Building onto the Conceptual Understanding of the Implicit Curriculum

SWEEP Team’s Presentation
10/21 at the 2017 CSWE APM
Dallas, Texas
www.sweapinstruments.org

WHAT IS SWEEP?
- SWEEP is committed to providing the highest quality assessment instruments
- Designed to aid undergraduate and graduate social work programs in evaluation necessary for program development and improvement.
- SWEEP instruments are specifically designed to be responsive to the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE).
- Topics to be shared in the future:
  - New student intake assessment and retention.
  - However, each social work program is individually responsible for appropriately reporting and interpreting data provided through SWEEP instruments.

What is SWEEP?
- Social Work Education Assessment Project
- Non-Profit (501c3)
- Volunteer Run
- Service to Profession
- Based out of Metropolitan State University of Denver

RESULT:
- 6 (copyrighted) instruments in support of program assessment and curriculum development.

SWEAP INSTRUMENTS
- Entrance
- Exit (relevant to this workshop)
- Alumni/Graduate
- Employer
- Curriculum Instrument (FCAI)
- Field Instrument (FPPAI)

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Objectives of Presentation
- Awareness of how various conceptual frameworks can guide the understanding of the implicit curriculum
- Understand how these frameworks (and evidence) can inform the implementation of the implicit curriculum
- Describe methods for assessing multiple elements of the implicit curriculum
- Highlighting development of SWEEP Exit Instrument

Getting to know the audience:
By a show of hands...
- Who is at a BSW only program?
- Who is at a MSW only program?
- Who is at a BSW/MSW program?
- Primarily Campus Based Program?
- Online Only Program?
- Somewhere in-between?
- Who is going up for accreditation or reaffirmation under EPAS 2015:
  - In the next 6 months?
  - In the next 12 months?

CSWE EPAS 2015- Highlighted Changes
- Move to 9 Social Work Competencies
- No “Practice Behaviors”
- Multi-dimensional Assessment
  - Knowledge
  - Values
  - Skills
  - Cognitive and Affective Processes (critical thinking?)
- Assessment of Implicit Curriculum

What is the Implicit Curriculum
- “The implicit curriculum refers to the learning environment in which the explicit curriculum is presented.” (CSWE, EPAS, 2015)
Objective I: Conceptual Framework

Understanding the Implicit Curriculum

**THEORY**

**PRACTICE**

<table>
<thead>
<tr>
<th>Empowerment Framework</th>
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<tr>
<td><strong>Empowerment</strong></td>
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<tr>
<td>Self-efficacy</td>
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<td>Self-concept as agent</td>
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<td>Control and autonomy</td>
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<tr>
<th>Integrated Structural Functionalism and Symbolic Interactionism</th>
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<tr>
<td><strong>Structural functionalism can explain</strong></td>
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<tr>
<td>a program's structure or components of content.</td>
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<tr>
<td><strong>Symbolic interactionism can explain</strong></td>
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<tr>
<td>the culture, relationships, and ultimately self-development</td>
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<td>that occurs within a program.</td>
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<th>Human Interchange</th>
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<tr>
<td>Professional socialization is contingent on the quantity and quality of human interchanges within a program.</td>
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<td>Educators should model adaptive interventions when addressing microaggressions in the classroom, or effective communication/behavior when serving on committees.</td>
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<th>Objective II: Using Theory to Inform Implementation</th>
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<td><strong>Building a Shared Implicit Curriculum</strong></td>
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<td>Building a shared implicit curriculum is described as integrating all three stages of professional socialization: professionalization, formal socialization, and process of change.</td>
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<th>Influence of Diversity and Difference</th>
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<td>On multiple characters including age, race, program type, etc.</td>
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<td>Barriers to transgender affirmative social work education including</td>
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<td>- Transphobic microaggressions within classroom and field settings</td>
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<tr>
<td>- Lack of transgender specific education and expertise</td>
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<td>- General lack of visibility of transgender issues</td>
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Summary of Conceptual Frameworks used to Explain the Implicit Curriculum

- Professional Socialization
- Meaning/importance of interactions
- Professional expectations
- Structural components of the program, university, etc.
- Diversity of student body

(Miller, 2013)
Building a Shared Implicit Curriculum (cont.)

- Examples:
  - Student Glossary of Terms for BSW Curriculum
  - BSW Advising FAQs
  - Field Problems and Resources FAQs

Experientially-Oriented Diversity Event

- Organized by a diversity committee (faculty, students, and community partners)
- Organize an event agenda that consists of panel discussions, films, lectures, workshops, and activities that engage students in a safe setting
- Students appreciate learning from their peers in a safe setting
- Students learn to be self-reflective and respectful of differences through cultural immersion

Ando, 2016

Objective II: Using Empirical Evidence to Inform Implementation

The Implicit Curriculum and Student Sexual Orientation

- N = 1,018 nested within 136 institutions
  - 76% MSW students
  - 24% BSW Students

- Findings:
  - Unsupportive climate at school for LGBTQ students
  - Lack of LGBTQ Content in curricula
  - Social work programs need to better support the integration of LGBTQ students into community

(Craig et al., 2017)

The Implicit Curriculum and Transgendered Students

- N = 97 students who identified as being a gender or sexual minority
  - Transgendered Students perceived high levels of transphobia/transconflict from schools, faculty, and in their field placements.
  - Many reported transphobic microaggressions, although some indicated affirming trans experiences
  - Lack of content on issues impacting transgender community in curriculum
  - Most felt faculty was supportive on issues impacting transgendered students and larger community

(Austin et al., 2016)

The Implicit Curriculum and Content on Diversity and Social Justice

- N = 19, 13 instructors & 6 Graduate Students
  - Parameters for having dialogue, small class caps, and more time available are suggested
  - Teaching styles of instructors are crucial, and therefore they need to be screened and mentored
  - Increase diversity among students and faculty
  - Content needs to be infused throughout curriculum
  - Offer a variety of service and learning opportunities
  - Develop an advanced course in social justice

(Deepak et al., 2015)

Professional Socialization

- N = 409 MSW alumni
  - Stronger predictors for having a commitment to social work are a desire to promote social change, and associating social work with lower amounts of prestige
  - Strongest predictors for having a social work attitude in consonance with the profession’s mission, history and values are a desire to promote social change and having an anticipatory expectation of social work as a rewarding profession
  - Stronger predictors for identifying with social justice is a desire to promote social change and associating social work with lower amounts of prestige

(Miller, 2013)

Implicit Curriculum Assessment and Student Characteristics

- Relationship of student characteristics to implicit curriculum assessment
  - N = 1,018 students nested within 136 social work programs, 97% were undergraduate
  - Black students reported higher satisfaction with policy development and student organizations
  - White students reported higher satisfaction with a program providing opportunities for professional advancement
  - Non-black students reported higher satisfaction with a program providing opportunities for professional advancement
  - Those that choose not to identify as female or male reported assessed the implicit curriculum less favorably

(Delong-Hamilton et al., 2017)

Implicit Curriculum Assessment and Student /Program Characteristics (cont.)

- Age/Academic Level
  - Older students assessed the implicit curriculum more favorably
  - Students in programs with higher graduation rates with policy development and student organizations
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(Delong-Hamilton et al., 2017)
2008 EPAS series:
  - Graduating Student Exit Survey
  - Field Instructor Assessment of Field Experience
  - Student Assessment of Field Experience
  - Course Evaluations
  - Advising Survey

Educational Experience
- Including implicit curriculum assessment

How well program prepared them to perform Social Work Competencies

JUST ABOUT

Potential Assessment Plan
(Grady et al., 2011)
- 2008 EPAS: pilot study
  - Six Factor Assessment Tool - each factor is operationalized by approximately 3 to 15 items – data is quantitative and qualitative

Implicit Factors Survey (Grady et al., 2011)
- 2008 EPAS: pilot study
  - Six Factor Assessment Tool - each factor is operationalized by approximately 3 to 15 items – data is quantitative and qualitative
  - Field
  - Academic
  - Community
  - Clinical
  - Research
  - Support Services

Methodology for Holosko et al. (2010)
- Mixed-method approach: 5 step process
  - Professional satisfaction
  - Quantitative
  - Qualitative

Implicit Curriculum Instrument
- Mixed-method approach: 5 step process
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SWEEP Exit Instrument
(Grady et al., 2011)
- Completed by students just prior to graduation
  - Other activities in field seminar or capstone seminar
  - Collects demographic information to compare with the entrance profile
  - Professional Activities
  - Use of mental health techniques to evaluate client progress
  - Use of social work methodology
  - Current & anticipated Social Work Employment
  - Post Graduate Educational Plans

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Objective III: Describe Methods for Assessing the Implicit Curriculum

Has anyone assessed the Implicit Curriculum?
- Under 2008?
- Under 2015?
- What did you do? use?

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The social work program provided high quality career advisement

The social work program provided adequate opportunities for advisement

The social work program's admissions process was engaging and informative.

The social work program modeled diversity among its faculty and staff.

The social work program provided an environment where students learned about differences.

The social work program provided an environment where students valued and respected diversity.

The social work program's environment, and other multidisciplinary theoretical frameworks in the evaluation of Apply knowledge of human behavior and the social environment, person-in-

Apply evaluation findings to improve practice environment, and other multidisciplinary theoretical frameworks in the evaluation of Apply knowledge of human behavior and the social environment, person-in-

Select and use appropriate methods for evaluation of outcomes

Critically analyze, monitor, and evaluate intervention and program processes and outcomes

1/21/18
The following questions relate to your experiences with, or perceptions of, the environment of Administrative Structure:

- The faculty supported the social work program's mission and goals.
- The faculty were accessible to students.
- The faculty were qualified to teach the courses to which they are assigned.
- The role of the field education staff was clear.
- Planning for employment and further education were accessible to students.
- The social work program's policies and procedures clearly articulated expectations for students.
- The social work program provided opportunities to participate in student formulation and modification of academic program policies.
- When I had a question or concern related to the social work program, I felt I was supported in having these concerns addressed.
- The social work program supported student development of leadership skills.
- The faculty modeled the behaviors and values expected of professional social workers.
- The role of the field liaison was clear.
- When I had a question or concern related to the social work program, I received an appropriate response.

What topics did you discuss with an advisor over the course of this program? (Mark all that apply):

- Planning for employment
- Planning for further education
- Professional Development
- Field placement
- Course selection
- SWEAP Exit
- Licensure
- Administrative Structure
- Graduate School
- Job Search
- Professional Development
- Field placement
- Course selection
- SWEAP Exit
- The social work program's policies and procedures provide students with the information necessary to participate in student formulation and modification of academic program policies.
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Benefits of SWEAP:

- We do the analysis for you.
- Accurate reports.
- National Comparisons.
- Building a dataset.
- More information at SWEAPInstruments.org
- Visit our Blog: SWEAP.
Any Questions?

References


