



CALIFORNIA STATE UNIVERSITY
FULLERTON

DEPARTMENT OF SOCIAL WORK
Master of Social Work Program

Response to Site Visitor Report

October 7, 2014

**Dr. David Chenot, Department Chair and
Program Director**

The faculty in the Department of Social Work at California State University Fullerton would like to thank Dr. Marett for his willingness to devote the time and energy required to evaluate our Master of Social Work program for the Council on Social Work Education. We are grateful that he met with a variety of university and community constituents of the MSW program to gather a broad scope of information that allowed him to form a well-informed picture of the program. The careful consideration with which Dr. Marett reviewed the program, the CSUF Self-Study, and the Response to the Letter of Instruction we submitted were also appreciated. In addition, Dr. Marett's visit to campus was helpful to us as we consider our plans for development of the department and the program looking into the future.

This response will address the points raised by Dr. Marett in the Site Visit Report after his visit to our program, linked to the Letter of Instruction sent by the Commission on Accreditation prior to the site visit. We greatly appreciate Dr. Marett's many positive comments about the strengths of the program he noticed during his visit. The responses included here will focus on two points raised by Dr. Marett that indicate some confusion about a few aspects of the assessment plan implemented by the faculty in the MSW program at CSUF. The following comments are intended to clarify aspects of the self-study, and our Response to the LOI in reference to a few of Dr. Marett's site visit findings. Other than the positive remarks about the program, Dr. Marett's few findings that appear to relay any type of concern seem to focus on two areas: The first is the differentiation between student mastery of practice behaviors in the foundation-level and the advanced-level as measured by an instrument used in the field curriculum called the Comprehensive Skills Evaluation. The concerns about this appear in Dr. Marett's comments, linked to ASM 2.1.2 and AS 4.0.1. The second involves the collection and representation of data differentiated by concentration in the advanced-level curriculum. This theme appears in Dr. Marett's findings concerning ASM 2.0.4 and AS 4.0.1

In order to produce clarity about these two concerns responses to Dr. Marett's comments appear below. These two issues were addressed in the self-study and the Response to the LOI document that accompanies this document. However, they need to be addressed more clearly here.

First, it should be noted that the Comprehensive Skills Evaluation (CSE) is not used as the sole measure of any of the practice behaviors linked to the competencies in the CSUF assessment plan. Also, the CSE is not used as a measure for each of the sets of practice behaviors. Some practice behaviors are gauged by other measures entirely.

However, in an effort to clarify how the CSE is used differentially to measure mastery of the advanced-level practice behaviors compared to the foundation-level in the program, the field faculty in the CSUF, MSW program offer the following definitions highlighting the manner in which the CSE is used to measure practice behaviors at the advanced-level when it is used as one of the measures in the CSUF assessment plan for any of the competencies. These operational definitions focus on the advanced-level curriculum in order to indicate how higher levels of mastery are expected of students in the advanced curriculum compared to the foundation-level curriculum. It is important to note that the use of the CSE is tailored to students' concentrations and individualized to the unique demands of each student's concentration-specific field placement. Also, while the CSE is used in both the foundation and advanced levels the rubric explaining the rating values to be achieved suggests that students are rated on gaining increased use and intensity of the knowledge and skills denoted by the practice behaviors each semester. Therefore, advancement of students is gauged by growth achieved through increasing knowledge and skill mastery from basic to comprehensive levels. In addition, scoring is supported in each semester by a learning contract between the student and field site that articulates acquisition and use of those skills in an ever increasing fashion. The definitions are presented in a grid for ease of illustration.

CSUF Comprehensive Skills Evaluation Measurement of CSWE Competencies and Practice Behaviors

Advanced Curriculum/Competencies Matrix

EPAS Core Competencies	Practice Behaviors	CSUF-Operational Definitions: The Field-Comprehensive Skills Evaluation as an Assessment Measurement Tool
2.1.1 (Continued) Identify as a professional social worker and conduct oneself accordingly (Prof. core values History)	Student maintains appropriate professional demeanor and boundaries in practice situations, demonstrates skill in articulating professional knowledge and effective use of self, and utilizes appropriate resources to insure professional growth	<ol style="list-style-type: none"> 1. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 1 in MSW 542 where "2" means that the student understands the concept and is beginning to demonstrate the skill and "3" means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #1 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.

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		<p>2. Student receives a mean score of 3 or higher in Spring Comprehensive Skills Evaluation Competency 1 in MSW 543 where “3” means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #1 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.</p>
<p>2.1.3 Apply critical thinking to inform and communicate professional judgments (logic, scientific, inquiry and reasoning to synthesize for practice)</p>	<p>Student applies critical thinking skills using logic, scientific inquiry, and reasoned discernment to synthesize information, to practice effectively and to communicate professional judgments</p> <p>Student consistently communicates information, including professional knowledge and judgments, clearly, promptly, effectively and in a manner appropriate to diverse recipients</p>	<p>1. Student receives for mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 3 in MSW 542 where “2” means that the student understands the concept and is beginning to demonstrate the skill and “3” means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #3 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.</p> <p>2. Student receives for mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 3 in MSW 543 where “3” means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #3 identify the measures by which each student will be assessed. These measures</p>

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		are concentration and placement specific and meet the rigor of the advanced year.
<p>2.1.4 Engage diversity and difference in practice. (Social Workers under-stand how diversity characterizes and shapes human experience and is critical to identity formation)</p>	<p>Student consistently demonstrates and articulates both accurate awareness of self, and knowledge of [historical and contemporary] variables contributing to power imbalances and interpersonal and intercultural conflict in order to work effectively with individuals, families, groups, organizations and communities</p> <p>In practice, student demonstrates both an acute awareness of historical and societal variables at the micro, mezzo and macro levels that influence interaction and the consistent ability to work effectively with diverse individuals, families, and communities to eliminate disparities</p>	<ol style="list-style-type: none"> 1. Student receives a mean score of 3 or higher on Fall Comprehensive Skills Evaluation Competency 4 in MSW 542 where “3” means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #4 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year. 2. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 4 in MSW 543 where “3” means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #4 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.
<p>2.1.5 Advance human rights and social & economic justice.</p>	<p>Student uses knowledge of variables that contribute to injustice, knowledge of human behavior, and knowledge of</p>	<ol style="list-style-type: none"> 1. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 5,

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<p>Social workers recognize inter-connections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights</p>	<p>advocacy theory to provide leadership in application of social work skills to promote social and economic justice at the micro, mezzo and macro levels</p> <p>Student engages in policy practice to improve social and economic justice</p>	<p>Items 1-3 in MSW 542 where “2” means that the student understands the concept and is beginning to demonstrate the skill and “3” means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #5 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.</p> <p>2. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 5, Items 1-3 in MSW 543 where “3” means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #5 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.</p>
<p>2.1.6 Engage in research informed practice and practice informed research</p>	<p>Student regularly assesses and uses research to guide practice, evaluates practice, and disseminates findings to improve practice</p> <p>Student demonstrates skill in conducting case research and interpreting evidence based research, applying findings to</p>	<p>1. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 6 in MSW 542 where “2” means that the student understands the concept and is beginning to demonstrate the skill and “3” means that the student understands the concept and</p>

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	practice, in program evaluation, and in dissemination of knowledge	<p>has consistently demonstrated the skill. The Learning Opportunities and Student Activities to achieve Competency #6 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.</p> <p>2. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 6 in MSW 543 where “3” means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #6 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.</p>
<p>2.1.7 Apply knowledge of human behavior and the social environment</p>	<p>Student integrates knowledge and theory of human behavior and the social environment from diverse perspectives to conduct reliable and valid assessments, comprehensive service plans, effective interventions, and meaningful evaluations</p> <p>Student’s evaluation of practice [engagement, assessment, planning, intervention and evaluation] demonstrates the ability to knowledgeably apply</p>	<p>1. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 7, Items 2-3 in MSW 542 where “2” means that the student understands the concept and is beginning to demonstrate the skill and “3” means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #7 identify the measures by which each</p>

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	<p>information about human behavior and the social environment, from diverse perspectives</p>	<p>student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.</p> <p>2. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 7, Items 2-3 in MSW 543 where "3" means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #7 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.</p>
<p>2.1.9 Respond to contexts that shape practice</p>	<p>Student identifies trends among micro, mezzo, and macro variables that affect practice and provides leadership to respond to those trends in effective and culturally competent ways</p> <p>Student readily identifies changing factors in agencies and services that affect services and initiates culturally competent action to promote responsive, sustainable services and collaboration</p>	<p>1. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 9, Items 1-2 in MSW 542 where "2" means that the student understands the concept and is beginning to demonstrate the skill and "3" means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #9 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.</p>

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		<p>2. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 9, Items 1-2 in MSW 543 where “3” means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #9 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.</p>
<p>2.1.10 (a) ENGAGE Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities</p>	<p>Student skillfully, respectfully, and in accord with social work values, establishes working relationships with clients and community partners and utilizes those relationships in forging goals and positive outcomes</p> <p>The student demonstrates the ability to develop relationships and manage power differentials in routine and challenging situations with clients and partners in a manner that reflects core social work values as they address child welfare, community mental health, or aging practice</p>	<p>1. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 10a, Engage in MSW 542 where “2” means that the student understands the concept and is beginning to demonstrate the skill and “3” means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #10 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.</p> <p>2. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 10a, Engage in MSW 543 where “3”</p>

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		<p>means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #10 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.</p>
<p>2.1.10 (b) (Continued) ASSESS Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities</p>	<p>The student consistently gathers qualitative and quantitative data from a variety of sources, forms coherent meaning from the data, and uses the resulting information to make recommendations and to plan interventions that meet standards for social work practice</p> <p>Student's service plans reflect data collection and assessment methods that demonstrate mutuality and respect for clients from diverse backgrounds</p>	<ol style="list-style-type: none"> 1. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 10b, Assess in MSW 542 where "2" means that the student understands the concept and is beginning to demonstrate the skill and "3" means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to achieve Competency #10 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year. 2. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 10b, Assess in MSW 543 where "3" means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve

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		<p>Competency #10 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.</p>
<p>2.1.10 (c) (Continued) INTERVENE Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities</p>	<p>The student comfortably shifts among the roles of a social worker in child welfare and intervenes effectively in those roles, including enhancing client strengths, acting as a client advocate, and skillfully handling transitions and terminations</p> <p>The student's child welfare, community mental health, or aging interventions demonstrate effective embracing of multiple social worker roles and phases of service that recognize client strengths and self determination</p>	<ol style="list-style-type: none"> 1. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 10c, Intervene in MSW 542 where "2" means that the student understands the concept and is beginning to demonstrate the skill and "3" means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #10 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year. 2. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 10c, Intervene in MSW 543 where "3" means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to achieve Competency #10 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.

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<p>2.1.10 (d) (Continued) EVALUATE Engage, assess, intervene, and evaluate with individuals, families, group organizations, and communities</p>	<p>The student consistently uses reliable and valid methods for monitoring and evaluating practice interventions and uses the results to improve policy and practice</p> <p>Student regularly engages in practice evaluation using reliable and valid methods and uses the results to benefit clients</p>	<ol style="list-style-type: none"> <li data-bbox="894 373 1294 1045">1. Student receives a mean score of 2.5 or higher on Fall Comprehensive Skills Evaluation Competency 10d, Evaluate in MSW 542 where “2” means that the student understands the concept and is beginning to demonstrate the skill and “3” means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #10 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year. <li data-bbox="894 1087 1294 1650">2. Student receives a mean score of 3 or higher on Spring Comprehensive Skills Evaluation Competency 10d, Evaluate in MSW 543 where “3” means that the student understands the concept and has consistently demonstrated the skill. The Learning Opportunities and Student Activities to Achieve Competency #10 identify the measures by which each student will be assessed. These measures are concentration and placement specific and meet the rigor of the advanced year.

The second point that bears clarification in Dr. Maret's site visit report concerns the collection and representation of data differentiated by concentration in the MSW program advanced-level curriculum. Both in the self-study and in the Response to the LOI document

that accompanies the current document, tables were included that differentiate outcome data by concentration. However, since there was some confusion about how these outcomes were reported in the self-study as noted in the LOI, please note the illustrations of these results in the Response to the LOI document on pages, 58-63. These pages include tables arranged by each of the CSWE EPAS Core Competencies that report the results of students' aggregated scores on the measures used to gauge outcomes in the advanced-level curriculum. At the bottom of each table, the percentages of students in each of the three-concentrations in the MSW program who achieved the benchmark set by the faculty (3.2 or higher) are listed differentially for each of the concentrations. We welcome Dr. Marett's statement when he referred to the Response to the LOI document saying, "The program presented the data in a clearer fashion than stated in the self study" (p., 14 of the Site Visit Report). However, he goes on to indicate that there are still "some ambiguities." The outcomes reported at the bottom of each of the tables indicated above are unambiguous illustrations of how data is gathered and reported separately on outcomes for each of the concentrations in the MSW program. Please see pp. 58-63 of the Response to the LOI document and review the last row of each table for clearly reported outcomes concerning each EPAS competency, broken down by concentration.