Baylor School of Social Work
SACS Report of Progress
Academic Year 2014-15

The Baylor School of Social Work (SSW) conducts a thorough assessment of our programs, initiatives, and the various activities of the School. We assess the Bachelor of Social Work (BSW) and Master of Social Work (MSW) degree programs by carefully evaluating how successful we have been in developing the competency of our students, using ten competencies stated by the Council on Social Work Education (CSWE) as well as an additional competency focused on the ethical integration of faith with professional practice. In June 2013, the Baylor School of Social Work's accreditation was reaffirmed by the CSWE for eight years.

We report students' performance competency by competency each year in the BSW and MSW Competency Score Summary Tables. These tables are used to inform curriculum committee decisions; they also serve as the data source for faculty-led curriculum teams, which gather each semester to generate Course Reports. These Reports are used to continuously refine classroom and internship experiences so that our graduates are ready to provide competent service and visionary leadership in social work practice.

Student Learning Competencies, Benchmarks and Measures

The responsibility for BSW and MSW curriculum development, delivery, assessment, and improvement rests with the faculty. In the spring of 2008 the faculty endorsed and adopted the 10 core competencies and 41 practice behaviors in the 2008 Educational Policy and Accreditation Standards (EPAS) of CSWE. Additionally, the faculty adopted an eleventh competency, specific to the Baylor social work programs, with three additional practice behaviors. This eleventh competency is the ethical integration of faith and practice and includes practice behaviors addressing the faith of the client, the faith of workers, and organizational context (Appendix 1. Generalist (Core) Competencies and Practice Behaviors).

The MSW concentration (second year) curricula continued to incorporates all of the 11 core competencies augmented by a total of 56 advanced practice behaviors, each of which is specific to one of the three concentrations: Physical and Mental Health, Children and Families, and Community Practice (Appendix 2. Advanced Competencies and Practice Behaviors).[1]

Benchmarks provide the basis for determining mastery of program competencies and

---

[1] For a detailed explanation of the outcomes assessment process as applied to the BSW and MSW programs, respectively, see the 2011-12 SACS Report of Progress for the School of Social Work. It includes (1) the SSW's plan to assess the attainment of competencies, including procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies, and (2) processes for ongoing data collection and analysis and how data are used to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance. Each part provides one example of implementing the assessment process and seeing it through the process of course change related to specific competencies and practice behaviors.

practice behaviors and for identifying areas for curriculum change. For both the BSW and MSW programs, the faculty expects that the average performance of students in the aggregate across measures to be a 4.0 on the 5.0 scale below. Average performance below 4.0 on practice behaviors and competencies signal the need for course and/or program improvement or for continued monitoring.

Assessment Methods

CSWE will launch new EPAS in Summer 2015 with revised competencies and practice behaviors that are significantly different from the prior ones. As a result, the faculty decided to reduce the number of courses measured for 2014-15, focusing primarily on MSW concentration field seminars and student self-efficacy measures in both the BSW and MSW programs.

1-Inadequate	2-Novice	3-Competent	4-Proficient	5-Excellent
Does not demonstrate competency	Demonstrates emerging competency	Demonstrates basic competency	Demonstrates strong competency	Demonstrates commendable competency
<81	81-82	83-90	91-93	94-100

The School of Social Work has used multiple measures to assess the attainment of each of the BSW and MSW program competencies as operationalized through measurable practice behaviors. This year, measures included:

> Measure 1: Field Course Assessment In advanced MSW courses (second year), the assessment of core and advanced practice behaviors occurs through data collected in rubrics based on the field internship experience.

> Measure 2: Self-Efficacy Assessment BSW Juniors complete a self-efficacy score at the end of their first year in the social work major using the 44 generalist (core) practice behaviors nestled in the 11 competencies. In the weeks prior to graduation, BSW seniors in the Capstone course rate their level of level of competency same measure.

> MSW foundation students rate their level of competency on the 44 generalist (core) practice behaviors when they have completed all foundation coursework.

> MSW concentration students rate their level of competency on the 44 generalist (core) practice behaviors at the end of the concentration year. In addition, students rate their competency of the portion of the 56 advanced practice behaviors addressed within their respective concentrations. Each of these 100 practice behaviors are found in the same 11 competencies.

Data from these measurements for 2014-15 were analyzed in three Competencies &

Practice Behaviors Data Tables: BSW Generalist Competencies and Practice Behaviors, MSW Foundation Generalist Competencies and Practice Behaviors, and MSW Concentration Advanced Competencies and Practice Behaviors. These tables include aggregate scores from the Self-Efficacy Measure completed by BSW and MSW students at the end of the academic year. The data is presented as an aggregated mean of practice behavior scores for each of the 11 competencies.

Assessment results

Results of the above measures at the competency level only are shown in Tables 1-3 below. Detailed results at the practice behavior level are provided in the tables in Appendices 3, 4, and 5. In Table 1, the competency levels for BSW students are displayed separately for junior and seniors. Juniors do not report having self-efficacy levels above the SSW's benchmark of 4.0 (Proficient) in any of the eleven competencies, except for Human Behavior. This makes sense as the courses they take in their junior year are Human Behavior and Practice. Because they do take practice, a 3.94 suggests they are close to the benchmark, but not as confidence in their competence as we might hope. For seniors, student-rated competency levels (self-efficacy) are higher in all competencies. These scores are slightly lower, but almost identical, to self-efficacy scores from 2013-14.

In prior years, we have had faculty measures of competency as well. While CSWE is in the process of changing their measures, the faculty spent this transition time in review of the curriculum rather than measuring what may soon be outdated items.

Table 1:   BSW Generalist Competencies: Summary Table

Competencies	Self-Efficacy	
	BSW (Juniors)	BSW (Seniors)
G1 – Identity	3.53	4.53
G2 – Ethics	3.62	4.10
G3 – Critical Thinking	3.57	4.33
G4 – Diversity	3.96	4.36
G5 – Justice	3.77	4.31
G6 – Research	3.34	3.97
G7 – Human Behavior	4.18	4.32
G8 – Social Policy	3.40	3.92
G9 – Contexts	3.61	4.40
G10 – Practice	3.94	4.31
G11 – Faith and Practice	3.98	4.58

The competency levels for MSW Foundation students are displayed in Table 2. As with Juniors in the BSW program, these students are new to social work. However, the Juniors typically have some exposure to social work as Freshmen and Sophomores, which is not the case for MSW Foundation students who come to us with undergraduate degrees in fields outside of social work. These students are the most new to the profession and their self-efficacy scores reflect that newness. It is interesting to note that these student scores are considerably lower than students' scores last year.

Table 2: MSW Foundation Generalist Competencies: Summary Table

Competencies	Self-Efficacy MSW (Foundation)
G1-Identity	2.73
G2 – Ethics	2.23
G3 – Critical Thinking	2.42
G4 – Diversity	2.87
G5 – Justice	2.20
G6 – Research	2.00
G7 – Human Behavior	1.89
G8 – Social Policy	1.39
G9 – Contexts	1.54
G10 – Practice	2.04
G11 – Faith and Practice	2.85

In Table 3, we see that student scores are considerably higher for these second-year concentration students than for first-year foundation students. Their self-efficacy scores are comparable with scores from field seminar. It is also helpful to see that scores are somewhat comparable across concentrations for both self-efficacy and in field internship measures.

Table 3:   MSW Concentration Advanced Competencies Summary Table

Competencies	MSW (Community)		MSW (Families)		MSW (Health)	
	Self-Efficacy	Field	Self-Efficacy	Field	Self-Efficacy	Field
A1-Identity	4.10	4.60	4.23	4.24	4.53	4.69
A2 – Ethics	4.30	4.60	4.17	4.34	4.33	4.83
A3 – Critical Thinking	4.50	4.60	4.25	4.38	4.43	4.84
A4 – Diversity	4.20	4.70	4.05	4.39	4.38	4.55
A5 – Justice	4.50	4.65	4.33	4.07	4.44	4.46
A6 – Research	4.25	4.60	3.89	4.10	4.33	4.55
A7 – Human Behavior	4.08	4.70	4.65	4.00	4.29	4.51
A8 – Social Policy	4.17	4.60	4.55	4.06	4.35	4.55
A9 – Contexts	4.42	4.80	4.67	3.95	4.70	4.68
A10 – Practice	4.19	4.68	4.00	4.10	4.29	4.77
A11 – Faith and Practice	4.25	4.69	4.73	4.45	4.23	4.53

Use of Results: Course Reports

For each course taught in the SSW, a Course Report is generated. If there is relevant Competency data, it is included along with recommendations related to the course from prior years.   The purposes of these reports are to help ensure that 1) the desired outcomes (i.e., practice behaviors, values, etc.) associated with this course are appropriate for the course and measured as accurately as possible; and 2) ideas and recommendations for improving how the course is taught are documented and appropriate action taken. The reports are forward to the Curriculum Committee for approval and sent to the appropriate Curriculum Team(s). The reports are also made available to the Evaluation and Accreditation Committee, associate deans, and faculty. During the next academic year, the reports will be reviewed by the course instructors to track the disposition of each recommendation.

Each report includes recommendations from past years with space for annual updates. The updates are coded as dispositions, with the faculty having the option of choosing one of the following four choices for each recommendation listed from prior years: 1=Implemented; 2=Carry Over; 3=Carry Over with Modifications; 4=No Action/Drop

In addition to following up on prior recommendations, there is space for making new recommendations.   Here, the faculty makes recommendations to improve the course for

the next year, a reason for this change, and a basis for this change. For the item, basis for change, there are five choices from which faculty can choose: 1= Competency Data; 2=Student Assessment; 3=Professional Judgment; 4=Exit Survey; 5=other.

Finally, there are questions related a longitudinal assessment of the course. Faculty are asked: 1) As you think about changes over the past three years, what impact have previous changes made on the course(s)? and 2) What need for change has not been addressed over the three year period?

In 2014-15, the Curriculum Committee decided to rely less on competency data as the Council of Social Work Education is changing their core competencies. As a result, the committee asked the faculty to meet as curriculum teams each semester to complete their course reports. The conversations that ensued from these curriculum teams were quite impactful as several faculty felt the freedom to make recommendations that will significantly improve our curriculum. Several were approved by the faculty for implementation and are listed in the Curriculum Committee Assessment and Improvement Report (Appendix 3). Below are three examples:

- In research courses, faculty made recommendations regarding course sequencing, data analysis skills required for social work practice, and improvements to assignments for learning social science research processes most relevant to professional practice;
- Increased coordination between each year's courses in the MSW program was also developed as a result of course reports. First year practice courses recommended meetings with second year practice courses in order to develop a stronger foundation experience;
- In MSW-level advanced practice courses, the most significant changes were proposed. For years, the SSW has offered three concentrations with two having a clinical focus. The faculty was aware of the overlap here and the challenges students have in choosing between the two options. This curriculum team proposed combining our Physical and Mental Health and our Children and Families concentrations into a new Clinical Concentration.

Conclusion

Faculty and the Curriculum Committee review course outcome data each year seeking evidence of improvement in learning. There were improvements in some areas this year, but the measurement process is not as rigorous or accurate as it could be. In addition, as the social work competencies change, we are forced to redesign significant elements of system. However, given the scope and complexity of the SSW's assessment system and its stage of implementation, the faculty is encouraged by the consistently high level of outcomes overall.

One of the questions the Curriculum Committee asked this year was: How do we shape our degree programs to best prepare our alumni? When making decisions about the curriculum, faculty collectively and individually will continue to wrestle with balancing the use of empirical outcome data with their more broad- based professional judgment.

Appendix 1

Baylor School of Social Work
Generalist/Core Competencies

G1 - Identity	Identify as a professional social worker and conduct oneself accordingly.
G1.1	Advocate for client access to the services of social work
G1.2	Practice personal reflection and self-correction to assure continual professional development;
G1.3	Attend to professional roles and boundaries;
G1.4	Demonstrate professional demeanor in behavior, appearance, and communication
G1.5	Engage in career-long learning
G1.6	Use supervision and consultation
G2 - Ethics	**Apply social work ethical principles to guide professional practice.**
G2.1	Recognize and manage personal values in a way that allows professional values to guide practice
G2.2	Make ethical decisions by applying standards of the NASW Code of Ethic andIFSW\IASSSESW
G2.3	Tolerate ambiguity in resolving ethical conflicts
G2.4	Apply strategies of ethical reasoning to arrive at principled decisions
G3 - Critical Thinking	**Apply critical thinking to inform and communicate professional judgments**
G3.1	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
G3.2	Analyze models of assessment, prevention, intervention, and evaluation;
G3.3	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
G4 - Diversity	**Engage diversity and difference in practice.**
G4.1	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
G4.2	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
G4.3	Recognize and communicate their understanding of the importance of difference in shaping life experiences;
G4.4	View themselves as learners and engage those with whom they work as informants
G5 - Justice	**Advance human rights and social and economic justice.**
G5.1	Understand the forms and mechanisms of oppression and discrimination;
G5.2	Advocate for human rights and social and economic justice;

G5.3	Engage in practices that advance social and economic justice.
G6 - Research	**Engage in research-informed practice and practice-informed research.**
G6.1	Use practice experience to inform scientific inquiry
G6.2	Use research evidence to inform practice.
G7 - Behavior	**Apply knowledge of human behavior and the social environment.**
G7.1	Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
G7.2	Critique and apply knowledge to understand person and environment
G8 - Policy	**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
G8.1	Analyze, formulate, and advocate for policies that advance social well-being;
G8.2	Collaborate with colleagues and clients for effective policy action.
G9 - Contexts	**Respond to contexts that shape practice**.
G9.1	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
G9.2	Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
G10 - Practice	**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
G10(a) - Engagement	**Engagement**
G10(a)1	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
G10(a)2	Use empathy and other interpersonal skills;
G10(a)3	Develop a mutually agreed-on focus of work and desired outcomes
G10(b) - Assessment	**Assessment**
G10(b)1	Collect, organize, and interpret client data;
G10(b)2	Assess client strengths and limitations;
G10(b)3	Develop mutually agreed-on intervention goals and objectives;
G10(b)4	Select appropriate intervention strategies.
G10(c) - Intervention	**Intervention**
G10(c)1	Initiate actions to achieve organizational goals;
G10(c)2	Implement prevention interventions that enhance client capacities;
G10(c)3	Help clients resolve problems;
G10(c)4	Negotiate, mediate, and advocate for clients;
G10(c)5	Facilitate transitions and endings.
G10(d) - Evaluation	Evaluation

G10(d)1	Social workers critically analyze, monitor, and evaluate interventions.
G11 - Faith & Practice	Apply an ethical integration of faith and social work practice
G11.1	Understand and work effectively with the religious, faith, and spirituality dimensions of persons and communities.
G11.2	Examine one's own religious, faith, and spiritual frameworks and know how these aspects self inform and conflict with one's social work practice.
G11.3	Understand and work effectively within the context of the practice setting in regard to religion, faith, and spirituality.

Appendix 2

Baylor School of Social Work
Advanced Competencies by Concentration
(Community, Families and Children, Health)

A1		Identify as a professional social worker and conduct oneself accordingly.
Community	A1.7	Synthesize multiple community practice models and frameworks to make professional judgments
Families and Children	A1.8	Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats
Health	A1.9	Demonstrate social work role in addressing complex client issues on interdisciplinary teams
	A1.10	Collaborate effectively with interdisciplinary team members on a complex case
A2		Apply social work ethical principles to guide professional practice.
C	A2.5	Ensure that the community voices most often missing from program and policy formulation are able to be heard in the development of collaborative strategies for problem solving
F	A2.6	Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes
H	A2.7	Apply a social work practice model to address health care ethical dilemmas
A3		Apply critical thinking to inform and communicate professional judgments
C	A3.4	Engage diverse constituents in critical community and organizational analysis and problem-solving
F	A3.5	Engage in reflective practice

	A3.6	Identify and articulate clients' strengths and vulnerabilities
	A3.7	Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools
	A3.8	Articulate a practice paradigm
H	A3.9	Identify key elements/features of client health care plans that impact the services clients receive
	A3.10	Identify social justice issues in at least two client scenarios and use social work role to address them
A4		**Engage diversity and difference in practice.**
C	A4.5	Utilize strengths of differing life experiences to build inclusive communities and multicultural organizations
	A4.6	Strive to ensure participation of diverse and marginalized community constituents in assessing, planning and implementing interventions
F	A4.7	Research and apply knowledge of diverse populations to enhance client well-being
	A4.8	Work effectively with diverse populations
H	A4.9	Consider impact of diversity and culture in substance abuse/use in client populations in the health care context
	A4.10	Identify cultural strengths and resources in clients who represent diversity
A5		**Advance human rights and social and economic justice.**
C	A5.4	Work to eliminate social and economic injustice within communities & organizations
F	A5.5	Identify and use practitioner/client differences from a strengths perspective
H	A5.6	Address health care outcome differentials among diverse groups in the agency identified in class cases
A6		**Engage in research-informed practice and practice-informed research.**
C	A6.3	Utilize quantitative and qualitative research to understand the nature of communities and organizations and the best practices to improve well-being in these macro systems
	A6.4	Advance research that is participatory and inclusive of the constituencies of communities and organizations in which they practice

F	A6.5	Use the evidence-informed practice process in clinical assessment and intervention with clients
H	A6.6	Identify ways to systematically evaluate the effectiveness of practice interventions in at least two cases
	A6.7	Apply evidence informed interventions to work with client situations including documentation of which interventions were chosen and why
A7		**Apply knowledge of human behavior and the social environment.**
C	A7.3	Understand measures of well-being for communities and organizations in social, economic, political and environmental realms
F	A7.4	Use multi-dimensional bio-psycho-social-spiritual tools
	A7.5	Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations
H	A7.6	Demonstrate effective bio-psycho-social-spiritual assessment connected to care/service plans in cases
	A7.7	Demonstrate intergenerational/family practice focus including both children and older adults
A8		**Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
C	A8.3	Engage with and support community leaders (e.g. educational, religious, financial, and media) who can influence the direction of policies toward improved social, economic, political and environmental well-being for all community members
F	A8.4	Communicate to stakeholders the implications of policies and policy change in the lives of clients
	A8.5	Use evidence-informed practice and practice-informed evidence in advocacy for policies that advance social and economic well-being
H	A8.6	Evaluate the impact of the health care system on clients in cases
A9		**Respond to contexts that shape practice.**
C	A9.3	Engage with communities, their constituencies, & organizations that serve them to assess and analyze community/organization strengths, & needs
F	A9.4	Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance
H	A9.5	Identify cultural context and its impact in health care delivery and utilization in client situations
A10		**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

C	A10.1	Plan with communities and organizations to apply interventions through a variety of models (e.g. development, planning, and organizing), appropriate to the local, regional, national and international contexts and needs for change
	A10.2	Strengthen the capacity of community leadership to make decisions, set priorities, discover and create resources, and build strong, inclusive communities
	A10.3	Understand the role of involving community and organizational constituencies in order to evaluate the effectiveness of interventions and to recommend future actions
F	A10.4	Use differential and multi-axial diagnoses
	A10.5	Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed
H	A10.7	Define a major theoretical framework(s) and teach and apply a minimum of three skills from that framework in a case presentation
	A10.8	Accurately present diagnostic clinical impressions of mental health diagnoses in clients
	A10.9	Discuss interventions with theoretical practice models and skills supported by the literature for particular client problems and solutions
A11		**Apply an ethical integration of faith and social work practice**
C	A11.4	Identify and work effectively with religious leaders in communities
	A11.5	Examine one's own religious, faith, and spiritual frameworks how they influence one's interest in community change
	A11.6	Identify religious and faith-based models of community practice
	A11.7	Understand and work effectively within the context of communities in regard to religious, faith and spiritual diversity
F	A11.8	Identify the relationship between theoretical perspectives and spiritual and/or religious paradigms and practices
H	A11.9	Within a particular context of practice, discuss transparent intervention in service delivery, client decision making, and resource availability (ex. AA higher power; congregational counseling
	A11.10	Assess client spirituality and religious affiliation as resource and/or challenge as appropriate
	A11.11	Demonstrate appropriate self-awareness of one's own spiritual identity and its impact

Appendix 3

<center>Diana R. Garland School of Social Work
Curriculum Committee Assessment & Improvement Report (CCAIR)
April 29, 2015</center>

SSW Operational Goals (Curriculum)
     1) Implement approved revisions in the BSW and MSW program.
     2) Sustain continuous assessment and improvement cycles at the course level to
         strengthen the degree programs.
     3) Grow the gerontology and poverty/social justice minors to 100 students by
         2016.

Outcomes-Revisions in the BSW and MSW programs
     1) Approved a two-year pilot (2014/15 & 2015/16) in which selected MSW
Concentration (2nd   year) year courses will be taught in virtual classrooms primarily
via synchronous videoconferencing. The pilot includes two of the three concentrations
available to students: Families & Children and Community Practice. Advanced field
instruction was modified from a block placement to a concurrent placement format.
Advanced practice pilot courses were offered over the fall and spring semesters. Faculty
from the Physical & Mental Health concentration opted not to participate. (Curriculum
plan available upon request)
     2) Conducted a comparison of the piloted concentration year virtual courses and
the in-person courses. Data points included Baylor's Faculty Course Evaluation,
professors' ratings of their students' competencies, and when opportunities arise for
faculty peer evaluation. Also, the Faculty Course Evaluations for pilot courses included
an additional set of quantitative and qualitative questions pertaining to the virtual
teaching-learning experience. The evaluations for equivalent virtual and in-person
courses were compared with no significant differences found.
     3) Approved name change for SWO 4401-Statistics for Social Workers to Data
Analysis for   Social Workers.
     4) Approved merging the Physical and Mental Health and Children and Families
concentrations into one Advanced Clinical Practice concentration with two tracks. The
two tracks: 1) practice and concepts for working in/with physical and mental health
settings 2) practice and concepts for working with children and families. (Curriculum
plan available upon request)
     5) Approved offering MSW Foundation curriculum at Houston Campus according
to the curriculum plan authorized by the faculty. (Curriculum plan available uponrequest)
     6) Approved three-hour Human Diversity course for baccalaureate students to be
implemented in 2016-17.
     7) Concentration students were offered an opportunity for training in Eye
Movement Desensitization Response (EMDR).

**Outcome- Continuous assessment and improvement cycles at the course level to
         strengthen the degree programs.**
     Faculty prepared course reports on 100% of social work and related courses for
fall 2014 and   spring 2015 courses. Recommendations for curriculum change were based

on faculty assessment of student mastery of competencies and practice behaviors for courses and the curriculum.   Findings and recommendations by faculty and administration are recorded in a Course Report Summary.

Outcome-Grow the gerontology and poverty/social justice minors to 100 students by 2016.

Gerontology minors has less than 10 students this year; the Social Justice minor has grown to 35 in a four year period. Recommend revision of this goal for 2015-16.