M5.7.5** Understand and interpret the history of the social work profession and its current structures and issues.
- M5.7.6** Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
- M5.7.7** Apply the knowledge and skills of advanced social work practice in an area of concentration.
- M5.7.8** Critically analyze and apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities).
- M5.7.9** Analyze the impact of social policies on client systems, workers, and agencies and demonstrate skills for influencing policy formulation and change.
- M5.7.10** Evaluate relevant research studies and apply findings to practice, and demonstrate skills in quantitative and qualitative research design, data analysis, and knowledge dissemination.
- M5.7.11** Conduct empirical evaluations of their own practice interventions and those of other relevant systems.
- M5.7.12** Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

- M5.7.13** Use supervision and consultation appropriate to advanced practice in an area of concentration.
- M5.7.14** Function within the structure of organizations and service delivery systems and seek necessary organizational change.
- M5.8** Duplication and redundancy of content mastered at the baccalaureate level must be avoided in master's programs. Specifically, BSW graduates who enter MSW programs should not repeat professional foundation content in the master's program that has been mastered in the BSW program. In order to verify mastery and to prevent unproductive repetition, master's programs must develop explicit policies and procedures relevant to admission, course waivers, substitutions, exemptions, or advanced placement. Credit for advanced placement can be granted only for content in the professional foundation. Advanced placement signifies mastery of required content but does not necessarily signify exemption from credit hours. The program must clearly explain specific policies and procedures for advanced placement.

ATTACHMENT B

For each of the statements below, please rate the extent to which you feel you can demonstrate this skill.

	Not at all true	Somewhat true	Neutral	Quite True	Very True
<u>Human Behavior and the Environment</u>					
1. Demonstrate a commitment to and a competency in applying the social work perspective with particular understanding of the relationship between human and community needs and the functions and purposes of the profession.	1	2	3	4	5
2. Demonstrate multi-disciplinary knowledge base relating to individuals as they develop over the life span and have membership in families, groups, organizations and communities.	1	2	3	4	5
3. Demonstrate a knowledge of the relationships among biological, social, psychological, and cultural systems as they affect and are affected by human behavior.	1	2	3	4	5
4. Demonstrate a knowledge and understanding of the consequences of diversity in ethnic background, race, class, sexual orientation, and culture in a pluralistic society.	1	2	3	4	5
5. Demonstrate an understanding of systems theory and an eco-systems perspective as an operational framework for assessing the complexity of practice situations with particular emphasis on the usefulness of the eco-systems perspective as a way to coordinate conceptualizations of knowledge with assessment and treatment needs.	1	2	3	4	5

Social Welfare Policies and Services

1. Demonstrate an understanding of the knowledge of social welfare programs, services, and a history of the social work profession.	1	2	3	4	5
2. Demonstrate the ability to formulate practice goals, programs and behaviors on the basis of the historical development of social services and the profession of social work within the context of American economic and political philosophy.	1	2	3	4	5

	Not at all true	Somewhat true	Neutral	Quite true	Very true
3. Demonstrate the ability to develop a framework for social work practice which enables the student to relate social and political and historical processes to various size social systems, i.e. individuals, families, identified groups within society (such as elderly, homeless, disabled) and other disenfranchised groups within contemporary society (such as ethnic minorities, those from lower socio-economic classes).	1	2	3	4	5
4. Demonstrate an ability for analytical assessment and integration of knowledge of the social processes involved in the evolution of contemporary social institutions and problems.	1	2	3	4	5

Research

1. Demonstrate competence in the scientific method particularly with its relevance for use in social work practice.	1	2	3	4	5
2. Demonstrate competence in the systematic evaluation of one's own practice using qualitative and quantitative research designs.	1	2	3	4	5
3. Demonstrate an understanding of the limits of inference in the use of specific design strategies for evaluating one's own practice.	1	2	3	4	5

Social Work Practice

1. Demonstrate an understanding of the purposes or objectives of social work practice and an ability to relate these objectives to the specific situation at hand.	1	2	3	4	5
2. Demonstrate an understanding of the problem-solving process (some call it planned change), the tasks which must be performed to move along in the process, and the nature and structure of the relationships and systems in which social work practice is carried out.	1	2	3	4	5
3. Demonstrate an awareness of your own values and attitudes and how they affect the way in which you work with other people in the problem-solving process.	1	2	3	4	5

		Not at all true	Somewhat true	Neutral	Quite true	Very true
4.	Demonstrate a basic set of analytical (thinking) and interactional (doing) skills which include: situational assessment, problem analysis and planning, making initial contacts, data collection, negotiating contracts, forming and maintaining action systems, termination, and evaluating the practice-event.	1	2	3	4	5
5.	Demonstrate competence in helping people to develop and effectively use their own internal problem-solving and coping resources.	1	2	3	4	5
6.	Demonstrate an ability to help people develop and strengthen informal and natural helping systems.	1	2	3	4	5
7.	Demonstrate an entry level competence in influencing organizations to be more effective and humane in responding to people's needs.	1	2	3	4	5
8.	Demonstrate an entry level competence in knowing how to link people and resources, advocacy, brokerage, and service coordination.	1	2	3	4	5

Field of Practice

1.	Demonstrate the ability to apply knowledge of social problems and issues to entry level practice situations.	1	2	3	4	5
2.	Demonstrate the knowledge of normal human behavior and development in the assessment of client functioning.	1	2	3	4	5
3.	Demonstrate the use of social work values in your practice.	1	2	3	4	5
4.	Demonstrate the ability to assess client needs and resources and choose the appropriate interventions for helping clients meet their needs.	1	2	3	4	5
5.	Demonstrate the ability to do a variety of direct practice roles for working with clients and their problem situations.	1	2	3	4	5
6.	Demonstrate the constructive use of self in developing professional relationships with clients, service personnel, and target systems.	1	2	3	4	5

		Not at all true	Somewhat true	Neutral	Quite true	Very true
7.	Demonstrate the ability to use and develop community resources for the benefit of clients and their communities.	1	2	3	4	5
8.	Demonstrate the ability to understand and use agency policies and services in the service of clients.	1	2	3	4	5
9.	Demonstrate the ability to participate in the formulation and reformulation of agency policy for the purposes of improving services to clients.	1	2	3	4	5
10.	Demonstrate leadership ability in working with social agencies and the community.	1	2	3	4	5
11.	Demonstrate the ability to evaluate your own practice.	1	2	3	4	5
12.	Demonstrate the ability to work with diverse populations and aid in addressing the problems of racism, sexism, and other forms of oppression which affect the well-being of clients.	1	2	3	4	5

NOTE: THE REMAINING QUESTIONS ARE FOR MASTER'S STUDENTS ONLY

Advanced Practice

1.	Demonstrate the ability to practice as an autonomous social worker and in keeping with the values and ethics of the profession.	1	2	3	4	5
2.	Demonstrate the ability to fill a range of social work roles such as case manager, counselor, therapist, advocate, broker, educator, supervisor, planner, etc.	1	2	3	4	5
3.	Demonstrate expertise of practice theory literature relevant to the concentration.	1	2	3	4	5
4.	Demonstrate expertise in human behavior and social policy problems and issues relevant to the concentration.	1	2	3	4	5
5.	Demonstrate competence in practice issues surrounding gender, ethnic, and racial status.	1	2	3	4	5
6.	Demonstrate the ability to critically evaluate and utilize research literature.	1	2	3	4	5

The following questions will give us some background information about you to help us understand your answers better.

1. What is your age? _____
2. What is your sex: male
 female
3. What is your race or nationality?

 Native American
 African American
 Asian American
 Hispanic/Latino
 White/Caucasian
 International Student
 Other
4. Did you enter the program with advanced standing: yes no
5. What was your undergraduate major? _____
6. What year did you graduate with your undergraduate degree? _____
7. Did you attend our program as a full- or part-time student? (circle one)
8. What was your concentration (for Masters students)? _____

ATTACHMENT C

1996 PLACEMENT QUESTIONNAIRE

Name _____

Address _____

Zip _____

PLEASE CIRCLE THE NUMBER INDICATING YOUR ANSWER

1. Do you want to be part of the Alumni Directory?
Yes.....1
No.. (I want this information to be kept confidential.).....2

2. Circle the number indicating your occupational status.
Employed or Self-employed.....1
Full-time studies in a degree program.....2
Full-time in a post-degree training program.....3
Not employed by choice.....4
Seeking a Job**.....5
Volunteering (if so, where _____)6
Other: _____)7

(**If your answer is "seeking a job" please skip to questions 13 through 17 and note that filling out your name and address above will assist us in sending you another questionnaire in 6 months.)

PLEASE COMPLETE QUESTIONS 3-12 only if you are employed.

3. FIELD OF PRACTICE
Circle the number which best indicates the field of practice of your job.

Aging/Gerontological Social Work.....1
Alcohol, Drug, or Substance Abuse.....2
Child Welfare.....3
Community Planning.....4
Corrections/Criminal Justice.....5
Family Services.....6
Group Services.....7
Health.....8
Occupational/Industrial Social Work.....9
Mental Health or Community Mental Health.....10
Developmental Disabilities.....11
Public Assistance/Public Welfare.....12
Rehabilitation.....13
School Social Work.....14
Other: _____)15

4. JOB FUNCTION

Circle the number which best describes your principal job function.

- Direct practice: individual/group/family therapy.....1
- case management: crisis intervention, counseling, advocacy...2
- 50% case management/50% direct practice.....3
- management/administration/policy.....4
- community development.....5
- other: _____...6

5. Is your present position related to the education you received at our school?

- Yes.....1
- No.....2

If yes, how? _____

6. If you were a Master's student, is your position related to your concentration?

- Yes.....1
- No.....2

If yes, how? _____

7. If you were a Master's student, is your position related to your fieldwork?

- Yes.....1
- No.....2

8. When did you start working in your present position?

- | | Month | Year |
|--|-------|-------|
| Prior to enrolling at our school.....1 | _____ | _____ |
| While attending our school.....2 | _____ | _____ |
| After graduating from our school.....3 | _____ | _____ |

9. Please list the following:

A. Present Job Title _____

B. Position Description or Duties: _____

C. Employer's Name _____

D. Employer's Address _____

E. Hours you work during an average week.

_____ Hours/Week

F. Work Setting

Circle the number indicating the work setting.

- Not-for-profit sector.....1
- Public Sector.....2
- For-profit sector.....3

G. (OPTIONAL) Your present salary, before deductions. (This information will be used to compute annual reports to indicate high/low and average salaries paid in your field. The students viewing this directory will see an average salary wage for persons in your field.)

Circle the # to the right of the category. If you are working part time, go to section (H).

- | | |
|-----------------------|-----------------------|
| below 16,000.....1 | 30,000 - 31,999 ...9 |
| 16,000 - 17,999.....2 | 32,000 - 33,999 ...10 |
| 18,000 - 19,9993 | 34,000 - 35,999 ...11 |
| 20,000 - 21,9994 | 36,000 - 37,999 ...12 |
| 22,000 - 23,9995 | 38,000 - 39,999 ...13 |
| 24,000 - 25,9996 | 40,000 - 41,999 ...14 |
| 26,000 - 27,9997 | 42,000 - 43,999 ...15 |
| 28,000 - 29,9998 | 44,000 or above...16 |

H. If you are working part time, please complete.

\$ _____/Hour or \$ _____/Week or
 \$ _____/Month or \$ _____/Year

I. Your work phone number, if you would like to be on our Informational Interviewing/Networking list _____

10. What credential does your organization require for your position? (Circle only one)
- MSW degree plus state certification.....1
 - MSW degree required.....2
 - MSW degree preferred but not required.....3
 - BSW degree plus state certification.....4
 - BSW degree.....5
 - BSW degree preferred but not require.....6
 - BA or BS degree.....7
 - BA or BS degree not required.....8
 - Other.....9

11. How did you become aware of your position?
 (Circle all that apply)
- Practicum site staff offered a position or tip on a job elsewhere.....1
 - Job fair.....2
 - Job book, newsletter, listing.....3
 - Alumni contacts, network.....4
 - Job referral service.....5
 - On-campus interview.....6
 - Faculty contact.....7
 - Prior employer.....8

(question continues on next page)

Newspaper ad, publication subscription, NASW.....9
 Contact from networking with family, friends, social
 workers, etc.....10
 Unsolicited letter/call to employers.....11
 Government civil service.....12
 Professional association conference.....13
 Other (please specify) _____...14

12. Application Process

Please complete statements a-d regarding your primary position. Give one number not a range.

- a. How many months elapsed between the time you started intensely looking for jobs and when you accepted a job? _____ months
- b. How many organizations did you actually apply to? _____
- c. How many organizations did you interview with? _____
- d. How many job offers did you receive? _____

13. Which degree did you receive from the University of Wisconsin?

- An undergraduate major in Social Welfare.....1
- An undergraduate major in Social Work.....2
- A graduate major in Social Work.....3

14. If you're a MSSW graduate, what was your undergraduate major?

- Social Work.....1 Name of College _____
- Social Welfare..2 Name of College _____
- Other.....3 Name of Major _____

15. If you're a MSSW, what was your concentration?

- Aging.....1
- Children Youth and Families.....2
- Developmental Disabilities.....3
- Health.....4
- Mental Health.....5

16. If you had a subconcentration, what was it?

- Child Welfare1
- Adults with Severe Mental Illness2
- School Social Work.....3

17. Comments _____

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS.
 SEND BACK QUESTIONNAIRE TO

JUDY SWITZKY, SOCIAL WORK ADVISOR
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