CSWE Assessment Academy Requirements

Title: 12 words: Leveraging Field Education to Create a Multi-dimensional and Integrated Assessment Plan

Overview: 50 words: UHD-BSW developed a parallel evaluative process by restructuring its Field course sequence. The sequence utilizes two 3-hour courses working in tandem to reinforce and evaluate the 2015 EPAS with Field students. Performing specific Field activities, while engaged in designated assignments in parallel courses, provides integrated, multi-dimensional measures, and assessment plans.

List of Presenters: Heather Goltz, Dana Smith and Dawn McCarty

Proposal Text: 750 words or less-should clearly identify the assessment process and competency measures developed for the 2015 EPAS: In order to transition to the 2015 EPAS, the UHD BSW Program restructured its field practicum course sequence to create a completely parallel process containing activities, assignments, and assessments across multiple dimensions of the nine competencies. While students are in their Field agency setting, they are being assessed on 2015 EPAS competencies while engaged in practice tasks and activities, as measured by our Field Assessment Evaluation Tool. This Tool provides our first measure by aggregating scores on behaviors to measure each competency against a specific program benchmark. In a parallel process spanning the 400-hour Field requirement, students are also concurrently-enrolled in two, 3-hour courses. In these courses, all nine 2015 EPAS competencies are independently assessed using in-class activities and designated assignments that integrate Field activities and experiences. Students have this added opportunity for advanced integration, processing, and learning in a controlled classroom setting. This new parallel process provides our second measure of each competency by using standardized grading rubrics and allows the program to assess individual- and aggregate-student performance against program benchmarks. Three examples, with their specific dimensions, are provided below:

1. Cognitive/Affective Reactions & Values; “Please read *Competency # 3-Advance Human Rights and Social, Economic and Environmental Justice*. After reading this competency, read the two behaviors.   Please view the following TED Talk in the link listed in this discussion post about the Danger of Silence by Clint Smith: <https://www.ted.com/talks/clint_smith_the_of_silence?language=en>.  After watching this video, please write a reflection (about two to three paragraphs long) about Mr. Smith's message of silence and how it may apply to your internship and issues of human rights, social, economic and environmental justice.  Each of you is in a social work placement and you are advocating for some population or for services for clients.  Please speak to how being silent can prevent us at times from advancing this competency in our field experience.  Use examples from the internship that pertain to the topic.”
2. Knowledge, Skill, & Cognitive/Affective Reactions: “Please review both *competencies for #8 Intervention and #9 Evaluation with Individuals, Groups, Families, Organizations and Communities*.

# 8----Please give me an example of your most memorable intervention with any of these segments this semester and why it will stay with you as a learning experience. # 9---Please choose ONE behavior under this competency to discuss and show how you used evaluation as a tool in your field placement.  Use at least one paragraph to discuss how one of the behaviors helped you to see the significance of evaluation in your placement and what evaluation method you used.”

1. Knowledge & Cognitive/Affective Reactions: “*Competency #4: Engage in Practice-informed Research and Research-informed Practice.* The purpose of this assignment is to help you demonstrate your understanding of how research informs practice and how practice informs research in your field placement agency. This competency requires you to demonstrate: 1) Your understanding of research methods; 2) Your knowledge about several aspects of scientific inquiry; 3) Your understanding of how evidence is derived; and 4) Your understanding of how research is translated into practice. As a social work student, you must demonstrate minimum competency of the three (3) following behaviors:

a) Using practice and theory to inform inquiry and research,

b) Applying critical thinking to engage in analysis,

c) Using and translating evidence to inform and improve practice, policy and service delivery.

Assignment: Write a 4-5 page paper which discusses 2 issues: a) the research method(s) used by your field agency (whether at the individual, family, group, organization, community level), to assess the effectiveness of its work, and b) how your agency uses practice to guide and affect the research, or assessment conducted by the agency.”

The proposed CSWE Assessment Academy presentation will provide a model for leveraging Field education to create multi-dimensional and integrated assessment plans based on the 2015 EPAS Competencies. First, we will provide an overview of the UHD BSW Program’s Field sequence, including the two 3-hour concurrent courses. We will then provide sample materials such as master syllabi, in-class assignments, designated assignments, and rubrics. Additionally, we will guide participants through evaluating Field students’ performance against program benchmarks using selected first and second measures. And finally, we will discuss future plans for ongoing program evaluation and quality improvement based on “lessons learned”, our self-study and integrating the 2015 EPAS, and implications for future reaffirmation efforts.