LIU Post Bachelor of Science in Social Work Program
Summary of Learning Outcome Assessment
AY 2011-12

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education [CSWE]. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

The data below reflect senior level students' demonstration of competency attainment, based on ratings by their field supervisors in their final field evaluations. The Bachelor of Science in Social Work Program at LIU Post utilizes the *Field Instructors Evaluation of Student Competency [FIESC]*. The field instructors' evaluation was originally designed by Dr. Barretti of the Social Work Department at LIU Post. During the summer of 2009, her instrument was replaced with the FIESC in order to better correspond with and assess the current EPAS guidelines (CSWE, 2008). The FIESC adapted Zastrow's operational definitions of the prevailing foundation learning competencies (Zastrow & Petracchi, 2009). In the instrument, each of the 10 program [CSWE designated] learning competencies is deconstructed into specific practical skills/ indicators that represent the range of behaviors expected when demonstrating that competency. The field instructor is asked to rate the students' performance on each of the practice behaviors, utilizing a 6-point Likert scale, which features the following response options:

1 = The intern demonstrates no evidence of competency (competency absent).
2 = The intern demonstrates minimum degree of competency.
3 = The intern demonstrates some degree of competency.
4 = The intern demonstrates the expected degree of competency.
5 = The intern has surpassed the degree of competency expected of a senior undergraduate social work student.
n/a= Not applicable, as the intern has not had the opportunity to demonstrate competence in this area.

The Program utilizes the FIESC three times during a student's tenure in the program. The first time is at the end of the junior's first semester of field work. The second and third time is at the end of the first and second semesters respectively of the senior's two semesters (or full year) of field work. The data here reflect the final evaluation of the senior students at the end of the second semester (May, 2012) and just before their graduation from the program.

The FIESC instrument used during the AY 2011-2012, can be found in Appendix A-1. The table below summarizes the percentage of senior level students (n=13) who at the end of AY 2011-2012 achieved the benchmark of demonstrating that the required

learning competency was present most of the time and to the degree expected, or beyond the degree expected (represented by a rating of 4 and above).

Table 1

Percentage of students who have achieved foundation competency benchmark (rating of 4 and above).

COMPETENCY	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Identify as a Professional Social Worker	100
Apply Ethical Principles	100
Apply Critical Thinking	100
Engage Diversity in Practice	100
Advance Human Rights/ Social and Economic Justice	100
Engage Research Informed Practice/ Practice Informed Research	100
Apply Human Behavior Knowledge	100
Engage Policy Practice to Advance Well-Being and Deliver Services	100
Respond to Practice Contexts	100
Practice Engagement	100
Practice Assessment	100
Practice Intervention	100
Practice Evaluation	100

Table 1 evidences that 100% of the students achieved the department's designated benchmark of 4 or above on each of the learning competencies [Range= 4.00-4.44].

Appendix A-1

FIESC- Foundation Year

LIU Post
Bachelor of Science in Social Work Program
SWK 90 & 91 Field Instructor Evaluation of Student Competency
[FIESC]
*(Adapted from Zastrow & Petracchi, 2009)**

Rating Scale for Field Instructor Evaluation of Student Competency

To be completed at the end of each semester

SWK 90 (Fall) ☐ **SWK 91 [Spring]** ☐

Intern _____Date _____

Agency_____Field Instructor_____

Instructions for Rating Interns on the 10 Competencies in the First Part of the Evaluation:

The 10 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Each competency is comprised of several practice skills/ behaviors. We ask that you rate the degree to which the student has demonstrated competency on each of these behaviors according to the following criteria:

5	The intern has surpassed the degree of competency expected of a senior undergraduate Social Work student.
4	The intern demonstrates the expected degree of competency.
3	The intern demonstrates some degree of competency.
2	The intern demonstrates minimum degree of competency.
1	The intern demonstrates no evidence of competency (competency absent).
n/a	Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement. There is also a section at the end of the form for overall comments. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student needs improvement.

*Zastrow, C., &Petracchi, H. (2009). An Interpretation for Incorporating EPAS 2008 into Social Work Baccalaureate and Masters Curriculum in CSWE-Accredited Programs: Recommendations from the Field. Baccalaureate Program Directors (BPD) Listserv.

Competency #1:	**Intern identifies as a professional social worker and conducts himself/herself accordingly.**

1.1	Knows the profession's history	5	4	3	2	1	na
1.2	Has a commitment to enhancing the profession	5	4	3	2	1	na
1.3	Has a commitment to conducting himself/herself as a professional social worker	5	4	3	2	1	na
1.4	Has a commitment to career-long learning and growth	5	4	3	2	1	na
1.5	Advocates well for client access to the services of social work	5	4	3	2	1	na
1.6	Practices personal reflection and self-correction to assure continual professional development	5	4	3	2	1	na
1.7	Attends well to professional roles and boundaries	5	4	3	2	1	na
1.8	Demonstrates professional demeanor in appearance	5	4	3	2	1	na
1.9	Demonstrates professional demeanor in communication	5	4	3	2	1	na
1.10	Uses supervision and consultation effectively	5	4	3	2	1	na

Comments:

Competency #2:	**Intern applies social work ethical principles to guide his or her professional practice.**

2.1	Is knowledgeable about the value base of the profession	5	4	3	2	1	na
2.2	Is knowledgeable of, and abides by, the ethical standards of the profession	5	4	3	2	1	na
2.3	Is knowledgeable, and abides by, laws relevant to social work	5	4	3	2	1	na
2.4	Recognizes and manages personal values in a way that allows professional values to guide practice (e.g., on such issues as abortion and gay rights)	5	4	3	2	1	na
2.5	Tolerates well ambiguity in resolving ethical conflicts	5	4	3	2	1	na
2.6	Is able to apply strategies of ethical reasoning to arrive at principled decisions	5	4	3	2	1	na

Comments:

Competency #3:	**Intern applies critical thinking to inform and communicate professional judgments.**

3.1	Is knowledgeable about the principles of logic and scientific inquiry	5	4	3	2	1	na
3.2	Is able to grasp and comprehend what is obscure	5	4	3	2	1	na
3.3	Is skilled in using critical thinking augmented by creativity and curiosity	5	4	3	2	1	na
3.4	Has good assessment skills	5	4	3	2	1	na
3.5	Has good problem-solving skills	5	4	3	2	1	na
3.6	Has good data gathering skills	5	4	3	2	1	na
3.7	Analyzes complex material well	5	4	3	2	1	na
3.8	Is skilled at appraising and integrating multiple sources of knowledge; including research-based knowledge and practice wisdom	5	4	3	2	1	na
3.9	Is skilled at analyzing models of assessment, prevention, intervention, and evaluation	5	4	3	2	1	na
3.10	Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues	5	4	3	2	1	na
3.11	Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues	5	4	3	2	1	na

Comments:

Competency #4: Intern engages diversity and difference in practice.

4.1	Treats diverse clients with dignity and respect	5	4	3	2	1	na
4.2	Is knowledgeable and respectful of clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation	5	4	3	2	1	na
4.3	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	5	4	3	2	1	na
4.4	Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	5	4	3	2	1	na
4.5	Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences	5	4	3	2	1	na
4.6	Views herself or himself as a learner and engages those he or she works with as informants	5	4	3	2	1	na

Comments:

Competency #5:	**Intern advances human rights and social and economic justice.**

5.1	Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education	5	4	3	2	1	na
5.2	Recognizes the global interconnections of oppression and is knowledgeable about theories of justice and strategies to promote human and civil rights	5	4	3	2	1	na
5.3	Understands the forms and mechanisms of oppression and discrimination	5	4	3	2	1	na
5.4	Is skilled at advocating for human rights and social and economic justice	5	4	3	2	1	na
5.5	Is skilled at engaging in practices that advance social and economic justice	5	4	3	2	1	na

Comments:

Competency #6:	**Intern engages in research-informed practice and practice-informed research.**

6.1	Is skilled at using practice experience to inform research	5	4	3	2	1	na
6.2	Is skilled at employing evidence-based interventions	5	4	3	2	1	na
6.3	Is skilled at evaluating her or his practice	5	4	3	2	1	na
6.4	Is skilled at using research findings to improve practice, policy, and social service delivery	5	4	3	2	1	na
6.5	Comprehends quantitative research	5	4	3	2	1	na
6.6	Comprehends qualitative research	5	4	3	2	1	na
6.7	Understands scientific and ethical approaches to building knowledge	5	4	3	2	1	na

Comments:

Competency #7:	**Intern applies knowledge of human behavior and the social environment.**

7.1	Is knowledgeable about human behavior across the life course	5	4	3	2	1	na
7.2	Is knowledgeable about the range of social systems in which people live	5	4	3	2	1	na

7.3	Is knowledgeable about the ways social systems promote or deter people in maintaining or achieving health and well-being	5	4	3	2	1	na
7.4	Is skilled at applying theories and knowledge about biological variables, social variables, cultural variables, psychological variables, and spiritual development	5	4	3	2	1	na
7.5	Is skilled at utilizing conceptual frameworks to guide the processes of assessment, intervention, and evaluation	5	4	3	2	1	na

Comments:

Competency #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

8.1	Understands that policy affects service delivery	5	4	3	2	1	na
8.2	Actively engages in policy practice	5	4	3	2	1	na
8.3	Is knowledgeable about the history of social policies and services	5	4	3	2	1	na
8.4	Is knowledgeable about current social policies and services	5	4	3	2	1	na
8.5	Is knowledgeable about the role of practice in policy development	5	4	3	2	1	na
8.6	Is skilled at analyzing, formulating, and advocating for policies that advance social well-being	5	4	3	2	1	na
8.7	Is skilled at collaborating with colleagues and clients for effective policy action	5	4	3	2	1	na

Comments:

Competency #9: Intern responds to contexts that shape practice.

9.1	Is informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice	5	4	3	2	1	na
9.2	Recognizes that the context of practice is dynamic, and has the knowledge and skills to respond proactively	5	4	3	2	1	na
9.3	Is skilled at continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services	5	4	3	2	1	na
9.4	Is skilled at providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	5	4	3	2	1	na

Comments:

Competency #10:	**Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.**

10.1	Is skilled at identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals	5	4	3	2	1	na
10.2	Is skilled at using research and technological advances	5	4	3	2	1	na
10.3	Is skilled at evaluating program outcomes	5	4	3	2	1	na
10.4	Is skilled at evaluating the effectiveness of her or his practice	5	4	3	2	1	na
10.5	Is skilled at developing, analyzing, advocating, and providing leadership for policies and services	5	4	3	2	1	na
10.6	Is skilled at promoting social and economic justice	5	4	3	2	1	na
10.7	Is skilled at engaging (developing a positive relationship) with individuals	5	4	3	2	1	na
10.8	Is skilled at engaging families	5	4	3	2	1	na
10.9	Is skilled at engaging groups	5	4	3	2	1	na
10.10	Is skilled at engaging organizations	5	4	3	2	1	na
10.11	Is skilled at engaging communities	5	4	3	2	1	na
10.12	Is skilled at assessing individuals	5	4	3	2	1	na
10.13	Is skilled at assessing families	5	4	3	2	1	na
10.14	Is skilled at assessing groups	5	4	3	2	1	na
10.15	Is skilled at assessing organizations	5	4	3	2	1	na
10.16	Is skilled at assessing communities	5	4	3	2	1	na
10.17	Is skilled at providing effective services to individuals	5	4	3	2	1	na
10.18	Is skilled at providing effective services to families	5	4	3	2	1	na
10.19	Is skilled at providing effective services to groups	5	4	3	2	1	na
10.20	Is skilled at providing effective services to organizations	5	4	3	2	1	na
10.21	Is skilled at providing effective services to communities	5	4	3	2	1	na

Comments: