

Bachelor of Social Work (594)

Assurance of Student Learning 2019-2020	
CHHS	Social Work
Bachelor of Social Work (594)	
Dr. Simon Funge, BSW Program Director/Assessment Coordinator	

Student Learning Outcome 1: Demonstrate ethical and professional behavior.			
Instrument 1	Direct: SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI)		
Instrument 2	Direct: Learning Plan and Evaluation of Field Placement Performance (LPE)		
Instrument 3	N/A		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		Met	Not Met

Student Learning Outcome 2: Engage diversity and difference in practice.			
Instrument 1	Direct: SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI)		
Instrument 2	Direct: Learning Plan and Evaluation of Field Placement Performance (LPE)		
Instrument 3	N/A		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		Met	Not Met

Student Learning Outcome 3: Advance human rights and social, economic, and environmental justice.			
Instrument 1	Direct: SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI)		
Instrument 2	Direct: Learning Plan and Evaluation of Field Placement Performance (LPE)		
Instrument 3	N/A		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met

Student Learning Outcome 4: Engage in practice-informed research and research-informed practice.			
Instrument 1	Direct: SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI)		
Instrument 2	Direct: Learning Plan and Evaluation of Field Placement Performance (LPE)		
Instrument 3	N/A		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.		Met	Not Met

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Student Learning Outcome 5: Engage in policy practice.		
Instrument 1	Direct: SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI)	
Instrument 2	Direct: Learning Plan and Evaluation of Field Placement Performance (LPE)	
Instrument 3	N/A	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.		Met Not Met

Student Learning Outcome 6: Demonstrate engagement, assessment, intervention, and evaluation skills across client populations.		
Instrument 1	Direct: SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI)	
Instrument 2	Direct: Learning Plan and Evaluation of Field Placement Performance (LPE)	
Instrument 3	N/A	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 6.		Met Not Met

Program Summary	
<p>In AY 19-20, graduating Social Work Majors met the Student Learning Outcome Program Success Targets for three of the six (50.0%) Student Learning Outcomes. This was an improvement from AY 18-19 when only three (33.3%) SLO benchmarks were met. While a positive report, ongoing program improvement is needed.</p> <p>Two direct measures were used to evaluate each of six Student Learning Outcomes (SLO) for the Bachelor of Social Work (BSW) program (594) in AY 19-20. These SLOs are based upon the nine core competencies identified by the Council on Social Work Education (CSWE) in its 2015 Educational Policy and Accreditation Standards (EPAS 2015) (see Appendix A). (CSWE is the national accrediting body for social work education programs in the U.S.):</p> <ol style="list-style-type: none"> 1) Competency 1: Demonstrate Ethical and Professional Behavior (SLO #1) 2) Competency 2: Engage Diversity and Difference in Practice (SLO #2) 3) Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice (SLO #3) 4) Competency 4: Engage in Practice-informed Research and Research-informed Practice (SLO #4) 5) Competency 5: Engage in Policy Practice (SLO #5) 6) Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities (SLO #6) 7) Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (SLO #6) 8) Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (SLO #6) 9) Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (SLO #6) 	

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The SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI) is a 53-item multi-dimensional assessment of a student's knowledge related to each of these nine core competencies ([SWEAP, 2019](#)). Students complete this instrument online during their final semester in the BSW program. (See Appendix B for a copy of the SWEAP-FCAI Exit Instrument items used in AY 19-20.)

The Learning Plan and Evaluation of Field Placement Performance (LPE) survey assesses a student's demonstration of thirty-one practice behaviors associated with the nine core competencies identified by CSWE. Social Work students complete a minimum of 200 hours per semester for two semesters of supervised direct practice in their Field Practicum (i.e., internship).^{*} Students are supervised by a Field Instructor who is a practicing professional social worker with at least two years of practice experience as a professional social worker. The LPE is completed by the Field Instructor at the end of each of the two semesters in the Field Practicum. (Field Instructors are trained by the Department of Social Work's Field Director [a member of the BSW faculty] to evaluate students' achievement of these practice behaviors and related competencies using the LPE.) The data provided in this report is taken from the final LPE. (See Appendix C for a copy of the LPE.)

^{*} Due to the Covid-19 pandemic, the Council on Social Work Education (CSWE) allowed CSWE-accredited programs to reduce the number of required Field Practicum hours to 85%. For this reason, WKU's Bachelor of Social Work (BSW) Program reduced the required hours from 200 to 170 per semester for a total of 340 hours. Therefore, some students who completed their Field Practicum in Spring and Summer 2020 completed a reduced number of hours (though other students chose to complete the full 200 hours in Spring and Summer 2020). It should also be noted that, some Field Practicum agencies did not permit students to complete their hours onsite due to limited operations. Students placed at these agencies were able to instead complete remote hour activities relevant to the nature of the work they would otherwise be completing onsite (e.g., remotely participating in staff meetings, attending webinars, completing virtual trainings, viewing and reflecting on documentaries, series, and readings, etc.).

As a part of its continuous program assessment processes related to CSWE's accreditation requirements and relevant to students' ability to demonstrate competency in each of the areas associated with the Student Learning Outcomes identified in this report, the BSW program made a number of programmatic changes in AY 19-20 and will continue to do so in AY 20-21 relevant to findings from this assessment report:

In AY 19-20, the BSW program:

- 1) Reduced the number of semesters required to complete the Major from five to four*;
- 2) Removed duplicative content between several required courses (SWRK 357: Case Management, SWRK 375: Social Work Practice I, and SWRK 379: Social Work Communication Skills);
- 3) Added a required course focused on engaging diversity and difference (SWRK 301: Social Work Practice for Diversity, Equity, and Inclusion); and
- 4) Added an additional 3-hour Social Work elective requirement (only applicable to students with Fall 2019 or later whose Catalog Terms).

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- 5) Developed a course-embedded rubric to better assess SLO #4: Engage in Practice-informed Research and Research-informed Practice.**

* Previously, students completed the required courses in sequence over 5-semesters. Beginning in Fall 2019, BSW Program cohorts now complete the Major in 4-semesters. The final 5-semester cohort graduated in Summer 2020 (AY 19-20), and the first 4-semester cohort will graduate in Spring 2021 (AY 20-21).

** Graduating Social Work Majors did not meet the Program Success Target in *both* AY 17-18 *and* in AY 18-19 on the SWEAP-FCAI Exit Instrument for SLO #4. Initially, the BSW Program had intended to use the course-embedded measure in SWRK 345: Social Work Research Methods in Spring 2020 and Fall 2020. However, after further consideration, the rubric will instead be used to assess student learning on a culminating, final capstone assignment (the "Macro Project Poster Presentation") in SWRK 483: Social Work Field Seminar II in Spring 2021 (see Appendix D). Because this assignment requires a synthesis and application of concepts related to SLO #4 it was determined that this would be a better course to utilize this measure.

In AY 20-21, the BSW Program will:

- 1) Re-align the sequencing of three required courses and related course content for the Major (SWRK 345: Social Work Research Methods, SWRK 381: Social Work Practice III [Organizations and Communities], and SWRK 395: Social Welfare Policies and Issues) so that students complete these courses concurrent with their Field Practicum (SWRK 480: Field Practicum I and SWRK 482: Field Practicum II) in order to better support students' understanding and application of the abstract concepts presented in these courses;
- 2) Deliver SWRK 345: Social Work Research Methods with modified and reorganized content to better support students' knowledge and skills required for program evaluation in students' Field Practicum I (SWRK 480).
- 3) Implement a course embedded measure in SWRK 483: Social Work Field Seminar II in Spring 2021 to further assess SLO #4: Engage in practice-informed research and research-informed practice.
- 4) Explore the development of a course embedded measure to better assess SLO #5: Engage in Policy Practice.*

* In AY 19-20, the BSW Program's intent was to develop an additional course-embedded measure for implementation in SWRK 395: Social Welfare Policy and Issues in Spring 2021 in order to gather more data related to SLO#5: Engage in Policy Practice. Graduating Social Work Majors did not meet the Program Success Target in *both* AY 17-18 *and* in AY 18-19 on the SWEAP-FCAI Exit for this SLO. (It is important to note that due to curriculum realignment, SWRK 395 has not been taught since producing the AY 18-19 ASL Report.) Upon further consideration, the BSW Program will develop the measure during AY 20-21 for possible implementation in Spring 2021 or 2022.

The details of these changes are discussed in the subsequent pages of this report. The first group of graduates who will benefit from this combined set of program changes will graduate in Spring 2021. It is anticipated that the assessment report for AY 20-21 will indicate that these students will meet or exceed the benchmark for at least four out of the six (75%) Student Learning Outcomes.

Additional Factors for Consideration

SWEAP-FCAI Exit Instrument – Response Rate

The response rate for the SWEAP-FCAI Exit Instrument in AY 19-20 (88.2%) was much greater than in AY 18-19 (57.8%). In AY 19-20, Social Work Majors graduated in the Fall, Spring, and Summer semesters. This year's increased response rate reflected a more concerted effort between the faculty member who coordinates the SWEAP-FCAI Exit Instrument dissemination and data collection and the faculty members who taught SWRK 483. While the improved response rate is positive, there is a need to continue to increase the student completion rate.

As noted in the AY 18-19 ASL Report, all Social Work Majors on all campuses will complete the program in the Spring semester only beginning in AY 20-21. Therefore, data collection for the SWEAP-FCAI Exit Instrument will occur only at the end of the spring semester which is expected to ease survey completion tracking and increase the response rate closer to 100%. This will be reported in the AY 20-21 ASL Report.

LPE – Scoring

In the ASL Report for AY 18-19, it was proposed that further exploration was warranted regarding the high percentage of graduating students in AY 18-19 who met the benchmarks for all six SLOs on the LPE. In AY 19-20, the BSW Program discussed whether to: 1) change the target for success on the LPE (e.g., 85% earn 5s only); 2) increase the rigor of the criteria for assessing scores on the LPE; 3) work with Field Instructors to more critically assess students' competency levels on the LPE; or 4) apply some combination of these changes. It was determined that the LPE, as currently structured and used for assessment, fairly and adequately assesses students' competencies in their Field Practica. Therefore, no changes to the established criteria were made.

Additional Impacts of the Covid-19 Pandemic

It is critical to note that sixty-two of the seventy-five (82.7%) students assessed for this ASL Report completed the LPE and SWEAP-FCAI Exit Instrument during the Covid-19 pandemic. As a result, most of the 16 students who graduated in Spring 20 missed the second half of their two-semester practicum experience (approximately 100 hours of direct service experience). And from the mid-point in their first semester through the end of their two-semester Field Practicum, for 46 students who graduated in Summer 20, 34.8% were unable to return onsite at all to work with clients at their agencies. In other words, some students missed up to 75% of the practical learning experience they would have otherwise had if they had been able to go onsite to work directly with clients. This represents approximately 300 hours of missed practical experience. Most of the other 65.2% were able to return onsite late in the second semester but only for more limited hours. (Only 2 students had worksite/paid placements and faced little disruption to being onsite at their Field Practicum.) In effect, a high percentage of students lost the

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opportunity to directly expand and apply their knowledge to demonstrate the skills associated with each SLO; however, it is unclear how this affected the percentage of students who met the benchmarks for each SLO as measured by the SWEAP-FCAI Exit Instrument and LPE.

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Student Learning Outcome 1			
Student Learning Outcome	Demonstrate ethical and professional behavior.		
Measurement Instrument #1	SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI).		
Criteria for Student Success	Graduating Social Work Majors will demonstrate competency in this area as measured by the SWEAP-FCAI Exit Instrument.		
Program Success Target for this Measurement	At least 80% of graduating Social work Majors will answer at least 50% of questions correctly for this competency.	Percent of Program Achieving Target	83.6%
Methods	The SWEAP-FCAI Exit Instrument is made available to students online at the end of the second semester of their Field Practica (during SWRK 483: Field Practicum II). During AY 19-20, sixty-seven (N = 67) students completed the instrument – an overall response rate of 88.2%. Students responses to the seven SWEAP-FCAI items used to measure Competency #1: Demonstrate Ethical and Professional Behavior (see Appendix B) were used for this part of the assessment. Per SWEAP , a student is deemed competent if s/he answers 50% or more of the total number of questions correctly.		
Measurement Instrument #2	Learning Plan and Evaluation of Field Placement Performance (LPE).		
Criteria for Student Success	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field Instructors.		
Program Success Target for this Measurement	85% of graduating Social Work Majors will score at least a 4 on this competency.	Percent of Program Achieving Target	94.7%
Methods	The LPE is completed by a student's Field Instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field Instructor evaluated whether the student effectively demonstrated each of three practice behaviors associated with Competency #1: Intern demonstrates ethical and professional behavior (see Appendix C). On the basis of this evaluation, they then scored the competency from 1: lowest to 5: highest. This score was used for this part of the assessment. Students must earn a score of 3-5 for each competency by the end of the second semester (SWRK 483) in order for the student to pass their Field Practicum. During AY 19-20, Field Instructors completed LPEs for all seventy-five (N = 75) students enrolled in SWRK 483 – a 100% completion rate.		

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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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Actions
<p>Planned in AY 18-19, the realignment of course content, readings, and assignments to minimize repetition in SWRK 357: Case Management, SWRK 375: Social Practice I (Individuals), and SWRK 379: Social Work Communication Skills was implemented in AY 19-20.</p>

Follow-Up
<p>Graduating students demonstrated competency in this area as measured by the SWEAP-FCAI Exit Instrument (83.6%) and the LPE (94.7%). There were no significant differences between the percentage of questions answered correctly by WKU’s graduating Social Work students and the national average for SLO #1 as measured by the SWEAP FCAI-Exit Instrument for each program option and graduation period. Therefore, the program met SLO #1. (See Appendices E and F for more details.)</p> <p>In Fall 18, SWRK 357: Case Management became a required course in the Major. Fifty-five (72.4%) of the students included in this report took this class prior to completing the Major with the majority taking the class in AY 18-19 (students with pre-Fall 18 Catalog Terms were not required to take the course though it is recommended as an elective). The course introduces students to the fundamental aspects of case management (service coordination), including common case management roles, processes, responsibilities, and employment challenges. And most relevant to SLO #1, students develop knowledge of case management ethics and explore common ethical dilemmas and boundaries issues that confront social workers in case management positions.</p> <p>It is important to note that graduating students did not meet the Program Success Target for this competency as measured by the SWEAP-FCAI Exit Instrument in AY 18-19 so this is an improvement this year. The fact that an increasing number of students completed SWRK 357: Case Management may explain some of the increase in the percentage of students achieving the target benchmark for this SLO as measured by the SWEAP-FCAI Exit Instrument. However, there were no significant differences between the percentage of questions answered correctly by WKU’s graduating Social Work students and the national average for SLO #1 as measured by the SWEAP FCAI-Exit Instrument. The lone exception was the five (N = 5) graduates from WKU Elizabethtown-Fort Knox program option in Summer 2020 who answered significantly more questions correctly (82.9%) than the national average (64.2%) on SLO #1.</p> <p>As noted in the AY 18-19 ASL Report, there was a need to increase the response rate for the SWEAP-FCAI Exit Instrument. In AY 19-20 the response rate increased to 88.2% from 57.8% in AY 18-19. As anticipated, the increased response rate in AY 19-20 correlated with at least a 5%</p>

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increase in the percentage of students achieving the Program Success Target for this competency as measured by the SWEAP-FCAI Exit Instrument.

It was also expected that the assessment report for AY 19-20 would demonstrate a 10% increase in the percentage of students achieving the Program Success Target for this SLO as measured by the SWEAP-FCAI Exit Instrument (inclusive of the rate of increase due to a higher response rate). This occurred. (See Appendix E.)

Finally, the first cohort that will benefit from the 4-semester course realignment and new program requirements will graduate in Spring 2021. The impact of these changes will be reported in the ASL report for AY 20-21. It is anticipated that there will be a 5% increase in the percentage of students achieving the Program Success Target for this SLO as measured by the SWEAP-FCAI Exit Instrument.

Next Assessment Cycle Plan

This SLO will be assessed again in Spring 2021 using the LPE and SWEAP-FCAI Exit Instrument. Students' LPEs will be collected by each Field Liaison teaching SWRK 482/483: Social Work Field Practicum and Internship II. The data from the LPE will be inputted into a spreadsheet by personnel in the Social Work Field Office. The data will then be forwarded to the assessment coordinator (Dr. Funge) for analysis and inclusion in the AY 20-21 ASL Report. Dissemination of the SWEAP-FCAI Exit Instrument to students is coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP for analysis and inclusion in AY 20-21 report by the assessment coordinator.

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Student Learning Outcome 2			
Student Learning Outcome	Engage diversity and difference in practice.		
Measurement Instrument #1	SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI).		
Criteria for Student Success	Graduating Social Work Majors will demonstrate competency in this area as measured by the SWEAP-FCAI Exit Instrument.		
Program Success Target for this Measurement	At least 80% of graduating Social work Majors will answer at least 50% of questions correctly for this competency.	Percent of Program Achieving Target	91.0%
Methods	The SWEAP-FCAI Exit Instrument is made available to students online at the end of the second semester of their Field Practica (during SWRK 483: Field Practicum II). During AY 19-20, sixty-seven (N = 67) students completed the instrument – an overall response rate of 88.2%. Students responses to the six SWEAP-FCAI items used to measure Competency #2: Engage Diversity and Difference in Practice (see Appendix B) were used for this part of the assessment. Per SWEAP , a student is deemed competent if s/he answers 50% or more of the total number of questions correctly.		
Measurement Instrument #2	Learning Plan and Evaluation of Field Placement Performance (LPE).		
Criteria for Student Success	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field Instructors.		
Program Success Target for this Measurement	85% of graduating Social Work Majors will score at least a 4 on this competency.	Percent of Program Achieving Target	96.0%
Methods	The LPE is completed by a student's Field Instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field Instructor evaluated whether the student effectively demonstrated each of three practice behaviors associated with Competency #2: Intern Engages Diversity and Difference in Practice (see Appendix C). On the basis of this evaluation, they then scored the competency from 1: lowest to 5: highest. This score was used for this part of the assessment. Students must earn a score of 3-5 for each competency by the end of the second semester (SWRK 483) in order for the student to pass their Field Practicum. During AY 19-20, Field Instructors completed LPEs for all seventy-five (N = 75) students enrolled in SWRK 483 – a 100% completion rate.		

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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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Actions
<p>SWRK 301: Social Work Practice for Diversity, Equity, and Inclusion was introduced as a required course in Fall 2019. The first cohort of students to take this course will graduate in Spring 2021. In this course, students explore how their personal identity and experiences shape their views of social, economic, and environmental justice issues affecting marginalized populations. Specific to SLO #2, the course also focuses on building upon this understanding to help students begin to develop cultural competence in preparation for social work practice with vulnerable client systems.</p> <p>Beginning in Fall 2019, Social Work Majors are now required to complete an additional 3-hour Social Work elective requirement (this will only apply to students whose Catalog Term is Fall 2019 or later). This provides the opportunity for students to increase their exposure and deepen their understanding and skillset related to working with diverse populations (e.g., older Americans, active duty military personnel and veterans, juvenile offenders).</p>

Follow-Up
<p>Graduating students demonstrated competency in this area as measured by the SWEAP-FCAI Exit Instrument (91.0%) and the LPE (96.0%). There were no significant differences between the percentage of questions answered correctly by WKU's graduating Social Work students and the national average for SLO #2 as measured by the SWEAP FCAI-Exit Instrument for each program option and graduation period. Therefore, the program met SLO #2. (See Appendices E and F for more details.)</p> <p>The first cohort to benefit from the additional program requirements put into effect in AY 19-20, i.e., SWRK 301 and the additional Social Work elective, will be assessed in Spring 2021. With these combined changes, it is expected that the ASL Report for AY 20-21 will demonstrate a 5% increase in the percentage of students achieving the Program Success Target for this competency area as measured by the SWEAP-FCAI Exit Instrument in Spring 2021.</p> <p>Based on their experience teaching the course in Fall 2019, the instructors for the course added a group assignment focused on culturally competent social work practice with diverse groups (e.g., Black/African American, Latinx/Hispanic Americans, immigrants/refugees, LGBTQ, people with disabilities). This assignment was added to the Fall 2020 syllabus. The cohort benefitting from its inclusion will be assessed in Spring 2022.</p>

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Next Assessment Cycle Plan

This SLO will be assessed again in Spring 2021 using the LPE and SWEAP-FCAI Exit Instrument. Students' LPEs will be collected by each Field Liaison teaching SWRK 482/483: Social Work Field Practicum and Internship II. The data from the LPE will be inputted into a spreadsheet by personnel in the Social Work Field Office. The data will then be forwarded to the assessment coordinator (Dr. Funge) for analysis and inclusion in the AY 20-21 ASL Report. Dissemination of the SWEAP-FCAI Exit Instrument to students is coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP for analysis and inclusion in AY 20-21 report by the assessment coordinator.

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Student Learning Outcome 3			
Student Learning Outcome	Advance human rights and social, economic, and environmental justice.		
Measurement Instrument #1	SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI).		
Criteria for Student Success	Graduating Social Work Majors will demonstrate competency in this area as measured by the SWEAP-FCAI Exit Instrument.		
Program Success Target for this Measurement	At least 80% of graduating Social work Majors will answer at least 50% of questions correctly for this competency.	Percent of Program Achieving Target	80.6%
Methods	The SWEAP-FCAI Exit Instrument is made available to students online at the end of the second semester of their Field Practica (during SWRK 483: Field Practicum II During AY 19-20, sixty-seven (N = 67) students completed the instrument – an overall response rate of 88.2%. Students responses to the six SWEAP-FCAI items used to measure Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice (see Appendix B) were used for this part of the assessment. Per SWEAP , a student is deemed competent if s/he answers 50% or more of the total number of questions correctly.		
Measurement Instrument #2	Learning Plan and Evaluation of Field Placement Performance (LPE).		
Criteria for Student Success	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field Instructors.		
Program Success Target for this Measurement	85% of graduating Social Work Majors will score at least a 4 on this competency.	Percent of Program Achieving Target	93.3%
Methods	The LPE is completed by a student's Field Instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field Instructor evaluated whether the student effectively demonstrated each of two practice behaviors associated with Competency #3: Intern Advances Human Rights and Social, Economic, and Environmental Justice (see Appendix C). On the basis of this evaluation, they then scored the competency from 1: lowest to 5: highest. This score was used for this part of the assessment. Students must earn a score of 3-5 for each competency by the end of the second semester (SWRK 483) in order for the student to pass their Field Practicum. During AY 19-20, Field Instructors completed LPEs for all seventy-five (N = 75) students enrolled in SWRK 483 – a 100% completion rate.		
Based on your results, circle or highlight whether the program met the goal		Met	Not Met

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Student Learning Outcome 3.		
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Actions

SWRK 301: Social Work Practice for Diversity, Equity, and Inclusion was introduced as a required course in Fall 2019. The first cohort of students to take this course will graduate in Spring 2021. In this course, and specific to SLO #3, students explore how their personal identity and experiences shape their views of social, economic, and environmental justice issues affecting marginalized populations. The course also focuses on building upon this understanding to help students begin to develop cultural competence in preparation for social work practice with vulnerable client systems.

Beginning in Fall 2019, Social Work Majors are now required to complete an additional 3-hour Social Work elective requirement (this will only apply to students whose Catalog Term is Fall 2019 or later). This provides the opportunity for students to increase their exposure and deepen their understanding and skillset related to working with diverse populations (e.g., older Americans, active duty military personnel and veterans, juvenile offenders) and/or related social, economic, and/or environmental justice issues (e.g., the opioid epidemic, diversity and social welfare, financial well-being).

Follow-Up

Graduating students demonstrated competency in this area as measured by the SWEAP-FCAI Exit Instrument (80.6%) and the LPE (93.3%). There were no significant differences between the percentage of questions answered correctly by WKU's graduating Social Work students and the national average for SLO #3 as measured by the SWEAP FCAI-Exit Instrument for each program option and graduation period. Therefore, the program met SLO #3. (See Appendices E and F for more details.)

The first cohort to benefit from the additional program requirements put into effect in AY 19-20, i.e., SWRK 301 and the additional elective, will be assessed in Spring 2021. With these combined changes, it is expected that the ASL Report for AY 20-21 will demonstrate a 5% increase in the percentage of students achieving the Program Success Target for this competency area as measured by the SWEAP-FCAI Exit Instrument in Spring 2021.

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This SLO will be assessed again in Spring 2021 using the LPE and SWEAP-FCAI Exit Instrument. Students' LPEs will be collected by each Field Liaison teaching SWRK 482/483: Social Work Field Practicum and Internship II. The data from the LPE will be inputted into a spreadsheet by personnel in the Social Work Field Office. The data will then be forwarded to the assessment coordinator (Dr. Funge) for analysis and inclusion in the AY 20-21 ASL Report. Dissemination of the SWEAP-FCAI Exit Instrument to students is coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP for analysis and inclusion in AY 20-21 report by the assessment coordinator.

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Student Learning Outcome 4			
Student Learning Outcome	Engage in practice-informed research and research-informed practice.		
Measurement Instrument #1	SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI).		
Criteria for Student Success	Graduating Social Work Majors will demonstrate competency in this area as measured by the SWEAP-FCAI Exit Instrument.		
Program Success Target for this Measurement	At least 80% of graduating Social work Majors will answer at least 50% of questions correctly for this competency.	Percent of Program Achieving Target	52.2%
Methods	The SWEAP-FCAI Exit Instrument is made available to students online at the end of the second semester of their Field Practica (during SWRK 483: Field Practicum II). During AY 19-20, sixty-seven (N = 67) students completed the instrument – an overall response rate of 88.2%. Students responses to the seven SWEAP-FCAI items used to measure Competency #4: Engage in Practice-Informed Research and Research-Informed Practice (see Appendix B) were used for this part of the assessment. Per SWEAP , a student is deemed competent if s/he answers 50% or more of the total number of questions correctly.		
Measurement Instrument #2	Learning Plan and Evaluation of Field Placement Performance (LPE).		
Criteria for Student Success	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field Instructors.		
Program Success Target for this Measurement	85% of graduating Social Work Majors will score at least a 4 on this competency.	Percent of Program Achieving Target	88.0%
Methods	The LPE is completed by a student's Field Instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field Instructor evaluated whether the student effectively demonstrated each of three practice behaviors associated with Competency #4: Intern Engages in Practice-Informed Research and Research-Informed Practice (see Appendix C). On the basis of this evaluation, they then scored the competency from 1: lowest to 5: highest. This score was used for this part of the assessment. Students must earn a score of 3-5 for each competency by the end of the second semester (SWRK 483) in order for the student to pass their Field Practicum. During AY 19-20, Field Instructors completed LPEs for all seventy-five (N = 75) students enrolled in SWRK 483 – a 100% completion rate.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.		Met	Not Met

Actions

During AY 19-20, assignments in SWRK 345 were modified and reorganized to more strongly emphasize the knowledge and skills required for program evaluation in students' Field Practicum I (SWRK 480). This included the inclusion of new assignments focused on: 1) research literacy and 2) program evaluation; and 3) the completion of two CITI (Collaborative Institutional Training Initiative) Trainings ([a] Social/Behavioral Research Course and [b] Social and Behavioral Responsible Conduct of Research Course [RCR]). Parallel to this course, students will propose a project in SWRK 481: Field Seminar I that will be implemented at their Field agency in response to an identified agency need in their second semester of their Field Practicum II (SWRK 482). This proposal will outline their project and the methods required to evaluate their project including a draft of a pre- and post-test survey. Our expectation is that they will be better prepared to develop and execute their program evaluation on the basis of taking SWRK 345 concurrently with their first semester in their Field Practicum.

Because the percentage of students demonstrating competency on the SWEAP-FCAI Exit Instrument did not meet the Program Success Target in AY 17-18 and AY 18-19, the BSW Program began developing a course-embedded measure during AY 19-20 to gather and analyze additional data for this SLO (see Appendix D).

Follow-Up

Graduating students demonstrated competency in this area as measured by the LPE (88.0%). However, though there were no significant differences between the percentage of questions answered correctly by WKU's graduating Social Work students and the national average for SLO #4 as measured by the SWEAP FCAI-Exit Instrument for each program option and graduation period, and the percentage of students meeting the 80% benchmark in AY 19-20 (52.2%) was greater than in AY 18-19 (37.8%), the program did not meet the SLO #4 benchmark (80%). (See Appendices E and F for more details.)

The first group of students to take SWRK 345 as a required course concurrent with their Field Practicum I (SWRK 480) and Field Seminar I (SWRK 481) will take the course in Fall 2020. This cohort will be assessed in Spring 2021. As a result, it is expected that the ASL Report for AY 20-21 will demonstrate a 5% increase in the percentage of students achieving the Program Success Target for this competency area as measured by the SWEAP-FCAI Exit Instrument. (It is important to note that the AY 18-19 ASL Report cited a 20% increase as the target [from 37.8%]. The AY 19-20 report found a 14.4% increase. Therefore, the targeted percentage increase has been adjusted to reflect this improvement since AY 18-19.)

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Initially, the BSW Program intended to use the course-embedded measure (i.e., the rubric) in Spring 2020 and then in Fall 2020 in SWRK 345: Social Work Research Methods. However, after further exploration and a determination that the initial data collection plan was impractical, the plan was shifted to use the rubric to assess student learning as demonstrated via a single, culminating, final capstone assignment (the “Macro Project Poster Presentation”) in SWRK 483: Social Work Field Seminar II instead. Because this assignment requires a synthesis and application of concepts related to SLO #4 it was determined that this would be a more effective course to highlight students’ integration of practice-informed research and research-informed practice.

Next Assessment Cycle Plan

This SLO will be assessed again in Spring 2021 using the LPE and SWEAP-FCAI Exit Instrument. Students’ LPEs will be collected by each Field Liaison teaching SWRK 482/483: Social Work Field Practicum and Internship II. The data from the LPE will be inputted into a spreadsheet by personnel in the Social Work Field Office. The data will then be forwarded to the assessment coordinator (Dr. Funge) for analysis and inclusion in the AY 20-21 ASL Report. Dissemination of the SWEAP-FCAI Exit Instrument to students is coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP for analysis and inclusion in AY 20-21 report by the assessment coordinator.

In addition, the course embedded measure (i.e., the rubric) for SWRK 483: Social Work Field Seminar II will be utilized in Spring 2021. Data will be collected by Social Work faculty during students’ Macro Project presentations. Faculty will be trained to use the rubric to ensure interrater reliability. A determination regarding the sampling method will be made during AY 20-21. These rubrics will be collected and analyzed by the Assessment Coordinator (Dr. Funge). This data analysis, actions, and follow-up will be included in the AY 20-21 report.

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Student Learning Outcome 5			
Student Learning Outcome	Engage in Policy Practice.		
Measurement Instrument #1	SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI).		
Criteria for Student Success	Graduating Social Work Majors will demonstrate competency in this area as measured by the SWEAP-FCAI Exit Instrument.		
Program Success Target for this Measurement	At least 80% of graduating Social work Majors will answer at least 50% of questions correctly for this competency.	Percent of Program Achieving Target	46.3%
Methods	The SWEAP-FCAI Exit Instrument is made available to students online at the end of the second semester of their Field Practica (during SWRK 483: Field Practicum II). During AY 19-20, sixty-seven (N = 67) students completed the instrument – an overall response rate of 88.2%. Students responses to the seven SWEAP-FCAI items used to measure Competency #5: Engage in Policy Practice (see Appendix B) were used for this part of the assessment. Per SWEAP , a student is deemed competent if s/he answers 50% or more of the total number of questions correctly.		
Measurement Instrument #2	Learning Plan and Evaluation of Field Placement Performance (LPE).		
Criteria for Student Success	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field Instructors.		
Program Success Target for this Measurement	85% of graduating Social Work Majors will score at least a 4 on this competency.	Percent of Program Achieving Target	86.7%
Methods	The LPE is completed by a student's Field Instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field Instructor evaluated whether the student effectively demonstrated each of three practice behaviors associated with Competency #5: Intern Engages in Policy Practice (see Appendix C). On the basis of this evaluation, they then scored the competency from 1: lowest to 5: highest. This score was used for this part of the assessment. Students must earn a score of 3-5 for each competency by the end of the second semester (SWRK 483) in order for the student to pass their Field Practicum. During AY 19-20, Field Instructors completed LPEs for all seventy-five (N = 75) students enrolled in SWRK 483 – a 100% completion rate.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.		Met	Not Met

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Actions

Because the percentage of students demonstrating competency on the SWEAP-FCAI Exit Instrument did not meet the Program Success Target in AY 17-18, and AY 18-19, the BSW Program intended to develop a course-embedded measure in SWRK 395: Social Welfare Policy and Issues during AY 19-20 to gather additional data for this SLO in Spring 2021 (the next time the course is offered). However, due to the shift in programmatic focus as a result of the Covid-19 pandemic, this planning did not occur. For this reason, no actions were taken relevant to this SLO in AY 19-20.

Follow-Up

Graduating students demonstrated competency in this area as measured by the LPE (86.7%). However, though there were no significant differences between the percentage of questions answered correctly by WKU's graduating Social Work students and the national average for SLO #5 as measured by the SWEAP FCAI-Exit Instrument for each program option and graduation period, the percentage of students meeting the 80% benchmark in AY 19-20 (46.3%) was lower than in AY 18-19 (54.1%), the program did not meet the SLO #5 goal. (See Appendices E and F for more details.)

Planned in AY 18-19, the sequencing of the required course, SWRK 395: Social Welfare Policy and Issues, in the Social Work curriculum was moved so that students (beginning in AY 20-21) would be concurrently enrolled in their second semester of their Field Practicum II (SWRK 482). The assignments in SWRK 395 have not been modified; however, it is expected that students' experiences at their Field Practicum agencies will better ground their perspectives about the topics in the course that focus on: the development of the current social welfare system in the US, the effects of the economic and political context on policy and the social welfare system, tools for analyzing policy as it relates to need, and skills and steps for policy development. It is expected that the federal, state, local, and/or agency-based policies that impact students' Field Practicum agencies will function as reference material for better understanding these more abstract course concepts in SWRK 395.

The BSW Program will utilize AY 20-21 to determine the most effective approach to measuring students' engagement in policy practice through the development of a course embedded measure. If the course embedded measure and process for data collection is developed in Fall 2020, it may be used in Spring 2021. If the measure is used in SWRK 395 or another course (e.g., SWRK 483: Social Work Field Seminar II) in Spring 2021, the data will be included in the AY 20-21 ASL Report. Any subsequent course changes that emerge from the analysis will be applied in AY 21-22. Therefore, the impact of those changes will not be evident until the AY 22-23 ASL Report.

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Regardless of when the course-embedded measure is developed and implemented, the first cohort of students to benefit from the re-alignment of SWRK 395 with SWRK 482: Field Practicum II will take the course and graduate in Spring 2021. As noted in the AY 18-19 ASL Report, it is expected that the assessment report for AY 20-21 will demonstrate a 10% increase in the percentage of students achieving the Program Success Target for this competency area as measured by the SWEAP-FCAI Exit Instrument in Spring 2021.

Next Assessment Cycle Plan

This SLO will be assessed again in Spring 2021 using the LPE and SWEAP-FCAI Exit Instrument. Students' LPEs will be collected by each Field Liaison teaching SWRK 482/483: Social Work Field Practicum and Internship II. The data from the LPE will be inputted into a spreadsheet by personnel in the Social Work Field Office. The data will then be forwarded to the assessment coordinator (Dr. Funge) for analysis and inclusion in the AY 20-21 ASL Report. Dissemination of the SWEAP-FCAI Exit Instrument to students is coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP for analysis and inclusion in AY 20-21 report by the assessment coordinator.

The process for gathering data from a course embedded measure – if developed and implemented in Spring 2021 – is to be determined.

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Student Learning Outcome 6			
Student Learning Outcome	Demonstrate engagement, assessment, intervention, and evaluation skills across client populations.		
Measurement Instrument #1	SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI).		
Criteria for Student Success	Graduating Social Work Majors will demonstrate competency in this area as measured by the SWEAP-FCAI Exit Instrument.		
Program Success Target for this Measurement	At least 80% of graduating Social work Majors will answer at least 50% of questions correctly for this competency.	Percent of Program Achieving Target	73.1%
Methods	The SWEAP-FCAI Exit Instrument is made available to students online at the end of the second semester of their Field Practica (during SWRK 483: Field Practicum II). During AY 19-20, sixty-seven (N = 67) students completed the instrument – an overall response rate of 88.2%. Students responses to the twenty combined SWEAP-FCAI items used to measure Competency #6: Engage with Individuals, Families, Groups, Organizations and Communities, Competency #7: Assess Individuals, Families, Groups, Organizations and Communities, Competency #8: Intervene with Individuals, Families, Groups, Organizations and Communities, and Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities (see Appendix B) were used for this part of the assessment. The combined competencies reflect the interrelated parts of the planned change process used by social workers when working with client systems (i.e., engagement, assessment, intervention, and evaluation). Per SWEAP , a student is deemed competent if s/he answers 50% or more of the total number of questions correctly.		
Measurement Instrument #2	Learning Plan and Evaluation of Field Placement Performance (LPE).		
Criteria for Student Success	Graduating Social Work Majors will demonstrate competency in this area as measured on the LPE by students' Field Instructors.		
Program Success Target for this Measurement	85% of graduating Social Work Majors will score at least a 4 on this competency.	Percent of Program Achieving Target	86.7%
Methods	The LPE is completed by a student's Field Instructor at the end of each of the two semesters in their Field Practicum (SWRK 483: Field Practicum II). The Field Instructor evaluated whether the student effectively demonstrated each of fifteen practice behaviors associated with Competency #6: Engage with Individuals, Families, Groups, Organizations and Communities, Competency #7: Assess Individuals, Families, Groups, Organizations and Communities, Competency #8: Intervene with Individuals, Families, Groups, Organizations		

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	<p>and Communities, and Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities (see Appendix C) were used for this part of the assessment. The combined competencies reflect the interrelated parts of the planned change process used by social workers when working with client systems (i.e., engagement, assessment, intervention, and evaluation). On the basis of this evaluation, they then scored the competency from 1: lowest to 5: highest. This score was used for this part of the assessment. Students must earn a score of 3-5 for each competency by the end of the second semester (SWRK 483) in order for the student to pass their Field Practicum. During AY 19-20, Field Instructors completed LPEs for all seventy-five (N = 75) students enrolled in SWRK 483 – a 100% completion rate.</p>
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<p>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 6.</p>	<p>Met</p>	<p>Not Met</p>
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<p>Actions</p>
<p>SWRK 357 introduces students to the fundamental aspects of case management (service coordination), including common case management roles, processes, responsibilities, and employment challenges. Students develop knowledge of case management ethics and explore common ethical dilemmas and boundaries issues that confront case managers. SWRK 375 equips students with theory and skills for effective social work practice with individuals and their interpersonal networks. Students are provided an opportunity for in-depth study of the complexities of social work interventions, and have the opportunity to develop skills in assessment, problem-solving processes, and interventions appropriate for beginning level generalist social work practice. And SWRK 379 prepares students to interview individuals, families, and groups. Students develop an awareness of multicultural issues, and learn skills of attending, basic listening, and relationship building. Students regularly practice interviewing in class and receive feedback on their performance.</p> <p>In AY 18-19 course content, readings, and assignments in SWRK 357: Case Management, SWRK 375: Social Practice I (Individuals), and SWRK 379: Social Work Communication Skills were realigned to minimize repetition across these courses. Though, as with all disciplines, some critical content in the practice of social work that warrants repeating remained in the redesigned courses. The re-designed courses were taught in AY 19-20.</p> <p>In addition, beginning in Fall 2019, students whose Catalog Term is Fall 2019 or later are now required to complete an additional 3-hour Social Work elective. These electives include courses focused on engaging, assessing, intervening, and evaluating services with a variety of client populations (e.g., SWRK 326: Services for Older Americans, SWRK 356: Services for Juvenile Offenders, SWRK 436: Services to Children, and SWRK 437: Military Social Work).</p>

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Follow-Up

Graduating students demonstrated competency in this area as measured by the LPE (86.7%). However, though there were no significant differences between the percentage of questions answered correctly by WKU's graduating Social Work students and the national average for SLO #6 as measured by the SWEAP FCAI-Exit Instrument for each program option and graduation period, and the percentage of students meeting the 80% benchmark in AY 19-20 (73.1%) was greater than in AY 18-19 (69.6.%), the program did not meet the SLO #6 goal. (See Appendices E and F for more details.)

Graduating students did not meet the Program Success Target in AY 18-19 and 19-20 as measured by the SWEAP-FCAI Exit Instrument; however, they did so in AY 17-18 (see Appendix E). The BSW Program has asserted that the score differential between AY 17-18 and AY 18-19 was, in part, a function of the lower response rate in AY 18-19 (57.8%) versus the rate in AY 17-18 (63.2%). It was anticipated that an increased response rate in AY 19-20 would correlate with a 5% increase in the percentage of students achieving the Program Success Target. While the response rate was higher (88.2%), students only increased by 3.5% on this metric between AY 18-19 and 19-20.

Planned in AY 18-19, the sequencing of the required course, SWRK 381: Social Work Practice III (Communities and Organizations), in the Social Work curriculum was moved so that students (beginning in AY 20-21) would be concurrently enrolled in their first semester of their Field Practicum I1 (SWRK 480). Assignments in the course have not been modified; however, it is expected that students' experiences at their Field Practicum agencies will better ground their perspectives about the topics in the course that focus on: policy practice, engaging diversity and difference in community and organizational level practice, advancing social, economic, and environmental justice, assessing community needs strengths and opportunities, and assessing organizations. In other words, students' Field Practicum agencies and the surrounding community will function as reference material for understanding these abstract course concepts in SWRK 381.

The first group of students to benefit from the full complement of changes to the curriculum (i.e., the realignment of SWRK 357, SWRK 375, and SWRK 379 and the additional Social Work elective as described in the Program Summary section for this report as well as the re-alignment of SWRK 381 with SWRK 482) will graduate in Spring 2021. It is expected that the assessment report for AY 20-21 will demonstrate a 5% increase in the percentage of students achieving the Program Success Target for this competency area as measured by the SWEAP-FCAI Exit Instrument in Spring 2021.

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This SLO will be assessed again in Spring 2021 using the LPE and SWEAP-FCAI Exit Instrument. Students' LPEs will be collected by each Field Liaison teaching SWRK 482/483: Social Work Field Practicum and Internship II. The data from the LPE will be inputted into a spreadsheet by personnel in the Social Work Field Office. The data will then be forwarded to the assessment coordinator (Dr. Funge) for analysis and inclusion in the AY 20-21 ASL Report. Dissemination of the SWEAP-FCAI Exit Instrument to students is coordinated by Dr. Dana Sullivan who will forward a report generated by SWEAP for analysis and inclusion in AY 20-21 report by the assessment coordinator.

Appendix A

Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS)

Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy. (EPAS, 2015, p. 4)

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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 context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

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

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

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

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and

- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social

environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individual, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

Appendix B

SWEAP (Social Work Education Assessment Project) Exit Foundation Curriculum Assessment Instrument (FCAI) ¹

Competency 1: Demonstrate Ethical and Professional Behavior

1. Making clients aware of their choices is inherent in which social work ethical obligation?
2. Janna's social worker, Ed, is moving to a new agency and asks her if she would like to continue to see him after the move. According to the NASW Code of Ethics, Ed's offer could be considered:
3. The NASW Code of Ethics offers a set of values, principles and standards related to all but one of the following:
4. When a social worker's colleague is displaying incompetence during service to his clients, the social worker should discuss this matter with the:
5. A social worker offers her unemployed client a job cleaning the worker's home. This is an example of a:
6. What is the difference between privileged communication and confidentiality?
7. Which of the following is an ethical violation of a client's rights to privacy and confidentiality?

Competency 2: Engage Diversity and Difference in Practice

8. Terms like: police officers, postal workers, spokesperson, and chairperson are examples of:
9. A recent refugee from Syria displays anxiety and fear toward the social worker assigned to help him learn to cope in his new home community. The social worker wonders whether the client might be better served by another colleague and questions his own ability to work with the client. The worker's supervisor suggests another reason the client may be reluctant to engage with the social worker. Which of the following explanations might be most relevant to the case?
10. Engaging in diversity and difference in social work practice means:
11. Which of the following statements is not accurate regarding women?
12. John, a 16-year-old high school student, was diagnosed with cerebral palsy before turning two years old. John's condition is chronic and most likely will remain permanent. Which of the following best defines John's condition?
13. Police reports in a community indicate that African-Americans are the most frequently arrested group for crimes such as drug abuse, petty theft, and similar minor offenses. These reports may indicate which of the following:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

14. A belief that those with the greatest wealth have an obligation to help provide for those with the least wealth is part of which perspective?
15. Benefits that accrue to members of the dominant U.S. population because of their skin color are referred to as:
16. Which explanation of poverty is the most consistent with a social justice perspective?
17. Which of the following is not evidence of a social justice deficiency in the American political-economic system?

¹ SWEAP only provides the FCAI items without the response sets to prevent social work education programs from "teaching to the test."

18. Which of the following statements describes the concept of feminization of poverty?
19. Social activism and other social change efforts are often resisted by:

Competency 4: Engage in Practice-informed Research and Research-informed Practice

20. The requirements for a "classical experimental" design include:
21. Using random sampling (based upon probability theory)
22. Which of the following is not a level of measurement?
23. Using subjects that are available, such as students in a classroom or patients in a wing of a nursing home, without random selection, illustrates which of the following approaches to sampling?
24. Which of the following sampling strategies increases the opportunity for making sure all groups of interest in the population are represented in the sample?
25. Which of the following represents a well-known single subject design?
26. Which of the following can survey research not establish?

Competency 5: Engage in Policy Practice

27. The Elizabethan Poor Laws are important for understanding social welfare in the US because:
28. In a capitalistic economic system one of the purposes of social welfare is to:
29. The principle of "social insurance" is best defined as:
30. The major social welfare program to emerge from the New Deal was:
31. In which category (ies) does the U.S. fall below other developed nations?
32. The enactment of the Personal Responsibilities Act and Work Opportunity Reconciliation Act of 1996 (TANF) resulted in:
33. The Earned Income Tax Credit (EITC) is considered by policy analysts to be:

Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities

34. A (An) _____ links clients with needed resources.
35. Listening empathetically means:
36. Effective work skills, the ability to get along with others, and support of one's family are examples of:
37. Mandated clients:
38. Self-determination:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

39. Within the Person-in environment system: Familial roles, interpersonal roles, occupational roles, and special life tools are considered to be categorized under:
40. Risk factors for child abuse include all except the following:
41. Community assessment includes:
42. A common assessment tool used to determine addictions is:
43. A strength based assessment focuses on:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

44. Which of the following techniques are common to advocacy?
45. When a social worker's personal values/beliefs clash with a client's values/beliefs:
46. Social learning theory places an emphasis on which of the following:
47. Believing that social work practice is conducted at the interface between people and their environments is associated with which perspective?
48. The concept "person-in-environment" includes which of the following:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

49. Which of the following is (are) (a) method(s) of conducting a community needs assessment?
50. Which of the following applies to program evaluation
51. This evaluation model compares repeated measurements from a single subject over time
52. Action research is:
53. In relation to termination which statement is NOT true:

Appendix C



Department of Social Work BSW Learning Plan and Evaluation

Revised 8/22/2016

Student Name: _____ School Term: _____

Field Agency: _____ Field Instructor: _____

Instructions for Scoring: This chart indicates the standard for scoring the nine competencies. Under each competency, there are behavioral indicators to consider when determining the overall scoring of each competency. Each behavior should have:

- A “minus” if the student has not demonstrated the behavior to a satisfactory degree for this point in field;
- A “check” if the student has effectively demonstrated the behavior.
- “N/A” if student has not had the chance to demonstrate the behavior yet. **NOTE: “N/A” is allowed in semester one ONLY.**

The evaluation process is 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 work at a high level of mastery. 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.
1.5 Pass	1.5 Fail	Student understands the competency and recognizes it when he or she sees it. The student is expected to improve in this area with additional experience.
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>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

*Place a “checkmark” beside the behaviors effectively demonstrated.
Place a “minus” beside the behaviors not demonstrated at a satisfactory level.
“N/A” allowable only for semester one.*

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” policy.
- Appearance and behavior is consistently appropriate for a professional setting.
- Always be respectful to and supportive of clients, supervisor and co-workers.
- Complete all required professional writing accurately and present agency and field documentation in a timely manner.
- Seek consultation/supervision and practice personal reflection and self-correction to assure continual professional development.
- Consider the implication of technology in developing programs and services.
-

Semester 1 Comments:
Semester 2 Comments:

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

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

Place a “checkmark” beside the behaviors effectively demonstrated.

Place a “minus” beside the behaviors not demonstrated at a satisfactory level.

“N/A” allowable only for semester one.

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:

- Look for systems of oppression and disparities related to diversity that affects clients at the agency.
- Research and read relevant articles pertaining to diverse populations and to enhance cultural sensitivity and discuss with field instructor.
- Engage with clients that differ in age, class, gender, etc. and research pertinent information. With the use of reflection recordings and supervision, field instructor will discuss student’s knowledge and sensitivity around recognizing differing cultural issues.
- Always reflect respect for and appreciation of diverse opinions, and view themselves as learners and engage those with whom they work as informants.
-

Semester 1 Comments:

Semester 2 Comments:

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

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

Place a "checkmark" beside the behaviors effectively demonstrated.

Place a "minus" beside the behaviors not demonstrated at a satisfactory level.

"N/A" allowable only for semester one.

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).
- Examine the impact of oppression and discrimination on the delivery of services within your agency.
- Discuss issues of oppression and discrimination with at least 3 clients from a vulnerable population, to glean from people's stories how social injustice operates in their lives.
- Demonstrate ability to impact environmental injustice regarding agency, clients, and community.
- Research advocacy methods and come up with at least two relevant actions that they will take on behalf of client issue(s).
- Familiarize self with current political events and their effects on clients in your agency.
-

Semester 1 Comments:

Semester 2 Comments:

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

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

Place a “checkmark” beside the behaviors effectively demonstrated.

Place a “minus” beside the behaviors not demonstrated at a satisfactory level.

“N/A” allowable only for semester one.

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 both qualitative and quantitative ways to evaluate their own practice within the agency.
- Identify research activities utilized by the agency including data collection/statistics, current research projects and program evaluation.
- Critically analyze, and then discuss with field instructor, the current information gathered by the agency for purposes of assessment.
- 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>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

Place a “checkmark” beside the behaviors effectively demonstrated.

Place a “minus” beside the behaviors not demonstrated at a satisfactory level.

“N/A” allowable only for semester one.

Semester

1 2

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 current public policy and relevant legislation issues on service provision to your agency/clients.
- Formulate ideas towards advocacy in the interests of improving policies specific to your practice context or agency.
- Study history and current structure of your agency; discuss with field instructor the funding streams, federal/state/local laws that govern services.
- Communicate with and discuss policy development and formulation with legislators/ community leaders/board members/administrators.
-

Semester 1 Comments:

Semester 2 Comments:

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

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

Place a “checkmark” beside the behaviors effectively demonstrated.

Place a “minus” beside the behaviors not demonstrated at a satisfactory level.

“N/A” allowable only for semester one.

Semester

1 2

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.
- Identify conceptual frameworks that explain development and impact on a client system.
- Assist, conduct and debrief client interviews using agency formats; compare to classroom tools.
- Demonstrate effective use of empathy and interviewing skills.
-

Semester 1 Comments:

Semester 2 Comments:

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

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

Place a “checkmark” beside the behaviors effectively demonstrated.

Place a “minus” beside the behaviors not demonstrated at a satisfactory level.

“N/A” allowable only for semester one.

Semester

1 2

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.
- Demonstrate ability to help clients’ solve problems using interventions to negotiate and mediate.
- Provide an assessment of a client system in the context of person in environment.
- Use various theories to inform client behavior and interactions. Discuss with field instructor.
- Critique and apply knowledge to understand person-in-environment.
-

Semester 1 Comments:

Semester 2 Comments:

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

<u>Semester 1 Final Score</u>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

*Place a "checkmark" beside the behaviors effectively demonstrated.
Place a "minus" beside the behaviors not demonstrated at a satisfactory level.
"N/A" allowable only for semester one.*

Semester
1 2

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:

- Develop mutually agreed upon long and short term goals with clients/groups.
- Observe and participate in client treatment plans, case reviews and consultation. Discuss with field instructor.
- Develop planned change process and be able to understand the definition and discuss how it is implemented in helping clients achieve their goals.
- Attend to professional boundaries and ethical behavior in terminating services with clients. Use reflection recordings and journals to reflect on transition and termination issues.
- Co-facilitate group meetings for clients, agencies, and communities.
- Discuss interaction of theory and practice with field instructor.
- Complete a psychosocial assessment and upon completion will discuss what social work skills were used as well as strengths and weaknesses on 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>				<u>Semester 2 Final Score</u>				
<i>(Please circle one)</i>				<i>(Please circle one)</i>				
1	1.5	2	3	1	2	3	4	5

Place a "checkmark" beside the behaviors effectively demonstrated.

Place a "minus" beside the behaviors not demonstrated at a satisfactory level.

"N/A" allowable only for semester one.

Semester

1 2

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 FI, the current agency strengths and weaknesses related to the incorporation of critical thinking into: Assessment; Prevention; Intervention; Evaluation
- Solicit feedback on outcomes and analyze data; and, initiate actions to achieve organizational change/improvement.
- Develop evaluations and intervention questions to further assessments and service needs. Discuss in supervision.
- Review, evaluate, and appraise current agency services as well as needs and trends in the communities in which services are being provided.
-

Semester 1 Comments:

Semester 2 Comments:

STUDENT NAME: _____

Learning Plan 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 Task Supervisor/Date: _____
(if applicable)

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, 1.5, OR ABOVE TO PASS FIELD.

Overall GRADE Student has earned: PASS/FAIL (Based on N/A, 1.5 or higher on each of the 9 competencies)

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: _____

Liaison Section: GRADES: Seminar Grade ____ (A-F) Passed All Assignments: YES or NO

Comments:

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 3.0 OR ABOVE TO PASS FIELD.

Overall GRADE Student has earned: PASS/FAIL (Based on 3.0 or higher on each of the 9 competencies)

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: _____

Liaison Section: GRADES: Seminar Grade ____ (A-F) Passed All Assignments: YES or NO

Comments:

Liaison Signature/Date: _____

Appendix D

Course-Embedded Rubric for SLO #4: Engage in practice-informed research and research-informed practice.

SWRK 483: Social Work Field Internship II

Assignment Used: Social Welfare Policy-Mezzo/Macro Project–Poster Presentation

	Distinguished	Competent	Needed Development	Unsatisfactory	Missing	
	<i>Thorough and clear description provided</i>	<i>Description adequate for understanding</i>	<i>Description missing some key elements for understanding</i>	<i>Description missing major key elements for understanding</i>	<i>Does not address</i>	
Area of Evaluation	4	3	2	1	0	Score

Uses practice experience and theory to inform scientific inquiry and research

1	Introduction effectively states the problem or issue for research	<p>Effectively explains how problem is derived from field practice experience.</p> <p>Effectively defines the scope of the problem and key concepts (prevalence, causes or consequences).</p> <p>Types of information (sources) selected directly relate to conceptualize research problem.</p>	<p>Explains how problem is derived from field practice experience.</p> <p>Defines the scope of the research question or thesis completely and key concepts (prevalence, causes or consequences).</p> <p>Types of information (sources) selected relate to conceptualize research problem.</p>	<p>Addresses how problem is derived from field practice experience.</p> <p>Defines the scope of the research question incompletely (parts are missing, remains too broad, too narrow, etc.) Key concepts (prevalence, causes or consequences) not clearly articulated.</p> <p>Types of information (sources) selected partially relate to conceptualize research problem.</p>	<p>Fails to address how problem is derived from field practice experience.</p> <p>Difficulty defining the scope of the research question. and difficulty determining key concepts (prevalence, causes or consequences).</p> <p>Types of information (sources) selected do not relate to conceptualize research problem.</p>	Does not address	/4
2	Thorough literature review including discussion of applicable evidence-based practices	<p>Synthesizes in-depth information from relevant sources representing various points of view/approaches.</p>	<p>Summarizes in-depth information from relevant sources representing relevant points of view/approaches.</p>	<p>Summarizes information from relevant sources representing limited points of view/approaches.</p>	<p>Summarizes information from irrelevant sources representing various points of view/approaches.</p>	Does not address	/4

		Distinguished	Competent	Needed Development	Unsatisfactory	Missing	
		<i>Thorough and clear description provided</i>	<i>Description adequate for understanding</i>	<i>Description missing some key elements for understanding</i>	<i>Description missing major key elements for understanding</i>	<i>Does not address</i>	
Area of Evaluation		4	3	2	1	0	Score
3	Utilization of theory to inform the research project	Presents and thoroughly applies theoretical perspectives to inform the research project.	Presents theoretical perspectives to inform the research project.	Presents limited theoretical perspectives to inform the research project.	Has no relevant theoretical perspective to inform the research project.	Does not address	/4
4	Articulation of the research question	Identifies and relates to social problem. Based on evaluation of evidence. Focused, clear, concise, and arguable.	Identifies and relates to social problem. Based on evaluation of evidence. Focused and clear in definition but may not be concise.	Identifies and relates to a social problem but lacks clarity, focus, and complexity. Basis of evaluation of evidence is limited.	Identifies a social problem, but research question lacks clarity, focus and is not related to social problem	Does not address	/4

Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

5	Explanation of sampling procedures	Uses the analysis of research question and research design to define the sample population and sampling procedure.	Explains the sample population and sampling procedure in detail.	Explains the sample population and sampling procedure incompletely (missing relevant boundaries and selection criteria).	Has difficulty defining the sample population, sampling procedures.	Does not address	/4
6	Validity/credibility and reliability/confirmability of instrumentation	Relates to variable intends to measure with relevant sources of support for validity/credibility and reliability/confirmability of the instrument.	Relates to variable intends to measure and provides adequate argument and rationale on validity/credibility and reliability/confirmability of the instrument but fails to provide sources.	Limited relationship to the variable intends to measure. Lacks relevant argument or rationale on validity/credibility and reliability/confirmability of the instrument.	Does not relates to variable it intends to measure, no relevant argument or explanation on the validity/credibility and reliability/confirmability of the instrument.	Does not address	/4

Distinguished	Competent	Needed Development	Unsatisfactory	Missing
<i>Thorough and clear description provided</i>	<i>Description adequate for understanding</i>	<i>Description missing some key elements for understanding</i>	<i>Description missing major key elements for understanding</i>	<i>Does not address</i>

Area of Evaluation	4	3	2	1	0	Score
--------------------	---	---	---	---	---	-------

Use and translate research evidence to inform and improve practice, policy and service delivery

7	Application of research evidence to inform and improve practice, policy and service delivery	Analysis of research evidence as the basis for deep, thoughtful and specific recommendations to practice, policy and service delivery.	Analysis of research evidence as the basis for reasonable and specific recommendations to practice, policy and service delivery.	Analysis of research evidence as the basis for limited recommendations to improve practice, policy and service delivery.	Analysis of research evidence as the basis for basic recommendations but lacks specificity to improve practice, policy and service delivery.	Does not address	/4
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Appendix E

SWEAP-FCAI Exit Instrument Scores

Table 1. *Percentage of WKU Social Work Students Meeting & Exceeding Benchmark*

Academic Year (No. of respondents)	Student Learning Outcomes					
	1	2	3	4	5	6
AY 19-20 (N = 67) ²	83.6%	91.0%	80.6%	52.2%	46.3%	73.1%
AY 18-19 (N = 37) ³	73.0%	89.2%	81.1%	37.8%	54.1%	69.6%
AY 17-18 (N = 43) ⁴	84.5%	89.6%	85.2%	60.8%	66.2%	80.2%

Note. WKU Benchmark = Greater than 80% of students answer at least 50% of questions correctly for each competency on the SWEAP-FCAI Exit Instrument. (Per SWEAP, a student is deemed competent if s/he answers 50% or more of the total number of questions correctly.) For SLO #6, CSWE Competencies #6-9 (i.e., engagement, assessment, intervention, and evaluation) are combined. These reflect the planned change process when working with client systems.

Table 2. *Mean Percentage of SWEAP-FCAI Exit Instrument Questions Answered Correctly (AY 19-20)*

SWEAP-FCAI Exit Instrument	Student Learning Outcomes					
	1	2	3	4	5	6
Mean National Average	64.2%	67.0%	66.6%	51.8%	49.0%	65.0%
Mean WKU Social Work Student Average	65.4%	69.0%	62.1%	48.5%	46.7%	63.3%

Note. SWEAP provided separate reports for each program option (WKU Bowling Green, Elizabethtown-Fort Knox, and Owensboro) and graduation period (Fall 2019, Spring 2020, and Summer 2020). SWEAP does not currently provide an aggregated report of all program options across all semesters. The data presented in this table reflect combined averages across all program options and graduation periods for purposes of assessment.

In AY-19-20, there were no significant differences between the percentage of questions answered correctly by WKU's graduating Social Work students and the national average for SLO #1-5 as measured by the SWEAP FCAI-Exit Instrument except for the five (N = 5) graduates from WKU Elizabethtown-Fort Knox program option in Summer 2020 who answered significantly more questions correctly (82.9%) than the national average (64.2%) on SLO #1.

Because the benchmark used for SLO #6 combines four competency areas as measured by the SWEAP-FCAI-Exit Instrument, we were unable to determine whether the mean percentage of questions answered correctly by WKU's graduating Social Work Students across these combined areas (63.3%) significantly differed from the mean national averages for these combined areas (65.0%). (SWEAP does not run this analysis.) However, none of the differences for each of the four disaggregated competency areas was significant.

Response Rate:

² AY 19-20: 67/76 = 88.2%

³ AY 18-19: 37/64 = 57.8%

⁴ AY 17-18: 43/68 = 63.2%

Appendix F

Learning Plan Evaluation of Field Placement Performance (LPE) Scores

Table 3. *Percentage of Students Meeting & Exceeding Benchmark*

Learning Plan Evaluation (LPE)	Student Learning Outcomes					
	1	2	3	4	5	6
AY 19-20 (# of Respondents = 76)	94.7%	96.0%	93.3%	88.0%	86.7%	86.7%
AY 18-19 (# of Respondents = 64)	95.3%	98.4%	96.9%	93.8%	93.8%	96.9%
AY 17-18 (# of Respondents = 68)	93.6%	92.8%	89.2%	88.2%	91.4%	93.5%

Note. Benchmark = At least 85% of students will score 4 or 5 for each competency.