



**Mississippi  
College**  
A CHRISTIAN UNIVERSITY

**DEPARTMENT OF SOCIAL WORK**

*A Profession of Service.....*

*Inspiring Hope.....*

*Strengthening Lives.....*

*Promoting Change.....*

**Social Work**

**Program Outcomes**

**2015 - 2016**

The 2008 Educational Policy and Accreditation Standards (EPAS) identified by the Council on Social Work Education (CSWE) include a provision for assessment of social work training programs. Each accredited social work program must implement an assessment plan to evaluate the extent to which students in the program master practice behaviors identified by CSWE and the local institution. CSWE outlines forty-one practice behaviors for mastery during the foundation curriculum of baccalaureate social work training. These skills are grouped under ten different competencies of social work practice developed by CSWE. Local institutions with a master of social work (MSW) program are called upon to also identify practice behaviors of the advanced curriculum that are relevant to the specializations available to MSW students. The advanced practice behaviors are also grouped under the ten competencies developed by CSWE.

The Department of Social Work at Mississippi College offers an accredited Bachelor of Science in Social Work degree. The 2011 – 2012 evaluation of the program was conducted through the senior exit exam, and the field supervisor evaluation of program effectiveness. The 2012 – 2013 Program evaluation was conducted using the Social Work Licensure Exam, the field supervisor evaluation of program effectiveness, and student evaluation of field placement and field instructor. The Program Outcomes Report for 2014 – 2015 was conducted using the Social Work Licensure Exam, a more comprehensive field supervisor evaluation utilizing a Rating Scale for Evaluation of Field Placement Performance, which included rating the 10 competencies established by CSWE, course specific embedded measures employing scoring rubrics monitored by the competencies and practice behaviors associated with the courses, and a student evaluation of field supervisors.

The 2015-2016 Program evaluation was conducted using three evaluation instruments intended to demonstrate, in part, how well the Program prepared the student/intern/alumni to perform as an entry-level social worker. They included a student self-efficacy survey, a field final evaluation, and an alumni self-efficacy survey. The evaluation instruments instructed the respondent to rate the 10 competencies established by CSWE. Under each competency statement are practice behaviors that the respondent was asked to rate according to the following criteria:

5	The student/intern/graduate has excelled in this area
4	The student/intern/graduate is functioning above expectations compared to other entry level social work practitioners in this area
3	The student/intern/graduate has met the expectations for social work practitioners in this area
2	The student/intern/graduate has not as yet met the expectations in this area, but there is hope that they will meet the expectations in the near future
1	The student/intern/graduate has not met the expectations in this area, and there is not much hope that they will meet the expectations in this area in the near future

Comments were welcomed under any competency statement if desired. Respondents were asked to indicate those areas in which they thought the Program was especially instrumental in preparing the student/intern/graduate for generalist practice. Each instrument also provided sections for suggested Program improvements.

The following table shows outcomes of averaging the total scores of practice behaviors under each competency, resulting in a final score (n out of possible score of 5) for each competency.

<b>COMPETENCY</b>	<b>COMPETENCY BENCHMARK</b>	<b>PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK</b>
Identify as a Professional Social Worker	Student self-efficacy survey  Field final evaluation  Alumni self-efficacy survey	100% students have met the expectations, functioning above, or excelled as a professional social worker. N=15  100% field supervisors recognized students meeting the expectations, functioning above, or excelling as a professional social worker. N=15  100% alumni met the expectations, functioned above, or excelled as a professional social worker upon entering professional social work practice. N= 13
Apply Ethical Principles	Student self-efficacy survey  Field final evaluation  Alumni self-efficacy survey	100% students have met the expectations, functioning above, or excelled in applying ethical principles in practice. N=15  100% field supervisors recognized students meeting the expectations, functioning above, or excelling in applying ethical principles in practice. N=15  92% alumni met the expectations, functioned above, or excelled in applying ethical principles in practice. N= 13
Apply Critical Thinking	Student self-efficacy survey  Field final evaluation  Alumni self-efficacy survey	100% students have met the expectations, functioning above, or excelled in applying critical thinking in practice. N=15  100% field supervisors recognized students meeting the expectations, functioning above, or excelling in applying critical thinking in practice. N=15  92% alumni met the expectations, functioned above, or excelled in applying critical thinking in practice. N= 13
Engage Diversity in Practice	Student self-efficacy survey  Field final evaluation  Alumni self-efficacy survey	100% students have met the expectations, functioning above, or excelled in engaging diversity in practice. N=15  100% field supervisors recognized students meeting the expectations, functioning above, or excelling in engaging diversity in practice. N=15  92%alumni met the expectations, functioned above, or excelled in engaging diversity in practice. N= 13
Advance Human Rights/ Social and Economic Justice	Student self-efficacy survey  Field final evaluation  Alumni self-efficacy survey	93% students have met the expectations, functioning above, or excelled in advancing human rights and social and economic justice in practice. N=15  100% field supervisors recognized students meeting the expectations, functioning above, or excelling in advancing human rights and social and economic justice in practice. N=15  92% alumni met the expectations, functioned above, or excelled in advancing human rights and social and economic justice in practice. N= 13
Engage Research Informed Practice/ Practice Informed Research	Student self-efficacy survey  Field final evaluation  Alumni self-efficacy survey	80% students have met the expectations, functioning above, or excelled in engaging in research informed practice/practice informed research in practice. N=15  100% field supervisors recognized students meeting the expectations, functioning above, or excelling in engaging in research informed practice/practice informed research in practice. N=15  84% alumni met the expectations, functioned above, or excelled in engaging in research informed practice/practice informed research in practice. N= 13
Apply Human Behavior Knowledge	Student self-efficacy survey  Field final evaluation  Alumni self-efficacy survey	100% students have met the expectations, functioning above, or excelled in applying human behavior knowledge in practice. N=15  100% field supervisors recognized students meeting the expectations, functioning above, or excelling in applying human behavior knowledge in practice. N=15  100% alumni met the expectations, functioned above, or excelled in engaging in applying human behavior knowledge in practice. N= 13

Engage Policy Practice to Advance Social and Economic Well-Being and Deliver Services	<p>Student self-efficacy survey</p> <p>Field final evaluation</p> <p>Alumni self-efficacy survey</p>	<p>86% students have met the expectations, functioning above, or excelled in engaging policy practice to advance social and economic well being and deliver services in practice. N=15</p> <p>100% field supervisors recognized students meeting the expectations, functioning above, or excelling in engaging policy practice to advance social and economic well-being and deliver services in practice. N=15</p> <p>100% alumni met the expectations, functioned above, or excelled in engaging policy practice to advance social and economic well-being and deliver services in practice. N= 13</p>
Respond to Practice Contexts	<p>Student self-efficacy survey</p> <p>Field final evaluation</p> <p>Alumni self-efficacy survey</p>	<p>93% students have met the expectations, functioning above, or excelled in responding to practice contexts. N=15</p> <p>100% field supervisors recognized students meeting the expectations, functioning above, or excelling in responding to practice contexts. N=15</p> <p>100% alumni met the expectations, functioned above, or excelled in responding to practice contexts. N= 13</p>
Practice Engagement	<p>Student self-efficacy survey</p> <p>Field final evaluation</p> <p>Alumni self-efficacy survey</p>	<p>93% students have met the expectations, functioning above, or excelled in practicing engagement. N=15</p> <p>100% field supervisors recognized students meeting the expectations, functioning above, or excelling in practicing engagement. N=15</p> <p>100% alumni met the expectations, functioned above, or excelled in practicing engagement. N= 13</p>
Practice Assessment	<p>Student self-efficacy survey</p> <p>Field final evaluation</p> <p>Alumni self-efficacy survey</p>	<p>93% students have met the expectations, functioning above, or excelled in assessment in practice. N=15</p> <p>100% field supervisors recognized students meeting the expectations, functioning above, or excelling in assessment in practice. N=15</p> <p>100% alumni met the expectations, functioned above, or excelled in assessment in practice N= 13</p>
Practice Intervention	<p>Student self-efficacy survey</p> <p>Field final evaluation</p> <p>Alumni self-efficacy survey</p>	<p>86% students have met the expectations, functioning above, or excelled intervention in practice. N=15</p> <p>100% field supervisors recognized students meeting the expectations, functioning above, or excelling in intervention in practice. N=15</p> <p>100% alumni met the expectations, functioned above, or excelled in intervention in practice. N= 13</p>
Practice Evaluation	<p>Student self-efficacy survey</p> <p>Field final evaluation</p> <p>Alumni self-efficacy survey</p>	<p>93% students have met the expectations, functioning above, or excelled in evaluation in practice. N=15</p> <p>100% field supervisors recognized students meeting the expectations, functioning above, or excelling in evaluation in practice. N=15</p> <p>92% alumni met the expectations, functioned above, or excelled in evaluation in practice. N= 13</p>

## **Procedures**

The Program Director and Director of Field manually compiled and analyzed data obtained from the student self-efficacy survey, the field final evaluation, and the alumni self-efficacy survey. Each response was tallied, averaged and percentages were compiled for each competency.

### Student Self-Efficacy Survey

At the end of the Spring semester, a survey was given to each graduating senior who completed and submitted it to the Program secretary anonymously. Responses were tallied, averaged and percentages were compiled for each competency.

### Final Field Evaluation

The director of field distributed the field evaluations to current field supervisors, who submitted their responses back via email, mail, or personal delivery. She and the Program Director tallied, averaged and compiled percentages from responses of each competency.

### Alumni Self-Efficacy Survey

The Program Director emailed surveys to alumni graduating 2013, 2014, and 2015, which included 32 surveys. Thirteen alumni responded by mailing surveys. Responses were tallied, averaged and percentages were compiled for each competency.

## Undergraduate Practice Behavior Outcomes

Table 2. BSSW 2.1.1 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Self-Efficacy Survey	Field Supervisor Survey	Alumni Survey
<b>2.1.1 Identify as a professional social worker and conduct oneself accordingly.</b>			
1. <i>Social workers advocate for client access to the services of social work;</i>	4.33	4.95	4.93
2. <i>Practice personal reflection and self-correction to assure continual professional development;</i>	4.46	4.93	4.94
3. <i>Attend to professional roles and boundaries;</i>	4.46	4.91	4.93
4. <i>Demonstrate professional demeanor in behavior, appearance, and communication;</i>	4.73	4.89	4.91
5. <i>Engage in career-long learning;</i>	4.86	4.93	4.94
6. <i>Use supervision and consultation</i>	4.60	4.97	4.95

The results from all three instruments indicate that the Program prepared students to identify and conduct themselves as a professional social worker. Field supervisors were pleased and impressed how well students utilize supervision and consultation. The lowest percentage was in advocacy of which students would have a greater opportunity to practice upon completion of training, and/or with the growth from practice experience.

Table 3. BSSW 2.1.2 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Self-Efficacy Survey	Field Supervisor Survey	Alumni Survey
<b>2.1.2 Apply social work ethical principles to guide professional practice.</b>			
1. Social workers recognize and manage personal values in a way that allows professional values to guide practice;	4.40	4.85	4.25
2. Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work Statement of Principles	4.53	4.93	3.93
3. Tolerate ambiguity in resolving ethical conflicts;	4.13	4.53	4.00
4. Apply strategies of ethical reasoning to arrive at principled decisions.	4.40	4.53	4.00

Based on the scores, respondents recognize the importance of recognizing possible differences in their personal and social work values.

Table 4. BSSW 2.1.3 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Self-Efficacy Survey	Field Supervisor Survey	Alumni Survey
<b>2.1.3 Apply critical thinking to inform and communicate professional judgments.</b>			
1. Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;	4.33	4.78	4.27
2. Analyze models of assessment, prevention, intervention, and evaluation;	4.46	4.63	3.50
3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	4.35	4.95	4.35

Based on respondent's answers, students are working on mastering this area of practice while in field. They do recognize this is definitely a work in progress and that students will improve the more exposure they have to opportunities in social work practice.

Table 5. BSSW 2.1.4 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Self-Efficacy Survey	Field Supervisor Survey	Alumni Survey
<b>2.1.4 Engage diversity and difference in practice.</b>			
1. Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;	4.33	4.53	3.93
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;	4.53	4.66	4.01
3. Recognize and communicate their understanding of the importance of differences in shaping life experiences;	4.66	4.76	3.97
4. View themselves as learners and engage those with whom they work as informants.	4.66	4.93	4.03

All courses include more content on diversity, and more courses on diversity have been offered by the Program, which is demonstrated by the average scoring in this area, especially compared to respondents on the alumni survey.

Table 6. BSSW 2.1.5 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Self-Efficacy Survey	Field Supervisor Survey	Alumni Survey
<b>2.1.5 Advance human rights and social and economic justice.</b>			
1. Social workers understand the forms and mechanisms of oppression and discrimination;	4.20	4.38	4.3.9
2. Advocate for human rights and social and economic justice;	4.00	4.37	3.86
3. Engage in practices that advance social and economic justice.	3.93	4.49	4.01

Again, more exposure to and understanding of diverse populations may influence mastery in this area.

Table 7. BSSW 2.1.6 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Self-Efficacy Survey	Field Supervisor Survey	Alumni Survey
<b>2.1.6 Engage in research-informed practice and practice-informed research.</b>			
1. Understands the forms & mechanisms of oppression & discrimination;	4.00	4.07	3.93
2. Advocates for human rights & social & economic justice;	3.93	4.47	3.50
3. Engages in practices that advance social & economic justice;	4.13	4.47	4.01
4. Use practice experience to inform scientific inquiry;	3.86	4.00	3.72
5. Use research evidence to inform practice.	4.13	4.27	4.02

Although improvements have been made in the area of research evidence practice, the Program is implementing actual research projects over two semesters so that students may experience end results of research.

Table 8. BSSW 2.1.7 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Self-Efficacy Survey	Field Supervisor Survey	Alumni Survey
<b>2.1.7 Apply knowledge of human behavior and the social environment</b>			
1. Social workers utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation;	4.40	4.88	4.20
2. Critique and apply knowledge to understand person and environment.	4.46	4.93	4.0

There are indicators that students are developing an emerging mastery in this area. Again, there is a stronger focus on theoretical frameworks informing research based evidence in practice in SWK 333 and 334.

Table 9. BSSW 2.1.8 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Self-Efficacy Survey	Field Supervisor Survey	Alumni Survey
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**2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

1. Analyze, formulate, and advocate for policies that advance social well-being;	3.53	4.38	4.15
2. Collaborate with colleagues and clients for effective policy action.	4.13	4.27	4.17

More content in policy analysis has been implemented in courses; however, at times, students do not have an opportunity to fulfill this role while in practice. More field instructors are making efforts to expose students to policy analysis while in practice settings.

Table 10. BSSW 2.1.9 Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Self-Efficacy Survey	Field Supervisor Survey	Alumni Survey
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**2.1.9 Respond to contexts that shape practice.**

1. Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging-societal trends to provide relevant services;	4.06	4.87	4.79
2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	4.00	4.43	4.49

Students are somewhat prepared in this area; however, more practice experience is needed to complete the mastery of leadership. Having four practice courses have also helped improvements in these areas.

Table 11. BSSW 2.1.10(a) Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Self-Efficacy Survey	Field Supervisor Survey	Alumni Survey
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**2.1.10(a) Engagement**

1. Prepares for all action with all levels of practice;	4.13	4.93	4.89
2. Uses empathy & other interpersonal skills;	4.53	4.90	4.91
3. Develops mutually agreed-on intervention goals and objectives;	4.33	4.91	4.92

Data indicates mastery in this area, again, indicating improvements in social work practice courses in the curriculum, which were redesigned to include four practice courses instead of two, SWK 331, 341, 433 and 434. Each course has its own focal point – with individuals, families, groups and organizations and communities.

Table 12. BSSW 2.1.10(b) Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Self-Efficacy Survey	Field Supervisor Survey	Alumni Survey
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**2.1.10(b) Assessment**

1. Collect, organize, and interpret client data;	4.00	4.94	4.90
2. Assess client strengths and limitations;	4.40	4.90	4.89
3. Develop mutually agreed-on intervention goals and objectives;	4.40	4.78	4.93
4. Select appropriate intervention strategies.	4.13	4.87	4.90

Again, data indicates mastery in this area; however enhancement in practice courses and courses in human behavior have further enhanced these skills.

Table 13. BSSW 2.1.10 (c) Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Self-Efficacy Survey	Field Supervisor Survey	Alumni Survey
<b>2.1.10(c) Intervention</b>			
1. Initiate actions to active organizational goals;	3.93	4.93	4.90
2. Implement prevention interventions that enhance client capacities;	4.13	4.45	4.56
3. Negotiate, mediate, and advocate for clients;	4.20	4.55	4.57
4. Facilitate transitions and endings.	4.40	4.50	4.87

Mastery in this area is evident in the reported data. Once again, the addition and improvement of practice courses will further enhance skills in the area of social work practice.

Table 14. BSSW 2.1.10(d) Competency Outcomes

Undergraduate Practice Behaviors Outcomes	Self-Efficacy Survey	Field Supervisor Survey	Alumni Survey
<b>2.1.10(d) Evaluation</b>			
1. Social workers critically analyze, monitor, and evaluate their interventions.	4.20	4.87	4.77

Mastery in this area requires more exposure to learning the skills of critical analysis, as well as evaluating interventions.

### Conclusion

Reported data shows that assessment of the BSW program indicate positive outcomes related to student's practice behavior. Students show an understanding and commitment to maintaining professional values, demonstrate competency in practice areas found within the problem solving model, as well as some form of advocacy. Most improvement in preparing students for entry level generalist practice lies within critical analysis of theoretical knowledge and the "fit" of research in practice. The program is a strong program, but has undergone an assessment of courses, thus causing a "revamping" of many courses, the sequence of courses taught, and more rigorous requirements in order to better prepare students for entry level generalist social work.

One interesting contrast in scores were that, on average, lower scores were indicated by current students, field instructors gave higher scores, and alumni scoring fell between the two. It is of the Program faculty's opinion that student's scores are lower based on their lack of experience, whereas field instructors are experienced and skilled, able to assess indicators far beyond students.