

**Assurance of Student Learning Report
2022-2023**

College of Health and Human Services

Department of Social Work

Master of Social Work (157)

Erin Warfel, DSW, LCSW

Is this an online program? Yes No
The program is offered in both hybrid and online formats

Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here
 Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

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

Program Student Learning Outcome 1: Demonstrate ethical and professional behavior.

Instrument 1 Direct: Field Individual Learning Plan

Instrument 2 Direct: Professionalism Rubric

Instrument 3 Direct: Practice Readiness Exam

Based on your results, check whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Program 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, check whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Program Student Learning Outcome 3: Advance human rights and social, economic, and environmental justice.

Instrument 1 Direct: Field Individual Learning Plan

Instrument 2 Direct: Environmental Justice Project (Course-Embedded Measure)

Instrument 3 Direct: Practice Readiness Exam

Based on your results, check whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Assessment Cycle Plan:

All outcomes were assessed this cycle 2022/23 academic year. Program Student Learning Outcome (SLO) 1 will remain the same. However, instrument 2 the Professionalism rubric has been revised to address specific areas identified by program faculty and to allow students to reflect on these areas in terms of strengths and areas for improvement and plans for success. See more information below.

With the introduction of the new 2022 CSWE Educational Policies and Accreditation Standards (EPAS), outcomes 1-3 will change for 2023/24 academic year to the following:

Program SLO 2 will change to Advance Human Rights and Social, Racial, Economic, and Environmental Justice.

Program SLO 3 will change to Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice.

The assessment instruments for each will remain the same.

Plans for next assessment cycle include an ongoing effort to improve field practicum pre-field assignments, a work group has been developed to evaluate current pre-field assignments and propose changes for revision will be implemented AY 23-24. Additionally, a further evaluation of PRE questions will take place specific to these learning outcomes to determine if revision is needed.

Assessment results will be shared with program faculty at the fall 2023 retreat in an effort to inform ongoing changes and efforts to improve this student learning outcomes. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed beginning with new MSW student orientation.

See more information below related to specific plans for each SLO.

Program Student Learning Outcome 4: Engage in practice-informed research and research-informed practice.

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

Based on your results, check whether the program met the goal Student Learning Outcome 4. Met Not Met

Assessment Cycle Plan:

This outcome was assessed this cycle 2022/23 academic year and will continue to be next cycle (AY 2023/24) as well. Although the assessments instruments will remain the same, plans for the next assessment cycle include the implementation of revised student learning course outcomes (SWRK 540 and SWRK 640) to be aligned with the new 2022 Educational Policies and Accreditation Standards (EPAS) per CSWE (Council on Social Work Education), the program’s accrediting body. Additionally, a further evaluation of Practice Readiness Exam (PRE) questions will take place specific to this learning outcome for revision and compliance with new 2022 EPAS.

Assessment results will be shared with program faculty at the fall 2023 retreat in an effort to inform ongoing changes and efforts to improve this student learning outcomes. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.

Program Student Learning Outcome 5: Engage in policy practice.

Instrument 1	Direct: Field Individual Learning Plan
Instrument 2	Direct: Social Policy Analysis (Course-Embedded Measure)
Instrument 3	Direct: Practice Readiness Exam

Based on your results, check whether the program met the goal Student Learning Outcome 5. Met Not Met

Assessment Cycle Plan:

This outcome was assessed this cycle 2022/23 academic year and will continue to be next cycle (AY 2023/24) as well. Plans for the next assessment cycle include the implementation of revised student learning course outcomes (SWRK 530 and SWRK 630) to be aligned with the new 2022 Educational Policies and Accreditation

Standards (EPAS) per CSWE (Council on Social Work Education), the program's accrediting body. Additionally, plans for next assessment cycle include a further evaluation of PRE questions specific to this learning outcome for revision and compliance with new 2022 EPAS.		
Assessment results will be shared with program faculty at the fall 2023 retreat in an effort to inform ongoing changes and efforts to improve this student learning outcomes. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.		
Program Student Learning Outcome 6: Engage with individuals, families, groups, organizations, and communities.		
Instrument 1	Direct: Field Individual Learning Plan	
Instrument 2	Direct: Group Facilitation (Course-Embedded Measure)	
Instrument 3	Direct: Practice Readiness Exam	
Based on your results, check whether the program met the goal Student Learning Outcome 6.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Assessment Cycle Plan:		
This outcome was assessed this cycle 2022/23 academic year and will continue to be next cycle (AY 2023/24) as well. Plans for next assessment cycle include the exploration of the use of simulation software to further enhance students' ability to practice and demonstrate the behaviors related to this student learning outcome. Plans for future assessment cycles also include the continued revision of assignments and the revision of the course learning outcomes to be in line with 2022 EPAS. Additionally, a further evaluation of PRE questions specific to this learning outcome will occur to determine the need for revision and compliance with 2022 EPAS and the inclusion of ADEI.		
Assessment results will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this student learning outcome. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.		
Program Student Learning Outcome 7: Assess individuals, families, groups, organizations, and communities.		
Instrument 1	Direct: Field Individual Learning Plan	
Instrument 2	Direct: Bio/Psycho-social/Spiritual Assessment (Course-Embedded Measure)	
Instrument 3	Direct: Practice Readiness Exam	
Based on your results, check whether the program met the goal Student Learning Outcome 7.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Assessment Cycle Plan:		
This outcome was assessed this cycle 2022/23 academic year and will continue to be next cycle (AY 2023/24) as well. Plans for future assessment include the revisions of the field learning plan overall to ensure inclusion of the 2022 EPAS. Also, continued revision of assignments and revision of course learning outcomes to be in line with 2022 EPAS will occur. Further, the program will explore the use of a simulation software to further enhance students' ability to practice and demonstrate the behaviors related to this SLO. Additionally, plans for next assessment cycle include a further evaluation of the PRE question specific to this learning outcome for revision and compliance with 2022 EPAS and the inclusion of ADEI.		
Assessment results will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this student learning outcome. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.		

Program Student Learning Outcome 8: Intervene with individuals, families, groups, organizations, and communities.		
Instrument 1	Direct: Field Individual Learning Plan	
Instrument 2	Direct: Community Change Intervention Proposal (Course-Embedded Measure)	
Instrument 3	Direct: Practice Readiness Exam	
Based on your results, check whether the program met the goal Student Learning Outcome 8.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Assessment Cycle Plan:		
<p>This outcome was assessed this cycle 2022/23 academic year and will continue to be next cycle (AY 2023/24) as well. Plans for next assessment cycle include the exploration of the use of simulation software to further enhance students' ability to practice and demonstrate the behaviors related to this SLO. The revision of course learning objectives to be in line with 2022 EPAS will occur over the next assessment cycle. Plans for next assessment cycle include a further evaluation of PRE questions specific to learning outcomes for revision and compliance with 2022 EPAS and the inclusion of ADEL.</p> <p>Assessment results will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this learning outcome. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.</p>		
Program Student Learning Outcome 9: Evaluate practice with individuals, families, groups, organizations, and communities.		
Instrument 1	Direct: Field Individual Learning Plan	
Instrument 2	Direct: Group Facilitation (Course-Embedded Measure)	
Instrument 3	Direct: Practice Readiness Exam	
Based on your results, check whether the program met the goal Student Learning Outcome 9.		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Assessment Cycle Plan:		
<p>This outcome was assessed this cycle 2022/23 academic year and will continue to be next cycle (AY 2023/24) as well. Plans for future assessment cycles include revision to the learning plan in order to be in line with the new 2022 EPAS. The revision of course learning objectives to be in line with the new 2022 EPAS will occur over the next assessment cycle. Plans for the next assessment cycle also include a further evaluation of PRE questions specific to this learning outcome for revision and compliance with the new 2022 EPAS.</p> <p>Assessment results will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this SLO. Results will continue to be shared with the Departmental Advisory committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.</p>		

Program Student Learning Outcome 1

Program Student Learning Outcome	Demonstrate ethical and professional behavior.		
Measurement Instrument 1	DIRECT measure of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency. Students create an Individual Learning Plan, which is used as the field assessment tool that outlines competencies and behaviors the student agrees to achieve. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Criteria for Student Success	Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Program Success Target for this Measurement	85% of students in the program will have earned 4/5	Percent of Program Achieving Target	98.4% of students achieved target
Methods	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 64 students completed a field experience during the 2022-2023 academic year (9 Generalist; 55 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 this SLO. Average of foundation-level and concentration-level scores were used.		
Measurement Instrument 2	DIRECT measures of student learning: Students complete a Professionalism rubric in each course during their 1 st and 2 nd semester of their generalist year. Students rate themselves on each of the 10 items included in the professionalism rubric and submit it electronically on Blackboard during the 15 th week of the semester. This assignment is downloaded and reviewed by the instructor. The instructor will average his/her/their score with the student's self rating to derive the final grade for this assignment. Rubric items 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 average of 4 out of 5 on these items across all courses.		
Criteria for Student Success	Students will earn a minimum average score of 4 on the 10 items included on the Professionalism rubric.		
Program Success Target for this Measurement	70% of students in the program will have earned and average of 4/5	Percent of Program Achieving Target	80.0% of students achieved target
Methods	Students complete a Professionalism rubric in each course during their 1 st and 2 nd semester of their generalist year. Students rate themselves on each of the 10 items included in the professionalism rubric. Then, the instructor of record downloads and averages their score with the student's self rating to derive the final grade for this assignment. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric 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 20 students who were enrolled in courses during their 1 st and 2 nd semesters of their generalist year during the Fall 22 and Spring 23 semesters who completed the Professionalism rubric. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 20 enrolled students.		

Measurement Instrument 3	DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).		
Criteria for Student Success	Students are expected to earn a 70% or higher on items related to professional and ethical behavior (i.e., items related to Competency 1 of CSWE's 2015 EPAS). The number of students who achieved 70% or higher were divided by the 55 students who took the exam.		
Program Success Target for this Measurement	70% of students in the program will score 70% or higher on relevant items	Percent of Program Achieving Target	All students: 60.0% Online students: 59.1% Hybrid students: 60.6%
Methods	Direct: A total of 55 students (22 online; 33 hybrid) took the PRE the week of March 27-March 31, 2023. 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 55 students (22 online; 33 hybrid) who took the exam.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>We are pleased that the program met the goal for student learning outcome 1 for AY 22-23, as compared to not having met this outcome the previous year. The results are as we expected as a greater emphasis was placed on professionalism and ethics throughout the program, curriculum and all course content this academic year. This begins at new student orientation when expectations for professionalism are reviewed and is carried through all MSW courses. This AY the program implemented a series of licensure preparation offerings through Zoom. These sessions presented students with an opportunity to further evaluate and reflect on the preparation needed to be successful with state licensure examinations.</p> <p>AY 21-22 results were discussed with faculty during the fall 2022 faculty retreat with plans made to address across the curriculum. Additionally, this learning outcome was shared with and discussed with the Departmental Advisory Committee with clear action items discussed to make improvements moving forward.</p> <p>For measure 1, while scores continue to exceed expectations in this area, this continues to be an important area of focus as students in field are preparing for career placement. A new field orientation curriculum was initiated as well as a new requirement of individual meetings/interviews with the field director for each student entering a field practicum site in order to address professionalism and ethical practice. These meetings included but were not limited to field practicum expectations, resume and cover letter development, and interviewing skills. Field instructor forums continued to be held during both the fall and spring semesters via Zoom to allow field instructors to connect with others and discuss creative ways to work with students, complete the learning plan and assist with overall student growth and professional development. A similar opportunity was offered for students, "Table Talk" sessions were implemented in an effort to provide a forum for students to come together to connect and discuss both challenges and opportunities related to their professional development in field practicum. A career/practicum fair was held during the spring semester in order to allow students to connect with a variety of community agencies and practice professional interviewing skills. Plans for next assessment cycle include an ongoing effort to improve field practicum pre-field assignments, a work group was developed to evaluate current pre-field assignments and propose changes for revision will be implemented AY 23-24.</p> <p>For measure 2, students continue to be assessed in each course on professionalism utilizing a rubric. While scores continue to exceed expectations in this area, plans for next assessment cycle include the implementation of a more refined assessment tool to be utilized in all courses. Both the professionalism rubric and course expectations will be further edited and explained. A draft of both have been developed and will be reviewed for implementation during the AY 23-24. This revised rubric includes a greater emphasis on fewer areas of assessment with a continued opportunity for students to reflect on areas of strength and needed growth as it relates to each course. Students are asked to develop a plan for growth related to at least one area pertaining to each class. Faculty advisors took a more proactive approach to professionalism by scheduling frequent meetings with advisees to address concerns identified in monthly program meetings.</p>			

For measure 3, as was mentioned, various changes were made to place greater emphasis on this student learning outcome, including the offering of an elective specifically addressing “Ethical Issues in Social Work”. Additionally, the PRE is adjusted annually by the PRE committee to respond to the outcomes from the item analysis. Questions are re-written for future administrations. Online study sessions as well as the development of the PRE Blackboard site continue to be implemented to allow students access to materials at any time as well as communicate directly with faculty to ask questions. Resources for test taking and test anxiety were also provided. Plans for next assessment cycle include a further evaluation of PRE questions specific to this learning outcome for revision.

Assessment results will be shared with program faculty at the fall 2023 retreat in an effort to inform ongoing changes and efforts to improve this student learning outcomes. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed beginning with new MSW student orientation.

Program Student Learning Outcome 2

Program Student Learning Outcome	Engage diversity and difference in practice.		
Measurement Instrument 1	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student’s field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Criteria for Student Success	Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Program Success Target for this Measurement	85% of students in the program will have earned 4/5	Percent of Program Achieving Target	96.9% of students achieved target
Methods	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 64 students completed a field experience during the 2022-2023 academic year (9 Generalist; 55 Specialist). Student’s field supervisor rates the student at the end of the first and second semesters in their field experience. The score at the end of the second semester on Competency 2 was used to determine mastery of this SLO. Average of foundation-level and concentration-level scores were used.		
Measurement Instrument 2	DIRECT measures of student learning: Students complete a Cultural Sensitivity Project over the course of their 1 st semester of the generalist year in SWRK 501: Cultural Competency in Social Work Practice. This assignment is submitted electronically on Blackboard during the 13 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. One rubric items, specifically rubric item 4, is recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items.		
Criteria for Student Success	Students will earn a minimum average score of 4 on item 4 of the rubric for the Cultural Sensitivity Project paper.		
Program Success Target for this Measurement	70% of students in the program will have earned 4/5	Percent of Program Achieving Target	90.9% of students achieved target
Methods	This instructor of record downloads and grades students Cultural Sensitivity Project paper using a rubric. Specifically, one item on the rubric (item 4) is used to assess diversity and difference in practice. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric item 4 is recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. There were 11 students		

	enrolled in SWRK 501 during the Fall 2022 semester who completed the Cultural Sensitivity Project. The number of students achieving a minimum average score of 4 on the aforementioned rubric item were divided by the 11 enrolled students.		
Measurement Instrument 3	DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).		
Criteria for Student Success	Students are expected to earn a 70% or higher on items related to diversity and difference in practice (i.e., items related to Competency 2 of CSWE's 2015 EPAS).		
Program Success Target for this Measurement	70% of students in the program will score 70% or higher on relevant items	Percent of Program Achieving Target	All students: 87.3% Online students: 90.9% Hybrid students: 84.8%
Methods	Direct: A total of 55 students (22 online; 33 hybrid) took the PRE the week of March 27-March 31,2023. There were 17 questions on the PRE related to diversity and difference in practice. The number of students who achieved 70% or higher were divided by the 55 students (22 online; 33 hybrid) who took the exam.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>We are pleased that the program continues to meet the goal for Student Learning Outcome 2. The results are as expected as this is an important area of content focus across the curriculum and changes are ongoing to appropriately address. This begins with the application to the MSW program where applicants are asked to address experiences, they have had that will assist them to work with people from different backgrounds as well as identify difficulty working with any groups. It is carried over to new student orientation when students are asked to self-report using a cultural assessment and is woven throughout the MSW curriculum. AY 21-22 results were discussed with faculty during the fall 2022 faculty retreat with plans made to address across the curriculum. Additionally, this learning outcome was shared with and discussed with the Departmental Advisory Committee (DAC) with clear action items discussed to make improvements moving forward. This was a specific area of focused discussion with the anticipation of new accreditation standards to include an emphasis on anti-racism, diversity, equity and inclusion. The DAC offered a variety of suggestions to be reviewed by program faculty for inclusion in future assessment cycles. Plans for next assessment cycle include the implementation of a new student learning outcome to be aligned with the new 2022 Educational Policies and Accreditation Standards (EPAS) per CSWE (Council on Social Work Education), the program's accrediting body. This learning outcome will be revised to "Engage Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice". Therefore, all MSW course learning objectives will be modified to ensure the inclusion of this learning outcome and related activities, assignments, and assessments.</p> <p>For measure 1, while scores continue to exceed expectations in this area, this continues to be an important area of focus as students in field practicum sites are preparing for career placement. Course content in core classes (SWRK 501 and SWRK 612) were modified in several ways. In SWRK 612, a supplemental text was changed to be more in line with course objectives. In SWRK 501, students were given the option of choosing from an expanded list of supplemental readings for a book review assignment rather than this being dictated by the instructor. This allowed students to have choice related to areas of needed growth and expanded comprehension. Plans for next assessment cycle include the revision of the individual learning plan to include the new SLO to be aligned with new EPAS. Subsequent competencies and practice behaviors will be revised to ensure clear expectations for assessment of demonstration for students in field practicum.</p> <p>For measure 2, the rubric was not adjusted however, the inclusion of additional relevant supplemental materials were utilized. Plans for future assessment include the re-evaluation of the adopted texts. Additionally, student learning outcomes will be revised in all core courses to be in line with the new 2022 EPAS.</p> <p>For measure 3, PRE is adjusted annually by the PRE committee to respond to the outcomes from the item analysis. Questions are re-written for future administrations. Online study sessions as well as the development of the PRE Blackboard site continue to be implemented to allow students access to materials at any time as well as</p>			

communicate directly with faculty to ask questions. Resources for test taking and test anxiety were also provided. Plans for next assessment cycle include a further evaluation of PRE questions specific to this learning outcome for revision and compliance with new 2022 EPAS to include an emphasis on ADEI.

Assessment results will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this student learning outcomes. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed beginning with new MSW student orientation. Further plans for the next assessment cycle include the addition of new student orientation activities specific to ADEI including application exercises.

Program Student Learning Outcome 3			
Program Student Learning Outcome	Advance human rights and social, economic, and environmental justice.		
Measurement Instrument 1	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Criteria for Student Success	Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Program Success Target for this Measurement	85% of students in the program will have earned 4/5	Percent of Program Achieving Target	93.8% of students achieved target
Methods	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 64 students completed a field experience during the 2022-2023 academic year (9 Generalist; 55 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 3 was used to determine mastery of this SLO. Average of foundation-level and concentration-level scores were used.		
Measurement Instrument 2	DIRECT measures of student learning: Students complete an Environmental Justice 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 15 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. One rubric item, specifically rubric item 8, is recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items.		
Criteria for Student Success	Students will earn a minimum average score of 4 on item 8 of the rubric for the Environmental Justice paper.		
Program Success Target for this Measurement	70% of students in the program will have earned 4/5	Percent of Program Achieving Target	69.2% of students achieved target
Methods	This instructor of record downloads and grades students' Environmental Justice paper using a rubric. Specifically, one item on the rubric (item 8) are used to assess advancing human rights and social, economic, and environmental justice in practice. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric item is recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. There were 13 students enrolled in SWRK 510 during the Fall 2022 semester who completed the Environmental Justice paper.		

	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 contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).		
Criteria for Student Success	Students are expected to earn a 70% or higher on items related to advancing human rights and social, economic and environmental justice (i.e., items related to Competency 3 of CSWE's 2015 EPAS).		
Program Success Target for this Measurement	70% of students in the program will score 70% or higher on relevant items	Percent of Program Achieving Target	All students: 69.1% Online students: 72.7% Hybrid students: 66.7%
Methods	Direct: A total of 55 students (22 online; 33 hybrid) took the PRE the week of March 27-March 31,2023. There were 6 questions on the PRE related to advancing human rights and social, economic, and environmental justice. The number of students who achieved 70% or higher were divided by the 55 students (22 online; 33 hybrid) who took the exam.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>The results are not as expected as the learning outcome was not met overall. This SLO outcome was not reported in this report last assessment cycle, however is included as an overall program outcomes per the program's EPAS accreditation requirements. While this is a challenging area of abstract thinking for students, efforts will be made to ensure the program is sufficiently covering content in a manner to allow the goal of the SLO to be achieved.</p> <p>Plans for next assessment cycle include an overall revision of this student learning outcome based on the implementation of the new 2022 EPAS. This SLO will be revised to "Advance human rights and social, racial, economic, and environmental justice." All MSW course learning objectives will be revised to ensure they are aligned with this new program learning outcome.</p> <p>For measure 1, the program continues to work with community partners/field instructors to ensure their understanding of the learning outcome. Field instructor forums continue to be held during both the fall and spring semesters via Zoom to allow field instructors to connect with others and discuss creative ways to work with students, complete the learning plan and assist with students' overall growth and professional development. This includes the application of this learning outcome to agency practice. Plans for next assessment cycle include the revision of both pre-field assignments as well as course field journals to ensure the inclusion of anti-racism as well as human rights, and social, economic and environmental justice</p> <p>For measure 2, while no changes were made to the Environmental justice paper and course, SWRK 510 course objectives will be re-evaluated and revised as well as the review and revision as necessary of assignments including discussion board to be in line with the new EPAS and new SLO for next assessment cycle.</p> <p>For measure 3, the PRE is adjusted annually by the PRE committee in response to the outcomes from the item analysis. Questions are re-written for future administrations. Online study sessions as well as development of the PRE blackboard site continue to be implemented to allow student access for materials at any time as well as communicate directly with faculty to ask questions. Resources for test taking and test anxiety are provided. Plans for next assessment cycle include further evaluation of PRE questions to this learning outcome for revision and compliance with the new 2022 EPAS to include an emphasis on anti-racism.</p> <p>Assessment results will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve student learning outcomes. Results will also continue to be shared with the Departmental Advisory committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed beginning with new MSW student orientation.</p>			

Program Student Learning Outcome 4

Program Student Learning Outcome	Engage in practice-informed research and research-informed practice.		
Measurement Instrument 1	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Criteria for Student Success	Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Program Success Target for this Measurement	85% of students in the program will have earned 4/5	Percent of Program Achieving Target	92.2% of students achieved target
Methods	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 64 students completed a field experience during the 2022-2023 academic year (9 Generalist; 55 Specialist). Student's field supervisor rates the student at the end of the first and second semesters in their field experience. The score at the end of the second semester on Competency 4 was used to determine mastery of this SLO. Average of foundation-level and concentration-level scores were used.		
Measurement Instrument 2	DIRECT measures of student learning: Students complete a Research Proposal paper over the course of their 1 st semester of the generalist year in SWRK 540: Foundation in Social Work Research Methods. This assignment is submitted electronically on Blackboard during the 16 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. Three rubric items, specifically rubric items 2-4, are averaged and recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items.		
Criteria for Student Success	Students will earn a minimum average score of 4 on items 2-4 of the rubric for the Research Proposal paper.		
Program Success Target for this Measurement	70% of students in the program will have earned 4/5	Percent of Program Achieving Target	50.0% of students achieved target
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 10 students enrolled in SWRK 540 during the Fall 2022 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 10 enrolled students.		
Measurement Instrument 3	DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).		

Criteria for Student Success	Students are expected to earn a 70% or higher on items related to practice-informed research and research-informed practice (i.e., items related to Competency 4 of CSWE's 2015 EPAS).		
Program Success Target for this Measurement	70% of students in the program will score 70% or higher on relevant items	Percent of Program Achieving Target	All students: 78.2% Online students: 77.3% Hybrid students: 78.8%
Methods	Direct: A total of 55 students (22 online; 33 hybrid) took the PRE the week of March 27-March 31,2023. There were 5 questions on the PRE related to practice-informed research and research-informed practice. The number of students who achieved 70% or higher were divided by the 55 students (22 online; 33 hybrid) who took the exam.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 4.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>We are pleased that the program continues to meet the goal for Student Learning Outcome 4. The results are as expected as this is an important area of core content focus across the curriculum and changes are ongoing in order to appropriately address. This continues to be an area that social work students tend to struggle and need more assistance. AY 21-22 results were discussed with faculty during the fall 2022 faculty retreat with plans made to address across the curriculum. Additionally, this learning outcome was shared with and discussed with the Departmental Advisory Committee (DAC) with clear action items discussed to make improvements moving forward. Specific action steps related to each measure are shared below. Plans for the next assessment cycle include the implementation of revised student learning course outcomes (SWRK 540 and SWRK 640) to be aligned with the new 2022 Educational Policies and Accreditation Standards (EPAS) per CSWE (Council on Social Work Education), the program's accrediting body.</p> <p>For measure 1, field instructor forums continued to be held during both the fall and spring semesters via Zoom to allow field instructors to connect with others and discuss creative ways to work with students, complete the learning plan and assist with overall student growth and professional development. Specific discussion of agency tasks that align with the individualized learning plan behaviors were discussed. A similar opportunity was offered for students, "Table Talk" sessions were implemented in an effort to provide a forum for students to come together to connect and discuss both challenges and opportunities related to their professional development in field practicum. Additionally, field journal assignments are implemented in all field course sections (SWRK 560, SWRK 561, SWRK 660 and SWRK 661) that are connected to each competency and utilized to allow students to reflect on their application of competency, practice behaviors and tasks to practice in the agency setting.</p> <p>For measure 2, none of the rubrics were adjusted, however the MSW program continues to utilize curriculum sequence chairs, whom are responsible for examining texts and course content across the research sequence (i.e., SWRK 540; SWRK 640) and ensuring that content is consistently taught across sections (hybrid and online). Faculty continue to implement innovative means to ensure understanding of course content including video demonstrations and explanations as well as open synchronous or face to face office hours when additional assistance is needed.</p> <p>For measure 3, the PRE is adjusted annually by the PRE committee to respond to the outcomes from the item analysis. Questions are re-written for future administrations. Online study sessions as well as the development of the PRE Blackboard site continue to be implemented to allow students access to materials at any time as well as communicate directly with faculty to ask questions. Resources for test taking and test anxiety were also provided. Plans for next assessment cycle include a further evaluation of PRE questions specific to this learning outcome for revision and compliance with new 2022 EPAS.</p> <p>Assessment results will be shared with program faculty at the fall 2023 retreat in an effort to inform ongoing changes and efforts to improve this student learning outcomes. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.</p>			

Program Student Learning Outcome 5

Program Student Learning Outcome	Engage in policy practice.		
Measurement Instrument 1	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Criteria for Student Success	Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Program Success Target for this Measurement	85% of students in the program will have earned 4/5	Percent of Program Achieving Target	95.3% of students achieved target
Methods	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 64 students completed a field experience during the 2022-2023 academic year (9 Generalist; 55 Specialist). Student's field supervisor rates the student at the end of the first and second semesters in their field experience. The score at the end of the second semester on Competency 5 was used to determine mastery of this SLO. Average of foundation-level and concentration-level scores were used.		
Measurement Instrument 2	DIRECT measures of student learning: Students complete a Social Policy Analysis/Formulation paper over the course of their 2 nd semester of the generalist year in SWRK 530: Foundation of Social Welfare Policy. This assignment is submitted electronically on Blackboard during the 15 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. Five rubric items, specifically rubric items 2-6, are recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on this item.		
Criteria for Student Success	Students will earn a minimum average score of 4 on items 2-6 of the rubric for the Social Policy Analysis/Formulation paper.		
Program Success Target for this Measurement	70% of students in the program will have earned 4/5	Percent of Program Achieving Target	72.7% of students achieved target
Methods	This instructor of record downloads and grades students Social Policy Analysis/Formulation paper using a rubric. Specifically, five items on the rubric (item 2; item 3; item 4; item 5; item 6) are used to assess policy practice. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric items 2-6 are averaged and recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. There were 11 students enrolled in SWRK 530 during the Spring 2023 semester. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 11 students who completed the assignment.		
Measurement Instrument 3	DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed		

	annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).		
Criteria for Student Success	Students are expected to earn a 70% or higher on items related to policy practice (i.e., items related to Competency 5 of CSWE's 2015 EPAS).		
Program Success Target for this Measurement	70% of students in the program will score 70% or higher on relevant items	Percent of Program Achieving Target	All students: 61.8% Online students: 50.0% Hybrid students: 69.7%
Methods	Direct: A total of 55 students (22 online; 33 hybrid) took the PRE the week of March 27-March 31,2023. There were 8 questions on the PRE related to policy practice. The number of students who achieved 70% or higher were divided by the 55 students (22 online; 33 hybrid) who took the exam.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 5.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>We are pleased that the program continues to meet the goal for Student Learning Outcome 5. The results are as expected as this is an important area of core content focus across the curriculum and changes are ongoing in order to appropriately address. This continues to be an area that social work students tend to struggle and need more assistance. AY 21-22 results were discussed with faculty during the fall 2022 faculty retreat with plans made to address across the curriculum. Additionally, this learning outcome was shared with and discussed with the Departmental Advisory Committee (DAC) with clear action items discussed to make improvements moving forward. Specific action steps related to each measure are shared below. Plans for the next assessment cycle include the implementation of revised student learning course outcomes (SWRK 530 and SWRK 630) to be aligned with the new 2022 Educational Policies and Accreditation Standards (EPAS) per CSWE (Council on Social Work Education), the program's accrediting body.</p> <p>For Measure 1, field instructor forums continued to be held during both the fall and spring semesters via Zoom to allow field instructors to connect with others and discuss creative ways to work with students, complete the learning plan and assist with overall student growth and professional development. Specific discussion of agency tasks that align with the individualized learning plan behaviors were discussed. A similar opportunity was offered for students, "Table Talk" sessions were implemented in an effort to provide a forum for students to come together to connect and discuss both challenges and opportunities related to their professional development in field practicum. Additionally, field journal assignments are implemented in all field course sections (SWRK 560, SWRK 561, SWRK 660 and SWRK 661) that are connected to each competency and utilized to allow students to reflect on their application of competency, practice behaviors and tasks to practice in the agency setting.</p> <p>For Measurement 2, the faculty course lead continues to explore innovative ways to deliver course content as well as supplemental materials in a practical manner. Individuals working in legislative advocacy positions were invited to join class discussions to provide a firsthand account of their work and relation to social work competencies. Students were encouraged and organized to participate in related community events such as the KY Center for Economic Policy conference and Social Work Lobby Day facilitated by the National Association of Social workers (NASW) KY chapter. Faculty also participated in this event in order to bridge the gap for students and allow connections to real life policy analysis, advocacy, and lobbying.</p> <p>For Measure 3, the PRE is adjusted annually by the PRE committee to respond to the outcomes from the item analysis. Questions are re-written for future administrations. Online study sessions as well as the development of the PRE-Blackboard site continue to be implemented to allow students access to materials at any time as well as communicate directly with faculty to ask questions. Resources for test taking and test anxiety were also provided. Plans for next assessment cycle include a further evaluation of PRE questions specific to this learning outcome for revision and compliance with new 2022 EPAS.</p> <p>Assessment results will be shared with program faculty at the fall 2023 retreat in an effort to inform ongoing changes and efforts to improve this student learning outcome. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.</p>			

Program Student Learning Outcome 6

Program Student Learning Outcome	Engage with individuals, families, group, organizations, and communities.		
Measurement Instrument 1	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Criteria for Student Success	Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Program Success Target for this Measurement	85% of students in the program will have earned 4/5	Percent of Program Achieving Target	96.9% of students achieved target
Methods	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 64 students completed a field experience during the 2022-2023 academic year (9 Generalist; 55 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 6 was used to determine mastery of this SLO. Average of foundation-level and concentration-level scores were used.		
Measurement Instrument 2	DIRECT measures of student learning: Students complete a Group Facilitation over the course of their 2 nd semester of the generalist year in SWRK 522: Group Dynamics in Social Work Practice. This assignment is submitted electronically on Blackboard during the 15 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. One rubric item, specifically rubric item 2, is recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on this item.		
Criteria for Student Success	Students will earn a minimum average score of 4 on item 2 for the Group Facilitation assignment.		
Program Success Target for this Measurement	70% of students in the program will have earned 4/5	Percent of Program Achieving Target	100.0% of students achieved target
Methods	This instructor of record downloads and grades students Group Facilitation assignment using a rubric. Specifically, one item on the rubric (item 2) is used to assess engagement with individuals, families, groups, organizations, and communities. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric item 2 is recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. There were 10 students enrolled in SWRK 522 during the Spring 2023 semester. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 10 students who completed the assignment.		
Measurement Instrument 3	DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work		

	licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).		
Criteria for Student Success	Students are expected to earn a 70% or higher on items related to engaging with individuals, families, groups, organizations, and communities (i.e., items related to Competency 6 of CSWE's 2015 EPAS).		
Program Success Target for this Measurement	70% of students in the program will score 70% or higher on relevant items	Percent of Program Achieving Target	All students: 83.6% Online students: 86.4% Hybrid students: 81.8%
Methods	Direct: A total of 55 students (22 online; 33 hybrid) took the PRE the week of March 27-March 31, 2023. There were 11 questions on the PRE related to engaging with individuals, families, groups, organizations, and communities. The number of students who achieved 70% or higher were divided by the 55 students (22 online; 33 hybrid) who took the exam.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 6.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>We are pleased that the program has met the goal for this student learning outcome for AY 22-23. Last academic year this student learning outcome was grouped with 7, 8 and 9 for the purposes of this report and overall was not met. This academic year the outcomes are separated out with specific measures identified in order to be in line with the EPAS.</p> <p>For measure 1, students are presented with many opportunities to practice and demonstrate this learning outcome within their coursework across curriculum and field practicum placements. Field instructor forums continued to be held during both the fall and spring semesters via Zoom to allow field instructors to connect with others and discuss creative ways to work with students, complete their learning plans and assist with overall student growth and professional development. A similar opportunity was offered to students, "Table Talk" sessions were implemented to provide a forum for students to come together to connect and discuss both challenges and opportunities related to their professional development in field practicum. A career/practicum fair was held during the spring semester to allow students to engage with a variety of community agencies. Plans for next assessment cycle include the exploration of the use of simulation software to further enhance students' ability to practice and demonstrate the behaviors related to this student learning outcome.</p> <p>For measure 2, no major changes were made to the course assignment or rubric for this academic year. Changes were made to other discussion board assignments to include the incorporation of case studies and further demonstration of documentation for this learning outcome. Plans for future assessment cycles include the continued use of these revised assignments and the revision of the course learning outcomes to be in line with 2022 EPAS.</p> <p>For measure 3, the PRE is adjusted annually by the PRE committee to respond to the outcomes from the item analysis. Questions are re-written for future administrations. Online study sessions as well as the development of the PRE-Blackboard site continue to be implemented to allow students to access materials at any time as well as communicate directly with faculty to ask questions. Resources for test taking and test anxiety were also provided. Plans for next assessment cycle include a further evaluation of PRE questions specific to this learning outcome for revision and compliance with 2022 EPAS and the inclusion of ADEL.</p> <p>Assessment results will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this student learning outcome. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.</p>			

Program Student Learning Outcome 7

Program Student Learning Outcome	Assess individuals, families, groups, organizations, and communities.
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Measurement Instrument 1	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Criteria for Student Success	Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Program Success Target for this Measurement	85% of students in the program will have earned 4/5	Percent of Program Achieving Target	93.8% of students achieved target
Methods	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 64 students completed a field experience during the 2022-2023 academic year (9 Generalist; 55 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 7 was used to determine mastery of this SLO. Average of foundation-level and concentration-level scores were used.		
Measurement Instrument 2	DIRECT measures of student learning: Students complete a Bio/Psycho-Social/Spiritual Assessment over the course of their 1 st semester of the generalist year in SWRK 520: Generalist Social Work Practice. This assignment is submitted electronically on Blackboard during the 15 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. Three rubric items, specifically rubric items 2, 3, and 9, are recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on this item.		
Criteria for Student Success	Students will earn a minimum average score of 4 on items 2, 3, and 9 of the rubric for the Bio/Psycho-Social/Spiritual Assessment paper.		
Program Success Target for this Measurement	70% of students in the program will have earned 4/5	Percent of Program Achieving Target	72.7% of students achieved target
Methods	This instructor of record downloads and grades students Bio/Psycho-Social/Spiritual Assessment using a rubric. Specifically, three items on the rubric (item 2; item 3; item 9) are used to assess assessment with individuals, families, groups, organizations, and communities. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric items 2, 3, and 9 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 11 students enrolled in SWRK 520 during the Fall 2022 semester. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 11 students who completed the assignment.		
Measurement Instrument 3	DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).		
Criteria for Student Success	Students are expected to earn a 70% or higher on items related to assessing individuals, families, groups, organizations, and communities (i.e., items related to Competency 7 of CSWE's 2015 EPAS).		

Program Success Target for this Measurement	70% of students in the program will score 70% or higher on relevant items	Percent of Program Achieving Target	All students: 72.7% Online students: 72.7% Hybrid students: 72.7%
Methods	Direct: A total of 55 students (22 online; 33 hybrid) took the PRE the week of March 27-March 31,2023. There were 19 questions on the PRE related to assessing individuals, families, groups, organizations, and communities. The number of students who achieved 70% or higher were divided by the 55 students (22 online; 33 hybrid) who took the exam.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 7.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>We are pleased that the program has achieved this SLO for AY 2022-23. Last year this SLO was grouped with SLOs 6, 8, and 9 for the purposes of this report, however this year the SLOs are separated out with specific measures identified for each in order to be in line with our EPAS.</p> <p>For measure 1, students are presented with opportunities to practice and demonstrate this learning outcome within their coursework across curriculum and field practicum placements. Field instructor forums continue to be held during both the fall and spring semesters via Zoom to allow field instructors to connect with others and discuss creative ways to work with students, complete their learning plans and assist with overall student growth and professional development. A similar opportunity was offered to students, “Table Talk” sessions were implemented to provide a forum for students to come together to connect and discuss both challenges and opportunities related to their professional development in field practicum. Plans for future assessment include the revisions of the field learning plan overall to ensure inclusion of the 2022 EPAS.</p> <p>For measure 2, no major changes were made to the course assignment or rubric for this academic year, however changes were made to other discussion board assignments to include the incorporation of revised case studies. Plans for future assessment cycles include the continued revision of assignments and revision of course learning outcomes to be in line with 2022 EPAS. Further, the program will explore the use of a simulation software to further enhance students’ ability to practice and demonstrate the behaviors related to this SLO.</p> <p>For measure 3, the PRE is adjusted annually by the PRE committee to respond to the outcomes from the item analysis. Questions are re-written for future administrations. Online study session as well as the development of the PRE-Blackboard site continue to be implemented to allow students to access materials at any time as well as communicate directly with faculty to ask questions. Resources for test taking and test anxiety are also provided. Plans for next assessment cycle include a further evaluation of the PRE question specific to this learning outcome for revision and compliance with 2022 EPAS and the inclusion of ADEI.</p> <p>Assessment results will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this student learning outcome. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.</p>			

Program Student Learning Outcome 8

Program Student Learning Outcome	Intervene with individuals, families, groups, organizations, and communities.
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Measurement Instrument 1	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Criteria for Student Success	Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Program Success Target for this Measurement	85% of students in the program will have earned 4/5	Percent of Program Achieving Target	92.2% of students achieved target
Methods	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 64 students completed a field experience during the 2022-2023 academic year (9 Generalist; 55 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 8 was used to determine mastery of this SLO. Average of foundation-level and concentration-level scores were used.		
Measurement Instrument 2	DIRECT measures of student learning: Students complete a Community Change Intervention Proposal over the course of their 2 nd semester of the generalist year in SWRK 523: Rural Community Organization and Development. This assignment is submitted electronically on Blackboard during the 15 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. One rubric items, specifically rubric item 2, is recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on this item.		
Criteria for Student Success	Students will earn a minimum average score of 4 on item 2 of the rubric for the Community Change Intervention Proposal.		
Program Success Target for this Measurement	70% of students in the program will have earned 4/5	Percent of Program Achieving Target	100.0% of students achieved target
Methods	This instructor of record downloads and grades students Community Change Intervention Proposal using a rubric. Specifically, one item on the rubric (item 2) are used to assess intervention with individuals, families, groups, organizations, and communities. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric item 2 is recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. There were 7 students enrolled in SWRK 523 during the Spring 2023 semester. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 7 students who completed the assignment.		
Measurement Instrument 3	DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).		
Criteria for Student Success	Students are expected to earn a 70% or higher on items related to intervening with individuals, families, groups, organizations, and communities (i.e., items related to Competency 8 of CSWE's 2015 EPAS).		
Program Success Target for this Measurement	70% of students in the program will score 70%	Percent of Program	All students: 90.9%

	or higher on relevant items	Achieving Target	Online students: 95.5% Hybrid students: 87.9%
Methods	Direct: A total of 55 students (22 online; 33 hybrid) took the PRE the week of March 27-March 31, 2023. There were 17 questions on the PRE related to intervening with individuals, families, groups, organizations, and communities. The number of students who achieved 70% or higher were divided by the 55 students (22 online; 33 hybrid) who took the exam.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 8.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>We are pleased that the program has met this SLO for AY 2022-23. Last academic year this SLO was grouped with 6,7 and 9 for the purposes of this report and overall was not met. This academic year the outcomes are separated out with specific measures identified to be in line with the EPAS.</p> <p>For measure 1, students are presented with opportunities to practice and demonstrate this learning outcome within their coursework across curriculum and field practicum placements. Field instructor forums continue to be held during both the fall and spring semesters via Zoom to allow field instructors to connect with others and discuss creative ways to work with students, complete their learning plans and assist with overall student growth and professional development. A similar opportunity was offered to students, "Table Talk" sessions were implemented to provide a forum for students to come together to connect and discuss both challenges and opportunities related to their professional development in field practicum. Plans for next assessment cycle include the exploration of the use of simulation software to further enhance students' ability to practice and demonstrate the behaviors related to this SLO.</p> <p>For measure 2, no major changes were made to the course assignment and rubric. Plans for future assessment cycles include the revision of course learning objectives to be in line with 2022 EPAS.</p> <p>For measure 3, the PRE is adjusted annually by the PRE committee to respond to the outcomes from the item analysis. Questions are re-written for future administrations. Online study sessions as well as the development of the PRE-Blackboard site continue to be implemented to allow students to access materials at any time as well as communicate directly with faculty to ask questions. Resources for test taking and test anxiety were also provided. Plans for next assessment cycle include a further evaluation of PRE question specific to learning outcomes for revision and compliance with 2022 EPAS and the inclusion of ADEI.</p> <p>Assessment results will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this learning outcome. Results will also continue to be shared with the Departmental Advisory Committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.</p>			

Program Student Learning Outcome 9	
Program Student Learning Outcome	Evaluate practice with individuals, families, groups, organizations, and communities.
Measurement Instrument 1	DIRECT measures of student learning: Students participate in one or two field practicum experiences, depending on their undergraduate degree and status of admission into the MSW program. Traditional students will complete two field practicum experiences (900 hours of direct client contact) and advanced standing students will complete one field practicum (500 hours of direct client contact). Students are supervised by an approved MSW-level social worker at a community agency. Students create an Individual Learning Plan, which is used as the field assessment tool, that outlines competencies and behaviors the student agrees to achieve. The field assessment score is based on a demonstration of the competency in real or simulated practice situations in student's field setting. This is a performance measure assessing all dimensions of the competency including knowledge, values, skills, and cognitive and affective processes. Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.

Criteria for Student Success	Students are assessed by their field supervisor on a scale of 1 to 5, with 3 being the minimum score a student must achieve in order to pass their field experience.		
Program Success Target for this Measurement	85% of students in the program will have earned 4/5	Percent of Program Achieving Target	92.2% of students achieved target
Methods	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicum were included in this assessment. A total of 64 students completed a field experience during the 2022-2023 academic year (9 Generalist; 55 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 9 was used to determine mastery of this SLO. Average of foundation-level and concentration-level scores were used.		
Measurement Instrument 2	DIRECT measures of student learning: Students complete a Group Facilitation over the course of their 2 nd semester of the generalist year in SWRK 522: Group Dynamics in Social Work Practice. This assignment is submitted electronically on Blackboard during the 15 th week of the semester. This assignment is downloaded and graded by the instructor using the rubric. One rubric item, specifically rubric item 4, is recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on this item.		
Criteria for Student Success	Students will earn a minimum average score of 4 on items 4 of the rubric for the Group Facilitation assignment.		
Program Success Target for this Measurement	70% of students in the program will have earned 4/5	Percent of Program Achieving Target	80% of students achieved target
Methods	This instructor of record downloads and grades students Group Facilitation assignment using a rubric. Specifically, one item on the rubric (item 4) is used to assess evaluation of practice with individuals, families, groups, organizations, and communities. Students are scored on a scale of 1 (beginning) to 5 (exemplary). Rubric item 4 is recorded in an Excel Spreadsheet, which is then shared with the assessment coordinator. The assessment coordinator compiles this data and determines what percentage of students earned a minimum of 4 out of 5 on these items. There were 10 students enrolled in SWRK 522 during the Spring 2023 semester. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 10 students who completed the assignment.		
Measurement Instrument 3	DIRECT measures of student learning: Students in their final semester of the MSW program are required to take a Practice Readiness Exam (PRE) and pass it with a score of 70% or higher. The PRE gives students the opportunity to demonstrate basic competency in essential content areas of social work practice. The exam contains 100 multiple choice questions in an objective format, similar to social work licensure exams. These questions were written by faculty whose primary assignment is in that content area. Questions are reviewed annually by a PRE committee to ensure its applicability to social work content. These items were also mapped back to competencies set forth by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).		
Criteria for Student Success	Students are expected to earn a 70% or higher on items related to evaluating practice with individuals, families, groups, organizations, and communities (i.e., items related to Competency 9 of CSWE's 2015 EPAS).		
Program Success Target for this Measurement	70% of students in the program will score 70% or higher on relevant items	Percent of Program Achieving Target	All students: 36.4% Online students: 31.8% Hybrid students: 39.4%
Methods	Direct: A total of 55 students (22 online; 33 hybrid) took the PRE the week of March 27-March 31, 2023. There were 5 questions on the PRE related to evaluating practice with individuals, families, groups, organizations, and communities. The number of students who achieved 70% or higher were divided by the 55 students (22 online; 33 hybrid) who took the exam.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 9.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

We are pleased that the program has met the goals for this SLO for AY 22023. Last academic year this SLO was grouped with 6,7, and 8 for the purposes of this report and overall was not met. This academic year the outcomes are separated out with specific measures identified to be in line with the EPAS and overall program outcomes.

For measure 1, students are presented with opportunities to practice and demonstrate this learning outcome through coursework across the curriculum and field practicum placements. Field instructor forums continue to be held during both the fall and spring semesters via Zoom to allow field instructors to connect with others and discuss creative ways to work with students, complete their learning plans, and assist with overall student growth and professional development. A similar opportunity was offered to students, "Table Talk" session were implemented to provide a forum for students to come together to connect and discuss both challenges and opportunities related to their professional development in field practicum. A midterm self-assessment is utilized during both the fall and spring semesters to allow students to evaluate and rate themselves and then use this to discuss with field instructor to receive feedback on areas of strength and needed improvement. This is both an example of practical demonstration of the SLO. Plans for future assessment cycles include revision to the learning plan in order to be in line with the new 2022 EPAS.

For measure 2, no major changes were made to the assignment and rubric. Changes were made to other assignments and discussion boards. Plans for future assessment cycles include the revision of course learning objectives to be in line with the new 2022 EPAS.

For measure 3, the PRE is adjusted annually by the PRE committee to respond to the outcomes from the item analysis. Questions are re-written for future administrations. Online study sessions as well as the development of the PRE-Blackboard site continue to be implemented to allow students to access materials at any time as well as communicate directly with faculty to ask questions. Resources for test taking and test anxiety were also provided. Plans for the next assessment cycle include a further evaluation of PRE questions specific to this learning outcome for revision and compliance with the new 2022 EPAS.

Assessment results will be shared with program faculty at the fall 2023 retreat to inform ongoing changes and efforts to improve this SLO. Results will continue to be shared with the Departmental Advisory committee for continued discussion on meaningful ways to improve outcomes from a variety of perspectives. Assessment data will continue to be collected and analyzed.

Professionalism

Professionalism Rubric

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	5 Exemplary	Score
1. Attendance & Punctuality	Student missed more than 1 class session; OR arrived late for left early for more than 2 class sessions.	Student missed 1 class; AND arrived late or left early for at least 1 other class session.	Student missed 1 class; BUT always arrived on time AND stayed until the end of the class for those sessions they did attend.	Student attended all classes; AND always arrived on time; AND stayed until the end of the class.	Student attended all classes; AND arrives at least 5 minutes early to each class; AND stayed until the end of the class.	
Justification:						
2. Communication	Student proactively communicates with classmates and/or the professor using professional writing and/or phone etiquette (e.g., emails appropriately addressed; phone number repeated; etc.) less than 60% of the time; AND takes more than 1 week to respond to classmates and/or the professor.	Student proactively communicates with classmates and/or the professor using professional writing and/or phone etiquette (e.g., emails appropriately addressed; phone number repeated; etc.) 60 - 79% of the time; AND takes 6-7 days to respond to classmates and/or the professor	Student proactively communicates with classmates and/or the professor using professional writing and/or phone etiquette (e.g., emails appropriately addressed; phone number repeated; etc.) 80% - 89% of the time; AND takes 3-5 days to respond to classmates and/or the professor	Student proactively communicates with classmates and/or the professor using professional writing and/or phone etiquette (e.g., emails appropriately addressed; phone number repeated; etc.) 90% - 99% of the time; AND responds to classmates and/or the professor within 24-48 hours	Student proactively communicates with classmates and/or the professor using professional writing and/or phone etiquette (e.g., emails appropriately addressed; phone number repeated; etc.) all of the time; AND responds to classmates and/or the professor within 24 hours or less	
Justification:						
3. Oral Expression	Student consistently gets feedback from instructor that oral expression is unprofessional and does not make efforts to correct.	Student frequently gets feedback from instructor that oral expression is unprofessional and rarely makes	Student frequently displays appropriate oral expression and, when necessary, makes clear effort to correct errors when provided feedback.	Student consistently displays appropriate and professional oral expression.	Student is eager to engage in class discussions and consistently displays appropriate and professional oral expression.	

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	5 Exemplary	Score
		adjustments and/or efforts to correct.				
Justification:						
4. Written Expression	Student consistently gets feedback from instructors that written expression is unacceptable or unprofessional and/or grades on papers are reduced significantly because of writing AND yet refuses to get outside help	Student consistently gets feedback from instructors that written expression is unacceptable or unprofessional and/or grades on papers are reduced significantly because of writing	Student's written work lacks clarity and has some errors and/or grades on papers are reduced somewhat because of writing.	Student almost always expresses ideas or concepts clearly, with very few errors; and/or grades on papers are reduced only slightly because of writing.	Student always expresses ideas or concepts clearly, with an absence of errors and/or grades on papers are reduced minimally because of writing.	
Justification:						
5. Respect & Collegiality	Student is frequently disrespectful to and non-supportive of classmates, staff, and/or faculty; AND has not demonstrated collaborative skills in work with others; AND has poor relationships with classmates and/or faculty	Student is occasionally disrespectful to and non-supportive of classmates, staff, and/or faculty; AND is reluctant to collaborate with others and/or struggles with maintaining positive relationships	Student has not engaged with others frequently enough to judge this behavior; AND almost always works collaboratively with group members and almost always engages positively with others	Student is usually respectful to and supportive of classmates, staff, and/or faculty; AND always works collaboratively with all group members and relates positively with others	Student is always respectful to and supportive of classmates, staff, and/or faculty; AND takes a leadership role in facilitating collaborative relationships with peers and/or group members.	
Justification:						
6. Self-Awareness: Demonstrates self-awareness	Student rarely shows self-awareness about the impact of verbal and non-verbal communications	Student occasionally shows self-awareness about the impact of verbal and non-verbal communications	Student has not engaged with others frequently enough to judge this behavior	Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications	Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications	
Justification:						

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	5 Exemplary	Score
7. Diversity Awareness: Demonstrates awareness and responsiveness to diversity	Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people	Student only occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions	Student's classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people	Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people	Student actively seeks ways to bring in diverse opinions, experiences, and/or people to classroom and/or other student-related interactions/ activities	
Justification:						
8. Initiative & Reliability: Demonstrates initiative, reliability and dependability	Student rarely takes initiative to plan work and complete it in a timely manner and/or student rarely gets assignments done and submitted on time	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared	Student almost always takes initiative to plan work and complete it in a timely manner and/or work is almost always submitted on time	Student always takes initiative to plan and complete work in a timely manner and/or work is always submitted on time	Student always takes initiative to plan and complete work in a timely manner and/or work is consistently submitted early	
Justification:						
9. Responsiveness to Feedback: Demonstrates evidence of motivation to improve oneself.	Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, make no effort to adjust performance accordingly	Student is usually receptive to suggestions and feedback, but does not adjust performance accordingly	Student is almost always receptive to suggestions or feedback and adjusts performance accordingly	Student is always receptive to suggestions or feedback from others, and adjusts performance accordingly	Student actively seeks out feedback and/or suggestions for improvement	
Justification:						
10. Compliance with Professional Requirements, including the NASW Code of Ethics	Student demonstrates significant problems in complying with MSW program requirements and the NASW Code of Ethics.	Student only moderately demonstrates compliance with MSW program requirements and the NASW Code of Ethics.	Student almost always demonstrates compliance with MSW program requirements and the NASW Code of Ethics.	Student consistently demonstrates compliance with MSW program requirements and the NASW Code of Ethics.	Student identifies with the profession of social work and always acts in accordance with MSW program requirements and the NASW Code of Ethics.	
Justification:						

SWRK 501

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	
<i>Items 1 & 2 - C3: Advance Human Rights and Social, Economic, and Environmental Justice</i>							
1. Creation and Reflection of a Log of collected "Isms"	Vaguely defines and describes the ism;	Vaguely defines and describes the ism;	Weakly defines and describes the ism;	Thoroughly defines and describes the ism;	Thoroughly defines and describes the ism;	Score earned X 7	
	AND does not include a discussion of any of the following:	AND includes a discussion of less than 3 of the following:	And includes a discussion or reflection of 4-5 of the following:	And includes a discussion or reflection of 6-7 of the following:	And completely answers the following:		
	Were you personally affected by the incident? If so, in what way?	Were you personally affected by the incident? If so, in what way?	Were you personally affected by the incident? If so, in what way?	Were you personally affected by the incident? If so, in what way?	Were you personally affected by the incident? If so, in what way?	Were you personally affected by the incident? If so, in what way?	Score earned
	Were any false stereotypes about certain cultural groups promoted by the incident?	Were any false stereotypes about certain cultural groups promoted by the incident?	Were any false stereotypes about certain cultural groups promoted by the incident?	Were any false stereotypes about certain cultural groups promoted by the incident?	Were any false stereotypes about certain cultural groups promoted by the incident?	Were any false stereotypes about certain cultural groups promoted by the incident?	
If other people witnessed the incident, what were their reactions?	If other people witnessed the incident, what were their reactions?	If other people witnessed the incident, what were their reactions?	If other people witnessed the incident, what were their reactions?	If other people witnessed the incident, what were their reactions?	If other people witnessed the incident, what were their reactions?		

	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? What did the person or group	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? What did the person or group	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? What did the person or group	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? What did the person or group	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? What did the person or group	
	making the offensive remark or gesture seem to hope to gain from being racist or sexist?	making the offensive remark or gesture seem to hope to gain from being racist or sexist?	making the offensive remark or gesture seem to hope to gain from being racist or sexist?	making the offensive remark or gesture seem to hope to gain from being racist or sexist?	making the offensive remark or gesture seem to hope to gain from being racist or sexist?	
	How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?	How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?	How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?	How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?	How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?	
	How will the incident impact your future interactions with the cultural group being marginalized?	How will the incident impact your future interactions with the cultural group being marginalized?	How will the incident impact your future interactions with the cultural group being marginalized?	How will the incident impact your future interactions with the cultural group being marginalized?	How will the incident impact your future interactions with the cultural group being marginalized?	
2. Types and Categories of Isms	Includes 0-4 incidents of isms in 1	Includes 5-9 incidents of isms in 2 different	Includes 10-14 incidents of isms in 3 different	Includes 15-19 incidents of isms in 4 different	Includes at least 20 incidents of isms in at least 5	Score earned

	different categories and across 1 different mediums	categories and across 2 different mediums	categories and across 3 different mediums	categories and across 4 different mediums	different categories and across 5 different mediums	X 3
					Categories of isms include: racism, sexism, ableism, ageism, heterosexism, classism, religious prejudice, etc.	Score earned
Item 3 - C6: Engage with Individuals, Families, Groups, Organizations, and Communities						
3. Identification and attendance of a culturally different experience for immersion	Did not seek approval prior to attending event; AND only observed	Get approval prior to attending event; BUT only observed	Get approval prior to attending event; AND engaged with 1 person	Get approval prior to attending event; AND engaged with 2-3 people	Get approval prior to attending event; AND engaged with more than 3 people	Score earned X 5 Score earned
Item 4 - C2: Engage Diversity and Difference in Practice						

4. Description of the experience	Thoroughly discusses 1 of the following:	Thoroughly discusses 2 of the following:	Thoroughly discusses 3 of the following:	Thoroughly discusses ALL 4 of the following:	Thoroughly discusses ALL 4 of the following:	Score earned
	Context/Setting (e.g., physical space, etc.)	Context/Setting (e.g., physical space, etc.)	Context/Setting (e.g., physical space, etc.)	Context/Setting (e.g., physical space, etc.)	Context/Setting (e.g., physical space, etc.)	X 5
	Demographics (e.g., number of people, race, ethnicity, etc.)	Demographics (e.g., number of people, race, ethnicity, etc.)	Demographics (e.g., number of people, race, ethnicity, etc.)	Demographics (e.g., number of people, race, ethnicity, etc.)	Demographics (e.g., number of people, race, ethnicity, etc.)	Score earned
	Emotional climate (e.g., warm, inviting, etc.)	Emotional climate (e.g., warm, inviting, etc.)	Emotional climate (e.g., warm, inviting, etc.)	Emotional climate (e.g., warm, inviting, etc.)	Emotional climate (e.g., warm, inviting, etc.)	
	Culture (e.g., group dynamics, traditions, etc.)	Culture (e.g., group dynamics, traditions, etc.)	Culture (e.g., group dynamics, traditions, etc.)	Culture (e.g., group dynamics, traditions, etc.)	Culture (e.g., group dynamics, traditions, etc.) AND demonstrates a deep analysis of the environment	

Items 5 - C7: Assess with Individuals, Families, Groups, Organizations and Communities

<p>5. Assessment of Cultural Experience</p>	<p>Thoroughly addresses 1 of the following questions:</p> <ul style="list-style-type: none"> • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes 	<p>Thoroughly addresses 2-3 of the following questions:</p> <ul style="list-style-type: none"> • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes 	<p>Thoroughly addresses 4-5 of the following questions:</p> <ul style="list-style-type: none"> • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes 	<p>Thoroughly addresses 6 of the following questions:</p> <ul style="list-style-type: none"> • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes 	<p>Thoroughly addresses the following 7 questions:</p> <ul style="list-style-type: none"> • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes 	<p>_____ Score earned</p> <p>X 5</p> <p>_____ Score earned</p>
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	<p>about the group were confirmed or rejected by your experience?</p> <ul style="list-style-type: none"> • 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 group were confirmed or rejected by your experience?</p> <ul style="list-style-type: none"> • 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 group were confirmed or rejected by your experience?</p> <ul style="list-style-type: none"> • 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 group were confirmed or rejected by your experience?</p> <ul style="list-style-type: none"> • 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 group were confirmed or rejected by your experience?</p> <ul style="list-style-type: none"> • 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>Items 6 & 7 - C1: Demonstrate Ethical and Professional Behavior</p>						

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

SWRK 510

<p>SWRK 510: Environmental Justice Paper C1: Demonstrate Ethical and Professional Behavior; C2: Engage Diversity and Difference in Practice; C3: Advance Human Rights and Social, Economic, and Environmental Justice; C7: Assess Individuals, Families, Groups, Organizations, and Communities; C8: Intervene with Individuals, Families, Groups, Organizations, and Communities; C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>						
Dimension	Exemplary 5	Proficient 4	Marginal 3	Developing 2	Beginning 1	Score

1. Introduction & Conclusion	Introduction includes ALL of the following: <ul style="list-style-type: none"> Purpose of the paper Conclusion includes ALL of the following: <ul style="list-style-type: none"> Restates the purpose and what was discussed in the paper Highlights important details (e.g., what do you want readers to remember) 	Includes 3 of the bulleted items listed under the “Exemplary” category	Includes 2 of the bulleted items listed under the “Exemplary” category	Includes 1 of the bulleted items listed under the “Exemplary” category	Includes EITHER an introduction OR conclusion; BUT it does not address any of the bulleted items listed under the “Exemplary” category	<hr/> Score
Comments:						
2. Selection of Topic	Paper includes ALL of the following: <ul style="list-style-type: none"> Identification of topic Rationale for selecting topic Topic is appropriate for this assignment 	Paper includes ALL of the items under the “Exemplary” category; BUT at least 1 item is under-developed	Paper includes 2 of the items under the “Exemplary” category	Paper includes 2 of the items under the “Exemplary” category; AND at least 1 of those items is under-developed	Paper ONLY includes 1 of the items under the “Exemplary” category	<hr/> Score X2 <hr/> Score
Comments:						
<i>Note to Instructor:</i> Items 3 – C2: Engage Diversity and Difference in Practice						
3. Define the Problem	Student includes ALL of the following: <ul style="list-style-type: none"> Definition of the problem Who defines the problem How prevalent is the problem Who is affected by the problem 	Student includes ALL of the items under the “Exemplary” category; BUT at least 1 item is under-developed	Student includes 3 of the items under the “Exemplary” category	Student includes 2 of the items under the “Exemplary” category	Student ONLY includes 1 of the items under the “Exemplary” category	<hr/> Score X4 <hr/> Score

	<ul style="list-style-type: none"> Includes racial/ethnic characteristics of those impacted 					
Comments:						
4. Historical Context	Paper includes ALL of the following: <ul style="list-style-type: none"> How long has this issue impacted the area What problems have been identified 					_____ Score X4 _____ Score
Comments:						
<i>Note to Instructor:</i>						
Item 5 – C7: Assess Individuals, Families, Groups, Organizations, and Communities						
5. Theoretical Perspectives	Paper includes ALL of the following: <ul style="list-style-type: none"> Identifies at least 2 theories Provides a rationale for selecting theories Theories are appropriate with respect to the identified problem Strengths of each theoretical perspective are outlined Weaknesses of each theoretical perspective are outlined 	Paper includes ALL of the items under the “Exemplary” category; BUT at least 1 item is under-developed	Paper includes 4 of the items under the “Exemplary” category	Paper includes 3 of the items under the “Exemplary” category; OR at least 2 items are under-developed	Paper includes LESS THAN 3 of the items under the “Exemplary” category; OR at least 3 items are under-developed	_____ Score X6 _____ Score
Comments:						
6. Causes of the Problem	Student identifies causes of the problem;	Student includes ALL of the items	Student includes 2 of the items under	Student includes 2 of the items under	Student ONLY includes 1 of the	_____

	<ul style="list-style-type: none"> • What has caused this problem • What are the consequences • Provides support from the literature regarding causes; • Links causes back to at least one of the chosen theoretical perspectives 	<p>under the “Exemplary” category;</p> <p>BUT at least 1 item is under-developed</p>	<p>the “Exemplary” category;</p>	<p>the “Exemplary” category;</p> <p>BUT at least 1 of the included items is under-developed</p>	<p>items under the “Exemplary” category;</p>	<p>Score</p> <p>X4</p> <hr/> <p>Score</p>
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Comments:

Note to Instructor:

Item 7 – C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

7. Solutions	<p>Includes ALL of the following:</p> <ul style="list-style-type: none"> • Identifies at least 2 solutions attempted to address the identified problem • Identifies successes • Identifies failures/ineffectiveness • Provides evidence from the literature as support 	<p>Includes ALL of the items under the “Exemplary” category;</p> <p>BUT at least 1 item is under-developed</p>	<p>Includes 3 of the items under the “Exemplary” category;</p>	<p>Includes 2 of the items under the “Exemplary” category;</p> <p>OR more than 1 item is under-developed</p>	<p>Includes 1 of the items under the “Exemplary” category;</p> <p>OR ALL items are under-developed</p>	<p>Score</p> <p>X6</p> <hr/> <p>Score</p>
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Comments:

Note to Instructor:

Item 8 – C3: Advance Human Rights and Social, Economic, and Environmental Justice

8. Action Plan	<p>Paper addresses ALL of the following:</p> <ul style="list-style-type: none"> • Identifies reasonable action steps social workers can take to 	<p>Addresses ALL of the items under the “Exemplary” category;</p>	<p>Addresses 2 of the items under the “Exemplary” category;</p>	<p>Addresses 2 of the items under the “Exemplary” category;</p> <p>AND at least 1 of the included items</p>	<p>Addresses 1 of the items under the “Exemplary” category;</p>	<p>Score</p> <p>X6</p> <hr/>
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	<p>raise awareness about this issue</p> <ul style="list-style-type: none"> Identifies social work's position on this issue Discusses how actions are anti-racist 	BUT at least 1 item is under-developed		is under-developed		Score
Comments:						
<i>Note to Instructor:</i>						
Item 9 – C8: Intervene with Individuals, Families, Groups, Organizations, and Communities						
9. Interventions	<p>Paper addresses ALL of the following:</p> <ul style="list-style-type: none"> Micro-level interventions Mezzo-level interventions Macro-level interventions Interventions are tied back to at least one of the chosen theoretical perspectives Interventions are supported by peer-reviewed literature 	<p>Addresses ALL of the items under the "Exemplary" category;</p> <p>BUT at least 1 item is under-developed</p>	Addresses 3-4 of the items under the "Exemplary" category;	<p>Addresses 2 of the items under the "Exemplary" category;</p> <p>OR more than 1 item is under-developed</p>	<p>Addresses ONLY 1 of the items under the "Exemplary" category;</p> <p>OR ALL of the items are under-developed</p>	<p>_____</p> <p>Score</p> <p>X4</p> <p>_____</p> <p>Score</p>
Comments:						
10. Video Link	Includes a link to a video showing one or more of the discussion points				Includes a link to a video BUT it is not relevant or no video	<p>_____</p> <p>Score</p> <p>X3</p> <p>_____</p> <p>Score</p>
Comments:						

<i>Note to Instructor:</i>						
Item 11 – C1: Demonstrate Ethical and Professional Behavior						
11. Writing	<p>Paper is written in APA 7th ed. format (title, headers, headings, references)</p> <p>Paper has no grammatical or spelling errors</p> <p>Paper includes at least 5 peer-reviewed sources</p> <p>Paper references the textbook</p> <p>Paper is 8-10 pages in length</p>	<p>Paper is written in APA 7th ed. format (title, headers, headings, references)</p> <p>Paper has 1-3 grammatical or spelling errors</p> <p>Paper includes 5 peer-reviewed sources</p> <p>Paper references the textbook</p> <p>Paper is 8-10 pages in length</p>	<p>Paper is written in APA 7th ed. format (title, headers, headings, references)</p> <p>Paper has 4-6 grammatical or spelling errors</p> <p>Paper includes 4 peer reviewed sources</p> <p>Paper references the textbook</p> <p>Paper is 6-7 pages in length</p>	<p>Paper is written in APA 7th ed. format (title, headers, headings, references)</p> <p>Paper has 7-9 grammatical or spelling errors</p> <p>Paper includes 3 peer-reviewed sources</p> <p>Paper does not include reference to the text</p> <p>Paper is 6-7 pages in length</p>	<p>Paper does not follow APA 7th ed. formatting (title, headers, headings, references);</p> <p>OR paper has more than 10 grammatical or spelling errors</p> <p>OR includes less than 3 peer-reviewed sources</p> <p>OR does not include reference to the text</p> <p>OR paper is less than 6 pages in length</p>	<p>_____</p> <p>Score</p>
Comments:						

SWRK 520

SWRK 520: Bio/Psycho-Social/Spiritual Assessment						
C1: Demonstrate Ethical and Professional Behavior; C2: Engage Diversity and Difference in Practice; C3: Advance Human Rights and Social, Economic, and Environmental Justice; C7: Assess Individuals, Families, Groups, Organizations, and Communities; C8: Intervene with Individuals, Families, Groups, Organizations, and Communities						
Part I: Narrative						
Dimension	Exemplary 5	Proficient 4	Marginal 3	Developing 2	Beginning 1	Score

1. Introduction & Conclusion	<p>Introduction includes ALL of the following:</p> <ul style="list-style-type: none"> • Purpose of the paper • Advanced organizer <p>Conclusion includes ALL of the following:</p> <ul style="list-style-type: none"> • Restates the purpose and what was discussed in the paper • Highlights important details and plan for client moving forward 	Includes 3 of the bulleted items listed under the “Exemplary” category	Includes 2 of the bulleted items listed under the “Exemplary” category	Includes 1 of the bulleted items listed under the “Exemplary” category	Includes EITHER an introduction OR conclusion; BUT it does not address any of the bulleted items listed under the “Exemplary” category	<p>_____</p> <p>Score</p>
<p><i>Note to Instructor:</i> Items 2-3 & 9 – C7: Assess Individuals, Families, Groups, Organizations, and Communities</p>						
2. Assessment Questions	<p>Student includes 5 questions in each of the following 4 areas:</p> <ul style="list-style-type: none"> • Biological 	Student includes 4 questions in each of the following 4 areas:	Student includes 5 questions in 3 of the following 4 areas:	Student includes 3-4 questions in 3 of the following 4 areas:	Student includes less than 3 questions AND is missing more than	<p>_____</p> <p>Score</p>
	<ul style="list-style-type: none"> • Psychological • Social • Spiritual <p>AND these questions logically flow together</p>	<ul style="list-style-type: none"> • Biological • Psychological • Social • Spiritual <p>AND these questions logically flow together</p>	<ul style="list-style-type: none"> • Biological • Psychological • Social • Spiritual <p>AND these questions logically flow together</p>	<ul style="list-style-type: none"> • Biological • Psychological • Social • Spiritual <p>AND these questions logically flow together</p>	<p>1 of the following areas:</p> <ul style="list-style-type: none"> • Biological • Psychological • Social • Spiritual <p>AND these questions logically flow together</p>	

3. Assessment Summary	<p>Assessment summary logically flows from the questions identified;</p> <p>AND concisely reflects ALL of the following:</p> <ul style="list-style-type: none"> • Relevant biological information • Reason for referral • History of present issue • Significant medical history and medications • Family and family history • Substance abuse/ domestic violence • Suicidal and/or homicidal ideations or attempts • Support systems • Behavioral observations 	<p>Assessment summary logically flows from the questions identified;</p> <p>AND concisely reflects 7-8 of the components listed under the "Exemplary" category</p>	<p>Assessment summary logically flows from the questions identified;</p> <p>AND concisely reflects 5-6 of the components listed under the "Exemplary" category</p>	<p>Assessment summary logically flows from the questions identified;</p> <p>AND concisely reflects 3-4 of the components listed under the "Exemplary" category</p>	<p>Assessment summary logically flows from the questions identified;</p> <p>AND concisely reflects 1-2 of the components listed under the "Exemplary" category</p>	<hr/> <p>Score</p> <p>X3</p> <hr/> <p>Score</p>
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Note to Instructor:
Items 4-5 – C2: Engage Diversity and Difference in Practice; C3: Advance Human Rights and Social, Economic, and Environmental Justice

4. Critical Appraisal	<p>Critical appraisal includes ALL of the following:</p> <ul style="list-style-type: none"> • Discussion of areas discussed • Demonstrates critical thinking with respect to areas that were not discussed • Why non-addressed areas were not included • Demonstrates critical thinking with respect to identifying additional information that would have been helpful to obtain 	Critical appraisal is missing 1 of the bulleted items under the “Exemplary” category	Critical appraisal is missing 2 of the bulleted items under the “Exemplary” category	Critical appraisal is missing 3 of the bulleted items under the “Exemplary” category	Critical appraisal section is included; BUT lacks critical thought	<p>_____</p> <p>Score</p> <p>X2</p> <p>_____</p> <p>Score</p>
5. External Factors	<p>Includes a discussion of external factors that addresses ALL of the following:</p> <ul style="list-style-type: none"> • Larger systems, groups, and 	<p>Includes a discussion of external factors;</p> <p>BUT is missing 1 of the bulleted items under the</p>	<p>Includes a discussion of external factors;</p> <p>BUT is missing 2 of the bulleted items under the</p>	<p>Includes a discussion of external factors;</p> <p>BUT is missing 3 of the bulleted items under the</p>	Discussion of external factors are irrelevant to the bio- psychosocial- spiritual assessment	<p>_____</p> <p>Score</p> <p>X2</p>
	<p>communities are identified</p> <ul style="list-style-type: none"> • The impact of macro systems on client functioning is discussed • Individual and systemic 	“Exemplary” category	“Exemplary” category	“Exemplary” category		Score

	<p>discrimination and oppression are identified</p> <ul style="list-style-type: none"> The impact of discrimination and oppression as barriers to client success are discussed 					
<p><i>Note to Instructor:</i> Items 4-7 & 10 – C8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>						
6. Goal Setting	<p>Student thoroughly discusses how he/she will determine goals for treatment, including ALL of the following:</p> <ul style="list-style-type: none"> How he/she will incorporate client strengths into the goal setting process How he/she will establish a contract with the client regarding treatment goals 	<p>Student thoroughly discusses how he/she will determine goals for treatment;</p> <p>BUT is missing 1 of the bulleted items under the “Exemplary” category</p>	<p>Student vaguely discusses how he/she will determine goals for treatment;</p> <p>BUT does include ALL of the bulleted items under the “Exemplary” category</p>	<p>Student thoroughly discusses how he/she will determine goals for treatment;</p> <p>BUT is missing 2 of the bulleted items under the “Exemplary” category</p>	<p>Student vaguely discusses how he/she will determine goals for treatment;</p> <p>AND is missing 2 of the bulleted items under the “Exemplary” category</p>	<p>_____</p> <p>Score</p> <p>X2</p> <p>_____</p> <p>Score</p>

	<ul style="list-style-type: none"> How goals will be sustained/progress monitored 					
7. Termination	<p>Includes a termination plan that addresses ALL of the following:</p> <ul style="list-style-type: none"> How he/she will determine client's readiness for termination How he/she will include the client in the termination plan Importance of emphasizing positive learning and problem solving Strategies for maintaining change Plan for 	<p>Includes a termination plan;</p> <p>BUT is missing 1-2 of the bulleted items under the "Exemplary" category</p>	<p>Includes a termination plan;</p> <p>BUT is missing 3 of the bulleted items under the "Exemplary" category</p>	<p>Includes a termination plan;</p> <p>BUT is missing 4-5 of the bulleted items under the "Exemplary" category</p>	<p>Discusses termination vaguely;</p> <p>BUT does not address any of the bulleted items under the "Exemplary" category</p>	<hr/> <p>Score</p> <p>X2</p> <hr/> <p>Score</p>

	evaluating results • Plan for follow-up					
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Note to Instructor:
Items 8 & 11 – C1: Demonstrate Ethical and Professional Behavior

8. Writing	Paper is written in APA 7 th ed. format (title, headers, headings, references)	Paper is written in APA 7 th ed. format (title, headers, headings, references)	Paper is written in APA 7 th ed. format (title, headers, headings, references)	Paper is written in APA 7 th ed. format (title, headers, headings, references)	Paper does not follow APA 7 th ed. formatting (title, headers, headings, references);	Score
	Paper has no grammatical or spelling errors	Paper has 1-3 grammatical or spelling errors	Paper has 4-6 grammatical or spelling errors	Paper has 7-9 grammatical or spelling errors	OR paper has more than 10 grammatical or spelling errors	

Part II: Bio-Psychosocial-Spiritual Assessment & Treatment Plan

Note to Instructor:
Items 2-3 & 9 – C7: Assess Individuals, Families, Groups, Organizations, and Communities

9. Bio-psychosocial-spiritual Assessment	<p>Assessment thoroughly includes ALL of the following:</p> <ul style="list-style-type: none"> • Presenting problem • Biological information • Psychological information • Social information • Spiritual information 	Assessment is included BUT is missing 1 of the bulleted items under the “Exemplary” category	Assessment is included BUT is missing 2 of the bulleted items under the “Exemplary” category	Assessment is included BUT is missing 3 of the bulleted items under the “Exemplary” category	Assessment is included BUT is missing 4 of the bulleted items under the “Exemplary” category	<p>_____</p> <p>Score</p> <p>X2</p> <p>_____</p> <p>Score</p>
<i>Note to Instructor:</i>						
Items 4-7 & 10 – C8: Intervene with Individuals, Families, Groups, Organizations, and Communities						
10. Treatment Plan	<p>Treatment plan includes only 1 area of concern;</p> <p>AND includes ALL of the following:</p> <ul style="list-style-type: none"> • 1 long-term goal • 2 short-term goals/objectives • 2 tasks for each short-term goal/objective 	<p>Treatment plan is included</p> <p>BUT is missing 1-2 of the bulleted items under the “Exemplary” category</p>	<p>Treatment plan is included</p> <p>BUT is missing 3 of the bulleted items under the “Exemplary” category</p>	<p>Treatment plan is included</p> <p>BUT is missing 4 of the bulleted items under the “Exemplary” category</p>	<p>Treatment plan is included</p> <p>BUT is missing 5 of the bulleted items under the “Exemplary” category</p>	<p>_____</p> <p>Score</p> <p>X3</p> <p>_____</p> <p>Score</p>

SWRK 540

Rubric for 540 Research Proposal Paper (11.19.22)

Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
1. Cover Page	Includes a cover page that does not meet the requirements (e.g.,	Includes a cover page that does not meet the requirements (e.g.,	Includes a cover page that does not meet the requirements (e.g.,	Includes a cover page that does not meet the requirements (e.g.,	Includes a cover page that does meet the requirements	_____

Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
	significant errors) of the following: Correctly Formatted APA 7 th Student Version Style Cover Page;	three errors) of the following: Correctly Formatted APA 7 th Student Version Style Cover Page;	two errors) of the following: Correctly Formatted APA 7 th Student Version Style Cover Page;	one error) of the following: Correctly Formatted APA 7 th Student Version Style Cover Page;	(e.g., zero errors) of the following: Correctly Formatted APA 7 th Student Version Style Cover Page;	Score earned

C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
2. Introduction	Includes an introduction that includes only 1 of the following characteristics of an introduction Correctly Formatted APA 7 th Student Style Introduction; Introduction covering important aspects of problem investigated; 1-2 pages	Includes a vague introduction that includes 2 of the following characteristics of an introduction Correctly Formatted APA 7 th Student Style Introduction; Introduction covering important aspects of problem investigated; 1-2 pages	Includes an introduction that includes 2 of the following characteristics of an introduction Correctly Formatted APA 7 th Student Style Introduction; Introduction covering important aspects of problem investigated; 1-2 pages	Includes a vague introduction that includes ALL of the following characteristics of an introduction Correctly Formatted APA 7 th Student Style Introduction; Introduction covering important aspects of problem investigated; 1-2 pages	Includes a thorough introduction that includes ALL of the following characteristics of an introduction Correctly Formatted APA 7 th Student Style Introduction; Introduction covering important aspects of problem investigated; 1-2 pages	____ Score earned X 2 ____ Score earned
3. Literature Review	Includes a literature review that includes	Includes a vague literature review	Includes a literature review that includes	Includes a vague literature review	Includes a thorough	

Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
	only 1 of the following characteristics of a literature review Correctly Formatted APA 7 th Student Style Literature Review with Subheadings Literature Review covering important aspects of problem investigated; Minimum of 10 peer-reviewed sources	that includes only 2 of the following characteristics of a literature review Correctly Formatted APA 7 th Student Style Literature Review with Subheadings Literature Review covering important aspects of problem investigated; Minimum of 10 peer-reviewed sources	only 2 of the following characteristics of a literature review Correctly Formatted APA 7 th Student Style Literature Review with Subheadings Literature Review covering important aspects of problem investigated; Minimum of 10 peer-reviewed sources	that includes only ALL of the following characteristics of a literature review Correctly Formatted APA 7 th Student Style Literature Review with Subheadings Literature Review covering important aspects of problem investigated; Minimum of 10 peer-reviewed sources	literature review that includes only ALL of the following characteristics of a literature review Correctly Formatted APA 7 th Student Style Literature Review with Subheadings Literature Review covering important aspects of problem investigated; Minimum of 10 peer-reviewed sources	_____ Score earned X 4 _____ Score earned

C4: Engage in Practice-Informed Research and Research-Informed Practice; C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

4. Methodology	Methodology is outlined but lacks logical flow ; AND Accurately includes 3-4 of the following dimensions: <ul style="list-style-type: none"> • Design • Procedures • Setting • Sampling Plan • Participants • Diversity Issues 	Methodology is outlined but lacks logical flow ; AND Accurately includes 5-7 of the following dimensions: <ul style="list-style-type: none"> • Design • Procedures • Setting • Sampling Plan • Participants 	Methodology is outlined and has logical flow ; AND Accurately includes 5-7 of the following dimensions: <ul style="list-style-type: none"> • Design • Procedures • Setting • Sampling Plan • Participants 	Methodology is outlined and has logical flow ; AND Accurately includes 8-9 of the following dimensions: <ul style="list-style-type: none"> • Design • Procedures • Setting • Sampling Plan • Participants 	Methodology is outlined and has logical flow ; AND Accurately includes ALL of the following dimensions: <ul style="list-style-type: none"> • Design • Procedures • Setting • Sampling Plan • Participants 	_____ Score earned X 7 _____ Score earned
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Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
	<ul style="list-style-type: none"> Variables Instrument Statistical Procedures Ethics 	<ul style="list-style-type: none"> Diversity Issues Variables Instrument Statistical Procedures Ethics 	<ul style="list-style-type: none"> Diversity Issues Variables Instrument Statistical Procedures Ethics 	<ul style="list-style-type: none"> Diversity Issues Variables Instrument Statistical Procedures Ethics 	<ul style="list-style-type: none"> Diversity Issues Variables Instrument Statistical Procedures Ethics 	
C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities C1: Demonstrate Ethical and Professional Behavior						
5. Conclusion	Conclusion and limitations related to proposed research study are vague and unsupported.	Conclusion and limitations related to proposed research study are vague and minimally supported.	Conclusion and limitations related to proposed research study are supported but not outlined or thoroughly described.	Conclusion and limitations related to proposed research study are supported and outlined, but not thoroughly described.	Conclusion and limitations related to proposed research study are supported, outlined, and thoroughly described.	Score Earned X 3 _____ Score earned _____
C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities C1: Demonstrate Ethical and Professional Behavior						
6. 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 522: Group Facilitation

C1: Demonstrate Ethical and Professional Behavior; C6: Engage with Individuals, Families, Groups, Organizations, and Communities;

C8 Intervene with Individuals, Families, Groups, Organizations and Communities; C9: Evaluate Individuals, Families, Groups, Organizations and Communities

Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
1. Outline	<p>Demonstrates 0-1 of the following:</p> <ul style="list-style-type: none"> • Goal, Purpose or Rationale • Objectives; limitations; restrictions • Theoretical Framework if applicable • Materials needed • Procedures/directions • Processing/questions/ 	<p>Demonstrates 2-3 of the following:</p> <ul style="list-style-type: none"> • Goal, Purpose or Rationale • Objectives; limitations; restrictions • Theoretical Framework if applicable • Materials needed • Procedures/directions • Processing/questions/ 	<p>Demonstrates 4 of the following:</p> <ul style="list-style-type: none"> • Goal, Purpose or Rationale • Objectives; limitations; restrictions • Theoretical Framework if applicable • Materials needed • Procedures/directions 	<p>Demonstrates 5 of the following:</p> <ul style="list-style-type: none"> • Goal, Purpose or Rationale • Objectives; limitations; restrictions • Theoretical Framework if applicable • Materials needed • Procedures/directions • Processing/questions/ 	<p>Demonstrates ALL 6 of the following:</p> <ul style="list-style-type: none"> • Goal, Purpose or Rationale • Objectives; limitations; restrictions • Theoretical Framework if applicable • Materials needed • Procedures/directions • Processing/questions/ 	<p>_____ Score earned</p> <p>X 5</p> <p>_____ Score earned</p>

	discussion/ etc.	discussion/ etc.	<ul style="list-style-type: none"> • Processing / questions/ discussion/ etc. 	discussion/ etc.	discussion/ etc.	
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Note to Instructor:
Item 2
 C6: Engage with Individuals, Families, Groups, Organizations, and Communities

<p>2. Facilitation/ Engagement</p>	<p>Organized well</p> <p>AND demonstrates the ability to engage the members of the grp as evidenced by the following 1 skills:</p> <ul style="list-style-type: none"> • Building rapport • Eliciting responses • Participant interaction 	<p>Organized well</p> <p>AND demonstrates the ability to engage the members of the grp as evidenced by the following 2 skills:</p> <ul style="list-style-type: none"> • Building rapport • Eliciting responses • Participant interaction 	<p>Organized well</p> <p>AND demonstrates the ability to engage the members of the grp as evidenced by the following 3 skills:</p> <ul style="list-style-type: none"> • Building rapport • Eliciting responses 	<p>Lacks organization</p> <p>BUT demonstrates the ability to engage the members of the grp as evidenced by the following 4 skills:</p> <ul style="list-style-type: none"> • Building rapport • Eliciting responses • Participant interaction 	<p>Organized well</p> <p>AND demonstrates the ability to engage the members of the grp as evidenced by the following 4 skills:</p> <ul style="list-style-type: none"> • Building rapport • Eliciting responses • Participant interaction 	<p>____ Score earned</p> <p style="text-align: center;">X 5</p> <p>____ Score earned</p>
	<p>with each other</p> <ul style="list-style-type: none"> • Activing listening skills 	<p>with each other</p> <ul style="list-style-type: none"> • Activing listening skills 	<ul style="list-style-type: none"> • Participant interaction with each other • Activing listening skills 	<p>with each other</p> <ul style="list-style-type: none"> • Activing listening skills 	<p>with each other</p> <ul style="list-style-type: none"> • Activing listening skills 	

Note to Instructor:
 Items 3
 C8: Intervene with Individuals, Families, Groups, Organizations and Communities

3. Facilitation: Intervention	<p>Demonstrates ALL 6 of the following at a beginning level:</p> <ul style="list-style-type: none"> • Use of communication skills • Appropriate use of grp techniques & tools • Ability to understand the activity 	<p>Demonstrates ALL 6 of the following at a developing level:</p> <ul style="list-style-type: none"> • Use of communication skills • Appropriate use of grp techniques & tools • Ability to understand the activity 	<p>Demonstrates ALL 6 of the following at a marginal level:</p> <ul style="list-style-type: none"> • Use of communication skills • Appropriate use of grp techniques & tools • Ability to understand the activity 	<p>Demonstrates ALL 6 of the following at a proficient level:</p> <ul style="list-style-type: none"> • Use of communication skills • Appropriate use of grp techniques & tools • Ability to understand the activity 	<p>Demonstrates ALL 6 of the following at an exemplary level:</p> <ul style="list-style-type: none"> • Use of communication skills • Appropriate use of grp techniques & tools • Ability to understand the activity 	<p>____ Score earned</p> <p>X 5</p> <p>____ Score earned</p>
	<ul style="list-style-type: none"> • Ability to Process the activity • Ability to direct the flow of the grp • Ability to use effective task & maintenance functions appropriately 	<ul style="list-style-type: none"> • Ability to Process the activity • Ability to direct the flow of the grp • Ability to use effective task & maintenance functions appropriately 	<ul style="list-style-type: none"> • Ability to Process the activity • Ability to direct the flow of the grp • Ability to use effective task & maintenance functions appropriately 	<ul style="list-style-type: none"> • Ability to Process the activity • Ability to direct the flow of the grp • Ability to use effective task & maintenance functions appropriately 	<ul style="list-style-type: none"> • Ability to Process the activity • Ability to direct the flow of the grp • Ability to use effective task & maintenance functions appropriately 	
<p><i>Note to Instructor:</i> Items 4 C9: Evaluate with Individuals, Families, Groups, Organizations and Communities</p>						

4. Facilitation: Evaluation	EITHER identifies 1-2 strengths and 1-2 opportunities for growth for peers OR self; AND does not offer any substantial and meaningful recommendations	Identifies 1-2 strengths and 1-2 opportunities for growth for peers; AND identifies 1-2 strengths and 1-2 opportunities for growth for self;	Identifies at least 3 strengths and 3 opportunities for growth for peers; BUT fails to identify any strengths or opportunities for growth for self;	Identifies 1-2 strengths and 1-2 opportunities for growth for peers; AND identifies 1-2 strengths and 1-2 opportunities for growth for self; AND offers at least 1 substantial	Identifies at least 3 strengths and 3 opportunities for growth for peers; AND identifies at least 3 strengths and 3 opportunities for growth for self;	____ Score earned X 4 ____ Score earned
		BUT does not offer any substantial and meaningful recommendations	AND offers at least 2 substantial and meaningful recommendations	and meaningful recommendations	AND offers at least 2 substantial and meaningful recommendations	

Note to Instructor:
Items 5- C1: Demonstrate Ethical and Professional Behavior

5. Writing and APA	Paper has more than 10 spelling and/or grammar errors. OR more than 10 APA errors; AND is conceptually and/or logically unsound.	Paper has 7-10 spelling and/or grammar errors; or 7-10 APA errors; AND lacks flow and is not logically presented.	Paper has 4-6 spelling and/or grammar errors; OR 4-6 APA errors; AND lacks flow, but is conceptually sound.	Paper has 2-3 spelling and/or grammar errors; OR 2-3 APA errors; AND paper is presented logically so that ideas flow nicely.	Paper has 0-1 spelling and/or grammar errors; OR 0-1 APA errors; AND paper is logically and conceptually sound.	_____ Score earned
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SWRK 523

<p>SWRK 523-Organizing for Change Paper C1: Demonstrate Ethical and Professional Behavior; C2: Engage Diversity and Difference in Practice; C8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>						
<p><u>Timeliness (10% deducted for each day late)</u></p>						
Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments

1. Title Slide	Includes a vague title slide that includes none of the following characteristics: Correctly Formatted APA 7 Style Cover Page; Name; Title of Project; Course Number; Date	Includes a title slide that includes 1 of the following characteristics: Correctly Formatted APA 7 Style Cover Page; Name; Title of Project; Course Number; Date	Includes a that includes 2 of the following characteristics : Correctly Formatted APA 7 Style Cover Page; Name; Title of Project; Course Number; Date	Includes a that includes 3L of the following characteristics: Correctly Formatted APA 7 Style Cover Page; Name; Title of Project; Course Number; Date	Includes a thorough title slide that includes ALL of the following characteristics of a cover page and abstract: Correctly Formatted APA 7 Style Cover Page; Name; Title of Project; Course Number; Date	_____ Score earned
For Intro & Body: C8: Intervene with Individuals, Families, Groups, Organizations, and Communities						

<p>2. Introductory Slides Summarizing your Community Assessment</p>	<p>Includes an introduction that includes none of the following characteristics: Summary of Community Assessment including Community Identification ; Data and Information; Community Assets; and Resources/Power</p>	<p>Includes an introduction that includes 1 of the following characteristics: Summary of Community Assessment including Community Identification; Data and Information; Community Assets; and Resources/Power</p>	<p>Includes an introduction that includes 2 of the following characteristics : Summary of Community Assessment including Community Identification; Data and Information; Community Assets; and Resources/Power</p>	<p>Includes an introduction that includes 3 of the following characteristics : Summary of Community Assessment including Community Identification ; Data and Information; Community Assets; and Resources/Power</p>	<p>Includes a thorough introduction that includes ALL of the following characteristics: Summary of Community Assessment including Community Identification; Data and Information; Community Assets; and Resources/Power</p>	<p>Score earned</p>
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SWRK 530

<p align="center">SWRK 530: Social Policy Analysis Paper C1: Demonstrate Ethical and Professional Behavior; C4: Engage in Practice-informed Research and Research-informed Practice; C5: Engage in Policy Practice; C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>						
Criteria	Exemplary 5	Proficient 4	Marginal 3	Developing 2	Beginning 1	Not Present 0
<p>1. Introduction & Conclusion</p>	<p>Introduction includes ALL of the following: (1) Brief introduction of topic; (2) Identification of the policy being analyzed; and (3) Advanced organizer outlining what will be covered in the rest of the paper; AND conclusion includes ALL of the following: (1) Restates the purpose of the paper; (2) Highlights important details</p>	<p>Includes an introduction AND conclusion; BUT is missing 1 of the bulleted items under the exemplary category</p>	<p>Includes an introduction AND conclusion; BUT is missing 2 of the bulleted items under the exemplary category</p>	<p>Includes an introduction AND conclusion; BUT is missing 3 of the bulleted items under the exemplary category</p>	<p>Includes EITHER an introduction OR conclusion</p>	<p>Analysis does not include an introduction OR conclusion</p>

	covered in the paper; and (3) Identifies current proposals for policy reforms					
Items 2-6						
C4: Engage in practice-informed research and research-informed practice; C5: Engage in Policy Practice						
2. Delineation & Overview of the Problem	Scholar includes ALL of the following: (1) Identification of the policy; (2) Definition of the problem targeted by the policy; (3) Context of the policy (i.e., how does this policy fit with other policies); and (4) Choice analysis (i.e., bases of social allocation; types of social provisions; strategies for delivery of benefits; methods of financing)	Scholar includes all of the required components listed under the “Exemplary” category; BUT at least one area is under-developed	Scholar is either missing one of the required components listed under the “Exemplary” category; OR includes all components, BUT 2 are under-developed	Scholar is either missing two of the required components under the “Exemplary” category; OR includes all components, BUT 3 are under-developed	Scholar is either missing three of the required components under the “Exemplary” category; OR includes all components, BUT 4 are under-developed	Scholar is missing more than 3 of the required components; OR includes all components, BUT all are under-developed
3. Historical Analysis	Historical analysis includes ALL of the following: (1) Policies and programs developed earlier to deal with the problem; (2) How the policy developed over time (supporters and opposition); (3) What history tells us about effective/ ineffective approaches to the problem; and (4) Extent to which policy incorporates lessons learned from history	Scholar includes all of the required components listed under the “Exemplary” category; BUT at least one area is under-developed	Scholar is either missing one of the required components listed under the “Exemplary” category; OR includes all components, BUT 2 are under-developed	Scholar is either missing two of the required components under the “Exemplary” category; OR includes all components, BUT 3 are under-developed	Scholar is either missing three of the required components under the “Exemplary” category; OR includes all components, BUT 4 are under-developed	Scholar is missing more than 3 of the required components; OR includes all components, BUT all are under-developed
4. Social Analysis	Social analysis includes ALL of the following: (1) Completeness of knowledge; (2) Solutions congruent with evidence?; (3) Population impacted (size, defining characteristics, distribution); (4) Theories of human behavior; (5) Social values related to the problem &	Scholar includes all of the required components listed under the “Exemplary” category; BUT at least 1-2 area is under-developed	Scholar is either missing 1-2 of the required components listed under the “Exemplary” category; OR includes all components, BUT 3-	Scholar is either missing 3 of the required components under the “Exemplary” category; OR includes 5 components, BUT 2-	Scholar is either missing 4 of the required components under the “Exemplary” category; OR includes 5 components, BUT 4 are under-developed	Scholar is missing > 4 of the required components; OR includes all components, BUT all are under-developed

	conflicts; and (6) Goals and hypotheses (Latent/ Implicit; Manifest/ Explicit)		4 are under-developed	3 are under-developed		
5. Economic Analysis	Economic analysis includes ALL of the following: (1) Macroeconomic impact; (2) Microeconomic impact; (3) Opportunity costs identified; and (4) Cost/benefit analysis	Scholar includes all of the required components listed under the “Exemplary” category; BUT at least one area is under-developed	Scholar is either missing one of the required components listed under the “Exemplary” category; OR includes all components, BUT 2 are under-developed	Scholar is either missing two of the required components under the “Exemplary” category; OR includes all components, BUT 3 are under-developed	Scholar is either missing three of the required components under the “Exemplary” category; OR includes all components, BUT 4 are under-developed	Scholar is missing more than 3 of the required components; OR includes all components, BUT all are under-developed
6. Political Analysis	Political analysis includes ALL of the following: (1) Major supporters; (2) Major opponents; (3) Are members of the target population included in development and implementation?; (4) Legitimization of policy; (5) Rational decision-making, incremental change, or change through conflict; and (6) Political aspects of implementation	Scholar includes all of the required components listed under the “Exemplary” category; BUT at least 1-2 area is under-developed	Scholar is either missing 1-2 of the required components listed under the “Exemplary” category; OR includes all components, BUT 3-4 are under-developed	Scholar is either missing 3 of the required components under the “Exemplary” category; OR includes 5 components, BUT 2-3 are under-developed	Scholar is either missing 4 of the required components under the “Exemplary” category; OR includes 5 components, BUT 4 are under-developed	Scholar is missing > 4 of the required components; OR includes all components, BUT all are under-developed
Item 7						
C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
7. Policy Evaluation	Scholar includes a thorough discussion of ALL of the following: (1) What are the outcomes so far in relation to the goals?; (2) Unintended consequences; and (3) Cost effectiveness?	Scholar includes all of the required components listed under the “Exemplary” category; BUT one area is under-developed	Scholar includes all of the required components listed under the “Exemplary” category; BUT 2 areas are under-developed	Scholar is either missing 1 of the required components under the “Exemplary” category; OR includes all components, BUT 3 are under-developed	Scholar is either missing 2 of the required components under the “Exemplary” category; OR includes all components, BUT 3 are under-developed	Scholar is missing > 2 of the required components;
Item 8						
C1: Demonstrate Ethical and Professional Behavior						

<p>8. Writing Mechanics & APA</p>	<p>Paper has 0-1 spelling and/or grammar errors; OR 0-1 APA errors; AND includes at least 15 peer-reviewed sources</p>	<p>Paper has 2-3 spelling and/or grammar errors; OR 2-3 APA errors; AND includes 13-14 peer-reviewed sources</p>	<p>Paper has 4-5 spelling and/or grammar errors; OR 4-5 APA errors; AND includes 11-12 peer-reviewed sources</p>	<p>Paper has 6-7 spelling and/or grammar errors; or 6-7 APA errors; AND includes 9-10 peer-reviewed sources</p>	<p>Paper has 8-9 spelling and/or grammar errors; or 8-9 APA errors; AND 7-8 peer-reviewed sources</p>	<p>Paper has > 9 spelling and/or grammar errors; OR > 9 APA errors; AND includes < 8 peer-reviewed sources</p>
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***** Please include Curriculum Map (below/next page) as part of this document**

MSW Program Curriculum Map – Traditional

Program name:	Master of Social Work (MSW)- Traditional
Department:	Social Work
College:	CHHS
Contact person:	Patricia Desrosiers
Email:	patricia.desrosiers@wku.edu

KEY:

I = Introduced
R = Reinforced/Developed
M = Mastered
A = Assessed

			Learning Outcomes								
			LO1: Behavior	LO2: Diversity	LO3: Human	LO4: Research	LO5: Policy	LO6: Engage	LO7: Assess	LO8: Intervention	LO9: Evaluation
Course Subject	Number	Course Title									
SWRK	501	Cultural Competency in SW Practice	I/A	I	I			I/R	I/R	I/R	I/R
SWRK	510	Human Behavior in the Social Environment	R	R/A	R/A			R	R	R	R
SWRK	530	Foundation of Social Welfare Policy	R		R		I/A				
SWRK	520	Generalist Social Work Practice	R	R	R			A	A	A	A
SWRK	540	Foundation of SW Research Methods	R		R	I/A					
SWRK	560	Generalist Field Practicum I	R	R	R	R	R	R	R	R	R
SWRK	522	Group Dynamics in SW Practice	R	R	R			R/A	R/A	R/A	R/A
SWRK	523	Rural Community Organization and Development	R	R	R			R/A	R/A	R/A	R/A
SWRK	561	Generalist Field Practicum II	R	R	R	R	R	R	R	R	R
Course Subject	Number	Course Title									
SWRK	610	SW Administration and Supervision	I/R	I/R	I/R			I/R	I/R	I/R	I/R
SWRK	623	SW Clinical Assessment and Intervention	R	R	R			R	R	R	R
SWRK	630	Social Welfare Policy	R	R	R		I/R	R	R	R	R
SWRK	640	Applied SW Research	R	R	R	I/R		R	R	R	R
SWRK	620	Advanced Psycho-Social Approaches for Rural Practice	R	R	R			R	R	R	R
SWRK	660	Advanced Generalist Field Practicum I	R	R	R	R	R	R	R	R	R
SWRK	622	Integrated SW Practice with Families	R	R	R			R	R	R	R
SWRK	661	Advanced Generalist Field Practicum II	M/A	M/A	M/A	M/A	M/A	M/A	M/A	M/A	M/A
		Practice Readiness Exam	A	A	A	A	A	A	A	A	A

***Note 1: If you have a program with multiple tracks, create a curriculum map for each track in a different sheet/tab, and specify the name of the track in addition to the name of the program.**

***Note 2: Your program may have a component or milestone that is important for your learning outcomes, but that you don't associate with a course number. Examples might include independent/mentored research, qualifying exams, a prospectus, defense, clinical rotations, etc. Alternately, your program may have several components or milestones that fall under one course number that you would like to differentiate in the curriculum map. Feel free to add those details to the curriculum map in order to represent those learning opportunities (Please omit optional extracurricular activities.)**

MSW Program Curriculum Map – Advanced Standing

Program name:	Master of Social Work (MSW)- Advanced Standing										
Department:	Social Work										
College:	CHHS										
Contact person:	Dr. Patricia Desrosiers										
Email:	patricia.desrosiers@wku.edu										
KEY:											
I = Introduced											
R = Reinforced/Developed											
M = Mastered											
A = Assessed											
			Learning Outcomes								
			LO1: Behavior	LO2: Diversity	LO3: Human Rights	LO4: Research	LO5: Policy	LO6: Engage	LO7: Assess	LO8: Intervention	LO9: Evaluation
Course Subject	Number	Course Title									
SWRK	610	SW Administration and Supervision	I/R	I/R	I/R			I/R	I/R	I/R	I/R
SWRK	612	SW in Diverse Rural Areas	R	R	R			R	R	R	R
SWRK	623	SW Clinical Assessment and Intervention	R	R	R			R	R	R	R
SWRK	630	Social Welfare Policy	R	R	R		I/R	R	R	R	R
SWRK	640	Applied SW Research	R	R	R	I/R		R	R	R	R
SWRK	620	Advanced Psycho-Social Approaches for Rural Practice	R	R	R			R	R	R	R
SWRK	660	Advanced Generalist Field Practicum I	R	R	R	R	R	R	R	R	R
SWRK	622	Integrated SW Practice with Families	R	R	R			R	R	R	R
SWRK	661	Advanced Generalist Field Practicum II	M/A	M/A	M/A	M/A	M/A	M/A	M/A	M/A	M/A
		Practice Readiness Exam	A	A	A	A	A	A	A	A	A
<p>*Note 1: If you have a program with multiple tracks, create a curriculum map for each track in a different sheet/tab, and specify the name of the track in addition to the name of the program.</p> <p>*Note 2: Your program may have a component or milestone that is important for your learning outcomes, but that you don't associate with a course number. Examples might include independent/mentored research, qualifying exams, a prospectus, defense, clinical rotations, etc. Alternately, your program may have several components or milestones that fall under one course number that you would like to differentiate in the curriculum map. Feel free to add those details to the curriculum map in order to represent those learning opportunities (Please omit optional extracurricular activities.)</p>											