

## **CSWE Assessment Academy**

**Sunday, November 6, 2016 | Atlanta Marriot Marquis Hotel**

---

### **1:00-2:15pm Concurrent Speaker Presentations**

Participants may choose to attend one of the following presentations:

#### ***Assessment of Competencies in Field Education***

**Presented by Professor Marion Bogo,**

**Factor-Inwentash Faculty of Social Work, University of Toronto**

Location: Imperial Ballroom A

Assessment of competence in field education provides social work educators with crucial information based on the demonstration of the competency in real practice situations. It provides the most authentic source of assessment data. This presentation will address issues, possible responses and innovative methods for producing robust assessments. Issues to be considered include developing assessment measures that reflect practice in the local context and capture the dimensions of holistic competence in EPAS 2015, creating efficient approaches to gain access to numerous examples of students' practice, finding methods to document student performance, and involving multiple raters. Engaging field instructors and students in the process of formative and summative assessments will also be considered.

Welcome and introductions by Darla Spence-Coffey, PhD, MSW, President & CEO, CSWE.

#### ***Development and Use of Rubrics for Assessment of Student Learning Outcomes in Social Work Education***

**Presented by Christina M. Bruhn, PhD, LCSW,**

**Aurora University School of Social Work and Co-Director of Assessment for Aurora University**

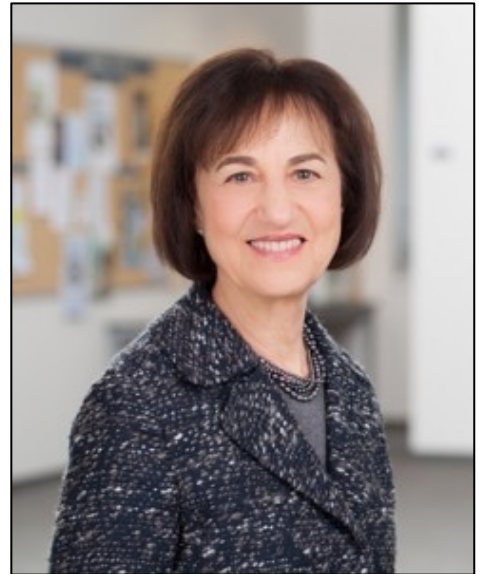
Location: M103-M105

Assessment of what students' knowledge, skills, and values is challenging because these attributes must be made observable and evaluable in order to be assessed. The 2015 EPAS addition of cognitive and affective processes adds a layer of complexity to this process. The requirement for assessment of multiple dimensions of each competency also impacts assessment planning in schools of social work. One tool that can be of use in operationalizing competencies and in benchmarking is a rubric. Rubrics define the aspects of competence that a student is expected to demonstrate in his or her work and descriptions of levels of performance of those aspects. This presentation will describe the history of rubrics; how to develop a strong rubric; helping faculty to use rubrics in consistent ways; and logistics associated with gathering and use of rubric data for program assessment.

Welcome and introductions by Jo Ann Regan, PhD, MSW, Vice President of Education, CSWE.

## Speaker Information:

Marion Bogo O.C., MSW, RSW is Professor at the Factor-Inwentash Faculty of Social Work, University of Toronto. She is the former Field Director, Dean, and first appointee to the first Endowed Chair in Social Work at the university. Her research focuses on social work field education and the conceptualization and assessment of professional competence. She has published over 100 journal articles and book chapters and seven books and disseminated her research in invited presentations internationally. In 2013 she was awarded the *Significant Lifetime Achievement in Social Work Education Award* from the Council on Social Work Education in recognition of her contributions to social work education and to improving assessment of professional competence. In 2014 she was appointed as an Officer of the *Order of Canada* for her achievements in the field of social work as a scholar and teacher and for advancing the practice in Canada and abroad.



Dr. Christina M. Bruhn is an Associate Professor at the Aurora University School of Social Work and Co-Director of Assessment for Aurora University. Aurora University is a private university offering 40 undergraduate and 23 graduate majors and minors. Dr. Bruhn manages assessment of curricular outcomes for these programs as well as co-curricular outcomes on three physical campuses and online. Dr. Bruhn oversees the School of Social Work's assessment for both program accreditation (CSWE) and regional university accreditation (HLC). Dr. Bruhn is also P.I. for evaluation of 22 after-school programs in the City of Aurora. Dr. Bruhn worked previously as a Research Specialist for the Children and Family Research Center and has over 15 years of program evaluation experience. Dr. Bruhn is an Accreditation Site Visitor for CSWE and serves on the Educational Policy Commission.



## 2:30-4:00pm Roundtable Sessions

Location: Imperial Ballroom B

Social work programs will showcase assessment processes and competency measures in interactive roundtable discussions with rotating groups of participants. Every 20 minutes participants will be alerted to move to another presentation.

### **TABLE #1**

#### **SWEAP: Using Standardized Assessment Tools for 2015 EPAS Assessment**

*Daniel B. Freedman, Ph.D., MSW, LCSW, LISW-CP, University of South Carolina*

*Brian Christenson, Ph.D., LMSW, Capella University*

Overview:

Social work education assessment project (SWEAP) instruments have been updated to reflect the 2015 EPAS. SWEAP instruments—including entrance, exit, alumni, employer, field, and curriculum instruments—are designed for undergraduate and foundation-year graduate program assessment. SWEAP's collaboration with programs to meet 2015 EPAS assessment requirements will be discussed.

### **TABLE #2**

#### **Improving Internal Validity Through Using Multidimensional and Multimethod Measures of Professional Competencies**

*Cathy Pike, Ph.D., Indiana University*

*Stephanie Quiring, Ph.D. Candidate, Indiana University*

Overview:

The 2015 EPAS (CSWE, 2015) directs BSW and MSW programs to assess students' competencies in varying contexts and through using multiple measurement methods. This presentation will describe several methods for evaluating student progress and program monitoring. Included will be five standardized scales and case presentations, employing objective and subjective measurement methods.

**TABLE #3****Holistic Assessment of Competencies:  
Integrated Evaluation in Field, Research Methods, and Capstone**

*Olivia Sevilla, Ed.D., LCSW, Azusa Pacific University*

*Mary Rawlings, Ph.D., LCSW, Azusa Pacific University*

**Overview:**

This interactive presentation will focus on holistic competency assessment processes and measures for the 2015 EPAS. Highlighting three tandem courses offered in the specialization year, presenters will discuss curriculum mapping and identified benchmarks to engage in discussion of integrated and multidimensional assessment methods focused on students' real-world professional performance in the field.

**TABLE #4****Common Assignment:  
An Innovative Approach to Standardizing Assessment Measures**

*Lama Gyanesh, Ph.D., California State University, Fresno*

*Debra Harris, Ph.D., California State University, Fresno*

**Overview:**

This presentation will describe the innovative assessment system Common Assignment, which was developed and implemented at a university in a Western state. It will discuss the system's principles and processes, including challenges in data collection and data analyses. Ways that this assessment system can be replicated will be described.

**TABLE #5****Assessment: A Catalyst for Continuous Program Improvement**

*Amy Cappiccie, Ph.D., LCSW, Western Kentucky University*

*April L. Murphy, Ph.D., MSW, Western Kentucky University*

*Patricia Desrosiers, Ph.D., LCSW, Western Kentucky University*

**Overview:**

The 2015 EPAS are a catalyst of change in social work education that encourage social work programs to reassess how they measure student mastery of core competencies. This presentation will describe one MSW program's attempt to develop meaningful assessment measures with the ultimate goal of improving program and student outcomes.

**TABLE #6****A Model of Implicit Curriculum Assessment for Social Work Education**

*Andrew Peterson, Ph.D., Rutgers, The State University of New Jersey*

*Antoinette Farmer, Ph.D., Rutgers, The State University of New Jersey*

*Allison Zippay, Ph.D., Rutgers, The State University of New Jersey*

**Overview:**

A Midatlantic school of social work measures the implicit curriculum across five domains: diversity of faculty members and administrators; student development; faculty members; resources; and field placement. Assessment of the implicit curriculum is done on an annual basis by surveying both BASW and MSW students.

**TABLE #7****Building an Assessment Framework: Processes, Measures, Training, and Challenges**

*Wendy Smith, Ph.D., LCSW, University of Southern California*

*Shelley Levin, Ph.D., L.C.S.W., University of Southern California*

*Elizabeth S. Phillips, Ph.D., LCSW, University of Southern California*

**Overview:**

A school of social work in a Western state developed its framework for assessment of the 2015 EPAS first in the field and then in the classroom, decoupling it from exclusive reliance on grades as a measure. The processes of faculty involvement and training, measures, rating scales, and challenges faced.

**TABLE #8****Triangulating the Assessment of Holistic Social Work Competence: Challenges and Opportunities**

*Zoe Wood, MSW, Ph.D., Case Western Reserve University*

*Marjorie Edguer, LISW-S, Case Western Reserve University*

**Overview:**

If the goal of social work education is to produce competent practitioners, then the purpose of assessment is to ensure that the goal is met. This session will focus on building a culture of assessment, including faculty buy-in, efficient data collection and management, and use of the data improve programs.

**TABLE #9****Measuring Competence in Field Settings: Improving Reliability and Validity**

*Susan Stone, MSW, Ph.D., University of California at Berkeley*

*Greg Merrill, LCSW, University of California at Berkeley*

*Robert Ayasse, MSW, PPSC, University of California at Berkeley*

**Overview:**

The presenters will describe a model for developing evaluation tools that rigorously and feasibly assess student competence in field education. The resulting evaluation tool and corollary keys will be shared. Statistical analysis of three MSW cohorts indicates this tool is reliable and valid.

**TABLE #10****Student Self-Assessment of Ability to Perform Social Work Behaviors: Demographic and Outcome Differences**

*Dawn Iglesias, M.A., M.P.A., New Mexico State University*

*Erika Gergerich, Ph.D., LCSW, New Mexico State University*

**Overview:**

A survey administered at a BSW program in a Western state asked for student self-rating of ability to perform CSWE social work behaviors, as well as demographic information. The presenters will discuss differences in self-assessment among various demographics, including gender, ethnicity, first-generation student status, English as a second language, and birthplace.

**TABLE #11****Building and Sustaining a Culture of Assessment**

*Eva Nowakowski-Sims, Ph.D., LCSW, MPH, Barry University*

*Olga Osby, BA, MLS, MSW, DSW, Barry University*

**Overview:**

This presentation will share lessons learned from a faculty-driven assessment of student competency from the 2008 EPAS by highlighting the planning, data collection, and analysis phases using a centralized online data system. Lessons learned and strategies for solutions also will be provided.

**TABLE #12****Writing, Reading, and Teaching the Case Study Using the New EPAS**

*Miriam Jaffe, Ph.D., Rutgers, The State University of New Jersey*

*Jerry Floersch, Ph.D., Rutgers, The State University of New Jersey*

*Jeff Longhofer, Ph.D., Rutgers, The State University of New Jersey*

**Overview:**

This presentation will showcase the creation and use of a repository of contemporary clinical case studies by a DSW program in a Midatlantic state. As a teaching resource, each case study provides pre- and post reading questions that integrate the 2015 EPAS competencies into MSW and BSW coursework and assignments.

**TABLE #13****Assuring Authentic Assessment of the 2015 EPAS at Grand Valley State University**

*Julie Guevara, Ph.D., LMSW, Grand Valley State University*

*Scott J. Berlin, Ph.D., LMSW, Grand Valley State University*

**Overview:**

Grand Valley State University School of Social Work (GVSU-SSW) has recently initiated curricular modifications that will incorporate the 2015 EPAS competencies. Additionally, we have worked to revise our overall assessment model ensuring the graduation of competent social workers. Presenters will describe our process of converting to the new EPAS.