

## Assurance of Student Learning Report 2023-2024

College of Health and Human Services

Department of Social Work

Master of Social Work (157)

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**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**)

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

*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: Advance human rights and social, racial, 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 2.

☒ Met

☐ Not Met

### Program Student Learning Outcome 3: Engage anti-racism, diversity, equity, and inclusion (ADEI) 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 3.

☒ Met

☐ Not Met

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

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

<b>Instrument 2</b>	Direct: Research Proposal Paper (Course-Embedded Measure)		
<b>Instrument 3</b>	Direct: Practice Readiness Exam		
Based on your results, check whether the program met the goal Student Learning Outcome 4.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Program Student Learning Outcome 5: Engage in policy practice.</b>			
<b>Instrument 1</b>	Direct: Field Individual Learning Plan		
<b>Instrument 2</b>	Direct: Social Policy Analysis (Course-Embedded Measure)		
<b>Instrument 3</b>	Direct: Practice Readiness Exam		
Based on your results, check whether the program met the goal Student Learning Outcome 5.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Program Student Learning Outcome 6: Engage with individuals, families, groups, organizations, and communities.</b>			
<b>Instrument 1</b>	Direct: Field Individual Learning Plan		
<b>Instrument 2</b>	Direct: Group Facilitation (Course-Embedded Measure)		
<b>Instrument 3</b>	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
<b>Program Student Learning Outcome 7: Assess individuals, families, groups, organizations, and communities.</b>			
<b>Instrument 1</b>	Direct: Field Individual Learning Plan		
<b>Instrument 2</b>	Direct: Bio/Psycho-social/Spiritual Assessment (Course-Embedded Measure)		
<b>Instrument 3</b>	Direct: Practice Readiness Exam		
<b>Program Student Learning Outcome 8: Intervene with individuals, families, groups, organizations, and communities.</b>			
<b>Instrument 1</b>	Direct: Field Individual Learning Plan		
<b>Instrument 2</b>	Direct: Community Change Intervention Proposal (Course-Embedded Measure)		
<b>Instrument 3</b>	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
<b>Program Student Learning Outcome 9: Evaluate practice with individuals, families, groups, organizations, and communities.</b>			
<b>Instrument 1</b>	Direct: Field Individual Learning Plan		

<b>Instrument 2</b>	Direct: Group Facilitation (Course-Embedded Measure)		
<b>Instrument 3</b>	Direct: Practice Readiness Exam		
<b>Based on your results, check whether the program met the goal Student Learning Outcome 9.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Assessment Cycle Plan:</b>			
These outcomes were assessed this cycle 2023/24 academic year and will continue to be next cycle (AY 2024/25) as well.			

<b>Program Student Learning Outcome 1</b>			
<b>Program Student Learning Outcome</b>	Demonstrate ethical and professional behavior.		
<b>Measurement Instrument 1</b>	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.		
<b>Criteria for Student Success</b>	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.		
<b>Program Success Target for this Measurement</b>	85% of students in the program will have earned 4/5	<b>Percent of Program Achieving Target</b>	100% of students achieved target
<b>Methods</b>	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 65 students completed a field experience during the 2023-2024 academic year (15 Generalist; 50 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.		
<b>Measurement Instrument 2</b>	DIRECT measures of student learning: Students complete a Professionalism rubric in each course during their 1 <sup>st</sup> and 2 <sup>nd</sup> semester of their generalist year. Students rate themselves on each of the 5 items included in the professionalism rubric and submit it electronically on Blackboard during the 15 <sup>th</sup> 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.		
<b>Criteria for Student Success</b>	Students will earn a minimum average score of 4 on the 5 items included on the Professionalism rubric.		

<b>Program Success Target for this Measurement</b>		70% of students in the program will have earned an average of 4/5	<b>Percent of Program Achieving Target</b>	94.6% of students achieved target
<b>Methods</b>	Students complete a Professionalism rubric in each course during their 1 <sup>st</sup> and 2 <sup>nd</sup> semester of their generalist year. Students rate themselves on each of the 5 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 37 students who were enrolled in courses during their 1 <sup>st</sup> and 2 <sup>nd</sup> semesters of their generalist year during the Fall 23 and Spring 24 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 37 enrolled students.			
<b>Measurement Instrument 3</b>	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) 2022 Educational Policy and Accreditation Standards (EPAS).			
<b>Criteria for Student Success</b>	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 2022 EPAS). The number of students who achieved 70% or higher were divided by the 50 students who took the exam.			
<b>Program Success Target for this Measurement</b>		70% of students in the program will score 70% or higher on relevant items	<b>Percent of Program Achieving Target</b>	<b>All students:</b> 58.0% <b>Online students:</b> 53.3% <b>Hybrid students:</b> 65.0%
<b>Methods</b>	Direct: A total of 50 students (30 online; 20 hybrid) took the PRE the week of March 25-March 29, 2024. There were 12 questions on the PRE related to ethical and professional behavior. The number of students who achieved 70% or higher were divided by the 50 students (30 online; 20 hybrid) who took the exam.			
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>			<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>				
<p><u><b>Results:</b></u> Are the results what was expected or not? What stood out in the assessment cycle? Explain</p> <p>We are pleased that the program has continued to meet the goal for student learning outcome 1 for AY 23-24. The results are as we expected as a greater emphasis continues to be 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 22-23 results were discussed with faculty during the fall 2023 faculty retreat with plans made to address across the curriculum. Additionally, this learning outcome continues to be shared and discussed with the Departmental Advisory Committee with clear action items discussed to make improvements moving forward.</p> <p><u><b>Conclusions:</b></u> What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.</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 field orientation curriculum is utilized 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. Students made up a planning committee to assist with the development and implementation of department activities such as the career/practicum fair to allow practical experience in professional development activities. The 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. Pre-field assignments were also evaluated to determine how to effectively provide a baseline assessment and areas for student growth in their field practicum agencies. Plans for next assessment cycle include a continued effort to improve field practicum pre-field assignments, additionally, online field instructor trainings and forums will be further developed and offered to allow field instructors and supervisors training on how best to professionally develop students placed with their agencies. These will be developed to allow on demand training as well as scheduled throughout both semesters.

For measure 2, students continue to be assessed in each course on professionalism utilizing a rubric. (See attached). While scores continue to exceed expectations in this area, plans continue for next assessment cycle with the assistance of an identified workgroup, to re-evaluate and implement of a more refined assessment tool and overall process to be utilized in all courses. Both the professionalism rubric and course expectations will be further edited and explained. Feedback from faculty, students and the Departmental Advisory Committee have been gathered to further refine this measure. The revised rubric will include 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 will continue to be asked to develop a plan for growth related to at least one area pertaining to each class. Faculty advisors, with Program Director support, continue to take a more proactive approach to professionalism by scheduling frequent meetings with advisees to address concerns identified in monthly program meetings.

For measure 3, as was mentioned, various changes were made to place greater emphasis on this student learning outcome, including the offering of a state approved training in Ethics in Social Work practice that is open to all students for free. 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. Student lead organizations, such as the Social Work Phi Alpha Honor Society, organized and implemented study sessions for students preparing for the exam. Plans for next assessment cycle include a further evaluation of PRE questions specific to this learning outcome for revision.

**\*\*IMPORTANT - Plans for Next Assessment Cycle:** As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a plan for the following year's assessment – this process assists in “closing the loop.” For example, you may decide to collect a more appropriate artifact. Or, you may need to adjust targets because there are consistently exceeded or not met; Or, you might see the need to reconstruct your curriculum map. Or, you've found that the sequencing of classes might need to be adjusted, or additional class(es) provided. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. **All changes need not lead to quantitative results.**

Assessment results will be shared with program faculty at the fall 2024 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	Advance human rights and social, racial, economic, and environmental justice.

<b>Measurement Instrument 1</b>	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.		
<b>Criteria for Student Success</b>	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.		
<b>Program Success Target for this Measurement</b>	85% of students in the program will have earned 4/5	<b>Percent of Program Achieving Target</b>	98.5% of students achieved target
<b>Methods</b>	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 65 students completed a field experience during the 2023-2024 academic year (15 Generalist; 50 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.		
<b>Measurement Instrument 2</b>	DIRECT measures of student learning: Students complete an Environmental Justice paper over the course of their 1 <sup>st</sup> semester of the generalist year in SWRK 510: Human Behavior in the Social Environment. This assignment is submitted electronically on Blackboard during the 15 <sup>th</sup> week of the semester. This assignment is downloaded and graded by the instructor using the rubric. One rubric item, specifically rubric item 8, (highlighted on the attached rubric) 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.		
<b>Criteria for Student Success</b>	Students will earn a minimum average score of 4 on item 8 of the rubric for the Environmental Justice paper.		
<b>Program Success Target for this Measurement</b>	70% of students in the program will have earned 4/5	<b>Percent of Program Achieving Target</b>	90.9% of students achieved target
<b>Methods</b>	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, racial, 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 22 students enrolled in SWRK 510 during the Fall 2023 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 22 enrolled students.		
<b>Measurement Instrument 3</b>	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) 2022 Educational Policy and Accreditation Standards (EPAS).		
<b>Criteria for Student Success</b>	Students are expected to earn a 70% or higher on items related to human rights and social, racial, economic, and environmental justice in practice (i.e., items related to Competency 2 of CSWE's 2022 EPAS).		
<b>Program Success Target for this Measurement</b>	70% of students in the program will score 70% or higher on relevant items	<b>Percent of Program Achieving Target</b>	<b>All students: 92.0% Online students: 90.0%</b>

				<b>Hybrid students: 95.0%</b>	
<b>Methods</b>	Direct: A total of 50 students (30 online; 20 hybrid) took the PRE the week of March 25-March 29, 2024. There were 6 questions on the PRE related to human rights and social, economic, and environmental justice in practice. The number of students who achieved 70% or higher were divided by the 50 students (30 online; 20 hybrid) who took the exam.				
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>				<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>					
<p><u>Results:</u> Are the results what was expected or not? What stood out in the assessment cycle? Explain</p> <p>We are pleased that the program has met this outcome as compared to not being met last academic year. This SLO outcome is an important part of the overall program outcomes and the 2022 EPAS accreditation requirements. While this continues to be a challenging area of abstract thinking for students, particular focus continues to ensure the program is sufficiently covering content in a manner to allow the goal of the SLO to be achieved. The department has initiated an Anti-racism, Diversity, Equity, and Inclusion (ADEI) committee with the goals of evaluating both implicit and explicit curriculum with objectives to address both. This student learning outcome was revised based on the implementation of the new 2022 EPAS and subsequently all MSW course learning objectives revised to ensure they are aligned with this new program learning outcome.</p> <p><u>Conclusions:</u> What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.</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 pre-field assignments as well as virtual on demand and synchronous field instructor forums to allow for increased knowledge to field instructors and supervisors related to 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, SWRK 510 course objectives were re-evaluated and revised. Additionally, assignments including discussion board was revised to be in line with the new EPAS and new SLO. Plans for next assessment cycle include evaluation of the course and assignment specifics overall to ensure clarity and achievement of learning objectives ongoing. This will include utilizing CSWE curricular guides to ensure compliance and alignment with EPAS objectives.</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 2022 EPAS.</p> <p><b>**IMPORTANT - Plans for Next Assessment Cycle:</b> As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a plan for the following year's assessment – this process assists in “closing the loop.” For example, you may decide to collect a more appropriate artifact. Or, you may need to adjust targets because there are consistently exceeded or not met; Or, you might see the need to reconstruct your curriculum map. Or, you've found that the</p>					



sequencing of classes might need to be adjusted, or additional class(es) provided. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. **All changes need not lead to quantitative results.**

**Assessment results will be shared with program faculty at the fall 2024 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.**

<b>Program Student Learning Outcome 3</b>			
<b>Program Student Learning Outcome</b>	Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.		
<b>Measurement Instrument 1</b>	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.		
<b>Criteria for Student Success</b>	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.		
<b>Program Success Target for this Measurement</b>	85% of students in the program will have earned 4/5	<b>Percent of Program Achieving Target</b>	96.9% of students achieved target
<b>Methods</b>	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 65 students completed a field experience during the 2023-2024 academic year (15 Generalist; 50 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.		
<b>Measurement Instrument 2</b>	DIRECT measures of student learning: Students complete a Cultural Sensitivity Project over the course of their 1 <sup>st</sup> semester of the generalist year in SWRK 501: Cultural Competency in Social Work Practice. This assignment is submitted electronically on Blackboard during the 13 <sup>th</sup> week of the semester. This assignment is downloaded and graded by the instructor using the rubric. One rubric items, specifically rubric item 4, (highlighted on the attached rubric) 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.		
<b>Criteria for Student Success</b>	Students will earn a minimum average score of 4 on item 4 of the rubric for the Cultural Sensitivity Project.		
<b>Program Success Target for this Measurement</b>	70% of students in the program will have earned 4/5	<b>Percent of Program Achieving Target</b>	100.0% of students achieved target
<b>Methods</b>	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 21 students enrolled in SWRK 501 during the Fall 2023 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 21 enrolled students.		



<b>Measurement Instrument 3</b>	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) 2022 Educational Policy and Accreditation Standards (EPAS).		
<b>Criteria for Student Success</b>	Students are expected to earn a 70% or higher on items related to advancing anti-racism, diversity, equity and inclusion in practice (i.e., items related to Competency 3 of CSWE's 2022 EPAS).		
<b>Program Success Target for this Measurement</b>	70% of students in the program will score 70% or higher on relevant items	<b>Percent of Program Achieving Target</b>	<b>All students:</b> 84.0% <b>Online students:</b> 86.7% <b>Hybrid students:</b> 80.0%
<b>Methods</b>	Direct: A total of 50 students (30 online; 20 hybrid) took the PRE the week of March 25-March 29, 2024. There were 17 questions on the PRE related to advancing anti-racism, diversity, equity and inclusion in practice. The number of students who achieved 70% or higher were divided by the 50 students (30 online; 20 hybrid) who took the exam.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><u>Results:</u> Are the results what was expected or not? What stood out in the assessment cycle? Explain</p> <p>We are pleased that the program continues to meet the goal for Student Learning Outcome 3. 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 22-23 results were discussed with faculty during the fall 2023 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 continues to be an area of focused discussion with the implementation of new accreditation standards that include an emphasis on anti-racism, diversity, equity and inclusion. All MSW course learning objectives were modified to ensure the inclusion of this learning outcome and related activities, assignments, and assessments. The department initiated an Anti-racism, Diversity, Equity, and Inclusion (ADEI) committee to address specific goals related to this learning outcome. Plans for next assessment cycle include the implementation of a variety of program activities to address this learning outcome as set by the ADEI committee.</p> <p><u>Conclusions:</u> What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.</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) continues to be 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.</p>			

Plans for next assessment cycle include the development of field instructor trainings and forums, both virtual on demand as well as synchronous to address this learning outcome and ways to assist students with making connections to agency practice and demonstration in field practicum.

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 as well as the inclusion of case simulation software to allow students further exposure and practice.

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 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 compliance with 2022 EPAS to include an emphasis on ADEI.

**\*\*IMPORTANT - Plans for Next Assessment Cycle:** As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a plan for the following year's assessment – this process assists in “closing the loop.” For example, you may decide to collect a more appropriate artifact. Or, you may need to adjust targets because there are consistently exceeded or not met; Or, you might see the need to reconstruct your curriculum map. Or, you've found that the sequencing of classes might need to be adjusted, or additional class(es) provided. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. **All changes need not lead to quantitative results.**

Assessment results will be shared with program faculty at the fall 2024 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. Additionally, department activities will include objectives set forth by the ADEI committee to monitor and assess emphasis on this learning outcome.

#### Program Student Learning Outcome 4

<b>Program Student Learning Outcome</b>	Engage in practice-informed research and research-informed practice.		
<b>Measurement Instrument 1</b>	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.		
<b>Criteria for Student Success</b>	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.		
<b>Program Success Target for this Measurement</b>	85% of students in the program will have earned 4/5	<b>Percent of Program Achieving Target</b>	96.9% of students achieved target

<b>Methods</b>	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 65 students completed a field experience during the 2023-2024 academic year (15 Generalist; 50 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.		
<b>Measurement Instrument 2</b>	DIRECT measures of student learning: Students complete a Research Proposal paper over the course of their 1 <sup>st</sup> semester of the generalist year in SWRK 540: Foundation in Social Work Research Methods. This assignment is submitted electronically on Blackboard during the 16 <sup>th</sup> week of the semester. This assignment is downloaded and graded by the instructor using the rubric. Three rubric items, specifically rubric items 2-4, (highlighted on the attached rubric) 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.		
<b>Criteria for Student Success</b>	Students will earn a minimum average score of 4 on items 2-4 of the rubric for the Research Proposal paper.		
<b>Program Success Target for this Measurement</b>	70% of students in the program will have earned 4/5	<b>Percent of Program Achieving Target</b>	68.4% of students achieved target
<b>Methods</b>	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 19 students enrolled in SWRK 540 during the Fall 2023 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 19 enrolled students.		
<b>Measurement Instrument 3</b>	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) 2022 Educational Policy and Accreditation Standards (EPAS).		
<b>Criteria for Student Success</b>	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 2022 EPAS).		
<b>Program Success Target for this Measurement</b>	70% of students in the program will score 70% or higher on relevant items	<b>Percent of Program Achieving Target</b>	<b>All students:</b> 76.0% <b>Online students:</b> 76.7% <b>Hybrid students:</b> 75.0%
<b>Methods</b>	Direct: A total of 50 students (30 online; 20 hybrid) took the PRE the week of March 25-March 29, 2024. 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 50 students (30 online; 20 hybrid) who took the exam.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 4.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			

**Results:** Are the results what was expected or not? What stood out in the assessment cycle? Explain

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 to appropriately address. This continues to be an area that social work students tend to struggle and need more assistance. AY 22-23 results were discussed with faculty during the fall 2023 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. Student learning course outcomes for (SWRK 540 and SWRK 640) were revised to be aligned with the 2022 Educational Policies and Accreditation Standards (EPAS) per CSWE (Council on Social Work Education), the program's accrediting body.

**Conclusions:** What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.

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. Students had an opportunity to utilize feedback to develop and implement a social work career/practicum fair. They collected data and feedback from students and agency vendors in order to implement changes moving forward. Plans for future assessment cycles include the continuation of a student lead career/practicum fair with the inclusion of data supported opportunities. 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.

For measure 2, none of the rubrics were adjusted, however the MSW program continues to utilize curriculum sequence chairs, whom are experienced researchers and 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.

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 the 2022 EPAS.

**\*\*IMPORTANT - Plans for Next Assessment Cycle:** As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a plan for the following year's assessment – this process assists in “closing the loop.” For example, you may decide to collect a more appropriate artifact. Or, you may need to adjust targets because there are consistently exceeded or not met; Or, you might see the need to reconstruct your curriculum map. Or, you've found that the sequencing of classes might need to be adjusted, or additional class(es) provided. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. **All changes need not lead to quantitative results.**

Assessment results will be shared with program faculty at the fall 2024 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.

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Program Student Learning Outcome 5			
<b>Program Student Learning Outcome</b>	Engage in policy practice.		
<b>Measurement Instrument 1</b>	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.		
<b>Criteria for Student Success</b>	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.		
<b>Program Success Target for this Measurement</b>	85% of students in the program will have earned 4/5	<b>Percent of Program Achieving Target</b>	95.4% 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 65 students completed a field experience during the 2023-2024 academic year (15 Generalist; 50 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.			
Measurement Instrument 2	DIRECT measures of student learning: Students complete a Social Policy Analysis/Formulation paper over the course of their 2 <sup>nd</sup> semester of the generalist year in SWRK 530: Foundation of Social Welfare Policy. This assignment is submitted electronically on Blackboard during the 15 <sup>th</sup> week of the semester. This assignment is downloaded and graded by the instructor using the rubric. Five rubric items, specifically rubric items 2-7, (highlighted on the attached rubric) 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	100% of students achieved target	
Methods	This instructor of record downloads and grades students Social Policy Analysis/Formulation paper using a rubric. Specifically, six items on the rubric (item 2; item 3; item 4; item 5; item 6; item 7) 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 23 students enrolled in SWRK 530 during the Spring 2024 semester. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 23 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) 2022 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 2022 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: 88.0% Online students: 86.7% Hybrid students: 90.0%	
Methods	Direct: A total of 50 students (30 online; 20 hybrid) took the PRE the week of March 25-March 29,2024. There were 8 questions on the PRE related to policy practice. The number of students who achieved 70% or higher were divided by the 50 students (30 online; 20 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)				

**Results:** Are the results what was expected or not? What stood out in the assessment cycle? Explain

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 22-23 results were discussed with faculty during the fall 2023 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. The student learning course outcomes (SWRK 530 and SWRK 630) were revised to be aligned with the 2022 Educational Policies and Accreditation Standards (EPAS) per CSWE (Council on Social Work Education), the program's accrediting body.

Plans for the next assessment cycle include an evaluation of course learning objectives, content, supplemental materials and assignments to ensure alignment with EPAS standards.

**Conclusions:** What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.

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. 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.

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. Plans for future assessment cycles include the faculty participation and organization of students for similar community events in order to bridge the gap for students and allow connections to real life policy analysis, advocacy, and lobbying.

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 the 2022 EPAS.

**\*\*IMPORTANT - Plans for Next Assessment Cycle:** As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a plan for the following year's assessment – this process assists in “closing the loop.” For example, you may decide to collect a more appropriate artifact. Or, you may need to adjust targets because there are consistently exceeded or not met; Or, you might see the need to reconstruct your curriculum map. Or, you've found that the sequencing of classes might need to be adjusted, or additional class(es) provided. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. **All changes need not lead to quantitative results.**



Assessment results will be shared with program faculty at the fall 2024 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.

### Program Student Learning Outcome 6

<b>Program Student Learning Outcome</b>	Engage with individuals, families, group, organizations, and communities.		
<b>Measurement Instrument 1</b>	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.		
<b>Criteria for Student Success</b>	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.		
<b>Program Success Target for this Measurement</b>	85% of students in the program will have earned 4/5	<b>Percent of Program Achieving Target</b>	100% of students achieved target
<b>Methods</b>	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 65 students completed a field experience during the 2023-2024 academic year (15 Generalist; 50 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.		
<b>Measurement Instrument 2</b>	DIRECT measures of student learning: Students complete a Group Facilitation over the course of their 2 <sup>nd</sup> semester of the generalist year in SWRK 522: Group Dynamics in Social Work Practice. This assignment is submitted electronically on Blackboard during the 15 <sup>th</sup> week of the semester. This assignment is downloaded and graded by the instructor using the rubric. One rubric item, specifically rubric item 2, (highlighted on the attached rubric) 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.		
<b>Criteria for Student Success</b>	Students will earn a minimum average score of 4 on item 2 for the Group Facilitation assignment.		
<b>Program Success Target for this Measurement</b>	70% of students in the program will have earned 4/5	<b>Percent of Program Achieving Target</b>	100.0% of students achieved target
<b>Methods</b>	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 15 students enrolled in SWRK 522 during the Spring 2024 semester. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 15 students who completed the assignment.		
<b>Measurement Instrument 3</b>	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) 2022 Educational Policy and Accreditation Standards (EPAS).		
<b>Criteria for Student Success</b>	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 2022 EPAS).		
<b>Program Success Target for this Measurement</b>	70% of students in the program will score 70% or higher on relevant items	<b>Percent of Program Achieving Target</b>	<b>All students:</b> 98.0% <b>Online students:</b> 96.7% <b>Hybrid students:</b> 100.0%
<b>Methods</b>	Direct: A total of 50 students (30 online; 20 hybrid) took the PRE the week of March 25-March 29, 2024. 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 50 students (30 online; 20 hybrid) who took the exam.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 6.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><u><b>Results:</b></u> Are the results what was expected or not? What stood out in the assessment cycle? Explain</p> <p><b>We are pleased that the program has met the goal for this student learning outcome for AY 23-24. This learning outcomes continues to be an important area of focus across program curriculum.</b></p> <p><u><b>Conclusions:</b></u> What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.</p> <p><b>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 student-led career/practicum fair was held during the spring semester to allow students to engage with a variety of community agencies. Plans for the next assessment cycle include the continued use of simulation software to further enhance students' ability to practice and demonstrate the behaviors related to this student learning outcome.</b></p> <p><b>For measure 2, course learning objectives for SWRK 522 were revised to ensure compliance with the 2022 EPAS While 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 revision of assignments to allow for the incorporation of more time for practice and both peer and instructor feedback.</b></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.

**\*\*IMPORTANT - Plans for Next Assessment Cycle:** As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a plan for the following year's assessment – this process assists in “closing the loop.” For example, you may decide to collect a more appropriate artifact. Or, you may need to adjust targets because there are consistently exceeded or not met; Or, you might see the need to reconstruct your curriculum map. Or, you've found that the sequencing of classes might need to be adjusted, or additional class(es) provided. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. **All changes need not lead to quantitative results.**

Assessment results will be shared with program faculty at the fall 2024 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

<b>Program Student Learning Outcome</b>	Assess individuals, families, groups, organizations, and communities.		
<b>Measurement Instrument 1</b>	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.		
<b>Criteria for Student Success</b>	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.		
<b>Program Success Target for this Measurement</b>	85% of students in the program will have earned 4/5	<b>Percent of Program Achieving Target</b>	100% of students achieved target
<b>Methods</b>	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 65 students completed a field experience during the 2023-2024 academic year (15 Generalist; 50 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.		

<b>Measurement Instrument 2</b>	DIRECT measures of student learning: Students complete a Bio/Psycho-Social/Spiritual Assessment over the course of their 1 <sup>st</sup> semester of the generalist year in SWRK 520: Generalist Social Work Practice. This assignment is submitted electronically on Blackboard during the 15 <sup>th</sup> 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, (highlighted on the attached rubric) 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.		
<b>Criteria for Student Success</b>	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.		
<b>Program Success Target for this Measurement</b>	70% of students in the program will have earned 4/5	<b>Percent of Program Achieving Target</b>	94.4% of students achieved target
<b>Methods</b>	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 18 students enrolled in SWRK 520 during the Fall 2023 semester. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 18 students who completed the assignment.		
<b>Measurement Instrument 3</b>	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) 2022 Educational Policy and Accreditation Standards (EPAS).		
<b>Criteria for Student Success</b>	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 2022 EPAS).		
<b>Program Success Target for this Measurement</b>	70% of students in the program will score 70% or higher on relevant items	<b>Percent of Program Achieving Target</b>	<b>All students:</b> 72.0% <b>Online students:</b> 66.7% <b>Hybrid students:</b> 80.0%
<b>Methods</b>	Direct: A total of 50 students (30 online; 20 hybrid) took the PRE the week of March 25-March 29, 2024. 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 50 students (30 online; 20 hybrid) who took the exam.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 7.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><u>Results:</u> Are the results what was expected or not? What stood out in the assessment cycle? Explain</p> <p><b>We are pleased that the program has achieved this SLO for AY 2023-24.</b></p> <p><u>Conclusions:</u> What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.</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. Revisions were made to the learning plan to include the revision of the 2022 EPAS. Plans for future assessment include increased communication with field instructors and supervisors through training and forums as well as continued career and field practicum fair to build connections to additional agencies to support students in opportunities to meet this learning outcome.

For measure 2, no major changes were made to the course assignment or rubric for this academic year, however changes were made to the course learning outcomes to be in line with the 2022 EPAS. Additionally, changes were made to other discussion board assignments to include the incorporation of case studies through the use of simulation software to further enhance students' ability to practice and demonstrate the behaviors related to this SLO. Plans for future assessment cycles include the course lead continuing to evaluate the assignments and course content to meet program outcomes. Further, the program will continue the use of a simulation software and explore other innovative ways to allow students an opportunity to practice this SLO.

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.

**\*\*IMPORTANT - Plans for Next Assessment Cycle:** As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a plan for the following year's assessment – this process assists in “closing the loop.” For example, you may decide to collect a more appropriate artifact. Or, you may need to adjust targets because there are consistently exceeded or not met; Or, you might see the need to reconstruct your curriculum map. Or, you've found that the sequencing of classes might need to be adjusted, or additional class(es) provided. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. **All changes need not lead to quantitative results.**

Assessment results will be shared with program faculty at the fall 2024 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

### Program Student Learning Outcome

Intervene with individuals, families, groups, organizations, and communities.

<b>Measurement Instrument 1</b>	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.		
<b>Criteria for Student Success</b>	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.		
<b>Program Success Target for this Measurement</b>	85% of students in the program will have earned 4/5	<b>Percent of Program Achieving Target</b>	96.9% of students achieved target
<b>Methods</b>	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 65 students completed a field experience during the 2023-2024 academic year (15 Generalist; 50 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.		
<b>Measurement Instrument 2</b>	DIRECT measures of student learning: Students complete a Community Change Intervention Proposal over the course of their 2 <sup>nd</sup> semester of the generalist year in SWRK 523: Rural Community Organization and Development. This assignment is submitted electronically on Blackboard during the 15 <sup>th</sup> week of the semester. This assignment is downloaded and graded by the instructor using the rubric. One rubric items, specifically rubric item 2, (highlighted on the attached rubric) 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.		
<b>Criteria for Student Success</b>	Students will earn a minimum average score of 4 on item 2 of the rubric for the Community Change Intervention Proposal.		
<b>Program Success Target for this Measurement</b>	70% of students in the program will have earned 4/5	<b>Percent of Program Achieving Target</b>	87.5% of students achieved target
<b>Methods</b>	This instructor of record downloads and grades students Community Change Intervention Proposal using a rubric. Specifically, two items on the rubric (item 2; item 3) 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 items 2 and 3 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 these items. There were 16 students enrolled in SWRK 523 during the Spring 2024 semester. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 16 students who completed the assignment.		
<b>Measurement Instrument 3</b>	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) 2022 Educational Policy and Accreditation Standards (EPAS).		

<b>Criteria for Student Success</b>	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 2022 EPAS).		
<b>Program Success Target for this Measurement</b>	70% of students in the program will score 70% or higher on relevant items	<b>Percent of Program Achieving Target</b>	<b>All students:</b> 84.0% <b>Online students:</b> 80.0% <b>Hybrid students:</b> 90.0%
<b>Methods</b>	Direct: A total of 50 students (30 online; 20 hybrid) took the PRE the week of March 25-March 29, 2024. 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 50 students (30 online; 20 hybrid) who took the exam.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 8.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><u><b>Results:</b></u> Are the results what was expected or not? What stood out in the assessment cycle? Explain</p> <p><b>We are pleased that the program has met this SLO for AY 2023-24.</b></p> <p><u><b>Conclusions:</b></u> What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.</p> <p><b>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. Plans for next assessment cycle include the addition of on demand and virtual field instructor forms to provide assistance to field agency staff with students' opportunities to demonstrate learning outcomes.</b></p> <p><b>For measure 2, course learning objectives for SWRK 523 were revised to ensure incorporation of the 2022 EPAS. While no major changes were made to the course assignment and rubric, plans for future assessment cycles include the re-evaluation of course content and assignments.</b></p> <p><b>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 ADEL.</b></p> <p><u><b>**IMPORTANT - Plans for Next Assessment Cycle:</b></u> As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a plan for the following year's assessment – this process assists in “closing the loop.” For example, you may decide to collect a more appropriate artifact. Or, you may need to adjust targets because there are consistently exceeded or not met; Or, you might see the need to reconstruct your curriculum map. Or, you've found that the sequencing of classes might need to be adjusted, or additional class(es) provided. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. <b>All changes need not lead to quantitative results.</b></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.

### Program Student Learning Outcome 9

<b>Program Student Learning Outcome</b>	Evaluate practice with individuals, families, groups, organizations, and communities.		
<b>Measurement Instrument 1</b>	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.		
<b>Criteria for Student Success</b>	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.		
<b>Program Success Target for this Measurement</b>	85% of students in the program will have earned 4/5	<b>Percent of Program Achieving Target</b>	95.4% of students achieved target
<b>Methods</b>	Direct: All students enrolled in 560/561 (Generalist) and 660/661 (Specialist) Field Practicums were included in this assessment. A total of 65 students completed a field experience during the 2023-2024 academic year (15 Generalist; 50 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.		
<b>Measurement Instrument 2</b>	DIRECT measures of student learning: Students complete a Group Facilitation over the course of their 2 <sup>nd</sup> semester of the generalist year in SWRK 522: Group Dynamics in Social Work Practice. This assignment is submitted electronically on Blackboard during the 15 <sup>th</sup> week of the semester. This assignment is downloaded and graded by the instructor using the rubric. One rubric item, specifically rubric item 4, (highlighted on the attached rubric) 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.		
<b>Criteria for Student Success</b>	Students will earn a minimum average score of 4 on items 4 of the rubric for the Group Facilitation assignment.		
<b>Program Success Target for this Measurement</b>	70% of students in the program will have earned 4/5	<b>Percent of Program Achieving Target</b>	100% of students achieved target
<b>Methods</b>	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 15 students enrolled in SWRK 522 during the Spring 2024 semester. The number of students achieving a minimum average score of 4 on the aforementioned rubric items were divided by the 15 students who completed the assignment.		
<b>Measurement Instrument 3</b>	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) 2022 Educational Policy and Accreditation Standards (EPAS).		
<b>Criteria for Student Success</b>	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 2022 EPAS).		
<b>Program Success Target for this Measurement</b>	70% of students in the program will score 70% or higher on relevant items	<b>Percent of Program Achieving Target</b>	<b>All students: 58.0%</b> <b>Online students: 60.0%</b> <b>Hybrid students: 55.0%</b>
<b>Methods</b>	Direct: A total of 50 students (30 online; 20 hybrid) took the PRE the week of March 25-March 29, 2024. 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 50 students (30 online; 20 hybrid) who took the exam.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 9.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>			
<p><u><b>Results:</b></u> Are the results what was expected or not? What stood out in the assessment cycle? Explain</p> <p><b>We are pleased that the program has met the goals for this SLO for AY 2023-24.</b></p> <p><u><b>Conclusions:</b></u> What worked? What didn't? Why do you think this? For example, maybe the content in one or more courses was modified; changed course sequence (detail modifications); changed admission criteria (detail modifications); changed instructional methodology (detail modifications); changed student advisement process (detail modifications); program suspended; changed textbooks; facility changed (e.g. classroom modifications); introduced new technology (e.g. smart classrooms, computer facilities, etc.); faculty hired to fill a particular content need; faculty instructional training; development of a more refined assessment tool.</p> <p><b>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 midterm self-assessment continues to be 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 an example of practical demonstration of the SLO. Additionally the development of a student-led career/practicum fair included students' evaluation of the development and implementation process in order to make changes moving forward. The career/practicum fair allowed students the opportunity to demonstrate many learning outcomes. Plans for future assessment cycles include incorporation of feedback to continue the student-led career/practicum fair.</b></p> <p><b>For measure 2, changes were made to course learning objectives to be in line with the 2022 EPAS. While 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 evaluation of the assignment to include additional opportunities for students to practice and receive and give peer feedback.</b></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 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.

**\*\*IMPORTANT - Plans for Next Assessment Cycle**: As we work hard to improve our assessment practices and make them more meaningful and effective, it's important each program craft a plan for the following year's assessment – this process assists in “closing the loop.” For example, you may decide to collect a more appropriate artifact. Or, you may need to adjust targets because there are consistently exceeded or not met; Or, you might see the need to reconstruct your curriculum map. Or, you've found that the sequencing of classes might need to be adjusted, or additional class(es) provided. Whatever you plan is, provide a narrative, in future tense, that indicates how you will approach future assessments. **All changes need not lead to quantitative results.**

Assessment results will be shared with program faculty at the fall 2024 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.

## Rubrics

### Professionalism

#### MSW Program Professionalism Rubric

C1: Demonstrate Ethical and Professional Behavior						
Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding	5 Exemplary	Score
<b>1. Engagement:</b> <ul style="list-style-type: none"> <li>Attends classes and related meetings</li> <li>On time for class and stays for entire class</li> <li>Prepared ahead of time for class</li> <li>Active participation evidenced by questions and discussion</li> </ul>	Student missed more than 1 unexcused class;  AND/OR had difficulty with <u>all</u> of the following: <ul style="list-style-type: none"> <li>attending on time</li> <li>being actively prepared</li> <li>being engaged throughout the classroom experience</li> </ul>	Student missed 1 class, BUT DID NOT contact the instructor prior to missing the session;  AND had difficulty with <u>2</u> of the following: <ul style="list-style-type: none"> <li>attending on time</li> <li>being actively prepared</li> <li>being engaged throughout the classroom experience</li> </ul>	Student missed 1 class BUT did contact the instructor prior to missing the session;  AND had difficulty with <u>one</u> of the following: <ul style="list-style-type: none"> <li>attending on time</li> <li>being actively prepared</li> <li>being engaged throughout the classroom experience</li> </ul>	Student attended all classes on-time, actively prepared, and engaged, except in truly rare or unusual circumstances that were considered excusable by the professor	Student attended all classes on-time;  AND was actively prepared;  AND engaged throughout the classroom experience	
<b>Justification:</b>						
<b>2. Collegiality:</b> <ul style="list-style-type: none"> <li>Respect for classmates and instructors in the classroom setting (face to face and online)</li> <li>Professional email and phone communication</li> <li>Ethical social media presence</li> </ul>	Student repeatedly struggled (i.e., <u>4 or more times</u> ) with <u>one</u> of the following: <ul style="list-style-type: none"> <li>respect for students</li> <li>respect for instructors</li> </ul>	Student struggled <u>3 times</u> in any <u>one</u> of the following: <ul style="list-style-type: none"> <li>respect for students</li> <li>respect for instructors</li> <li>respectful email and phone communication</li> </ul>	Student struggled <u>2 times</u> in any <u>one</u> of the following: <ul style="list-style-type: none"> <li>respect for students</li> <li>respect for instructors</li> <li>respectful email and phone communication</li> </ul>	Student struggled in a rare circumstance with <u>one</u> of the following: <ul style="list-style-type: none"> <li>respect for students</li> <li>respect for instructors</li> <li>respectful email and phone communication</li> </ul>	Student exhibited respect for students  AND exhibited respect for instructors;  AND exhibited respectful email and phone communication;	

	<ul style="list-style-type: none"> <li>respectful email and phone communication</li> <li>ethical social media presence</li> </ul>	<ul style="list-style-type: none"> <li>ethical social media presence</li> </ul>	<ul style="list-style-type: none"> <li>ethical social media presence</li> </ul>	<ul style="list-style-type: none"> <li>ethical social media presence</li> </ul>	AND maintained an ethical social media presence	
<b>Justification:</b>						
<b>3. Growth and Development:</b> <ul style="list-style-type: none"> <li>Responsive to instructor feedback</li> <li>Practices self-care</li> <li>Critical self-awareness</li> <li>Manages professional and personal challenges outside the classroom setting</li> <li>Performs a leadership role</li> </ul>	Student is focused 69% and below on personal growth and development by practicing self-care, managing challenging situations, and acting in a leadership capacity	Student is 70-79% focused on personal growth and development by practicing self-care, managing challenging situations, and acting in a leadership capacity	Student is a 80-89% focused on personal growth and development by practicing self-care, managing challenging situations, and acting in a leadership capacity	Student is 90-99% focused on personal growth and development by practicing self-care, managing challenging situations, and acting in a leadership capacity	Student is 100% focused on personal growth and development by practicing self-care, managing challenging situations, and acting in a leadership capacity	
<b>Justification:</b>						
<b>4. Communication:</b> <ul style="list-style-type: none"> <li>Demonstrates respect and support in relationships</li> <li>Respectful oral and written delivery</li> <li>Exhibits empathetic responses to others</li> <li>Refrains from inappropriate self-disclosure</li> <li>Displays anti-oppressive language to others</li> </ul>	Student consistently struggle ( <b>4 or more times</b> ) with one of the following: <ul style="list-style-type: none"> <li>respect in relationship and communication</li> <li>empathetic responses</li> <li>refrains from inappropriate self-disclosure</li> <li>uses anti-oppressive language</li> </ul>	Student struggles <b>3 times</b> with one of the following: <ul style="list-style-type: none"> <li>respect in relationship and communication</li> <li>empathetic responses</li> <li>refrains from inappropriate self-disclosure</li> <li>uses anti-oppressive language</li> </ul>	Student struggles <b>2 times</b> with one of the following: <ul style="list-style-type: none"> <li>respect in relationship and communication</li> <li>empathetic responses</li> <li>refrains from inappropriate self-disclosure</li> <li>uses anti-oppressive language</li> </ul>	Student struggles <b>one time</b> with one of the following: <ul style="list-style-type: none"> <li>respect in relationship and communication</li> <li>empathetic responses</li> <li>refrains from inappropriate self-disclosure</li> <li>uses anti-oppressive language</li> </ul>	Student always demonstrates the following: <ul style="list-style-type: none"> <li>respect in relationship and communication</li> <li>empathetic responses</li> <li>refrains from inappropriate self-disclosure</li> <li>uses anti-oppressive language</li> </ul>	
<b>Justification:</b>						
<b>5. Adherence to Social Work values</b> <ul style="list-style-type: none"> <li>Commitment to Anti-Racism, Diversity, Equity, and Inclusion (ADEI)</li> </ul>	Students is focused 69% and below on adherence to social work values such as ADEI, confidentiality, dignity and worth of person, commitment to NASW COE	Students is focused 70-79% of the time on adherence to social work values such as ADEI, confidentiality, dignity and worth of person, commitment to NASW COE	Students is focused 80-89% on adherence to social work values such as ADEI, confidentiality, dignity and worth of person, commitment to NASW COE	Students is focused 90-99% of time on adherence to social work values such as ADEI, confidentiality, dignity and worth of person, commitment to NASW COE	Students is focused 100% of time on adherence to social work values such as ADEI, confidentiality, dignity and worth of person, commitment to NASW COE	

<ul style="list-style-type: none"><li>• Confidentiality in the classroom and field placement</li><li>• Exhibits focus on dignity and worth of the person</li><li>• Maintains all sections of the NASW <i>Code of Ethics</i> (COE)</li></ul>						
<b>Justification:</b>						

**SWRK 501 Cultural Competency in Social Work Practice**

<b>SWRK 501: Cultural Sensitivity Project Paper</b> <b>C1: Demonstrate Ethical and Professional Behavior; C2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice;</b> <b>C3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practiced; C6: Engage with Individuals, Families, Groups, Organizations, and Communities; C7 Assess</b> <b>with Individuals, Families, Groups, Organizations and Communities.</b>						
Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
<b>Items 1 &amp; 2 – C2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>						
1. <b>Creation and Reflection of a Log of collected “Ism’s”</b>	<p>Vaguely defines and describes the ism;</p> <p>AND does not include a discussion of any of the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any <b>false stereotypes</b> about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you <b>do anything to confront</b> the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to</p>	<p>Vaguely defines and describes the ism;</p> <p>AND includes a discussion of less than 3 of the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any <b>false stereotypes</b> about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you <b>do anything to confront</b> the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?</p>	<p>Weakly defines and describes the ism;</p> <p>And includes a discussion or reflection of 4-5 of the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any <b>false stereotypes</b> about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you <b>do anything to confront</b> the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so,</p>	<p>Thoroughly defines and describes the ism;</p> <p>And includes a discussion or reflection of 6-7 of the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any <b>false stereotypes</b> about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you <b>do anything to confront</b> the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so,</p>	<p>Thoroughly defines and describes the ism;</p> <p>And completely answers the following:</p> <p>Were you personally affected by the incident? If so, in what way?</p> <p>Were any <b>false stereotypes</b> about certain cultural groups promoted by the incident?</p> <p>If other people witnessed the incident, what were their reactions?</p> <p>Did you <b>do anything to confront</b> the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to</p>	<p>_____ Score earned</p> <p><b>X 7</b></p> <p>_____ Score earned</p>



	<p>gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your <b>future interactions</b> with the cultural group being marginalized?</p>	<p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your <b>future interactions</b> with the cultural group being marginalized?</p>	<p>how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your <b>future interactions</b> with the cultural group being marginalized?</p>	<p>how did they react to you?</p> <p>What did the person or group making the offensive remark or gesture seem to hope to gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your <b>future interactions</b> with the cultural group being marginalized?</p>	<p>gain from being racist or sexist?</p> <p>How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group?</p> <p>How will the incident impact your <b>future interactions</b> with the cultural group being marginalized?</p>	
2. <b>Types and Categories of Isms</b>	Includes 0-4 incidents of isms in 1 different categories and across 1 different mediums	Includes 5-9 incidents of isms in 2 different categories and across 2 different mediums	Includes 10-14 incidents of isms in 3 different categories and across 3 different mediums	Includes 15-19 incidents of isms in 4 different categories and across 4 different mediums	Includes at least 20 incidents of isms in at least 5 different categories and across 5 different mediums	<p>_____ Score earned</p> <p><b>X 3</b></p> <p>_____ Score earned</p>
<b>Item 3 - C6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>						

3. <b>Identification and attendance of a culturally different experience for immersion</b>	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 <b>X 5</b>  _____ Score earned
<b>Item 4 – C2: Engage Anti-racism, Diversity, Equity, and Inclusion (ADEI)</b>						
4. <b>Description of the experience</b>	Thoroughly discusses 1 of the following:  Context/Setting (e.g., physical space, etc.)  Demographics (e.g., number of people, race, ethnicity, etc.)  Emotional climate (e.g., warm, inviting, etc.)  Culture (e.g., group dynamics, traditions, etc.)	Thoroughly discusses 2 of the following:  Context/Setting (e.g., physical space, etc.)  Demographics (e.g., number of people, race, ethnicity, etc.)  Emotional climate (e.g., warm, inviting, etc.)  Culture (e.g., group dynamics, traditions, etc.)	Thoroughly discusses 3 of the following:  Context/Setting (e.g., physical space, etc.)  Demographics (e.g., number of people, race, ethnicity, etc.)  Emotional climate (e.g., warm, inviting, etc.)  Culture (e.g., group dynamics, traditions, etc.)	Thoroughly discusses ALL 4 of the following:  Context/Setting (e.g., physical space, etc.)  Demographics (e.g., number of people, race, ethnicity, etc.)  Emotional climate (e.g., warm, inviting, etc.)  Culture (e.g., group dynamics, traditions, etc.)	Thoroughly discusses ALL 4 of the following:  Context/Setting (e.g., physical space, etc.)  Demographics (e.g., number of people, race, ethnicity, etc.)  Emotional climate (e.g., warm, inviting, etc.)  Culture (e.g., group dynamics, traditions, etc.) AND demonstrates a deep analysis of the environment	_____ Score earned <b>X 5</b>  _____ Score earned
<b>Items 5 - C7: Assess with Individuals, Families, Groups, Organizations and Communities</b>						
5. <b>Assessment of Cultural Experience</b>	Thoroughly addresses 1 of the following questions: • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know	Thoroughly addresses 2-3 of the following questions: • How was this experience different for you? • Did it force you to think outside of your comfort zone?	Thoroughly addresses 4-5 of the following questions: • How was this experience different for you? • Did it force you to think outside	Thoroughly addresses 6 of the following questions: • How was this experience different for you? • Did it force you to think outside	Thoroughly addresses the following 7 questions: • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know	_____ Score earned <b>X 5</b>  _____ Score earned

	<p>about the cultural group that you investigated?</p> <ul style="list-style-type: none"> <li>• What stereotypes about the group were confirmed or rejected by your experience?</li> <li>• How will you relate to this cultural group differently based on your attendance at the event or function?</li> <li>• How will this be different in both your personal and professional life?</li> <li>• What is your perception of the overall learning from this exercise?</li> </ul>	<ul style="list-style-type: none"> <li>• What did you learn that you did not know about the cultural group that you investigated?</li> <li>• What stereotypes about the group were confirmed or rejected by your experience?</li> <li>• How will you relate to this cultural group differently based on your attendance at the event or function?</li> <li>• How will this be different in both your personal and professional life?</li> <li>• What is your perception of the overall learning from this exercise?</li> </ul>	<p>of your comfort zone?</p> <ul style="list-style-type: none"> <li>• What did you learn that you did not know about the cultural group that you investigated?</li> <li>• What stereotypes about the group were confirmed or rejected by your experience?</li> <li>• How will you relate to this cultural group differently based on your attendance at the event or function?</li> <li>• How will this be different in both your personal and professional life?</li> <li>• What is your perception of the overall learning from this exercise?</li> </ul>	<p>of your comfort zone?</p> <ul style="list-style-type: none"> <li>• What did you learn that you did not know about the cultural group that you investigated?</li> <li>• What stereotypes about the group were confirmed or rejected by your experience?</li> <li>• How will you relate to this cultural group differently based on your attendance at the event or function?</li> <li>• How will this be different in both your personal and professional life?</li> <li>• What is your perception of the overall learning from this exercise?</li> </ul>	<p>about the cultural group that you investigated?</p> <ul style="list-style-type: none"> <li>• What stereotypes about the group were confirmed or rejected by your experience?</li> <li>• How will you relate to this cultural group differently based on your attendance at the event or function?</li> <li>• How will this be different in both your personal and professional life?</li> <li>• What is your perception of the overall learning from this exercise?</li> </ul>	
<b>Items 6 &amp; 7 - C1: Demonstrate Ethical and Professional Behavior</b>						
<b>6. Oral Presentation to classmates</b>	<p>Does not clearly articulate EITHER the content (e.g., setting and meaning) OR the process;</p> <p>AND appearance is not reflective of own personal culture</p>	<p>Clearly articulates EITHER the content (e.g., setting and meaning) OR the process;</p> <p>BUT appearance is not reflective of own personal culture</p>	<p>Clearly articulates EITHER the content (e.g., setting and meaning) OR the process;</p> <p>AND appearance is reflective of own personal culture</p>	<p>Clearly articulates BOTH the content (e.g., setting and meaning) AND the process;</p> <p>BUT appearance is not reflective of own personal culture</p>	<p>Clearly articulates BOTH the content (e.g., setting and meaning) AND the process;</p> <p>AND appearance is reflective of own personal culture</p>	<p>_____ Score earned</p> <p><b>X 3</b></p> <p>_____ Score earned</p>

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

**SWRK 510 Human Behavior in the Social Environment**

<b>SWRK 510: Environmental Justice Paper</b> <b>C1:</b> Demonstrate Ethical and Professional Behavior; <b>C2:</b> Advance Human Rights and Social, Racial, Economic, and Environmental Justice; <b>C3:</b> Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice; <b>C7:</b> Assess Individuals, Families, Groups, Organizations, and Communities; <b>C8:</b> Intervene with Individuals, Families, Groups, Organizations, and Communities; <b>C9:</b> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
<b>Dimension</b>	<b>Exemplary 5</b>	<b>Proficient 4</b>	<b>Marginal 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>	<b>Score</b>
1. Introduction & Conclusion	Introduction includes ALL of the following: <ul style="list-style-type: none"> <li>Purpose of the paper</li> </ul> Conclusion includes ALL of the following: <ul style="list-style-type: none"> <li>Restates the purpose and what was discussed in the paper</li> <li>Highlights important details (e.g., what do you want readers to remember)</li> </ul>	Includes 3 of the bulleted items listed under the “Exemplary” category	Includes 2 of the bulleted items listed under the “Exemplary” category	Includes 1 of the bulleted items listed under the “Exemplary” category	Includes EITHER an introduction OR conclusion;  BUT it does not address any of the bulleted items listed under the “Exemplary” category	_____  Score
<b>Comments:</b>						
2. Selection of Topic	Paper includes ALL of the following: <ul style="list-style-type: none"> <li>Identification of topic</li> <li>Rationale for selecting topic</li> <li>Topic is appropriate for this assignment</li> </ul>	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	_____  Score   _____  Score
<b>Comments:</b>						
<i>Note to Instructor:</i> <b>Items 3 – C3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>						

3. Define the Problem	Student includes ALL of the following: <ul style="list-style-type: none"> <li>Definition of the problem</li> <li>Who defines the problem</li> <li>How prevalent is the problem</li> <li>Who is affected by the problem</li> <li>Includes racial/ ethnic characteristics of those impacted</li> </ul>	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 <b>X2</b> <hr/> Score
<b>Comments:</b>						
4. Historical Context	Paper includes ALL of the following: <ul style="list-style-type: none"> <li>How long has this issue impacted the area</li> <li>What problems have been identified</li> </ul>					<hr/> Score <b>X2</b> <hr/> Score
<b>Comments:</b>						
<i>Note to Instructor:</i> <b>Item 5 – C7: Assess Individuals, Families, Groups, Organizations, and Communities</b>						
5. Theoretical Perspectives	Paper includes ALL of the following: <ul style="list-style-type: none"> <li>Identifies at least 2 theories</li> <li>Provides a rationale for selecting theories</li> <li>Theories are appropriate with respect to the identified problem</li> <li>Strengths of each theoretical</li> </ul>	Paper includes ALL of the items under the “Exemplary” category;  BUT at least 1 item is under-developed	Paper includes 4 of the items under the “Exemplary” category	Paper includes 3 of the items under the “Exemplary” category;  OR at least 2 items are under-developed	Paper includes LESS THAN 3 of the items under the “Exemplary” category;  OR at least 3 items are under-developed	<hr/> Score <b>X3</b> <hr/> Score

	<p>perspective are outlined</p> <ul style="list-style-type: none"> <li>Weaknesses of each theoretical perspective are outlined</li> </ul>					
<b>Comments:</b>						
6. Causes of the Problem	<p>Student identifies causes of the problem;</p> <ul style="list-style-type: none"> <li>What has caused this problem</li> <li>What are the consequences</li> <li>Provides support from the literature regarding causes;</li> <li>Links causes back to at least one of the chosen theoretical perspectives</li> </ul>	<p>Student includes ALL of the items under the “Exemplary” category;</p> <p>BUT at least 1 item is under-developed</p>	<p>Student includes 2 of the items under the “Exemplary” category;</p>	<p>Student includes 2 of the items under the “Exemplary” category;</p> <p>BUT at least 1 of the included items is under-developed</p>	<p>Student ONLY includes 1 of the items under the “Exemplary” category;</p>	<p>_____</p> <p>Score</p> <p><b>X2</b></p> <p>_____</p> <p>Score</p>
<b>Comments:</b>						
<p><i>Note to Instructor:</i></p> <p><b>Item 7 – C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p>						
7. Solutions	<p>Includes ALL of the following:</p> <ul style="list-style-type: none"> <li>Identifies at least 2 solutions attempted to address the identified problem</li> <li>Identifies successes</li> <li>Identifies failures/ineffectiveness</li> <li>Provides evidence from the literature as support</li> </ul>	<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>_____</p> <p>Score</p> <p><b>X2</b></p> <p>_____</p> <p>Score</p>
<b>Comments:</b>						



<i>Note to Instructor:</i>						
<b>Item 8 – C2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>						
8. Action Plan	Paper addresses ALL of the following: <ul style="list-style-type: none"> <li>Identifies reasonable action steps social workers can take to raise awareness about this issue</li> <li>Identifies social work's position on this issue</li> <li>Discusses how actions are anti-racist</li> </ul>	Addresses ALL of the items under the "Exemplary" category;  BUT at least 1 item is under-developed	Addresses 2 of the items under the "Exemplary" category;	Addresses 2 of the items under the "Exemplary" category;  AND at least 1 of the included items is under-developed	Addresses 1 of the items under the "Exemplary" category;	<div>_____</div> <div>Score</div> <div><b>X3</b></div> <div>_____</div> <div>Score</div>
<b>Comments:</b>						
<i>Note to Instructor:</i>						
<b>Item 9 – C8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>						
9. Interventions	Paper addresses ALL of the following: <ul style="list-style-type: none"> <li>Micro-level interventions</li> <li>Mezzo-level interventions</li> <li>Macro-level interventions</li> <li>Interventions are tied back to at least one of the chosen theoretical perspectives</li> <li>Interventions are supported by peer-reviewed literature</li> </ul>	Addresses ALL of the items under the "Exemplary" category;  BUT at least 1 item is under-developed	Addresses 3-4 of the items under the "Exemplary" category;	Addresses 2 of the items under the "Exemplary" category;  OR more than 1 item is under-developed	Addresses ONLY 1 of the items under the "Exemplary" category;  OR ALL of the items are under-developed	<div>_____</div> <div>Score</div> <div><b>X2</b></div> <div>_____</div> <div>Score</div>
<b>Comments:</b>						

10. Video Link	Includes a link to a video showing one or more of the discussion points				Includes a link to a video BUT it is not relevant or no video	<hr/> Score   <hr/> Score
<b>Comments:</b>						
<i>Note to Instructor:</i> <b>Item 11 – C1: Demonstrate Ethical and Professional Behavior</b>						
11. Writing	Paper is written in APA 7 <sup>th</sup> ed. format (title, headers, headings, references)  Paper has no grammatical or spelling errors  Paper includes at least 5 peer-reviewed sources  Paper references the textbook  Paper is 8-10 pages in length	Paper is written in APA 7 <sup>th</sup> ed. format (title, headers, headings, references)  Paper has 1-3 grammatical or spelling errors  Paper includes 5 peer-reviewed sources  Paper references the textbook  Paper is 8-10 pages in length	Paper is written in APA 7 <sup>th</sup> ed. format (title, headers, headings, references)  Paper has 4-6 grammatical or spelling errors  Paper includes 4 peer reviewed sources  Paper references the textbook  Paper is 6-7 pages in length	Paper is written in APA 7 <sup>th</sup> ed. format (title, headers, headings, references)  Paper has 7-9 grammatical or spelling errors  Paper includes 3 peer-reviewed sources  Paper does not include reference to the text  Paper is 6-7 pages in length	Paper does not follow APA 7 <sup>th</sup> ed. formatting (title, headers, headings, references);  OR paper has more than 10 grammatical or spelling errors  OR includes less than 3 peer-reviewed sources  OR does not include reference to the text  OR paper is less than 6 pages in length	<hr/> Score
<b>Comments:</b>						

**SWRK 520 Generalist Social Work Practice**

**SWRK 520: Bio/Psycho-Social/Spiritual Assessment**

**C1:** Demonstrate Ethical and Professional Behavior; **C2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice; **C3:** Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice; **C7:** Assess Individuals, Families, Groups, Organizations, and Communities; **C8:** Intervene with Individuals, Families, Groups, Organizations, and Communities

**Part I: Narrative**

<b>Dimension</b>	<b>Exemplary 5</b>	<b>Proficient 4</b>	<b>Marginal 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>	<b>Score</b>
1. Introduction & Conclusion	<p>Introduction includes ALL of the following:</p> <ul style="list-style-type: none"> <li>Purpose of the paper</li> <li>Advanced organizer</li> </ul> <p>Conclusion includes ALL of the following:</p> <ul style="list-style-type: none"> <li>Restates the purpose and what was discussed in the paper</li> <li>Highlights important details and plan for client moving forward</li> </ul>	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	<p>Includes EITHER an introduction OR conclusion;</p> <p>BUT it does not address any of the bulleted items listed under the “Exemplary” category</p>	<p>_____</p> <p>Score</p>
<b>Items 2-3 &amp; 9 – C7: Assess Individuals, Families, Groups, Organizations, and Communities</b>						
2. Assessment Questions	<p>Student includes 5 questions in each of the following 4 areas:</p> <ul style="list-style-type: none"> <li>Biological</li> <li>Psychological</li> <li>Social</li> <li>Spiritual</li> </ul> <p>AND these questions logically flow together</p>	<p>Student includes 4 questions in each of the following 4 areas:</p> <ul style="list-style-type: none"> <li>Biological</li> <li>Psychological</li> <li>Social</li> <li>Spiritual</li> </ul> <p>AND these questions logically flow together</p>	<p>Student includes 5 questions in 3 of the following 4 areas:</p> <ul style="list-style-type: none"> <li>Biological</li> <li>Psychological</li> <li>Social</li> <li>Spiritual</li> </ul> <p>AND these questions logically flow together</p>	<p>Student includes 3-4 questions in 3 of the following 4 areas:</p> <ul style="list-style-type: none"> <li>Biological</li> <li>Psychological</li> <li>Social</li> <li>Spiritual</li> </ul> <p>AND these questions logically flow together</p>	<p>Student includes less than 3 questions AND is missing more than 1 of the following areas:</p> <ul style="list-style-type: none"> <li>Biological</li> <li>Psychological</li> <li>Social</li> <li>Spiritual</li> </ul> <p>AND these questions logically flow together</p>	<p>_____</p> <p>Score</p>
3. Assessment Summary	Assessment summary logically flows from the questions identified;	Assessment summary logically flows from the questions identified;	Assessment summary logically flows from the questions identified;	Assessment summary logically flows from the questions identified;	Assessment summary logically flows from the questions identified;	<p>_____</p> <p>Score</p> <p><b>X3</b></p>

	AND concisely reflects ALL of the following: <ul style="list-style-type: none"> <li>• Relevant biological information</li> <li>• Reason for referral</li> <li>• History of present issue</li> <li>• Significant medical history and medications</li> <li>• Family and family history</li> <li>• Substance abuse/ domestic violence</li> <li>• Suicidal and/or homicidal ideations or attempts</li> <li>• Support systems</li> <li>• Behavioral observations</li> </ul>	AND concisely reflects 7-8 of the components listed under the “Exemplary” category	AND concisely reflects 5-6 of the components listed under the “Exemplary” category	AND concisely reflects 3-4 of the components listed under the “Exemplary” category	AND concisely reflects 1-2 of the components listed under the “Exemplary” category	
<b>Items 4-5 – C2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice; C3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>						
4. Critical Appraisal	Critical appraisal includes ALL of the following: <ul style="list-style-type: none"> <li>• Discussion of areas discussed</li> <li>• Demonstrates critical thinking with respect to areas that were not discussed</li> <li>• Why non-addressed areas were not included</li> <li>• Demonstrates critical thinking with respect to identifying additional information that would have been helpful to obtain</li> </ul>	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	<hr/> Score  <b>X2</b>
5. External Factors	Includes a discussion of external factors that addresses ALL of the following:	Includes a discussion of external factors;	Includes a discussion of external factors;	Includes a discussion of external factors;	Discussion of external factors are irrelevant to the bio-psychosocial-spiritual assessment	<hr/> Score  <b>X2</b>

	<ul style="list-style-type: none"> <li>• Larger systems, groups, and communities are identified</li> <li>• The impact of macro systems on client functioning is discussed</li> <li>• Individual and systemic discrimination and oppression are identified</li> <li>• The impact of discrimination and oppression as barriers to client success are discussed</li> </ul>	BUT is missing 1 of the bulleted items under the “Exemplary” category	BUT is missing 2 of the bulleted items under the “Exemplary” category	BUT is missing 3 of the bulleted items under the “Exemplary” category		
<b>Items 4-7 &amp; 10 – C8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>						
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"> <li>• How he/she will incorporate client strengths into the goal setting process</li> <li>• How he/she will establish a contract with the client regarding treatment goals</li> <li>• How goals will be sustained/progress monitored</li> </ul>	<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><b>X2</b></p>
7. Termination	<p>Includes a termination plan that addresses ALL of the following:</p> <ul style="list-style-type: none"> <li>• How he/she will determine client’s</li> </ul>	<p>Includes a termination plan;</p> <p>BUT is missing 1-2 of the bulleted items under</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</p>	<p>Discusses termination vaguely;</p> <p>BUT does not address any of the bulleted items under the “Exemplary” category</p>	<p>_____</p> <p>Score</p> <p><b>X2</b></p>

	readiness for termination <ul style="list-style-type: none"> <li>• How he/she will include the client in the termination plan</li> <li>• Importance of emphasizing positive learning and problem solving</li> <li>• Strategies for maintaining change</li> <li>• Plan for evaluating results</li> <li>• Plan for follow-up</li> </ul>	the “Exemplary” category		“Exemplary” category		
<b>Items 8 &amp; 11 – C1: Demonstrate Ethical and Professional Behavior</b>						
8. Writing	Paper is written in APA 7 <sup>th</sup> ed. format (title, headers, headings, references)  Paper has no grammatical or spelling errors	Paper is written in APA 7 <sup>th</sup> ed. format (title, headers, headings, references)  Paper has 1-3 grammatical or spelling errors	Paper is written in APA 7 <sup>th</sup> ed. format (title, headers, headings, references)  Paper has 4-6 grammatical or spelling errors	Paper is written in APA 7 <sup>th</sup> ed. format (title, headers, headings, references)  Paper has 7-9 grammatical or spelling errors	Paper does not follow APA 7 <sup>th</sup> ed. formatting (title, headers, headings, references);  OR paper has more than 10 grammatical or spelling errors	_____  Score
<b>Part II: Bio-Psychosocial-Spiritual Assessment &amp; Treatment Plan</b>						
<b>Items 2-3 &amp; 9 – C7: Assess Individuals, Families, Groups, Organizations, and Communities</b>						
9. Bio-psycho-social-spiritual Assessment	Assessment thoroughly includes ALL of the following: <ul style="list-style-type: none"> <li>• Presenting problem</li> <li>• Biological information</li> <li>• Psychological information</li> <li>• Social information</li> <li>• Spiritual information</li> </ul>	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	_____  Score  <b>X2</b>
<b>Items 4-7 &amp; 10 – C8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>						

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"> <li>• 1 long-term goal</li> <li>• 2 short-term goals/objectives</li> <li>• 2 tasks for each short-term goal/objective</li> <li>• Treatment modality</li> <li>• Treatment frequency</li> <li>• Treatment duration</li> </ul>	<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><b>X3</b></p>
<b>Items 8 &amp; 11 – C1: Demonstrate Ethical and Professional Behavior</b>						
11. Documentation	<p>Bio-psychosocial-spiritual assessment and treatment plan are written up as they would be for a medical record</p>	<p>Bio-psychosocial-spiritual assessment and treatment plan contain appropriate information; however, there are 1-2 spelling and/or grammatical errors</p>	<p>Bio-psychosocial-spiritual assessment and treatment plan contain appropriate information; however, there are 3-4 spelling and/or grammatical errors</p>	<p>Bio-psychosocial-spiritual assessment and treatment plan contain appropriate information; however, there are more than 4 spelling and/or grammatical errors</p>	<p>Bio-psychosocial-spiritual assessment and treatment plan are not professionally documented as they would be for a medical record</p>	<p>_____</p> <p>Score</p>

**SWRK 540 Foundation of Social Research Methods**

**Rubric for 540 Research Proposal Paper**

C1: Demonstrate Ethical and Professional Behavior;  
 C4: Engage in Practice-Informed Research and Research-Informed Practice;  
 C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities  
 \_\_\_\_\_Timeliness (10% deducted for each day late)

Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
<b>1. Cover Page</b>	Includes a cover page that does not meet the requirements (e.g., significant errors) of the following:  Correctly Formatted APA 7 <sup>th</sup> Student Version Style Cover Page;	Includes a cover page that does not meet the requirements (e.g., three errors) of the following:  Correctly Formatted APA 7 <sup>th</sup> Student Version Style Cover Page;	Includes a cover page that does not meet the requirements (e.g., two errors) of the following:  Correctly Formatted APA 7 <sup>th</sup> Student Version Style Cover Page;	Includes a cover page that does not meet the requirements (e.g., one error) of the following:  Correctly Formatted APA 7 <sup>th</sup> Student Version Style Cover Page;	Includes a cover page that does meet the requirements (e.g., zero errors) of the following:  Correctly Formatted APA 7 <sup>th</sup> 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
<b>2. Introduction</b>	Includes an introduction that includes only 1 of the following characteristics of an introduction:  Correctly Formatted APA 7 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> Student Style Introduction;  Introduction covering important aspects of problem investigated;	Includes a thorough introduction that includes ALL of the following characteristics of an introduction:  Correctly Formatted APA 7 <sup>th</sup> Student Style Introduction;  Introduction covering important aspects of problem investigated;  1-2 pages	_____ Score earned  <b>X 2</b>  _____ Score earned



Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
<b>3. Literature Review</b>	<p>Includes a literature review that includes only 1 of the following characteristics of a literature review</p> <p>Correctly Formatted APA 7<sup>th</sup> Student Style Literature Review with Subheadings</p> <p>Literature Review covering important aspects of problem investigated;</p> <p>Minimum of 10 peer-reviewed sources</p>	<p>Includes a vague literature review that includes only 2 of the following characteristics of a literature review</p> <p>Correctly Formatted APA 7<sup>th</sup> Student Style Literature Review with Subheadings</p> <p>Literature Review covering important aspects of problem investigated;</p> <p>Minimum of 10 peer-reviewed sources</p>	<p>Includes a literature review that includes only 2 of the following characteristics of a literature review</p> <p>Correctly Formatted APA 7<sup>th</sup> Student Style Literature Review with Subheadings</p> <p>Literature Review covering important aspects of problem investigated;</p> <p>Minimum of 10 peer-reviewed sources</p>	<p>1-2 pages</p> <p>Includes a vague literature review that includes only ALL of the following characteristics of a literature review</p> <p>Correctly Formatted APA 7<sup>th</sup> Student Style Literature Review with Subheadings</p> <p>Literature Review covering important aspects of problem investigated;</p> <p>Literature Review covering important aspects of problem investigated;</p> <p>Minimum of 10 peer-reviewed sources</p> <p>Minimum of 10 peer-reviewed sources</p>	<p>Includes a thorough literature review that includes only ALL of the following characteristics of a literature review</p> <p>Correctly Formatted APA 7<sup>th</sup> Student Style Literature Review with Subheadings</p> <p>Literature Review covering important aspects of problem investigated;</p> <p>Minimum of 10 peer-reviewed sources</p>	<p>Score earned</p> <p>X 4</p> <p>Score earned</p>
C4: Engage in Practice-Informed Research and Research-Informed Practice; C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities						
<b>4. Methodology</b>	<p>Methodology is outlined but lacks logical flow ;</p> <p>AND</p> <p>Accurately includes 3-4 of the following dimensions:</p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Procedures</li> <li>• Setting</li> <li>• Sampling Plan</li> <li>• Participants</li> <li>• Diversity Issues</li> <li>• Variables</li> <li>• Instrument</li> <li>• Statistical Procedures</li> <li>• Ethics</li> </ul>	<p>Methodology is outlined but lacks logical flow ;</p> <p>AND</p> <p>Accurately includes 5-7 of the following dimensions:</p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Procedures</li> <li>• Setting</li> <li>• Sampling Plan</li> <li>• Participants</li> <li>• Diversity Issues</li> <li>• Variables</li> <li>• Instrument</li> <li>• Statistical Procedures</li> </ul>	<p>Methodology is outlined and has logical flow ;</p> <p>AND</p> <p>Accurately includes 5-7 of the following dimensions:</p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Procedures</li> <li>• Setting</li> <li>• Sampling Plan</li> <li>• Participants</li> <li>• Diversity Issues</li> <li>• Variables</li> <li>• Instrument</li> </ul>	<p>Methodology is outlined and has logical flow ;</p> <p>AND</p> <p>Accurately includes 8-9 of the following dimensions:</p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Procedures</li> <li>• Setting</li> <li>• Sampling Plan</li> <li>• Participants</li> <li>• Diversity Issues</li> <li>• Variables</li> <li>• Instrument</li> </ul>	<p>Methodology is outlined and has logical flow ;</p> <p>AND</p> <p>Accurately includes ALL of the following dimensions:</p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Procedures</li> <li>• Setting</li> <li>• Sampling Plan</li> <li>• Participants</li> <li>• Diversity Issues</li> <li>• Variables</li> <li>• Instrument</li> <li>• Statistical Procedures</li> <li>• Ethics</li> </ul>	<p>Score earned</p> <p>X 7</p> <p>Score earned</p>

Dimension	1 Beginning	2 Developing	3 Marginal	4 Proficient	5 Exemplary	Score/ Comments
		<ul style="list-style-type: none"> <li>Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Statistical Procedures</li> <li>Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Statistical Procedures</li> <li>Ethics</li> </ul>		
C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities C1: Demonstrate Ethical and Professional Behavior						
<b>5. Conclusion</b>	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  <hr/> Score earned <hr/>
C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities C1: Demonstrate Ethical and Professional Behavior						
<b>6. Writing and APA Style</b>	Significant APA and writing errors (e.g., spelling, punctuation, verb-tense, syntax. etc.) >10	Significant APA and writing errors (e.g., spelling, punctuation, verb-tense, syntax. etc.) >7	Significant APA and writing errors (e.g., spelling, punctuation, verb-tense, syntax. etc.) >5	Significant APA and writing errors (e.g., spelling, punctuation, verb-tense, syntax. etc.) >3	1 or fewer APA and writing errors (e.g., spelling, punctuation, verb-tense, syntax. etc.)	<hr/> Score Earned X 3  <hr/> Score earned <hr/>

**SWRK 522 Group Dynamics in Social Work Practice**

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"> <li>• Goal, Purpose or Rationale</li> <li>• Objectives; limitations; restrictions</li> <li>• Theoretical Framework if applicable</li> <li>• Materials needed</li> <li>• Procedures/ directions</li> <li>• Processing/ questions/ discussion/ etc.</li> </ul>	<p>Demonstrates 2-3 of the following:</p> <ul style="list-style-type: none"> <li>• Goal, Purpose or Rationale</li> <li>• Objectives; limitations; restrictions</li> <li>• Theoretical Framework if applicable</li> <li>• Materials needed</li> <li>• Procedures/ directions</li> <li>• Processing/ questions/ discussion/ etc.</li> </ul>	<p>Demonstrates 4 of the following:</p> <ul style="list-style-type: none"> <li>• Goal, Purpose or Rationale</li> <li>• Objectives; limitations; restrictions</li> <li>• Theoretical Framework if applicable</li> <li>• Materials needed</li> <li>• Procedures/ directions</li> <li>• Processing/ questions/ discussion/ etc.</li> </ul>	<p>Demonstrates 5 of the following:</p> <ul style="list-style-type: none"> <li>• Goal, Purpose or Rationale</li> <li>• Objectives; limitations; restrictions</li> <li>• Theoretical Framework if applicable</li> <li>• Materials needed</li> <li>• Procedures/ directions</li> <li>• Processing/ questions/ discussion/ etc.</li> </ul>	<p>Demonstrates ALL 6 of the following:</p> <ul style="list-style-type: none"> <li>• Goal, Purpose or Rationale</li> <li>• Objectives; limitations; restrictions</li> <li>• Theoretical Framework if applicable</li> <li>• Materials needed</li> <li>• Procedures/ directions</li> <li>• Processing/ questions/ discussion/ etc.</li> </ul>	<p>_____ Score earned</p> <p><b>X 5</b></p> <p>_____ Score earned</p>
<p><b>Note to Instructor:</b></p> <p><b>Item 2</b></p> <p><b>C6: Engage with Individuals, Families, Groups, Organizations, and Communities</b></p>						
2. Facilitation/ Engagement	<p><b>Organized well</b></p> <p><b>AND demonstrates the ability to engage the members of the grp as evidenced by the following 1 skills:</b></p> <ul style="list-style-type: none"> <li>• Building rapport</li> <li>• Eliciting responses</li> </ul>	<p><b>Organized well</b></p> <p><b>AND demonstrates the ability to engage the members of the grp as evidenced by the following 2 skills:</b></p> <ul style="list-style-type: none"> <li>• Building rapport</li> <li>• Eliciting responses</li> </ul>	<p><b>Organized well</b></p> <p><b>AND demonstrates the ability to engage the members of the grp as evidenced by the following 3 skills:</b></p> <ul style="list-style-type: none"> <li>• Building rapport</li> <li>• Eliciting responses</li> </ul>	<p><b>Lacks organization</b></p> <p><b>BUT demonstrates the ability to engage the members of the grp as evidenced by the following 4 skills:</b></p> <ul style="list-style-type: none"> <li>• Building rapport</li> <li>• Eliciting responses</li> </ul>	<p><b>Organized well</b></p> <p><b>AND demonstrates the ability to engage the members of the grp as evidenced by the following 4 skills:</b></p> <ul style="list-style-type: none"> <li>• Building rapport</li> <li>• Eliciting responses</li> </ul>	<p>_____ Score earned</p> <p><b>X 5</b></p> <p>_____ Score earned</p>

	<ul style="list-style-type: none"> <li>• Participant interaction with each other</li> <li>• Activating listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Participant interaction with each other</li> <li>• Activating listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Participant interaction with each other</li> <li>• Activating listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Participant interaction with each other</li> <li>• Activating listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Participant interaction with each other</li> <li>• Activating listening skills</li> </ul>	
<i>Note to Instructor:</i> <i>Items 3</i> <b>C8: Intervene with Individuals, Families, Groups, Organizations and Communities</b>						
3. Facilitation: Intervention	Demonstrates ALL 6 of the following at a beginning level: <ul style="list-style-type: none"> <li>• Use of communication skills</li> <li>• Appropriate use of grp techniques &amp; tools</li> <li>• Ability to understand the activity</li> <li>• Ability to Process the activity</li> <li>• Ability to direct the flow of the grp</li> <li>• Ability to use effective task &amp; maintenance functions appropriately</li> </ul>	Demonstrates ALL 6 of the following at a developing level: <ul style="list-style-type: none"> <li>• Use of communication skills</li> <li>• Appropriate use of grp techniques &amp; tools</li> <li>• Ability to understand the activity</li> <li>• Ability to Process the activity</li> <li>• Ability to direct the flow of the grp</li> <li>• Ability to use effective task &amp; maintenance functions appropriately</li> </ul>	Demonstrates ALL 6 of the following at a marginal level: <ul style="list-style-type: none"> <li>• Use of communication skills</li> <li>• Appropriate use of grp techniques &amp; tools</li> <li>• Ability to understand the activity</li> <li>• Ability to Process the activity</li> <li>• Ability to direct the flow of the grp</li> <li>• Ability to use effective task &amp; maintenance functions appropriately</li> </ul>	Demonstrates ALL 6 of the following at a proficient level: <ul style="list-style-type: none"> <li>• Use of communication skills</li> <li>• Appropriate use of grp techniques &amp; tools</li> <li>• Ability to understand the activity</li> <li>• Ability to Process the activity</li> <li>• Ability to direct the flow of the grp</li> <li>• Ability to use effective task &amp; maintenance functions appropriately</li> </ul>	Demonstrates ALL 6 of the following at an exemplary level: <ul style="list-style-type: none"> <li>• Use of communication skills</li> <li>• Appropriate use of grp techniques &amp; tools</li> <li>• Ability to understand the activity</li> <li>• Ability to Process the activity</li> <li>• Ability to direct the flow of the grp</li> <li>• Ability to use effective task &amp; maintenance functions appropriately</li> </ul>	_____ Score earned <b>X 5</b> _____ Score earned
<i>Note to Instructor:</i> <i>Items 4</i> <b>C9: Evaluate with Individuals, Families, Groups, Organizations and Communities</b>						

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;  BUT does not offer any substantial and meaningful recommendations	Identifies at least 3 strengths and 3 opportunities for growth for peers;  BUT fails to identify any strengths or opportunities for growth for self;  AND offers at least 2 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;  AND offers at least 1 substantial and meaningful recommendations	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;  AND offers at least 2 substantial and meaningful recommendations	  Score earned  X 4  Score earned
<i>Note to Instructor:</i> 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

**SWRK 523 Rural Community Organization and Development**

<b>SWRK 523-Organizing for Change Paper</b> C1: Demonstrate Ethical and Professional Behavior; C8: Intervene with Individuals, Families, Groups, Organizations, and Communities						
<b>____ Timeliness (10% deducted for each day late)</b>						
<b>Dimension</b>	<b>1 Beginning</b>	<b>2 Developing</b>	<b>3 Marginal</b>	<b>4 Proficient</b>	<b>5 Exemplary</b>	<b>Score/ Comments</b>
<b>1. Title Slide</b>	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 co 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
<b>For Intro &amp; Body:</b> <b>C8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>						


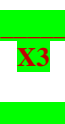
2. <b>Introductory Slides Summarizing your Community Assessment</b>	Includes an introduction that includes none of the following characteristics: Summary of Community Identification; Data and Information; Community Assets; and Resources/Power	Includes an introduction that includes 1 of the following characteristics: Summary of Community Assessment including Community Identification; Data and Information; Community Assets; and Resources/Power	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	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	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	<b>Score earned</b>
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**SWRK 530 Foundation of Social Welfare Policy**

<b>SWRK 530: Social Policy Analysis Paper</b>  <b>C1: Demonstrate Ethical and Professional Behavior; C3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice;  C4: Engage in Practice-informed Research and Research-informed Practice; C5: Engage in Policy Practice</b>							
Criteria	Exemplary (5 pts)	Proficient (4 pts)	Marginal (3 pts)	Developing (2 pts)	Beginning (1 pt)	Not Present (0 pts)	Score
<b>1. Introduction &amp; Conclusion (1.75 pts possible)</b>	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; <b>AND</b> conclusion includes ALL of the following: (1) Restates the purpose of the paper; (2) Highlights important details covered in the paper; and (3) Identifies current proposals for policy reforms	Includes an introduction <b>AND</b> conclusion;  BUT is missing 1 of the bulleted items under the exemplary category	Includes an introduction <b>AND</b> conclusion;  BUT is missing 2 of the bulleted items under the exemplary category	Includes an introduction <b>AND</b> conclusion;  BUT is missing 3 of the bulleted items under the exemplary category	Includes EITHER an introduction <b>OR</b> conclusion	Analysis does not include an introduction <b>OR</b> conclusion	<hr/>
<b>Items 2-7</b> C3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice; C4: Engage in practice-informed research and research-informed practice; C5: Engage in Policy Practice							
<b>2. Delineation &amp; Overview of the Problem (5.25 pts possible)</b>	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	Scholar includes all of the required components listed under the "Exemplary" category;  BUT at least one area is	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	<hr/>



	social provisions; strategies for delivery of benefits; methods of financing; ADEI)	under-developed					
<b>3. Historical Analysis (5.25 pts possible)</b>	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 – keeping in mind principles of ADEI	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	<div><div></div><div>X3</div><div></div></div>
<b>4. Social Analysis (5.25 pts possible)</b>	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 & conflicts – keeping in mind ADEI; and (6) Goals and hypotheses (Latent/ Implicit; Manifest/ Explicit)	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	<div><div></div><div>X3</div><div></div></div>
<b>5. Economic Analysis (5.25 pts possible)</b>	Economic analysis includes ALL of the following: (1) Macroeconomic impact; (2) Microeconomic impact; (3) Opportunity costs	Scholar includes all of the required components listed under the “Exemplary” category;	Scholar is either missing one of the required components listed under the “Exemplary” category;	Scholar is either missing two of the required components under the “Exemplary” category;	Scholar is either missing three of the required components under the “Exemplary” category;	Scholar is missing more than 3 of the required components;  OR includes all components, BUT all are under-developed	<div><div></div><div>X3</div><div></div></div>

	identified; and (4) Cost/benefit analysis	BUT at least one area is under-developed	OR includes all components, BUT 2 are under-developed	OR includes all components, BUT 3 are under-developed	OR includes all components, BUT 4 are under-developed		
<b>6. Political Analysis (5.25 pts possible)</b>	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 – keep in mind principles of ADEI?; (4) Legitimization of policy; (5) Rational decision-making, incremental change, or change through conflict; and (6) Political aspects of implementation – keeping in mind principles of ADEI	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	
<b>7. Policy Evaluation (5.25 pts possible)</b>	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;	
<b>Item 8</b> C1: Demonstrate Ethical and Professional Behavior							
<b>8. Writing Mechanics &amp; APA (1.75 pts possible)</b>	Paper has 0-1 spelling and/or grammar errors;  OR 0-1 APA errors;  AND includes at least 15 peer-reviewed sources	Paper has 2-3 spelling and/or grammar errors;  OR 2-3 APA errors;	Paper has 4-5 spelling and/or grammar errors;  OR 4-5 APA errors;  AND includes 11-12 peer-reviewed sources	Paper has 6-7 spelling and/or grammar errors;  or 6-7 APA errors;  AND includes 9-10 peer-reviewed sources	Paper has 8-9 spelling and/or grammar errors;  or 8-9 APA errors;  AND 7-8 peer-reviewed sources	Paper has > 9 spelling and/or grammar errors;  OR > 9 APA errors;  AND includes < 8 peer-reviewed sources	

		AND includes 13-14 peer- reviewed sources					
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### Practice Readiness Exam (PRE) 2024 FINAL

1. A social worker recently learned from the husband of a couple he is seeing that the husband believes he is gay. He states that he doesn't want to share this information with his wife. During the next session, the wife asks her husband if he would rather be with a man than a woman. The husband says "No." What is the FIRST response that the social worker should make in this situation?
  - a. Suggest that the husband be honest with his wife
  - b. Encourage the couple to discuss this later at home
  - c. Say nothing but plan to speak with the husband later
  - d. Encourage the couple to discuss this issue in more depth
2. Which theory typically views the community as divided into "haves and have nots" who are all competing for limited resources?
  - a. Power dependency
  - b. Conflict
  - c. Human behavior
  - d. Systems
3. When employing a framework for assessing a community, the phase that includes a focus on community strengths, values, and differences is part of which of the following tasks?
  - a. identifying the community on which to focus
  - b. locating data on the needs of the community
  - c. assessing the social and political assets of the community
  - d. assessing the structure and capacity of the community
4. The best strategy for advocating for policy change with a legislator who lacks knowledge of the topic is:
  - a. Protests and demonstrations
  - b. collaboration through education
  - c. appealing to emotion
  - d. use of community forums
5. Suzy comes to a first therapy appointment. She complains of "fits" in which she has heart palpitations, sweating, shaking, shortness of breath, dizziness, fear of losing control, and a fear of dying. Upon further explanation, she is unsure what triggers these episodes and worries that she is "going crazy." Which diagnosis best fits the symptoms Suzy mentioned to the social worker?
  - a. Generalized Anxiety Disorder
  - b. Panic Disorder
  - c. Agoraphobia
  - d. Social Anxiety Disorder
6. Eligibility for unemployment insurance (compensation) is most likely due to which of the following?
  - a. Diagnosis with a disability

- b. Providing care for a sick family member
  - c. Participating in a strike
  - d. Earned wages and the number of weeks employed
7. What is the type of need that is a demand for service?
- a. comparative
  - b. expressed
  - c. felt
  - d. normative
8. Sheri makes an appointment with a social worker to discuss her recent mental health concerns. During the intake, she shares that for several months at a time she feels a sad mood most of the day, a diminished interest in her favorite activities, frequent insomnia, difficulty concentrating, and recurrent thoughts of death (without a plan). This is alleviated by periods of decreased need for sleep, (2-3 hours per night), and a pressure to keep talking and easy distractibility. She believes that this time of more energy leads to impairment in her functioning including increased spending, increased libido, and irrational decision making. What might be the most appropriate diagnosis for the social worker to consider?
- a. Bipolar I Disorder
  - b. Cyclothymic Disorder
  - c. Bipolar II Disorder
  - d. Persistent Depressive Disorder
9. A social worker may decide to use closed-ended questions to:
- a. elicit detailed information from the client
  - b. limit the range of responses from clients
  - c. allow the client to tell their story
  - d. encourage the client to recount their experiences
10. An agency policy against dual role relationships between social workers and their clients serves many purposes. Which of the following is an example of a positive outcome of such a policy in a rural setting?
- a. reduced risk of client exploitation
  - b. reduced authenticity in community relationships
  - c. reduced need for social work supervision
  - d. reduced responsibility for client outcomes
11. When a worker and client face an uncompleted task, strengths and challenges need to be identified, so they can determine a method for moving through what process?
- a. Change
  - b. Permanency
  - c. planning
  - d. adjustment
12. A local social worker is employed by a Community Mental Health Care Center. As part of her job, the social worker just completed an assessment with Jody who by history is diagnosed with Post Traumatic Stress Disorder. The social worker gives Jody a Trauma Symptoms Inventory (TSI-2) to screen current symptoms of trauma. Jody's baseline score is in the severe range in the subscale areas of Insecure Attachment and Somatic Preoccupations. After eight weeks of treatment, the social worker reassesses Jody to determine her current level on the TSI-2. Jody now scores lower than the clinical area of concern on both the Insecure Attachment and Somatic Preoccupations subscales. What type of research design is being employed?

- a. Single Subject Research Design
  - b. Pre-experimental Research Design
  - c. Quasi-experimental Research Design
  - d. Experimental Research Design
13. Which of the following diagnoses is new in the DSM 5 TR?
- a. Disruptive Mood Dysregulation Disorder
  - b. Prolonged Grief Disorder
  - c. Bipolar II Disorder
  - d. Persistent Depressive Disorder
14. What is the term that refers to moving beyond learning about distinct cultures and instead exploring oppression and power in relation to privilege?
- a. cultural diversity
  - b. ethnocentrism
  - c. critical multiculturalism
  - d. cultural competency
15. The capacity of a rural community to successfully adapt to maladaptive life events, trauma, and stress is a hallmark of the following perspective:
- a. strengths perspective
  - b. empowerment perspective
  - c. membership perspective
  - d. resilience perspective
16. Which of the following treatment processes are associated with Structural Family Family Therapy?
- a. Keeping journals for later analysis
  - b. Behavior contracting
  - c. Examining boundaries within the family
  - d. Increasing self-esteem of family members
17. Rachel works in an agency that provides crisis intervention and follow-up services to survivors of sexual assault. In her position in the agency, Rachel handles crisis calls, makes emergency room visits, and provides referrals for requested longer term services, such as psychotherapy or assistance in obtaining new living quarters. Which role seems to occupy much of Rachel's time?
- a. Broker
  - b. Counselor
  - c. Mediator
  - d. Negotiator
18. A researcher wants to examine mean differences on a scale designed to measure "her student's attitudes towards statistics." She administers the scale to her class at the beginning of the semester, and then again at the end of the semester to the same class. She wants to see if there are differences in the "attitudes towards statistics" scale when comparing the scores. What statistical test should she use?
- a. One sample t-test

- b. Dependent t-test
  - c. Independent samples t-test
  - d. One way ANOVA
1. A social worker at a community mental health center is working with a 21-year-old client who has been experiencing a great deal of rejection from family and friends. The rejections followed an admission by the client that she is a lesbian. During the third session the client begins to cry and says, "Maybe my mom is right. She says all I need to do is find the right man." After reflecting the client's unhappy feelings, the social worker should NEXT:
- e. use universalization to provide reassurance to the client
  - f. explore the client's psychosocial history
  - g. encourage the client to spend time rethinking her sexual orientation
  - h. arrange for a family session to assist the client's family
19. A social worker says to a client of color "When I look at you, I don't see color." This is an example of:
- a. microaggression
  - b. Cultural sensitivity
  - c. Assimilation
  - d. stereotype
20. Who was the labor leader and civil rights activist who co-founded the National Farm Workers Association?
- a. Jane Addams
  - b. Cesar Chavez
  - c. Frances Perkins
  - d. Harry Hopkins
21. Under which of the following sets of circumstances should a clinical social worker refer a client to a physician?
- a. The client reports to have seen a physician last month
  - b. The client's symptoms could only be due to psychological causes.
  - c. The client's psychological problems could have physical complications.
  - d. The client says she/he has a phobia of physicians
22. In response to the killing of Breonna Taylor in Louisville, Kentucky as well as other unarmed black men and women across the U.S., many people participated in demonstrations and protests advocating for justice. Which strategy BEST describes this type of advocacy?
- a. Collaborative
  - b. Campaign
  - c. Contest
  - d. Confounding
23. Working with vulnerable populations is a huge part of the social work field that helps to promote and pursue change. Which goal is to advocate for the populations in need of resources, opportunity, and equality.
- a. Social Justice
  - b. Self Determination
  - c. Importance of Human Relationships
  - d. Commitment to Clients

24. Which of the following is most indicative of the first stage of group development?
- Mutual Aid and Problem Solving
  - Separation and Transfer of Skills
  - Uncertainty, Ambivalence, and Anxiety
  - Movement from “We” to “I” (interdependence to autonomy)
25. A child welfare worker is interviewing a parent who admits to abusing a child in a temper outburst. The social worker feels himself becoming angry as he listens. To deal with the anger in the most appropriate way, the social worker should:
- recognize the anger and discuss it later with the supervisor
  - ignore the anger and proceed with the interview
  - acknowledge the anger to the parent and continue the interview
  - request the case be transferred to another social worker
26. The social worker’s ability to critical self-reflect while allowing the client to be the expert on themselves is referred to as
- microaggressions
  - cultural humility
  - social diversity
  - cultural competence
27. Which is the U.S. federal agency that specifically regulates farming policies?
- USDJ
  - USDC
  - USDF
  - USDA
28. Which statement is supported by the *NASW Code of Ethics* in terms of sexual relationships between social workers and clients?
- “True love merits an exception to policy”
  - “Once a client always a client”
  - “A social worker should never touch a client under any circumstance”
  - “A power differential ends when a client is terminated”
29. To help a client improve their decision making skills, the social worker should:
- analyze the situation for the client
  - give the client instructional pamphlets on decision making
  - ask the client to make a decision on her/his own
  - teach the client how to examine alternate solutions
30. A new social worker attending an organizational orientation is told “This is the way we do things here. It is an unwritten rule.” This is an indicator of:
- organizational culture
  - organizational theory
  - organizational rule
  - organizational humility
31. A one-tailed research hypothesis predicts that:



- a. Variables will be found to be related, but in an unknown direction
  - b. Variables will be found to be unrelated/no difference
  - c. Variables will be found to be related in a known direction
  - d. Variables will be statistically significant
32. How can environmental racism best be described?
- a. a racist act that occurs only in lower income areas
  - b. toxins in the physical environment occur more often and more seriously in areas where the most vulnerable people live
  - c. a type of discrimination where people of high income are marginalized
  - d. a radical concept that began at the turn of the 20<sup>th</sup> century
33. In family practice, which of the following is an example of family protective factors?
- a. Personal characteristics
  - b. Financial concerns
  - c. Spiritual trauma
  - d. Supportive family atmosphere
34. The outcome or “effect” in a research study is defined as which of the following variables?
- a. independent
  - b. dependent
  - c. intervening
  - d. extraneous
35. Efforts by social workers to persuade clients to adopt the social workers personal values violate the principle of:
- a. individualization
  - b. approval
  - c. self-determination
  - d. service
36. One way to establish support for a rural transportation policy would be to gather all rural community groups that are supportive and work in an interdependent way towards that change. This is called:
- a. reciprocity
  - b. coalition building
  - c. negotiation
  - d. coercion
37. Social workers can clearly break confidentiality without consent to release information for which of the following reasons?
- a. To assist the police in a burglary investigation at a local school
  - b. To assist the FBI in identifying a person who has known terrorist friends
  - c. To prevent a client from committing suicide
  - d. To assist a client’s employer in obtaining medical records
38. In Kohlberg’s model of moral development, which level involves an obedience and punishment orientation?
- a. preconventional

- b. conventional
- c. postconventional
- d. nonconventional

39. The Distributed Functions theory of leadership suggests

- a. Leadership can be a shared responsibility depending on the need
- b. Leaders have inherent personal traits
- c. Co-leadership is best practice and most effective
- d. Group size be limited for maximum one-way communication

1. Sam has been working with his client Sarah for 3 months now. The initial treatment goals they contracted to work on were the following: Goal 1 – Sarah will develop and regularly practice 3 coping strategies when she feels down; Goal 2 – Sarah will increase time with friends to 3 outings per week. Sarah reports she has been using 2 coping strategies and has increased outings with friends to once per week. She feels this is adequate for her. What is the best way to report this in your documentation and move forward in treatment?

- 1. Sarah has made progress with regularly implementing 2 coping strategies and increasing outings with friends to once per week. Client chooses to consider these goals achieved and move on to other goals.
- 2. Sarah has made progress with regularly implementing 2 coping strategies and increasing outings with friends to once per week. Will continue to encourage client to meet these initial goals despite her resistance to them.
- 3. Sarah has not met her goals. Continue to monitor progress towards goals.
- 4. Sarah has almost met her goals. Continue to work toward overcoming client resistance to meeting her initial goals.

Nikki is working as a therapist in a local community mental health center. Her

Client, Andres, comes into the session and is visibly upset. Andres is hesitant to

Respond to Nikki's questions, and when he does respond, he is very angry. At one point, Andres replied, "Why do you care, all you white people want to do is build a wall and take my kids away." What is the BEST way for Nikki to respond?

- Well, you are here legally, right?
- It sounds like you are scared and maybe impacted by what you are hearing in the media. Would you like to take some time and talk through those feelings?
- I'm sorry you feel that way. How can I help you today?
- I'm hearing you say that you are angry and afraid I am going to have you deported. That's not why we are talking today, so let's try and focus on what brought you in today?

In solution focused therapy, techniques are designed to:

- help clients experience their feelings more intensely
- teach the client to experience only positive thoughts
- enable clients to deal with their existential loneliness
- identify exceptions to behavior and find ways to use these for successful interactions

A social worker conducts a home visit to a 60 year old Latina client whose son, a police officer, was recently killed in the line of duty. The social workers observes that an altar has been constructed and covered with candles. In the center is a picture of the young officer in his uniform. Through her tears, the mother states that during the two weeks since his death, her son has frequently "sent angels" to comfort her. Culturally competent practice would indicated that the social worker should FIRST:

- refer the client for a medical evaluation
- explore mourning rituals of the clients' family

- assess the client for psychotic symptoms
- evaluate the potential for self-harm

A group of members with shared concerns, led by a non-professional experiencing the same challenge as the members of the group, is an example of what type of group?

- Psychoeducational
- Encounter
- Self-help
- Socialization

Once the social worker recognizes the client's need and identifies an agency where they qualify for services, the social worker should assess how much help they will need to carry through on the referral. What is this process called?

- Final assessment
- Mentoring
- Dependent follow-through
- Independent follow-through

Which one of the following is an empowering assumption about human systems?

- All human system behavior is illogical in context
- Challenges exist mainly within the clients themselves
- All human system behavior is money motivated
- Clients know their situation best

Amelinda is afraid of storms. She survived a tornado as a child and still has many fears about weather events. If it is a cloudy day, she finds herself anxious and carefully watches her weather app as well as the radar on her computer in order to help reduce anxiety. Amelinda studies the patterns of the weather events and even considers herself as accurate as a "storm team spotter." What defense mechanism is Amelinda unconsciously employing to handle her fear of storms?

- Displacement
- Intellectualization
- Denial
- Rationalization

You are a social worker in a rural community mental health center and have been assigned to work with a client who sexually abused their child. You have never worked with sex offenders and do not think you are knowledgeable enough to help this client. What is the BEST response in this situation?

- Refer the client to another agency
- Consult your colleagues and follow their recommendations
- Find and use supervision of an expert in treating sex offenders
- Put the client on a waiting list while you receive training

Crisis intervention models in social work involve 3 stages. Which of these are the proper 3 stages in the appropriate order of intervention?

- Engagement, Application, Closure
- Assessment, Implementation, Termination
- Initial interview, Intervention, Ending
- Intervention, Engagement, Termination

Which of the following is a viable use of genograms in social work practice?

- Identifying the client's level of involvement in spiritual practices
- **Helping a client tell their family "story"**
- Establishing rapport based on similarities between the client's family and the social worker's family
- Looking for environmental supports in the community

According to the *NASW Code of Ethics*, ethical decision-making takes into account which of the following?

- **Reasonable differences of opinion about ranking of ethical standards**
- Educational level of the Social Worker
- A staff supported peer review process
- Allowances for miscommunication across disciplines

Rochelle meets with their social worker once a week. They usually explore different situations in their life. As Rochelle is discussing, the social worker listens and assists the client in identifying thoughts, feelings and actions. Which model of practice is the social workers displaying in the work with this client?

- Rogerian Techniques
- Solution Focused Techniques
- Narrative Techniques
- **Cognitive Behavioral Techniques**

Jed was a Marine Major who commanded a group of soldiers in Baghdad. During a patrol, a suicide bomber blew himself up near the group. When it was all done, 11 civilians and 6 of Jed's own men had been killed. After his tour of duty, Jed was discharged honorably. He seemed to adjust well to civilian life, taking a job at an engineering firm and getting married. His wife is now expecting a child in 6 months. For the past 6 months, Jed has not talked about this experience or any other war experiences with his family. He has begun having flashbacks triggered by loud noises, runs for cover and yells at his wife to do the same, and has explosive anger episodes at home. The diagnosis that best describes Jed's symptoms and behaviors is:

- Acute Stress Disorder
- **Post-Traumatic Stress Disorder**
- Generalized Anxiety Disorder
- Panic Disorder

In a research study, what is the name of the group that does not receive the intervention?

- **control**
- experimental
- primary
- support

Which of the following is an example of an individual interacting with components of their environment?

- a. **A child's violent behavior influenced by a conflict-ridden household**
- b. A child with attention deficit disorder who is over medicated
- c. A teacher's classroom rules learned from undergraduate education
- d. A parent's behavior

What Supreme Court decision upheld the constitutionality of racial segregation under the "separate but equal" doctrine?

- *Brown v. Board of Education*
- *Plessy v. Ferguson*
- *Dred Scott v. Stanford*
- *Loving v. Virginia*

According to Erikson, psychosocial development follows 8 stages. Which of the following basic conflicts occurs between the ages of 18 months and 2 years?

- Ego integrity vs. Despair
- **Autonomy vs. Shame and Doubt**
- Generativity vs. Stagnation
- Identity vs. Role Confusion

Johari's Window is a useful method in evaluating the use of:

- socialization
- **Self-disclosure**
- Group cohesion
- Social advocacy

There are selective and universal programs in the United States. Which of the following is a selective program?

- **Temporary Assistance for Needy Families (TANF)**
- Workers' Compensation
- Unemployment Insurance
- Old Age, Survivors, and Disability Insurance (OASDI)

The parents of a 4 year old child are referred for social work intervention by a local physician. The parents cannot get the child to separate from them to attend preschool. The child throws a tantrum when they start to leave the child at school. The most important area for the social worker to explore in the assessment phase is:

- the parenting style from which each parent was raised
- **parental knowledge of the child's developmental processes**
- parental use of rewards and punishments
- impact of the child's behavior on the child/parent relationships

What is a major problem experienced by social work clients in rural areas?

- less self-determination
- lower motivation for treatment
- **less access to social services**
- less initiative in following treatment plans

Which of the following explains why the Hawthorne effect is important to understanding administrative and organizational theory and behavior?

- **Explains how individual perception can affect organizational output**
- Helps us to understand that people are motivated by incentives
- Looks at task completion times with incentives provided
- Demonstrates that controlled experiments are essential to outcome determination

A consultant to a community action group, is expecting her first child at the end of the month and will begin a 90-day parental leave at that time. She has arranged for a respected colleague to work with the group during her absence. In order to make this transition as smooth as possible, she should probably:

- keep her plan secret so that nobody gets upset
- arrange for the group to meet at least once with both she and her colleague
- give the group chair the colleague's phone number and encourage her to make contact
- advise the chair to contact her at home if things don't work out with the alternate consultant

A school social worker is contacted by the classroom teacher due to concerns over a 10 year old boy named Oliver. The teacher reports that Oliver has had difficulty in the classroom since removal from his parents' home and placement in foster care 6-8 weeks ago. When asked for details, the teacher states that Oliver's emotions change quickly from anger to sadness. He yells at other students, kicks his desk, cries easily, and appears hopeless and nervous most of the time. The school social worker is concerned that Oliver might be exhibiting symptoms of which DSM 5 disorder?

- Acute Stress Disorder
- Post-Traumatic Stress Disorder
- Adjustment Disorder, depressed mood
- Adjustment Disorder, with mixed disturbance of emotions and conflict

A 15 year old is court ordered to treatment by the Court Designated Worker (CDW). The parents and adolescent attend the psychosocial assessment. The child states "none of it was my fault". Instead the child goes on to explain that his friend was the main "culprit that needs to be here". The parents express concern that Jaxon's behavior has increased in severity over the past several years. That his "taking stuff without permission" and "not being nice to the neighborhood animals" has led to stealing a neighbors car and going for a "Joy ride" with his buddies. The parents also expressed concern that Jaxon appears to have no remorse for his behaviors. With releases of information, the social worker calls the CDW and then the school counselor who corroborates a persistent lack of remorse and behaviors increasing in severity and intensity over a 2 year period. Which diagnosis should the social worker consider with the corroborating information?

- Oppositional Defiant Disorder
- Antisocial Personality Disorder
- Conduct Disorder
- Disruptive Mood Dysregulation Disorder

What type of evaluation would you conduct before implementing a program?

- Formative
- Needs assessment
- Summative
- Outcome

A 25 year old female client discloses to her social worker in the second interview that she has had a sexual relationship with her previous social worker. She states that she is no longer in therapy with that social worker, but that she still sees him in a nonprofessional sense as a friend. The current social workers' BEST ethical course of action is:

- report the other social worker to the governing board of social workers
- do nothing in terms of reporting it in order to respect the client's confidentiality
- explain the options available to your client if she chooses to report it
- give the client the number of the licensing board and ask her to call

Mike is an LCSW who works in the Crisis Stabilization Unit of the community mental health center. He and Sarah, who is a nurse practitioner also employed by the CSU, realize that they have a growing attraction to each other and wish to pursue a romantic relationship. Mike and Sarah work with many of the same clients during their inpatient stay. Ethically Mike (and/or Sarah) should probably:

- continue in their current routines as if nothing has changed since neither is the other's supervisor
- change to a different unit within the agency
- collaborate as a team when they see clients
- get married in order to save money on health insurance

An immigrant from Samoa arrives in your office to see you. She is obviously distraught. She speaks very little English, and you speak very little Samoan. The BEST way to know whether she understands what you are saying is:

- tell her to freely ask questions as she needs
- summarize what is said for her as she may need additional help in understanding therapeutic content
- immediately give her a referral to a bilingual therapist who can communicate more effectively with her
- have her summarize in her own words what has been said in the session

A social worker goes to a local church in a rural area. She sees that one of her clients also is a member of the church. What should the social worker do FIRST?

- Discuss boundaries with the client
- Find another church
- Ask the client to find another church
- Refer the client to another social worker

One of your supervisees is having difficulty with performing their job duties. Which of the following supervisor feedback statements would be most effective?

- "You don't seem motivated lately. What is going on with you?"
- "The distribution of t-shirts at the event was done poorly. Complaints were filed with me."
- "I noticed that two weeks ago you were over a week late with your client documentation. Can I help you with anything?"
- "The intake is missing information. You should fix that by revising it to include names and numbers of relatives' contact information."

The concept that an employer must make individual accommodation based on the specific needs of a qualified individual with a disability unless it would cause undue harm is known as:

- reasonable accommodation
- cultural accommodation
- environmental accommodation
- social accommodation

As part of the social work process, assessment is BEST described as a:

- discrete task to be completed before effective communication can begin
- continuing process throughout the course of intervention
- way to measure the effectiveness of the intervention process
- method of setting the goals of the intervention process

What level of measurement is the variable "hair color" (e.g., black, blonde, red, etc.)?

- nominal
- ordinal

- interval
- ratio

One group member continuously blames others in the group for his/her depression and hopelessness. In an effort to address the client's concerns, the social worker should FIRST:

- tell the client these feelings stem from fears
- encourage the group to be more sensitive to the client's feelings
- reiterate the guidelines for the group process
- encourage the client to talk about feelings within the group

In Maslow's Hierarchy of needs, which is the category that includes food and water?

- Physiological
- Love/Belonging
- Esteem
- Survival

An estranged family comes to a social worker to examine ways to handle a recent diagnosis of childhood cancer in their family. The family admits to knowing little about the diagnosis as well as the impact of a chronic illness long term on the family dynamics. What model of practice is MOST helpful to start with as the social worker is attempting to define appropriate roles and boundaries?

- Psycho-Educational Family Therapy
- Intergenerational Family Therapy
- Structural Family Therapy
- Object Relations Family Therapy

What is the term that refers to a payment to farmers by the government to help supplement their income and manage agricultural commodities:

- lease
- subsidy
- deed
- tariff

Social workers should take reasonable steps to avoid abandoning clients who still need services. Social workers should withdraw services precipitously only under unusual circumstances, considering all factors in the situation and taking care to minimize possible adverse effects.

- referral of services
- conflict of interest
- termination of services
- commitment to clients

Substance abuse issues should be considered in clinical assessment because these behaviors may impact:

- the client's willingness to accept a diagnosis as valid
- the clinician's understanding of symptoms and diagnosis
- the client's support system utilization
- the response of society to the client



A hospital social worker goes in to meet with Mrs. Bandini following a doctor's orders. Upon entering the room, Mrs. Bandini proceed to talk incessantly, not allowing the hospital social worker to speak. During this time, the hospital social worker uses active listening skills. Once Mrs. Bandini stops talking, what should the hospital social worker do NEXT?

- Refer
- Educate
- Paraphrase
- Advocate

Which principle in the Belmont Report can be described as "fair distribution of costs and benefits."

- Justice
- Respect
- Beneficence
- Autonomy

Social workers practicing in rural areas must have an awareness of which of the following about community members?

- Their connection to natural helping networks
- Their trust of outside systemic influences
- Their devaluing of the exchange between social systems
- Their complacency due to enormous challenges

\_\_\_\_\_ describes the process and time it takes for someone to integrate into a new culture.

- Adaptation
- Assimilation
- Acclimatization
- Accommodation

Which of the following is true about the role of relationship in social work practice?

- Relationship applies most directly to work with individuals.
- Relationship relates most directly to practice with small groups.
- Relationships are important for working with social systems at all levels.
- There is little demonstrated connection between relationship and worker effectiveness.

The NASW *Code of Ethics* specifically provides guidance for which of the following topics:

- Rural practice settings
- Bartering
- Environmental justice
- Social worker impairment

When we refer to social welfare and organizational context in generalist practice, what are we referring to?

1. What are the social welfare policies that impact the funding for services
2. The environment of the agency, how the workers get along, what type of supervision happens, what pay and job benefits do social workers receive, and where and what type of facility it is

3. The aspect of child welfare services, child protection services that has to do with detecting signs of child abuse and neglect
4. The agency that receives only child welfare funding

Which social work value refers to not working with a client outside of your scope of practice?

- Competence
- Social justice
- Integrity
- Dignity and worth of the person

Cultural competency involves the knowledge and \_\_\_\_\_ that a social worker needs to work effectively with multicultural clients

- skills
- precision
- logic
- heritage

The Great Depression era legislation dealing with the poor was landmark, and the MOST significant change was that it:

- made public agencies responsible for helping the poor
- received legislative support
- was administered at the state level
- made aiding the poor a national effort

When seeking changes in local institutions, such as schools, policy advocates should use which of the following strategies?

- Mobilize pressure from community groups
- Stay neutral in community conflicts
- Refrain from mobilizing groups
- Disregard all external influences

Which part of the Freudian psyche is concerned with acting in accordance with the values and morals of society?

- ego
- superego
- id
- hypo

Which cultural group often uses non-linear communication and storytelling to convey information to social workers?

- Latino/a American
- Native American
- Asian American
- African American

Tom is a 10-year-old child. He is in therapeutic foster care due to abuse and neglect in his birth family. The court ordered supervised visitation with the birth mother. After a visit, Tom returned to the foster home and wets the bed that night for the first time in months. This is an example of which defense mechanism?

- Projection
- Sublimation
- Reaction formation
- Regression

Mrs. Lin lost her husband last year and is now the sole caregiver for their three children, ages 8, 6, and 2, and for her mother, who has Stage 3 cancer of the lung. Even though this is in direct conflict with her cultural values, Mrs. Lin is afraid she will have to place her mother in a nursing care facility. The Lin's have been in the US less than 5 years, and Mrs. Lin has obvious language difficulties. She suggests that her eight-year-old son can act as a translator since no one in the agency can speak Chinese. Your BEST course of action would be to FIRST:

- allow the son to serve as an interpreter
- explore other possible options for interpreters
- communicate with Mrs. Lin without an interpreter
- recommend that the Lins relocate to a community in which interpreters will be more readily available

According to the *NASW Standards for Cultural Competence*, what is the term referring to the “integrated pattern of human behavior that includes thoughts, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group”?

- norms
- culture
- rituals
- identity

The way people's characteristics and social identities overlap and exacerbate oppression and discrimination while simultaneously enhancing power in social interactions is defined as what?

- c. Intersectionality
- d. Diversity
- e. Multi-practice
- f. Social justice

Which of the following theoretical perspectives views human behavior as the result of active interactions between people and their social systems?

- Feminist Theory
- Psychodynamic Theory
- Strengths Perspective
- Systems Theory

Doris has been the Executive Director of a large non-profit for 15 years. Recently, Performance and morale has been declining among front line workers. Doris decided to implement leadership changes in an effort to increase performance and morale. She is looking for a leader who can inspire their team because they expect the best from everyone and hold themselves accountable for their actions. What type of leader is Doris looking for?

- transactional

- transformational
- servant
- bureaucratic

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

Student Name: \_\_\_\_\_ School Term: \_\_\_\_\_

Field Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

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

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

**Competency #1: Intern demonstrates ethical and professional behavior.**

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

Place a “checkmark” beside the behaviors demonstrated. Place a “minus” beside the behaviors not yet demonstrated.

Semester  
1      2

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

Tasks:

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

Semester 1
Semester 2

**Competency #2: Advance human rights and social, racial, economic, and environmental justice.**

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

Place a “checkmark” beside the behaviors demonstrated. Place a “minus” beside the behaviors not yet demonstrated.

**Semester**  
**1      2**

2.1	Advocate for human rights at the individual, family, group, organizational and community system levels; and		
2.2	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.		

**Tasks:**

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

Semester 1
Semester 2

**Competency #3: Intern engages anti-racism, diversity, equity and inclusion (ADEI) in practice.**

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

Place a “checkmark” beside the behaviors demonstrated. Place a “minus” beside the behaviors not yet demonstrated.

Semester  
1     2

3.1	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and		
3.2	Demonstrate cultural humility by applying critical reflection, self-awareness, and self- regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.		

Tasks:

- Identify possible micro-aggressions in various settings and evaluate environmental factors that might influence personal biases.
- Discuss strategies that enhance personal knowledge and recognize cultural humility with field instructor.
- Research specific issues that negatively impact target populations and discuss with field instructor.
- **ADD ADDITIONAL TASK HERE:**

Semester 1
Semester 2



Competency #4: Engage in practice-informed research and research- informed practice.

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

Place a “checkmark” beside the behaviors demonstrated. Place a “minus” beside the behaviors not yet demonstrated.

Semester  
12

4.1	Apply research findings to inform and improve practice, policy, and programs; and		
4.2	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.		

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

Semester 1

Semester 2

**Competency #5: Engage in policy practice.**

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

Place a “checkmark” beside the behaviors demonstrated. Place a “minus” beside the behaviors not yet demonstrated.

**Semester**  
**1      2**

5.1	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and		
5.2	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		

**Tasks:**

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

Semester 1
Semester 2

**Competency #6: Engage with individuals, families, groups, organizations, and communities.**

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

Place a “checkmark” beside the behaviors demonstrated. Place a “minus” beside the behaviors not yet demonstrated.

Semester  
1     2

6.1	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and		
6.2	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.		

Tasks:

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

Semester 1
Semester 2

**Competency #7: Assess individuals, families, groups, organizations, and communities.**

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

Place a “checkmark” beside the behaviors demonstrated. Place a “minus” beside the behaviors not yet demonstrated.

**Semester**  
**1      2**

7.1	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and		
7.2	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		

**Tasks:**

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

Semester 1

Semester 2

**Competency #8: Intervene with individuals, families, groups, organizations, and communities.**

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

Place a “checkmark” beside the behaviors demonstrated. Place a “minus” beside the behaviors not yet demonstrated.

Semester  
1      2

8.1	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and		
8.2	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		

Tasks:

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

Semester 1
Semester 2

**Competency #9: Evaluate practice with individuals, families, groups, organizations, and communities.**

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

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

**Semester**  
**1      2**

9.1	Select and use culturally responsive methods for evaluation of outcomes; and		
9.2	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		

Tasks:

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

Semester 1

Semester 2

**STUDENT NAME:** \_\_\_\_\_

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

**Signature of Student/Date:** \_\_\_\_\_

**Signature of Field Instructor/Date:** \_\_\_\_\_

**Signature of Field Liaison/Date:** \_\_\_\_\_

**SEMESTER 1 MIDTERM COMMENTS:**

Student/Date: \_\_\_\_\_ Field Instructor/Date: \_\_\_\_\_

Task Supervisor/Date: \_\_\_\_\_ Liaison/Date: \_\_\_\_\_

**SEMESTER 1 FINAL EVALUATION:**

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

Overall GRADE Student has earned: \_\_\_\_\_PASS \_\_\_\_\_FAIL

I attest this student has completed \_\_\_\_\_ field hours during this semester.

Comments:

Field Instructor/Date: \_\_\_\_\_

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

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

Comments:

Student Signature/Date: \_\_\_\_\_

**Liaison Section: GRADES:** \_\_\_\_\_PASS \_\_\_\_\_FAIL

Passed All Journal Assignments: YES or NO

Comments:

Liaison Signature/Date: \_\_\_\_\_



**STUDENT NAME:** \_\_\_\_\_

**SEMESTER 2 MIDTERM COMMENTS:**

Student/Date: \_\_\_\_\_ Field Instructor/Date: \_\_\_\_\_

Task Supervisor/Date: \_\_\_\_\_ Liaison/Date: \_\_\_\_\_

**SEMESTER 2 FINAL EVALUATION: STUDENT NAME:** \_\_\_\_\_

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

Overall GRADE Student has earned: \_\_\_\_\_ PASS \_\_\_\_\_ FAIL

I attest this student has completed \_\_\_\_\_ field hours during this semester.

Comments:

Field Instructor/Date: \_\_\_\_\_

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

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

Comments:

Student Signature/Date: \_\_\_\_\_

**Liaison Section: GRADES:** \_\_\_\_\_ PASS \_\_\_\_\_ FAIL

Passed All Journal Assignments: YES or NO

Comments:

Liaison Signature/Date: \_\_\_\_



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

Student Name: \_\_\_\_\_ School Term: \_\_\_\_\_

Field Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

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

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

## Competency #1: Intern demonstrates ethical and professional behavior.

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

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

**Semester**  
**1    2**

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

### Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

## Competency #2: Intern advances human rights and social, racial, economic, and environmental justice.

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

Place a “checkmark” beside the behaviors demonstrated.  
 Place a “minus” beside the behaviors not yet demonstrated.

Semester  
 1      2

2.1	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice and critically analyze the intersections in rural contexts.		
2.2	Advocate for human rights at the individual, family, group, organizational, and community system levels.		

Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

### Competency #3: Intern engages anti-racism, diversity, equity, and inclusion (ADEI) in practice.

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

Place a "checkmark" beside the behaviors demonstrated.

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

**Semester**

**1    2**

3.1	Apply and communicate understanding of the importance of ADEI in shaping life experiences in practice at the micro, mezzo, and macro levels in rural settings;		
3.2	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;		
3.3	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences; and		
3.4	Analyze the holistic and systemic nature of problems in rural settings taking care to attend the special factors of rurality: such as diverse cultural backgrounds, dual relationships, inadequate transportation, extreme poverty, difficult access to health care, and disenfranchisement from political processes.		

#### Tasks:

- Identify possible micro-aggressions in various settings and evaluate environmental factors that might influence personal biases.
- Discuss strategies that enhance personal knowledge and recognize cultural humility with field instructor.
- Research specific issues that negatively impact target populations and discuss with field instructor.
- **ADD ADDITIONAL TASK HERE:**

Semester 1 Comments:

Semester 2 Comments:

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

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

Place a “checkmark” beside the behaviors demonstrated.  
Place a “minus” beside the behaviors not yet demonstrated.

Semester

12

4.1	Use practice experience and theoretical underpinning of anti-racist and anti-oppressive evidence-based practice models to inform scientific inquiry and research;		
4.2	Integrate and adapt research evidence to inform and improve ADEI practice, policy, and service delivery in rural settings;		
4.3	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.		

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

Semester 1 Comments:

Semester 2 Comments:

Competency #5: Intern engages in policy practice.

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

Place a “checkmark” beside the behaviors demonstrated.  
Place a “minus” beside the behaviors not yet demonstrated.

Semester  
1    2

5.1	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies at the local, state, and federal levels the delivery of and access to support services in rural areas; and		
5.2	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice in rural settings.		

Tasks:

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

Semester 1 Comments:
Semester 2 Comments:



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

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

Place a "checkmark" beside the behaviors demonstrated.

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

**Semester**

**1    2**

6.1	Apply knowledge of human behavior and the person-in-environment, and inter-professional conceptual frameworks to engage with rural clients and constituencies;		
6.2	Ensure informed consent while using empathy, reflection, and interpersonal skills at an advanced level to effectively engage in culturally responsive practice in rural settings; and		
6.3	Utilize the most appropriate anti-racist and anti-oppressive engagement strategy according to each practice context		

### Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

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

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

Place a "checkmark" beside the behaviors demonstrated.

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

**Semester**

**1    2**

7.1	Collect and organize client-driven data, and skillfully apply critical thinking to interpret information from rural clients and constituencies;		
7.2	Apply theories of human behavior and the person-in-environment, and other culturally responsive and interprofessional conceptual frameworks when assessing rural clients and constituencies;		
7.3	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed upon plan based on the critical assessment of strengths, needs, and challenges in rural areas;		
7.4	Modify appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of rural clients and constituencies; and		
7.5	Consider aspects intrinsic in rural settings impacting assessment such as connections with church communities, neighbors, extended family, fictive kin, and other informal resources.		

### Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

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

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

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

**Semester**  
**1      2**

8.1	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence informed interventions to achieve rural clients and constituency goals;		
8.2	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of rural clients and constituencies;		
8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and culturally responsive and inter-professional conceptual frameworks in interventions with rural clients and constituencies;		
8.3	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes in rural settings;		
8.4	Provide leadership in program development, administration, and evaluation; clinical and organizational supervision; research development and utilization; and policy creation, reform, and implementation;		
8.5	Facilitate effective transitions and endings that advance mutually developed goals.		

### Tasks:

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

Semester 1 Comments:

Semester 2 Comments:

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

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

Place a “checkmark” beside the behaviors demonstrated.  
Place a “minus” beside the behaviors not yet demonstrated.

Semester  
1      2

9.1	Select and use culturally responsive methods for evaluation of outcomes in rural settings;		
9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other culturally responsive inter-professional conceptual frameworks in the evaluation of outcomes for rural clients and constituencies; and		
9.3	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities in rural contexts.		

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

Semester 1 Comments:

Semester 2 Comments:

**STUDENT NAME:** \_\_\_\_\_

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

**Signature of Student/Date:** \_\_\_\_\_

**Signature of Field Instructor/Date:** \_\_\_\_\_

**Signature of Field Liaison/Date:** \_\_\_\_\_

**SEMESTER 1 MIDTERM COMMENTS:**

**Student/Date:** \_\_\_\_\_ **Field Instructor/Date:** \_\_\_\_\_

**Task Supervisor/Date:** \_\_\_\_\_ **Liaison/Date:** \_\_\_\_\_

**SEMESTER 1 FINAL EVALUATION:**

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

Overall GRADE Student has earned: \_\_\_\_\_PASS \_\_\_\_\_FAIL

I attest this student has completed \_\_\_\_\_ field hours during this semester.

Comments:

Field Instructor/Date: \_\_\_\_\_

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

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

Comments:

Student Signature/Date: \_\_\_\_\_

**Liaison Section:** GRADES: \_\_\_\_\_PASS \_\_\_\_\_FAIL

Passed All Journal Assignments: YES or NO

Comments:

Liaison Signature/Date: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_

SEMESTER 2 MIDTERM COMMENTS:

Student/Date: \_\_\_\_\_ Field Instructor/Date: \_\_\_\_\_

Task Supervisor/Date: \_\_\_\_\_ Liaison/Date: \_\_\_\_\_

**SEMESTER 2 FINAL EVALUATION:**

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

Overall GRADE Student has earned: \_\_\_\_\_PASS \_\_\_\_\_FAIL

I attest this student has completed \_\_\_\_\_ field hours during this semester.

Comments:

Field Instructor/Date: \_\_\_\_\_

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

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

Comments:

Student Signature/Date: \_\_\_\_\_

**Liaison Section:** GRADES: \_\_\_\_\_PASS \_\_\_\_\_FAIL

Passed All Journal Assignments: YES or NO

Comments:

Liaison Signature/Date: \_\_\_\_\_



**CURRICULUM MAP TRADITIONAL**

<b>Program name:</b>	Master of Social Work (MSW)- Traditional
<b>Department:</b>	Social Work
<b>College:</b>	CHHS
<b>Contact person:</b>	Patricia Desrosiers
<b>Email:</b>	<a href="mailto:patricia.desrosiers@wku.edu">patricia.desrosiers@wku.edu</a>

**KEY:**

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

Course Subject	Number	Course Title	Learning Outcomes								
			LO1: Behavior	LO2: Human Rights	LO3: Diversity	LO4: Research	LO5: Policy	LO6: Engage	LO7: Assess	LO8: Intervention	LO9: Evaluation
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	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

\*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.)

## CURRICULUM MAP ADVANCED STANDING

<b>Program name:</b>	Master of Social Work (MSW)- Advanced Standing
<b>Department:</b>	Social Work
<b>College:</b>	CHHS
<b>Contact person:</b>	Dr. Patricia Desrosiers
<b>Email:</b>	<a href="mailto:patricia.desrosiers@wku.edu">patricia.desrosiers@wku.edu</a>

**KEY:**

**I = Introduced**

**R = Reinforced/Developed**

**M = Mastered**

**A = Assessed**

[illegible]

\*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.)