Major/Program: Social Work

Annual ASSESSMENT of the Major/Program

Fall 2018-Spring 2019

What are the student learning outcomes in the **major/program**?

The social work program is accredited by the Council of Social Work Education (CSWE) and, as such, is a competency-based program. In order to meet accreditation standards, the social work programs at Indiana University Northwest must demonstrate that students have met competencies as the programs learning objectives. The competencies are listed below. Competencies that are to be met and assessed in each individual course are listed in the course syllabus.

Competency 1: Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.

Competency 2: Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.

Competency 4: Engage In Practice-informed Research and Research-informed Practice Social

workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.

Competency 5: Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities.

Which outcome(s) did you assess this academic year?

In order to meet reporting requirements, set forth by CSWE, all competencies are assessed each year and reported to the Indiana University School of Social Work. Assessment data for this report will focus on SWK S 102 Understanding Diversity. This course is required of all social work pre-majors and is open to non-social work pre-majors. SWK S 102 is offered in the fall and spring semesters.
The learning objectives/competencies assessed in SKS S 102 are:

Competency 1: Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and

responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods,

rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

How did you assess the learning outcomes this academic year?

The learning outcomes/competencies are assessed with an assignment created by the Indiana University School of Social Work known as the Signature Assignment. This assignment is required in every section of SWK S 102 across campuses. The Signature Assignment for this course follows and performance on same serves as the assessment of learning objectives/competencies.

Signature Assignment

Name: REFLECTION PAPER "ON BEING A MEMBER OF A DOMINANT AND A SUBORDINATE GROUP"

In thinking about the various groups that we are or identify ourselves as being part of, we realize that we can be members of both dominant (privileged) and subordinate (oppressed or disadvantaged) groups at the same time. This assignment asks you to focus on two particular social identity groups that are dominant in this society, and the other, a group that is subordinate. {For example; white male (dominate), who is gay (subordinate)}.

Reflections on being a subordinate group member:

- What is the subordinate group of which you are a member? What is the dominant group in relation to this? What kind of feelings do you experience as a member of a subordinate group?
- Relate your experience(s) in terms of facets of subordinate group membership, including:
    1. In what ways have you felt/do you feel powerless?
    2. In what ways is your group made visible or invisible? In what circumstances?
    3. What stereotypes exist about your group?
    4. What kind of prejudices have you experienced?
    5. What forms of discrimination, marginalization, and/or exploitation have you been exposed to

INCLUDE EXAMPLES OF YOUR OWN EXPERIENCES TO ANSWER THE FOLLOWING QUESTIONS;

- How do your experiences of discrimination, marginalization, and/or exploitation affect the way you live your life on a daily basis? For example, how it effects your sense of both group identity and self-identity? What are some costs and benefits of being a subordinate group member? What are some of the joys and struggles you experience being a member of a subordinate group?
- What are the parts of today's society (such as institutions, organizations, events) that you don't view yourself as having access or entry to as a member of your subordinate group?
- What are some of the issues of difference and/or conflict between your group and the dominant one?
- What parts of this dominant-subordinate relationship would you like to see changed? How

would the changes occur? Who would be involved in this change process?

BEING A DOMINANT GROUP MEMBER,

- With what dominate group do you identify?
- What are the groups that are subordinated in relation to yours?
- What feelings do you experience as a member of your dominant group?

IN WHAT WAYS ARE SOME DOMINANT GROUP CHARACTERISTICS PARTS OF YOUR EXPERIENCE? FOR EXAMPLE;

- How is your group powerful?
- What forms of power does your group hold?
- Who are some agents of this power?
- What institutions are used to exert this power? In what ways?
- At what level (individual or group) do you primarily define/identify yourself?
- What privileges do you have as a member of the dominant group?
- In what ways do you see the culture of the dominant group setting the norms/standards for others' behavior?

INCLUDE EXAMPLES OF YOUR OWN EXPERIENCES TO ANSWER THE FOLLOWING QUESTIONS:

- How do your experiences as a dominant group member affect the way you live your life on a daily basis? For example, how does it affect your sense of both group identity and self-identity? What are some costs and benefits? What are some of the joys and struggles you experience being a member of a dominant group?
- What parts of this dominant-subordinate relationship would you like to see changed? How would the changes occur? Who would be involved in this change process?

QUESTIONS TO REFLECT ON AT THE END OF THIS PAPER:

- What did you learn about yourself in doing this assignment?
- How does this assignment add to your understanding of yourself, dominant-subordinate relationships, and society?
- What issues did this assignment raise for you?

This should be a 7-10 page paper. The assignment will be graded in accordance with your ability to address key aspects of the assignment, demonstrate clarity in your analysis and reasoning, as well as your ability to express yourself in writing.

The signature assignment is assessed with the following grading standards:

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work BSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high-quality work typical of

students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU BSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU BSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. BSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high-quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high-quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

Please **summarize the data** you have collected this academic year.

Fall Semester- Two sections (n=28)
Highly Proficient = 11
Proficient = 9
Partially Proficient = 1
Not Proficient = 7

Spring Semester- One section (n=19)
Highly Proficient = 9
Proficient = 4
Partially Proficient = 2
Not Proficient = 4

Please describe any programmatic changes you have made or are planning to make based on the data you have collected (action steps).

A total of thirty percent (n=14) of students in three sections of SWK S 102 Understanding Diversity were scored as partially or not proficient based on the competencies covered by the signature assignment for the class. The most common issues with the assignment were writing ability, plagiarism, and not completing the assignment due to ceasing class attendance. The instructor suggested that students needing support with their writing attend the Writing Center. Receiving those services is voluntary however the instructor made this suggestion both verbally and in writing on more than one occasion. Programmatically, it was decided to increase student awareness of the writing center by having a representative come and visit class to explain their services. As well as making sure that these recommendations are made as soon as the need arises.

One student failed the assignment due to plagiarizing her own work. The program and university have increased opportunities for students to better understand plagiarism and how to prevent from having the issue.

This course is a freshman level course and is one in which students may be beginning their university education or transitioning from an institution with less stringent standards. As a result, good attendance habits and procedures for dropping a course may be lacking. While the instructors make habit of trying to contact these students, the program is taking to steps to include information about how to drop the course so that students who do not respond to the contacts can have this information.

Please report on the progress of your **action steps** reported in 2017-18. See http://www.iun.edu/campus-assessment/assessment-results/index.htm for your previous unit reports.

The 2017-2018 report is not available. The Diversity course is developed by the Indiana University School of Social Work housed at IUPUI. There have been no changes to the course or signature assignment since the new EPAS standards were released by CSWE in 2015.

Note: Please use this template to provide the responses to the prompts above.**