COLLABORATING FOR IMPROVED IMPLICIT CURRICULUM THROUGH STANDARDIZED STUDENT INFORMED MEASURES

#### IMPORTANCE OF THE IMPLICIT CURRICULUM

- Regular program assessment is vital to program improvement & meets accreditation standards cost and
- SWK programs are required to assess the explicit and implicit curricula
- Training, articles, etc. typically focus on content assessment (explicit); less time dedicated to understanding/ assessing the environment in which that content is delivered (implicit)



#### IMPORTANCE OF THE IMPLICIT CURRICULUM

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### **ROLE OF STUDENTS IN** IMPLICIT CURRICULUM

- INPELION COUR

  Self-efficacy in oat direct measures of
  student still. However, students' reports
  still have value.

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  characteristics have been found to
  corrulate with their reports of program
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### ROLE OF STUDENTS IN IMPLICIT CURRICULUM



#### ROLE OF PROGRAMS IN IMPLICIT CURRICULUM

In addition to student characteristics, program characteristics have also been correlated with student reports of student



### ROLE OF PROGRAMS IN IMPLICIT CURRICULUM



### STUDY PURPOSE



### **ABOUT SWEAP**

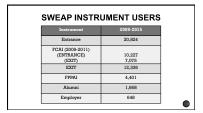
- PROGRAMS COMPARE THEIR RESULTS TO NATIONAL NORMS



### **SWEAP INSTRUMENTS**

- Exit Instrument is designed to be used by programs to evaluate how well they support student's proparedness for the profession. The Instrument captures explicit and implicit curricula items and a used in both 26W and MSW programs. Students complete the Exit Instrument just prior

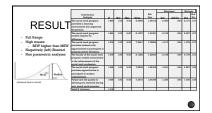
### SWEAP EXIT INSTRUMENT The state of the s Annual Control of the Control of the



### SWEAP EXIT SURVEY I







### GENDER/SEX \*Three categories\* Female (1314) Male (142) Other (12) Participants who did not specify Female/Male gender rated all Implicit Curriculum items LOWER than Female and Male Same within BSW and MSW cohorts

### GENDER/SEX

- When "other" is removed from analysis, no statistically significant differences between respondents who selected female or male female or male.

  \*\*Updated SWEAP Instruments use new item to capture gender tow words you skeep your gender? does oft due upply.

  \*\*The words of the control of th
- hirth.
  CIS Female/ CIS Male/ Trans Female/ Trans Male.
  Genderqueer / Genderfluid / Agender / Gender non-conforming
  Another Identity: , I prefer not to disclose







### CONDITIONS/IMPAIRMENTS/ DISABILITY who identified a condition/impairment/disability and Differences found when comparing students who identified a particular condition/impairment/disabilities. Students who identified as haying a learning disability (or other condition related to learning) and 60 W students who identified flaving a speech impairment, sated faculty modeling commitment to the advancement of the social work profession LOWER. Students who identified as having a moor impairment such difficulty. BSW students who identified as having a mental health condition rated the opportunity to participate in program policy decisions LOWER. MSW students who identified as having a visual impairment, and BSW students who identified having a mental health condition, rated the opportinity to participate in student organizations LOWER. 15W students who reported receiving an educational accommodation rated HIGHER 18W students who reported receiving an educational accommodation rated the opportunity to participate in policy decisions HIGHER.





### **EDUCATIONAL PLANS FOR** THE FUTURE

- 86.5% of BSW students have plans for future studies
   28% of MSW students
- 28% of MSW students
   Students with intentions for future studies rated ALL items HIGHER
   Students with had already submitted application for future education rated advising HIGHER

## BSW/MSW BSW students rated all items HIGHER than did MSW students

# PROGRAM FORMAT 66% Campus Based 28% Hybrid/Blended 1% Entirely Online Only BSW Students from Hybride

### PROGRAM SATISFACTION

- Students were asked to assess how well their social work program prepared them for each of the 2008 EPAS Practice Behaviors.

### DISCUSSION/IMPLICATIONS

- Flans for multivariate analyses
   As programs more to closer examination of implicit Curriculum through EPAS 3015 Assessment, should psy stension to interaction between implicit curriculum assessment measures, and student and program characteristics. Given the control of the control

### REFERENCES

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  \*\*Discounties Share-Statements and market contribution—affections for the folial, part 1.

  \*\*Discounties of the County of Council Past Share-Statement of Council Pa