

## **Social Work Assessment ASWB Data Foundational Knowledge**

### **Learning Outcomes:**

Social Work Program Learning Outcome #1: Demonstrate understanding of integrated body of knowledge required of a “generalist practitioner” as defined by the Council on Social Work Education.

### **Outcome Measure:**

The Association of Social Work Board (ASWB) sample exam is a supplemental measure of foundational knowledge contained in the Council on Social Work Education competency domains. CSWE competency domains are measured through four instruments: The Field Education Professional Evaluation; the Foundational Curriculum Assessment Instrument (FCAI) the Association Social Work Boards (ASWB) testing, and Evaluation of the Student Learning Plan and Portfolio.

**Measure Used:** ASWB Standardized Instrument

### **Criteria for Success (if applicable):**

100% of students will score 60% (10% above standard) or better on the ASWB exam overall and in each of the foundational knowledge areas, including:

- Human Development and Behavior
- Effects of Diversity
- Assessment in Social Work
- Micro Practice
- Interpersonal Communication
- Professional Relationships
- Professional Values & Ethics
- Supervision in Social Work
- Research and Practice Evaluation
- Service Delivery / Design
- Administration

### **Assessment Data Social Work Outcome #1 - Longitudinal Data:**

Foundational Knowledge	Percentage of Class at or above Benchmark				2015 Achieved
	2012	2013	2014	2015	
Overall Test Score	100%	100%	100%	100%	Yes
Human Development and Behavior	76	66	73	65	Yes
Effects of Diversity	61	71	60	54	No
Assessment in Social Work	82	79	79	79	Yes
Micro Practice	70	80	73	82	Yes
Interpersonal Communication	83	67	77	75	Yes
Professional Relationships	54	57	65	88	Yes
Professional Values & Ethics	67	67	77	75	Yes
Supervision in Social Work	83	57	65	88	Yes
Research and Practice Evaluation	54	57	65	88	Yes
Service Delivery / Design	47	81	43	38	No
Administration	47	81	90	88	Yes

**Conclusions Drawn from Data:**

Students consistently meet the benchmark placing them 10% above the standard. Each year as areas are identified as concerns the program adjusts curriculum as corrective action.

In the social work profession, service delivery designing tends to be a managerial function, however, understanding the impact of design in relation to client access, diversity, and ability to effectively engage with services is important to direct service practitioners.

Although the student cohort test results are also below benchmark for effects of diversity on the 2015 ASWB testing other standardized measures reveal a higher level of performance regarding diversity and culture for the group. It is unclear what contributes to these differential results.

**Changes to be Made Based on Data:**

Alter critical thinking and application exercises Micro and macro practice courses will be revised to include greater development of the importance of service delivery design, including the effects of diversity.

**Rubric or Instrument:**

The ASWB sample exam is used nationally and is copyright protected. A summary sheet identifying which test items are tied to each performance measure is attached. A PLNU data sample section of the longitudinal analysis for five areas follows. The full analysis is available for review. A page of sample questions from ASWB Version 3 is attached.

	<b>Human Development and Behavior</b>	<b>Effects of Diversity</b>	<b>Assessment in Social Work Practice</b>	<b>Practice I – Micro</b>	<b>Interpersonal Communication</b>
Question #s. The number of items is proportional to the % of application of this knowledge or skill area in entry level generalist practice	16,20, 30, 31, 33, 34, 41, 50	1, 29 , 39	2, 5, 8, 13, 14, 21, 25, 26, 32, 35, 47, 49	3, 10, 12, 15, 17, 18, 19, 27, 40, 42, 43, 46	4, 23, 48
<b>TOTAL</b>	41	13	76	69	18
<b>Possible</b>	64	24	96	96	24
<b>&amp; Correct</b>	0.641	0.542	0.792	0.719	0.750
<b>SUBJECT AREA below 60% are below target</b>		X			
<b>Individual Items Identified as issues</b>	33, 34, 50	1	49	18	
<b>Change in Standard 2015-2014</b>	-0.084	-0.058	0.000	-0.014	-0.017
<b>Did subject area identified as <b>below standard in 2014</b> improve in 2015?</b>		NA - above standard in 2014			

## BSW SAMPLE EXAM QUESTIONS

1. A teenage mother gives birth to her first child. The infant shows symptoms of fetal alcohol syndrome. The next morning, when the mother is ready to leave the hospital she wants to take the baby with her. The social worker is asked to meet with the mother. The worker should **FIRST**:
  - a. Report the case to child protective services because of the at-risk nature of the situation
  - b. Offer the [REDACTED]
  - c. Encourage [REDACTED]
  - d. Engage the [REDACTED] -social assessment
2. The youngest child of a single mother with four children has been hospitalized for the second time in four months for lead poisoning. The doctor has refused to release the child back into an unsafe environment. During an interview with the hospital social worker, the woman says that the landlord refuses to have the apartment where she lives repainted and to make other necessary repairs. She would like to move, but she is unable to find affordable housing that will also allow four children. The **BEST** course of action for the social worker is to:
  - a. Advise [REDACTED]
  - b. Advocate [REDACTED]
  - c. Assist the [REDACTED]
  - d. Report the [REDACTED]
3. An adolescent has been referred to a social worker because of school-related difficulties. During the intake session with the family, the parents become angry and begin verbally attacking the teen. The social worker's **MOST** appropriate action is to:
  - a. Allow [REDACTED]
  - b. Stop [REDACTED]
  - c. Focus [REDACTED]
  - d. Ask [REDACTED]