



UNIVERSITY OF
ARKANSAS

School of Social Work

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BSW Program Assessment Model/Methods

AS 4.0 Assessment

Assessment is an integral component of competency-base education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

4.1.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3).

The plan for evaluation of BSW program outcomes is grounded in a thorough review of BSW competencies and practice behaviors. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies and provides evidence of when the ongoing data collection and analysis will take place (AS 4.0.1 and 4.0.2). Several sets of data allow the program to provide feedback (AS 4.0.3) to the curriculum committee and to the faculty in order to adjust the program and course designs as needed. The data collection schedule is displayed below (Table 1). In Table 2, the BSW Data Measurement Protocol is also provided. This document is reviewed at the beginning of each academic year to provide a clear description to school personnel regarding when data collection will take place and who is accountable for each data collection measure and analysis. The previous year's assessment is presented to the faculty in the fall semester for discussion regarding the assessment implications (AS 4.0.3) and the committee updates the School's website with the current data (AS 4.0.4).

Table 1 Data Collection Schedule

Instrument	Collection Schedule	Data Points Per Student
SWEAP	During the final field seminar during the students graduating year	1
Field Evaluation Assessments	The field instructor completes a final evaluation of the student's progress based on BSW practice behaviors & competencies	1
Course Assignment Measuring Specific Practice Behaviors	BSW Courses during the curriculum	6-8 courses
Qualitative Exit Questions	During the final field seminar the students take the BEAP and the exit interview questions are attached	1

Table 2 BSW Data Measurement Protocol

Measurement Tool	Time Frame	Place/Activity	Person Responsible for Data Collection, Analysis, or Documentation
SWEAP Post test	April, August, and December	Last field seminar class each semester	BSW Program Director will make sure the Field Director gets enough paper copies of BEAP. Field Program Director will remind Field Seminar instructors to save 30 minutes of the last field seminar class to complete BEAP. BSW Program Director will send these off to SWEAP for analysis
Qualitative Exit Survey	April, August, and December	Last field seminar class each semester	A hard copy of this assessment will be attached to each SWEAP Assessment. Once collected by the Field Instructors , they will be given to the Assessment Chair
Field Post test	April, August and December	Last seminar class each semester	When Field instructors complete the final field evaluation each semester these will be returned to Field Program Director . The Field Program Director will have these data entered and submit to the Program Assessment Committee chair within two months of collection.
Course Assignment Grade	May and December	Varies throughout the semester-up to each instructor	At the end of each semester, each instructor responsible for core courses will provide the assessment chair a list of the grades earned for the assignment chosen to measure specific practice behaviors & competencies
Summary of Academic Year Competency Percentages	July-September	UA School of Social Work Website and Yearly Retreat	During the summer, the Program Assessment Committee completes the data points and analyzes the data. They present current information at the retreat and update the School's website.

Plan for the Evaluation of Core Competencies and Practice Behaviors

As seen in the schedule above, the UA School of Social Work utilizes three measurement tools within the BSW program to capture core competencies and related practice behaviors (See **Appendix A**). The measures are items on the SWEAP, class assignments, and items on field evaluation. Each measurement tool is specifically described below and a copy of these measurement tools is located in the Appendixes (AS.4.0.5). Items on the SWEAP Survey are

scored to arrive at an aggregate mean. This measurement occurs at the end of the program. Class assignments are assigned a grade from the course instructor resulting in a classification of “A-F”. Assignments include (1) written papers, (2) completion of individual, group, or community projects, (3) demonstration of interview skills in conjunction with peer evaluation, and (4) a group proposal. Items on field evaluation will be scored by the field instructor resulting in a score of “1 – 4”. The findings from this analysis provide measurement scores for specific practice behaviors; therefore, a clear and concise snapshot of the implicit program outcomes related to core competencies and associated practice behaviors is provided. This score can be compared to the competency benchmark of 75% developed by the UA School of Social Work for its BSW program. Two other program assessment tools are used to evaluate this program; however these other tools do not have specific data points to measure the core practice behaviors or competencies. These tools include the BSW licensing exam and qualitative exit interviews completed by graduating BSW students. A description of these tools is also provided below.

SWEAP

The first measure used for the BSW program assessment model is the Curriculum Assessment Instrument (FCAI) developed by the Social Work Education Assessment Project (SWEAP, 2013). This survey provides a direct measure of how well the program’s curriculum prepares students for practice. This instrument consists of 64 multiple choice questions designed to measure the knowledge gained in the ten CSWE competency areas. For graduating BSW students, the survey is completed during one of their final field seminar classes. The hardcopies of the FCAI are then sent off to SWEAP for analysis. Based on the SWEAP’s recommendation, certain questions from the FCAI were used to measure the knowledge gained for specific practice behaviors and competencies. The questions used to measure certain practice behaviors are located in the Core Competencies/Practice Behaviors and Measurement Tools table located in **Appendix A**. A copy of the SWEAP can be found in **Appendix B**. In the analysis, the cumulative correct percentage is provided based on the quotient of the number of respondents to the number of correct answers. The School of Social Work developed a benchmark of 75% desired for the cumulative correct percentage of the practice behavior. Some practice behaviors do not have a correlated FCAI question, while some practice behaviors have between 1-3 FCAI questions. An aggregate percentage of the results are combined with the aggregate percentage of the other measurement tools to compare to the benchmark provided for each of competencies (See **Appendix A**).

Field Evaluation Assessment

The field experience course work requires each student to demonstrate skills in social work practice that are directly related to the EPAS core competencies and practice behaviors. The skills are measured at two points for graduating BSW students. The points in time are the mid-term and final evaluation during the semester in which the student completes their fieldwork. The evaluation is carried out by an on-site field supervisor and is based on the observation of the practice skills of the student. The field evaluation instruments have multiple indicators addressing the core practice behaviors. Items on the core field evaluation are scored from “1-4”. For this assessment a “1” signifies that the student was not significantly engaged in the field assignments to measure this practice behavior and a “4” signifies that the student performed assignments at an advanced level and that they are practice ready. The School of Social Work would like to see all of our graduating BSW students achieve “practice ready” status or assigned a score of “4”, therefore, a benchmark of 4 used for this particular measurement tool. The number of students achieving this score is divided by the number of students taking field that

semester to calculate the percentage achieving this benchmark for this measurement tool. This achievement percentage is then combined with the other measurement tools to generate an overall outcome measure for each practice behavior and core competency. Benchmarking allows for feedback to the curriculum committee and the faculty so that needed adjustments in the course of study can reflect evidence-based course and program renewal. A copy of the field evaluation form using the competencies/practice behaviors are found in **Appendix C.**

Course Assignment Measuring Specific Practice Behaviors

Throughout the BSW curriculum, all courses have provided an assignment that the course professor believes addresses most, if not all, of the core competency practice behaviors in that class. This particular assignment also might encompass some of the collateral competencies and the subsequent practice behaviors. Most of the practice behaviors are measured by at least two course assignments developed throughout the curriculum. The specific class assignments associated with each Practice Behavior can be found in **Appendix D.** Class assignments are assigned a grade from the course instructor resulting in a classification of “A-F”. The benchmark for this outcome measurement is no less than a “B”. After all grades are calculated, the percentage for all A’s and B’s is calculated. Similar to the overall competency benchmark for the BSW program, the UA School of Social Work would like to see at least 75% of the students earn an “A” or a “B” on this assignment. The percentage achieved for each practice behavior will be combined with the percentages of the other outcome measurements.

National BSW Licensing Data

Every year the UA School of Social Work obtains from the Arkansas Board of Licensure the pass rates of the licensing exam of our graduated student body. These rates are based on the National Licensing Exam. These rates also allow the school to compare the pass rates of its students to the national pass rates, subsequently allowing us to compare student success to others nationally.

Qualitative Exit Questions

All BSW students are encouraged to complete qualitative exit questions. These questions are attached to the SWEAP Survey and are completed at the end of the year during one of the final field seminars. Students are released from class early to go to the computer lab to complete the SWEAP and the exit questions. The exit interview questions can be found in **Appendix E.**

4.1.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentages of students achieving each benchmark.

The analysis and findings of each measurement tool will be detailed in this section. Each measurement tool has an individual benchmark developed by the School and the data are examined based on achieving or not achieving these benchmarks. Also discussed are the findings and analysis of the combined data points. As previously described (see **Appendix A**), some practice behaviors use two measurement tools and some use three. When these data point percentages are combined and then divided by the number of data points, the school is able to evaluate the strengths and weaknesses of the program's curriculum per practice behavior and subsequently the specific core competencies. **Table 3** (see BSW Tables and Figures) provides a complete view of the measurement tools and benchmarks required by the UA School of Social work. Also in this table, the percentage of benchmark attainment is displayed per practice behavior. These percentages are combined to evaluate Competency 1-10 attainment for the UA BSW program. A summary of **Table 3** is provided towards the end of this report.

Two other program assessment tools are used to evaluate this BSW program; however these other tools do not have specific data points to measure the core practice behaviors or competencies. These tools include the BSW licensing exam and qualitative exit interviews completed by graduating BSW students. Findings from these tools will be examined and described as well.

Social Work Education Assessment Project

Over the past year, researchers administered the Curriculum Assessment Instrument (FCAI) to 35 students across three semesters (summer 2013, fall 2013, and spring 2014). The FCAI survey was used to evaluate 26 out of 41 practice behaviors. Some of the practice behaviors were evaluated by only one FCAI question and some practice behaviors were evaluated by two or three questions. The FCAI questions used per practice behavior are found on **Table 4** below along with the cumulative correct percentages attained. The benchmark the SCSW developed for this assessment tool was 70% and the practice behaviors that did not achieve the benchmark percentage are highlighted below.

Table 4- FCAI Percent Correct and Practice Behaviors

Practice Behavior	FCAI Questions	Cumulative Correct
1.1	12	100%
1.3	43, 49	72%
1.6	46	98%
2.7	49	66%
2.8	44, 45	62%
2.10	46, 47	82%
3.11	3, 10, 21	83%
3.12	11	97%
4.14	9, 51	81%
4.15	53	69%
4.16	16	87.5%
4.17	50, 52, 55	44%
5.18	60, 61, 64	79%
5.19	45	100%
6.21	36, 37, 38	64%
7.23	17, 19	64%
7.24	14	83%
8.25	5, 28, 29	61%
9.27	3	94%
10.29	2, 7	70%
10.31	6	80%
10.32	10	73%
10.33	11, 42	75%
10.36	4	78%
10.37	12	100%
10.41	6	80%

The FCAI survey shows a broad range of achievement from a high percentage of 100% to a low of 44%. When summarizing the FCAI survey, as reflected in **Table 4** (FCAI Percent Correct and Practice Behaviors), findings indicate that at the end of the BSW program curriculum, the following areas received the highest percentages (receiving a perfect score): *1.1* (Advocate for client access to the services of social work), *5.19* (Advocate for human rights and social and economic justice), and *10.37* (Implement prevention interventions that enhance client capacities

The practice behavior achieving the lowest percentage using this measurement tool was 4.17 (44%) *Viewing self as the learner and engage those whom they work as informants*. Other practice behaviors that attained a score less than the 70% benchmark set by the school of social work were 2.7-66% (*Recognize and manage personal values*), 2.8-62% (*Make ethical decisions*), 4.15-69% (*Gain sufficient self-awareness to eliminate the influence of personal biases*), 6.21-64% (*Use practice experience to inform scientific inquiry*), 7.23-64% (*Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation*), and 8.25 -61% (*Analyze, formulate and advocate for policies that advance social well-being*).

A visual representation of the highest and lowest ranking practice behavior attainment is located on **Table 7** (see **BSW Tables and Figures document**). The various practice behaviors are color coded based on the Competency the practice behavior is in. In the SWEAP section, the three competencies that scored the lowest were 4- Engage Diversity and Difference, 8- Apply Policy Practice, and 2- Apply SW Ethics.

Field Evaluations

During the past year, field instructors completed evaluations with 75 students for both the mid-term and final. The foundation field evaluation forms include 41 items representing 41 practice behaviors. The forms use the following response categories completed by the field instructor: Student has not significantly engaged in field assignments (1); Overall beginning level of performance (2); Overall intermediate level of performance (3); Advanced level of performance-practice ready (4). The possible range of scores was from 1 - 4. As already stated, the benchmark the School of Social work would like to see is a 4 to signify “Practice Ready”. **Table 5 (see BSW Tables and Figures document)** shows the specific practice behaviors, and the percentage of graduating BSW students achieving a “practice ready” score. The total percentages were constructed by averaging responses from the two different final data collections per semester.

For the final assessments across two periods, field instructors rated students highest in practice behaviors *10.33-96% (Assess client strengths and limitations)*, *10.30-94% (Use empathy and other interpersonal skills)*, *4.16-93% (Understand difference in shaping live)*, and *4.17-93% (Viewing themselves as learners)*. Analysis of data revealed that the lowest percentages attained were both within the Research Competency and includes *6.21-64% (Use practice experience to inform scientific inquiry)* and *6.22-64% (Use research evidence to inform practice)*.

The school of social work developed a benchmark whereby 75% of students achieve a “4” to reflect that they are practice ready. This very high benchmark was originally at 3.5 but because field instructors cannot give a 3.5 we moved the benchmark to 4.0. Highlighted in **Table 5** are the eleven practice behaviors that did not reflect a score above a 75% for this measurement tool. It is also important to note that the mean of all ten practice behaviors that are highlighted is above 3.5, therefore, meeting the original 3.5 benchmark for all of the practice behaviors. The visual representation located in **Table 7 (see BSW Tables and Figures document)** contains a Field data section as well. In the Field section, the three competencies that scored the lowest were 6- Research Informed Practice, 8- Apply Policy Practice, and 9-Respond to Contexts.

Course Assignment Measuring Specific Practice Behaviors

The University of Arkansas, School of Social Work required that faculty who teach any of the 7 core courses must track a specific assignment that encompasses the core competency and practice behaviors of that course. Most of the practice behaviors have at least 2-3 course assignments measuring that specific practice behavior. The course assignments measuring each practice behavior is located in **Appendix D**. For this measurement tool, faculty provide grades at the end of the semester for the assignment documenting the number of A’s, B’s, etc. for that assignment. As already reflected earlier in this document, students must achieve no less than a “B” for the benchmark. To analyze the percentage of attainment for this measurement, the evaluators calculated the number of all A’s and B’s and divided this number by the total number of student assignments graded for that practice behavior. **Table 6 (see BSW Tables and Figures document)** shows aggregate GPA for that assignment and the percentage of students attaining the “no less than a B” benchmark. As in previous measurement tool tables, those that did not meet the 75% benchmark are highlighted.

In summary, the course instructors rated the highest practice behavior attainment as: 1.6 (*Use supervision and consultation*), 10.34 (*Develop mutually agreed on intervention goals and objectives*), 10.35 (*Select appropriate intervention strategies*), and 10.40 (*Facilitate transitions and endings*). These practice behaviors all received an attainment of 100%, meaning that students all received an A or B in the correlated course assignment. The practice behaviors receiving the lowest attainment based on this measurement tool include: 2.9-64% (*Tolerate ambiguity in resolving ethical conflicts*), 2.10-62% (*Apply strategies of ethical reasoning to arrive at principled decisions*), 3.12-62% (*Analysis models of assessment, prevention, intervention and evaluation*), 6.21-64% (*Use practice experience to inform scientific inquiry*), 8.25-64% (*Analyze, formulate, and advocate for policies that advance social well-being*), 8.26-64% (*Collaborate with colleagues and clients for effective policy action*), and 10.38-64% (*Help clients resolve problems*). Based on **Table 7**, the lowest attaining practice behaviors were related to 2- Apply SW Ethics, 3-Critical Thinking, 8-Apply Policy Practice, and 6-Research Informed Practice.

4.1.3 The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.

Summary of Combined Data Points Per Practice Behavior and Competency

When analyzing the measurement data together, a clearer picture is displayed as to the specific strengths and weaknesses of the program. A visual representation of the program's practice behavior strengths and weaknesses is located in a graph displaying the percentages of practice behavior attainment (**Figure 1-see BSW Tables and Figures document**). While Table 7, mentioned above, displays the highest and lowest practice behavior attainment per measurement tool, **Table 8 (see BSW Tables and Figures document)** shows the combination of data points in regards to the strengths and weaknesses of the BSW curriculum. When the data points were combined, students showed their highest attainment in practice behavior: 10.30-*Use empathy and other interpersonal skills*, 1.5-*Use supervision and consultation*, 10.35-*Select appropriate intervention strategies*, 1.1-*Advocate for client access to services of social work*, 1.4-*Demonstrate professional demeanor in behavior, appearance and communication*. The lowest attainment came in 4 different practice behaviors and includes: 6.21-*Use practice experience to inform scientific inquiry*, 6.22-*Use research evidence to inform practice*, 8.25-*Analyze, formulate, and advocate for policies that advance social well-being*, 8.26-*Collaborate with colleagues and clients for effective policy action*, 2.8-*Make ethical decisions by applying standards of "NASW*. There were others that also fell below the 75% benchmark and they were: 2.9-*Tolerate ambiguity in resolving ethical conflicts*, 2.7-*Recognize and manage personal values in a way that allows professional values to guide practice*, 4.17-*View themselves as learners and engage those with whom they work as informants*, 9.28-*Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services*, 10.32-*Collect, organize, and interpret client data*, 10.38-*Help clients resolve problems*, and 10.41-*Social workers critically analyze, monitor, and evaluate interventions*.

Further analysis of the combination of data points is also found in **Table 3 (see BSW Tables and Figures)** when each practice behavior attainment percentage within each competency is averaged. This final percentage is then compared to the 75% benchmark developed by the School to evaluate the students' success of each competency. **Figure 2 (see BSW Tables and Figures)** is a visual representation of each competency based on the outcomes of the three measurement tools. Based on this analysis, the BSW program showed strengths in two

competencies. These include: *1-Identify as a Professional SW, and 10-Engage, Assess, Intervene, and Evaluate*. There were three competencies that did not meet the benchmark. These were: *2-Apply SW Ethics, 6-Research Informed Practice, and 8-Apply Policy Practice*

Social Work Licensure Summary

The Arkansas Social Work Licensure Board provides results of student passage of the licensure examination at the Bachelors and Masters level each year. Results are presented for the years 2011-2013.

Test Results for 2011

In 2011, a total of four (4) University of Arkansas graduates took the Bachelors level examination for the first time. Three (3) out of four (4) passed the test the first time they took it. This resulted in a pass rate of 75%, just slightly lower than the national average of 78%. Among the three (3) individuals who retook the test in 2011, two (2) out of three (3) passed the test resulting in a pass rate of 67%. The national pass rate of those who retook the test was only 38%. In summary, at the Bachelor's level, five (5) graduates passed the test, and two (2) failed resulting in a 71% pass rate, equal with the 71% at the national level.

Test Results for 2012

In 2012, 6 of 7 graduates passed the test on their first test attempt at the Bachelors level. The pass rate was 86%, resulting in a rate for the University of Arkansas that was 9 percentage points above the national average of 77%. Only 1 person retook the test and passed. In summary, at the Bachelor's level, seven (7) graduates passed the test, and one (1) failed resulting in an 88% pass rate, compared with 70% at the national level.

Test Results for 2013

In 2013, a total of eight graduated Bachelor students took the licensing exam and two (2) failed. This resulted in a 75% pass rate, compared to a slightly higher national rate of 78%. One person retook the test and failed again. In summary, when counting the test 're-takes', nine (9) took the exam at the Bachelor's level and six (6) passed while three (3) failed. The pass rate for the UA Bachelor students was 67% while the national level was 71%

Comparison of 2011, 2012, and 2013 Test Results and National Pass Rates

At the Bachelor's level, there was tremendous improvement during the 2012 year compared to 2011 and 2013 in first time pass rates. The rate of passing for first time test takers increased from 75% in 2011 and 2013 to 86% in 2012. In summary, the total rate of test taking (first time and repeat) resulted in a 71% pass rate for 2011, 88% pass rate for 2012 and a 67% pass rate for 2013.

The University of Arkansas compared favorably with the national average for first time Bachelors level social work licensure testing during 2012. First time test takers from the University of Arkansas passed the test at a 86% rate compared to 77% at the National level. When comparing the national rates 2011 and 2013, the comparison is only slightly less in 2013 and equal to during 2011. For instance in 2011, both the national rate and the UA rate was 71%. In 2013, the UA pass rate was 67% and the national pass rate was 71%.

Exit Questions Findings

During the academic year 2013-2014 a hard copy of the qualitative exit questions were attached to the SWEAP and completed during one of the last field seminar classes. Unfortunately, only 10 students completed these questions and submitted them for analysis. The assessment committee is currently assessing the protocol for this assessment tool to increase the completion rate. Because of the length of time it took for students to complete the SWEAPs, there was not enough time to complete the qualitative exit interview questions in class. The qualitative questionnaire contained 12 open-ended questions organized by several themes: administration, advising, admission, communication, academic experiences, faculty, and internship experiences. Based on the data received the key findings are below:

2013-2014 Key Findings and Comments

Experiences in the BSW Program

- The application to the core was helpful by encouraging students to think through their goals. Overall, the program was great and helpful in preparing me for a career.
- Instructors' warmth and genuineness, and practice experience. Faculty were very positive role models and brought real world experiences.
- Enjoyed the cohort and student closeness. The professor/student ratio was great.
- Courses and structure of the program were easy to navigate and the requirements were clearly defined and stated.

Favorable Experiences

- The curriculum offered a variety of courses and especially the diversity of practice experiences of the professors.
- The courses were hard yet rewarding. Other course strengths included the variety of teaching methods used within the classes and not just lectures and exams.
- Faculty were again seen as approachable, helpful, available, and very compassionate. One student commented that the faculty seemed to genuinely care about the students.

Field Seminar/Field Practicum

- Overall, field experience was very positive and invaluable. Most of the students seemed to enjoy the process orientation of seminar. One student stated, "I loved being able to debrief with someone outside of the internship". Another stated, "Field made me appreciate my education and classes."
- One person noted that seminar was too process-oriented and would have preferred more information on job readiness.
- Only a few challenges were pointed out in field but most concerns mainly had to do with the actual field placement. Comments were basically that their supervisors were sometimes disorganized or did not know what to do.

Students reported great satisfaction with the overall program at the University of Arkansas.

Suggestions for Improvement

The advising support provided by the J. William Fulbright College of Arts and Sciences Advising Center appeared to be the weakest point in program. Advising provided by the School of Social Work faculty appeared to be a better experience. The students consistently were dissatisfied with the advising they received in the Fulbright College. Some stated they did not receive any advising from Fulbright or if they did it was inconsistent or confusing. One person commented that one advisor they had in Fulbright graduated and when they left the student felt lost. Several of the students also commented that the SW advising they received was helpful and clarified some confusion. One mentioned the BSW Program Director directly, stating that when he stepped in things were better. Students also expressed that it would have been helpful to have a specific SW advisor and not just one in Fulbright. *(It is important to note that the social work students were all provided with a SW faculty advisor)*

Several of the students also commented on the online classes being a weakness. They believed that required online classes should come with a face-to-face option in order to provide students with a choice. Several students mentioned that they felt that the quality of the learning they received was less in the online classes. Some faculty communicated well during these classes but some seemed to struggle with Blackboard and communication.

A few students expressed a desire for greater choice in electives. Some of the classes were similar in topic and seemed to lack diversity. One student commented that the courses seemed to be focused more on working with adults and there were little discussions around issues related to children and families.

Conclusion

As previously mentioned, most students were very satisfied with the BSW curriculum and believed they were well prepared for the field in which they were entering. In summary, students consistently reported that faculty are the strongest component of the BSW program. Students confirmed that the faculty were warm, approachable, genuine, and brought real work experience into the classroom environment. Other strengths include real practice experiences in the form of classroom exercises and role plays, and the professor's disclosure of their own real practice successes and struggles. Field was also highlighted as a strength in the BSW program. Most enjoyed the processing and support they received from the seminar instructors.

Findings indicate predominately two areas needing improvement: (1) More effective, meaningful and personalized undergraduate advising that aids career growth; and (2) Strengthening or revision of online classes and/or policy.

Improvements Made Based On Outcomes

When comparing the School of Social Work's benchmark of 75% to the outcome of the data from the three measurement tools, there were two strong components. These had to do with *identifying as a social worker* and the competency of *engaging, assessing, intervening and evaluating their practice*. The areas needing improvement were in regards to *ethics, policy-practice and applying research*. The outcomes of the assessment model have been shared with the school faculty and staff during faculty retreats. The Curriculum Committee and full faculty have addressed these concerns and needs by implementing the following changes:

Issue Identified

Curriculum:

1. Online classes
 - A. Students want a choice between online and face-to-face classes.
 - B. Students want online courses to be more rigorous.
 - C. Students want increased communication from online instructors.
2. Electives
 - A. Students want more electives.
 - B. Students want electives that include children and youth, not just adults.
 - C. Students report an overlap of content in elective courses.
3. Advising
 - A. Some students were dissatisfied with the Fulbright College Advising Center.
 - B. Several students request a more personalized advising approach to aid in career growth.

Changes in Progress to Address Identified Concerns

1. Online classes
 - A. Offer more face-to-face classes along with the online option when possible. Based on the above feedback, in addition to the online Social Welfare Policy, we also added a face-to-face Social Welfare Policy class for the fall 2014 semester.
 - B. Official concerns about individual instructors have been resolved by the SCWK Director on an individual basis. A mandatory mid-term evaluation has been added to all online classes to monitor quality and quantity of online communication by adjunct online faculty; we have also suggested this process for full-time online faculty. Additionally, we have created structured supports to help address this concern. For example, we appointed a specially trained faculty member to serve as the Online Program Director; in this role, Dr. Ferguson provides peer-reviews of our online courses and provides faculty with regular feedback on ways in which to improve their online courses. We also appointed a seasoned faculty member to serve as the Part-Time Faculty Liaison; in this role she will conduct in-service trainings with part-time faculty, meet with part-time faculty individually, conduct classroom observations of their teaching, and provide written feedback of strengths and areas for improvement for those faculty.
 - C. To improve communication from online instructors, we have instituted a mid-term evaluation for all online classes in an effort to monitor quality and quantity of online communication by adjunct online faculty and as a suggestion for full time online faculty. We have created two new structured supports in August 2014 to provide quality improvement for our online courses. The first area of support is comprised of an Online Program Director who has received training specifically in this area. The second is a Part-Time Faculty Associate Director who will conduct in-service trainings with part-time faculty, meet with part-time faculty individually, conduct classroom observations of their teaching, and provide written feedback of strengths and areas for improvement for those faculty.

2. Electives

- A. To address the issue of limited electives, we are in the process of developing three new electives: Perspectives on Child Maltreatment and Child Advocacy, Professional and System Responses to Child Maltreatment, and Responding to the Survivor of Child Abuse and Survivor Responses. Perspectives on Child Maltreatment and Child Advocacy will be taught in August 2015, with the other two courses being offered in the spring and summer 2016 semesters respectively.
- B. The content of the three electives listed in 2.A is mostly focused on children and youth.
- C. The Associate Director will review elective course syllabi and make recommendations to the curriculum committee in March 2015 regarding the elimination of overlapping course content. When appropriate, she will make any recommendations for added course content in the electives.

3. Advising

- A. To address student concerns about limited advising from Fulbright College Advising Center (FCAC), the School of Social Work BSW Director, Professor Michael Collie, has met with the Director of the Advising Center to determine ways to strengthen advising. From this meeting, the following actions were identified as ways to improve the advising experience and outcomes for students: 1) All course and degree advising will be conducted by the FCAC in order to maintain academic enrollment consistency. This will eliminate mixed messages and erroneous information that occur with untrained faculty advisors. 2) The FCAC has assigned a designated professional advisor, Megan Clarkson-Guill, for the School of Social Work. Ms. Clarkson-Guill will be introduced to BSW students in various venues including new professional core orientation, BSW information sessions, and the SSW open house. 3) Students will be regularly reminded by Professor Collie via undergraduate listserv that they should make an advising appointment with Ms. Clarkson-Guill each semester before registering for classes.
- B. In terms of professional advising, students spend many hours each semester with a professional social worker through field seminar and supervision at internship. Students in field seminar participate in a skills lab specifically focused on professional identity and licensing in the field. They are advised on resumé writing and interviewing skills. Additionally, they are advised on the steps to secure their professional license. These experiences through field education are invaluable to students in the area of career growth. Promoting field education in this way may create a more accurate and positive perception of the advising activities in the SSW.
 - Two other steps have been taken to address the student concerns about advising. Students interested in the BSW program are invited to attend Information Sessions about the BSW program; the first session was hosted in August 2014 by Professor Collie. These meetings will be held at various times each semester to provide information about admission to the program and the social work profession in general.
 - Students new to the professional social work core are asked to attend a mandatory orientation during the first few weeks of the semester following admission to the core. In this meeting, students receive information about the BSW program, gain an introduction to the field education program, receive announcements about on-campus organizations and NASW, and are provided with preliminary information about the licensure exam and the UA MSW program.

RECOMMENDATIONS FOR IMPROVING LOW-SCORING COMPETENCIES

There were three competencies that did not meet the benchmark: Competencies 2, 6, and 8. Students did not reach the bench mark of 75% in any of the practice behaviors for competencies, 4, 2 and 2, respectively. Recommendations for changes in the BSW program curriculum are provide below for each of the eight low-scoring practice behaviors.

Competency 2: Apply Social Work Ethics

2.7 Recognize and manage personal values in a way that allows professional values to guide practice.

2.8 Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.

2.9 Tolerate ambiguity in resolving ethical conflicts.

2.10 Apply strategies of ethical reasoning to arrive at principled decisions.

These practice behaviors are assessed in four to seven courses in the BSW program, ranging from the Introduction to Social Work course through both Field Seminar courses. While it is advisable to discuss social work values and ethics beginning with the first social work class, one recommendation is for faculty who teach the more advanced BSW courses to augment their course content and assignments to more explicitly address issues of values and ethics. For example, in the Human Behavior and the Social Environment II course, Assignment 2, the intention is for students to *recognize and manage personal values in a way that allows professional values to guide practice* by discussing how their values might serve as assets or limitations in working to solve problems through the organization. A revision to this assignment might include adding the following:

1. Discuss how three ethics listed in the NASW Code of Ethics guide your analysis of the organization.
2. Discuss how the NASW Code of Ethics guide the problem-solving strategies you would use at the organization.

These revisions would also require students to demonstrate the practice behaviors of making *ethical decisions by applying standards of NASW Code of Ethics* and applying *strategies of ethical reasoning to arrive at principled decisions*.

Competency 6: Research Informed Practice

6.21 Use practice experience to inform scientific inquiry

6.22 Use research evidence to inform practice

Practice behavior 21 is assessed in five courses and practice behavior 22 is assessed in eight courses in the BSW program. As suggested above, one recommendation is for faculty to supplement course content and assignments to more explicitly address issues of research-informed practice. For example, in Practice I, Assignment 2 (Intervention, Evaluation, and Follow-Up), the intention is for students to *use practice experience to inform scientific inquiry* and *use research evidence to inform practice* by identifying three measureable goals for the client (with objectives), determining an intervention, developing an evaluation plan, and then interpreting the findings. While the assignment provides a strong opportunity for to students to demonstrate the two research-informed practice behaviors, the grading rubric is vague and does

not reinforce the assignment. A revision to this grading rubric might include adding the following criteria:

1. Intervention plan – student cites references to support the chosen intervention
2. Goals and objectives – are specific, measurable, and time-limited
3. Evaluation plan – instrument used and data collected are attached in appendix
4. Interpretation
 - a. Supported interpretation with citations from the literature
 - b. Discussed who they consulted (supervisor, client, etc.) with the interpretation of the findings.
5. Follow-up
 - a. Clearly articulated how the cycle of assessment, intervention and evaluation is demonstrated in their current and on-going work with the client,
 - b. Discussed changes they will incorporate in treatment and evaluation based on the interpretation of the findings.

Similar changes will be made to the Personal Practice evaluation assignment in the Field Internship and Seminar I courses.

Competency 8: Apply Policy Practice 0/2

8.25 Analyze, formulate and advocate for policies that advance social well-being

8.26 Collaborate with colleagues and clients for effective policy action

Practice behavior 25 is assessed in four courses and practice behavior 26 is assessed in three courses in the BSW program. The first recommendation is to supplement the content and assignments in the Social Welfare Policy course to include an assessment of practice behavior 26, *collaborate with colleagues and clients for effective policy action*. One way this can be achieved is by revising the Outside Learning Assignments to include a collaborative component. Two more requirements can be added to the three that currently exist: (4) discuss your observation of colleagues collaborating with each other to move the policy agenda forward, and (5) discuss a plan of how you will collaborate with colleagues to move the policy agenda forward. These criteria will also be added to the grading rubric.

Another recommendation is for faculty to revise their course content and assignments to more explicitly address issues of applying policy practice. For example, in the Social Welfare Policy course, the intention of the mid-term paper is for students to *analyze, formulate and advocate for policies that advance social well-being* by (a) selecting a public policy and (b) analyzing how it does and does not reflect four areas of the NASW Code of Ethics. While the assignment has a strong analysis component, it can be strengthened to include making recommendations to improve their chosen policy, and creating a plan that they execute to advocate for those changes. These criteria will also be added to the grading rubric.

Similar changes can also be made to the Field Internship and Seminar I and II courses by adding a policy-practice skills lab. Additionally, faculty can target two weeks in each semester for the students to journal about how they have demonstrated policy practice behaviors; field instructors can provide feedback about other strategies and/or tasks students can complete in order to address policy practice learning opportunities.



BSW Tables and Figures

2015 Reaffirmation

Table 3-BSW Program Core Competencies and Practice Behavior Findings

Competency	Competency Benchmark	Practice Behavior	Outcome Measure Benchmark	Percent Attaining Benchmark	Percent Attaining Practice Behavior	Percentage of Students Achieving Competency	Competency Attained?
2.1.1 Identify as a professional social worker	75% of students will demonstrate this competency	1. Advocate for client access to services of social work	Measure 1: Greater than "B" average or 3.0 GPA grades	Measure 1: 95%	91%	88%	Yes
			Measure 2: Must achieve score of 3.5 or above field	Measure 2: 77%			
			Measure 3: Cumulative correct no less than 80% SWEAP	Measure 3: 100%			
		2. Practice personal reflection and self-correction to assure continual professional development	Measure 1: Greater than "B" average or 3.0 GPA	Measure 1: 80%	80%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 79%			
		3. Attend to professional roles and boundaries	Measure 1: Greater than "B" average or 3.0 GPA	Measure 1: 95%	85%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 87%			

			Measure 3: Cumulative correct no less than 80%	Measure 3: 72%			
		4. Demonstrate professional demeanor in behavior, appearance and communication	Measure 1: Greater than "B" average or 3.0 GPA Measure 2: Must achieve mean of 3.5 or above	Measure 1: 95% Measure 2: 86%	91%		
		5. Engage in career-long learning	Measure 1: Greater than "B" average or 3.0 GPA Measure 2: Must achieve mean of 3.5 or above	Measure 1: 83% Measure 2: 88%	86%		
		6. Use supervision and consultation	Measure 1: Greater than "B" average or 3.0 GPA Measure 2: Must achieve mean of 3.5 or above Measure 3: Cumulative correct no less than 80%	Measure 1: 100% Measure 2: 83% Measure 3: 98%	94%		
2.1.2 Apply social work ethical principles to guide professional practice	75% of students will demonstrate	7. Recognize and manage personal values in a way that allows	Measure 1: Greater than "B" average or 3.0 GPA	Measure 1: 76%	74%	72%	No

	<p>this competency</p>	<p>professional values to guide practice</p>	<p>Measure 2: Must achieve mean of 3.5 or above</p> <p>Measure 3: Cumulative correct no less than 80%</p>	<p>Measure 2: 80%</p> <p>Measure 3: 66%</p>		
		<p>8. Make ethical decisions by applying standards of "NASW Code of Ethics" and as applicable IFSW statement of principles</p>	<p>Measure 1: Greater than "B" average or 3.0 GPA</p> <p>Measure 2: Must achieve mean of 3.5 or above</p> <p>Measure 3: Cumulative correct no less than 80%</p>	<p>Measure 1: 64%</p> <p>Measure 2: 74%</p> <p>Measure 3: 62%</p>	67%	
		<p>9. Tolerate ambiguity in resolving ethical conflicts</p>	<p>Measure 1: Greater than "B" average or 3.0 GPA</p> <p>Measure 2: Must achieve mean of 3.5 or above</p>	<p>Measure 1: 64%</p> <p>Measure 2: 78%</p>	71%	
		<p>10. Apply strategies of ethical reasoning to arrive at principled decisions</p>	<p>Measure 1: Greater than "B" average or 3.0 GPA</p> <p>Measure 2: Must achieve mean of 3.5 or above</p>	<p>Measure 1: 62%</p> <p>Measure 2: 82%</p>	75%	

			Measure 3: Cumulative correct no less than 80%	Measure 3: 82%			
2.1.3. Apply critical thinking to inform and communicate professional judgments	75% of students will demonstrate this competency	11. Distinguish, appraise, and integrate multiple sources of knowledge including research based knowledge and practice wisdom	Measure 1: Greater than "B" average or 3.0 GPA	Measure 1: 69%	76%	77%	Yes
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 75%			
			Measure 3: Cumulative correct no less than 80%	Measure 3: 83%			
		12. Analysis models of assessment, prevention, intervention and evaluation	Measure 1: Greater than "B" average or 3.0 GPA	Measure 1: 62%	77%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 72%			
			Measure3: Cumulative correct no less than 80%	Measure 3: 97%			
		13. Demonstrate effective oral and written communication in working with individuals, groups, organizations, communities and colleagues	Measure 1: Greater than "B" average or 3.0 GPA	Measure 1: 69%	78%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 87%			

2.1.4 Engage diversity and difference in practice	75% of students will demonstrate this competency	14. Recognize the extent to which a cultures structures and values may oppress, marginalize, alienate, and create or enhance privilege and power	Measure 1: Greater than "B" average or 3.0 GPA	Measure 1: 69%	78%	77%	Yes
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 84%			
			Measure 3: Cumulative correct no less than 80%	Measure 3: 81%			
		15. Gain sufficient self-awareness to eliminate in influences of personal biases and values in working with diverse groups	Measure 1: Greater than "B" average or 3.0 GPA	Measure 1: 72%	77%		
		Measure 2: Must achieve mean of 3.5 or above	Measure 2: 89%				
		Measure 3: Cumulative correct no less than 80%	Measure 3: 69%				
		16. Recognize and communicate their understanding of the importance of differences in shaping life experiences	Measure 1: Greater than "B" average or 3.0 GPA	Measure 1: 72%	84%		
		Measure 2: Must achieve mean of 3.5 or above	Measure 2: 93%				
		Measure 3: Cumulative correct no less than 68%	Measure 3: 87.5%				

		17. View themselves as learners and engage those with whom they work as informants	<p>Measure 1: Greater than "B" average or 3.0 GPA</p> <p>Measure 2: Must achieve mean of 3.5 or above</p> <p>Measure 3: Cumulative correct no less than 80%</p>	<p>Measure 1: 74%</p> <p>Measure 2: 93%</p> <p>Measure 3: 44%</p>	70%		
2.1.5. Engage human rights and social and economic justice	75% of students will demonstrate this competency.	18. Understand the forms and mechanisms of oppression and discrimination	<p>Measure 1: Greater than "B" average or 3.0 GPA</p> <p>Measure 2: Must achieve mean of 3.5 or above</p> <p>Measure 3: Cumulative correct no less than 80%</p>	<p>Measure 1: 68%</p> <p>Measure 2: 83%</p> <p>Measure 3: 79%</p>	77%	78%	Yes
		19. Advocate for human rights, and social and economic justice	<p>Measure 1: Greater than "B" average or 3.0 GPA</p> <p>Measure 2: Must achieve mean of 3.5 or above</p> <p>Measure 3: Cumulative correct no less than 80%</p>	<p>Measure 1: 76%</p> <p>Measure 2: 70%</p> <p>Measure 3: 100%</p>	82%		

		20. Engage in practices that advance social and economic justice	Measure 1: Greater than "B" average or 3.0 GPA Measure 2: Must achieve mean of 3.5 or above	Measure 1: 76% Measure 2: 75%	76%		
2.1.6. Engage in research informed practice and practice informed research	75% of students will demonstrate this competency.	21. Use practice experience to inform scientific inquiry	Measure 1: Greater than "B" average or 3.0 GPA Measure 2: Must achieve mean of 3.5 or above Measure 3: Cumulative correct no less than 80%	Measure 1: 64% Measure 2: 64% Measure 3: 64%	64%	64%	No
		22. Use research evidence to inform practice	Measure 1: Greater than "B" average or 3.0 GPA Measure 2: Must achieve mean of 3.5 or above	Measure 1: 65% Measure 2: 64%	64%		
2.1.7. Apply knowledge of human behavior and the social environment	75% of students will demonstrate this competency.	23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Measure 1: Greater than "B" average or 3.0 GPA Measure 2: Must achieve mean of 3.5 or above	Measure 1: 84% Measure 2: 76%	75%	78%	Yes

			Measure 3: Cumulative correct no less than 80%	Measure 3: 64%			
		24. Critique and apply knowledge to understand person and environment	Measure 1: Greater than "B" average or 3.0 GPA Measure 2: Must achieve mean of 3.5 or above Measure 3: Cumulative correct no less than 80%	Measure 1: 68% Measure 2: 91% Measure 3: 83%	81%		
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	75% of students will demonstrate this competency.	25. Social workers analyze, formulate, and advocate for policies that advance social well-being	Measure 1: Greater than "B" average or 3.0 GPA Measure 2: Must achieve mean of 3.5 or above Measure 3: Cumulative correct no less than 80%	Measure 1: 64% Measure 2: 68% Measure 3: 61%	64%	65%	No
		26. Social workers collaborate with colleagues and clients for effective policy action	Measure 1: Greater than "B" average or 3.0 GPA Measure 2: Must achieve mean of 3.5 or above	Measure 1: 64% Measure 2: 67%	66%		

2.1.9 Respond to contexts that shape practice	75% of students will demonstrate this competency.	27. Continuously discover appraise and attend to changing locales, populations scientific technological developments and emerging societal trends to provide relevant services	Measure 1: Greater than "B" average or 3.0 GPA	Measure 1: 66%	79%	75%	Yes
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 76%			
		28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	Measure 1: Greater than "B" average or 3.0 GPA	Measure 1: 76%	72%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 67%			
10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations and communities	75% of students will demonstrate this competency.	29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	Measure 1: Greater than "B" average or 3.0 GPA	Measure 1: 95%	83%	Competency 10- 82%	Yes
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 84%			
			Measure 3: Cumulative correct no less than 80%	Measure 3: 70%		Engagement 89%	Yes

		30. Use empathy and other interpersonal skills	Measure 1: Greater than "B" average or 3.0 GPA Measure 2: Must achieve mean of 3.5 or above	Measure 1: 95% Measure 2: 94%	95%		
		31. Develop a mutually agreed upon focus of work and desired outcomes	Measure 1: Greater than "B" average or 3.0 GPA Measure 2: Must achieve mean of 3.5 or above Measure 3: Cumulative correct no more than 80%	Measure 1: 95% Measure 2: 90% Measure 3: 80%	88%		
		32. Collect, organize, and interpret client data	Measure 1: Greater than "B" average or 3.0 GPA Measure 2: Must achieve mean of 3.5 or above Measure 3: Cumulative correct is no less than 80%	Measure 1: 78% Measure 2: 71% Measure 3: 73%	74%		
		33. Assess clients strengths and limitations	Measure 1: Greater than "B" average or 3.0 GPA	Measure 1: 78%	83%		

			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 96%			
			Measure 3: Cumulative correct is no less than 80%	Measure 3: 75%			
		34. Develop mutually agreed on intervention goals and objectives	Measure 1: Greater than "B" average or 3.0 GPA	Measure 1: 100%	90%	Assessment 85%	Yes
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 80%			
		35. Select appropriate intervention strategies	Measure 1: Greater than "B" average or 3.0 GPA	Measure 1: 100%	92%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 83%		Intervention 81.5%	Yes
		36. Initiate actions to achieve organizational goals	Measure 1: Greater than "B" average or 3.0 GPA	Measure 1: 83%	79%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 75%			
			Measure 3: Cumulative correct is no less than 80%	Measure 3: 78%			

		37. Implement prevention interventions that enhance client capabilities	<p>Measure 1: Greater than "B" average or 3.0 GPA</p> <p>Measure 2: Must achieve mean of 3.5 or above</p> <p>Measure 3: Cumulative Correct is no less than 80%</p>	<p>Measure 1: 83%</p> <p>Measure 2: 77%</p> <p>Measure 3: 100%</p>	87%		
		38. Help clients resolve problems	<p>Measure 1: Greater than "B" average or 3.0 GPA</p> <p>Measure 2: Must achieve mean of 3.5 or above</p>	<p>Measure 1: 64%</p> <p>Measure 2: 84%</p>	74%		
		39. Negotiate, mediate, and advocate for clients	<p>Measure 1: Greater than "B" average or 3.0 GPA</p> <p>Measure 2: Must achieve mean of 3.5 or above</p>	<p>Measure 1: 83%</p> <p>Measure 2: 80%</p>	82%		
		40. Facilitate transitions and endings	<p>Measure 1: Greater than "B" average or 3.0 GPA</p> <p>Measure 2: Must achieve mean of 3.5 or above</p>	<p>Measure 1: 100%</p> <p>Measure 2: 70%</p>	85%		
						Evaluation 74%	No

		41. Social workers critically analyze, monitor, and evaluate interventions	<p>Measure 1: Greater than "B" average or 3.0 GPA</p> <p>Measure 2: Must achieve mean of 3.5 or above</p> <p>Measure 3: Cumulative correct no less than 80%</p>	<p>Measure 1: 72%</p> <p>Measure 2: 70%</p> <p>Measure 3: 80%</p>	74%		
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Table 5: Percent BSW Students Achieving Benchmark on the Final Field Evaluation

Practice Behavior Code	Practice Behavior Statement	BSW Spring 2014 N=41	BSW Spring 2014 Mean N=41	BSW Fall 2013 N=34	BSW Fall 2013 Mean N=34	BSW Total Percentage N=75
PB1.1F	Advocate for client access to the services of social work	77.27%	3.75	76.47%	3.76	77%
PB1.2F	Practice personal reflection and self-correction to assure continual professional development	86.36%	3.84	70.59%	3.71	79%
PB1.3F	Attend to professional roles and boundaries	86.36%	3.84	88.24%	3.88	87%
PB1.4F	Demonstrate professional demeanor in behavior, appearance, and communication	86.36%	3.84	85.29%	3.85	86%
PB1.5F	Engage in career-long learning	88.64%	3.89	88.24%	3.88	88%
PB1.6F	Use supervision and consultation	86.05%	3.84	79.41%	3.76	83%
PB2.7F	Recognize and manage personal values in a way that allows professional values to guide practice	84.09%	3.82	76.47%	3.76	80%
PB2.8F	Make ethical decisions by applying standards of the NASW Code of Ethics	72.73%	3.70	75.76%	3.76	74%
PB2.9F	Tolerate ambiguity in resolving ethical conflicts	81.82%	3.80	73.53%	3.74	78%
PB2.10F	Apply strategies of ethical reasoning to arrive at principled decisions.	81.82%	3.80	82.35%	3.82	82%
PB3.11F	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	77.27%	3.75	73.53%	3.74	75%
PB3.12F	Analyze models of assessment, prevention, intervention, and evaluation	81.82%	3.80	61.76%	3.62	72%
PB3.13F	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	86.36%	3.84	88.24%	3.88	87%
PB4.14F	Recognize the extent to which a culture's structures and values may oppress,	86.36%	3.86	82.35%	3.82	84%

	marginalize, alienate, or create or enhance privilege and power					
PB4.15F	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	86.36%	3.84	91.18%	3.91	89%
PB4.16F	Recognize and communicate understanding of the importance of difference in shaping life experiences	90.91%	3.89	94.12%	3.94	93%
PB4.17F	View themselves as learners and engage those with whom they work as informants.	95.35%	3.93	91.18%	3.91	93%
PB5.18F	Understand the forms and mechanisms of oppression and discrimination	86.36%	3.84	79.41%	3.79	83%
PB5.19F	Advocate for human rights and social and economic justice	79.55%	3.77	58.82%	3.53	70%
PB5.20F	Engage in practices that advance social and economic justice	79.55%	3.77	70.59%	3.71	75%
PB6.21F	Use practice experience to inform scientific inquiry	73.81%	3.67	52.94%	3.53	64%
PB6.22F	Use research evidence to inform practice.	73.81%	3.71	52.94%	3.53	64%
PB7.23F	Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation	86.05%	3.84	64.71%	3.62	76%
PB7.24F	Critique and apply knowledge to understand person and environment	90.70%	3.88	91.18%	3.91	91%
PB8.25F	Analyze, formulate and advocate for policies that advance social well-being	69.77%	3.69	64.71%	3.65	68%
PB8.26F	Collaborate with colleagues and clients for effective policy action	74.42%	3.69	58.82%	3.59	67%
PB9.27F	Continuously discover, appraised and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services	83.72%	3.81	67.65%	3.68	76%
PB9.28F	Provide leadership in promoting sustainable changes in service deliver	72.09%	3.70	58.82%	3.56	67%

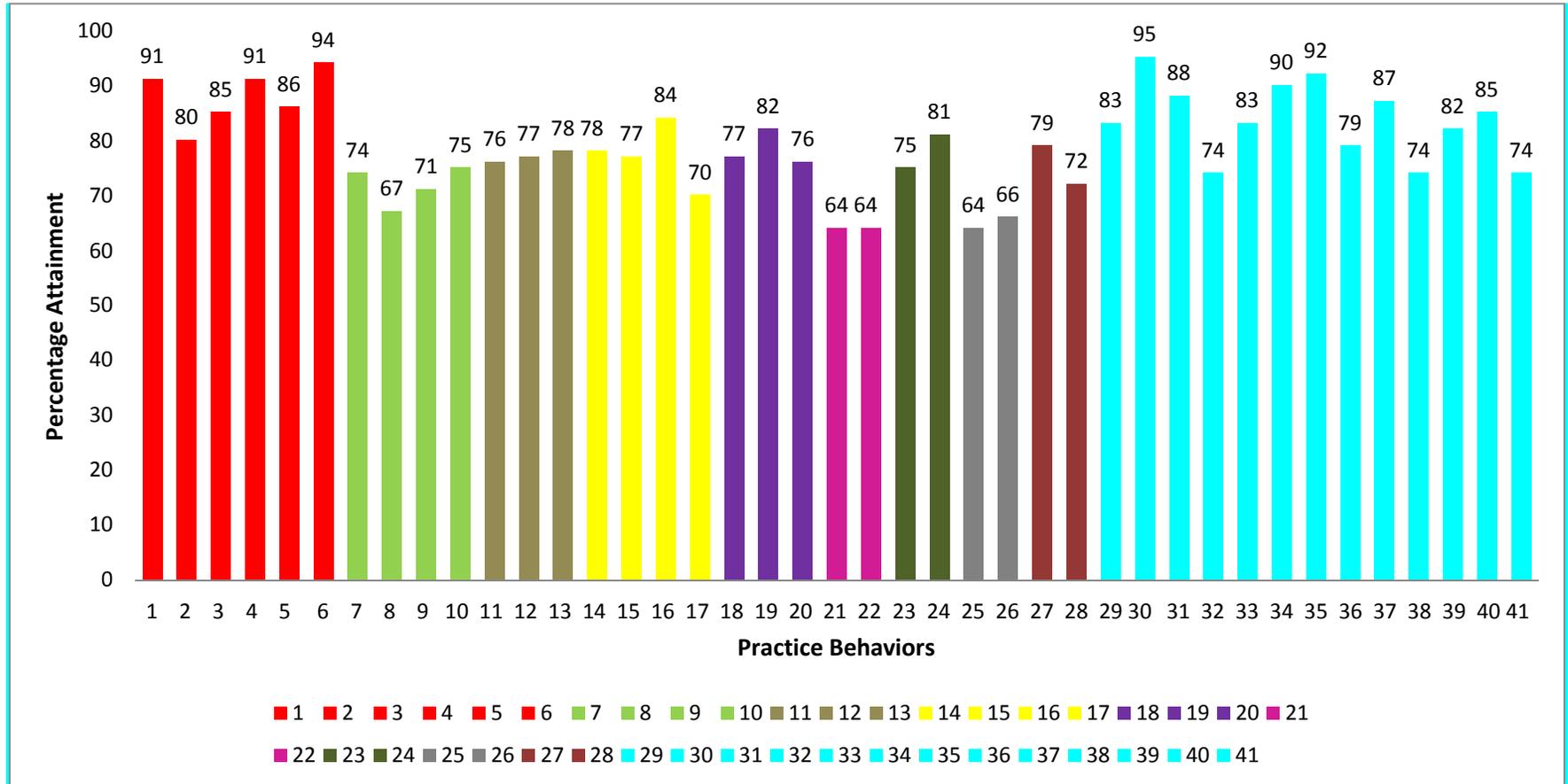
	and practice to improve the quality of social services.					
PB10.29F	Substantively and affectively prepare for action with individuals, families, groups, organizations and communities	83.72%	3.81	85.29%	3.85	84%
PB10.30F	Use empathy and other interpersonal skills	93.02%	3.91	94.12%	3.94	94%
PB10.31F	Develop a mutually agreed-on focus of work and desired outcomes	88.37%	3.86	91.18%	3.91	90%
PB10.32F	Collect, organize and interpret client data	74.42%	3.72	67.65%	3.68	71%
PB10.33F	Assess client strengths and limitations	90.70%	3.88	100.00%	4.00	96%
PB10.34F	Develop mutually agreed-on intervention goals and objectives	83.72%	3.81	75.76%	3.76	80%
PB10.35F	Select appropriate intervention strategies	85.71%	3.83	78.79%	3.79	83%
PB10.36F	Initiate actions to achieve organizational goals	81.40%	3.79	67.65%	3.65	75%
PB10.37F	Implement prevention interventions that enhance client capacities	83.72%	3.81	69.70%	5.00	77%
PB10.38F	Help clients resolve problems	86.05%	3.84	82.35%	3.82	84%
PB10.39F	Negotiate, mediate, and advocate for clients	81.40%	3.79	79.41%	3.79	80%
PB10.40F	Facilitate transitions and endings	76.74%	3.70	61.76%	3.62	70%
PB10.41F	Critically analyze, monitor and evaluate interventions	81.40%	3.79	58.82%	3.59	70%
Overall AVG.		82.83%	3.80	75.90%	3.79	79.50%

Table 6-Course Assignment Data Point and Percentage Attainment

BSW Foundation Practice Behaviors	Percentage Attainment
1.1 Advocate for client access to services of social work	95
1.2 Practice personal reflection and self-correction of assure continual professional development	80
1.3 Attend to professional roles and boundaries	95
1.4. Demonstrate professional demeanor in behavior, appearance and communication	95
1.5. Engage in career-long learning	83
1.6. Use supervision and consultation	100
2.7. Recognize and manage personal values in a way that allows professional values to guide practice	76
2.8. Make ethical decisions by applying standards of “NASW Code of Ethics” and as applicable IFSW statement of principles	75
2.9. Tolerate ambiguity in resolving ethical conflicts	64
2.10. Apply strategies of ethical reasoning to arrive at principled decisions	62
3.11. Distinguish, appraise, and integrate multiple sources of knowledge including research based knowledge and practice wisdom	69
3.12. Analysis models of assessment, prevention, intervention and evaluation	62
3.13. Demonstrate effective oral and written communication in working with individuals, groups, organizations, communities and colleagues	69
4.14. Recognize the extent to which a cultures structures and values may oppress, marginalize, alienate, and create or enhance privilege and power	69
4.15. Gain sufficient self-awareness to eliminate in influences of personal biases and values in working with diverse groups	72
4.16. Recognize and communicate their understanding of the importance of differences in shaping life experiences	72
4.17. View themselves as learners and engage those with whom they work as informants	74
5.18. Understand the forms and mechanisms of oppression and discrimination	68
5.19. Advocate for human rights, and social and economic justice	76
5.20. Engage in practices that advance social and economic justice	76
6.21. Use practice experience to inform scientific inquiry	64
6.22. Use research evidence to inform practice	65
7.23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	84
7.24. Critique and apply knowledge to understand person and environment	68
8.25. Analyze, formulate, and advocate for policies that advance social well-being	64
8.26. Collaborate with colleagues and clients for effective policy action	64
9.27. Continuously discover appraise and attend to changing locales, populations scientific technological developments and emerging societal trends to provide relevant services	66
9.28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	76
10.29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	95
10.30. Use empathy and other interpersonal skills	95
10.31. Develop a mutually agreed upon focus of work and desired outcomes	95
10.32. Collect, organize, and interpret client data	78
10.33. Assess clients strengths and limitations	78
10.34. Develop mutually agreed on intervention goals and objectives	100
10.35. Select appropriate intervention strategies	100
10.36. Initiate actions to achieve organizational goals	83
10.37. Implement prevention interventions that enhance client capabilities	83
10.38. Help clients resolve problems	64

10.39. Negotiate, mediate, and advocate for clients	83
10.40. Facilitate transitions and endings	100
10.41. critically analyze, monitor, and evaluate interventions	72

Figure 1: Graph of BSW Program Percentage Attainment of Practice Behaviors Based on Combined Data



This graph assists the program in reviewing and summarizing the student attainment of the practice behaviors. The result is a visualization of the practice behaviors and the percent of benchmark attainment in relation to the three measurement tools. Each color represents the each competency.

Competency: 1) Identify as Professional SW, 2) Apply SW Ethics, 3) Apply Critical Thinking; 4) Engage Diversity and Difference, 5) Human Rights and Social Justice, 6) Research Informed Practice, 7) Apply HBSE, 8) Apply Policy Practice, 9) Respond to Contexts, 10) Engage, Assess, Intervention & Evaluate

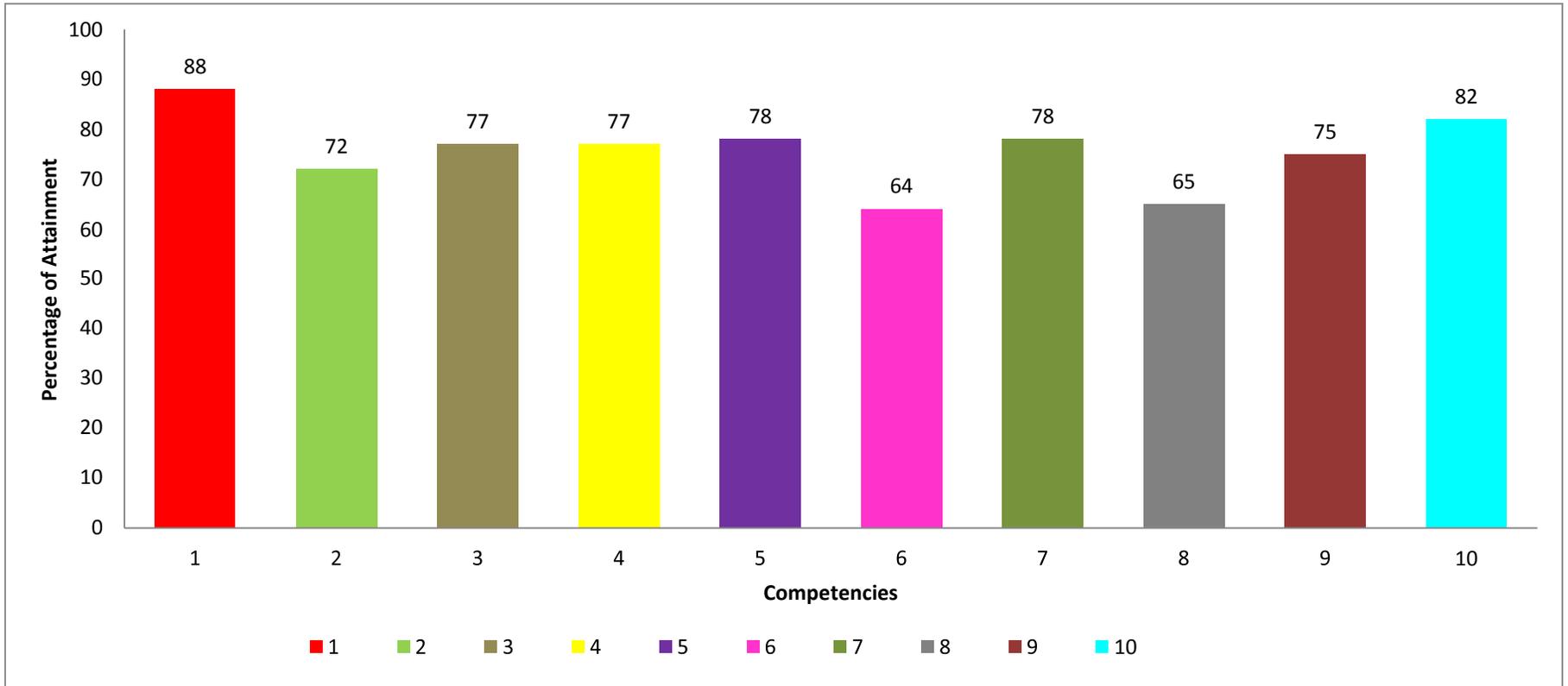
Table 7. BSW Highest and Lowest Practice Behavior Based On Each Measurement Tool

Measurement Tool	Highest Attainment Percentage	Lowest Attainment Percentage
SWEAP	<p>Advocate for client access to the services of social work</p> <p>Advocate for human rights and social and economic justice</p> <p>Implement prevention interventions that enhance client capacities</p>	<p>Viewing self as the learner and engage those whom they work as informants</p> <p>Analyze, formulate and advocate for policies that advance social well-being</p> <p>Make ethical decisions</p>
Field	<p>Assess client strengths and limitations</p> <p>Use empathy and other interpersonal skills</p> <p>Understand difference in shaping lives</p> <p>Viewing themselves as learners</p>	<p>Use practice experience to inform scientific inquiry</p> <p>Use research evidence to inform practice</p> <p>Collaborate with colleagues and clients for effective policy action</p> <p>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>
Course Assignment	<p>Use supervision and consultation</p> <p>Develop mutually agreed on intervention goals and objectives</p> <p>Select appropriate intervention strategies</p> <p>Facilitate transitions and endings</p>	<p>Apply strategies of ethical reasoning to arrive at principled decisions</p> <p>Tolerate ambiguity in resolving ethical conflicts</p> <p>Use practice experience to inform scientific inquiry</p> <p>Analysis models of assessment, prevention, intervention and evaluation</p> <p>Analyze, formulate, and advocate for policies that advance social well-being</p> <p>Collaborate with colleagues and clients for effective policy action</p>

This table assisted the program in reviewing and summarizing the variety of data sets. In this table, only the Practice Behaviors were reviewed. Each Practice Behavior was color coded based on the Competency to more easily detect if a particular Competency reoccurs within more than one measurement instrument outcome. This helped the program visualize some areas of strength or areas needing improvement.

Competency: 1) Identify as Professional SW, 2) Apply SW Ethics, 3) Apply Critical Thinking; 4) Engage Diversity and Difference, 5) Human Rights and Social Justice, 6) Research Informed Practice, 7) Apply HBSE, 8) Apply Policy Practice, 9) Respond to Contexts, 10) Engage, Assess, Intervention & Evaluate

Figure 2- Graph of BSW Program Percentage Attainment of Competencies Based on Combined Data



Competency: 1) Identify as Professional SW, 2) Apply SW Ethics, 3) Apply Critical Thinking; 4) Engage Diversity and Difference, 5) Human Rights and Social Justice, 6) Research Informed Practice, 7) Apply HBSE, 8) Apply Policy Practice, 9) Respond to Contexts, 10) Engage, Assess, Intervention & Evaluate

This graph assists the program in reviewing and summarizing the student attainment of the Competencies. The result is a visualization of the Competencies and the percent of benchmark attainment in relation to the three measurement tools.

Table 8- BSW Highest and Lowest Practice Behavior and Competencies Based On Combination of Data Points

Highest Attainment Percentage	Lowest Attainment Percentage	Others Below Practice Behavior Benchmark
<p>Use empathy and other interpersonal skills</p> <p>Use supervision and consultation</p> <p>Initiate actions to achieve organizational goals</p> <p>Advocate for client access to services of social work</p> <p>Demonstrate professional demeanor in behavior, appearance and communication</p>	<p>Use practice experience to inform scientific inquiry</p> <p>Use research evidence to inform practice</p> <p>Analyze, formulate, and advocate for policies that advance social well-being</p> <p>Collaborate with colleagues and clients for effective policy action</p> <p>Make ethical decisions by applying standards of "NASW"</p>	<p>Tolerate ambiguity in resolving ethical conflicts</p> <p>Recognize and manage personal values in a way that allows professional values to guide practice</p> <p>View themselves as learners and engage those with whom they work as informants</p> <p>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</p> <p>Collect, organize, and interpret client data</p> <p>Help clients resolve problems</p> <p>Social workers critically analyze, monitor, and evaluate interventions</p>
Highest Attainment Percentage Competency	Lowest Attainment Percentage Competency and Below Benchmark	
<p>Engage, assess, intervene, and evaluate individuals, families, groups, organizations and communities</p> <p>Identify as a professional social worker</p>	<p>Engage in research informed practice and practice informed research</p> <p>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p> <p>Apply social work ethical principles to guide professional practice</p>	

This table assisted the program in reviewing and summarizing when the data sets were combined. Each Practice Behavior was color coded based on the Competency to more easily detect if a particular Competency reoccurs when the evaluating the outcomes. This helped the program visualize some areas of strength or areas needing improvement.

Competency: 1) Identify as Professional SW, 2) Apply SW Ethics, 3) Apply Critical Thinking, 4) Engage Diversity and Difference, 5) Human Rights and Social Justice, 6) Research Informed Practice, 7) Apply HBSE, 8) Apply Policy Practice, 9) Respond to Contexts, 10) Engage, Assess, Intervention & Evaluate

Appendix A

Core Competencies/Practice Behaviors and Measurement Tools

Competency	Competency Benchmark	Practice Behavior	Measures	Assessment Procedure-PB	Outcome Measure Benchmark	Assessment Procedure Competency
1. Identify as a professional social worker		1. Advocate for client access to services of social work	1. Grade for class assignment: Prac. 1 (Video case pres.), Prac. 2 (Grp. proposal), Prac. 3 (Macro project)	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated.	1. Students must achieve no less than a "B" on the assignment	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages of students demonstrating competence. Determine whether this Percentage is larger than The Competency Benchmark.
			2. Items on field evaluation	2. Field instructor scores field item. Percentages of all "4's" are calculated.	2. Students must achieve greater than 3.5	
		3. Items on SWEAP: 12		3. From the SWEAP, the cumulative correct percentage is calculated.	3. Cumulative correct percentage no less than 75%	
		2. Practice personal reflection and self-correction of assure continual professional development	1. Grade for class assignment: HBSE I (Dev. Env. and Inf), HBSE II (Org. analysis), Prac. 1 (Video case pres.), Prac. 2 (Grp. proposal), Prac. 3 (Macro project)	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated.	1. Students must achieve no less than a "B" on the assignment	
			2. Items on field evaluation	2. Field instructor scores field item. Percentages of all "4's" are calculated.	2. Students must achieve greater than 3.5	

		<p>3. Attend to professional roles and boundaries</p>	<p>1. Grade for class assignment: Prac. 1 (Video case pres.), Prac. 2 (Grp. proposal), Prac. 3 (Macro project),</p> <p>2. Items on field evaluation</p> <p>3. Items on the SWEAP: 43, 49</p>	<p>1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated.</p> <p>2. Field instructor scores field item. Percentages of all "4's" are calculated.</p> <p>3. From the SWEAP, the cumulative correct percentage is calculated.</p>	<p>1. Students must achieve no less than a "B" on the assignment</p> <p>2. Students must achieve greater than 3.5</p> <p>3. Cumulative correct percentage no less than 75%</p>		
		<p>4. Demonstrate professional demeanor in behavior, appearance and communication</p>	<p>1. Grade for class assignment: Prac. 1 (Video case pres.), Prac. 2 (Grp. proposal), Prac. 3 (Macro project),</p> <p>2. Items on field evaluation</p>	<p>1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated.</p> <p>2. Field instructor scores field item. Percentages of all "4's" are calculated.</p>	<p>1. Students must achieve no less than a "B" on the assignment</p> <p>2. Students must achieve greater than 3.5</p>		
		<p>5. Engage in career-long learning</p>	<p>1. Grade for class assignment: Policy (Policy analysis pap), Prac. 2 (Grp. proposal),</p>	<p>1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated.</p>	<p>1. Students must achieve no less than a "B" on the assignment</p>		

			2. Items on field evaluation	2. Field instructor scores field item. Percentages of all "4's" are calculated.	2. Students must achieve greater than 3.5	
		6. Use supervision and consultation	1. Grade for class assignment: Prac. 2 (Grp. proposal), Prac. 3 (Macro project), 2. Items on field evaluation 3. Item on the SWEAP: 46	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated. 3. From the SWEAP, the cumulative correct percentage is calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5 3. Cumulative correct percentage no less than 75%	6. Use supervision and consultation
2. Apply social work ethical principles to guide professional practice		7. Recognize and manage personal values in a way that allows professional values to guide practice	1. Grade for class assignment: Prac. 1 (Video case pres.), HBSE I (Dev. Env. And Inf), HBSE II (Org. analysis), 2. Items on field evaluation 3. Items on the SWEAP: 49	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated. 3. From the SWEAP, the cumulative correct percentage is calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5 3. Cumulative correct percentage no less than 75%	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages of students demonstrating competence. Determine whether this Percentage is larger than The Competency Benchmark.

		8. Make ethical decisions by applying standards of “NASW Code of Ethics” and as applicable IFSW statement of principles	<p>1. Grade for class assignment: Policy (Pol. Analysis pap),</p> <p>2. Items on field evaluation</p> <p>3. Items on SWEAP: 44,</p>	<p>1. Faculty provide grade at the end of the semester for the assignment (# of A’s, B’s, etc.). After all grades are awarded, the percentage for all A’s and B’s is calculated.</p> <p>2. Field instructor scores field item. Percentages of all “4’s” are calculated.</p> <p>3. From the SWEAP, the cumulative correct percentage is calculated.</p>	<p>1. Students must achieve no less than a “B” on the assignment</p> <p>2. Students must achieve greater than 3.5</p> <p>3. Cumulative correct percentage no less than 75%</p>		
		9. Tolerate ambiguity in resolving ethical conflicts	<p>1. Grade for class assignment: Policy (Pol analysis pap)</p> <p>2. Items on field evaluation</p>	<p>1. Faculty provide grade at the end of the semester for the assignment (# of A’s, B’s, etc.). After all grades are awarded, the percentage for all A’s and B’s is calculated.</p> <p>2. Field instructor scores field item. Percentages of all “4’s” are calculated.</p>	<p>1. Students must achieve no less than a “B” on the assignment</p> <p>2. Students must achieve greater than 3.5</p>		
		10. Apply strategies of ethical reasoning to arrive at principled decisions	<p>1. Grade for class assignment: Policy (Pol analysis pap) Res. 1 (Res. Proposal),</p>	<p>1. Faculty provide grade at the end of the semester for the assignment (# of A’s, B’s, etc.). After all grades are awarded, the percentage for all A’s and B’s is calculated.</p>	<p>1. Students must achieve no less than a “B” on the assignment</p>		

			2. Items on field evaluation 3. Items on the SWEAP: 46, 47	2. Field instructor scores field item. Percentages of all "4's" are calculated. 3. From the SWEAP, the cumulative correct percentage is calculated.	2. Students must achieve greater than 3.5 3. Cumulative correct percentage no less than 75%	
3. Apply critical thinking to inform and communicate professional judgments		11. Distinguish, appraise, and integrate multiple sources of knowledge including research based knowledge and practice wisdom	1. Grade for class assignment: HBSE II (Org. analysis), Prac. 3 (Macro project) Res. 1 (Res. Proposal), Policy (Pol analysis pap) 2. Items on field evaluation 3. Items on the SWEAP: 3, 10, 21	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated. 3. From the SWEAP, the cumulative correct percentage is calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5 3. Cumulative correct percentage no less than 75%	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages of students demonstrating competence. Determine whether this Percentage is larger than The Competency Benchmark.
		12. Analysis models of assessment, prevention, intervention and evaluation	1. Grade for class assignment: Res. 1 (Res. Proposal), Policy (Pol analysis pap) 2. Items on field evaluation 3. Items on the SWEAP: 11	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5	

				3. From the SWEAP, the cumulative correct percentage is calculated.	3. Cumulative correct percentage no less than 75%	
		13. Demonstrate effective oral and written communication in working with individuals, groups, organizations, communities and colleagues	1. Class assignment - HBSE II (Org. Analysis Proj.), Prac. 3 (Comm. Macro Proj.), Res. 1 (Research Prop.), and Policy (policy analysis pap.) 2. Items on field evaluation	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5	
4. Engage diversity and difference in practice		14. Recognize the extent to which a cultures structures and values may oppress, marginalize, alienate, and create or enhance privilege and power	1. Class assignment – HBSE I (Dev. Env. And Inf.), HBSE II (Org. analysis proj.), Res. 1 (Research Prop.) and Practice 3 (Macro Proj), 2. Items on field evaluation 3. Items on the SWEAP: 9, 51	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated. 3. From the SWEAP, the cumulative correct percentage is calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5 3. Cumulative correct percentage no less than 75%	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages of students demonstrating competence. Determine whether this Percentage is larger than the Competency Benchmark.
		15. Gain sufficient self-awareness to eliminate in influences of personal biases and	1. Class assignment – HBSE I (Dev. Env. And Inf.) Prac. 1(Interview video & peer eval.), Res. 1 (Research prop.), HBSE II (Org. Analysis Proj.),	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage	1. Students must achieve no less than a "B" on the assignment	

		values in working with diverse groups	<p>Policy (pol analysis pap.)</p> <p>2. Items on field evaluation</p> <p>3. Items on the SWEAP: 53</p>	<p>for all A's and B's is calculated.</p> <p>2. Field instructor scores field item. Percentages of all "4's" are calculated.</p> <p>3. From the SWEAP, the cumulative correct percentage is calculated.</p>	<p>2. Students must achieve greater than 3.5</p> <p>3. Cumulative correct percentage no less than 75%</p>	
		16. Recognize and communicate their understanding of the importance of differences in shaping life experiences	<p>1. Class assignment – HBSE I (Dev. Env. And Inf.), Prac. 1 (Interview video & peer eval.), Prac. 2 (Group Proposal), HBSE II (Org. analysis proj.), Res. 1 (Research prop.)</p> <p>2. Items on field evaluation</p> <p>3. Items on the SWEAP: 16</p>	<p>1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated.</p> <p>2. Field instructor scores field item. Percentages of all "4's" are calculated.</p> <p>3. From the SWEAP, the cumulative correct percentage is calculated.</p>	<p>1. Students must achieve no less than a "B" on the assignment</p> <p>2. Students must achieve greater than 3.5</p> <p>3. Cumulative correct percentage no less than 75%</p>	
		17. View themselves as learners and engage those with whom they work as informants	<p>1. Class assignment - Prac. 1 (Interview video & peer eval.), Res. 1 (research prop.)</p> <p>2. Items on field evaluation</p>	<p>1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated.</p> <p>2. Field instructor scores field item. Percentages of all "4's" are calculated.</p>	<p>1. Students must achieve no less than a "B" on the assignment</p> <p>2. Students must achieve greater than 3.5</p>	

			3. Items on the SWEAP: 55	3. From the SWEAP, the cumulative correct percentage is calculated.	3. Cumulative correct percentage no less than 75%	
5. Engage human rights and social and economic justice		18. Understand the forms and mechanisms of oppression and discrimination	1. Class assignment - Policy (policy analysis pap.), HBSE I (Dev. Env. And Inf.) and HBSE II (Org. Analysis Proj.) 2. Items on field evaluation 3. Items on the SWEAP: 60,61,64	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated. 3. From the SWEAP, the cumulative correct percentage is calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5 3. Cumulative correct percentage no less than 75%	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages of students demonstrating competence. Determine whether this Percentage is larger than the Competency Benchmark.
		19. Advocate for human rights, and social and economic justice	1. Class assignment - Policy (policy analysis pap.), and Practice 3 (Macro Project) 2. Items on field evaluation	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5	
		20. Engage in practices that advance social and economic justice	1. Class assignment - Policy (Policy analysis pap.), Prac. 3 (Macro Project)	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are	1. Students must achieve no less than a "B" on the assignment	

				awarded, the percentage for all A's and B's is calculated.			
			2. Items on field evaluation	2. Field instructor scores field item. Percentages of all "4's" are calculated.	2. Students must achieve greater than 3.5		
6. Engage in research informed practice and practice informed research		21. Use practice experience to inform scientific inquiry	1. Class assignment – Res. 1 (Research Proposal)	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated.	1. Students must achieve no less than a "B" on the assignment	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages of students demonstrating competence. Determine whether this Percentage is larger than the Competency Benchmark.	
			2. Items on field evaluation	2. Field instructor scores field item. Percentages of all "4's" are calculated.	2. Students must achieve greater than 3.5		
			3. Items on the SWEAP 36,37,38	3. From the SWEAP, the cumulative correct percentage is calculated.	3. Cumulative correct percentage no less than 75%		
		22. Use research evidence to inform practice	1. Class assignment – Res. 1 (Research Proposal) HBSE II (Org. Analysis Proj.)	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated.	1. Students must achieve no less than a "B" on the assignment		
			2. items on field evaluation	2. Field instructor scores field item. Percentages of all "4's" are calculated.	2. Students must achieve greater than 3.5		

7. Apply knowledge of human behavior and the social environment		23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	<p>1. Class assignment – Prac. 2 (Group Proposal), HBSE II (Org. analysis proj.),</p> <p>2. Items on field evaluation</p> <p>3. Items on SWEAP: 17, 19</p>	<p>1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated.</p> <p>2. Field instructor scores field item. Percentages of all "4's" are calculated.</p> <p>3. From the SWEAP, the cumulative correct percentage is calculated.</p>	<p>1. Students must achieve no less than a "B" on the assignment</p> <p>2. Students must achieve greater than 3.5</p> <p>3. Cumulative correct percentage no less than 75%</p>	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages of students demonstrating competence. Determine whether this Percentage is larger than The Competency Benchmark.
		24. Critique and apply knowledge to understand person and environment	<p>1. Class assignment - HBSE 1 (Dev. Env. And Inf.) HBSE 2 (Org. analysis proj.), Policy (policy analysis pap.)</p> <p>2. Items on field evaluation</p> <p>3. Items on SWEAP: 14, 23</p>	<p>1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated.</p> <p>2. Field instructor scores field item. Percentages of all "4's" are calculated.</p> <p>3. From the SWEAP, the cumulative correct percentage is calculated.</p>	<p>1. Students must achieve no less than a "B" on the assignment</p> <p>2. Students must achieve greater than 3.5</p> <p>3. Cumulative correct percentage no less than 75%</p>	
8. Engage in policy practice to advance social and economic		25. Analyze, formulate, and advocate for policies that advance social well-being	1. Class assignment – Policy (Policy Analysis Paper)	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are	1. Students must achieve no less than a "B" on the assignment	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages of students

well-being and to deliver effective social work services			2. Items on field evaluation 3. Items on SWEAP: 28, 29	awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated. 3. From the SWEAP, the cumulative correct percentage is calculated.	2. Students must achieve greater than 3.5 3. Cumulative correct percentage no less than 75%	demonstrating competence. Determine whether this Percentage is larger than The Competency Benchmark.
	26. Collaborate with colleagues and clients for effective policy action	1. Class assignment – Policy (Policy Analysis Paper) 2. Items on field evaluation	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5		
9. Respond to contexts that shape practice	27. Continuously discover appraise and attend to changing locales, populations scientific technological developments and emerging societal trends to provide relevant services	1. Class assignment – HBSE I (Dev. Env. And Inf.), HBSE II (Org. Analysis Proj.), Res. 1 (Research prop.) 2. Items on field evaluation	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages of students demonstrating competence. Determine whether this Percentage is larger than the Competency Benchmark.	

			3. Items on SWEAP: 3	3. From the SWEAP, the cumulative correct percentage is calculated.	3. Cumulative correct percentage no less than 75%	
		28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	1. Class assignment- Policy (Policy analysis pap.), and Practice 3 (Macro Project) 2. Items on field evaluation	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5	
10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations and communities		29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	1. Class assignment- Practice 1 (Interview video & peer eval.), Prac. 2 (Group proposal), Prac. 3 (Macro Project) 2. Items on field evaluation 3. Items on SWEAP: 2	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated. 3. From the SWEAP, the cumulative correct percentage is calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5 3. Cumulative correct percentage no less than 75%	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages of students demonstrating competence. Determine whether this Percentage is larger than the Competency Benchmark.
		30. Use empathy and other interpersonal skills B	1. Class assignment - Prac. 1(Interview video & peer eval.), Prac. 2(Group Proposal), and 3 (Macro Project)	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage	1. Students must achieve no less than a "B" on the assignment	

			2. Items on field evaluation	for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated.	2. Students must achieve greater than 3.5	
	31. Develop a mutually agreed upon focus of work and desired outcomes C	1. Class assignment - Prac. 1 (Interview video & peer eval.), Prac. 2(Group proposal) Prac. 3 (Macro Project) 2. Items on field evaluation 3. Items on SWEAP: 6	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated. 3. From the SWEAP, the cumulative correct percentage is calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5 3. Cumulative correct percentage no less than 75%		
	32. Collect, organize, and interpret client data D	1. Class assignment - Prac. 2 (Group proposal), HBSE II (Org. Analysis Proj.), Policy (policy analysis pap.) 2. Field evaluation	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5		

			3. Items on SWEAP: 10	3. From the SWEAP, the cumulative correct percentage is calculated.	3. Cumulative correct percentage no less than 75%	
	33. Assess clients strengths and limitations E	1. Class assignment - Prac. 2 (Group proposal), HBSE II (Org. Analysis Proj.), 2. Items on field evaluation 3. Items on SWEAP: 11, 42	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated. 3. From the SWEAP, the cumulative correct percentage is calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5 3. Cumulative correct percentage no less than 75%		
	34. Develop mutually agreed on intervention goals and objectives	1. Class assignment - Prac. 2 (Group proposal), Prac. 3 (Macro Project) 2. Items on field evaluation	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5		
	35. Select appropriate intervention strategies	1. Class assignment - Prac. 2(Group proposal), and 3 (Macro Project)	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage	1. Students must achieve no less than a "B" on the assignment		

			2. Items on field evaluation	for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated.	2. Students must achieve greater than 3.5	
	36. Initiate actions to achieve organizational goals H	1. Class assignment - Prac. 2(Group proposal), Policy (Policy analysis pap.) 2. Items on field evaluation 3. Items on SWEAP: 4	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated. 3. From the SWEAP, the cumulative correct percentage is calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5 3. Cumulative correct percentage no less than 75%		
	37. Implement prevention interventions that enhance client capabilities I	1. Class assignment - Prac. 2 (Group proposal), Policy (policy analysis pap.), 2. Items on field evaluation	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5		

			3. Items on SWEAP: 12	3. From the SWEAP, the cumulative correct percentage is calculated.	3. Cumulative correct percentage no less than 75%	
		38. Help clients resolve problems	1. Class assignment – Res. 1 (research prop.), Policy (policy analysis pap.) 2. Items on field evaluation	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5	
		39. Negotiate, mediate, and advocate for clients	1. Class assignment - Prac. 2 (Group proposal), Policy (policy analysis pap.) 2. Items on field evaluation	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5	
		40. Facilitate transitions and endings	1. Class assignment – Prac. 2 (group proposal)	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated.	1. Students must achieve no less than a "B" on the assignment	

			2. Items on field evaluation	2. Field instructor scores field item. Percentages of all "4's" are calculated.	2. Students must achieve greater than 3.5	
		41. Social workers critically analyze, monitor, and evaluate interventions	1. Class assignment - Prac. 2 (Group proposal), Policy (policy analysis pap.), Res. 1 (Research Prop.) 2. Field Evaluation 3. Items on SWEAP: 6	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's, etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item. Percentages of all "4's" are calculated. 3. From the SWEAP, the cumulative correct percentage is calculated.	1. Students must achieve no less than a "B" on the assignment 2. Students must achieve greater than 3.5 3. Cumulative correct percentage no less than 75%	

**Baccalaureate Education Assessment Project
Foundation Curriculum Assessment Instrument**

Practice

1. A (An) _____ links clients with needed resources.
 - a. Enabler
 - b. Broker
 - c. Advocate
 - d. Case manager

2. Macro practice targets which of the following tasks:
 - a. Changing or improving policies which regulate the distribution of resources
 - b. Developing new resources when clients' needs are not being met
 - c. Helping clients get their due rights
 - d. All of the above

3. Which of the following is (are) (a) method(s) of conducting a community needs assessment?
 - a. Community forum
 - b. Social indicators
 - c. Key informant
 - d. All of the above

4. A (An) _____ is a fiscal agreement between an agency with funds and another agency that can provide needed services.
 - a. Purchase of service agreement
 - b. Intervention contract
 - c. Parallel purchase agreement
 - d. Fiscal purchase contract

5. The following is true about the social and legal rights of gay and lesbian people:
 - a. Same sex marriage is now legal in 10 states
 - b. If a gay person becomes critically ill and needs hospitalization, his or her partner may be denied visiting privileges
 - c. Partners are now almost always included in health insurance policies
 - d. Gay and lesbian people are protected under federal civil rights legislation

6. Determining progress toward goal achievement is one facet of the _____ stage.
 - a. Engagement
 - b. Evaluation
 - c. Assessment
 - d. Planning

BEAP Foundation Curriculum Assessment Instrument 2

7. Which of the following is (are) (an) example(s) of informal resources?
 - a. Family
 - b. Friends
 - c. Coworkers
 - d. All of the above

8. In social work practice, partialization refers to:
 - a. Separating agency services into discrete units
 - b. Breaking down problems into manageable tasks
 - c. Identifying ways in which client's concerns can be addressed
 - d. Taking sides in a dispute between family members

9. Policies, practices, or procedures that systematically exclude people on the basis of race or ethnicity with the intentional or unintentional support of the entire culture is called:
 - a. Individual racism
 - b. Ethnocentrism
 - c. Institutional racism
 - d. Evidentiary exclusion

10. In case management, monitoring:
 - a. Is a primary task during the planning phase
 - b. Determines whether the service plan is being completed
 - c. Focuses primarily on the outcomes attained
 - d. Prepares the client for termination

11. Effective work skills, the ability to get along with others, and support of one's family are examples of:
 - a. Strengths
 - b. Target problems
 - c. Potential problem areas
 - d. Quality of life indicators

12. Which of the following techniques are common to advocacy?
 - a. Petitioning
 - b. Political pressure
 - c. Legal appeals
 - d. All of the above

13. The process by which social workers respect and effectively practice with people of different cultures, religions, classes, and ethnic background is an example of?
 - a. Cultural osmosis
 - b. Cultural competence
 - c. Cultural relativism
 - d. All of the above

HBSE

- 14 Police departments and laws are instruments of:
- Social participation
 - Socialization
 - Social control
 - Social activism
- 15 Battered women often stay in their homes because of:
- Adherence to traditional beliefs
 - Fear of the abuser
 - Love
 - All of the above
- 16 Acting on one's prejudice toward an individual based upon a characteristic such as gender or sexual orientation is an example of :
- Gender polarization
 - Sex-role stereotyping
 - Discrimination
 - All of the above
- 17 Believing that social work practice is conducted at the interface between people and their environments is associated with which perspective?
- General systems theory
 - Ego psychology
 - Social learning theory
 - None of the above
- 18 Modification of one's language, identity, behavior patterns, and preferences to those of the host/majority society is called:
- Assimilation
 - Acculturation
 - Actualization
 - Affectation
- 19 The concept "person-in-environment" includes which of the following:
- Clients are influenced by their environment
 - Clients influence their environment
 - Behavior is understood in the context of one's environment
 - All of the above
- 20 During pregnancy, which of the following is a preventable cause of mental retardation?
- Nicotine consumption
 - Alcohol consumption
 - HIV
 - None of the above

21. Physical punishment of a child as a means of reducing aggressive behavior has been shown to be:
- Effective
 - Effective, but only when combined with time-out
 - Ineffective
 - Ineffective unless paired with reward
22. Carol Gilligan's disagreement with Kohlberg's moral development theories is based on the fact that:
- Kohlberg does not recognize that women and men reason differently
 - Kohlberg fails to recognize the importance of morality for women
 - Kohlberg overemphasizes the influence of parents on children's development
 - Kohlberg overemphasizes the role of genetics
23. Social learning theory places an emphasis on which of the following:
- Classical conditioning
 - Most important learning occurs in childhood
 - Modeling and reinforcement shape behavior
 - People learn best in groups

Policy

24. The Elizabethan Poor Law is important for understanding social welfare in the US because:
- Social programs were taken over by the federal government as a result of its enactment
 - These laws were brought over by the English settlers and still influence the ways in which we help the poor
 - After its adoption the role of the federal government as referee came to be generally accepted
 - The number of poor people increased after it was enacted
25. According to the Elizabethan Poor Law, the unworthy poor were those who :
- Didn't want to help themselves
 - Had feelings of resentment for the aid given them
 - Were able-bodied
 - Refused to be controlled by society
26. The enactment of the Personal Responsibilities and Work Opportunity Reconciliation Act of 1996 (TANF) resulted in:
- Widespread dissatisfaction with relative responsibility measures
 - A large increase in the number of welfare recipients
 - An end to unlimited entitlement programs
 - A decline in poverty
27. In a capitalistic economic system one of the purposes of social welfare is to:
- Maintain equilibrium
 - Increase knowledge of the market economy
 - Lessen some of the negative impacts of capitalism
 - Redistribute income equitably

28. In the current American political context, conservatives generally;
- Favor government intervention in the market economy
 - Oppose all programs for the poor
 - Adhere to a collective perspective
 - Believe that the role of government should be small in social welfare
29. The principle of "social insurance" is best defined as :
- An attempt to guarantee jobs for all who are able to work
 - The ability to make changes that guarantee a living wage for the lower paid workers
 - An attempt to meet the needs of the elderly, unemployed and disabled
 - The ability to provide empowerment for the poor
30. The major social welfare program to emerge from the New Deal was:
- Social Security
 - Medicare
 - National Health Care
 - TANF
31. The Earned Income Tax Credit (EIC) is considered by policy analysts to be;
- A historically inefficient method of alleviating the negative effects of poverty
 - One of the most popular and effective means to fight poverty
 - A more conservative approach to harm reduction for people living under the poverty line.
 - A measure that in fact only protects the wealthier members of society at the expense of those in poverty.
32. In which category (ies) does the U.S. fall below other developed nations?
- Access to health care
 - Infant mortality
 - Family leave
 - All of the above

Research

33. The requirements for a "classical experimental" design include:
- A randomly assigned treatment & control group
 - A pre/post measure of the treatment
 - A non-equivalent control group
 - A randomly selected sample
34. Which of the following represents a well-known single subject design?
- AABB
 - ABAB
 - CAO
 - ABBA

35. Using random sampling (based upon probability theory) ...
- Subjects within the population have a better than average chance of being selected to participate
 - Guarantees that the sample is representative of the general population
 - Allows results to be generalized from the sample to the population from which the sample was drawn
 - Is equivalent to random assignment
36. Which of the following is not a level of measurement?
- Ratio
 - Nominal
 - Ordinal
 - Continuous
37. Using subjects that are available, such as students in a classroom or patients in a wing of a nursing home, without random selection, illustrates which of the following approaches to sampling?
- Probability sampling
 - Snowball sampling
 - Non-probability sampling
 - Stratified sampling
38. Which of the following can survey research not establish?
- Validity
 - Reliability
 - Cause-effect
 - Significance
39. Which of the following is a longitudinal design?
- Interrupted time-series
 - Post-test only
 - Survey
 - Pre-experimental
40. Which of the following sampling strategies increases the opportunity for making sure all groups of interest in the population are represented in the sample?
- Simple random sampling
 - Purposive sampling
 - Quota sampling
 - Stratified random sampling
41. A valid measure of a variable (is) ...
- Necessarily a reliable measure
 - Has no error component
 - Measures what it claims to measure
 - All of the above

Ethics/Values

42. Making clients aware of their choices is inherent in which social work ethical obligation?
- Choice Point
 - Self-Determination
 - Informed Consent
 - Social Justice
43. The NASW Code of Ethics allows social workers to have sexual contact with post termination clients after what period of time has passed?
- 54 months
 - Three years
 - Five years
 - Never
44. Jenna's social worker, Ed, is moving to a new agency and asks her if she would like to continue to see him after the move. According to the NASW Code of Ethics, Ed's offer could be considered:
- An accepted practice
 - A violation of his obligation to his current employer
 - In the best interest of his client
 - The code doesn't address this
45. Social workers are encouraged to pursue social and economic justice as part of their obligation to:
- The social work profession
 - The broader society
 - The client
 - All of the above
46. A social work student beginning her internship is told by her supervisor to not tell clients that she is a student since this might undermine their confidence in her. According to the Code of Ethics, withholding this information could:
- Be acceptable because of the student's obligation to the supervisor and agency
 - Constitute dishonesty and misrepresentation
 - The Code of Ethics does not apply to this situation
 - None of the above
47. When a social worker's colleague is displaying incompetence in service to his clients, the social worker should discuss this matter first with the:
- Colleague's supervisor
 - Worker's supervisor
 - Colleague
 - Agency director

48. What is the difference between privileged communication and confidentiality?
- Confidentiality is a legal term, whereas privileged communication is an ethical term
 - Confidentiality is an ethical term, whereas privileged communication is a legal term
 - Confidentiality refers to the disclosure of client information to the social worker, whereas privileged communication refers to when the social worker advises the client
 - There is no difference
49. A social worker offers her unemployed client a job cleaning the worker's home. This is an example of a:
- Dual relationship
 - Conflict of interest
 - Boundary issue
 - All of the above

Diversity

50. Despite their poverty, a Native American family habitually offers food and assistance to relatives although they often do not have enough for themselves and their children. This behavior is an example of which of the following?
- Indigenous value of sharing
 - Child neglect
 - Poor parental judgment
 - Transitional caring
51. Police reports in a community indicate that African Americans are the most frequently arrested group for crimes such as drug abuse, petty theft, and similar minor offenses. These reports may indicate which of the following?
- Profiling of African Americans
 - A majority of the community is composed of African Americans
 - Differential enforcement of the law
 - All of the above
52. A Muslim woman refuses to allow John Martin, a child protective services social worker, into her house because her husband told her to. Her actions most likely indicate:
- She is stalling for time until her husband can protect her children
 - Muslim men are expected to handle contacts with non-family members
 - Muslim religion prohibits women from being in the same room with a man to whom she is not related
 - She abused her children

53. A social worker is meeting with a Hispanic family and notes that the father appears rather aloof and disinterested in his children's difficulty in school. The social worker decides that this family would benefit from family counseling because of the father's lack of concern about his family's welfare. Another likely explanation for the father's actions is:
- Hispanic fathers are generally expected to play a less direct role in day to day family matters involving their children
 - Hispanic mothers discourage their husbands from playing an active family role
 - The father is demonstrating machismo by playing a tough guy attitude
 - The children may not be his
54. A recent refugee from Africa displays anxiety and fear toward the social worker assigned to help him learn to cope in his new home community. The social worker wonders whether the client might be better served by another colleague and questions his own ability to work with the client. The worker's supervisor suggests another reason the client may be reluctant to engage with the social worker. Which of the following explanations might be most relevant to the case?
- The social worker has violated the client's cultural norms by trying to provide help
 - The client is naturally wary of authority figures due to his background in refugee camps and prior ill treatment by soldiers, police and other officials in his native country
 - The social worker is offering help that the client feels is inappropriate
 - All of the above
55. A group of social work students are discussing a diversity assignment for human behavior and social environment. Mike states that it is racial differences due to biology that account for most of the problems that African Americans experience in society. Pat argues that there is no such thing as race and that most differences among people are due to other factors such as socioeconomic status, cultural variables, and power struggles. Which of the two perspectives is more current?
- Racial differences account for most problems experienced by African Americans
 - Race is a social not a biological construct and does not adequately differentiate between people
 - Both are equally current
 - Neither is current
56. Which of the following statements is not accurate regarding women?
- Female social workers receive lower pay on average than their male counterparts
 - Stepping out of the workforce for a few years to raise a family is likely to negatively affect a woman's career
 - Women workers are more likely to encounter a "glass ceiling"
 - Women are equally represented in social work executive positions
57. The best current knowledge about homosexual orientation is that it:
- Is a birth defect traceable to a thyroid deficiency
 - Appears to have a strong biological component
 - Is a preference that can be easily changed via therapy
 - None of the above



Social and Economic Justice

58. A belief that those with the greatest wealth have an obligation to help provide for those with the least is part of which perspective?
- Equal Prosperity
 - Economic Justice
 - Distributive Justice
 - Liberation Philosophy
59. Benefits that accrue to members of the dominant U.S. culture because of their skin color are referred to as:
- Capitalist benefits
 - White privilege
 - Power differentials
 - Cultural privilege
60. Which of the following is false:
- Homosexual parents are more likely to sexually abuse their children
 - State policies vary regarding gay and lesbian individuals' ability to adopt or foster children
 - Most sexual abuse is done by heterosexuals
 - Gay and lesbian parents are no more likely to have children who become homosexual
61. Social activism and other social change efforts are often resisted by:
- Target systems
 - Privileged groups
 - Those who benefit from the status quo
 - All of the above
62. Which of the following is true in America in the 21st century?
- The number of people without health insurance has increased
 - The number of people living below the poverty line has decreased
 - The United States has a prison population that is lower than most industrialized countries
 - The United States has a comprehensive Family Leave Act
63. Which explanation of poverty is the most consistent with a social justice perspective?
- The poor exist in a self-perpetuating culture of poverty
 - Capitalism produces enormous success for some, yet victimizes others
 - Poverty exists because of the choices made by the poor
 - None of the above
64. Which of the following is evidence of a social justice deficiency in the American political-economic system?
- The poor are getting poorer while the rich are getting richer
 - The fastest growing group of people who are homeless are women and their children
 - Women ages 18-24 make, as a group, approximately \$10,000 less than their male counterparts
 - All of the above

Appendix C- BSW Field Assessment Document

University of Arkansas
SCHOOL OF SOCIAL WORK

BSW Foundation Field Evaluation of Student Competencies and Foundation Field Learning Contract

SEMESTER: Fall 20____/Spring 20____/Summer 20____

STUDENT: _____ ID#: _____

FIELD INSTRUCTOR: _____ AGENCY: _____

Below are the 10 competencies identified by the Council on Social Work Education as essential for professional social workers. These competencies address professional skills, values, and knowledge on which the student will be evaluated at mid-term and semester's end. For detailed explanation of competencies refer to class syllabus. The learning contract serves as a way to identify, in advance, specific activities that will provide the student with opportunities to practice and demonstrate those competencies throughout the semester. It is expected that the student will participate with the Field Instructor in the development of the learning contract in order to take into consideration the learning needs of each student. Students are required to have a minimum of 3 learning activities for each competency (including mandatory activities and placement specific activities).

RATING SCALES: It is anticipated that students entering field will begin with lower numbers and progress through their internship. Field II students' final evaluation should be rated according to entry level social work expected competency.

1. Student has not significantly engaged in field assignments*
2. Overall beginning level of performance
3. Overall intermediate level of performance
4. Advanced level of performance-practice ready

IE Insufficient evidence of performance or no opportunity to observe

Please circle the appropriate number to reflect your rating

*if on any item, a student scores a "1", please explain in comments section (specifically is this a lack of skill or problems with engagement or does some other factor impede the student's competence)

I, IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY

Necessary Knowledge, Values and Skills: Social Workers serve as representatives of the profession, its mission and core values. They are knowledgeable of the profession's history and are committed to the profession's enhancement and to their own professional conduct and growth.

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested activities may include: attend and be prepared for weekly supervision; examine professional roles and boundaries in supervision; dress and conduct self appropriately.

Field Instructor and Student Co-Evaluation of Performance

1. Advocate for client access to the services of social work

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

2. Practice personal reflection and self-correction to assure continual professional development

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

3. Attend to professional roles and boundaries

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

4. Demonstrate professional demeanor in behavior, appearance, and communication

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

5. Engage in career-long learning

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

6. Use supervision and consultation

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

Field Instructor Comments:

II. APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE

Necessary Knowledge, Values and Skills: Social Workers have an obligation to conduct themselves ethically. This includes the ability to engage in ethical decision-making and have knowledge about the value base of the profession, its ethical standards, and relevant law.

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested activities may include: Will raise ethical issues in supervision, will review and become conversant in the NASW Code of Ethics.

Field Instructor and Student Co-Evaluation of Performance

7. Recognize and manage personal values in a way that allows professional values to guide practice

<u>Mid Semester Rating</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>IE</u>
<u>Final Rating</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>IE</u>

8. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in social Work, Statement of Principles

<u>Mid Semester Rating</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>IE</u>
<u>Final Rating</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>IE</u>

9. Tolerate ambiguity in resolving ethical conflicts

<u>Mid Semester Rating</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>IE</u>
<u>Final Rating</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>IE</u>

10. Apply strategies of ethical reasoning to arrive at principled decisions

<u>Mid Semester Rating</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>IE</u>
<u>Final Rating</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>IE</u>

Field Instructor Comments:

III. APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGEMENTS

Necessary Knowledge, Values and Skills: Social Workers must demonstrate they are knowledgeable about the principle of logic, scientific inquiry, and reasoned discernment. They demonstrate the ability to use critical thinking augmented by creativity and curiosity. In addition, this critical thinking also requires the synthesis and communication of relevant information.

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested activities may include: Utilize current research to determine effective assessment, intervention, and evaluation, learn standards of written documentation required by organization, demonstrate effective communication skills during the course of supervision and in written reports/case documentation

Field Instructor and Student Co-Evaluation of Performance

11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

12. Analyze models of assessment, prevention, intervention, and evaluation

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

Field Instructor Comments:

IV. ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Necessary Knowledge, Values and Skills: Social workers demonstrate understanding of how diversity characterizes and shapes the human experience and is critical in the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim

ACTIVITIES TO LEARN AND DEMONSRATE COMPETENCE

Suggested activities may include: In supervision, identify personal bias or values related to target population; conduct research on characteristics of diversity of population served.

Field Instructor and Student Co-Evaluation of Performance

14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

16. Recognize and communicate their understanding of the importance of difference in shaping life experiences

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

17. View themselves as learners and engage those with whom they work as informants

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

Field Instructor Comments:

V. ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE

Necessary Knowledge, Values and Skills: Social Workers believe that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social Workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social Workers incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested activities may include: Identify the mechanisms of oppression or discrimination that are addressed in the organization’s mission statement, identify a social or economic issue with a client requiring advocacy and document advocacy provided in supervision.

Field Instructor and Student Co-Evaluation of Performance

18. Understand the forms and mechanisms of oppression and discrimination

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

19. Advocate for human rights and social and economic justice

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

20. Engage in practices that advance social and economic justice.

Mid Semester Rating	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>IE</u>
Final Rating	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>IE</u>

Field Instructor Comments:

VI. ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICEINFORMED RESEARCH

Necessary Knowledge, Values and Skills: Social Workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social Workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested Activities may include: Will develop case plan, Will review literature to gain knowledge of most effective interventions, review agency/organization’s methodology for evaluation, review agency’s outcome studies.

Field Instructor and Student Co-Evaluation of Performance:

21. Use practice experience to inform scientific inquiry

Mid Semester Rating	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>IE</u>
Final Rating	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>IE</u>

22. Use research evidence to inform practice.

Mid Semester Rating	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>IE</u>
Final Rating	<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>IE</u>

Field Instructor Comments:

VII. APPLY KNOWLEDGE OF HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

Necessary Knowledge, Values and Skills: Social workers are knowledgeable about human behavior across the life course, the range of social systems in which people live and they ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological and spiritual development.

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested activities may include: bio-psycho-social assessment, treatment or case plans, discussion of theoretical underpinnings in supervision, research bio-psycho-social elements impacting client.

Field Instructor and Student Co-Evaluation of Performance

23. Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

24. Critique and apply knowledge to understand person and environment

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

Field Instructor Comments:

VIII. ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL LWORK SERVICES

Necessary Knowledge, Values and Skills: Social Workers understand that policy affects service delivery and they actively engage in policy practice. They know the history and current structures of social policies and services and know the role of policy in service deliver and the role of practice in policy development.

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested activities may include: meet with administrator to gain full understanding of agency policies, attend community meetings that address community needs and need for policy change.

Field Instructor and Student Co-Evaluation of Performance

25. Analyze, formulate and advocate for policies that advance social well-being

<u>Mid Semester Rating</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>IE</u>
<u>Final Rating</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>IE</u>

26. Collaborate with colleagues and clients for effective policy action

<u>Mid Semester Rating</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>IE</u>
<u>Final Rating</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>IE</u>

Field Instructor Comments:

IX. RESPOND TO CONTEXTS THAT SHAPE PRACTICE

Necessary Knowledge, Values and Skills: Social Workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. They recognize that the context of practice is dynamic and use knowledge and skill to respond proactively.

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested activities may include: attend community meeting; attend and participate in administrative staff meetinas.

Field Instructor and Student Co-Evaluation of Performance

27. Continuously discover, appraised and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

28. Provide leadership in promoting sustainable changes in service deliver and practice to improve the quality of social services.

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

Field Instructor Comments:

X. ENGAGE, ASSESS, INTERVENE AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES.

Necessary Knowledge, Values and Skills: Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels and have the knowledge and skills to practice with individuals, groups, organizations, and communities. Practice knowledge includes Identifying, analyzing and implementing evidence-based interventions designed to achieve client goals, using research and technological advances. It also involves evaluating program outcomes and practice effectiveness, developing analyzing advocating and providing leadership for policies and services and promoting social and economic justice.

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested activities may include: Suggested activities may include: Sit in on 3 client intakes/initial interviews with experienced social worker; conduct 3 client intakes and complete bio-psychosocial assessment. Complete client treatment plans; (admin: sit in or co-facilitate stake holders meetings; work with client/organization to develop strategic plan; assist in development of service evaluation plan).

Field Instructor and Student Co-Evaluation of Performance

Engagement

29. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

30. Use empathy and other interpersonal skills

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

31. Develop a mutually agreed-on focus of work and desired outcomes

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

Field Instructor Comments:

Assessment

32. Collect, organize, and interpret client data

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

33. Assess client strengths and limitations

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

34. Develop mutually agreed-on intervention goals and objectives

Mid Semester Rating	<u>1 2 3 4 IE</u>
Final Rating	<u>1 2 3 4 IE</u>

35. Select appropriate intervention strategies

Mid Semester Rating	<u>1 2 3 4 IE</u>
Final Rating	<u>1 2 3 4 IE</u>

Field Instructor Comments:

Intervention

36. Initiate actions to achieve organizational goals

Mid Semester Rating	<u>1 2 3 4 IE</u>
Final Rating	<u>1 2 3 4 IE</u>

37. Implement prevention interventions that enhance client capacities

Mid Semester Rating	<u>1 2 3 4 IE</u>
Final Rating	<u>1 2 3 4 IE</u>

38. Help clients resolve problems

Mid Semester Rating	<u>1 2 3 4 IE</u>
Final Rating	<u>1 2 3 4 IE</u>

39. Negotiate, mediate, and advocate for clients

Mid Semester Rating	<u>1 2 3 4 IE</u>
Final Rating	<u>1 2 3 4 IE</u>

40. Facilitate transitions and endings

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

Field Instructor Comments:

Evaluation

41. Critically analyze, monitor and evaluate interventions

<u>Mid Semester Rating</u>	<u>1 2 3 4 IE</u>
<u>Final Rating</u>	<u>1 2 3 4 IE</u>

Field Instructor Comments:

Field Instructor assessment of student strengths & growth areas & summary comments:
MID TERM

STUDENTS STRENGTHS:

STUDENTS AREAS FOR CONTINUED DEVELOPMENT:

OTHER COMMENTS OR OBSERVATIONS:

FIELD INSTRUCTOR _____ DATE _____

STUDENT _____ DATE _____

FIELD LIAISON _____ DATE _____

Date of liaison visit: _____ liaison initials _____

Field Instructor assessment: FINAL

STUDENTS STRENGTHS:

**STUDENTS AREAS FOR CONTINUED DEVELOPMENT:
OTHER COMMENTS OR OBSERVATIONS:**

FIELD INSTRUCTOR _____ DATE _____

STUDENT _____ DATE _____

FIELD LIAISON _____ DATE _____

Date of liaison visit: _____ liaison initials _____

Date of liaison visit: _____ liaison initials _____

FOR LIAISON ONLY:

Additional contact documentation:

Date: _____ Reason: _____ Liaison initials _____

Date: _____ Reason: _____ Liaison initials _____

Liaison Assessment of student performance in field: (please circle)

Mid Term:

- 1. Student has not significantly engaged in field assignments
- 2. Overall beginning level of performance
- 3. Overall intermediate level of performance
- 4. Advanced level of performance-practice ready

Final Evaluation:

- 1. Despite plan of correction, student is still not sufficiently engaged in field
- 2. Solid beginning level of performance
- 3. Significant progress during the course of the semester
- 4. Advanced level of performance-practice ready

GRADE FOR INTERNSHIP: _____

JUSTIFICATION FOR GRADE:

LIAISON SUGGESTIONS FOR NEXT INTERNSHIP (if applicable)

Appendix D

Core Practice Behaviors and Class Assignments

PB 1-Prac. 1(Inter. Video & peer eval.), Prac. 2 (Gr. Prop.) and Prac. 3 (Macro Proj)

PB2-HBSE II (Org. analysis proj.), Prac. 1 (Inter. Video & peer eval.), Prac. 2 (Gr. Prop.) and Prac. 3 (Macro Proj) HBSE I (Dev. Env. & Inf.)

PB3- Prac. 1(Inter. Video & peer eval.), Prac. 2 (Gr. Prop.), and Prac. 3 (Macro Proj.)

PB4- Prac. 1(Inter. Video & peer eval.), Prac. 2 (Gr. Prop.) and Prac. 3 (Macro Proj)

PB5-Policy (Analysis pap) Prac. 2 (Gr. Prop.),

PB6- Prac. 2 (Gr. Prop.) and Prac. 3 (Macro Proj)

PB7-Prac. 1 (Inter. Video & peer eval) & HBSE II (Org. Analysis proj.) HBSE I (Dev. Env. & Inf.),

PB8- Policy (Analysis pap)

PB9-Policy (Analysis pap)

PB10-Res 1 (Res. Prop.) and Policy (Analysis pap)

PB11-HBSE II (Org. Analysis Proj), Prac 3 (Macro Proj), Res. 1 (Res Prop) and Policy (Analysis pap)

PB12-Res. 1 (Res. Prop), and Policy (Analysis pap)

PB13- HBSE II (Org. Analysis Proj), Prac 3 (Macro Proj), Res. 1 (Res Prop) and Policy (Analysis pap)

PB14- HBSE II (Org. Analysis Proj), Prac 3 (Macro Proj), Res. 1 (Res Prop) and Policy (Analysis pap), HBSE I (Dev. Env. & Inf.)

PB15-Prac 1(Inter video & peer eval), Res. 1 (res prop), HBSE II (Org. Analysis proj) HBSE I (Dev. Env. & Inf.), and Policy (Analysis pap)

PB16- Prac. 1(Inter. Video & peer eval.), Prac. 2 (Gr. Prop.), HBSE II (Org. Analysis proj), HBSE I (Dev. Env. & Inf.)

PB17- Prac. 1 (Inter. Video & peer eval) and Res. 1 (Res Prop)

PB18- HBSE II (Org. Analysis proj) and HBSE II (Org. Analysis proj), HBSE I (Dev. Env. & Inf.)

PB19- Prac 3 (Macro Proj), and Policy (Analysis pap)

PB20- Prac 3 (Macro Proj), and Policy (Analysis pap)

PB21-Res. 1 (Res Prop)

PB22- Res. 1 (Res Prop), HBSE II (Org. Analysis proj)

PB23- Prac. 2 (Gr. Prop.), HBSE II (Org. Analysis proj)

PB24-HBSE II (Org. Analysis Proj), Policy (Analysis pap), HBSE I (Dev. Env. & Inf.)

PB25-Policy (Analysis pap)

PB26- Policy (Analysis pap)

PB27- HBSE II (Org. Analysis proj), Res. 1 (res prop), HBSE I (Dev. Env. & Inf.)

PB28-Policy (Analysis pap) and Prac. 3 (Macro Proj)

PB29- Prac. 1(Inter. Video & peer eval.), Prac. 2 (Gr. Prop.) and Prac. 3 (Macro Proj)

PB30- Prac. 1(Inter. Video & peer eval.), Prac. 2 (Gr. Prop.) and Prac. 3 (Macro Proj)

PB31- Prac. 1(Inter. Video & peer eval.), Prac. 2 (Gr. Prop.) and Prac. 3 (Macro Proj)

PB32- Prac. 2 (Gr. Prop.), HBSE II (Org. Analysis proj), and Policy (Anal. Pap)

PB33- Prac. 2 (Gr. Prop.), HBSE II (Org. Analysis proj),

PB34-Prac. 2 (Gr. Prop) and Prac. 3 (Macro Proj)

PB35- Prac. 2 (Gr. Prop.) and Prac. 3 (Macro Proj)

PB36- Prac. 2 (Gr. Prop.), Policy (Analysis pap)

PB37- Prac. 2 (Gr. Prop.), Policy (Analysis pap)

PB38- Res. 1 (Res. Prop), Policy (Analysis pap)

PB39- Prac. 2 (Gr. Prop.), Policy (Analysis pap)

PB40-Prac. 2 (Gr. Prop)

PB41- Prac. 2 (Gr. Prop.) Res. 1 (Res. Prop), Policy (Analysis pap)

Appendix E

Exit Interview Questions

(Graduating BSW Students)

Instructions: The following questions refer to your experiences in the BSW program. These questions are a component of the School of Social Work Assessment Program. Your comments about your experiences while a student in the BSW program will be used to assist in the continuous improvement of the Program and School. Your answers will be reported in aggregate form and your individual responses will remain anonymous.

1. In terms of the application/admissions process to the professional core:
 - a. What do you consider strengths of the process?
 - b. What do you consider areas needing improvement?
2. In terms of the BSW program overall:
 - a. What do you view as the strengths of the program?
 - b. What do you view as areas needing improvement in the program?
3. In terms of the curriculum/courses of the BSW program:
 - a. What would you describe as strengths of the curriculum/courses?
 - b. What would you describe areas in need of improvement?
4. In terms of your experiences with School of Social Work faculty members:
 - a. What would you describe as faculty strengths?
 - b. What would you describe as areas needing improvement?
5. In terms of your experiences with academic and career advising by School of Social Work advisors:
 - a. What would you describe as strengths of your advising experiences?
 - b. What would you describe as areas needing improvement in advisement?
6. In terms of academic advising by Fulbright College advisors: What would you describe as strengths of your advising experiences?
7. In terms of academic advising by Fulbright College advisors: What would you describe as areas in need of improvement?
8. Turning to the field program:
 - a. Please describe the positive experiences you have had with the Field Seminar.
 - b. Please describe challenges you have experienced with the Field Seminar.
9. Again, referring to the field program: Please describe positive experiences you had with the Field Internship.
10. Please describe the challenges you faced with the Field Internship.
11. Briefly describe your involvement in extra-curricular activities:
 - a. Please describe what you view as benefits your involvement.
 - b. Please describe any challenges to your involvement.
12. In terms of communication within the School of Social Work, i.e. between faculty and students and between School/Program Administration and students:
 - a. Please describe what you view as strengths.
 - b. Please describe what you view as areas in need of improvement.

UNIVERSITY OF ARKANSAS BACCALAUREATE SOCIAL WORK PROGRAM

ASSESSMENT OF 2014 STUDENT LEARNING OUTCOMES

LAST COMPLETED ON 7/1/2014

Form AS4 (B) Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards below:

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4 *The program uses Form AS 4 (B) and/or AS4 (M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Identify as a Professional Social Worker	75% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	88%
Apply Ethical Principles	75% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	72%
Apply Critical Thinking	75% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	77%
Engage Diversity in Practice	75% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	77%
Advance Human Rights/ Social and Economic Justice	75% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	78%
Engage Research Informed Practice/ Practice Informed Research	75% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	64%
Apply Human Behavior Knowledge	75% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	78%
Engage Policy Practice to Advance Well-Being and Deliver Services	75% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	65%
Respond to Practice Contexts	75% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	75%
Practice Engagement	75% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	89%
Practice Assessment	75% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	85%
Practice Intervention	75% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	81.5%
Practice Evaluation	75% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	74%