

# The Role of Social Work Educators in Helping Students Pass the Licensing Exams: Increasing Your Assessment Outcomes

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Author of the bestselling Social Work Licensing Guides and Practice Tests

**April 28, 2021**



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# — About Me

## **Faculty at Seton Hall University**

- Has taught part-time or full-time in social work higher education for 20 years

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## **Educational leadership**

- Assistant chairperson of my department – which includes three other disciplines
- Certified CSWE site visitor
- Accreditation lead – including preparation of self-study and assessment chair
- Past CSWE Commissioner (Professional Development and Membership)


## **Leadership**

- National Association of Social Workers – state/national
  - Chairperson – Credentialing Committee
  - Lifetime Achievement Award/Academic of the Year
- Chairperson of state licensing board
- Ethics training and consultation
- Policies on professional impairment
- Professional publications on teaching, licensure, professional identity, etc.



## Which BEST describes you?

- A. FT undergraduate faculty member
- B. FT graduate faculty member
- C. Field director
- D. PT field instructor or PT faculty
- E. Dean or director
- F. Administrator in SW program
- G. Other



Now you know  
about me...  
let's learn about  
you.

# Licensure is important to students and post-graduation outcomes.

**Licensure increases post-graduation social work outcomes related to earnings, employment, etc.**

- 62.3% of MSW graduates are employed in jobs that require a license.
- Jobs for new MSW graduates that required a license paid almost \$3,000 more on average.

**Licensure preparation as part of coursework results in high satisfaction of students/graduates.**

- Four of five new MSW graduates (80.6%) either planned to become licensed social workers within the next 5 years or were already licensed.

Licensure test preparation provides opportunity to obtain **critical assessment data** prior to graduation.

- Many of the Knowledge, Skills, and Abilities statements on licensure tests align with the competencies in the Educational Policy and Accreditation Standards (EPAS) developed by the Council on Social Work Education (CSWE).
- Data collected during preparation can serve as assessment measures for self-studies and curricular innovations.

Students who do not take licensure tests immediately after graduation often do not get licensed or experience greater hardship in passing.

- Licensure tests are high stakes exams and cause anxiety among students.
- Students can more easily recall information when taking licensure tests close to the time of their formal coursework.

Students who learn content and test-taking skills have **better licensure outcomes**.

- Formal licensure preparation is valuable and needed.
- Students can use financial educational assistance if preparation is incorporated into their formal coursework.

Program  
Outcomes  
When  
Licensure  
Preparation is  
Incorporated  
into  
Curriculum:

Reduced student anxiety

Better licensure outcomes

Enhanced student engagement

Greater student confidence

Improved linkage between curriculum and  
licensure test content

Assessment in  
social work  
education varies  
from the  
approach used on  
licensing exams.





(first-time test takers only)

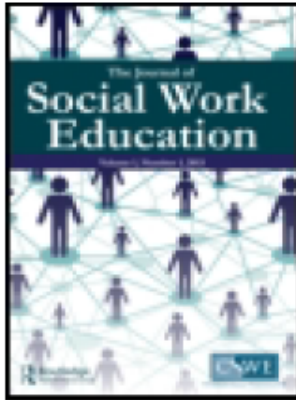
Exam	Total number of exams administered	2020 pass rate
Bachelors	2,696	68.5%
Masters	16,698	75.4%

**Examination Fees:**  
US\$230 Associate, Bachelors, or Masters exam  
US\$260 Advanced Generalist or Clinical exam



**2020 Data**

**One in 3-4 social work graduates does not pass a licensing test the first time and the likelihood of passing diminishes with each attempt.**



Journal of Social Work Education

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## The Great Divide Between Social Work Educational Policy and Licensure Examinations: Differing Approaches to Identifying Competency That are Challenging the Profession

Dawn Apgar

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**To link to this article:** <https://doi.org/10.1080/10437797.2019.1671273>

**What are the barriers to  
achieving these outcomes?**

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- There is a lack of information available to students about the licensure tests.
  - Structure and format of the test
  - Types of questions – recall, application, and reasoning
  - Effective study techniques
- Gaps can exist in the curricula with not all Knowledge, Skills, and Abilities covered.
  - Human genetics, medical terminology, gerontology, etc.
- Students are not familiar with multiple choice testing.

What can we as educators do  
to help?

+

o

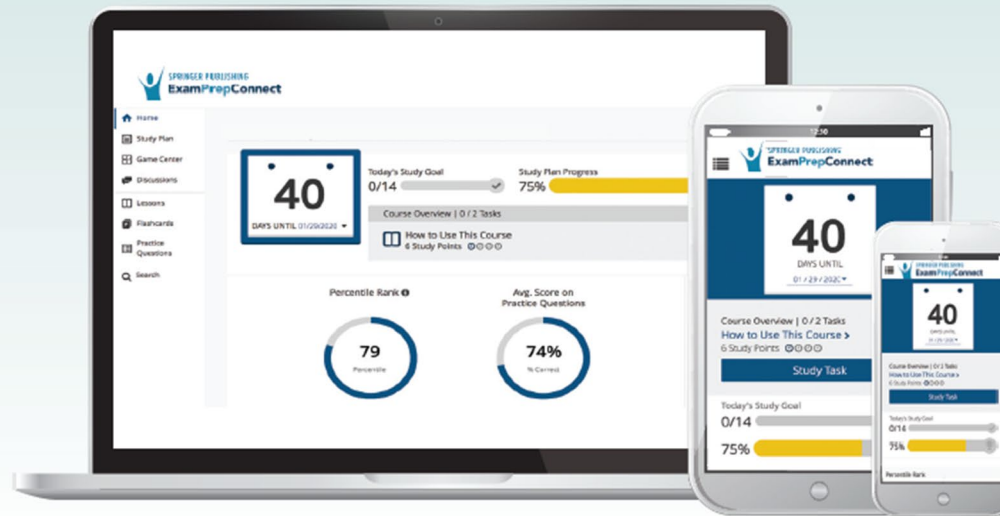
Create a culture which supports licensure and test preparation.

•

- Incorporate licensure discussion into your orientation
- Tell students in which courses content for exam will be covered
- Provide test preparation resources that can be used throughout the curriculum

## A complete and affordable solution to improving the outcomes of students, educators and institutions

- Lessons and flashcards with critical review content
- Practice questions with detailed rationales
- Full-length, timed practice exams
- Personalized study plans
- Game center to make studying fun
- Analytics to improve test performance—progress tracking, strengths and weaknesses, and rank against other users
- Discussion board to connect with exam prep community
- Accessible on **all** platforms—Web, iOS, Android, and Amazon Fire





# Student Resources

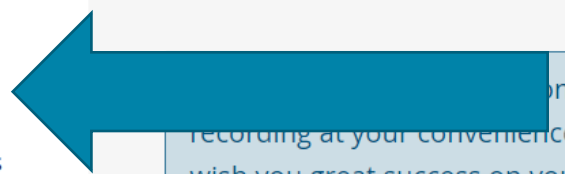




**Need a Break – No Problem!**



**Let Exam Prep Connect Help Create a Customized Study Plan**



- Home
- Study Plan
- Live Classes
- Game Center
- Discussions
- Lessons
- Flashcards
- Practice Questions
- Exams
- Search

Welcome to Social Work Licensing Masters Exam Guide, 3rd Ed.

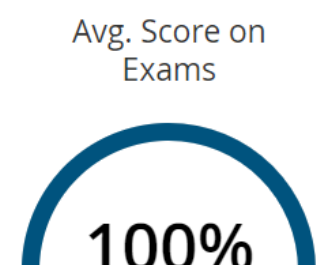
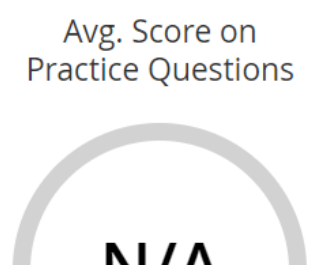
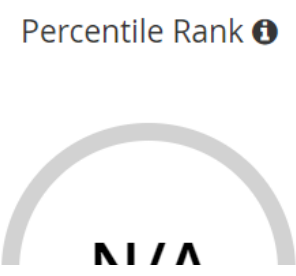
**57**  
DAYS UNTIL 06/07/2021 ▾

Today's Study Goal: 0/21 ✓  
Study Plan Progress: 0%

How to Use This Course | 0 / 1 Task

Lessons: How to Use This Course  
7 Study Points ○○○○

**Get Started >>**



Upcoming Classes  
[See All >](#)

Top Game Scores

## Section I: About the Examination, Study Strategies, and Test-Taking Tips

The Licensure Examination

The Licensure Exam

Test Construction

Types of Questions

Examination Structure and Conditions

Studying for the Examination

Studying for the Examination

Study Materials and Time Frame

Considerations When Studying

Manage Test Anxiety

Tips for Answering Questions Correctly

Tips for Answering Questions Correctly

Using the Best Overall Approach

Remembering Important Question Features

Focusing on Question Formatting and Wording

Comprehensive  
tips for studying  
and answering  
the questions  
correctly.

- Home
- Study Plan
- Live Classes
- Game Center
- Discussions**
- Lessons
- Flashcards
- Practice Questions
- Exams
- Search

BP

Easier description:

Reliability tells you how consistently a method measures something.

Test- Retest: The same test over time.

Interrater: The same test conducted by different people.

Parallel Forms: Different versions of a test which are designed to be equivalent.

Internal Consistency: The individual items of a test.

Topic: [Methods to Assess Reliability and Validity in Social Work Research](#)

Created 22 days ago by Bryce Perry

Show All Replies   Reply to this Comment

VW

Test date is end of semester before graduation OR is the ASWB test date?

Topic: [Study Plan](#)

Created a month ago by victoria wyatt

Show All Replies   Reply to this Comment

SL

[Can someone please help me with the steps to the problem-solving process and when to use these steps ?](#)

Also could someone list the steps to crisis intervention ?

Topic: General

Created a month ago by Sharita Lasundra Jenkins

Show All Replies   Reply to this Comment

## BENEFITS

- Public/private discussion boards with others studying and taking the same test
- Additional resources and strategies posted by author
- Ability for users to share study tips, materials, and strategies with other test-takers

1 reply | Last activity: a month ago

2 replies | Last activity: a month ago

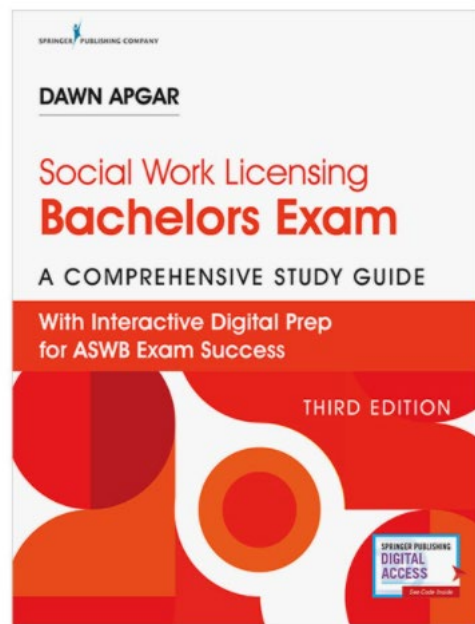
- Home
- Study Plan
- Live Classes
- Game Center
- Discussions
- Lessons
- Flashcards**
- Practice Questions
- Exams
- Search
- Support

Flashcards Study My Sets Community Sets

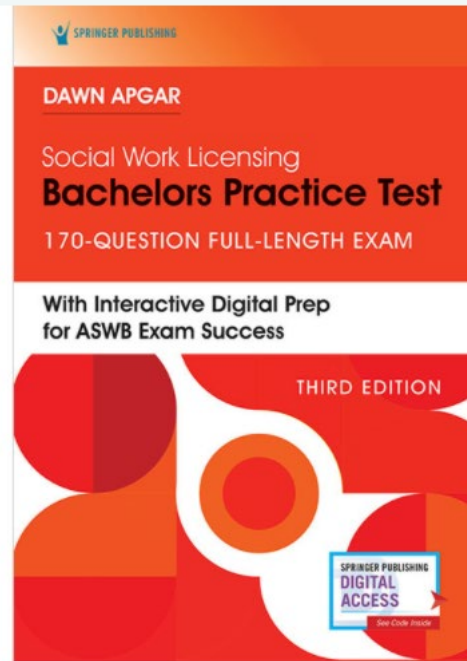
Community Flashcard Sets 14 sets total Sort ▼

Set Name	Set Type	Provider	# of Cards	# of Subscribers
Crisis Intervention Theories	Community	Morgan	8 Cards	4 Subscribers
Concepts of Abuse and Neglect	Community	Morgan	17 Cards	3 Subscribers
The Family Life Cycle	Community	Grace Burke	8 Cards	11 Subscribers
Genetics	Community	Grace Burke	2 Cards	5 Subscribers
Out of Home Placement	Community	Grace Burke	2 Cards	6 Subscribers
Feminist Theory	Community	Grace Burke	2 Cards	3 Subscribers
Addiction	Community	Grace Burke	1 Cards	3 Subscribers
Parenting	Community	Grace Burke	4 Cards	3 Subscribers
Self-Image	Community	Grace Burke	4 Cards	2 Subscribers
Theories of Conflict	Community	Grace Burke	2 Cards	5 Subscribers
Flashcards - Human Behavior	Community	victoria wyatt	1 Cards	4 Subscribers
Common Medications	Community	CC Richardson	75 Cards	43 Subscribers
Abuse and Neglect	Community	CC Richardson	16 Cards	31 Subscribers

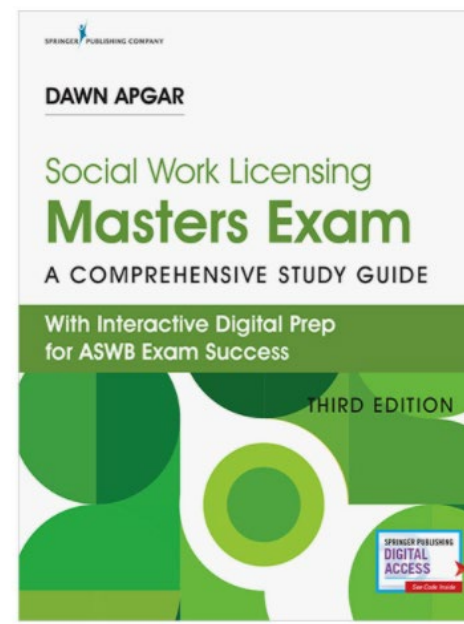
Exam Guide



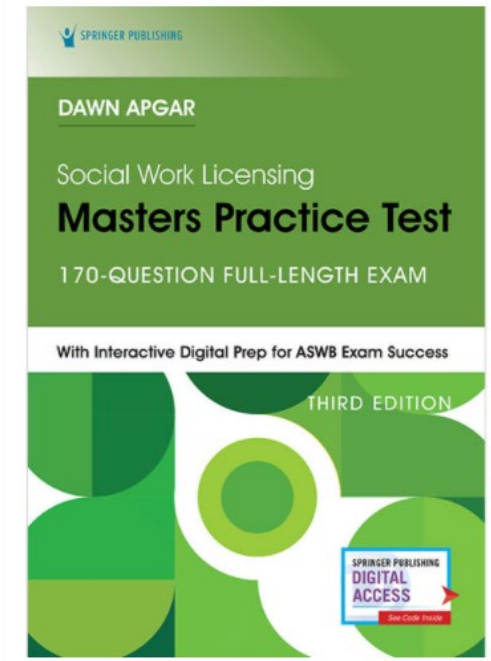
Practice Test



Exam Guide



Practice Test



- Home
- Study Plan
- Live Classes
- Game Center**
- Discussions
- Lessons
- Flashcards
- Practice Questions
- Exams
- Search

Game Center

Dashboard

Card Picker

Card Hunter I

Card Hunter II

Card Coupler

Card Sweeper

Sudden Death

Card Picker



Your highest score: 0  
Your rank: Not yet determined

Start playing

[Leaderboard](#)

- Top 1: Rachel Hansen - 1092663
- Top 2: Emilie Collins - 305416
- Top 3: Michelle Kahn - 162067

Card Hunter I



Your highest score: 0  
Your rank: Not yet determined

Start playing

[Leaderboard](#)

- Top 1: Ashley Serrano - 1936
- Top 2: VICTORIA DALEY - 1927
- Top 3: Liudmila B - 1921

Card Hunter II



Your highest score: 0  
Your rank: Not yet determined

Start playing

[Leaderboard](#)

- Top 1: Ana - 6751
- Top 2: Pamela A Ryan - 6725
- Top 3: Emilie Collins - 6723

Card Coupler



Your highest score: 0  
Your rank: 63

Start playing

[Leaderboard](#)

- Top 1: Kelley A Bryant - 2312
- Top 2: Jessica Leech - 1899
- Top 3: Shikeal Harris - 1689

Card Sweeper



Your highest score: 0  
Your rank: Not yet determined

Start playing

Sudden Death



Your highest score: 0  
Your rank: Not yet determined

Start playing

**Gamification is one of the educational approaches and techniques that increase motivation and engagement of learners.**



# Faculty Resources



Active Students Product Overview

Overall Progress %

Avg. Practice Score

Avg. Exam Score



View progress  
and assign  
tasks

4 Active Students	4 Enrolled Students	04/12/2021 Last Active	1 hrs 35 min Total Time Spent
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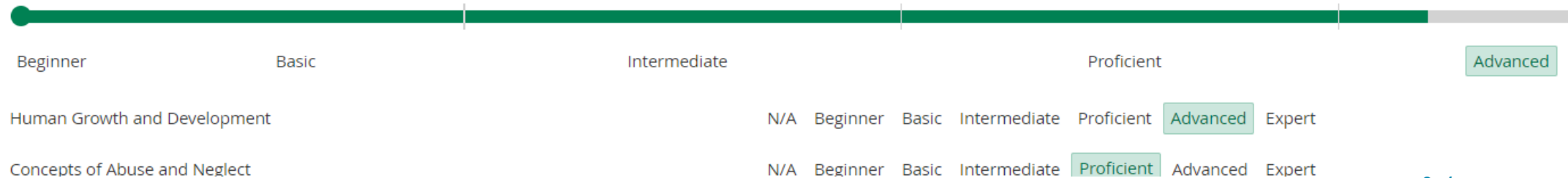
Analytics  
for a Cohort  
(Class/Course)

Group Average Strengths & Weaknesses

Strengths & Weaknesses shows student proficiency in a category based on their answers and difficulty of questions.

\* N/A = Students have not attempted enough questions in this category for us to display accurate information.

Content Area I: Human Development, Diversity, and Behavior in the Environment





# Analytics Available to Social Work Programs

Student Report 5 students • 1 product

Name, Email, SIS ID Search

Overall Student Data					Student Performance Data		
	Name ↕	ID ↕	Enrolled Active Products ↕		Last Active ↕	Avg. Session Time	Avg. Progress
1	Scott Mayr	14073931	1	1	02/09/2021	2 min	
2	Justin Mayhew	14074011	1	1	03/23/2021	7 min	
3	Suzanne Toppy	14074041	1	1	03/07/2021	14 min	
4	Gina Marie Martinez	14074111	1	1	04/12/2021	18 min	
5	Mark Branitsky	14074151	1	1	02/09/2021	16 min	

Monitoring by  
Director or  
Lead  
Instructor  
Across  
Sections

# Data Available to Social Work Programs

Data Available at Institution Level	Data Available at Cohort (Class/Course) Level
<ul style="list-style-type: none"><li>• Total students, total active students, total groups</li><li>• Date of last activity, total time spent</li><li>• Average study plan progress</li><li>• Average practice and exam results</li></ul>	<ul style="list-style-type: none"><li>• Total students, total active students</li><li>• Date of last activity, total time spent</li><li>• Average study plan progress, practice question results, and test results</li><li>• Average strengths &amp; weaknesses</li><li>• Top 5 lessons and flashcards most frequently marked with low confidence levels</li><li>• Top 5 most missed practice and test questions</li></ul>
Data Available at Student Level	
<ul style="list-style-type: none"><li>• Date of last activity and total time spent (also available across all courses)</li><li>• Study plan progress and percentile rank</li><li>• Strengths &amp; weaknesses</li><li>• Breakdown of completed lessons and flashcards by confidence Level</li><li>• Practice question data overall and by category</li><li>• Overall test data and individual test scores</li></ul>	



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Create unique,  
branded login URLs

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Add institution logos  
to user interface

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**SPRINGER PUBLISHING**

Thank you for watching!

Additional questions may be sent to

[smayr@springerpub.com](mailto:smayr@springerpub.com)

# Questions and Answers

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