

SWAP with the Social Care Institute for Excellence and the University of Bristol

Symposium: Evaluating the Outcomes of Social Work Education

15 May 2009: 10.30 – 4.00

Resource Centre, 356 Holloway Road, London N7 6PA

The closing dissemination event from the 'Evaluating the Outcomes of Social Work Education' (OSWE) project, funded by the Social Care Institute for Excellence (SCIE), in collaboration with the Institute for Research and Innovation in Social Services (IRISS) and SWAP, Higher Education Academy Subject Centre for Social Policy and Social Work.

The aims of this symposium are to

- Disseminate the lessons of the OSWE project in relation to methods and research designs suitable for use in the evaluation of social work education
- Disseminate the findings from the projects in England and Scotland
- Discuss a range of effective methodologies
- Address the challenges of implementing pedagogic research in social work education
- Consider the future of outcomes based research

Please see below for programme and details of parallel sessions

Evaluating the Outcomes of Social Work Education:

Programme

1000	Registration and coffee
1030 - 1120	<p>Introduction and overview What do we mean by 'evaluating outcomes' and why is it important? What general lessons can be learnt from the OSWE project? Professor John Carpenter, University of Bristol and Hilary Burgess, SWAP/University of Bristol</p>
1130 - 1210	<p>Parallel sessions (A): A1 Anne Quinney: Developing confidence in research skills using self-efficacy scales Evaluating learning about research methods using self-efficacy ratings A2 Roxana Angel: Evaluating learning about partnership with users using concept mapping A3 Imogen Taylor & Suzy Braye: Evaluating interprofessional learning using validated rating scales</p>
1210 - 1250	<p>Parallel sessions (B): B4 Kish Bhatti Sinclair: Evaluating learning about racism using questionnaires B5 Joanna Fox and Clare Ockwell: User involvement in evaluating social work education for the OSWE project B6 Pam Green Lister and Gillian MacIntyre: Evaluating learning using vignettes</p>
1250 - 1345	Lunch
1345 - 1425	<p>Parallel sessions (C): C7 Sharon Vitali: Evaluating learning in relation to the NOS competencies using mixed methods C8 Juliet Koprowska: Evaluating communication skills development using observational ratings C9 Michelle Lefevre: Evaluating development of communication skills with children using mixed methods C10 Richard Ingram & Elinor Dowson: Service user, carer, practitioner and academic partnership in evaluating decision making in social work students</p>
1425 - 1500	<p>Workshops: Developing/adapting tools for measuring outcomes D1: Vignettes (Main room) D2: Self-efficacy (Meeting room 1) D3: Concept mapping (Meeting room 2)</p>
1500	<p>Panel discussion: 'Outcomes-based research in social work education: prospects and challenges'. Participants: Professor Mike Fisher (SCIE), Neil Ballantyne (Director, IRISS), Nick Hammond (Director of Institutions, Higher Education Academy), Hilary Tompsett (Chair JUC-SWEC)</p>
1600	Finish

Evaluating the Outcomes of Social Work Education: Details of parallel sessions

A1	<p>Anne Quinney, Bournemouth University: Developing confidence in research skills using self-efficacy scales.</p> <p>The development of research skills capacity is a priority area for social work education one students frequently describe as daunting. This project sought to discover the extent to which confidence in research skills increased as a result of participating in a second year 'Using Research for Practice' module. A self efficacy scale was completed by students at the start and end of the module.</p>	Main room
A2	<p>Roxana Anghel and Jo Fox, Anglia Ruskin University: Evaluating learning about partnership with users using concept mapping</p> <p>Working in partnership with service users is a core expectation that defines good social work practice. The concept is complex and taught across modules on the BA degree. In this project we used an adapted version of concept mapping to explore the students' progress in learning about this concept at three points during the first two years of study.</p>	Meeting room 1
A3	<p>Imogen Taylor, Suzy Braye University of Sussex: Evaluating interprofessional learning using validated rating scales</p> <p>Interprofessional education has been widely developed in health and social care with some associated useful evaluative research, but this has yet to examine outcomes. Using self-rating scales, this project has sought to discover whether pre-placement uniprofessional teaching in partnership and interprofessional practice changes student attitudes to and perceptions of working in partnership with other social care, health and education professions.</p>	Meeting room 2
B4	<p>Kish Bhatti-Sinclair, University of Southampton: Evaluating learning about racism using questionnaires and interviews</p> <p>The aim of the study was to seek data on students' understanding of the content on 'race' and racism in the social science and social work programmes of study, in order to seek a response to the following question: what is the impact of formal teaching in social work/social science programmes of study on student's understanding and experience of 'race' and racism? The presentation will critique the study design, data collection and findings, and explore how lessons learnt from the study can inform the development of sampling and measurement methods.</p>	Main room
B5	<p>Joanna Fox (Anglia Ruskin University) and Clare Ockwell (University of Sussex/CAPITAL project): User involvement in evaluating social work education for the OSWE project</p> <p>Best practice in health and social care research now encourages the involvement of service users and carers in research. We look at our greater / lesser involvement in the local projects at our universities and our</p>	Meeting room 1

	involvement in the national learning set. We talk about enablers and barriers to our involvement in both these two capacities.	
B6	Pam Green Lister, Gillian MacIntyre, Glasgow school of Social Work: Evaluating learning using vignettes	Meeting room 2
C7	Sharon Vitali, Oxford Brookes University: Evaluating learning in relation to the NOS competencies using mixed methods This session will discuss a 3 year cohort study which sought to measure and track the acquisition of the NOS competencies required of qualified social work graduates. An efficient 'user friendly' set of mixed methods will be presented, which can be adopted by any competency-based educational programme seeking to ensure and improve the outcomes of their curriculum.	Main room
C8	Juliet Koprowska, University of York: Evaluating communication skills development using observational ratings	Meeting room 1
C9	Michelle Lefevre, University of Sussex: Evaluating the development of communication skills with children and young people using mixed methods This presentation will discuss a 2 year evaluation of the approach at Sussex University to teaching MA qualifying social work students how to communicate effectively with children and young people. Qualitative and quantitative data collected at four points during the programme will be presented and implications for curriculum structure discussed.	Meeting room 2
C10	Richard Ingram and Elinor Dowson, University of Dundee: Service user, carer, practitioner and academic partnership in evaluating decision making in social work students The presentation will focus on a project that evaluated the development of student professional decision making on the MSc in Social Work at the University of Dundee. There will be a discussion about the tools developed and the emerging themes from this ongoing project. There will be also be a discussion about the experience of being part of a collaborative team consisting of a service user, a carer, a practitioner and academics.	