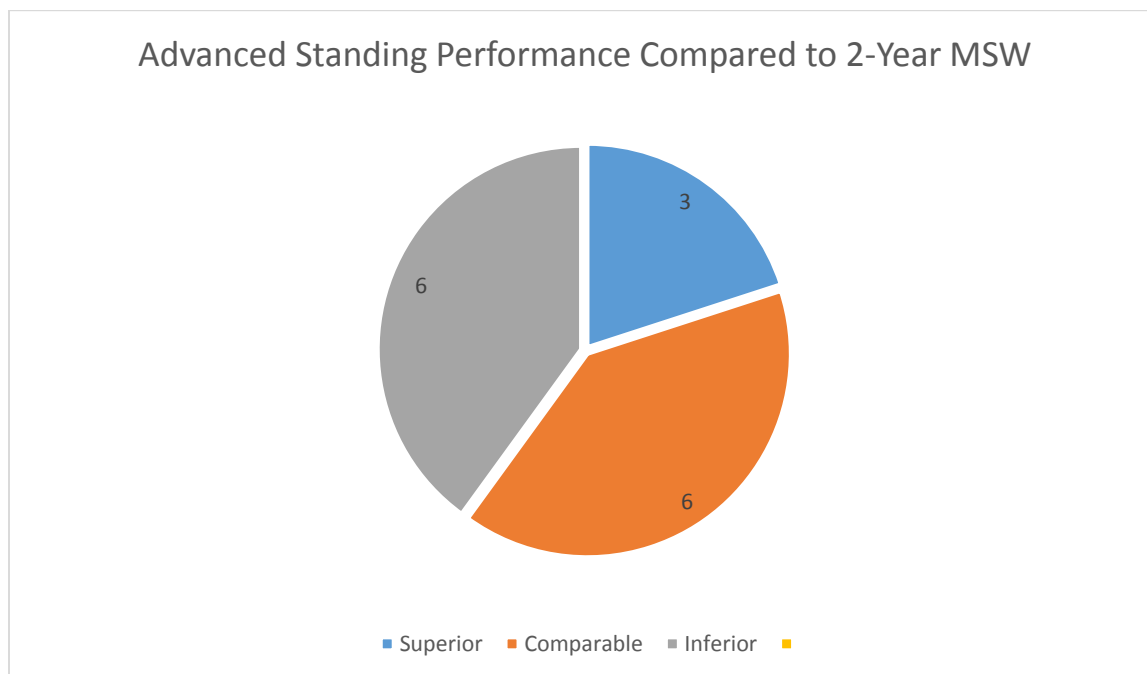


To: NADD Listserv
From: Lorrie Gardella, Southern Connecticut State University
Date: 03.23.16
Re: Advanced Standing

Thanks very much for responding to the following question which we posted on March 4 regarding advanced standing: “How have your advanced standing students performed academically and in field practice as compared with non-advanced standing students?”

We received 15 responses. Of these, 3 indicated that advanced standing students typically perform better than two-year students; 6 indicated that advanced standing students typically perform comparably; and 6 indicated that advanced standing students typically perform less well academically.



Most respondents noted that they based their answers on informal comparisons rather than formal analysis; however one formal study found that advanced standing students demonstrated lower levels of field competencies after the first semester, but comparable levels after the second semester of field.

Jack Richman kindly forwarded citations to articles on the topic. These comparative studies are more than 20 years old, suggesting a useful research opportunity.

Carrillo, D. F. & Thyer, B. A. (1994). Advanced standing and two-year program MSW students: An empirical investigation of foundation interviewing skills. *Journal of Social Work Education, 30*(3), 377-387. "No statistically significant differences were found in these skills."

Richman, J. M. & Rosenfeld, L. B. (1988). Advanced standing versus two-year regular MSW graduates: Program evaluation and employment history. *Journal of Social Work Education, 24*(1), 13-20. "Results indicated only one difference between the two groups: advanced standing students' areas of specialization and what they chose for their second job were less congruent than for two-year graduates."

Knight, C. (1993). A comparison of advanced standing and regular master's students' performance in the second-year field practicum: Field instructors' assessments. *Journal of Social Work Education, 29*(3), 309-317. "Results indicated that, with few exceptions, there were no differences in field instructors' evaluations based on status; those that existed favored advanced placement students."