

**University of Maryland School of Social Work
Student Assessment Information**

**Office of Field Education
Keswick-Union Memorial Hospital Field Placement
Student Competency Assessment Results**

The School of Social Work has partnered with the Keswick Multi-Care Center and Union Memorial Hospital to provide a rich, advanced social work field placement experience for students specializing in Aging and Health. The Geriatric Social Work Competency Scale II is used by the Field Instructor to assess social work practice behaviors. The Scale was developed and tested over several years by several John A. Hartford funded Geriatric Social Initiative Programs. A thorough history of the Scale development and utilization in field education is available at [://www.cswe.org/CentersInitiatives/GeroEdCenter/TeachingTools/Competencies/History](http://www.cswe.org/CentersInitiatives/GeroEdCenter/TeachingTools/Competencies/History).

The Scale measures student respondents' perception of their skill level using a 0-4 scale: from 0=not skilled at all, to 4=expert skill. Each student completed the Scale at the beginning of the year on the first day of placement and on the last day of placement. A goal during the field placement was for students to advance one skill level in each of the five skill levels.

Table I and Table II present the findings from each assessment during the school year.

Table I: Student Assessment Results for the School Year 2011-2012 (N=8)

	Pre Test	Post Test	Difference
I. Values, Ethics & Theoretical Perspectives	1.66	3.15	^1.49
II. Assessment	1.14	3.15	^2.01
III. Intervention	1.24	2.94	^1.7
IV. Aging Services, Programs & policies	0.80	2.25	^1.45
V. Leadership	0.81	2.19	^1.38

Table II: Student Assessment Results for the School Year 2010-2011 (N=8)

	Pre Test	Post Test	Difference
I. Values, Ethics & Theoretical Perspectives	1.24	2.88	^1.64
II. Assessment	0.85	3.06	^2.21
III. Intervention	0.86	2.81	^1.95
IV. Aging Services, Programs & policies	1.12	2.19	^1.07
V. Leadership	0.44	1.79	^1.35

^ Change in positive direction

Summary:

As expected, the most significant increase was in students' assessment and intervention skills since the placement emphasizes clinical social work education. In both years, students' average improvement in the five skill levels was 1.6.

**University of Maryland School of Social Work
Title-IV-E Student Competency Assessment Results**

I. Child Welfare Competency Exam

Since July 1, 1998, Maryland Law, Human Services Article § 4-301, (c) entitled Child Welfare Workforce—has required that all newly hired child welfare caseworkers and supervisors be hired provisionally, receive at least 40 hours of pre-service training, and be required to pass a competency test prior to being granted permanent employment status. The Department of Human Resources has established a comprehensive set of knowledge, skill, and attitude competencies for its child welfare workforce. The competencies are the basis for Maryland's pre-service training curricula. Maryland's initial training for child welfare workers and supervisors goes well beyond the minimum 40 hours required in state legislation, and is mapped to the established competencies and divided into six pre-service training modules, and include classroom instruction with a scripted written curricula, web-based learning and assignments, and skill building exercises.

MODULE	DESCRIPTION
Foundation of Practice	This first segment of Pre-Service Training introduces the mission of the Maryland Department of Human Resources with primary focus on the child welfare services within the Local Departments of Social Services. Federal Child Welfare Child and Family Services outcome goals are explained, as well as the primary federal and state statutes that shape the delivery of child welfare services. COMAR regulations and DHR/SSA policy directives that guide child welfare practice are explained. A brief review of the development of child welfare services in the United States is provided as well as a description of the Family Centered Services delivery model and the social work values and ethics that underpin this approach.
Engaging Families in the Process of Change	This module reinforces basic helping skills, provides a context for examining "resistance"; and identifies strategies for engaging families in services. Participants practice engagement skills; are video-taped interviewing and receive feedback from instructors and fellow participants. The trainee is given a VHS or DVD with their interviews for use in clinical supervision upon their return to their LDSS.

Family Centered Assessment	This module examines the purpose, nature, and extent of assessments in the provision of child welfare services. It teaches participants Maryland Family Law and COMAR that define child maltreatment in Maryland, and the role of DHR/SSA in preventing and responding to child maltreatment. The role of the worker in assessing risk, safety, and permanency options is emphasized, and the participants learn to use the Maryland Family Risk Assessment and SAFE-C tools to evaluate and address safety and risk factors, as well as family strengths and resources.
IV. Planning with the Family	This module focuses on the worker's ability to utilize information gained through the risk and safety assessment process to plan intervention strategies with the family. Family law, COMAR, and policy directives that focus on the process, timeframes, and formats for developing service plans for the continuum of child welfare services are explained. Training is also focused on assisting the trainee to differentiate child welfare outcomes, objectives of services, and strategies to be implemented by the worker, agency, and family.

MODULE	DESCRIPTION
V. Working Effectively with the Juvenile Court	This module introduces the trainee to the role of the court in Child Welfare cases; the types of juvenile court interventions and hearings, the role of agency counsel, child's attorney, parents' attorney in the process. The provisions of the Federal legislation, particularly the Adoption and Safe Families Act of 1997 are addressed in detail, focusing on timelines for permanency. Participants also learn the types of permanency plans and the role of the court in achieving permanency. Participants learn the role of the child welfare worker as a witness in court proceedings, and have an opportunity to be taped while testifying as a "witness" in a child welfare proceeding. The trainee is then given feedback by the instructor and other trainees.
VI. Intervening to Achieve Safety, Permanency, and Well-Being	This module focuses on intervening in families around the issues of domestic violence, substance abuse, and mental illness; as well as reinforces child development information and the developmental impact of maltreatment, separation, and loss for children. Permanency Planning strategies are introduced. A resource manual is introduced that provides physical and emotional developmental milestones for child welfare workers to evaluate children in their caseloads.

The University of Maryland School of Social Work has operated a Title IV-E Education Partnership with Maryland's Department of Human Resources since 1995. MSW

students who participate in the Title IV-E Education Program receive financial stipends to assist with the cost of tuition/books and sign a legally binding agreement to accept employment in Maryland's public child welfare programs after graduation. These students are prepared for employment as child welfare social workers through internships in public child welfare programs, specialized course work in the BSW and MSW program, and additional child welfare training based on the state's child welfare competencies during their graduate social work education. The state's child welfare agency, the Department of Human Resources, has determined that Title IV-E MSW students may sit for Maryland's child welfare competency exam prior to graduation, based on this extensive preparation.

Table 1: Student Pass Rates for the Maryland Child Welfare Competency Exam Prior to Graduation

Year	# Taking Exam	# Passed	Percentage Passed
2010	33	32	97%
2011	32	32	100%
2012	41	40	98%

II. Motivational Interviewing Skills using Standardized Clients

Students enrolled in the Title IV-E Education for Public Child Welfare training program have two opportunities each year to participate in interviews with standardized clients. Standardized clients are actors, all of whom have been trained to portray the same "client." This allows standardization across "client" interviews with different students. The IV-E students have interviews with standardized clients at the beginning and end of each academic year. These interviews are digitally recorded, allowing the students and their field instructors to review them in order to plan learning activities to further the students' development. In addition, the students and their field instructors rate the students on a set of motivational interviewing skills. The students are advised ahead of the interviews of the skills they should attempt to demonstrate during the interviews. Ratings were completed on a 5-point Likert scale from 1 (no use during the interview) to 5 (best possible use during the interview).

Field instructors rated 52 students' competence on five Motivational Interviewing skills. Brief definitions of each skill are found below followed by a table presenting the percentage of students who gained at least one skill level from interview 1 to interview 2.

Open-ended Questions: Open-ended questions are those that allow a wide range of possible answers. The questions may seek information, invite the client's perspective, or encourage self exploration.

Affirmations: Affirmations include something positive or complimentary to the client. They may be in the form of appreciation, confidence, or reinforcement. They comment on the client's strengths or efforts.

Reflections: Reflections are statements made in response to a client’s statements. They capture and return to the client something that the client has said.-Reflections can simply repeat or rephrase what the client has said or may introduce new meaning or material.

Summary Statements: Summary statements are statements that distill what the client has said. They usually begin with a statement indicating a summary is being given (for example, “Here’s what I’ve heard so far....”), then give a short summary, then end with an invitation for feedback (for example, “Is that what you’ve said?”).

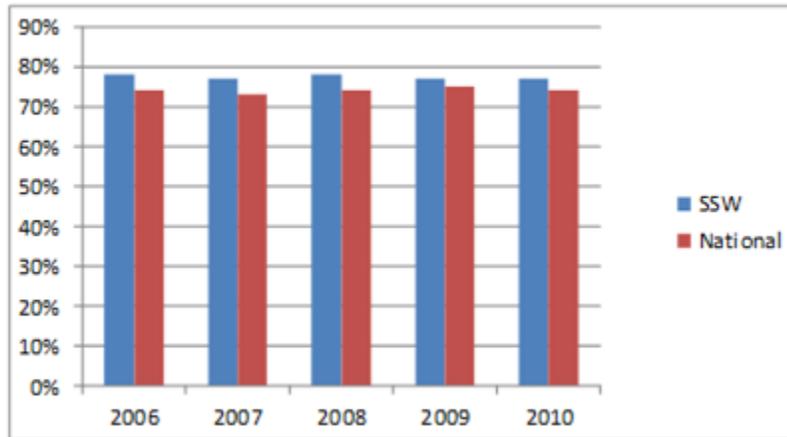
Developing a Helping Relationship: As a result of the interaction during this interview, how comfortable would the client feel openly and honestly discussing sensitive personal issues such as parenting skills, substance abuse, or personal relationships?

Table 1: Percentage of Students with Increase in Skill Ratings from Interview 1 to Interview 2 (2011- 2012)

Motivational Interviewing Skill	% Increase
Open-ended Questions	95
Affirmations	90
Reflections	90
Summary Statements	88
Developing Helping Relationship	78

Based on: Miller, W.R., Moyers, T.B., Ernst, D., & Amrhein, P. (2003). *Manual for Motivational Interviewing Skill Code (MISC) Version 2.0*. Albuquerque, NM: The University of New Mexico.

University of Maryland School of Social Work

Post MSW Licensing Exam Pass Rates (1st time)

Note: The passrate for public-state peer institutions was 75% in 2009, the same as UM SSW