

# Exploring EPAS 2008 Standard 4 – Assessment

The COA Assessment Committee - 2013

# The Commission on Accreditation

- The Commission on Accreditation (COA) is CSWE's accreditation commission.
- COA is 'recognized' as the accrediting organization for social work education at baccalaureate & masters levels by the Council on Higher Education Accreditation (CHEA).
- "Recognition by CHEA affirms that the standards and processes of the accrediting organization are consistent with the academic quality, improvement and accountability expectations that CHEA has established..."
- CHEA is actively promoting enhanced accountability to the public by documenting student learning outcomes.

# The Commission on Accreditation

- The COA is made up of 24 appointed, volunteer, CSWE members, representing the range of social work education programs and 2 public members.
- It is Chaired by Carmen Ortiz-Hendricks. Robert Ortega is the Assistant Chair.
- COA's main role is to review programs for accreditation under the EPAS standards.
- EPAS was written by CSWE's Commission on Educational Policy (the EP) and by COA (the AS) in 2008.

# CSWE's Revised AS 4 Requirement

- COA revised the AS 4 Assessment standards to
  - Meet the new CHEA public accountability requirement, (effective January 1, 2013) and
  - Clarify the COA expectations for AS 4.
- The only change in content is to require public reporting of program assessment data.
- Beyond that, only the order of the AS 4 standards has been changed – not the required content.
- Our hope is that the standards will be clearer.

## The Revised AS 4.0.4 Standard

- AS 4.0.4 *The program uses Form AS4 (B) or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.*
- Both Forms require summary presentation of overall program outcomes on each of the 10 required competencies and comparison to the program's own established benchmarks.
- The content is the same on both forms except that the MSW Form is designed to accommodate multiple concentrations (if the program has more than one).
- The forms are available on the CSWE web site.

# New AS 4.0.4 - Form 4 BSW

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Identify as a Professional Social Worker		
Apply Ethical Principles		
Apply Critical Thinking		
Engage Diversity in Practice		
Advance Human Rights/ Social and Economic Justice		
Engage Research Informed Decision		

# New AS 4.0.4 - Form 4 MSW

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK		
		XXX CONCENTRATION	XXX CONCENTRATION	XXX CONCENTRATION
Identify as a Professional Social Worker				
Apply Ethical Principles				
Apply Critical Thinking				
Engage Diversity in Practice				
Advance Human Rights/ Social and Economic Justice				
Engage Research Informed Practice/ Practice Informed Research				
Apply Human Behavior				

# The Public Reporting Requirement

- CHEA requires that program performance information be provided to the public on a regular basis.
- COA requires that this information be provided online to the public on the program's web site.
- COA requires that these data be updated “minimally every two years” to meet CHEA’s routine updating requirements.
- These changes bring CSWE’s accreditation standards into compliance with CHEA’s reporting standards.



## Reviewing AS 4 - Assessment

- The other revisions to AS 4 were intended as clarifications of the existing EPAS standards.
- *No additional requirements were added*, though the revised language added details that were previously announced by COA.
- It will be useful to look at all the AS 4 standards.
- This is what we'll do for the rest of the presentation, with time for questions to follow.

# Context

- CSWE QA statistics (Oct. 2013) show that about 87% of programs were asked to clarify at least one specific standard by the Letter of Instruction for the site visit.
  - Assessment standard AS 4.0.1 was by far the most often cited standard in Letters of Instruction (Oct. 2012; Oct. 2013).
  - Overall, the reaffirmation and site visitor trainings were viewed very favorably, but more attention was encouraged by participants on a) assessment standards and b) concerns about “confusing language about practice behaviors” (Feb. 2011; Oct. 2011; Feb. 2012; Oct. 2012; Oct. 2013).
- Further explication on both issues seems appropriate!

# The 10 Required Competencies

- The 10 EPAS required social work competencies are used as stated at both the foundation curriculum level and at the advanced curriculum level.
- The 10 competencies may not be altered by programs.
- Programs may create additional specific competencies related to their program missions, goals, and contexts (per AS 1.0.1) –
  - Providing a brief rationale for each competency they add.

# EPAS 2008 - Explicit Curriculum 2.0

- Programs must “describe and explain how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.” (B 2.0.5 or M 2.0.6)
- That is, programs must describe and explain via chart and a brief narrative how they link each competency to **a**) its component practice behaviors, **b**) to the curriculum content that supports it (classroom and/or field) and c) the operationally defined measures used to measure outcomes on each practice behavior
- It is acceptable to have a matrix and a short narrative explaining the flow from competency on to syllabus and measures for one competency (as an illustration for all).

# Explicit Curriculum – Example Matrix

## Location of Curriculum Content & Competency Practice Behaviors

Competency	Practice Behavior and Course Content	Courses	Course Objectives in Syllabus	Course Unit/Week Covered	Assignments (Measures)
EP 2.1.3 Apply Critical Thinking	11) Distinguish & appraise multiple sources of knowledge; distinguish practice wisdom from formal research; association vs. causal relations  Engage alternative theories; understand what constitutes data in various theories; distinguish environmental vs. interpersonal variables	Research 1  HBSE 1	1,2.& 4  5 & 6	Units 2 & 3  Units 5, 7 & 8	Literature review assignment: 1) Identify research designs, 2) Distinguish formal research from practice anecdotes, 3) Identify experimental vs. correlational analyses  Theory analysis paper 1) Apply two named theories to case material, 2) Identify data sources for each theory, 3) Distinguish environmental and interpersonal variables

# Competencies in the Advanced Curriculum

- EP 2.0 states “The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.”
- At the advanced level, knowledge and expectations are raised in the level of required practice behaviors and measures (assignments, etc.), not through using different competencies.
- The same 10 competencies are assessed, but at a more advanced level of knowledge, values and skill.

# Competencies and Practice Behaviors

- Competencies can be broken down into more specific tasks and abilities that are easier to measure.
- These specific components of competencies are called “practice behaviors” (PBs) in EPAS.
- The 10 EPAS competencies are broken down into a more specific list of 41 practice behaviors (the bullet points in EPAS EP 2.1.1 through 2.1.10d).
- The 41 practice behaviors guide BSW and foundation MSW education.

# Competencies and Practice Behaviors

- In determining BSW and foundation MSW compliance, the expectation is that the PBs programs employ will “reflect the essence” of the 41 PBs listed in EPAS.
- Most programs use the 41 EPAS bullet point PBs.
- Alternately, programs may formulate original PBs to use in lieu of any of the 41, or add to, or expand upon, them – provided that they fully “reflect the essence” of the 41 PBs in EPAS.
- A brief rationale for each alternative PBs is required.
- As previously noted, programs may add extra competencies along with their related practice behaviors in ways that reflect the program’s emphasis and context.



# Competencies and Practice Behaviors

- MSW Programs have to identify advanced practice behaviors (PBs) for each MSW concentration(s).
- Programs may develop their own - or use or adapt the PBs found in the 5 CSWE Advanced Practice documents.
- The advanced practice documents show from 20 to 44 PBs.
- The program's advanced practice behaviors must relate to the 10 required competencies - but are geared to a higher level than are the foundation PBs.
- At least one PB is required per competency.
- Note: The advanced curriculum uses the same 10 competencies; only the PBs differ.

# Practice Behaviors and Measures

- Measures are required for each practice behavior (AS B 2.0.3 or M 2.0.4).
- They must include a specific method of measurement.
- Multiple measures for each practice behavior are required.
- In practice, this is interpreted by COA as at least two measures per practice behavior, though programs may use more measures if they so choose.
- Most programs set a criterion for student achievement at the PB level; this is very useful but is not explicitly required by EPAS.

# Assessment

- AS 4.0.1 “*The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).*”
- A statement of where, when and how each practice behavior is measured at the individual student level is required, which may overlap, in part, with B. 2.0.3 – B. 2.0.5 and M 2.0.4 – 2.0.6 but now adds measures.
- Each practice behavior must be measured, twice, at the individual student level, using different measures.

# Student Performance

- As noted, assessment plans have two parts (as required by CHEA): student achievement information and overall program performance information.
- Part 1 of the assessment plan is determining the percentage of students who meet the specific criterion set by the program for each measure of all the practice behaviors (There will be several measures).
- For example, a plan for student achievement might be that 85% of students achieve a grade of 80 on a test, **and** that 85% of students are rated as "4 or higher" on a 1-7 scale for the same specific practice behavior on a field evaluation (At least 2 measures of a given practice behavior).

## Assessment: An Illustration

- If a grade of 80 on a test and a rating of 4 or higher on the related field evaluation is the program's own established criterion for student achievement on a given practice behavior, and
- 89% of students had grades higher than 80 and 88% of students score 4 or higher on the related field item,
- Then the program's own criterion for demonstrating student achievement on that practice behavior was met.
- Most programs do this step for each PB since programs have to complete this step of rating student achievement in order to assess the overall competencies, the 2nd part of assessment.

# Competency Benchmarks

- Part 2 of the CHEA requirement is assessing overall performance on each competency compared to the program's benchmark.
- Programs set their own benchmarks.
- The EPAS required competency assessment combines the data on all the practice behaviors that make up a specific competency.
- For example, assessment of a social work identity competency (2.1.1) might include 6 practice behaviors with 12 specific measures (such as field evaluations or class assignments).

# Competency Benchmarks

- The % of students meeting a benchmark mean score on these measures can serve as a competency measure.
- For example: Let's say the program sets a benchmark of 85% of students "pass" for competency 2.1.7.
- The actual mean percentage of students meeting this criterion was 88%, aggregating the percentages on each of the PBs comprising this specific competency.
- Since the program benchmark for this competency was 85% of students "pass" and the mean showed 88% did pass in aggregate, the competency benchmark was met.
- Such overall competency data must be reported on the new Form AS4 for each of the 10 competencies.

# Competency Benchmarks as a Table

**Competency 2.1.7: Apply knowledge of human behavior and the social environment**  
**Competency Benchmark 85%**  
**Percentage of Students Who Met the Benchmark: 88%**

<b>Practice Behavior</b>	<b>Measures</b>	<b>Criterion</b>	<b>Outcome</b>
Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Mid-term Test grade in HBSE I: Conceptual frameworks in practice section	80	89% of students meet or exceed criterion
	Field Evaluation, Item 5: Use of conceptual framework to guide assessment, intervention and evaluation	4 or higher	92%
Critiques and applies knowledge to understand person and environment	Assignment Grade for Paper in HBSE I: Applies & critiques knowledge section	85	81%
	Field Evaluation, Item 12: Applies and critiques theory	4 or higher	90%



# Assessment

- The “outcome” for each PB is the percentage of students who met the criterion set by the program for each PB.
- The result for the entire competency is the mean of the percentage outcomes for each component PB:  
 $89\% + 92\% + 81\% + 90\% = 352 \quad 352\% / 4 = 88\%$
- The program’s benchmark for this competency is 85%.
- The percentage of students who actually met or exceeded the competency is 88%.
- Thus the program meets their benchmark for this competency.

# Kinds of Measures

- CSWE QA stats (2010) showed that programs use several kinds of outcome measures.
- Most common are field evaluations (98%) and course assignments (94%).
- Programs can decide what measures to use: Exams, capstones, etc., that clearly link measures to specific practice behaviors are also acceptable.
- Considerable latitude on types of measures is now given by COA.
- But - measures must assess student performance on specifically designated practice behaviors.

## AS 4.0.2

- AS 4.0.2 *“The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.”*
- After describing the assessment plan (4.0.1), summary data on each competency as a whole, and on each component practice behavior, is provided in 4.0.2, with identification of the percentages of students who met each benchmark. (As shown in the illustrations)
- The data collected through the program's implemented assessment plan (4.0.1) is provided.

## AS 4.0.3

- AS 4.0.3 *“The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.”*
- First, the program describes who or what structure (such as a curriculum committee) uses the data to make changes and how data driven program renewal is done.
- Next, the program must identify what specific curriculum changes were made based on the assessment outcomes.
- COA focuses on specific changes to the explicit curriculum based on the competency data in AS 4.0.2.

# Assessment

- Curriculum changes may be appropriate even if benchmarks **are met** (but are not required).
- Student competency data are not the optimal sources of data for making changes in the implicit curriculum.
- Given the focus on student performance in EPAS 2008, COA does not now require documentation of changes made in the implicit curriculum.
- However, COA strongly encourages the use of relevant data to assess and review the implicit curriculum.

## AS 4.0.4

- AS 4.0.4 “*The program uses Form AS4 (B) or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.*”
- This is to comply with CHEA’s requirements.
- Only aggregate competency data must be reported to the public on the Forms - and updated every two years.
- Programs may elect to report to the public additional student achievement data or other assessment data.
- Public reporting of assessment data beyond Form AS 4(B) or AS 4 (M) is not required.

## AS 4.0.5

- AS 4.0.5 “*The program appends copies of all assessment instruments used to assess the program competencies.*”
- AS 4.0.5 was revised to make explicit the requirement that programs must append copies of all its assessment instruments to show how assessment is actually done.
- This requirement was viewed by COA as implied in the prior standard AS 4.0.1 and
- While many programs did include measures, some did not. Without instrument, the integrity or validity of program assessment plans was sometimes left unclear or very difficult to evaluate.

# Assessment and the Advanced Curriculum

- EPAS minimally addresses the Advanced Curriculum.
- As noted, M. 2.2 states “Advanced practice incorporates all of the competencies augmented by knowledge and practice behaviors specific to a concentration.”
- COA has agreed that EPAS requires use of the same 10 competencies (and any program-specific additions) at the advanced level.
- Programs are free to generate their own advanced practice behaviors (PBs) for each concentration.
- The 5 CSWE Advanced Practice brochures offer model statements of advanced practice behaviors programs may use or adapt (with some caution).



# Assessment & the Advanced Curriculum

- At least one specific advanced practice behavior is required for each of the 10 competencies;
- With multiple measures (at least two different measures) required for each advanced PB.
- A brief rationale for each advanced PB is suggested.
- Data on performance on each advanced competency is compared to the program's established benchmark & reported on Form AS4M.
- This process is the same as is used for the foundation assessment - but the PBs and measures used will differ to reflect advanced level work.

# More Examples of Measures

# An MSW Example

- MSW programs must generate their own advanced practice behaviors (PBs),
- But must use the same 10 competencies.
- M2.0.6 links competencies, PBs, curriculum content and assignments.
- Assignment based measures should be face valid (specifically linking to relevant PB content).

# An MSW Example (continued)

## Matrix of Competency, PBs, Content & Measures (M2.0.6)

Competency	Advanced Practice Behaviors	Course	Course Unit or Week Covered	Assignments (Measures)
EP 2.1.4 Engage diversity and difference in practice	A7. Research and apply knowledge of diverse populations to enhance client well-being	Practice 301	Classes 1,2,3,4,5,6,7	Practice Impasse paper, section on applying knowledge of diverse populations
[Same competencies as for foundation]	[Advanced practice behaviors clearly stated]	Field 400	Second year Field Evaluation (Objectives 6 & 7)	Student's final year field performance evaluation items A7a and A7b [At least 2 measures used per practice behavior]

# An MSW Example (continued)

Syllabus content is consistent with the PBs addressed

**SW301 Clinical Social Work Practice with Adults**

**Classes #1 and #2 Introduction and Multi-Theoretical Framework**

**Goals for Classes #1 and # 2:**

1. Introduction and multi-theoretical framework
2. Social work values and professional ethics
3. Issues of diversity and social context
4. Transference /countertransference, self-reflection and reflexivity
5. Social identities

**Required Readings for Classes #1 and #2**

Berzoff, J. (2012). Why we need a biopsychosocial perspective with vulnerable, oppressed and at risk clients. In J. Berzoff (ed). *Falling through the cracks: Psychodynamic practice with vulnerable and oppressed populations*. New York: Columbia Univ. Press (pp. 1-40).

Danso, K., Lum, T. (2013). Intergroup relations and predictors of immigrant experience. *Journal of Ethnic & Cultural Diversity in Social Work*, 22(1),60-75.

Painter, K., & Scannapieco, M. (2009). Multisystemic therapy: Addressing racial disparity and its effectiveness with families from diverse racial and ethnic backgrounds. *Journal of Family Social Work*, 12(3), 197-210.

# An MSW Example (continued)

Measures clearly address the practice behavior content

**First Term: Assignment #2: Impasse Paper (6-8 pages, plus process recording)**

It is common to become "stuck" in a therapeutic impasse in clinical social work practice. Whenever such impasses arise, one must be able to stop, review the work and analyze/ assess the case from a variety of perspectives. Your assignment is to select one such therapeutic impasse in a case from your first year field placement

1. Provide a biopsychosocial assessment including relevant developmental, environmental and social/diversity factors, and identify theoretical framework(s) used in your assessment.
2. Describe the treatment plan and assess the impasse in its implementation.
3. Describe how social differences between you and your client impacted this impasse and what you knew about these differences.

.... (There is more to the assignment – but item 3 is key to assessing Diversity)

# An MSW Example (continued)

Grading rubrics are not required but help show how measures specifically address PB content

Grading Criteria for the Impasse Paper

	Absent, Omitted	Not Met	Partially Met	Fully Met
#1a Thorough biopsychosocial assessment described				
#1b Developmental, environmental and social diversity factors identified as appropriate				
#2 Treatment plan described				
#3 Social differences between social worker and client identified; knowledge of differences identified				

# An MSW Field Measure

Scale:

Not applicable or not yet addressed	Needs improvement/does not meet expectations for a student of this level	Meets expectations for a student at this level	Exceeds expectations for a student at this level
0	1	2	3

**Educational Policy 2.1.4 – Engage diversity and difference in practice.** The student

\_\_\_\_\_ Respects and appreciates the diversity among clients.

\_\_\_\_\_ Understands, accepts and recognizes the complexities of and works with difference among clients and client systems across issues of race, age, gender, class, sexual orientation, religion, health status, lifestyle, modes of behavior, and types of problems, with special attention to effects of oppression.



# Aggregating Measures

- Collected data on student performance show that
- 90% were rated as “fully met” on the Impasse Paper assignment sections on diversity, and
- 95% of students were rated as (3) “Meets” or (4) “Exceeds” on **both** diversity items on the advanced year field evaluation.
- An aggregate mean is calculated  $(90\% + 95\% = 185\% ; 185\% / 2) = 92.5\%$ .
- With a set benchmark of 85%, the advanced standard for the diversity competency 2.1.4 is met.
- The 92.5% competency result is reported on Form AS4M.

# Reporting Data

- Assessment data can be reported clearly in different formats.
- On the next few slides, field evaluations, end-of-program measures, and class assignments are each assessed and reported for Standard 2.1.2 (Values and Ethics),
- Note that the format of presentation changes but that the assessment results are clearly presented in required detail.

# Reporting Data

Competency 2.1.2	Practice Behaviors (4)	Field Evaluation		Post Program Exam	
		80% students achieve 3.0	80% students answer related test question correctly		
		Mean Score for all students	% students achieving 3.0	% students	% students achieving competency (average of 2 measures for each of the 4 practice behaviors)
Apply social work ethical principles to guide professional practice	Recognize and manage personal values to allow professional values to guide practice	3.2	83%	85%	81.5%
	Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles	3.4	88%	77%	
	Tolerate ambiguity in resolving ethical dilemmas	3.3	85%	78%	
	Apply strategies of ethical reasoning to arrive at principles decisions	3.1	82%	74%	

# Reporting Data

Competency 2.1.2 Apply social work ethical principles to guide professional practice			
Practice Behavior: Recognize and manage personal values to allow professional values to guide practice			
	Mean Scores	% Students achieving benchmark	
Field Evaluation	3.4	88%	88%
Class Assignments			
Values Paper in SW101	83%	84%	80%
Values Paper in SW107	80%	75%	
<b>Total for this PB</b>			<b>84%</b>
Practice Behavior: Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles			
	Mean Scores	% Students achieving benchmark	
Field Evaluation	3.5	90%	90%
Class Assignments			
Ethics Paper in SW102	83%	92%	84%
Ethics Paper in SW103	78%	75%	
<b>Total for This PB</b>			<b>87%</b>

# Reporting Data

Practice Behavior: Tolerate ambiguity in resolving ethical dilemmas			
	Mean Scores	% Students achieving benchmark	
Field Evaluation	3.9	96%	96%
Class Assignments			
Ethics Paper in SW 102	88%	92%	82%
Ethics Paper in SW103	80%	72%	
Total for this PB			89%
Practice Behavior: Apply strategies of ethical reasoning to arrive at principles decisions			
	Mean Scores	% Students achieving benchmark	
Field Evaluation	3.8	95%	95%
Class Assignments			
Reasoning Section in Paper in SW102	87%	84%	80%
Reasoning Section in Paper in SW103	80%	75%	
Total for this PB			88%
Competency 2.1.1 Total	(average of the 4 practice behavior totals)		<b>87%</b>
			<b>Program Competency Benchmark is 85%</b>

# Summary

- AS 2.0.4-2.0.6 requires description of how competencies & component PBs are addressed in the program curriculum and in its measures.
- Assignments used as measures should clearly show how they address PB content.
- Programs will measure PBs, then aggregate them to create measures of the overall competencies.
- These aggregated competency measures are summarized on the AS 4.0.4 forms.
- All measures must be submitted under AS 4.0.5.

# Resources

- The EPAS Document (updated to August 2012)  
[www.cswe.org/File.aspx?id=41861](http://www.cswe.org/File.aspx?id=41861)
- The new Assessment Reporting Forms  
<http://www.cswe.org/Accreditation/Reaffirmation.aspx>
- Your Program's CSWE Accreditation Specialist  
[www.cswe.org/Accreditation/Information/ContactAccreditation.aspx](http://www.cswe.org/Accreditation/Information/ContactAccreditation.aspx)
- The CSWE Accreditation Handbook  
[www.cswe.org/Accreditation/2008EPASHandbook.aspx](http://www.cswe.org/Accreditation/2008EPASHandbook.aspx)
- CSWE's five Advanced Practice Brochures  
[www.cswe.org/Accreditation/EPAImplementation.aspx](http://www.cswe.org/Accreditation/EPAImplementation.aspx)
- This presentation from 2012 (and soon this one!)  
[www.cswe.org/File.aspx?id=58681](http://www.cswe.org/File.aspx?id=58681)

## The COA Assessment Committee for 2013

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this presentation!



**Slide 36 - An Example Curriculum Matrix for Standard AS 2**

Competency	Advanced Practice Behaviors	Course	Course Unit or Week Covered	Assignments (Measures)
EP 2.1.4 Engage diversity and difference in practice	A7. Research and apply knowledge of diverse populations to enhance client well-being	Practice 301	Classes 1,2,3,4,5,6,7	Practice Impasse paper, section on applying knowledge of diverse populations
<i>[Same competencies as for foundation]</i>	<i>[Advanced practice behaviors clearly stated]</i>	Field 400	Second year Field Evaluation (Objectives 6 & 7)	Student's final year field performance evaluation items A7a and A7b <i>[At least 2 measures used per practice behavior]</i>

**Slide 24 - An Example of a Competency Benchmark Calculation Table for Standard AS 4**

**Competency 2.1.7: Apply knowledge of human behavior and the social environment  
Competency Benchmark 85%**

**Percentage of Students Who Met the Benchmark: 88%**

Practice Behavior	Measures	Criterion	Outcome
Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Mid-term Test grade in HBSE I: Conceptual frameworks in practice section	80	89% of students meet or exceed criterion
	Field Evaluation, Item 5: Use of conceptual framework to guide assessment, intervention and evaluation	4 or higher	92%
Critiques and applies knowledge to understand person and environment	Assignment Grade for Paper in HBSE I: Applies & critiques knowledge section	85	81%
	Field Evaluation, Item 12: Applies and critiques theory	4 or higher	90%

**Slides 44 and 45 - The Mean of the 4 Practice Behavior Scores is the Value for Competency 2.1.2**

<b>Competency 2.1.2 Apply social work ethical principles to guide professional practice</b>				
<b>Practice Behavior: Recognize and manage personal values to allow professional values to guide practice</b>				
		Mean Scores	% Students achieving criterion	
Field Evaluation	Item 2.1.2 - (1)	3.4	88%	88%
Class Assignments				
	Values Paper in SW101	83%	84%	80%
	Values Paper in SW107	80%	75%	
<b>Total for this PB</b>				<b>84%</b>
<b>Practice Behavior: Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW...</b>				
		Mean Scores	% Students achieving criterion	
Field Evaluation	Item 2.1.2 - (2)	3.5	90%	90%
Class Assignments				
	Ethics Paper in SW102	83%	92%	84%
	Ethics Paper in SW103	78%	75%	
<b>Total for This PB</b>				<b>87%</b>
<b>Practice Behavior: Tolerate ambiguity in resolving ethical dilemmas</b>				
		Mean Scores	% Students achieving criterion	
Field Evaluation	Item 2.1.2 - (3)	3.9	96%	96%
Class Assignments				
	Ethics Paper in SW102	88%	92%	82%
	Ethics Paper in SW103	80%	72%	
<b>Total for this PB</b>				<b>89%</b>

(continues on next page)

<b>Practice Behavior: Apply strategies of ethical reasoning to arrive at principles decisions</b>				
		Mean Scores	% Students achieving benchmark	
<b>Field Evaluation</b>	Item 2.1.2 - (4)	3.8	95%	95%
<b>Class Assignments</b>				
	Reasoning Section in Paper in SW102	87%	84%	80%
	Reasoning Section in Paper in SW103	80%	75%	
<b>Total for this PB</b>				<b>88%</b>
<b>Competency 2.1.2 Total</b>	(average of the 4 practice behavior totals) Program Competency Benchmark is 85%			<b>87%</b>

The percentage of students achieving the program's criterion on each of the 4 practice behaviors is averaged and used as the basis for calculating the Competency value (Mean of 84% + 87% + 89% + 88% = 87%. Since 87% > the Benchmark of 85% - the program's benchmark is met for this competency.

#### Online Resources

- The EPAS Document (updated to August 2012)  
[www.cswe.org/File.aspx?id=41861](http://www.cswe.org/File.aspx?id=41861)
- The new Assessment Reporting Forms  
<http://www.cswe.org/Accreditation/Reaffirmation.aspx>
- Your Program's CSWE Accreditation Specialist  
[www.cswe.org/Accreditation/Information/ContactAccreditation.aspx](http://www.cswe.org/Accreditation/Information/ContactAccreditation.aspx)
- The CSWE Accreditation Handbook [www.cswe.org/Accreditation/2008EPASHandbook.aspx](http://www.cswe.org/Accreditation/2008EPASHandbook.aspx)
- CSWE's five Advanced Practice Brochures  
[www.cswe.org/Accreditation/EPASImplementation.aspx](http://www.cswe.org/Accreditation/EPASImplementation.aspx)
- This presentation from 2012 (and soon to be updated to this 2013 version!)  
[www.cswe.org/File.aspx?id=58681](http://www.cswe.org/File.aspx?id=58681)