

**Assurance of Student Learning
2020-2021**

College of Health and Human Services

Department of Social Work

157 Master of Social Work

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Demonstrate ethical and professional behavior.

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| Instrument 1 | Direct: Field Individual Learning Plan |
| Instrument 2 | Direct: Cultural Sensitivity Project Paper (Course-Embedded Measure) |
| Instrument 3 | Direct: Practice Readiness Exam |

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| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1. | Met | Not Met |
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Student Learning Outcome 2: Engage diversity and difference in practice

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| Instrument 1 | Direct: Field Individual Learning Plan |
| Instrument 2 | Direct: Environmental Justice Project (Course-Embedded Measure) |
| Instrument 3 | Direct: Practice Readiness Exam |

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| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. | Met | Not Met |
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Student Learning Outcome 3: Engage in practice-informed research and research-informed practice.

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| Instrument 1 | Direct: Field Individual Learning Plan |
| Instrument 2 | Direct: Research Proposal Paper (Course-Embedded Measure) |
| Instrument 3 | Direct: Practice Readiness Exam |

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| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | Met | Not Met |
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Student Learning Outcome 4: Engage in policy practice.

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| Instrument 1 | Direct: Field Individual Learning Plan |
| Instrument 2 | Direct: Social Policy Analysis/Formulation Paper (Course-Embedded Measure) |

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| Instrument 3 | Direct: Practice Readiness Exam | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4. | | Met | Not Met |
| Student Learning Outcome 5: Demonstrate engagement, assessment, intervention, and evaluation skills across client populations. | | | |
| Instrument 1 | Direct: Field Individual Learning Plan | | |
| Instrument 2 | Direct: Practice Readiness Exam | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5. | | Met | Not Met |
| Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.) | | | |
| <p>Twenty percent of the SLO's were met. This was an extremely challenging academic year for students, faculty, and staff due to the dual pandemics of COVID_19 and the heightened awareness and focus on racism. Challenges included pivoting from hybrid structure to digital platforms for teaching and supporting students and adjuncts through the new process for teaching and learning. Faculty mentoring of adjuncts increased which created an additional stress and workload for fulltime faculty. Students were impacted by the need to quarantine, changes in job, and child- care responsibilities. Many (faculty and students) experienced both physical and emotional responses to the environmental stressors. Townhall meetings were developed to provide needed support and resources for MSW students. Specific to SLO 5, which focuses on engagement, assessment, intervention and evaluation, many field placements were disrupted as a result of the pandemic.</p> | | | |

Student Learning Outcome 1

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| Student Learning Outcome | Demonstrate ethical and professional behavior. | | |
| Measurement Instrument 1 | DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency. Students create an Individual Learning Plan, which is used as the field assessment tool that outlines competencies and behaviors the student agrees to achieve. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience. | | |
| Criteria for Student Success | Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience. | | |
| Program Success Target for this Measurement | 85% | Percent of Program Achieving Target | 90.6% |
| Methods | Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 71 students completed a field experience during the 2020-2021 academic year (13 Generalist; 58 Specialist). Student's field supervisor rates the student at the end of the first and second semesters in their field experience. The score at the end of the second semester on Competency 1 was used to determine mastery of the SLO. Average of foundation-level and concentration-level scores were used. | | |
| Measurement Instrument 2 | DIRECT measures of student learning: Students complete a Cultural Sensitivity Project over the course of their 1 st semester of the generalist year in SWRK 501: Cultural Competency in Social Work Practice. This assignment is submitted electronically on Blackboard during the 13 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. Two rubric items, specifically rubric items 6 and 7, are averaged and recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. | | |
| Criteria for Student Success | Students will earn a minimum average score of 4 on items 6 and 7 of the rubric for the Cultural Sensitivity Project paper. | | |
| Program Success Target for this Measurement | 70% | Percent of Program Achieving Target | 57.1% |
| Methods | This instructor of record downloads and grades students Cultural Sensitivity Project paper using a rubric. Specifically, two items on the rubric (item 6 and item 7) are used to assess ethical and professional behavior. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric items 6 and 7 are averaged and recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. There were 14 students enrolled in SWRK 501 during the Fall 2020 semester who completed the Cultural Sensitivity Project. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 14 enrolled students. | | |
| Measurement Instrument 3 | DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential | | |

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| | content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS). | | |
| Criteria for Student Success | Students are expected to earn a 70% or higher on items related to professional and ethical behavior (i.e., items related to Competency 1 of CSWE's 2015 EPAS). The number of students who achieved 70% or higher were divided by the 60 students who took the exam. | | |
| Program Success Target for this Measurement | 70% | Percent of Program Achieving Target | 75.0% |
| Methods | Direct: 60 students took the PRE on March 29, 2021 with 70.0% of students achieving a passing score overall. There were 12 questions on the PRE related to ethical and professional behavior. The number of students who achieved 70% or higher were divided by the 60 students who took the exam. | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1. | | | Met |
| Not Met | | | |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | |
| AY 2019-20 results were discussed during the faculty meeting held at the beginning of the AY 20-21. AY 2020-2021 results will also be presented at the Departmental Advisory Committee (DAC) meeting, which is scheduled for Fall 2021. For Measure 1 (direct field placement), it was decided to increase the program success target from 70% to 85% due to a high number of students consistently meeting this benchmark. Additionally, for Measure 1, the Field Director created online trainings for Field Instructors in order to assist them with objectively scoring students on their Individual Learning Plan in the area of Professionalism and Ethical Decision-Making. This training is available online so that Field Instructors are able to access resources on demand. For Measurement 2 none of the rubrics were adjusted as scores in those areas were exceeding expectations. Measurement 3 is annually adjusted by the PRE Committee to respond to the outcomes from the item analysis for each question. | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |
| Data are continuously collected and will be updated by June 2022. The Assessment Coordinator will continue to follow the data collection and analysis plan and report back to both the Faculty and DAC in Fall 2021. As is standard, results will be discussed with MSW faculty and the DAC and adjustments will be made accordingly. It is anticipated that the actions above will lead to a 5% increase in this SLO. | | | |
| Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) | | | |
| The Assessment coordinator will continue to gather data at the end of the Fall 2021 and Spring 2022 semesters. Data will be analyzed by the June 2022 date listed above. | | | |

| Student Learning Outcome 2 | |
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| Student Learning Outcome | Engage diversity and difference in practice |
| Measurement Instrument 1 | DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience. |
| Criteria for Student Success | Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass |

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| | their field experience. | | |
| Program Success Target for this Measurement | 85% | Percent of Program Achieving Target | 94.5% |
| Methods | Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 71 students completed a field experience during the 2020-2021 academic year (13 Generalist; 58 Specialist). Student's field supervisor rates the student at the end of the first and second semesters in their field experience. The score at the end of the second semester on Competency 2 was used to determine mastery of the SLO. Average of foundation-level and concentration-level scores were used. | | |
| Measurement Instrument 2 | DIRECT measures of student learning: Students complete an Environmental Justice Project over the course of their 1 st semester of the generalist year in SWRK 510: Human Behavior in the Social Environment. This assignment is submitted electronically on Blackboard during the 11 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. Rubric item 3 is recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on this item. | | |
| Criteria for Student Success | Students will earn a minimum score of 4 on item 3 of the rubric for the Environmental Justice Project. | | |
| Program Success Target for this Measurement | 70% | Percent of Program Achieving Target | 66.7% |
| Methods | This instructor of record downloads and grades students Environmental Justice Project using a rubric. Specifically, item 3 on the rubric is used to assess diversity and difference in practice. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric item 3 is recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on this item. There were 15 students enrolled in SWRK 510 during the Fall 2020 semester who completed the Environmental Justice Project. The number of students achieving a minimum average score of 4 on the aforementioned rubric item were divided by the 15 enrolled students. | | |
| Measurement Instrument 3 | DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS). | | |
| Criteria for Student Success | Students are expected to earn a 70% or higher on items related to diversity and difference in practice (i.e., items related to Competency 2 of CSWE's 2015 EPAS). | | |
| Program Success Target for this Measurement | 70% | Percent of Program Achieving Target | 75.0% |
| Methods | Direct: 60 students took the PRE on March 29, 2021 with 70.0% of students achieving a passing score overall. There were 17 questions on the PRE related to diversity and difference in practice. The number of students who achieved 70% or higher were divided by the 60 students who took the exam. | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. | | | Met |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | Not Met |

AY 2019-20 results were discussed during the faculty meeting held at the beginning of the AY 20-21. AY 2019-2020 results will also be presented at the Departmental Advisory Committee (DAC) meeting, which is scheduled for Fall 2021. For Measure 1 (direct field placement), it was decided to increase the program success target from 70% to 85% due to a high number of students consistently meeting this benchmark. Course content in core classes (SWRK 501; SWRK 612) were modified in order to emphasize anti-racism. Additionally, a new textbook was selected for SWRK 612 that emphasizes diversity and difference in practice. For Measurement 2 none of the rubrics were adjusted as scores in those areas were exceeding expectations. Measurement 3 is annually adjusted by the PRE Committee to respond to the outcomes from the item analysis for each question.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Data are continuously collected and will be updated by June 2022. As is standard, results will be discussed with MSW faculty and the DAC and adjustments will be made accordingly. It is anticipated that scores related to this SLO will increase by 5% as a result of these efforts.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

The Assessment Coordinator will continue to gather data at the end of the Fall 2021 and Spring 2022 semesters. Data will be analyzed by the June 2022 date listed above.

Student Learning Outcome 3

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| Student Learning Outcome | Engage in practice-informed research and research-informed practice. | | |
| Measurement Instrument 1 | DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience. | | |
| Criteria for Student Success | Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience. | | |
| Program Success Target for this Measurement | 85% | Percent of Program Achieving Target | 85.0% |
| Methods | Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 71 students completed a field experience during the 2020-2021 academic year (13 Generalist; 58 Specialist). Student's field supervisor rates the student at the end of the first and second semesters in their field experience. The score at the end of the second semester on Competency 4 was used to determine mastery of the SLO. Average of foundation-level and concentration-level scores were used. | | |
| Measurement Instrument 2 | DIRECT measures of student learning: Students complete a Research Proposal paper over the course of their 1 st semester of the generalist year in SWRK 540: Foundation in Social Work Research Methods. This assignment is submitted electronically on Blackboard during the 16 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. Three rubric items, specifically rubric items 2-4, are averaged and recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. | | |
| Criteria for Student Success | Students will earn a minimum average score of 4 on items 2-4 of the rubric for the Research Proposal paper. | | |

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| Program Success Target for this Measurement | 70% | Percent of Program Achieving Target | 56.3% |
| Methods | This instructor of record downloads and grades students Research Proposal paper using a rubric. Specifically, three items on the rubric (item 2; item 3; item 4) are used to assess practice-informed research and research-informed practice. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric items 2-4 are averaged and recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. There were 16 students enrolled in SWRK 540 during the Fall 2020 semester who completed the Research Proposal paper. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 16 enrolled students. | | |
| Measurement Instrument 3 | DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS). | | |
| Criteria for Student Success | Students are expected to earn a 70% or higher on items related to practice-informed research and research-informed practice (i.e., items related to Competency 4 of CSWE's 2015 EPAS). | | |
| Program Success Target for this Measurement | 70% | Percent of Program Achieving Target | 43.3% |
| Methods | Direct: 60 students took the PRE on March 29, 2021 with 70.0% of students achieving a passing score overall. There were 5 questions on the PRE related to practice-informed research and research-informed practice. The number of students who achieved 70% or higher were divided by the 60 students who took the exam. | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | | | Met |
| | | | Not Met |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | |
| AY 2019-20 results were discussed during the faculty meeting held at the beginning of the AY 20-21. AY 2020-2021 results will also be presented at the Departmental Advisory Committee (DAC) meeting, which is scheduled for Fall 2021. For Measure 1 (direct field placement), it was decided to increase the program success target from 70% to 85% due to a high number of students consistently meeting this benchmark. Additionally, for Measure 1, the Field Director created online trainings for Field Instructors in order to assist the with objectively scoring students on their Individual Learning Plan. For Measurement 2 none of the rubrics were adjusted. For Measure 3 (direct PRE), research items were examined for reliability and validity. Measurement 3 questions on the exam are annually adjusted by the PRE Committee to respond to the outcomes from the item analysis for each question. | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |
| Data are continuously collected and will be updated by June 2022. As is standard, results will be discussed with MSW faculty and the DAC and adjustments will be made accordingly. It is anticipated that these actions will increase scores on this SLO by 10%. Discussions with both faculty and the DAC will continue in response to the need to improve the areas as indicated by the low percentages achieved by the Online Generalist Cohort in these areas. These outcomes will be addressed and closely monitored by both the MSW faculty and the DAC to develop performance enhancement strategies to better ensure student success. | | | |
| Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) | | | |
| The Assessment Coordinator will continue to gather data at the end of the Fall 2021 and Spring 2022 semesters. Data will be analyzed by the June 2022 date listed above. | | | |

Student Learning Outcome 4

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| Student Learning Outcome | Engage in policy practice. | | |
| Measurement Instrument 1 | DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience. | | |
| Criteria for Student Success | Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience. | | |
| Program Success Target for this Measurement | 85% | Percent of Program Achieving Target | 89.7% |
| Methods | Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 71 students completed a field experience during the 2020-2021 academic year (13 Generalist; 58 Specialist). Student's field supervisor rates the student at the end of the first and second semesters in their field experience. The score at the end of the second semester on Competency 5 was used to determine mastery of the SLO. Average of foundation-level and concentration-level scores were used. | | |
| Measurement Instrument 2 | DIRECT measures of student learning: Students complete a Social Policy Analysis/Formulation paper over the course of their 2 nd semester of the generalist year in SWRK 530: Foundation of Social Welfare Policy. This assignment is submitted electronically on Blackboard during the 15 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. Five rubric items, specifically rubric items 2-6, are recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on this item. | | |
| Criteria for Student Success | Students will earn a minimum average score of 4 on items 2-6 of the rubric for the Social Policy Analysis/Formulation paper. | | |
| Program Success Target for this Measurement | 70% | Percent of Program Achieving Target | 60.0% |
| Methods | This instructor of record downloads and grades students Social Policy Analysis/Formulation paper using a rubric. Specifically, five items on the rubric (item 2; item 3; item 4; item 5; item 6) are used to assess policy practice. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric items 2-6 are averaged and recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. There were 15 students enrolled in SWRK 530 during the Spring 2021 semester; however, only 14 completed the Social Policy Analysis/Formulation paper. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 14 students who completed the assignment. | | |
| Measurement Instrument 3 | DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential | | |

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| | content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS). | | |
| Criteria for Student Success | Students are expected to earn a 70% or higher on items related to policy practice (i.e., items related to Competency 5 of CSWE's 2015 EPAS). | | |
| Program Success Target for this Measurement | 70% | Percent of Program Achieving Target | 68.6% |
| Methods | Direct: 60 students took the PRE on March 29, 2021 with 70.0% of students achieving a passing score overall. There were 8 questions on the PRE related to policy practice. The number of students who achieved 70% or higher were divided by the 60 students who took the exam. | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4. | | | Met |
| | | | Not Met |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | |
| AY 2019-2020 results were discussed during the faculty meeting held at the beginning of the AY 20-21. AY 2020-2021 results will also be presented at the Departmental Advisory Committee (DAC) meeting, which is scheduled for Fall 2021. For Measure 1 (direct field placement), it was decided to increase the program success target from 70% to 85% due to a high number of students consistently meeting this benchmark. For Measurement 2 none of the rubrics were adjusted as scores in those areas were exceeding expectations. For Measure 3 (direct PRE), policy items were examined for reliability and validity. Additionally, an in-person training was developed for part-time faculty who typically teach at least one section of this course. A new textbook was chosen for the advanced policy course as well as significant course revisions were made for both the generalist and advanced level policy courses (SWRK 530; SWRK 630). | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |
| Data are continuously collected and will be updated by June 2022. As is standard, results will be discussed with MSW faculty and the DAC and adjustments will be made accordingly. It is anticipated that these actions will increase scores on this SLO by 10%. Discussions with both faculty and the DAC will continue in response to the need to improve the areas as indicated by the low percentages achieved by the Online Generalist Cohort in these areas. These outcomes will be addressed and closely monitored by both the MSW faculty and the DAC to develop performance enhancement strategies to better ensure student success. | | | |
| Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) | | | |
| The Assessment Coordinator will continue to gather data at the end of the Fall 2021 and Spring 2022 semesters. Data will be analyzed by the June 2022 date listed above. | | | |

| Student Learning Outcome 5 | |
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| Student Learning Outcome | Demonstrate engagement, assessment, intervention, and evaluation skills across client populations. |
| Measurement Instrument 1 | DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience. |

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| Criteria for Student Success | Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience. | | |
| Program Success Target for this Measurement | 85% | Percent of Program Achieving Target | 84.0% |
| Methods | Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 71 students completed a field experience during the 2020-2021 academic year (13 Generalist; 58 Specialist). Student's field supervisor rates the student at the end of the first and second semesters in their field experience. The score at the end of the second semester on Competencies 6-9 were averaged in order to determine mastery of the SLO. Competency 6 states that students will "engage with individuals, families, groups, organizations, and communities." Competency 7 states that students will "assess individuals, families, groups, organizations, and communities." Competency 8 states that students will "intervene with individuals, families, groups, organizations, and communities." Competency 9 states that students will "evaluate practice with individuals, families, groups, organizations, and communities." Average of foundation-level and concentration-level scores were used. | | |
| Measurement Instrument 2 | DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS). | | |
| Criteria for Student Success | Students are expected to earn a 70% or higher on items related to engagement, assessment, intervention, and evaluation across practice settings (i.e., items related to Competencies 6-9 of CSWE's 2015 EPAS). | | |
| Program Success Target for this Measurement | 70% | Percent of Program Achieving Target | 57.5% |
| Methods | Direct: 60 students took the PRE on March 29, 2021 with 70.0% of students achieving a passing score overall. There were 52 questions on the PRE related to engagement ($n = 11$), assessment ($n = 19$), intervention ($n = 17$), and evaluation ($n = 5$). Student scores were averaged across these four domains and the number of students who achieved 70% or higher were divided by the 60 students who took the exam. | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5. | | | Met |
| Not Met | | | |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | |
| AY 2019-20 results were discussed during the faculty meeting held at the beginning of the AY 20-21. AY 2020-2021 results will also be presented at the Departmental Advisory Committee (DAC) meeting, which is scheduled for Fall 2021. For Measure 1 (direct field placement), it was decided to increase the program success target from 70% to 85% due to a high number of students consistently meeting this benchmark. This training is available online so that Field Instructors are able to access resources on demand. For Measurement 2 none of the rubrics were adjusted as scores in those areas were exceeding expectations. For Measure 3 (direct PRE), practice items were examined for reliability and validity. All courses will return to hybrid format for the next academic year and will allow faculty, adjuncts and students and opportunity to have additional support and resources to enhance academic performance. | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |
| Data are continuously collected and will be updated by June 2022. As is standard, results will be discussed with MSW faculty and the DAC and adjustments will be made accordingly. As a result, of the aforementioned actions, it is anticipated that scores will increase by 5% on this SLO. | | | |

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

The Assessment Coordinator will continue to gather data at the end of the Fall 2021 and Spring 2022 semesters. Data will be analyzed by the June 2022 date as listed above. Rubrics used in the assessment process are attached to this document. These include the field learning plans for both generalist and specialization sequence as well as course rubrics. The PRE is not attached to this document due to the need for test item security of the Practice Readiness Exam.

Rubrics for Course-Embedded Measures

SWRK 501 Rubric for SLO 1

| SWRK 501: Cultural Sensitivity Project Paper | | | | | | |
|---|--|--|---|---|--|--|
| C1: Demonstrate Ethical and Professional Behavior; C2: Engage Diversity and Difference in Practice; C3: Advance Human Rights and Social, Economic, and Environmental Justice; C6: Engage with Individuals, Families, Groups, Organizations, and Communities; C7 Assess with Individuals, Families, Groups, Organizations and Communities. | | | | | | |
| Dimension | 1 Beginning | 2 Developing | 3 Marginal | 4 Proficient | 5 Exemplary | Score/ Comments |
| Note to Instructor: | | | | | | |
| Items 1 & 2 | | | | | | |
| C3: Advance Human Rights and Social, Economic, and Environmental Justice | | | | | | |
| 1. Creation and Reflection of a Log of collected "Ism's" | Vaguely defines and describes the ism; AND does not include a discussion of any of the following: Were you personally affected by the incident? If so, in what way? Were any false stereotypes about certain cultural groups promoted by the incident? If other people witnessed the incident, what were their reactions? | Vaguely defines and describes the ism; AND includes a discussion of less than 2 of the following: Were you personally affected by the incident? If so, in what way? Were any false stereotypes about certain cultural groups promoted by the incident? If other people witnessed the incident, what were their reactions? | Weakly defines and describes the ism; And includes a discussion of less than 3 of the following: Were you personally affected by the incident? If so, in what way? Were any false stereotypes about certain cultural groups promoted by the incident? If other people witnessed the incident, what were their reactions? | Thoroughly defines and describes the ism; And includes a discussion or reflection of 3 of the following: Were you personally affected by the incident? If so, in what way? Were any false stereotypes about certain cultural groups promoted by the incident? If other people witnessed the incident, what were their reactions? | Thoroughly defines and describes the ism; And completely answers the following: Were you personally affected by the incident? If so, in what way? Were any false stereotypes about certain cultural groups promoted by the incident? If other people witnessed the incident, what were their reactions? | ____ Score earned X 7 ____ Score earned |

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| | <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p> | <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p> | <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p> | <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p> | <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p> | |
| <p>2. Types and Categories of Isms</p> | <p>Includes 0-4 incidents of isms in 1 different categories and across 1 different mediums</p> | <p>Includes 5-9 incidents of isms in 2 different categories and across 2 different mediums</p> | <p>Includes 10-14 incidents of isms in 3 different categories and across 3 different mediums</p> | <p>Includes 15-19 incidents of isms in 4 different categories and across 4 different mediums</p> | <p>Includes at least 20 incidents of isms in at least 5 different categories and</p> | <p>____ Score earned X 3</p> |

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| | | | | | across 5 different mediums | ____ Score earned |
| Note to Instructor: | | | | | | |
| Item 3 | | | | | | |
| C6: Engage with Individuals, Families, Groups, Organizations, and Communities | | | | | | |
| 3. Identification and attendance of a culturally different experience for immersion | Did not seek approval prior to attending event; AND only observed | Get approval prior to attending event; BUT only observed | Get approval prior to attending event; AND engaged with 1 person | Get approval prior to attending event; AND engaged with 2-3 people | Get approval prior to attending event; AND engaged with more than 3 people | ____ Score earned X 5 ____ Score earned |
| Note to Instructor: | | | | | | |
| Item 4 | | | | | | |
| C2: Engage Diversity and Difference in Practice | | | | | | |
| 4. Description of the experience | Thoroughly discusses 1 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) | Thoroughly discusses 2 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) | Thoroughly discusses 3 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) | Thoroughly discusses ALL 4 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) | Thoroughly discusses ALL 4 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) | ____ Score earned X 5 ____ Score earned |

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| | Culture (e.g., group dynamics, traditions, etc.) | Culture (e.g., group dynamics, traditions, etc.) | Culture (e.g., group dynamics, traditions, etc.) | Culture (e.g., group dynamics, traditions, etc.) | Culture (e.g., group dynamics, traditions, etc.) AND demonstrates a deep analysis of the environment | |
| Note to Instructor: | | | | | | |
| Items 5 | | | | | | |
| C7: Assess with Individuals, Families, Groups, Organizations and Communities | | | | | | |
| 5. Assessment of Cultural Experience | Thoroughly addresses 1 of the following questions: <ul style="list-style-type: none"> • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently | Thoroughly addresses 2-3 of the following questions: <ul style="list-style-type: none"> • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently | Thoroughly addresses 4-5 of the following questions: <ul style="list-style-type: none"> • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently | Thoroughly addresses 6 of the following questions: <ul style="list-style-type: none"> • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently | Thoroughly addresses the following 7 questions: <ul style="list-style-type: none"> • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently | <hr/> Score earned X 5 <hr/> Score earned |

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| | <p>based on your attendance at the event or function?</p> <ul style="list-style-type: none"> • How will this be different in both your personal and professional life? • What is your perception of the overall learning from this exercise? | <p>based on your attendance at the event or function?</p> <ul style="list-style-type: none"> • How will this be different in both your personal and professional life? • What is your perception of the overall learning from this exercise? | <p>based on your attendance at the event or function?</p> <ul style="list-style-type: none"> • How will this be different in both your personal and professional life? • What is your perception of the overall learning from this exercise? | <p>based on your attendance at the event or function?</p> <ul style="list-style-type: none"> • How will this be different in both your personal and professional life? • What is your perception of the overall learning from this exercise? | <p>differently based on your attendance at the event or function?</p> <ul style="list-style-type: none"> • How will this be different in both your personal and professional life? • What is your perception of the overall learning from this exercise? | |
| <p>Note to Instructor: Items 6 & 7 C1: Demonstrate Ethical and Professional Behavior</p> | | | | | | |
| <p>6. Oral Presentation to classmates</p> | <p>Does not clearly articulate EITHER the content (e.g., setting and meaning) OR the process;</p> <p>AND appearance is not reflective of own personal culture</p> | <p>Clearly articulates EITHER the content (e.g., setting and meaning) OR the process;</p> <p>BUT appearance is not reflective of own personal culture</p> | <p>Clearly articulates EITHER the content (e.g., setting and meaning) OR the process;</p> <p>AND appearance is reflective of own personal culture</p> | <p>Clearly articulates BOTH the content (e.g., setting and meaning) AND the process;</p> <p>BUT appearance is not reflective of own personal culture</p> | <p>Clearly articulates BOTH the content (e.g., setting and meaning) AND the process;</p> <p>AND appearance is reflective of own personal culture</p> | <p>____ Score earned</p> <p>X 3</p> <p>____ Score earned</p> |
| <p>7. Writing and APA</p> | <p>Paper has more than 10 spelling and/or grammar errors.</p> | <p>Paper has 7-10 spelling and/or grammar errors;</p> | <p>Paper has 4-6 spelling and/or grammar errors;</p> | <p>Paper has 2-3 spelling and/or grammar errors;</p> | <p>Paper has 0-1 spelling and/or grammar errors;</p> | <p>____ Score earned</p> |

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| | OR more than 10 APA errors; AND is conceptually and/or logically unsound. | or 7-10 APA errors; AND lacks flow and is not logically presented. | OR 4-6 APA errors; AND lacks flow, but is conceptually sound. | OR 2-3 APA errors; AND paper is presented logically so that ideas flow nicely. | OR 0-1 APA errors; AND paper is logically and conceptually sound. | X 2 _____ Score earned |
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SWRK 510 Rubric for SLO 2

| SWRK 510: Environmental Justice Paper | | | | | | |
|---|--|--|--|--|---|--------------------|
| C1: Demonstrate Ethical and Professional Behavior; C2: Engage Diversity and Difference in Practice; C3: Advance Human Rights and Social, Economic, and Environmental Justice; C7: Assess Individuals, Families, Groups, Organizations, and Communities; C8: Intervene with Individuals, Families, Groups, Organizations, and Communities; C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | | | | | | |
| Dimension | Exemplary 5 | Proficient 4 | Marginal 3 | Developing 2 | Beginning 1 | Score |
| 1. Introduction & Conclusion | Introduction includes ALL of the following: <ul style="list-style-type: none"> Purpose of the paper Conclusion includes ALL of the following: <ul style="list-style-type: none"> Restates the purpose and what was discussed in the paper Highlights important details (e.g., what do you want readers to remember) | Includes 3 of the bulleted items listed under the "Exemplary" category | Includes 2 of the bulleted items listed under the "Exemplary" category | Includes 1 of the bulleted items listed under the "Exemplary" category | Includes EITHER an introduction OR conclusion; BUT it does not address any of the bulleted items listed under the "Exemplary" category | _____ Score |
| Comments: | | | | | | |
| 2. Selection of Topic | Paper includes ALL of the following: | Paper includes ALL of the items under the | Paper includes 2 of the items under | Paper includes 2 of the items under | Paper ONLY includes 1 of the items under the | _____ Score |

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| | <ul style="list-style-type: none"> • Identification of topic • Rationale for selecting topic • Topic is appropriate for this assignment | “Exemplary” category; BUT at least 1 item is under-developed | the “Exemplary” category | the “Exemplary” category; AND at least 1 of those items is under-developed | “Exemplary” category | X2 <hr/> Score |
| Comments: | | | | | | |
| <i>Note to Instructor:</i> | | | | | | |
| Items 3 – C2: Engage Diversity and Difference in Practice | | | | | | |
| 3. Define the Problem | Student includes ALL of the following: <ul style="list-style-type: none"> • Definition of the problem • Who defines the problem • How prevalent is the problem • Who is affected by the problem • Includes racial/ethnic characteristics of those impacted | Student includes ALL of the items under the “Exemplary” category; BUT at least 1 item is under-developed | Student includes 3 of the items under the “Exemplary” category | Student includes 2 of the items under the “Exemplary” category | Student ONLY includes 1 of the items under the “Exemplary” category | <hr/> Score X4 <hr/> Score |
| Comments: | | | | | | |
| 4. Historical Context | Paper includes ALL of the following: <ul style="list-style-type: none"> • How long has this issue impacted the area • What problems have been identified | | | | | <hr/> Score X4 <hr/> Score |
| Comments: | | | | | | |
| <i>Note to Instructor:</i> | | | | | | |

| Item 5 – C7: Assess Individuals, Families, Groups, Organizations, and Communities | | | | | | |
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| 5. Theoretical Perspectives | Paper includes ALL of the following: <ul style="list-style-type: none"> Identifies at least 2 theories Provides a rationale for selecting theories Theories are appropriate with respect to the identified problem Strengths of each theoretical perspective are outlined Weaknesses of each theoretical perspective are outlined | Paper includes ALL of the items under the “Exemplary” category; BUT at least 1 item is under-developed | Paper includes 4 of the items under the “Exemplary” category | Paper includes 3 of the items under the “Exemplary” category; OR at least 2 items are under-developed | Paper includes LESS THAN 3 of the items under the “Exemplary” category; OR at least 3 items are under-developed | <hr/> Score X6 <hr/> Score |
| Comments: | | | | | | |
| 6. Causes of the Problem | Student identifies causes of the problem; <ul style="list-style-type: none"> What has caused this problem What are the consequences Provides support from the literature regarding causes; Links causes back to at least one of the chosen theoretical perspectives | Student includes ALL of the items under the “Exemplary” category; BUT at least 1 item is under-developed | Student includes 2 of the items under the “Exemplary” category; | Student includes 2 of the items under the “Exemplary” category; BUT at least 1 of the included items is under-developed | Student ONLY includes 1 of the items under the “Exemplary” category; | <hr/> Score X4 <hr/> Score |
| Comments: | | | | | | |

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| <i>Note to Instructor:</i> | | | | | | |
| Item 7 – C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | | | | | | |
| 7. Solutions | Includes ALL of the following: <ul style="list-style-type: none"> Identifies at least 2 solutions attempted to address the identified problem Identifies successes Identifies failures/ineffectiveness Provides evidence from the literature as support | Includes ALL of the items under the “Exemplary” category; BUT at least 1 item is under-developed | Includes 3 of the items under the “Exemplary” category; | Includes 2 of the items under the “Exemplary” category; OR more than 1 item is under-developed | Includes 1 of the items under the “Exemplary” category; OR ALL items are under-developed | <hr/> Score X6 <hr/> Score |
| Comments: | | | | | | |
| <i>Note to Instructor:</i> | | | | | | |
| Item 8 – C3: Advance Human Rights and Social, Economic, and Environmental Justice | | | | | | |
| 8. Action Plan | Paper addresses ALL of the following: <ul style="list-style-type: none"> Identifies reasonable action steps social workers can take to raise awareness about this issue Identifies social work’s position on this issue Discusses how actions are anti-racist | Addresses ALL of the items under the “Exemplary” category; BUT at least 1 item is under-developed | Addresses 2 of the items under the “Exemplary” category; | Addresses 2 of the items under the “Exemplary” category; AND at least 1 of the included items is under-developed | Addresses 1 of the items under the “Exemplary” category; | <hr/> Score X6 <hr/> Score |
| Comments: | | | | | | |

| <i>Note to Instructor:</i> | | | | | | |
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| Item 9 – C8: Intervene with Individuals, Families, Groups, Organizations, and Communities | | | | | | |
| 9. Interventions | Paper addresses ALL of the following: <ul style="list-style-type: none"> • Micro-level interventions • Mezzo-level interventions • Macro-level interventions • Interventions are tied back to at least one of the chosen theoretical perspectives • Interventions are supported by peer-reviewed literature | Addresses ALL of the items under the “Exemplary” category; BUT at least 1 item is under-developed | Addresses 3-4 of the items under the “Exemplary” category; | Addresses 2 of the items under the “Exemplary” category; OR more than 1 item is under-developed | Addresses ONLY 1 of the items under the “Exemplary” category; OR ALL of the items are under-developed | <hr/> Score X4 <hr/> Score |
| Comments: | | | | | | |
| 10. Video Link | Includes a link to a video showing one or more of the discussion points | | | | Includes a link to a video BUT it is not relevant or no video | <hr/> Score X3 <hr/> Score |
| Comments: | | | | | | |
| <i>Note to Instructor:</i> | | | | | | |
| Item 11 – C1: Demonstrate Ethical and Professional Behavior | | | | | | |
| 11. Writing | Paper is written in APA 7 th ed. format (title, headers, headings, references) | Paper is written in APA 7 th ed. format (title, headers, | Paper is written in APA 7 th ed. format (title, headers, | Paper is written in APA 7 th ed. format (title, headers, | Paper does not follow APA 7 th ed. formatting (title, headers, | <hr/> Score |

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| | <p>Paper has no grammatical or spelling errors</p> <p>Paper includes at least 5 peer-reviewed sources</p> <p>Paper references the textbook</p> <p>Paper is 8-10 pages in length</p> | <p>headings, references)</p> <p>Paper has 1-3 grammatical or spelling errors</p> <p>Paper includes 5 peer-reviewed sources</p> <p>Paper references the textbook</p> <p>Paper is 8-10 pages in length</p> | <p>headings, references)</p> <p>Paper has 4-6 grammatical or spelling errors</p> <p>Paper includes 4 peer reviewed sources</p> <p>Paper references the textbook</p> <p>Paper is 6-7 pages in length</p> | <p>headings, references)</p> <p>Paper has 7-9 grammatical or spelling errors</p> <p>Paper includes 3 peer-reviewed sources</p> <p>Paper does not include reference to the text</p> <p>Paper is 6-7 pages in length</p> | <p>headings, references);</p> <p>OR paper has more than 10 grammatical or spelling errors</p> <p>OR includes less than 3 peer-reviewed sources</p> <p>OR does not include reference to the text</p> <p>OR paper is less than 6 pages in length</p> | |
| Comments: | | | | | | |

SWRK 540 Rubric for SLO 3

| SWRK 540: Research Proposal Paper Rubric | | | | | | |
|---|--|--|--|---|--|----------------------------|
| C1: Demonstrate Ethical and Professional Behavior; C4: Engage in Practice-Informed Research and Research-Informed Practice | | | | | | |
| _____ Timeliness (10% deducted for each day late) | | | | | | |
| Dimension | 1 Beginning | 2 Developing | 3 Marginal | 4 Proficient | 5 Exemplary | Score/ Comments |
| 1. Cover Page & Abstract | Includes a cover page and abstract that includes only 1 of the following characteristics of a cover page. and intro; | Includes a vague cover page and abstract that includes 2 of the following characteristics of a cover page and intro; | Includes a cover page and abstract that includes 2 of the following characteristics of a cover page and intro; | Includes a vague cover page and abstract that includes ALL of the following characteristics of a cover page and abstract; | Includes a thorough cover page and abstract that includes ALL of the following characteristics of a cover page and abstract; | _____ Score earned |

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| | Abstract covering important aspects of proposed study; Properly formatted cover page; 2 pages | Abstract covering important aspects of proposed study; Properly formatted cover page; 2 pages | Abstract covering important aspects of proposed study; Properly formatted cover page; 2 pages | Abstract covering important aspects of proposed study; Properly formatted cover page; 2 pages | Abstract covering important aspects of proposed study; Properly formatted cover page; 2 pages | |
| Note to Instructor: Items 2-4 C4: Engage in Practice-Informed Research and Research-Informed Practice | | | | | | |
| 2. Introduction | Includes an introduction that includes only 1 of the following characteristics of an introduction; Clear Statement of Topic Introduction covering important aspects of problem investigated; 1-2 pages | Includes a vague introduction that includes 2 of the following characteristics of an introduction; Clear Statement of Topic Introduction covering important aspects of problem investigated; 1-2 pages | Includes an introduction that includes 2 of the following characteristics of an introduction; Clear Statement of Topic Introduction covering important aspects of problem investigated; 1-2 pages | Includes a vague introduction that includes ALL of the following characteristics of an introduction; Clear Statement of Topic Introduction covering important aspects of problem investigated; 1-2 pages | Includes a thorough introduction that includes ALL of the following characteristics of an introduction; Clear Statement of Topic Introduction covering important aspects of problem investigated; 1-2 pages | _____ Score earned |
| 3. Literature Review | Includes a literature review that includes only 1 of the following characteristics of a literature review Literature Review covering important aspects of problem investigated (e.g. history, conflicting | Includes a vague literature review that includes only 2 of the following characteristics of a literature review Literature Review covering important aspects of problem investigated; (e.g. history, conflicting | Includes a literature review that includes only 2 of the following characteristics of a literature review Literature Review covering important aspects of problem investigated; (e.g. history, conflicting | Includes a vague literature review that includes only ALL of the following characteristics of a literature review Literature Review covering important aspects of problem investigated; (e.g. history, conflicting | Includes a thorough literature review that includes only ALL of the following characteristics of a literature review Literature Review covering important aspects of problem investigated; (e.g. history, conflicting | _____ Score earned X 2 _____ Score earned |

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| | opinions, important terminology, theoretical perspectives); Narrative flows from more general to specific sources on problem investigated Minimum of 10 sources including book | opinions, important terminology, theoretical perspectives); Narrative flows from more general to specific sources on problem investigated Minimum of 10 sources including book | opinions, important terminology, theoretical perspectives); Narrative flows from more general to specific sources on problem investigated Minimum of 10 sources including book | opinions, important terminology, theoretical perspectives); Narrative flows from more general to specific sources on problem investigated Minimum of 10 sources including book | opinions, important terminology, theoretical perspectives); Narrative flows from more general to specific sources on problem investigated Minimum of 10 sources including book | |
| 4. Methodology | Methodology is outlined but lacks logical flow; AND Accurately includes 3-4 of the following dimensions: Variables Procedures Sampling Plan Diversity Issues Statistical Procedures Instrument Setting Participants Ethics | Methodology is outlined but lacks logical flow; AND Accurately includes 5-7 of the following dimensions: Variables Procedures Sampling Plan Diversity Issues Statistical Procedures Instrument Setting Participants Ethics | Methodology is outlined and has logical flow; AND Accurately includes 5-7 of the following dimensions: Variables Procedures Sampling Plan Diversity Issues Statistical Procedures Instrument Setting Participants Ethics | Methodology is outlined and has logical flow; AND Accurately includes 8-9 of the following dimensions: Variables Procedures Sampling Plan Diversity Issues Statistical Procedures Instrument Setting Participants Ethics | Methodology is outlined and has logical flow; AND Accurately includes ALL of the following dimensions: Variables Procedures Sampling Plan Diversity Issues Statistical Procedures Instrument Setting Participants Ethics | <p>____ Score earned</p> <p>X3</p> <p>____ Score earned</p> |

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| | Design | Design | Design | Design | Design | |
| Note to Instructor: | | | | | | |
| Item 5 | | | | | | |
| C1: Demonstrate Ethical and Professional Behavior | | | | | | |
| 5. Writing and APA Style | Significant APA and writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.) >10 | Significant APA and writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.) >7 | Significant APA and writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.) >5 | Significant APA and writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.) >3 | 1 or fewer APA and writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.) | <hr/> Score earned X 3 <hr/> Score earned |

SWRK 530 Rubric for SLO 4

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|--|------------------------|-------------------------|-----------------------|-------------------------|------------------------|----------------------------|
| SWRK 530: Social Policy Analysis Paper | | | | | | |
| C1: Demonstrate Ethical and Professional Behavior; C4: Engage in Practice-informed Research and Research-informed Practice; C5: Engage in Policy Practice; C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | | | | | | |
| Dimension | 1 Beginning | 2 Developing | 3 Marginal | 4 Proficient | 5 Exemplary | Score/ Comments |

| | | | | | | |
|--|--|---|---|---|---|---|
| 1. Introduction and Conclusion | Includes EITHER an introduction OR conclusion | Includes an introduction AND conclusion; BUT is missing 3 of the bulleted items under the exemplary category | Includes an introduction AND conclusion; BUT is missing 2 of the bulleted items under the exemplary category | Includes an introduction AND conclusion; BUT is missing 1 of the bulleted items under the exemplary category | Introduction includes ALL of the following: <ul style="list-style-type: none"> • Brief introduction of topic; • Advanced organizer outlining what will be covered in the rest of the paper; AND conclusion includes ALL of the following: <ul style="list-style-type: none"> • Restates the purpose of the paper; • Highlights important details covered in the paper; • Identifies current proposals for policy reforms | <p style="text-align: center;">____ Score earned</p> |
| Items 2-6 C4: Engage in practice-informed research and research-informed practice; C5: Engage in Policy Practice | | | | | | |
| 2. Delineation and Overview of the Problem | Scholar is missing 3 of the items listed under the exemplary category. OR ALL items are under-developed | Scholar is missing 2 of the items listed under the exemplary category. AND both are under-developed | Scholar is missing 2 of the items listed under the exemplary category. OR includes ALL items under the exemplary category, BUT 2 areas are under-developed | Scholar is missing one (1) of the items listed under the exemplary category; OR includes ALL items under the exemplary category, BUT 1 area is under-developed | Scholar includes ALL of the following: <ul style="list-style-type: none"> • Identification of the policy • Definition of the problem targeted by the policy • Context of the policy (i.e., how does this policy fit with other policies) • Choice analysis (i.e., bases of social allocation; types of social provisions; strategies for delivery of benefits; methods of financing) | <p style="text-align: center;">____ Score earned</p> <p style="text-align: center;">X 3</p> <p style="text-align: center;">____ Score earned</p> |
| 3. Historical Analysis | Scholar is missing 3 of the items listed under the exemplary category. | Scholar is missing 2 of the items listed under the exemplary category. | Scholar is missing 2 of the items listed under the exemplary category. | Scholar is missing one (1) of the items listed under the exemplary category; | Scholar includes a thorough discussion of ALL of the following: | <p style="text-align: center;">____ Score earned</p> |

| | | | | | | |
|-----------------------------|---|--|--|--|---|---|
| | OR ALL items are under-developed | AND both are under-developed | OR includes ALL items under the exemplary category, BUT 2 areas are under-developed | OR includes ALL items under the exemplary category, BUT 1 area is under-developed | <ul style="list-style-type: none"> • Policies and programs developed earlier to deal with the problem • How the policy developed over time (supporters and opposition) • What history tells us about effective/ ineffective approaches to the problem • Extent to which policy incorporates lessons learned from history | <p>X 3</p> <p>____</p> <p>Score earned</p> |
| 4. Social Analysis | <p>Scholar is missing more than 3 of the items listed under the exemplary category.</p> <p>OR ALL items are under-developed</p> | <p>Scholar is missing 3 of the items listed under the exemplary category.</p> <p>OR includes ALL items under the exemplary category, BUT 4-5 areas are under-developed</p> | <p>Scholar is missing 2 of the items listed under the exemplary category.</p> | <p>Scholar is missing one (1) of the items listed under the exemplary category;</p> <p>OR includes ALL items under the exemplary category, BUT 1 area is under-developed</p> | <p>Includes a thorough discussion of ALL of the following:</p> <ul style="list-style-type: none"> • Completeness of knowledge • Solutions congruent with evidence? • Population impacted (size, defining characteristics, distribution) • Theories of human behavior • Social values related to the problem & conflicts • Goals and hypotheses (Latent/ Implicit; Manifest/ Explicit) | <p>____</p> <p>Score earned</p> <p>X 3</p> <p>____</p> <p>Score earned</p> |
| 5. Economic Analysis | <p>Scholar is missing 3 of the items listed under the exemplary category.</p> <p>OR ALL items are under-developed</p> | <p>Scholar is missing 2 of the items listed under the exemplary category.</p> <p>AND both are under-developed</p> | <p>Scholar is missing 2 of the items listed under the exemplary category.</p> <p>OR includes ALL items under the exemplary category, BUT 2 areas are under-developed</p> | <p>Scholar is missing one (1) of the items listed under the exemplary category;</p> <p>OR includes ALL items under the exemplary category, BUT 1 area is under-developed</p> | <p>Includes ALL of the following:</p> <ul style="list-style-type: none"> • Macroeconomic impact • Microeconomic impact • Opportunity costs identified • Cost/benefit analysis | <p>____</p> <p>Score earned</p> <p>X 3</p> <p>____</p> <p>Score earned</p> |

| | | | | | | |
|---|--|---|--|---|---|--|
| 6. Political Analysis | Scholar is missing more than 3 of the items listed under the exemplary category. OR ALL items are under-developed | Scholar is missing 3 of the items listed under the exemplary category. OR includes ALL items under the exemplary category, BUT 4-5 areas are under-developed | Scholar is missing 2 of the items listed under the exemplary category. | Scholar is missing one (1) of the items listed under the exemplary category; OR includes ALL items under the exemplary category, BUT 1 area is under-developed | Includes ALL of the following: <ul style="list-style-type: none"> • Major supporters • Major opponents • Are members of the target population included in development and implementation? • Legitimization of policy • Rational decision-making, incremental change, or change through conflict • Political aspects of implementation | _____ Score earned X 3 _____ Score earned |
| Item 7 C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | | | | | | |
| 7. Policy/Program Evaluation | Scholar does not include at least 1 of the following: <ul style="list-style-type: none"> • What are the outcomes so far in relation to the goals? • Unintended consequences • Cost effectiveness? | Scholar includes a ALL 3 of the following, but none are fully developed: <ul style="list-style-type: none"> • What are the outcomes so far in relation to the goals? • Unintended consequences • Cost effectiveness? | Scholar includes a ALL 3 of the following, but 2 are not fully developed: <ul style="list-style-type: none"> • What are the outcomes so far in relation to the goals? • Unintended consequences • Cost effectiveness? | Scholar includes a ALL 3 of the following, but 1 is not fully developed: <ul style="list-style-type: none"> • What are the outcomes so far in relation to the goals? • Unintended consequences • Cost effectiveness? | Scholar includes a thorough discussion of ALL 3 of the following: <ul style="list-style-type: none"> • What are the outcomes so far in relation to the goals? • Unintended consequences • Cost effectiveness? | _____ Score earned X 2 _____ Score earned |
| Item 8 C1: Demonstrate Ethical and Professional Behavior | | | | | | |
| 8. Writing and APA | Paper has more than 10 spelling and/or grammar errors. OR more than 10 APA errors; AND includes less than 3 peer-reviewed sources AND is conceptually and/or logically unsound. | Paper has 7-10 spelling and/or grammar errors; or 7-10 APA errors; AND includes at least 3 peer-reviewed sources AND lacks flow and is not logically presented. | Paper has 4-6 spelling and/or grammar errors; OR 4-6 APA errors; AND includes at least 7 peer-reviewed sources AND lacks flow but is conceptually sound. | Paper has 2-3 spelling and/or grammar errors; OR 2-3 APA errors; AND includes at least 11 peer-reviewed sources; AND paper is presented logically so that ideas flow nicely. | Paper has 0-1 spelling and/or grammar errors; OR 0-1 APA errors; AND includes at least 15 peer-reviewed sources; AND paper is logically and conceptually sound. | _____ Score earned X 2 _____ Score earned |



Department of Social Work
MSW Learning Plan and Evaluation
Generalist Year

Student Name: _____ School Term: _____

Field Agency: _____ Field Instructor: _____

Instructions for Evaluation: This chart indicates the standard for scoring the nine competencies. Under each competency, there are behavioral indicators to consider, in determining the overall scoring of each competency. The behaviors will have a “minus” if the student has not demonstrated the behavior, and a “check” if the student has demonstrated the behavior. This evaluation process will be done at the end of semester one and two of the field year. You will notice that the highest score possible for semester one is “3”, which indicates students are not expected perform at a high level of mastery. A rating of N/A for overall competency or individual behaviors is allowed in semester one only, and means the student has not had a chance to demonstrate the behavior/competency yet. The highest score possible for semester two is “5”, to allow opportunity to show growth in student performance from the first to the second semester. All behaviors must be demonstrated by the end of the second semester in order for the student to pass field.

| Semester One | Semester Two | |
|-------------------------|-------------------------|--|
| N/A | | Student has not had a chance to practice the behaviors of the competency. A rating of Not Applicable (N/A) is allowed in semester one only. |
| 1 Fail | 1 Fail | Student is not able to demonstrate the behaviors of the competency at this time. Student may or may not have a clear understanding of the competency. |
| 2 Pass | 2 Fail | Semester 1- Student is at a beginner’s level in ability to demonstrate the behaviors of this competency. Student may be able to demonstrate some but not all of the behaviors. Student may understand the competency and recognize it when he/she sees it. The student is expected to improve in this area with additional experience. Semester 2 – I have concerns about the student’s performance related to this competency. Student has not consistently demonstrated the behaviors expected under this competency. |
| 3 Pass | 3 Pass | Student exhibits solid skills in this area and is able to demonstrate the behaviors of this competency at the expected level for a student at this point in the internship. The student is expected to improve in this area with additional experience. |
| | 4 Pass | Student demonstrates the behaviors of this competency more consistently and seamlessly than most students at this point in the internship. The student could use additional experience to improve and refine skills in this area. |
| | 5 Pass | Student consistently demonstrates competency above the expected level in this area- has work experience and/or natural gifts that enable her or him to perform at a higher level than expected at this point in the internship. |

Competency #1: Intern demonstrates ethical and professional behavior.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

Semester
1 2

| | | | |
|-----|--|--|--|
| 1.1 | Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context | | |
| 1.2 | Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations | | |
| 1.3 | Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication | | |
| 1.4 | Uses technology ethically and appropriately to facilitate practice outcomes | | |
| 1.5 | Uses supervision and consultation to guide professional judgment and behavior | | |

Tasks:

- Review and comply with all "Agency" and "Field" policies.
- Consistently uphold professional standards in behavior and appearance.
- Actively ask for feedback on field performance each week, seeking out clear input from others on your perceived strengths and areas for development in practice.
-

Semester 1 Comments:

Semester 2 Comments:

Competency #2: Intern engages diversity and difference in practice.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

Semester

1 2

| | | | |
|-----|---|--|--|
| 2.1 | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels | | |
| 2.2 | Present themselves as learners and engage clients and constituencies as experts of their own experiences | | |
| 2.3 | Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies | | |

Tasks:

- Research and read relevant articles pertaining to diverse populations in your field setting to enhance cultural sensitivity. Discuss with field instructor.
- Engage with clients that differ in age, class, gender, etc. and research pertinent information. With the use of reflective notes and supervision, discuss and evaluate your knowledge and sensitivity around recognizing differing cultural issues with field instructor.
-

Semester 1 Comments:

Semester 2 Comments:

Competency #3: Intern advances human rights and social, economic, and environmental justice.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

Semester

1 2

| | | | |
|-----|---|--|--|
| 3.1 | Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | | |
| 3.2 | Engage in practices that advance social, economic, and environmental justice | | |

Tasks:

- Participate in at least one community activity to advocate for human rights and social, economic, and environmental justice (community outreach events, and public policy meetings, advocacy groups).
- Identify and then discuss with field instructor the impact of oppression and discrimination on the delivery of services within your agency.
- Throughout placement, familiarize self with current political events (local, state, and national levels) and their real or potential effects on clients in your agency. Discuss these events as they arise with field instructor.
-

Semester 1 Comments:

Semester 2 Comments:

Competency #4: Intern engages in practice-informed research and research-informed practice.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

Semester

1 2

| | | | |
|-----|--|--|--|
| 4.1 | Use practice experience and theory to inform scientific inquiry and research | | |
| 4.2 | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | | |
| 4.3 | Use and translate research evidence to inform and improve practice, policy and service delivery | | |

Tasks:

- Read and analyze relevant literature which impacts service delivery in your agency.
- Identify all research activities utilized by the agency including data collection/statistics, current research projects and program evaluation.
- Compile data around demographics regarding who is seeking services at agency. Explore ways to provide outreach to other populations.
-

Semester 1 Comments:

Semester 2 Comments:

Competency #5: Intern engages in policy practice.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

Semester

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|-----|--|--|--|
| 5.1 | Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services | | |
| 5.2 | Assess how social welfare and economic policies impact the delivery of and access to social services | | |
| 5.3 | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | | |

Tasks:

- Identify and list current public policies and relevant legislative issues that impact service provision to your agency/clients. Discuss with field instructor.
- Study history and current structure of your agency.
- Discuss with field instructor the funding streams, federal/state/local laws that govern services.
-

Semester 1 Comments:

Semester 2 Comments:

Competency #6: Intern engages with individuals, families, groups, organizations, and communities.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

Semester

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|-----|---|--|--|
| 6.1 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies | | |
| 6.2 | Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies | | |

Tasks:

- Shadow and observe effective colleagues and other interns during interactions with clients. Debrief sessions with staff and field instructor.
- Assist, conduct and debrief client interviews with field instructor using agency formats; compare to classroom tools.
-

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| Semester 1 Comments: |
| Semester 2 Comments: |

Competency #7: Intern assesses individuals, families, groups, organizations, and communities.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.
Place a "minus" beside the behaviors not yet demonstrated.

Semester
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|-----|--|--|--|
| 7.1 | Collect and organize data, and apply critical thinking to interpret information from clients and constituencies | | |
| 7.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies | | |
| 7.3 | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies | | |
| 7.4 | Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies | | |

Tasks:

- Complete quality assessments, case plans and case notes, per agency expectations. For each, seek specific feedback on strengths and shortcomings from field instructor.
- Arrange for supervisor to observe interviews/interactions with clients. After each observation, discuss with supervisor use of assessment skills, asking for specific feedback on strengths and areas for development.
- Provide an assessment of a client system using the context of person in environment.
-

Competency #8: Intern intervenes with individuals, families, groups, organizations, and

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|----------------------|
| Semester 1 Comments: |
| Semester 2 Comments: |

communities.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

Semester

1 2

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|-----|--|--|--|
| 8.1 | Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies | | |
| 8.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies | | |
| 8.3 | Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes | | |
| 8.4 | Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies | | |
| 8.5 | Facilitate effective transitions and endings that advance mutually agreed-on goals | | |

Tasks:

- Observe and participate in client treatment plans, case reviews and consultation. Discuss with field instructor.
- Identify contributions of other professionals in inter-professional collaborations. Discuss how effective inter-professional practice can support positive client system outcomes.
- Complete at least one psychosocial assessment and upon completion will discuss what social work theories and skills were used, as well as strengths and weaknesses in conducting this assessment.
-

Semester 1 Comments:

Semester 2 Comments:

Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.
Place a "minus" beside the behaviors not yet demonstrated.

Semester

1 2

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|-----|---|--|--|
| 9.1 | Select and use appropriate methods for evaluation of outcomes | | |
| 9.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes | | |
| 9.3 | Critically analyze, monitor, and evaluate intervention and program processes and outcomes | | |
| 9.4 | Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels | | |

Tasks:

- Discuss with field instructor what "critical thinking" means to professionals in the agency.
- Discuss with field instructor, the current agency strengths and weaknesses related to the incorporation of critical thinking into: Assessment; Prevention; Intervention; Evaluation
- Formally evaluate student work on cases. (Set up evaluation plan at outset; measure progress throughout.)
-

Semester 1 Comments:

Semester 2 Comments:

STUDENT NAME: _____

Learning Plan Tasks Required Signatures (to be developed and signed by all parties within the first four weeks of beginning field placement)

Signature of Student/Date: _____

Signature of Field Instructor/Date: _____

Signature of Field Liaison/Date: _____

SEMESTER 1 MIDTERM COMMENTS:

Student/Date: _____ Field Instructor/Date: _____

Task Supervisor/Date: _____ Liaison/Date: _____

SEMESTER 1 FINAL EVALUATION:

Field Instructor Section: EACH COMPETENCY MUST SCORE N/A, 2, OR HIGHER TO PASS FIELD.

Overall GRADE Student has earned: _____PASS _____FAIL

I attest this student has completed _____ field hours during this semester.

Comments:

Field Instructor/Date: _____

Student Section: I agree with the evaluation: YES or NO

(If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the field instructor and the faculty liaison. A meeting between the student, field instructor, and faculty liaison should then be held to discuss the disagreement.)

Comments:

Student Signature/Date: _____

Comments:

Liaison Section: GRADES: _____PASS _____FAIL

Passed All Journal Assignments: YES or NO

Liaison Signature/Date: _____

STUDENT NAME: _____

SEMESTER 2 MIDTERM COMMENTS:

Student/Date: _____ Field Instructor/Date: _____

Task Supervisor/Date: _____ Liaison/Date: _____

SEMESTER 2 FINAL EVALUATION:

Field Instructor Section: EACH COMPETENCY MUST SCORE 3 OR ABOVE TO PASS FIELD.

Overall GRADE Student has earned: _____ PASS _____ FAIL

I attest this student has completed _____ field hours during this semester.

Comments:

Field Instructor/Date: _____

Student Section: I agree with the evaluation: YES or NO

(If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the field instructor and the faculty liaison. A meeting between the student, field instructor, and faculty liaison should then be held to discuss the disagreement.)

Comments:

Student Signature/Date: _____

Comments:

Liaison Section: GRADES: _____ PASS _____ FAIL

Passed All Journal Assignments: YES or NO

Liaison Signature/Date: _____



Department of Social Work
MSW Learning Plan and Evaluation
Specialized Year

Student Name: _____ School Term: _____

Field Agency: _____ Field Instructor: _____

Instructions for Evaluation: This chart indicates the standard for scoring the nine competencies. Under each competency, there are behavioral indicators to consider, in determining the overall scoring of each competency. The behaviors will have a “minus” if the student has not demonstrated the behavior, and a “check” if the student has demonstrated the behavior. This evaluation process will be done at the end of semester one and two of the field year. You will notice that the highest score possible for semester one is “3”, which indicates students are not expected perform at a high level of mastery. A rating of N/A for overall competency or individual behaviors is allowed in semester one only, and means the student has not had a chance to demonstrate the behavior/competency yet. The highest score possible for semester two is “5”, to allow opportunity to show growth in student performance from the first to the second semester. All behaviors must be demonstrated by the end of the second semester in order for the student to pass field.

| Semester One | Semester Two | |
|-------------------------|-------------------------|--|
| N/A | | Student has not had a chance to practice the behaviors of the competency. A rating of Not Applicable (N/A) is allowed in semester one only. |
| 1 Fail | 1 Fail | Student is not able to demonstrate the behaviors of the competency at this time. Student may or may not have a clear understanding of the competency. |
| 2 Pass | 2 Fail | Semester 1- Student is at a beginner’s level in ability to demonstrate the behaviors of this competency. Student may be able to demonstrate some but not all of the behaviors. Student may understand the competency and recognize it when he/she sees it. The student is expected to improve in this area with additional experience. Semester 2 – I have concerns about the student’s performance related to this competency. Student has not consistently demonstrated the behaviors expected under this competency. |
| 3 Pass | 3 Pass | Student exhibits solid skills in this area and is able to demonstrate the behaviors of this competency at the expected level for a student at this point in the internship. The student is expected to improve in this area with additional experience. |
| | 4 Pass | Student demonstrates the behaviors of this competency more consistently and seamlessly than most students at this point in the internship. The student could use additional experience to improve and refine skills in this area. |
| | 5 Pass | Student consistently demonstrates competency above the expected level in this area- has work experience and/or natural gifts that enable her or him to perform at a higher level than expected at this point in the internship. |

Competency #1: Intern demonstrates ethical and professional behavior.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

Semester
1 2

| | | | |
|-----|--|--|--|
| 1.1 | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to a rural context | | |
| 1.2 | Use reflection and self-regulation to manage personal values and maintain professionalism in rural practice situations | | |
| 1.3 | Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication both in rural communities and in practice settings | | |
| 1.4 | Use technology ethically and appropriately to facilitate advanced practice outcomes in rural settings | | |
| 1.5 | Use supervision and consultation to guide professional judgment and behavior | | |
| 1.6 | Actively participate in professional social work associations/organizations | | |
| 1.7 | Design and manage effective self-care strategies to reduce the likelihood of compassion fatigue and burnout | | |

Tasks:

- Review and comply with all "Agency" and "Field" policies, representing agency and self in a professional manner.
- Discuss self-care strategies with supervisor and develop a self-care plan for oneself.
- In each supervision session, look at NASW Code of Ethics and discuss areas that are relevant to the week's field work.
-

Semester 1 Comments:

Semester 2 Comments:

Competency #2: Intern engages diversity and difference in practice.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.
Place a "minus" beside the behaviors not yet demonstrated.

Semester
1 2

| | | | |
|-----|--|--|--|
| 2.1 | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels in rural settings | | |
| 2.2 | Present themselves as learners and engage rural clients and constituencies as experts of their own experiences | | |
| 2.3 | Utilize self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse rural clients and constituencies | | |
| 2.4 | Analyze the holistic and systemic nature of problems in rural settings taking care to attend to the special factors of rurality such as dual relationships, inadequate transportation, extreme poverty, difficult access to health care, and disenfranchisement from political processes | | |

Tasks:

- Discuss with supervisor all aspects of client diversity and social/economic discrimination that you come upon. Reflect on your own feelings about these differences and how you can grow in understanding and appreciation for them.
- Discuss issues of disparities and oppression with at least three clients from vulnerable populations, to glean from people’s stories how social injustice operates in their lives.
-

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|----------------------|
| Semester 1 Comments: |
| Semester 2 Comments: |

Competency #3: Intern advances human rights and social, economic, and environmental justice.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

*Place a "checkmark" beside the behaviors demonstrated.
Place a "minus" beside the behaviors not yet demonstrated.*

Semester
1 2

| | | | |
|-----|---|--|--|
| 3.1 | Engage in practices which demonstrate critical analysis of the intersections of social, economic, and environmental justice in rural contexts | | |
| 3.2 | Advocate for appropriate resources and equal access to political, economic, and social power for rural clients | | |

Tasks:

- Identify field situations where social, economic and environmental factor intersect, and the impacts of these intersections on clients.
- Research advocacy methods and come up with at least two relevant actions that you will take on behalf of client issue(s).
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| Semester 1 Comments: |
| Semester 2 Comments: |

Competency #4: Intern engages in practice-informed research and research-informed practice.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.
Place a "minus" beside the behaviors not yet demonstrated.

Semester
1 2

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|-----|---|--|--|
| 4.1 | Use practice experience and theoretical underpinning of evidence-based practice models to inform scientific inquiry and research | | |
| 4.2 | Apply advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | | |
| 4.3 | Integrate and adapt research evidence to inform and improve practice, policy and service delivery in rural settings | | |

Tasks:

- Critically analyze, and then discuss with field instructor, the current information gathered by the agency for purposes of assessment.
- Research best practices/evidence-based practice for one aspect of field practice and discuss strategies to implement with field instructor.
-

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| Semester 1 Comments: |
| Semester 2 Comments: |

Competency #5: Intern engages in policy practice.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.
Place a "minus" beside the behaviors not yet demonstrated.

Semester
1 2

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|-----|--|--|--|
| 5.1 | Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services in rural settings | | |
| 5.2 | Assess how social welfare and economic policies impact the delivery of and access to social services in rural areas | | |
| 5.3 | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice in rural settings | | |

Tasks:

- Identify one policy relevant to agency services (within agency, state government, etc.) that needs changing or further development.
- Assume advocacy role in communicating policy needs to agency board/community leaders/administrators/legislators (pick one or more) and be available for follow-up as needed.
-

Semester 1 Comments:

Semester 2 Comments:

Competency #6: Intern engages with individuals, families, groups, organizations, and communities.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

Semester

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| 6.1 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with rural clients and constituencies | | |
| 6.2 | Use empathy, reflection, and interpersonal skills at an advanced level to effectively engage diverse rural clients and constituencies ensuring informed consent | | |
| 6.3 | Discern the most appropriate engagement strategy according to each practice context | | |

Tasks:

- Identify conceptual frameworks that explain development and impact on a client system.
- Arrange for supervisor to observe initial interviews/interactions with clients. After each observation, discuss with supervisor use of empathy and interviewing skills, asking for specific feedback on strengths and areas for development.
- In each supervision session, provide rationale for decisions made regarding engagement strategies.
-

Semester 1 Comments:

Semester 2 Comments:

Competency #7: Intern assesses individuals, families, groups, organizations, and communities.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

Semester

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|-----|--|--|--|
| 7.1 | Collect and organize client-driven data, and skillfully apply critical thinking to interpret information from rural clients and constituencies | | |
| 7.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from rural clients and constituencies | | |
| 7.3 | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies in rural settings | | |
| 7.4 | Modify appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of rural clients and constituencies | | |
| 7.5 | Consider aspects intrinsic in rural settings impacting assessment such as connections with church communities, neighbors, extended family, fictive kin, and other informal resources | | |

Tasks:

- Arrange for supervisor to observe assessment interviews with clients. After each observation, discuss with supervisor use of assessment skills, asking for specific feedback on strengths and areas for development.
- Develop assessments of a client system in the context of person in environment.
- In each supervision session, provide theoretical rationale for assessment strategies used and discuss strengths/shortcomings of these with field instructor.
-

Semester 1 Comments:

Semester 2 Comments:

Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

Semester

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|-----|---|--|--|
| 8.1 | Critically choose and implement interventions to achieve practice goals and enhance capacities of rural clients and constituencies | | |
| 8.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with rural clients and constituencies | | |
| 8.3 | Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes in rural settings | | |
| 8.4 | Provide leadership in program development, administration and evaluation; clinical and organizational supervision; research development and utilization; and policy creation, reform and implementation | | |
| 8.5 | Negotiate, mediate, and advocate with and on behalf of diverse rural clients and constituencies | | |
| 8.6 | Facilitate effective transitions and endings that advance mutually developed goals | | |

Tasks:

- Develop mutually agreed upon long and short term goals with assigned clients/groups.
- Facilitate group meetings for clients, agencies, or communities.
- Identify case situations where inter-professional alliances are in play and discuss dynamics of these with field instructor.
-

Semester 1 Comments:

Semester 2 Comments:

Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities.

| <u>Semester 1 Final Score</u> <i>(Please circle one)</i> | | | | <u>Semester 2 Final Score</u> <i>(Please circle one)</i> | | | | |
|---|---|---|---|---|---|---|---|---|
| N/A | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 |

Place a "checkmark" beside the behaviors demonstrated.

Place a "minus" beside the behaviors not yet demonstrated.

Semester

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|-----|--|--|--|
| 9.1 | Select and use appropriate methods for evaluation of outcomes in rural settings | | |
| 9.2 | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes for rural clients and constituencies | | |
| 9.3 | Critically analyze, appraise, and evaluate intervention and program processes and outcomes in rural contexts | | |
| 9.4 | Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels in rural settings | | |

Tasks:

- Develop methods to evaluate client progress towards goals for each service plan developed.
- Review, evaluate, and appraise current agency services. Process with field instructor in supervision and discuss ideas for improving services.
-

Semester 1 Comments:

Semester 2 Comments:

STUDENT NAME: _____

Learning Plan Tasks Required Signatures (to be developed and signed by all parties within the first four weeks of beginning field placement)

Signature of Student/Date: _____

Signature of Field Instructor/Date: _____

Signature of Field Liaison/Date: _____

SEMESTER 1 MIDTERM COMMENTS:

Student/Date: _____ Field Instructor/Date: _____

Task Supervisor/Date: _____ Liaison/Date: _____

SEMESTER 1 FINAL EVALUATION:

Field Instructor Section: EACH COMPETENCY MUST SCORE N/A, 2, OR HIGHER TO PASS FIELD.

Overall GRADE Student has earned: _____ PASS _____ FAIL

I attest this student has completed _____ field hours during this semester.

Comments:

Field Instructor/Date: _____

Student Section: I agree with the evaluation: YES or NO

(If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the field instructor and the faculty liaison. A meeting between the student, field instructor, and faculty liaison should then be held to discuss the disagreement.)

Comments:

Student Signature/Date: _____

Comments:

Liaison Section: GRADES: _____ PASS _____ FAIL Passed All Journal Assignments: YES or NO

Liaison Signature/Date: _____

STUDENT NAME: _____

SEMESTER 2 MIDTERM COMMENTS:

Student/Date: _____ Field Instructor/Date: _____

Task Supervisor/Date: _____ Liaison/Date: _____

SEMESTER 2 FINAL EVALUATION:

Field Instructor Section: EACH COMPETENCY MUST SCORE 3 OR ABOVE TO PASS FIELD.

Overall GRADE Student has earned: _____ PASS _____ FAIL

I attest this student has completed _____ field hours during this semester.

Comments:

Field Instructor/Date: _____

Student Section: I agree with the evaluation: YES or NO

(If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the field instructor and the faculty liaison. A meeting between the student, field instructor, and faculty liaison should then be held to discuss the disagreement.)

Comments:

Student Signature/Date: _____

Comments:

Liaison Section: GRADES: _____ PASS _____ FAIL

Passed All Journal Assignments: YES or NO

Liaison Signature/Date: _____