

**Assurance of Student Learning
2019-2020**

College of Health and Human Services

Department of Social Work

Masters of Social Work #157

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

Student Learning Outcome 1: Demonstrate ethical and professional behavior.

Instrument 1 **Direct:** Field Individual Learning Plan

Instrument 2 **Direct:** Cultural Sensitivity Project Paper (Course-Embedded Measure)

Instrument 3 **Direct:** Practice Readiness Exam

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:** Field Individual Learning Plan

Instrument 2 **Direct:** Cultural Sensitivity Project Paper (Course-Embedded Measure)

Instrument 3 **Direct:** Practice Readiness Exam

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: Engage in practice-informed research and research-informed practice

Instrument 1 **Direct:** Field Individual Learning Plan

Instrument 2 **Direct:** Cultural Sensitivity Project Paper (Course-Embedded Measure)

Instrument 3 **Direct:** Practice Readiness Exam

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 Policy Practice

Instrument 1 **Direct:** Field Individual Learning Plan

Instrument 2 **Direct:** Social Policy Analysis Formulation Paper (Course-Embedded Measure)

Instrument 3 **Direct:** Practice Readiness Exam

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 5: Demonstrate Engagement, Assessment, Intervention, and Evaluation Skills across Client Populations		
Instrument 1	Direct: Field Individual Learning Plan	
Instrument 2	Direct: Practice Readiness Exam	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)		
<p>All but one target for assessing SLOs was met for AY 2019-2020. For each of the SLOs, Measure 1 is assessed using student’s Individual Learning Plan (ILP) which is rated by the student’s Field Instructor at a community-based agency. Actions associated with this measure include creating required advanced trainings for Field Instructors that were uploaded on the Department Website in the Field Instructor Toolbox. By placing these training videos online, Field Instructors are able to access trainings on demand. Trainings included resource material needed and skill development in assisting with objectively scoring students on their Individual Learning Plan with respect to the nine competencies set forth by the Council on Social Work Education (CSWE). For Measure 2 on SLOs 1-4, students were assessed using a course-embedded measure. Actions associated with this measure included the revision of major assignments, changes in textbooks and advanced training for part-time instructors. For Measure 3 on SLOs 1-4 and Measure 2 on SLO 5, actions included reviewing the subject content areas examined with particular attention to policy and research. Student performance for Measure 3 on SLOs 3 and 4 and Measure 2 on SLO 5 improved to meeting the targets, compared to not meeting the targets in AY 18-19. Due to unmet competencies, changes for improvement were implemented during AY 19-20 and focused on ways to strengthen curriculum content during curriculum sequence group meetings. An example was the use of annotated bibliographies and literature reviews to require students to take a deeper dive into the research literature. The Social Work Departmental Advisory Committee (DAC) will continue to review and recommend performance enhancement strategies for all areas of the MSW program.</p>		

Student Learning Outcome 1

Student Learning Outcome 1			
Student Learning Outcome	Demonstrate Ethical and Professional Behavior		
Measurement Instrument 1	<p>DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW Program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and Advanced Standing students will complete one field practicum (500 hours of direct client contact). Students are supervised an approved MSW-level social worker at a community agency, referred to as the Field Instructor. These field instructors receive training from the MSW Field Director on an annual basis and also have access to online training materials. Students create an Individual Learning Plan (ILP) which is used as the field assessment tool that outlines competencies and behaviors the student agrees to achieve. These competencies and behaviors are issued by the accrediting body for social work programs in the United States, the Council on Social Work Education (CSWE). Students are assessed at the end of each semester by the Field Instructor in collaboration with the Field Liaison, who is either a full-time or part-time instructor. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in students field settings. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.</p>		
Criteria for Student Success	<p>Students are assessed by their field instructor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience. For the purposes of evaluation criteria for success, the MSW program uses the following benchmark: “85% of students will earn 4 or higher.”</p>		
Program Success Target for this Measurement	85%	Percent of Program Achieving Target	94.1%
Methods	<p>Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 69 students completed a field experience during the 2019-2020 academic year (17 Generalist; 52 Specialist). Student’s field supervisor rates the student at the end of the first and second semesters in their field experience. The score at the end of the second semester on Competency 1 was used to determine mastery of the SLO. Average of foundation-level and concentration-level scores were used.</p>		
Measurement Instrument 2	<p>DIRECT measures of student learning: Students complete a Cultural Sensitivity Project over the course of their first semester of the generalist year in SWRK 501: Cultural Competency in Social Work Practice. This assignment is submitted electronically on Blackboard during the 13th week of the semester. This assignment is downloaded and graded by the instructor using a rubric (see rubric at end of ASL). Two rubric items, specifically rubric items 6 and 7, are averaged and recorded in an Excel Spreadsheet which is then shared with the Assessment Coordinator. The Assessment Coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5, with 5 being the highest possible score on these items.</p>		

Criteria for Student Success	Students will earn a minimum average score of 4 on items 6 & 7 on the rubric for the Cultural Sensitivity Project paper.		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	100%
Methods	This instructor of record downloads and grades students Cultural Sensitivity Project paper using a rubric. Specifically, two items on the rubric (Items 6 & 7) are used to assess ethical and professional behavior. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric items 6 & 7 are averaged and recorded in an Excel spreadsheet, which is then shared with the Assessment Coordinator. The Assessment Coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. There were 13 students enrolled in SWRK 501 during the Fall 2019 semester who completed the Cultural Sensitivity Project. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 13 enrolled students.		
Measurement Instrument 3	DIRECT measures of student learning: Students in their final semester of the MSW Program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam continues 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to insure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education's (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).		
Criteria for Student Success	Students are expected to earn a 70% or higher on items related to professional and ethical behavior (i.e. items related to Competency 1 of CSWE's 2015 EPAS) to be considered successful.		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	78.7%
Methods	Direct: 50 students took the PRE on April 6, 2020 with 92% of students achieving a passing score overall. There were 12 questions on the PRE related to ethical and professional behavior. The number of students who achieved 70% or higher were divided by the 50 students who took the exam.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.			Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			Not Met
AY 2019-20 results were discussed during the faculty meeting held at the beginning of the AY 20-21. AY 2019-2020 results will also be presented at the Departmental Advisory Committee (DAC) meeting, which is scheduled for October 12, 2020 via Zoom. For Measure 1 (direct field placement), it was decided to increase the program success target from 70% to 85% due to a high number of students consistently meeting this benchmark. Additionally, for Measure 1, the Field Director created online trainings for Field Instructors in order to assist them with objectively scoring students on their Individual Learning Plan in the area of Professionalism and Ethical Decision-Making. This training is available online so that Field Instructors are able to access resources on demand. For			

Measurement 2 none of the rubrics were adjusted as scores in those areas were exceeding expectations. Measurement 3 is annually adjusted by the PRE Committee to respond to the outcomes from the item analysis for each question.
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
Data are continuously collected and will be updated by June 2021. The Assessment Coordinator will continue to follow the data collection and analysis plan and report back to both the Faculty and DAC in Fall 2020. As is standard, results will be discussed with MSW faculty and the DAC and adjustments will be made accordingly. It is anticipated that the actions above will lead to a 5% increase in this SLO.
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)
The Assessment coordinator will continue to gather data at the end of the Fall 2020 and Spring 2021 semesters. Data will be analyzed by the June 2021 date listed above.

Student Learning Outcome 2			
Student Learning Outcome	Engage Diversity and Difference in Practice		
Measurement Instrument 1	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW Program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and Advanced Standing students will complete one field practicum (500 hours of direct client contact). Students are supervised an approved MSW-level social worker at a community agency, referred to as the Field Instructor. These field instructors receive training from the MSW Field Director on an annual basis and also have access to online training materials. Students create an Individual Learning Plan (ILP) which is used as the field assessment tool that outlines competencies and behaviors the student agrees to achieve. These competencies and behaviors are issued by the accrediting body for social work programs in the United States, the Council on Social Work Education (CSWE). Students are assessed at the end of each semester by the Field Instructor in collaboration with the Field Liaison, who is either a full-time or part-time instructor. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in students field settings. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Criteria for Student Success	Students are assessed by their field instructor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience. For the purposes of evaluation criteria for success, the MSW program uses the following benchmark: “85% of students will earn 4 or higher.”		
Program Success Target for this Measurement	85%	Percent of Program Achieving Target	96.6%
Methods	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 69 students completed a field experience during the 2019-2020 academic year (17 Generalist; 52		

	Specialist). Student’s field supervisor rates the student at the end of the first and second semesters in their field experience. The score at the end of the second semester on Competency 2, which states that students will “engage diversity and difference in practice,” was used to determine mastery of the SLO. Average of foundation-level and concentration-level scores were used.		
Measurement Instrument 2	DIRECT measures of student learning: Students complete a Generational Paper over the course of their 1 st semester of the generalist year in SWRK 510: Human Behavior in the Social Environment. This assignment is submitted electronically on Blackboard during the 11 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. Two rubric items, specifically rubric items 2 and 3, are averaged and recorded in an Excel Spreadsheet, which is then shared with the Assessment Coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5, with 5 being the highest possible score on these items.		
Criteria for Student Success	Students will earn a minimum average score of 4 on items 2 and 3 of the rubric for the Generational Paper.		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	92.9%
Methods	This instructor of record downloads and grades students Generational Paper using a rubric. Specifically, two items on the rubric (item 2 and item 3) are used to assess diversity and difference in practice. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric items 2 and 3 are averaged and recorded in an Excel Spreadsheet, which is then shared with the Assessment Coordinator. The Assessment Coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. There were 14 students enrolled in SWRK 510 during the Fall 2019 semester who completed the Generational Paper. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 14 enrolled students.		
Measurement Instrument 3	DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education’s (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).		
Criteria for Student Success	Students are expected to earn a 70% or higher on items related to diversity and difference in practice (i.e., items related to Competency 2 of CSWE’s 2015 EPAS).		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	78.4%
Methods	Direct: 50 students took the PRE on April 6, 2020 with 92% of students achieving a passing score overall. There were 11 questions on the PRE related to diversity and difference in practice. The number of students who achieved 70% or higher were divided by the 50 students		

	who took the exam.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
AY 2019-20 results were discussed during the faculty meeting held at the beginning of the AY 20-21. AY 2019-2020 results will also be presented at the Departmental Advisory Committee (DAC) meeting, which is scheduled for October 12, 2020 via Zoom. For Measure 1 (direct field placement), it was decided to increase the program success target from 70% to 85% due to a high number of students consistently meeting this benchmark. Course content in core classes (SWRK 501; SWRK 612) were modified in order to emphasize cultural competence and cultural humility. Additionally, a new textbook was selected for SWRK 612 that emphasizes diversity and difference in practice. For Measurement 2 none of the rubrics were adjusted as scores in those areas were exceeding expectations. Measurement 3 is annually adjusted by the PRE Committee to respond to the outcomes from the item analysis for each question.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Data are continuously collected and will be updated by June 2021. As is standard, results will be discussed with MSW faculty and the DAC and adjustments will be made accordingly. It is anticipated that scores related to this SLO will increase by 5% as a result of these efforts.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The Assessment Coordinator will continue to gather data at the end of the Fall 2020 and Spring 2021 semesters. Data will be analyzed by the June 2021 date listed above.			

Student Learning Outcome 3	
Student Learning Outcome	Engage in practice-informed research and research-informed practice.
Measurement Instrument 1	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW Program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and Advanced Standing students will complete one field practicum (500 hours of direct client contact). Students are supervised an approved MSW-level social worker at a community agency, referred to as the Field Instructor. These field instructors receive training from the MSW Field Director on an annual basis and also have access to online training materials. Students create an Individual Learning Plan (ILP) which is used as the field assessment tool that outlines competencies and behaviors the student agrees to achieve. These competencies and behaviors are issued by the accrediting body for social work programs in the United States, the Council on Social Work Education (CSWE). Students are

	assessed at the end of each semester by the Field Instructor in collaboration with the Field Liaison, who is either a full-time or part-time instructor. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in students field settings. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Criteria for Student Success	Students are assessed by their field instructor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience. For the purposes of evaluation criteria for success, the MSW program uses the following benchmark: “85% of students will earn 4 or higher.”		
Program Success Target for this Measurement	85%	Percent of Program Achieving Target	83%
Methods	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicum were included in this assessment. A total of 69 students completed a field experience during the 2019-2020 academic year (17 Generalist; 52 Specialist). Student’s field supervisor rates the student at the end of the first and second semesters in their field experience. The score at the end of the second semester on Competency 4, which states that students will “engage in practice-informed research and research-informed practice,” was used to determine mastery of the SLO. Average of foundation-level and concentration-level scores were used.		
Measurement Instrument 2	DIRECT measures of student learning: Students complete a Research Proposal paper over the course of their 1 st semester of the generalist year in SWRK 540: Foundation in Social Work Research Methods. This assignment is submitted electronically on Blackboard during the 16 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. Three rubric items, specifically rubric items 2-4, are averaged and recorded in an Excel Spreadsheet, which is then shared with the Assessment Coordinator. The Assessment Coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5, with 5 being the highest possible score, on these items.		
Criteria for Student Success	Students will earn a minimum average score of 4 on items 2-4 of the rubric for the Research Proposal paper.		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	77.8%
Methods	This instructor of record downloads and grades students Research Proposal paper using a rubric. Specifically, three items on the rubric (item 2; item 3; item 4) are used to assess practice-informed research and research-informed practice. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric items 2-4 are averaged and recorded in an Excel Spreadsheet, which is then shared with the Assessment Coordinator. The Assessment Coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. There were 9 students enrolled in SWRK 540 during the Fall 2019 semester who completed the Research Proposal paper. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 9 enrolled students.		
Measurement Instrument 3	DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice		

	<p>Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education's (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).</p>		
Criteria for Student Success	<p>Students are expected to earn a 70% or higher on items related to practice-informed research and research-informed practice (i.e., items related to Competency 4 of CSWE's 2015 EPAS).</p>		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	72.8%
Methods	<p>Direct: 50 students took the PRE on April 6, 2020 with 92.2% of students achieving a passing score overall. There were 8 questions on the PRE related to practice-informed research and research-informed practice. The number of students who achieved 70% or higher were divided by the 50 students who took the exam.</p>		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
<p>AY 2019-20 results were discussed during the faculty meeting held at the beginning of the AY 20-21. AY 2019-2020 results will also be presented at the Departmental Advisory Committee (DAC) meeting, which is scheduled for October 12, 2020 via Zoom. For Measure 1 (direct field placement), it was decided to increase the program success target from 70% to 85% due to a high number of students consistently meeting this benchmark. Additionally, for Measure 1, the Field Director created online trainings for Field Instructors in order to assist the with objectively scoring students on their Individual Learning Plan. For Measurement 2 none of the rubrics were adjusted. For Measure 3 (direct PRE), research items were examined for reliability and validity. Questions were rewritten for future administrations, including the exam on April 6, 2020. The MSW program also decided to institute curriculum sequence chairs, whom were responsible for examining texts across the research sequence (i.e., SWRK 540; SWRK 640) and ensuring that content was consistently taught across sections. The sequence chair and committee met twice over the course of the academic year. Measurement 3 is annually adjusted by the PRE Committee to respond to the outcomes from the item analysis for each question. The changes implemented AY 19-20 related to Measurement 3 may have assisted with student performance, as the target was met and even exceeded in 19-20 with over 72% of students meeting the target. Comparatively, in AY 2018-2019, less than 60% of students met the target. Overall, two of the three targets were achieved for SLO 3, with noticeable improvement in one of the measures.</p>			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
<p>Data are continuously collected and will be updated by June 2021. As is standard, results will be discussed with MSW faculty and the DAC and adjustments will be made accordingly. It is anticipated that these actions will increase scores on this SLO by 10%. Discussions with both faculty and the DAC will continue in response to the need to improve the areas of policy practice and research informed practice as indicated by the low percentages achieved by the Online Generalist Cohort in these areas. Policy practice scores were 50% and practice informed research scores indicated that only 62% of Online Generalist Students achieved the benchmark for these. These outcomes will be addressed and closely monitored by both the MSW faculty and the DAC to develop performance enhancement strategies to better ensure student success.</p>			

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)
The Assessment Coordinator will continue to gather data at the end of the Fall 2020 and Spring 2021 semesters. Data will be analyzed by the June 2021 date listed above.

Student Learning Outcome 4			
Student Learning Outcome	Engage in Policy Practice		
Measurement Instrument 1	<p>DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW Program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and Advanced Standing students will complete one field practicum (500 hours of direct client contact). Students are supervised an approved MSW-level social worker at a community agency, referred to as the Field Instructor. These field instructors receive training from the MSW Field Director on an annual basis and also have access to online training materials. Students create an Individual Learning Plan (ILP) which is used as the field assessment tool that outlines competencies and behaviors the student agrees to achieve. These competencies and behaviors are issued by the accrediting body for social work programs in the United States, the Council on Social Work Education (CSWE). Students are assessed at the end of each semester by the Field Instructor in collaboration with the Field Liaison, who is either a full-time or part-time instructor. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in students field settings. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.</p>		
Criteria for Student Success	Students are assessed by their field instructor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience. For the purposes of evaluation criteria for success, the MSW program uses the following benchmark: “85% of students will earn 4 or higher.”		
Program Success Target for this Measurement	85%	Percent of Program Achieving Target	84.9%
Methods	<p>Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 69 students completed a field experience during the 2019-2020 academic year (17 Generalist; 52 Specialist). Student’s field supervisor rates the student at the end of the first and second semesters in their field experience. The score at the end of the second semester on Competency 5, which states that students will “engage in policy practice,” was used to determine mastery of the SLO. Average of foundation-level and concentration-level scores were used.</p>		
Measurement Instrument 2	<p>DIRECT measures of student learning: Students complete a Social Policy Analysis/Formulation paper over the course of their 2nd semester of the generalist year in SWRK 530: Foundation of Social Welfare Policy. This assignment is submitted</p>		

	electronically on Blackboard during the 15 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. Seven rubric items, specifically rubric items 2-8, are recorded in an Excel Spreadsheet, which is then shared with the Assessment Coordinator. The Assessment Coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5, with 5 being the highest possible score, on this item.		
Criteria for Student Success	Students will earn a minimum average score of 4 on items 2-8 of the rubric for the Social Policy Analysis/Formulation paper.		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	93.3%
Methods	This instructor of record downloads and grades students Social Policy Analysis/Formulation paper using a rubric. Specifically, seven items on the rubric (item 2; item 3; item 4; item 5; item 6; item 7; item 8) are used to assess policy practice. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric items 2-8 are averaged and recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. There were 15 students enrolled in SWRK 530 during the Spring 2020 semester who completed the Social Policy Analysis/Formulation paper. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 15 enrolled students.		
Measurement Instrument 3	DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education's (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).		
Criteria for Student Success	Students are expected to earn a 70% or higher on items related to policy practice (i.e., items related to Competency 5 of CSWE's 2015 EPAS).		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	72%
Methods	Direct: 50 students took the PRE on April 6, 2020 with 92.0% of students achieving a passing score overall. There were 8 questions on the PRE related to policy practice. The number of students who achieved 70% or higher were divided by the 50 students who took the exam.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			Met Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			

AY 2019-20 results were discussed during the faculty meeting held at the beginning of the AY 20-21. AY 2019-2020 results will also be presented at the Departmental Advisory Committee (DAC) meeting, which is scheduled for October 12, 2020 via Zoom. For Measure 1 (direct field placement), it was decided to increase the program success target from 70% to 85% due to a high number of students consistently meeting this benchmark. For Measurement 2 none of the rubrics were adjusted as scores in those areas were exceeding expectations. For Measure 3 (direct PRE), policy items were examined for reliability and validity. Questions will be rewritten for future administrations, including the scheduled exam on April 6, 2021. Additionally, an in-person training was developed for part-time faculty who typically teach at least one section of this course. A new textbook was chosen for the advanced policy course as well as significant course revisions were made for both the generalist and advanced level policy courses (SWRK 530; SWRK 630). Compared to AY 18-19, in which Measurement 3 was not achieved, in AY 19-20, following the stated changes, the target was met. It was also noted that there were not enough face-to-face/synchronous sessions for SWRK 630; therefore, one additional face-to-face/synchronous class session was added in order to improve performance related to this SLO.

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

Data are continuously collected and will be updated by June 2021. As is standard, results will be discussed with MSW faculty and the DAC and adjustments will be made accordingly. It is anticipated that efforts will result in an increase of 10% on this SLO. Discussions with both faculty and the DAC will continue in response to the need to improve the areas of policy practice and research informed practice as indicated by the low percentages achieved by the Online Generalist Cohort in these areas. Policy practice scores were 50% and Practice informed research scores indicated that only 62% of Online Generalist Students achieved the benchmark for these. These outcomes will be addressed and closely monitored by both the MSW faculty and the DAC to develop performance enhancement strategies to better ensure student success.

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

The Assessment Coordinator will continue to gather data at the end of the Fall 2020 and Spring 2021 semesters. Data will be analyzed by the June 2021 date listed above.

Student Learning Outcome 5	
Student Learning Outcome	Demonstrate engagement, assessment, intervention, and evaluation skills across client populations
Measurement Instrument 1	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW Program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and Advanced Standing students will complete one field practicum (500 hours of direct client contact). Students are supervised an approved MSW-level social worker at a community agency, referred to as the Field Instructor. These field instructors receive training from the MSW Field Director on an annual basis and also have access to online training materials. Students create an Individual Learning Plan (ILP) which is used as the field assessment tool that outlines competencies and behaviors the student agrees to achieve. These competencies and behaviors are issued by the accrediting body for social work programs in the United States, the Council on Social Work Education (CSWE). Students are assessed at the end of each semester by the Field Instructor in collaboration with the Field Liaison, who is either a full-time or part-time instructor. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in students field settings. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1

	to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Criteria for Student Success	Students are assessed by their field instructor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience. For the purposes of evaluation criteria for success, the MSW program uses the following benchmark: “85% of students will earn 4 or higher.”		
Program Success Target for this Measurement	85%	Percent of Program Achieving Target	98%
Methods	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 69 students completed a field experience during the 2019-2020 academic year (17 Generalist; 52 Specialist). Student’s field supervisor rates the student at the end of the first and second semesters in their field experience. The score at the end of the second semester on Competencies 6-9 were averaged in order to determine mastery of the SLO. Competency 6 states that students will “engage with individuals, families, groups, organizations, and communities.” Competency 7 states that students will “assess individuals, families, groups, organizations, and communities.” Competency 8 states that students will “intervene with individuals, families, groups, organizations, and communities.” Competency 9 states that students will “evaluate practice with individuals, families, groups, organizations, and communities.” Average of foundation-level and concentration-level scores were used.		
Measurement Instrument 2	DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education’s (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).		
Criteria for Student Success	Students are expected to earn a 70% or higher on items related to engagement, assessment, intervention, and evaluation across practice settings (i.e., items related to Competencies 6-9 of CSWE’s 2015 EPAS).		
Program Success Target for this Measurement	70%	Percent of Program Achieving Target	72.7%
Methods	Direct: 50 students took the PRE on April 6, 2020 with 92.% of students achieving a passing score overall. There were 52 questions on the PRE related to engagement (<i>n</i> = 11), assessment (<i>n</i> = 19), intervention (<i>n</i> = 17), and evaluation (<i>n</i> = 5). Student scores were averaged across these four domains and the number of students who achieved 70% or higher were divided by the 50 students who took the exam.		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)		
<p>AY 2019-20 results were discussed during the faculty meeting held at the beginning of the AY 20-21. AY 2019-2020 results will also be presented at the Departmental Advisory Committee (DAC) meeting, which is scheduled for October 12, 2020 via Zoom. For Measure 1 (direct field placement), it was decided to increase the program success target from 70% to 85% due to a high number of students consistently meeting this benchmark. This training is available online so that Field Instructors are able to access resources on demand.</p> <p>For Measurement 2 none of the rubrics were adjusted as scores in those areas were exceeding expectations. For Measure 3 (direct PRE), practice items were examined for reliability and validity. Questions will be rewritten for future administrations, including the scheduled exam on April 6, 2021. Additionally, an in-person training was developed for part-time faculty who typically teach at least one section of this course. A new textbook was chosen for the generalist practice course (SWRK 520), which focuses on engagement and assessment.</p>		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
Data are continuously collected and will be updated by June 2021. As is standard, results will be discussed with MSW faculty and the DAC and adjustments will be made accordingly. As a result of the aforementioned actions, it is anticipated that scores will increase by 5% on this SLO.		
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)		
<p>The Assessment Coordinator will continue to gather data at the end of the Fall 2020 and Spring 2021 semesters. Data will be analyzed by the June 2021 date as listed above.</p> <p>Rubrics used in the assessment process are attached to this document. These include the field learning plans for both generalist and specialization sequence as well as course rubrics. The PRE is not attached to this document due to the need for test item security of the Practice Readiness Exam,</p>		

SWRK 501 Rubric for SLO 1

SWRK 501: Cultural Sensitivity Project Paper						
C1: Demonstrate Ethical and Professional Behavior; C2: Engage Diversity and Difference in Practice;						
C3: Advance Human Rights and Social, Economic, and Environmental Justice; C6: Engage with Individuals, Families, Groups, Organizations, and Communities; C7						
Assess with Individuals, Families, Groups, Organizations and Communities.						
Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
Note to Instructor:						

Items 1 & 2

C3: Advance Human Rights and Social, Economic, and Environmental Justice

<p>1. Creation and Reflection of a Log of collected "Isms"</p>	<p>Vaguely defines and describes the ism;</p> <p>AND does not include a discussion of any of the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any false stereotypes about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from</p>	<p>Vaguely defines and describes the ism;</p> <p>AND includes a discussion of less than 2 of the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any false stereotypes about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from</p>	<p>Weakly defines and describes the ism; And includes a discussion of less than 3 of the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any false stereotypes about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p>	<p>Thoroughly defines and describes the ism; And includes a discussion or reflection of 3 of the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any false stereotypes about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from</p>	<p>Thoroughly defines and describes the ism;</p> <p>And completely answers the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any false stereotypes about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you do anything to confront the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from</p>	<p>____ Score earned</p> <p>X 7</p> <p>____ Score earned</p>
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	<p>being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p>	<p>being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p>	<p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p>	<p>being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p>	<p>being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your future interactions with the cultural group being marginalized?</p>	
2. Types and Categories of Isms	Includes 0-4 incidents of isms in 1 different categories and across 1 different mediums	Includes 5-9 incidents of isms in 2 different categories and across 2 different mediums	Includes 10-14 incidents of isms in 3 different categories and across 3 different mediums	Includes 15-19 incidents of isms in 4 different categories and across 4 different mediums	Includes at least 20 incidents of isms in at least 5 different categories and across 5 different mediums	<p>____ Score earned</p> <p>X 3</p> <p>____ Score earned</p>
Note to Instructor:						
Item 3						
C6: Engage with Individuals, Families, Groups, Organizations, and Communities						
3. Identification and attendance of a culturally different experience for immersion	Did not seek approval prior to attending event; AND only observed	Get approval prior to attending event; BUT only observed	Get approval prior to attending event; AND engaged with 1 person	Get approval prior to attending event; AND engaged with 2-3 people	Get approval prior to attending event; AND engaged with more than 3 people	<p>____ Score earned</p> <p>X 5</p> <p>____ Score earned</p>
Note to Instructor:						

Item 4**C2: Engage Diversity and Difference in Practice**

4. Description of the experience	Thoroughly discusses 1 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) Culture (e.g., group dynamics, traditions, etc.)	Thoroughly discusses 2 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) Culture (e.g., group dynamics, traditions, etc.)	Thoroughly discusses 3 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) Culture (e.g., group dynamics, traditions, etc.)	Thoroughly discusses ALL 4 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) Culture (e.g., group dynamics, traditions, etc.)	Thoroughly discusses ALL 4 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) Culture (e.g., group dynamics, traditions, etc.) AND demonstrates a deep analysis of the environment	____ Score earned X 5 ____ Score earned
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Note to Instructor:**Items 5****C7: Assess with Individuals, Families, Groups, Organizations and Communities**

5. Assessment of Cultural Experience	Thoroughly addresses 1 of the following questions: • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the	Thoroughly addresses 2-3 of the following questions: • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the	Thoroughly addresses 4-5 of the following questions: • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the	Thoroughly addresses 6 of the following questions: • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the	Thoroughly addresses the following 7 questions: • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know	____ Score earned X 5 ____ Score earned
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	<p>cultural group that you investigated?</p> <ul style="list-style-type: none"> • What stereotypes about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently based on your attendance at the event or function? • How will this be different in both your personal and professional life? • What is your perception of the overall learning from this exercise? 	<p>cultural group that you investigated?</p> <ul style="list-style-type: none"> • What stereotypes about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently based on your attendance at the event or function? • How will this be different in both your personal and professional life? • What is your perception of the overall learning from this exercise? 	<p>cultural group that you investigated?</p> <ul style="list-style-type: none"> • What stereotypes about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently based on your attendance at the event or function? • How will this be different in both your personal and professional life? • What is your perception of the overall learning from this exercise? 	<p>cultural group that you investigated?</p> <ul style="list-style-type: none"> • What stereotypes about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently based on your attendance at the event or function? • How will this be different in both your personal and professional life? • What is your perception of the overall learning from this exercise? 	<p>about the cultural group that you investigated?</p> <ul style="list-style-type: none"> • What stereotypes about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently based on your attendance at the event or function? • How will this be different in both your personal and professional life? • What is your perception of the overall learning from this exercise? 	
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Note to Instructor:

Items 6 & 7

C1: Demonstrate Ethical and Professional Behavior

<p>6. Oral Presentation to classmates</p>	<p>Does not clearly articulate EITHER the content (e.g., setting and meaning) OR the process;</p> <p>AND appearance is not reflective of own personal culture</p>	<p>Clearly articulates EITHER the content (e.g., setting and meaning) OR the process;</p> <p>BUT appearance is not reflective of own personal culture</p>	<p>Clearly articulates EITHER the content (e.g., setting and meaning) OR the process;</p> <p>AND appearance is reflective of own personal culture</p>	<p>Clearly articulates BOTH the content (e.g., setting and meaning) AND the process;</p> <p>BUT appearance is not reflective of own personal culture</p>	<p>Clearly articulates BOTH the content (e.g., setting and meaning) AND the process;</p> <p>AND appearance is reflective of own personal culture</p>	<p>____ Score earned ____</p> <p>X 3</p>
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						Score earned
7. Writing and APA	<p>Paper has more than 10 spelling and/or grammar errors.</p> <p>OR more than 10 APA errors;</p> <p>AND is conceptually and/or logically unsound.</p>	<p>Paper has 7-10 spelling and/or grammar errors;</p> <p>or 7-10 APA errors;</p> <p>AND lacks flow and is not logically presented.</p>	<p>Paper has 4-6 spelling and/or grammar errors;</p> <p>OR 4-6 APA errors;</p> <p>AND lacks flow, but is conceptually sound.</p>	<p>Paper has 2-3 spelling and/or grammar errors;</p> <p>OR 2-3 APA errors;</p> <p>AND paper is presented logically so that ideas flow nicely.</p>	<p>Paper has 0-1 spelling and/or grammar errors;</p> <p>OR 0-1 APA errors;</p> <p>AND paper is logically and conceptually sound.</p>	<p>____</p> <p>Score earned</p> <p>X 2</p> <p>____</p> <p>Score earned</p>

SWRK 510 Rubric for SLO 2

SWRK 510-Generational Paper						
C1: Demonstrate Ethical and Professional Behavior; C2: Engage Diversity and Difference in Practice						
_____ Timeliness (10% deducted for each day late)						
Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
1. Cover Page & Abstract	Includes a cover page and abstract that includes only 1 of the following characteristics of a cover page. And abstract Abstract covering important aspects of proposed study; Cover page with summary information 2 pages	Includes a vague cover page and abstract that includes 2 of the following characteristics of a cover page and abstract: Abstract covering important aspects of proposed study; Cover page with summary information 2 pages	Includes a cover page and abstract that includes 2 of the following characteristics of a cover page and abstract: Abstract covering important aspects of proposed study; Cover page with summary information 2 pages	Includes a vague cover page and abstract that includes ALL of the following characteristics of a cover page and abstract: Abstract covering important aspects of proposed study; Cover page with summary information 2 pages	Includes a thorough cover page and abstract that includes ALL of the following characteristics of a cover page and abstract: Abstract covering important aspects of proposed study; Cover page with summary information 2 pages	_____ Score earned
Note to Instructor: Items 2 & 3 C2: Engage Diversity in Practice						
2. Introduction	Includes an introduction that includes only 1 of the following characteristics of an introduction Clear Statement of Topic Introduction covering important aspects of problem investigated;	Includes a vague introduction that includes 2 of the following characteristics of an introduction Clear Statement of Topic Introduction covering important aspects of problem investigated;	Includes an introduction that includes 2 of the following characteristics of an introduction Clear Statement of Topic Introduction covering important aspects of problem investigated; 1-2 pages	Includes a vague introduction that includes ALL of the following characteristics of an introduction Clear Statement of Topic Introduction covering important aspects of problem investigated;	Includes a thorough introduction that includes ALL of the following characteristics of an introduction Clear Statement of Topic Introduction covering important aspects of problem investigated;	_____ Score earned X 2

	1-2 pages	1-2 pages		1-2 pages	1-2 pages	
3. Main Body	<p>Includes body of paper that includes only 1 of the following characteristics of an ideal paper</p> <p>Body covering important aspects of 4 topical areas (Trends, Self-Focus, Oppressed Groups, Summary)</p> <p>Discussion of Diversity in Paper</p> <p>Ties to HBSE Concepts Discussed in Lectures and Readings</p>	<p>Include vague body that includes only 2 of the following characteristics of an ideal paper</p> <p>Body covering important aspects of 4 topical areas (Trends, Self-Focus, Oppressed Groups, Summary)</p> <p>Discussion of Diversity in Paper</p> <p>Ties to HBSE Concepts Discussed in Lectures and Readings</p>	<p>Includes a body that includes only 2 of the following characteristics of an ideal paper</p> <p>Body covering important aspects of 4 topical areas (Trends, Self-Focus, Oppressed Groups, Summary)</p> <p>Discussion of Diversity in Paper</p> <p>Ties to HBSE Concepts Discussed in Lectures and Readings</p>	<p>Includes a vague body that includes only ALL of the following characteristics of an ideal paper</p> <p>Body covering important aspects of 4 topical areas (Trends, Self-Focus, Oppressed Groups, Summary)</p> <p>Discussion of Diversity in Paper</p> <p>Ties to HBSE Concepts Discussed in Lectures and Readings</p>	<p>Includes a thorough body that includes only ALL of the following characteristics of an ideal paper</p> <p>Body covering important aspects of 4 topical areas (Trends, Self-Focus, Oppressed Groups, Summary)</p> <p>Discussion of Diversity in Paper</p> <p>Ties to HBSE Concepts Discussed in Lectures and Readings</p>	<p>____</p> <p>Score earned</p> <p>X 5</p>

SWRK 540 Rubric for SLO 3

SWRK 540: Research Proposal Paper Rubric						
C1: Demonstrate Ethical and Professional Behavior; C4: Engage in Practice-Informed Research and Research-Informed Practice						
_____ Timeliness (10% deducted for each day late)						
Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
1. Cover Page & Abstract	Includes a cover page and abstract that includes only 1 of the following characteristics of a cover page. and intro; Abstract covering important aspects of proposed study; Properly formatted cover page; 2 pages	Includes a vague cover page and abstract that includes 2 of the following characteristics of a cover page and intro; Abstract covering important aspects of proposed study; Properly formatted cover page; 2 pages	Includes a cover page and abstract that includes 2 of the following characteristics of a cover page and intro; Abstract covering important aspects of proposed study; Properly formatted cover page; 2 pages	Includes a vague cover page and abstract that includes ALL of the following characteristics of a cover page and abstract; Abstract covering important aspects of proposed study; Properly formatted cover page; 2 pages	Includes a thorough cover page and abstract that includes ALL of the following characteristics of a cover page and abstract; Abstract covering important aspects of proposed study; Properly formatted cover page; 2 pages	_____ Score earned
Note to Instructor: Items 2-4 C4: Engage in Practice-Informed Research and Research-Informed Practice						
2. Introduction	Includes an introduction that includes only 1 of the following characteristics of an introduction; Clear Statement of Topic Introduction covering important aspects of problem investigated; 1-2 pages	Includes a vague introduction that includes 2 of the following characteristics of an introduction; Clear Statement of Topic Introduction covering important aspects of problem investigated; 1-2 pages	Includes an introduction that includes 2 of the following characteristics of an introduction; Clear Statement of Topic Introduction covering important aspects of problem investigated; 1-2 pages	Includes a vague introduction that includes ALL of the following characteristics of an introduction; Clear Statement of Topic Introduction covering important aspects of problem investigated; 1-2 pages	Includes a thorough introduction that includes ALL of the following characteristics of an introduction; Clear Statement of Topic Introduction covering important aspects of problem investigated; 1-2 pages	_____ Score earned

3. Literature Review	<p>Includes a literature review that includes only 1 of the following characteristics of a literature review</p> <p>Literature Review covering important aspects of problem investigated (e.g. history, conflicting opinions, important terminology, theoretical perspectives);</p> <p>Narrative flows from more general to specific sources on problem investigated</p> <p>Minimum of 10 sources including book</p>	<p>Includes a vague literature review that includes only 2 of the following characteristics of a literature review</p> <p>Literature Review covering important aspects of problem investigated; (e.g. history, conflicting opinions, important terminology, theoretical perspectives);</p> <p>Narrative flows from more general to specific sources on problem investigated</p> <p>Minimum of 10 sources including book</p>	<p>Includes a literature review that includes only 2 of the following characteristics of a literature review</p> <p>Literature Review covering important aspects of problem investigated; (e.g. history, conflicting opinions, important terminology, theoretical perspectives);</p> <p>Narrative flows from more general to specific sources on problem investigated</p> <p>Minimum of 10 sources including book</p>	<p>Includes a vague literature review that includes only ALL of the following characteristics of a literature review</p> <p>Literature Review covering important aspects of problem investigated; (e.g. history, conflicting opinions, important terminology, theoretical perspectives);</p> <p>Narrative flows from more general to specific sources on problem investigated</p> <p>Minimum of 10 sources including book</p>	<p>Includes a thorough literature review that includes only ALL of the following characteristics of a literature review</p> <p>Literature Review covering important aspects of problem investigated; (e.g. history, conflicting opinions, important terminology, theoretical perspectives);</p> <p>Narrative flows from more general to specific sources on problem investigated</p> <p>Minimum of 10 sources including book</p>	<p>____ Score earned</p> <p>X 2</p> <p>____ Score earned</p>
4. Methodology	<p>Methodology is outlined but lacks logical flow; AND Accurately includes 3-4 of the following dimensions:</p> <p>Variables</p> <p>Procedures</p> <p>Sampling Plan</p> <p>Diversity Issues</p> <p>Statistical Procedures</p> <p>Instrument</p>	<p>Methodology is outlined but lacks logical flow; AND Accurately includes 5-7 of the following dimensions:</p> <p>Variables</p> <p>Procedures</p> <p>Sampling Plan</p> <p>Diversity Issues</p> <p>Statistical Procedures</p> <p>Instrument</p>	<p>Methodology is outlined and has logical flow; AND Accurately includes 5-7 of the following dimensions:</p> <p>Variables</p> <p>Procedures</p> <p>Sampling Plan</p> <p>Diversity Issues</p> <p>Statistical Procedures</p> <p>Instrument</p>	<p>Methodology is outlined and has logical flow; AND Accurately includes 8-9 of the following dimensions:</p> <p>Variables</p> <p>Procedures</p> <p>Sampling Plan</p> <p>Diversity Issues</p> <p>Statistical Procedures</p> <p>Instrument</p>	<p>Methodology is outlined and has logical flow; AND Accurately includes ALL of the following dimensions:</p> <p>Variables</p> <p>Procedures</p> <p>Sampling Plan</p> <p>Diversity Issues</p> <p>Statistical Procedures</p> <p>Instrument</p>	<p>____ Score earned</p> <p>X 3</p> <p>____ Score earned</p>

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

SWRK 530 Rubric for SLO 4

<p align="center">SWRK 530: Social Policy Analysis/Formulation Paper</p> <p align="center">C1: Demonstrate Ethical and Professional Behavior; C2: Engage Diversity and Difference in Practice; C3: Advance Human Rights and Social, Economic, and Environmental Justice; C4: Engage in Practice-informed Research and Research-informed Practice; C5: Engage in Policy Practice</p>						
<p align="center">_____ Timeliness (10% deducted for each day late)</p>						
	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
Dimension						
<p>1. The Nature of the Social Problem</p>	<p>Vaguely defines and describes the problem;</p> <p>AND does not include a discussion of any of the following:</p> <p>Discusses who suffers from the problem and how;</p> <p>Identifies at risk groups;</p> <p>Discusses who defines it as a social problem and who does not define it as a problem;</p> <p>Provides rationale for those defining it as a problem and those who do not;</p> <p>Identifies who the key decision makers are, including a discussion of individuals and groups the control distribution of power and resources</p>	<p>Vaguely defines and describes the problem;</p> <p>AND does not include a discussion of 3-4 of the following:</p> <p>Discusses who suffers from the problem and how;</p> <p>Identifies at risk groups;</p> <p>Discusses who defines it as a social problem and who does not define it as a problem;</p> <p>Provides rationale for those defining it as a problem and those who do not;</p> <p>Identifies who the key decision makers are, including a discussion of individuals and groups the control distribution of power and resources</p>	<p>Thoroughly defines and describes the problem;</p> <p>BUT does not include a discussion of 1-2 of the following:</p> <p>Discusses who suffers from the problem and how;</p> <p>Identifies at risk groups;</p> <p>Discusses who defines it as a social problem and who does not define it as a problem;</p> <p>Provides rationale for those defining it as a problem and those who do not;</p> <p>Identifies who the key decision makers are, including a discussion of individuals and groups the control distribution of power and resources</p>	<p>Vaguely defines and describes the problem;</p> <p>AND discusses who suffers from the problem and how;</p> <p>AND identifies at risk groups;</p> <p>AND discusses who defines it as a social problem and who does not define it as a problem;</p> <p>AND provides rationale for those defining it as a problem and those who do not;</p> <p>AND identifies who the key decision makers are, including a discussion of individuals and groups the control distribution of power and resources</p>	<p>Thoroughly defines and describes the problem;</p> <p>AND discusses who suffers from the problem and how;</p> <p>AND identifies at risk groups;</p> <p>AND discusses who defines it as a social problem and who does not define it as a problem;</p> <p>AND provides rationale for those defining it as a problem and those who do not;</p> <p>AND identifies who the key decision makers are, including a discussion of individuals and groups the control distribution of power and resources</p>	<p>_____</p> <p>Score earned</p>

<p>2. Causes of the problem</p>	<p>Did not discuss at least one of the following:</p> <p>Social structures;</p> <p>Sources inherent in those that share problem;</p> <p>How much verified knowledge</p>	<p>Vague discussion of ALL of the following:</p> <p>Social structures;</p> <p>Sources inherent in those that share problem;</p> <p>How much verified knowledge</p>	<p>Vague discussion of at least two of the following:</p> <p>Social structures;</p> <p>Sources inherent in those that share problem;</p> <p>How much verified knowledge</p>	<p>Vague discussion of at least one of the following:</p> <p>Social structures;</p> <p>Sources inherent in those that share problem;</p> <p>How much verified knowledge</p>	<p>Thorough discussion of ALL three of the following:</p> <p>Social structures;</p> <p>Sources inherent in those that share problem;</p> <p>How much verified knowledge</p>	<p>____</p> <p>Score earned</p>
<p>Note to Instructor: Items 3 & 4 C2: Engage Diversity and Difference in Practice</p>						
<p>3. Current Social Policies and Programs</p>	<p>Thorough discussion of EITHER policies OR programs that currently address problem;</p> <p>AND includes a discussion regarding evaluation of these policies and programs;</p> <p>OR provides logical estimation regarding whether the policies and programs are likely to reduce, increase or leave problem unchanged</p>	<p>Thorough discussion of EITHER policies OR programs that currently address problem;</p> <p>AND includes a discussion regarding evaluation of these policies and programs;</p> <p>AND provides logical estimation regarding whether the policies and programs are likely to reduce, increase or leave problem unchanged</p>	<p>Thorough discussion of both policies and programs that currently address problem;</p> <p>AND includes a discussion regarding evaluation of these policies and programs;</p> <p>OR provides logical estimation regarding whether the policies and programs are likely to reduce, increase or leave problem unchanged</p>	<p>Partial, or vague, discussion of both policies and programs that currently address problem;</p> <p>AND includes a discussion regarding evaluation of these policies and programs;</p> <p>AND provides logical estimation regarding whether the policies and programs are likely to reduce, increase or leave problem unchanged</p>	<p>Thorough discussion of both policies and programs that currently address problem;</p> <p>AND includes a discussion regarding evaluation of these policies and programs;</p> <p>AND provides logical estimation regarding whether the policies and programs are likely to reduce, increase or leave problem unchanged</p>	<p>____</p> <p>Score earned</p> <p>X 3</p> <p>____</p> <p>Score earned</p>
<p>4. Goals, Objectives, and Interventions</p>	<p>Goal is not appropriate with respect to the problem;</p> <p>AND does not include a discussion of at least 2 of the following:</p>	<p>Goal is not appropriate with respect to the problem;</p> <p>AND does not include a discussion of 1 of the following:</p>	<p>Includes an appropriate goal with respect to the problem;</p> <p>BUT does not include a discussion of 3 of the following:</p>	<p>Includes an appropriate goal with respect to the problem;</p> <p>BUT does not include a discussion of 1-2 of the following:</p>	<p>Includes an appropriate goal with respect to the problem;</p> <p>AND includes objectives that are achievable;</p>	<p>____</p> <p>Score earned</p> <p>X 2</p> <p>____</p>

	Includes objectives that are achievable; Objectives are stated in operational, measurable terms; Includes interventions at both the structural and individual levels; Interventions directly link back to the stated objectives	Includes objectives that are achievable; Objectives are stated in operational, measurable terms; Includes interventions at both the structural and individual levels; Interventions directly link back to the stated objectives	Includes objectives that are achievable; Objectives are stated in operational, measurable terms; Includes interventions at both the structural and individual levels; Interventions directly link back to the stated objectives	Includes objectives that are achievable; Objectives are stated in operational, measurable terms; Includes interventions at both the structural and individual levels; Interventions directly link back to the stated objectives	Includes objectives that are achievable; Objectives are stated in operational, measurable terms; Includes interventions at both the structural and individual levels; Interventions directly link back to the stated objectives	AND objectives are stated in operational, measurable terms; AND includes interventions at both the structural and individual levels; AND those interventions directly link back to the stated objectives	Score earned
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Note to Instructor:

Item 5

C3: Advance Human Rights and Social, Economic, and Environmental Justice

5. Action Considerations	Includes a vague discussion of ALL 6; OR is missing a discussion of at least 3 of the following: Institutions, organizations, and decision-makers who are primarily responsible for resolving the problem;	Includes a vague discussion of ALL 6 of the following: Institutions, organizations, and decision-makers who are primarily responsible for resolving the problem;	Includes a thorough discussion of 2-3 of the following: Institutions, organizations, and decision-makers who are primarily responsible for resolving the problem;	Includes a thorough discussion of 4-5 of the following: Institutions, organizations, and decision-makers who are primarily responsible for resolving the problem;	Includes a thorough discussion of ALL 6 of the following: Institutions, organizations, and decision-makers who are primarily responsible for resolving the problem;	____ Score earned
	Sources of support for achieving stated goals and objectives; Sources of resistance to effecting change; Sources of resistance to effecting change; Knowledge needed to effect change Strategies to effect change (e.g., consensus, political, conflict strategies)	Sources of support for achieving stated goals and objectives; Sources of resistance to effecting change; Knowledge needed to effect change Strategies to effect change (e.g., consensus, political, conflict strategies)	Sources of support for achieving stated goals and objectives; Sources of resistance to effecting change; Knowledge needed to effect change Strategies to effect change (e.g., consensus, political, conflict strategies)	Sources of support for achieving stated goals and objectives; Sources of resistance to effecting change; Knowledge needed to effect change Strategies to effect change (e.g., consensus, political, conflict strategies)	Sources of support for achieving stated goals and objectives; Sources of resistance to effecting change; Knowledge needed to effect change Strategies to effect change (e.g., consensus, political, conflict strategies)	Sources of support for achieving stated goals and objectives; Sources of resistance to effecting change; Knowledge needed to effect change Strategies to effect change (e.g., consensus, political, conflict strategies)

	consensus, political, conflict strategies) Discussion of professional social work values	Discussion of professional social work values	Discussion of professional social work values	Discussion of professional social work values	Discussion of professional social work values	
Note to Instructor: Item 6 C5: Engage in Policy Practice						
6. Policy Proposal	Policy proposal does not logically flow from the evidence presented; AND includes 3 of the 5 following components: <ul style="list-style-type: none"> • Policy goals • benefits or services provided • eligibility rules • service delivery system • financing 	Policy proposal does not logically flow from the evidence presented; AND includes 3 of the 5 following components: <ul style="list-style-type: none"> • Policy goals • benefits or services provided • eligibility rules • service delivery system • financing 	Provides a policy proposal that logically flows from the evidence presented; AND includes 3 of the 5 following components: <ul style="list-style-type: none"> • Policy goals • benefits or services provided • eligibility rules • service delivery system • financing 	Provides a policy proposal that logically flows from the evidence presented; AND includes 4 of the 5 following components: <ul style="list-style-type: none"> • Policy goals • benefits or services provided • eligibility rules • service delivery system • financing 	Provides a policy proposal that logically flows from the evidence presented; AND includes ALL of the following components: <ul style="list-style-type: none"> • Policy goals • benefits or services provided • eligibility rules • service delivery system • financing 	____ Score earned X 3 ____ Score earned
Note to Instructor: Item 7 C1: Demonstrate Ethical and Professional Behavior						
7. Writing and APA	Paper has more than 10 spelling and/or grammar errors. OR more than 10 APA errors; AND includes less than 3 peer-reviewed sources	Paper has 7-10 spelling and/or grammar errors; or 7-10 APA errors; AND includes at least 3 peer-reviewed sources	Paper has 4-6 spelling and/or grammar errors; OR 4-6 APA errors; AND includes at least 7 peer-reviewed sources AND lacks flow, but is conceptually sound.	Paper has 2-3 spelling and/or grammar errors; OR 2-3 APA errors; AND includes at least 11 peer-reviewed sources;	Paper has 0-1 spelling and/or grammar errors; OR 0-1 APA errors; AND includes at least 15 peer-reviewed sources;	____ Score earned

	AND is conceptually and/or logically unsound.	AND lacks flow and is not logically presented.		AND paper is presented logically so that ideas flow nicely.	AND paper is logically and conceptually sound.	
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**Department of Social Work
MSW Learning Plan and Evaluation
Specialized Year**

Student Name: _____ School Term: _____

Field Agency: _____ Field Instructor: _____

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

Semester One	Semester Two	
N/A		Student has not had a chance to practice the behaviors of the competency. A rating of Not Applicable (N/A) is allowed in semester one only.
1 Fail	1 Fail	Student is not able to demonstrate the behaviors of the competency at this time. Student may or may not have a clear understanding of the competency.
2 Pass	2 Fail	Semester 1- Student is at a beginner’s level in ability to demonstrate the behaviors of this competency. Student may be able to demonstrate some but not all of the

		<p>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.</p> <p>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.</p>
3 Pass	3 Pass	Student exhibits solid skills in this area and is able to demonstrate the behaviors of this competency at the expected level for a student at this point in the internship. The student is expected to improve in this area with additional experience.
	4 Pass	Student demonstrates the behaviors of this competency more consistently and seamlessly than most students at this point in the internship. The student could use additional experience to improve and refine skills in this area.
	5 Pass	Student consistently demonstrates competency above the expected level in this area- has work experience and/or natural gifts that enable her or him to perform at a higher level than expected at this point in the internship.

Competency #1: Intern demonstrates ethical and professional behavior.

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

Place a "checkmark" beside the behaviors demonstrated.

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

Semester
1 2

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

Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

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

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

Place a "checkmark" beside the behaviors demonstrated.

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

Semester

1 2

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

Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

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

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

Place a "checkmark" beside the behaviors demonstrated.

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

Semester

1 2

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

Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

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

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

Place a "checkmark" beside the behaviors demonstrated.

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

Semester

1 2

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

Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

Competency #5: Intern engages in policy practice.

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

Place a "checkmark" beside the behaviors demonstrated.

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

Semester

1 2

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

Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

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

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

Place a "checkmark" beside the behaviors demonstrated.

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

Semester

1 2

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

Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

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

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

Place a "checkmark" beside the behaviors demonstrated.

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

Semester

1 2

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

Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

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

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

Place a "checkmark" beside the behaviors demonstrated.

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

Semester

1 2

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

Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

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

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

Place a "checkmark" beside the behaviors demonstrated.

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

Semester
1 2

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

Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

STUDENT NAME: _____

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

Signature of Student/Date: _____

Signature of Field Instructor/Date: _____

Signature of Field Liaison/Date: _____

SEMESTER 1 MIDTERM COMMENTS:

Student/Date: _____ **Field Instructor/Date:** _____

Task Supervisor/Date: _____ **Liaison/Date:** _____

SEMESTER 1 FINAL EVALUATION:

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

Overall GRADE Student has earned: _____PASS _____FAIL

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

Comments:

Field Instructor/Date: _____

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

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

Comments:

Student Signature/Date: _____

Liaison Section: GRADES: _____PASS _____FAIL

Passed All Journal 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 OR ABOVE TO PASS FIELD.

Overall GRADE Student has earned: _____PASS _____FAIL

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

Comments:

Field Instructor/Date: _____

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

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

Comments:

Student Signature/Date: _____

Liaison Section: GRADES: _____PASS _____FAIL

Passed All Journal Assignments: YES or NO

Comments:

Liaison Signature/Date: _____



**Department of Social Work
MSW Learning Plan and Evaluation
Generalist Year**

Student Name: _____ School Term: _____

Field Agency: _____ Field Instructor: _____

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

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

	5 Pass	Student consistently demonstrates competency above the expected level in this area- has work experience and/or natural gifts that enable her or him to perform at a higher level than expected at this point in the internship.
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Competency #1: Intern demonstrates ethical and professional behavior.

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

Place a "checkmark" beside the behaviors demonstrated.

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

Semester

1 2

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

Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

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

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

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

Semester
1 2

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

Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

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

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

Place a "checkmark" beside the behaviors demonstrated.

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

Semester

1 2

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

Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

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

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

Place a "checkmark" beside the behaviors demonstrated.

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

Semester

1 2

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

Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

Competency #5: Intern engages in policy practice.

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

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

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

Semester 1 Comments:

Semester 2 Comments:

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

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

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

		Semester	
		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.
- Assist, conduct and debrief client interviews with field instructor using agency formats; compare to classroom tools.
-

Semester 1 Comments:
Semester 2 Comments:

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

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

Place a "checkmark" beside the behaviors demonstrated.

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

Semester

1 2

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

Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

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

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

Place a "checkmark" beside the behaviors demonstrated.

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

Semester

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:

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

Semester 1 Comments:

Semester 2 Comments:

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

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

Place a "checkmark" beside the behaviors demonstrated.

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

Semester

1 2

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

Tasks:

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

Semester 1 Comments:
Semester 2 Comments:

STUDENT NAME: _____

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

Signature of Student/Date: _____

Signature of Field Instructor/Date: _____

Signature of Field Liaison/Date: _____

SEMESTER 1 MIDTERM COMMENTS:

Student/Date: _____ **Field Instructor/Date:** _____

Task Supervisor/Date: _____ **Liaison/Date:** _____

SEMESTER 1 FINAL EVALUATION:

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

Overall GRADE Student has earned: _____ PASS _____ FAIL

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

Comments:

Field Instructor/Date: _____

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

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

Comments:

Student Signature/Date: _____

Liaison Section: GRADES: _____ PASS _____ FAIL Passed All Journal 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 OR ABOVE TO PASS FIELD.

Overall GRADE Student has earned: _____ PASS _____ FAIL

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

Comments:

Field Instructor/Date: _____

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

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

Comments:

Student Signature/Date: _____

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

Comments:

Liaison Signature/Date: _____

