

UNIVERSITY OF
ARKANSAS

School of Social Work

Volume I: MSW Program Self-Study
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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 M2.0.4).

The plan for evaluation of program outcomes is grounded in a thorough review of both foundation and advanced 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 ongoing data collection and analysis take place (AS 4.0.1-2). 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. Additionally, the Arkansas social work licensing examination pass rate is provided with a comparison to the national licensing pass rate. The Data Collection Schedule is displayed below (Table 1). In Table 2, the 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 measurement 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
King's Social Work Self-Efficacy Scale	2 Yr. Students: Beginning Fall Semester Yr. 1, and End of Spring Semester Yr. 2 3 Yr. Students: Fall Yr. 1 and Spring Yr. 3 Adv. Standing Students: Summer, and Spring Yr. 1	2
Standardized Capstone Evaluation (for Advanced Competencies)	End of Spring Semester Graduating Year	1
Field Evaluation Assessments	2 Yr. Students: Final Spring Yr. 2 3 Yr. Students: Final Spring Yr. 3 Adv. Standing Students: Final Spring Yr. 1	1
Course Assignment Measuring Specific Practice Behaviors	Courses in Yr. 1, Yr. 2, or Yr. 3 (if needed)	8-10 courses
Qualitative Exit Questions	End of Spring Yr. 1, Yr. 2, or Yr. 3 (if needed)	1

Table 2. Data Measurement Protocol

Measurement Tool	Time Frame	Place/Activity	Person Responsible for Data Collection
King's Pre-test (Advanced Practice Behaviors)	May (Advanced Standing) August (2/3 year)	MSW Orientation	Near the end of MSW orientation the MSW Program Director will escort the new cohort to the computer lab and ensure the students complete the King's Pre-test.
King's Post-test (Advanced Practice Behaviors)	April or May	Last seminar class	Field Program Director will remind Seminar instructors. Field instructors will dismiss class early to go to computer lab to complete the King's
Qualitative Exit Survey (Explicit curriculum)	April or May	Last seminar class	Field Program Director will remind Seminar instructors. Field instructors will dismiss class early to go to computer lab to complete the King's
Field Post-test (Foundation and Advanced Practice Behaviors)	April or May	Last student-instructor Field meeting	When Field instructors complete the final field evaluation these will be returned to the Field Director . These data will be entered and given to Assessment Chair within two months of collection.
Capstone Evaluation (Advanced Practice Behaviors)	April	During Capstone presentation	Following the Capstone presentations, the Research instructor will collect the evaluations and give them to the Assessment Chair for analysis
Course Assignment Grade (Foundation and Advanced Practice Behaviors)	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 given for assignment chosen to measure specific practice behaviors
Summary of Academic Year Competency Percentages	July-September	UA School of Social Work Website and Yearly Retreat	During the summer, the Assessment Committee completes the data points analyze. 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 School of Social Work utilizes two measurement tools to capture *core* competencies and related practice behaviors (See **Appendix A**). The measurement tools for these core competencies are comprised of class assignments and items on the 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). The findings from this analysis will provide two measurement scores per foundation practice behavior; in other words, we provide a clear and concise snapshot of the implicit program outcomes related to core competencies and associated practice behaviors. Based on these two measurement scores, an average is taken and this score can be compared to the competency benchmark (80%) developed by the UA School of Social Work.

Plan for the Evaluation of Advanced Competencies and Practice Behaviors

The School of Social Work utilizes four measurement tools to capture *advanced* competencies and related practice behaviors (See **Appendix B**). The measures are items on the King's Self-Efficacy Survey, class assignments, items on field evaluation, and the Capstone Evaluation.

Again, each measurement tool is specifically described below and located in the Appendices. The findings from this analysis will provide four measurement scores per advanced practice behavior. An aggregate mean of the results of these instruments are combined with the aggregate means of the other measurement tools and the average is then compared to the competency benchmark (80%) developed by the School.

Social Work Self-Efficacy Scale

The first measure used for the MSW program assessment model is the Social Work Self-Efficacy Scale (King, 2003). This tool is used to measure the *advanced* competencies and related practice behaviors. This validated scale measures the sense of ability of the students at two salient points in their course of studies. The scale provides an indirect measure of student perceptions regarding their capacity to perform in specified areas of social work practice, policy and research throughout the course of study. For the two and three-year student, the Self-Efficacy Scale is first administered at the orientation session prior to starting the program and at the final data collection administered at the end of year two or three (depending on whether the student is in the 2-year or 3-year program). The Self-Efficacy Scale is first administered to advanced-standing students during orientation in May, and the final data collection period is at the end of the Spring semester. A copy of the Self-Efficacy Scale can be found in **Appendix C**.

The items used in the scale have been recoded to match the ten EPAS competencies and the subsequent advanced practice behaviors. A table displaying the specific Self-Efficacy questions and their connection to each specific practice behavior per advanced year can be found in **Appendix D**. Each question is scored on a Likert scale of 0-10. A score of "0" signifies the student believes they cannot complete the task and a score of "10" signifies the student is very certain that they can complete the specific task. The specific benchmark score assigned for this data measurement tool by the School of Social Work is at least 8 out of 10. Items on the King's Self-Efficacy Survey are scored to arrive at an aggregate mean. An aggregate mean of the results of this instrument are combined with the aggregate means of the other measurement tools to compare to the benchmark provided for each competency (See **Appendix A and B**).

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 foundation and advanced year competencies and practice behaviors. The skills are measured at six measurement points for both two/three year and advanced placement students. The points in time are mid-term and final evaluation for each semester of fieldwork. Based on the School's curriculum, the foundation field is carried out in the first year during the spring. For advanced standing students, this foundation field experience is completed in the summer before their final year. The advanced field experience is completed during the students' final year (fall and spring) and this evaluation is based on the advanced practice behaviors. The field evaluation instruments have multiple indicators addressing foundation and advanced practice behaviors (foundation and advanced evaluation instruments).

The evaluation is carried out by an on-site field supervisor based on the observation of the practice skills of the student.

Items on the advanced field evaluation are scored from “1-5”. For the advanced field assessment a “1” signifies that the student was not significantly engaged in the field assignments to measure this practice behavior and a “5” signifies that the student performed assignments at an advanced level and that they are practice ready. To evaluate the advanced practice behavior achievement, the final score provided in the spring is used. The field assessment used has 41 assessment questions based on the advanced practice behaviors previously developed. Since the advanced practice behaviors have changed slightly, specific questions from the field evaluation were picked to address the current practice behaviors. Appendix B describes the specific assessment questions used per practice behavior. Items on the foundation/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 foundation assessment is completed in the spring during the first year for our 2-year or 3-year students. This assessment is completed in the summer for advanced standing students.

The School of Social Work has the goal that all of our graduating MSW students achieve a “practice ready” status; therefore our benchmark for the foundation field is a “4” and for the advanced field it is a “5”. The amount of those achieving this score is divided by the amount of students taking field that semester to come up with 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 competency. A copy of the field evaluation forms using the competencies/practice behaviors for the foundation year and advanced year are found in **Appendices E and F**.

Standardized Capstone Evaluation Form

The master thesis follows a traditional process and content, resulting in a final paper and defense. The capstone project is a two-semester project in which the students scientifically evaluate an intervention of their clients (e.g. individuals, families, groups or an entire program) from their field practice setting, using the multi-system life course perspective (MSLC). They then present the theoretical background, research methods, findings, discussion and conclusions in a professional presentation to their Capstone Committee at the end of the semester. Capstone projects are more than just research reports but also represent a culmination of the student’s graduate social work training and an integration of what they have learned in all of graduate course work. In these projects they integrate and demonstrate a breadth and depth of knowledge and experiences gained. In the poster presentation, students display the research they conducted for the evaluation project, outcomes and implications. Before the presentations, the Research instructor grades the Capstones on items such as the theoretical foundation guiding the research, including the MSLC perspective, the appropriateness of the intervention, evaluation methods, presentation quality and professionalism.

The master project (capstone) instructor evaluates completed projects using a capstone measurement tool (see **Appendix G**). The assessment committee constructed this instrument to measure the level of student achievement across the advanced MSW competencies. This tool only measures the achievement of the overall competency, not each individual practice behavior. The evaluator scores each competency from a “0-5”. A “0” signifies the student does not

demonstrate the criteria used within each competency and a “5” signifies the student exceeds expectations in demonstrating the criteria used within each competency. The benchmark set for this measurement tool is a “4.5”. An aggregate mean is taken of each competency score to compare to the benchmark.

Course Assignment Measuring Specific Practice Behaviors

During the foundation year and advanced concentration year, class assignments have been highlighted in each core class and specifically measure the core competency for that class and the subsequent practice behaviors within that competency. This particular assignment also might encompass some of the collateral competencies and the subsequent practice behaviors. Each practice behavior for both the foundation and advanced MSW years is measured by usually two or more course assignments developed throughout the curriculum. The specific class assignments associated with each Foundation and Advanced Practice Behavior can be found in **Appendices H and I**. These assignments are graded by the course instructor, resulting in a classification of “A-F”. Core practice behavior 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. Advanced practice behavior assignments include (1) video case presentations, (2) group presentations and projects, (3) evaluation projects, and (4) literature reviews. These grades are subsequently transformed into an aggregate mean for the purposes of analysis.

National MSW 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 our students’ success to others nationally.

Qualitative Exit Questions

All MSW students are encouraged to complete qualitative exit questions. These questions are attached to the King’s Self-Efficacy Survey and 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 King’s and the exit questions. The exit questionnaire contains 8 open-ended questions organized by several themes: administration, advising, admission, communication, academic experiences, faculty, and internship experiences. The exit interview questions can be found in **Appendix I**.

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 are 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 and B**), the foundation practice behaviors use two measurement tools and the advanced practice behaviors use four measurement tools. 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 MSW curriculum per practice behavior and subsequently the specific core competencies. **Tables 1 and 2 (see MSW Tables and Figures)** provide a complete view of the measurement tools and benchmarks required by the UA School of Social Work. Also in these tables, the percentage of benchmark attainment is displayed per practice behavior. For the Foundation practice behaviors and competencies, the benchmark is 80%. For the Advanced practice behaviors and competencies, the benchmark is 80% as well. These percentages are combined to evaluate Competency 1-10 attainment for the UA MSW program. A summary of these two tables is provided towards the end of this report.

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

Field Evaluations

During the past year, evaluation researchers sampled final MSW field evaluations from 34 students (10 from foundation placements and 24 from advanced placements). This represents **79%** percent of the actual field students during this time period. The foundation field evaluation forms include 41 items based on the EPAS 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 ranges from 1 - 4. As already stated, the benchmark the School of Social work aspires to for this measurement tool is a 4 to signify "Practice Ready". **Table 3 (see MSW Tables and Figures document)** shows the specific practice behaviors, and the percentage of first year MSW students achieving a "practice ready" score. The advanced field evaluation form includes 41 items based on the previous advanced practice behaviors. **Table 4 (see MSW Tables and Figures document)** shows the specific practice behaviors, and the percentage of graduating MSW students achieving a "practice ready" score. Highlighted in **Table 3 and 4** are the practice behaviors that did not achieve above 80% for this measurement tool.

Foundation Level Field

For the final assessments during the first MSW field placements, 8 out of 41 of the practice behaviors received a perfect rating of 100% attainment and a $\underline{M}=4$ by the field instructors. These PBs were: PB 1.2 *Practice personal reflection and self-correction to assure continual professional development*, PB. 1.4 *Demonstrate professional demeanor in behavior, appearance, and communication*, PB 2.8 *Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics*, PB 2.10 *Apply strategies of ethical reasoning to arrive at principled decisions.*, PB 4.17 *View themselves as learners and engage those with whom they work as informants.*, PB 5.18 *Understand the forms and mechanisms of oppression and discrimination*, PB 10.32 *Collect, organize and interpret client data*, and PB 10.33 *Assess client strengths and limitations*. The lowest mean performance and percentage attainment was PB 3.12-70% ($\underline{M}=3.7$) *Analyze models of assessment, prevention, intervention, and evaluation*. The three other practice behaviors that had low mean performance and also did not meet the benchmark percentage were: PB 5.2-75% ($\underline{M}=3.75$) *Engage in practices that advance social and economic justice*, PB 9.28-70% ($\underline{M}=3.7$) *Provide leadership in promoting sustainable changes in service deliver and practice to improve the quality of social services.*, and PB10.37-78% ($\underline{M}=3.78$) *Implement prevention interventions that enhance client capacities*.

Advanced Level Field

For the advanced field assessments, instructors scored the lowest practice behavior as PB 8.2-77% ($\underline{M}=4.77$) *Demonstrate advanced knowledge, based in a MSLC perspective, of policy practice grounded in historical and emerging strategies and tactics*, PB 8.3-($\underline{M}=83.33$) 83% *Demonstrate advanced skills in social work practice including the ability to link theory, policy-practice, and research/evaluation* and PB 9.2-83% ($\underline{M}=4.83$) *Demonstrate the ability, consistent with a MSLC perspective, to understand and appreciate how the historical context influences*. Only PB 8.2 fell below the 80% benchmark. There were seven practice behaviors achieving a 100% percentage attainment from the field instructors. These practice behaviors were: PB 1.2 *incorporation of and skills for a life-long learning approach*, PB 2.2 *recognize and manage personal values*, PB 4.2 *use a MSLC perspective and intersectionality theory, to communicate understanding of the complex interrelationships*, PB 6.2 *Demonstrate the ability to present and justify arguments or positions using quantitative or qualitative research*, PB 7.2 *Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference*, PB 10.3 *The ability to assume the role of learner and engage those diverse systems*, and PB 10.12 *Demonstrate the ability to critically analyze models of assessment, prevention, intervention, and evaluation*.

Course Assignment Measuring Specific Practice Behaviors

The University of Arkansas, School of Social Work requires that faculty who teach any of the 7-9 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 that measure each foundation practice behavior are located in **Appendix H**; course assignments that measure the advanced practice behaviors are located in **Appendix I**. For this measurement tool, faculty provide a grade 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. **Tables 5 and 6 (see MSW Tables and Figures document)** show the 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 80% benchmark have been highlighted.

Foundation Level Practice Behaviors

In summary, several practice behaviors received either an A or B for the course assignment. Twenty-two practice behaviors had 100% attainment. The practice behaviors receiving the lowest attainment based on this measurement tool include: PB 3.12-(M=3.4) 80% *Analysis models of assessment, prevention, intervention and evaluation*, PB 6.21-(M=3.5) 90% *Use practice experience to inform scientific inquiry*, PB 1.4-(M=3.6) 91% *Demonstrate professional demeanor in behavior, appearance and communication*, and PB 2.10-(M=3.6) 94% *Apply strategies of ethical reasoning to arrive at principled decisions*. It is important to note that even though these received the lowest aggregate GPA, they did not fall below the benchmark established by the SCSW.

Advanced Level Practice Behaviors

Similar to the foundation level course assignments, students in the advanced MSW year performed well also on this measurement tool. The aggregate GPAs of twenty-six course assignments received a 3.8 GPA and a 100% benchmark attainment level. The course assignments receiving the lowest GPA and percentage attainment were PB 6.1 (M=3.5)-94% *Demonstrate grammatically strong writing skills and evidence-based research skills* and PB 10.14 (M=3.6)-94% *Demonstrate understanding of the impact of research on individual and intersecting diversities*. Again, the practice behaviors in this measurement tool all rose above the 80% benchmark.

Social Work Self-Efficacy

Over the past year, researchers administered the King's Self-Efficacy scale to 27 students at the end of the 2013-2014 academic year. The King's Self-Efficacy scale was also recoded to match the EPAS advanced practice behaviors and subsequent competencies (see **Appendix D**). For this assessment, the King's was used to evaluate student perceptions of their ability to fulfill certain social work duties based on the knowledge gained throughout the MSW program. **Table 7 (see MSW Tables and Figures)** details the mean scores and percentage of benchmark attainment across all of the practice behaviors. The benchmark the SCSW developed for this assessment tool was 80% and the practice behaviors that did not make the benchmark percentage are highlighted below.

The King's scale showed a range of self-efficacy perception scores, from a low mean score of $\underline{M}=7.8$ for PB 8.1 *Demonstrate advanced skills in social work policy practice* to a high score of $\underline{M}=9.20$ for both PB 7.3 *Demonstrate knowledge related to the notions of social justice, advocacy, leadership, social change, social support, social networks, and social capital* and 9.2 *understand and appreciate how the historical context influences and brings about change in values, ideas, customs, institutions, political and economic systems, and the social work profession*. In regards to the percentage attainment of the benchmark, these two high mean scores also had a 100% attainment. This means that all of the students taking the King's perceived great confidence (score 8-10) in this particular practice behavior. Five other practice behaviors also had a 100% attainment level as well as high mean scores. These were: PB 6.1 ($\underline{M}=9.07$) *Demonstrate strong writing skills, technology skills, and evidence-based research skills in practice.*, PB 10.9 ($\underline{M}=9.19$) *Demonstrate the ability to identify which therapeutic strategies.*, PB10.12 ($\underline{M}=9.00$) *Demonstrate the ability to critically analyze models of assessment, prevention, intervention, and evaluation*, PB 10.13 ($\underline{M}=9.02$) *Demonstrate the ability to creatively analyze, raise critical questions about, and evaluate*, and PB 10.14 ($\underline{M}=8.98$) *Demonstrate understanding of the impact of research on individual and intersecting diversities*.

Interestingly, there were two practice behaviors that had mean self-efficacy scores above an 8, PB 2.1 ($\underline{M}=8.16$) *Demonstrate understanding and integration of the values and principles of ethical social work practice* and PB 10.2 ($\underline{M}=8.11$) *Demonstrate knowledge of the ways in which technology can aid in advanced social work practice and skills*, but had a percentage attainment below the benchmark of 80%. This means that more than 20% of the students rated this practice behavior below an 8 (PB 2.1-74%, and PB 10.2-74%) but there were several students who felt comfortable enough to give this practice behavior a score of a 10.

Other practice behaviors that also fell below the benchmark of an 80% attainment were: PB 4.3 ($\underline{M}=7.95$) *Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences*, PB 5.1 ($\underline{M}=7.95$), 5.2 ($\underline{M}=7.95$) *Demonstrate the ability to recognize, understand, synthesize, and articulate the complex global interconnections of oppression*, PB 7.1 ($\underline{M}=7.95$) *ability to use a critical approach to demonstrate advanced knowledge of traditional and alternative theories*, and PB 10.5 ($\underline{M}=7.95$) *Demonstrate the ability to use a MSLC perspective to understand, synthesize and assess issues that impede the exercise of basic human rights*.

Standardized Capstone/Thesis Evaluations

The research instructor evaluated 55 MSW research capstone projects in 2013 and 2014 using the standardized evaluation tool detailed above. See **Table 8 (see MSW Tables and Figures)** for the aggregates mean scores and the percentage attainment based on the benchmark established by the SCSW for this measurement. The benchmark was a score above a “4”. Across the ten advanced competencies, all 55 assessed students met the benchmark of above a “4”. The observed range was 4.37 – 4.78 from a possible range of 0 – 5. The highest evaluation for these two years was for Competency 2 (\underline{M} =4.595) *Apply SW Ethics* and Competency 5 (\underline{M} =4.48) *Human Rights and Social Justice*. The lowest scored competency was Competency 4 (\underline{M} =4.34) *Engage Diversity and Difference*.

4.0.3 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 graphs displaying the percentages of practice behavior and competency attainment (see **Figure 1-4-see MSW Tables and Figures document**). While **Table 9 (see MSW Tables and Figures)** displays the highest and lowest foundation practice behavior attainment per measurement tool, **Table 10 (see MSW Tables and Figures document)** examines the highest and lowest advanced practice behavior attainment per measurement tool. In order to examine the overall strengths and weaknesses of the program, the measurement tools are combined for both the foundation competencies and advanced competencies. **Table 11 (see MSW Tables and Figures)** shows the combination of data points for the foundation year and **Table 12 (see MSW Tables and Figures)** displays the combination of points in the advanced year.

When the data points were combined, foundation students showed their highest attainment in practice behavior: *10.32-Collect, organize and interpret client data, 1.2-Practice personal reflection and self-correction, Use supervision and consultation, 10.33-Select appropriate intervention strategies, and 5.1Understand the forms and mechanisms of oppression and discrimination*. The lowest attainment came in two different practice behaviors and includes: *3.12-Analysis models of assessment, prevention, intervention, and evaluation, 9.28-Provide leadership in promoting sustainable changes in service delivery and practice*. PB 3.12 was the only one that fell below the benchmark of 80%.

For the advanced year, there were no practice behaviors or competencies that fell below the benchmark. The highest achieving advanced practice behaviors were PB 10.12 *Demonstrate the ability to critically analyze models of assessment, prevention, intervention and evaluation*, PB 1.2 *Demonstrate the incorporation of and skills for a life-long learning approach* and PB 7.3 *Demonstrate knowledge and ideas and concepts related to the notions of social justice, advocacy, and leadership*. Further analysis of the combination of data points identified the lowest attaining practice behavior as PB 8.1 *Demonstrate advanced skills in social work policy practice including research analysis, formation, influence, and advocacy for policy*. These final practice behavior attainments were then combined again to evaluate each of the competencies

(Figure 3 and 4). This final percentage is then compared to the 80% benchmark developed by the School to evaluate student success for each competency. Based on this analysis, the MSW program showed strengths during the first year in four competencies. These include: *1-Identify as a Professional SW, 2- Apply SW Ethics, 8-Apply Policy Practice, and 10-Engage, Assess, Intervene, and Evaluate*. There were two competencies that performed less than the others but they did meet the benchmark. These were: *3-Apply Critical Thinking, and 9-Respond to Context*. During the final or advanced year, strength was seen in Competency *1 Identify as a Professional SW, 3 Apply Critical Thinking, 6 Research Informed Practice, and 10 Engage, Assess, Intervene, and Evaluate*. The one area receiving the lowest percentage attainment, but still making the benchmark was competency *8 Apply Policy Practice*.

Social Work Licensure Summary

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

Test Results for 2011

In 2011, a total of fifteen (15) University of Arkansas graduates took the Masters level examination for the first time. Thirteen (13) out of fifteen (15) passed the test the first time they took it. This resulted in a pass rate of 87%, slightly higher than the national average of 83%. Five (5) individuals, who took the test in previous years, retook it and four of those individuals (4) passed. This resulted in the University of Arkansas having a much higher pass rate (80%) than the national average of 41%. In summary, at the Master's level, seventeen (17) graduates passed the test, and three (3) failed resulting in an 85% pass rate, surpassing the 72% pass rate at the national level.

Test Results for 2012

In 2012, 15 of 18 graduates passed the test on their first test attempt at the Masters level. The pass rate was 83%, resulting in a rate for the University of Arkansas that was 1 percentage point below the national average of 84%. Three people retook the test and all three passed. In summary, at the Master's level, eighteen (18) graduates passed the test, and three (3) initially failed resulting in an 86% pass rate, compared with 72% at the national level.

Test Results for 2013

In 2013, a total of twenty-two (22) graduated Masters students took the licensing exam and four (4) failed. This resulted in an 82% pass rate, equal to the national rate of 82%. Four people retook the test after failing it in a previous year and two failed again. In summary, when combining the first-time test takers and the repeat test takers, twenty-six (26) took the exam at the Master's level in 2013. Out of those twenty-six, twenty (20) passed and six (6) failed. The combined pass rate for the UA Master students was 77% while the national level was 71%.

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

At the Master's level, there were fairly consistent rates throughout the years in first time pass rates. They were 87% (2011), 83% (2012, and 82% (2013). When you combine the repeat test

takers and the first time test takers, 2011 (85%) and 2012 (86%) pass rates were quite a bit higher than 2013 (77%).

The University of Arkansas compared favorably with the national average for all three years when looking at the Masters level social work licensure test. First time test takers from the University of Arkansas passed the test between 82-87% compared to 82-84% at the National level. When combining the first time test takers and the repeat test takers the comparison is even more striking. For UA, the summaries are 85%, 86%, and 77% (years 2011, 2012, and 2013) compared to the national rates of 72%, 72 %, and 71 % (years 2011, 2012, and 2013).

Exit Questions Findings

During the academic year 2013-2014 a hard copy of the qualitative exit questions were connected to the King's Self-Efficacy Survey completed during one of the final field seminar classes. Thirty-three students completed these questions and submitted them for analysis. The questionnaire contained 8 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

Applications/admissions process

Overall, most of the students believe the admissions process was positive and gave an idea of what to expect in the program. Students also appreciated the interview process they went through to get into the program. It also gave them a chance to meet the friendly, responsive staff/faculty.

Most believed that the admissions process did not need to change. Some suggestions included:

- 1) possibly using more internet based receipt of materials;
- 2) lengthen time before the scheduled interview; and
- 3) perhaps include a detailed rubric for the writing statements.

Overall Experiences of MSW program

Strengths:

SCSW faculty and staff were described as knowledgeable, approachable, helpful, supportive, understanding, encouraging, welcoming, and diverse. Particular courses were given positive feedback. These included: MSLC perspective; Research courses (capstone project); and SW Practice 1 & 2 courses. Overall, students commented that the classes were engaging, dense, rich, offering a sense of collaboration and community. The students also spoke positively about the cohort system the UA SCSW uses.

Areas in need of improvement:

Many students commented on the need for more electives (e.g., limited courses for a specific area such as direct therapy, advanced practice with individuals, and administration and grant writing). Some students (n=3) also wanted fewer on-line courses. One student particularly commented that mental health policy and practice, and family therapy should be offered as required courses.

Some students wanted more connection with faculty and more activities to support the networking within their cohort and faculty (n=6).

Other comments in regard to the curriculum include:

- 1) Too much focus on research (n=2)
- 2) Improvements in courses: HBSE 1 & 2 (n=2), Bridge (n=4)
- 3) Better integration of MSLC - sometimes it felt forced (n=2)
- 4) Fewer combined classes with BSW students (n=3)
- 5) More mentoring (e.g., limited time with advisor, more guidance on licensing and careers, earlier discussion on licensing and career) (n=2)
- 6) More professionalism of faculty (e.g., incorrect answers posted in on-line classes) (n=1).

In Regards to the Curriculum

Strengths:

Overall, the MSW curriculum received positive comments including the following: great, strengths perspective, excellent, passionate professors, rigorous, structured, and contained group processing exposure.

Particular courses that received positive comments include:

- Foundations Cultural competency (n=8)
- MSLC courses (n=4);
- Research (n=9)
- Practice 1, 2 and/or 3 (n=3)
- Advanced practice in mental health (n=11): 5 students want it as required (1 student commented that some students could not take it due to the fact that it was offered over summer); 1 student want an additional course on this topic

Areas in need of improvement:

Many students wanted more courses on specific areas of SW practice (n=6) and more diversity in electives (n=7). Students also perceived that certain assignments could be reduced, particularly reducing some redundancy (n=2). Consistently students believed the Bridge course needed to be deleted or greatly improved (n=8). Students also suggested that too much emphasis was put on MSLC only in the advanced year (n=7).

Other suggestions included:

- 1) Separation of BSW and MSW students (n=2)
- 2) Re-evaluation of learning contract
- 3) Mentor/advisor for research projects (n=1)
- 4) Improvements in on-line courses (n=1)
- 5) Expansion of MSLC into other (elective) courses (n=2)
- 6) Earlier preparation for capstone project (n=1)
- 7) Option of one-semester research course vs. year-long research courses (n=1)

In Regard to Faculty

As stated above, faculty consistently received positive comments. Some specifics in regards to faculty include: helpful (n=5); supportive (n=5); caring about students and their success (n=11); available, willing to offer additional help and support (e.g., via office hours or outside class) (n=8); approachable/accessible (n=3); encouraging (n=3); empathetic (n=2); genuine (n=1); authenticity (n=1); kind (n=2); warm (n=1); patient (n=1); openness (n=1); flexible (n=1); friendly (n=1); funny (n=1); Inspiring (n=1); amazing (n=1); positive outlook (n=1); cohesive (n=1); professional (n=1)

Other comments:

- Willingness for independent study (n=1)
- Willingness for supervision (n=1)
- Desire to get students involved in research opportunities (n=1)
- Offer professional development for students (n=1)
- Meet you at where you are

Also, most students did not have needs of improvement for faculty. A few suggestions were to include greater connection or activities with faculty and the need for expanded office hours. In regards to field, many students stated that there seemed to be little consistency among professors teaching field seminar (n=7).

Advising

Most students did not comment on advising. Some commented that advisers were difficult to get in touch with – limited time with advisors (n=10); more frequent, consistent advising (n=7); stronger follow-up (n=2). Others suggested that more advising on career, resume writing, interview skills was needed (n=5).

Communication

Strengths of communication came in the form of listservs, and communication with faculty. Again, descriptives provided by students to describe faculty communication was: approachable, thoughtful, and supportive. Suggestions were given for the need for open communication on GA/TA positions as well as other job/scholarship opportunities (n=7). Lastly, there were a few comments on the need for certain professors to respond quicker to emails or BB communication.

Field Seminar

Consistently the students commented that that the field seminar offered opportunities to discuss/process things at field placement, and/or receive feedback from professor and classmates (n=15). Second, students appreciated the opportunity to learn other field placements and experiences in these placements, which allows different perspectives (n=7).

Many students commented on the redundancy of the assignments within field (n=6) and the repetitiveness of journals and seminar topics. As previously commented, some students questioned the course expectations being different depending on the professor teaching seminar, lack of helpful feedback from the professor and a professor's lack of experience in teaching.

9. Extra-curricular Activities

Some positive feedback in regards to outside activities offered within the school include the diversity of opportunities to network and activities to build closer relationships within the school and outside community. Many did comment that because of the rigorous curriculum it left little time for outside networking or activities, particularly if you had children.

Conclusion

In summary, students consistently reported that faculty are the strongest component of the MSW program. Students confirmed that the faculty were warm, approachable, genuine, and brought real work experience into the classroom environment. Students also appreciated the rigorous curriculum and perceived they were well prepared for their future careers.

Findings indicate predominately four areas needing improvement: (1) Improved communication to students on GA positions, and graduation deadlines; (2) More effective, meaningful and personalized graduate advising that aids career growth; (3) More diversity in elective offerings and less online options; (4) Consistency in field expectations and assignment redundancy.

Improvements

Outcomes of the Assessment model have been shared with the school faculty and staff during faculty retreats and in the knowledge management system available to all faculty and staff. The Curriculum Committee and full faculty have addressed these concerns and needs by implementing the following changes:

Areas Needing Improvement	Concern/Need	Response	Status
Advising	<i>More effective, meaningful, and personalized graduate advising that aids career/professional development</i>	Developed handbook for graduate advisors “Guidelines for MSW Program Advisors-2014/15”. The handbook includes advising expectations/responsibilities and offers proactive approaches to scheduling appointments & building stronger advisee/advisor relationships.	“Guidelines for Advisors” will be updated each fall with additional resources.
		Presented segment on Graduate Advising at fall 2014 faculty retreat, with emphasis on SSW commitment to mentoring model, including guidance & resources on career planning/professional development.	
		SSW hosted workshop on Social Work Licensing, presented by members of the AR SW Licensing Board. (Spring 2014)	Board workshop will be offered each spring.
		Updated & expanded <i>MSW Handbook</i> , Sections: Continuing Education and Professional Development Resources (Summer 2014)	Offered each spring.
Electives	<i>More diversity in elective offerings</i>	Removed one required course (Research & Technology III) from the 3-course R&T sequence. This allowed one additional elective to be added to the curriculum plan (3 electives, 9 credit hours)	Effective Fall 2014
		Proposal approved to remove one required course (Advanced Practice II Using MSLC Perspective) in order to improve curriculum design and provide increased diversity in elective choices. Students will instead choose 1 of 2 newly developed advanced practice selectives in its place.	Awaiting College course approval. <i>Anticipated</i>
	<i>Fewer on-line elective options</i>	The selectives are population-specific (Children and Youth or Adults), addressing student desire for greater diversity in offerings. Students may also choose to take a 2 nd selective as an elective, providing an additional elective choice. Proposal to offer one direct practice and one macro practice elective each fall semester was approved by faculty (Spring 2014)	Effective Fall 2015 Effective Fall 2015

		<p>Two new social work electives, cross-listed with African and African American Studies, added 2014.</p> <p>Both online and on-campus electives are currently offered. A part-time Online Program Director position was added in August 2014, ensuring quality of online course development and delivery.</p> <p>The program's elective policy also allows graduate electives to be taken outside the SSW. Examples of appropriate outside electives are regularly announced via the MSW listserv.</p>	<p>Regularly offered</p> <p>In place Fall 2014</p>
Communication	<i>Improve communication regarding GA positions and graduation deadlines</i>	<p>The MSW program listserv is used to provide information on a variety of funding opportunities. These announcements include GA positions available in the SSW and other UA departments and administrative offices as well as hourly positions in the SSW.</p> <p>Based on student comments (Spring14), the SSW now sends reminders to 2-year students that they may re-apply for GA positions at the beginning of their advanced year.</p> <p>The MSW Student Forum is conducted twice each academic year (Fall/Spring) and includes information on spring graduation requirements and deadlines. Announcements are also made via the MSW listserv beginning in January, with reminders as March deadline approaches.</p> <p>Students are reminded at MSW Orientation of the importance of signing up for the Graduate School listserv in order to receive these announcements directly.</p>	<p>Ongoing</p> <p>Implemented Spring 2014 and ongoing</p> <p>Ongoing</p>
Field	<i>Consistency in expectations across seminars</i>	<p>Field liaison training at the beginning of each semester providing updated expectations</p> <p>Updated rubrics</p> <p>3. Created synopsis of the goals for student development for the semester</p> <p>4. Maintain consistent pool of well-trained faculty to teach seminar</p>	<p>Ongoing at the beginning of each semester</p> <p>Ongoing evaluation each semester and revise accordingly</p>
	<i>Redundancy in assignments</i>	<p>Assignments retain same title, but have different expectations/requirements reflecting developmental progression across the curriculum</p>	<p>Ongoing evaluation of effectiveness of assignments</p>

		Updated rubrics reflecting the developmental progression effectively	Ongoing evaluation each semester; revise accordingly
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MSW Tables and Figures

2015 Reaffirmation

Table 1-MSW 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	80% of students will demonstrate this competency	1. Advocate for client access to services of social work	Measure 1: No less than "B" Measure 2: Must achieve score of 3.5 or above	Measure 1: 100% Measure 2: 80%	90%	95%	YES
		2. Practice personal reflection and self-correction to assure continual professional development	Measure 1: Must achieve no less than "B" Measure 2: Must achieve mean of 3.5 or above	Measure 1: 97% Measure 2: 100%	98.5%		
		3. Attend to professional roles and boundaries	Measure 1: Must achieve no less than "B" Measure 2: Must achieve mean of 3.5 or above	Measure 1: 98% Measure 2: 90%	94%		
		4. Demonstrate professional demeanor in behavior, appearance and communication	Measure 1: Must achieve no less than "B" Measure 2: Must achieve mean of 3.5 or above	Measure 1: 91% Measure 2: 100%	95.5%		

		5. Engage in career-long learning	Measure 1: Must achieve no less than "B"	Measure 1: 100%	95%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 90%			
		6. Use supervision and consultation	Measure 1: Must achieve no less than "B"	Measure 1: 100%	95%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 90%			
2.1.2 Apply social work ethical principles to guide professional practice	80% of students will demonstrate this competency	7. Recognize and manage personal values in a way that allows professional values to guide practice	Measure 1: Must achieve no less than "B"	Measure 1: 97%	93.5%	95%	YES
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 90%			
		8. Make ethical decisions by applying standards of "NASW Code of Ethics" and as applicable IFSW statement of principles	Measure 1: Must achieve no less than "B"	Measure 1: 96%	98%		
		9. Tolerate ambiguity in resolving ethical conflicts	Measure 1: Must achieve no less than "B"	Measure 1: 100%	90%		

			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 80%			
		10. Apply strategies of ethical reasoning to arrive at principled decisions	Measure 1: Must achieve no less than "B" Measure 2: Must achieve mean of 3.5 or above	Measure 1: 94% Measure 2: 100%	97%		
2.1.3. Apply critical thinking to inform and communicate professional judgments	80% of students will demonstrate this competency	11. Distinguish, appraise, and integrate multiple sources of knowledge including research based knowledge and practice wisdom	Measure 1: Must achieve no less than "B" Measure 2: Must achieve mean of 3.5 or above	Measure 1: 98% Measure 2: 80%	89%	84%	YES
		12. Analysis models of assessment, prevention, intervention and evaluation	Measure 1: Must achieve no less than "B" Measure 2: Must achieve mean of 3.5 or above	Measure 1: 80% Measure 2: 70%	75%		
		13. Demonstrate effective oral and written communication in working with individuals, groups, organizations, communities and colleagues	Measure 1: Must achieve no less than "B" Measure 2: Must achieve mean of 3.5 or above	Measure 1: 98% Measure 2: 80%	89%		
						93%	YES

2.1.4 Engage diversity and difference in practice	80% 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: Must achieve no less than "B"	Measure 1: 95%	92.5%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 90%			
		15. Gain sufficient self-awareness to eliminate in influences of personal biases and values in working with diverse groups	Measure 1: Must achieve no less than "B"	Measure 1: 95%	87.5%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 80%			
		16. Recognize and communicate their understanding of the importance of differences in shaping life experiences	Measure 1: Must achieve no less than "B"	Measure 1: 95%	92.5%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 90%			
		17. View themselves as learners and engage those with whom they work as informants	Measure 1: Must achieve no less than "B"	Measure 96%	98%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 100%			
2.1.5. Engage human rights and social and economic justice	80% of students will demonstrate	18. Understand the forms and mechanisms of	Measure 1: Must achieve no less than "B"	Measure 1: 98%	99%	94%	YES

	this competency.	oppression and discrimination	Measure 2: Must achieve mean of 3.5 or above	Measure 2: 100%			
		19. Advocate for human rights, and social and economic justice	Measure 1: Must achieve no less than "B" Measure 2: Must achieve mean of 3.5 or above	Measure 1: 100% Measure 2: 90%	95%		
		20. Engage in practices that advance social and economic justice	Measure 1: Must achieve no less than "B" Measure 2: Must achieve mean of 3.5 or above	Measure 1: 100% Measure 2: 75%	87.5%		
2.1.6. Engage in research informed practice and practice informed research	80% of students will demonstrate this competency.	21. Use practice experience to inform scientific inquiry	Measure 1: Must achieve no less than "B" Measure 2: Must achieve mean of 3.5 or above	Measure 1: 90% Measure 2: 90%	90%	89%	YES
		22. Use research evidence to inform practice	Measure 1: Must achieve no less than "B" Measure 2: Must achieve mean of 3.5 or above	Measure 1: 95% Measure 2: 80%	87.5%		

2.1.7. Apply knowledge of human behavior and the social environment	80% of students will demonstrate this competency.	23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Measure 1: Must achieve no less than "B"	Measure 1: 100%	90%	89%	YES
		24. Critique and apply knowledge to understand person and environment	Measure 2: Must achieve mean of 3.5 or above	Measure 2: 80%			
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	80% of students will demonstrate this competency.	25. Social workers analyze, formulate, and advocate for policies that advance social well-being	Measure 1: Must achieve no less than "B"	Measure 1: 100%	94.5%	95%	YES
		26. Social workers collaborate with colleagues and clients for effective policy action	Measure 2: Must achieve mean of 3.5 or above	Measure 2: 89%			
2.1.9 Respond to contexts that shape practice	80% of students will demonstrate this competency.	27. Continuously discover appraise and attend to changing locales, populations	Measure 1: Must achieve no less than "B"	Measure 1: 96%	88%	87%	YES

		scientific technological developments and emerging societal trends to provide relevant services	Measure 2: Must achieve mean of 3.5 or above	Measure 2: 80%			
		28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	Measure 1: Must achieve no less than “B” Measure 2: Must achieve mean of 3.5 or above	Measure 1: 100% Measure 2: 70%	85%		
10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations and communities	80% of students will demonstrate this competency.	29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	Measure 1: Must achieve no less than “B” Measure 2: Must achieve mean of 3.5 or above	Measure 1: 100% Measure 2: 90%	95%	95%	Yes
		30. Use empathy and other interpersonal skills	Measure 1: Must achieve no less than “B” Measure 2: Must achieve mean of 3.5 or above	Measure 1: 100% Measure 2: 90%	95%		
		31. Develop a mutually agreed upon focus of work and desired outcomes	Measure 1: Must achieve no less than “B”	Measure 1: 100%	95%		

			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 90%			
		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 1: 100% Measure 2: 100%	100%		
		33. Assess clients strengths and limitations	Measure 1: Must achieve no less than “B” Measure 2: Must achieve mean of 3.5 or above	Measure 1: 100% Measure 2: 100%	100%		
		34. Develop mutually agreed on intervention goals and objectives	Measure 1: Must achieve no less than “B” Measure 2: Must achieve mean of 3.5 or above	Measure 1: 100% Measure 2: 89%	94.5%		
		35. Select appropriate intervention strategies	Measure 1: Must achieve no less than “B” Measure 2: Must achieve mean of 3.5 or above	Measure 1: 100% Measure 2: 80%	90%		

		36. Initiate actions to achieve organizational goals	Measure 1: Must achieve no less than "B"	Measure 1: 100%	94%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 88%			
		37. Implement prevention interventions that enhance client capabilities	Measure 1: Must achieve no less than "B"	Measure 1: 100%	89%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 78%			
		38. Help clients resolve problems	Measure 1: Must achieve no less than "B"	Measure 1: 100%	94.5%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 89%			
		39. Negotiate, mediate, and advocate for clients	Measure 1: Must achieve no less than "B"	Measure 1: 100%	95%		
			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 90%			
		40. Facilitate transitions and endings	Measure 1: Must achieve no less than "B"	Measure 1: 100%	94%		

			Measure 2: Must achieve mean of 3.5 or above	Measure 2: 88%			
		41. Social workers critically analyze, monitor, and evaluate interventions	Measure 1: Must achieve no less than "B" Measure 2: Must achieve mean of 3.5 or above	Measure 1: 97% Measure 2: 89%	93%		

Table 2-MSW Program Competencies and Advanced 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	90% of students will demonstrate this competency	1. Demonstrate the achievement of overall competency, including the capacity for continuous self-reflection, monitoring and evaluation, and consultation and supervision from others, resulting in professional and autonomous practice from a MSLC perspective.	1.. Students must achieve no less than a “B” on the assignment grades 2. Aggregate score for the students must achieve greater than 3.5 field 3. Students must score at least an 8 out of 10 on the efficacy items kings 4. Students must score at least a 4 out of 5 on specific competency item-cap	Measure 1: 100% Measure 2: 96% Measure 3: 81% Measure 4: 90%	92%	88%	
		2. Demonstrate the incorporation of and skills for a life-long learning approach to advanced practice from a MSLC perspective.	1. Students must achieve no less than a “B” on the assignment 2. Aggregate score for the students must achieve greater than 3.5 3. Students must score at least an 8 out of 10 on the efficacy items	Measure 1: 97% Measure 2: 100% Measure 3: 96%	96%		

			4. Students must score at least a 4 out of 5 on specific competency item	Measure 4: 90%			
		3. Demonstrate advanced social change and leadership skills at all levels (direct practice, education, research, policy practice, administration) of their work.	1. Students must achieve no less than a “B” on the assignment. 2. Aggregate score for the students must achieve greater than 3.5 3. Students must score at least an 8 out of 10 on the efficacy items 4. Students must score at least a 4 out of 5 on specific competency item	Measure 1: 98% Measure 2: 87% Measure 3: 93% Measure 4: 90%	92%		
2.1.2 Apply social work ethical principles to guide professional practice	90% of students will demonstrate this competency	2.1 Demonstrate understanding and integration of the values and principles of ethical social work practice consistent at an advanced level of practice, including the ability	1. Students must achieve no less than a “B” on the assignment. 2. Aggregate score for the students must achieve greater than 3.5 3. Students must score at least an 8 out of 10 on the efficacy items	Measure 1: 98% Measure 2: 89% Measure 3: 74%	88%		

			4. Students must score at least a 4 out of 5 on specific competency item	Measure 4: 92%			
		2.2 Be able to recognize and manage personal values in a way that allows professional values to guide practice consistent with the MSLC perspective	1. Students must achieve no less than a “B” on the assignment 2. Aggregate score for the students must achieve greater than 3.5 3. Students must score at least an 8 out of 10 on the efficacy items 4. Students must score at least a 4 out of 5 on specific competency item	Measure 1: 100% Measure 2: 100% Measure 3: 81% Measure 4: 92%	93%		
2.1.3. Apply critical thinking to inform and communicate professional judgments	90% of students will demonstrate this competency	3.1 Demonstrate the ability to distinguish, appraise, and integrate multiple sources of knowledge necessary to effectively present and justify arguments or positions, both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective.	1. Students must achieve no less than a “B” on the assignment. 2. Aggregate score for the students must achieve greater than 3.5 3. Students must score at least an 8 out of 10 on the efficacy items	Measure 1: 95% Measure 2: 92% Measure 3: 96%	93%		

			4. Students must score at least a 4 out of 5 on specific competency item	Measure 4: 90%			
		3.2 Present and justify arguments or positions, both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective	<p>1. Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 95%</p> <p>Measure 2: 91%</p> <p>Measure 3: 96%</p> <p>Measure 4: 90%</p>	93%		
2.1.4 Engage diversity and difference in practice	90% of students will demonstrate this competency	4.1 Demonstrate knowledge about and the ability to think in terms of diverse developing systems or organisms, institutions, systems of beliefs, cultural patterns, identity formation, social structures, and political structures of society and how these are all interrelated factors in individual and collective identity formation.	<p>1. Students must achieve no less than a “B” on the assignment</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p>	<p>Measure 1: 100%</p> <p>Measure 2: 92%</p> <p>Measure 3: 85%</p>	90%		

			4. Students must score at least a 4 out of 5 on specific competency item	Measure 4: 83%			
		4.2 Demonstrate the ability to use a MSLC perspective and intersectionality theory, to communicate understanding of the complex interrelationships of multiple diversities including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, geographic location, political ideology, race, religion, sex, and sexual orientation	<p>1. Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 100%</p> <p>Measure 2: 100%</p> <p>Measure 3: 85%</p> <p>Measure 4: 83%</p>	92%		
		4.3 Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and whether persons experience oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.	<p>1. Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p>	<p>Measure 1: 100%</p> <p>Measure 2: 92%</p> <p>Measure 3: 78%</p>	88%		

			4. Students must score at least a 4 out of 5 on specific competency item	Measure 4: 83%			
2.1.5. Engage human rights and social and economic justice	90% of students will demonstrate this competency.	5.1 Demonstrate the ability to recognize, understand, synthesize, and articulate the complex global interconnections of oppression and, based on theories of justice, use social change and leadership skills from a MSLC perspective to promote social justice and human rights.	<p>1. Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 100%</p> <p>Measure 2: 87%</p> <p>Measure 3: 78%</p> <p>Measure 4: 92%</p>	89%	90%	
		5.2. Demonstrate the capacity to advocate for and influence change in a manner that is consistent with a MSLC perspective and social work values and ethics.	<p>1 Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p>	<p>Measure 1: 100%</p> <p>Measure 2: 91%</p> <p>Measure 3: 78%</p>			

			4. Students must score at least a 4 out of 5 on specific competency item	Measure 4: 92%			
2.1.6. Engage in research informed practice and practice informed research	90% of students will demonstrate this competency.	6.1 Demonstrate grammatically strong writing skills and evidence-based research skills in all phases of professional practice from a MSLC perspective.	1. Students must achieve no less than a "B" on the assignment. 2. Aggregate score for the students must achieve greater than 3.5 3. Students must score at least an 8 out of 10 on the efficacy items 4. Students must score at least a 4 out of 5 on specific competency item	Measure 1: 94% Measure 2: 92% Measure 3: 100% Measure 4: 86%	93%	94%	
		6.2 Demonstrate the ability to present and justify arguments or positions using quantitative or qualitative research or knowledge and/or logical, rational models of thinking based on knowledge from practice experience (wisdom) that are consistent with a MSLC perspective and with social work ethics	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the students must achieve greater than 3.5 3. Students must score at least an 8 out of 10 on the efficacy items 4. Students must score at least a 4 out	Measure 1: 95% Measure 2: 100% Measure 3: 96% Measure 4: 86%			

			of 5 on specific competency item				
2.1.7. Apply knowledge of human behavior and the social environment	90% of students will demonstrate this competency.	7.1 The ability to use a critical approach to demonstrate advanced knowledge of traditional and alternative theories from a variety of disciplines about the behavior, development, and functioning of the range of social systems (individuals, families, groups, institutions, organizations, communities, and cultures) across the life course	<p>1. Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 96%</p> <p>Measure 2: 96%</p> <p>Measure 3: 78%</p> <p>Measure 4: 86%</p>	89%	92%	
		7.2 Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and whether persons experience oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim	<p>1. Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out</p>	<p>Measure 1: 100%</p> <p>Measure 2: 100%</p> <p>Measure 3: 81%</p> <p>Measure 4: 86%</p>			

			of 5 on specific competency item				
		7.3 Demonstrate knowledge of the ideas and concepts related to the notions of social justice, advocacy, leadership, social change, social support, social networks, and social capital consistent with a MSLC perspective.	<p>1. Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 100%</p> <p>Measure 2: 92%</p> <p>Measure 3: 100%</p> <p>Measure 4: 86%</p>	95%		
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	90% of students will demonstrate this competency.	8.1 Demonstrate advanced skills in social work policy practice including research, analysis, formulation, influence, and advocacy for policies consistent with social work values.	<p>1. Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out</p>	<p>Measure 1: 100%</p> <p>Measure 2: 87%</p> <p>Measure 3: 63%</p> <p>Measure 4: 88%</p>	85%	88%	

			of 5 on specific competency item				
		8.2 Demonstrate advanced knowledge, based in a MSLC perspective, of policy practice grounded in historical and emerging strategies and tactics for poverty reduction including assets development across system levels (organizational, local, state, national, and international) with attention to financial, organizational, administrative, technological, and planning processes required to deliver services across the life course	<p>1. Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 100%</p> <p>Measure 2: 77%</p> <p>Measure 3: 93%</p> <p>Measure 4: 88%</p>	90%		
		8.3 Demonstrate advanced skills in social work practice including the ability to link theory, policy-practice, and research/evaluation, and to employ leadership skills to demonstrate and promote such a linkage	<p>1 Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out</p>	<p>Measure 1: 96%</p> <p>Measure 2: 83%</p> <p>Measure 3: 89%</p> <p>Measure 4: 88%</p>	89%		

			of 5 on specific competency item				
2.1.9 Respond to contexts that shape practice	95% of students will demonstrate this competency.	9.1 Display advanced knowledge of empirically based traditional and alternative theories about behavior, development, and functioning with regard to developing organisms in various contexts and across system levels (micro, mezzo and macro).	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the students must achieve greater than 3.5 3. Students must score at least an 8 out of 10 on the efficacy items 4. Students must score at least a 4 out of 5 on specific competency item	Measure 1: 96% Measure 2: 92% Measure 3: 93% Measure 4: 86%	92%	92%	
		9.2 Demonstrate the ability, consistent with a MSLC perspective, to understand and appreciate how the historical context influences and brings about change in values, ideas, customs, institutions, political and economic systems, and the social work profession.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the students must achieve greater than 3.5 3. Students must score at least an 8 out of 10 on the efficacy items 4. Students must score at least a 4 out of 5 on specific competency item	Measure 1: 100% Measure 2: 83% Measure 3: 100% Measure 4: 86%	92%		

10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations and communities	95% of students will demonstrate this competency.	10.1 Demonstrate advance skills through the development of appropriate client system relationships from a MSLC Perspective	<p>1. Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 100%</p> <p>Measure 2: 96%</p> <p>Measure 3: 93%</p> <p>Measure 4: 88%</p>	94%		
		10.2 Demonstrate knowledge of the ways in which technology can aid in advanced social work practice and skills in using technology in advanced social work practice.	<p>1. Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 100%</p> <p>Measure 2: 91%</p> <p>Measure 3: 74%</p> <p>Measure 4: 88%</p>	88%		

		10.3 The ability to assume the role of learner and engage those diverse systems with whom they work as informants (teachers), consistent with a MSLC perspective	<p>1. Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 100%</p> <p>Measure 2: 100%</p> <p>Measure 3: 81%</p> <p>Measure 4: 88%</p>	92%		
		10.4 Demonstrate advanced skills in assessment and development of appropriate client system relationships from a MSLC perspective	<p>1. Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 100%</p> <p>Measure 2: 96%</p> <p>Measure 3: 93%</p> <p>Measure 4: 88%</p>	94%		

		10.5 Demonstrate the ability to use a MSLC perspective to understand, synthesize and assess issues that impede the exercise of basic human rights, such as freedom, safety, privacy, and adequate standard of living health care, and education across all system levels and throughout the life course.	<p>1 Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 100%</p> <p>Measure 2: 98%</p> <p>Measure 3: 78%</p> <p>Measure 4: 88%</p>	91%		
		10.6 Demonstrate the acquisition of advanced knowledge grounded in historical and emerging strategies and tactics for interventions across system levels (organizational, local, state, national, and international) and display an integrated and advanced approach to the delivery of direct services/practice, social justice services/practices and policy services/practices to ensure that basic human rights are distributed equitably and without prejudice.	<p>1. Students must achieve no less than a “B” on the assignment</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 100%</p> <p>Measure 2: 96%</p> <p>Measure 3: 93%</p> <p>Measure 4: 88%</p>	94%		

		10.7 Display an integrated and advanced approach to the delivery of direct services/practice, social justice services/practices and policy services/practices to ensure that basic human rights are distributed equitably and without prejudice.	<p>1. Aggregate score for the students must achieve greater than 3.5</p> <p>2. Students must score at least an 8 out of 10 on the efficacy items</p> <p>3. Students must score at least a 4 out of 5 on specific competency item</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 100%</p> <p>Measure 2: 88%</p> <p>Measure 3: 93%</p> <p>Measure 4: 88%</p>	92%		
		10.8 Demonstrate advanced practice skills, knowledge, and values consistent with the mission, goals and objectives of social work and the MSW program and the ability to transfer knowledge at an advanced level and from a MSLC perspective between the classroom and the field education experiences and to performs effectively in field.	<p>1 Students must achieve no less than a "B" on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 100%</p> <p>Measure 2: 96%</p> <p>Measure 3: 93%</p> <p>Measure 4: 88%</p>	94%		

		10.9 Demonstrate the ability to identify which therapeutic strategies are appropriate for a given situation and employ the advanced therapy strategies and skills	<p>1. Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 100%</p> <p>Measure 2: 91%</p> <p>Measure 3: 100%</p> <p>Measure 4: 88%</p>	92%		
		10.10 Demonstrate advanced skills that are suitable to delivering MSLC based efforts to 1) promote change and social justice; 2) work with and advocate on behalf of developing organisms; and 3) incorporate principles of social justice, empowerment, across systems.	<p>1. Students must achieve no less than a “B” on the assignment</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 100%</p> <p>Measure 2: 84%</p> <p>Measure 3: 96%</p> <p>Measure 4: 88%</p>	92%		

		10.11. Demonstrate advanced social change and leadership skills at all levels (direct practice, education, research, policy practice, administration) of their professional practice.	<p>1. Students must achieve no less than a “B” on the assignment</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 100%</p> <p>Measure 2: 92%</p> <p>Measure 3: 96%</p> <p>Measure 4: 88%</p>	94%		
		10.12 Demonstrate the ability to critically analyze models of assessment, prevention, intervention, and evaluation using an MSLC Perspective.	<p>1. Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 100%</p> <p>Measure 2: 100%</p> <p>Measure 3: 100%</p> <p>Measure 4: 88%</p>	97%		

		10.13 Demonstrate the ability to creatively analyze, raise critical questions about, and evaluate (e.g. diversity related or fit with social work values) existing research, literature, intervention/ models, policies, and theories and in formulating new research, literature, interventions/models, policies, and theories	<p>1. Students must achieve no less than a “B” on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 96%</p> <p>Measure 2: 88%</p> <p>Measure 3: 100%</p> <p>Measure 4: 88%</p>	93%		
		10.14 Demonstrate understanding of the impact of research on individual and intersecting diversities including, age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation, including an understanding of the effect of human diversity on research techniques, and the role of research in achieving or impeding social and economic justice.	<p>1.. Students must achieve no less than a “B” on the assignment</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<p>Measure 1: 91%</p> <p>Measure 2: 96%</p> <p>Measure 3: 100%</p> <p>Measure 4: 90%</p>	94%		

Table 3-Foundation Field

MSW Spring 2013 - 2/3 year Students

Practice Behavior Code	Practice Behavior Statement	MSW Spring 2013 Mean N=10	MSW Spring 2013 % < 3.5 N=10
PB1.1F	Advocate for client access to the services of social work	3.70	80%
PB1.2F	Practice personal reflection and self-correction to assure continual professional development	4.00	100%
PB1.3F	Attend to professional roles and boundaries	3.90	90%
PB1.4F	Demonstrate professional demeanor in behavior, appearance, and communication	4.00	100%
PB1.5F	Engage in career-long learning	3.90	90%
PB1.6F	Use supervision and consultation	3.90	90%
PB2.7F	Recognize and manage personal values in a way that allows professional values to guide practice	3.90	90%
PB2.8F	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics	4.00	100%
PB2.9F	Tolerate ambiguity in resolving ethical conflicts	3.80	80%
PB2.10F	Apply strategies of ethical reasoning to arrive at principled decisions.	4.00	100%
PB3.11F	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	3.80	80%
PB3.12F	Analyze models of assessment, prevention, intervention, and evaluation	3.70	70%
PB3.13F	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	3.80	80%
PB4.14F	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	3.90	90%
PB4.15F	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	3.80	80%
PB4.16F	Recognize and communicate understanding of the importance of difference in shaping life experiences	3.90	90%
PB4.17F	View themselves as learners and engage those with whom they work as informants.	4.00	100%
PB5.18F	Understand the forms and mechanisms of oppression and discrimination	4.00	100%
PB5.19F	Advocate for human rights and social and economic justice	3.90	90%
PB5.20F	Engage in practices that advance social and economic justice	3.75	75%

PB6.21F	Use practice experience to inform scientific inquiry	3.90	90%
PB6.22F	Use research evidence to inform practice.	3.80	80%
PB7.23F	Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation	3.80	80%
PB7.24F	Critique and apply knowledge to understand person and environment	3.80	80%
PB8.25F	Analyze, formulate and advocate for policies that advance social well-being	3.89	89%
PB8.26F	Collaborate with colleagues and clients for effective policy action	3.89	89%
PB9.27F	Continuously discover, appraised and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services	3.80	80%
PB9.28F	Provide leadership in promoting sustainable changes in service deliver and practice to improve the quality of social services.	3.70	70%
PB10.29F	Substantively and affectively prepare for action with individuals, families, groups, organizations and communities	3.90	90%
PB10.30F	Use empathy and other interpersonal skills	3.90	90%
PB10.31F	Develop a mutually agreed-on focus of work and desired outcomes	3.90	90%
PB10.32F	Collect, organize and interpret client data	4.00	100%
PB10.33F	Assess client strengths and limitations	4.00	100%
PB10.34F	Develop mutually agreed-on intervention goals and objectives	3.89	89%
PB10.35F	Select appropriate intervention strategies	3.80	80%
PB10.36F	Initiate actions to achieve organizational goals	3.88	88%
PB10.37F	Implement prevention interventions that enhance client capacities	3.78	78%
PB10.38F	Help clients resolve problems	3.89	89%
PB10.39F	Negotiate, mediate, and advocate for clients	3.90	90%
PB10.40F	Facilitate transitions and endings	3.88	88%
PB10.41F	Critically analyze, monitor and evaluate interventions	3.89	89%
Overall AVG.		3.87	88%

Table 4-Advanced MSW Program-Field Data

Percent MSW Students Achieving Benchmark on the Final Field Evaluation

Practice Behavior Code	Practice Behavior Statement	MSW Adv. Spring 2014 % above benchmark N=24	MSW Adv. Spring 2014 Mean N=24
COMP1.1F	Practice continuous self-reflection, monitoring, and evaluation of professional conduct.	95.65%	4.96
COMP1.2F	Utilize supervision and consultation with other professionals.	95.83%	4.96
COMP1.3F	Exhibit professional demeanor in behavior, appearance, and communication at multiple systems levels, with persons across life course, multiple constituencies, and colleagues across disciplines.	95.83%	4.96
COMP1.4F	Incorporate skills for a life-long learning approach to advanced practice from a MSLC perspective.	100.00%	5.00
COMP2.1F	Integrates values and principals of ethical social work practice at advanced level	95.65%	4.96
COMP2.2F	Independently resolves ethical dilemmas consistent with the relevant NASW Code of Ethics.	82.61%	4.83
COMP2.3F	Advocates for and influences change in a manner consistent with social work values and ethics.	91.30%	4.91
COMP2.4F	Manages personal values in a way that allows professional values to guide practice.	100.00%	5.00
COMP3.1F	Critically analyze, raise critical questions, and evaluate existing research, interventions, and policies.	87.50%	4.88
COMP3.2F	Integrate multiple sources of knowledge to justify positions in both oral and written form.	95.83%	4.96
COMP3.3F	Utilizes empirically driven interventions and/or rational models of thinking based on practice experience that are consistent with MSLC perspective.	91.30%	4.91
COMP3.4F	Analyze models of assessment, prevention, intervention, and evaluation.	95.83%	4.96
COMP4.1F	Communicate understanding of the complex interrelationships of multiple diversities, including, but not limited to age, class color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, geographic location, political ideology, race, religion, and sexual orientation.	100.00%	5.00

Practice Behavior Code	Practice Behavior Statement	MSW Adv. Spring 2014 % above benchmark N=24	MSW Adv. Spring 2014 Mean N=24
COMP4.2F	Utilize traditional and alternative paradigms to inform practice, taking into account significant influences on the person's life experiences, such as oppression, poverty, marginalization, alienation, privilege, power, and acclaim.	91.67%	4.92
COMP4.3F	Assume the role of learner and engage diverse systems with whom you work as teachers.	95.83%	4.96
COMP4.4F	Recognize and communicate understanding the importance of difference in shaping the life course.	100.00%	5.00
COMP4.5F	Assume the role of learner and engage diverse systems as informants.	100.00%	5.00
COMP5.1F	Identify and address issues that impede the exercise of basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education.	86.96%	4.87
COMP5.2F	Promote social justice and human rights utilizing social change and leadership skills from a MSLC perspective.	86.96%	4.83
COMP5.3F	Display an integrated and advanced approach to the delivery of direct practice, social justice practice, and policy practice to ensure that basic human rights are distributed equitably and without prejudice.	91.30%	4.91
COMP6.1F	Demonstrate strong writing skills, technology skills, and evidence-based research skills in practice.	91.67%	4.92
COMP6.2F	Demonstrate understanding of impact of research on diversity, and the effect of diversity on research in relationship to social justice.	91.67%	4.92
COMP6.3F	Demonstrate the ability to present and justify positions using quantitative or qualitative research, knowledge, and models of thinking based on practice wisdom consistent with MSLC perspective and social work ethics.	100.00%	5.00
COMP6.4F	Demonstrate engagement, assessment, intervention, and evaluation from the MSLC perspective.	100.00%	5.00
COMP7.1F	Communicate advanced understanding of traditional and alternative theories about behavior, development, and functioning of the range of social systems (individuals, families, groups, institutions, organizations, communities, and cultures) across the life course.	95.65%	4.96
COMP7.2F	Identify significant influences that impact social system functioning, and the outcome of those influences.	100.00%	5.00
COMP7.3F	Demonstrate understanding of social justice, advocacy, social change, social support, social networks, and social capital from MSLC perspective.	91.67%	4.92
COMP7.4F	Demonstrate advanced skills in assessment and development of client system relationships.	95.83%	4.96

Practice Behavior Code	Practice Behavior Statement	MSW Adv. Spring 2014 % above benchmark N=24	MSW Adv. Spring 2014 Mean N=24
COMP8.1F	Demonstrate advanced skills in social work policy practice consistent with social work values.	86.96%	4.87
COMP8.2F	Demonstrate knowledge of historical and emerging contexts related to poverty reduction and asset development.	77.27%	4.77
COMP8.3F	Demonstrate advanced ability to link theory, policy-practice, and research/evaluation and promote such practice.	83.33%	4.83
COMP9.1F	Demonstrate knowledge of empirically based traditional and alternative theories about behavior, development, and functioning across contexts and system levels (micro, mezzo, and macro).	91.67%	4.92
COMP9.2F	Integrate multiple sources of knowledge, evidence based and practice wisdom to understand changing contexts.	91.67%	4.92
COMP9.3F	Communicate understanding of the historical context that influences and brings about change in values, ideas, customs, institutions, political and economic systems, and the social work profession.	82.61%	4.83
COMP10.1F	Demonstrate advanced skills in engagement, assessment, intervention, and evaluation in the development of client system relationships.	95.83%	4.96
COMP10.2F	Demonstrate knowledge and skills of the ways in which technology can aid in advanced social work practice.	86.96%	4.87
COMP10.3F	Advocate for change reflecting MSLC perspective and social work values and ethics.	100.00%	5.00
COMP10.4F	Communicate understanding of the importance of difference in shaping the life course.	100.00%	5.00
COMP10.5F	Assume the role of learner and engage diverse systems as informants.	100.00%	5.00
COMP10.6F	Demonstrate the ability to understand, synthesize, and address issues that impede basic human rights from the MSLC perspective.	95.45%	4.95
COMP10.7F	Demonstrate an integrated approach to delivery of direct, social justice, and policy practices to ensure equitable distribution of basic human rights.	87.50%	4.88
COMP10.8F	Distinguish, appraise, and integrate multiple sources of knowledge, evidence based and practice wisdom to understand and respond to changing contexts.	95.83%	4.96
COMP10.9F	Demonstrate competency via self-reflection, monitoring and evaluation, consultation and supervision resulting in professional and autonomous practice.	95.83%	4.96
COMP10.10F	Demonstrate integration of advanced practice skills, knowledge, and values consistent with the mission, goals, and objectives of social work and the MSW program.	95.83%	4.96
COMP10.11F	Identify and appropriately implement advanced therapeutic strategies.	91.30%	4.91

Practice Behavior Code	Practice Behavior Statement	MSW Adv. Spring 2014 % above benchmark N=24	MSW Adv. Spring 2014 Mean N=24
COMP10.12F	Promote change and social justice, advocate for client systems, incorporate principles of social justice and empowerment.	91.67%	4.92
COMP10.13F	Demonstrate ability to link theory, policy practice, and research/evaluation.	95.83%	4.96
COMP10.14F	Demonstrate comprehensive policy practice.	75.00%	4.75
COMP10.15F	Demonstrate social change and leadership across levels of social work practice.	87.50%	4.88
COMP10.16F	Demonstrate skills in collaboration, team development, and leadership, delivery of technology assisted presentations, advocacy, resource development, planning and evaluation, training and education.	95.65%	4.96
COMP10.17F	Analyze models of assessment, prevention, intervention, and evaluation.	100.00%	5.00
COMP10.18F	Utilize critical thinking to question and evaluate existing research and in formulation of new research.	87.50%	4.88
COMP10.19F	Demonstrate understanding of impact of research on diversity and diversity on research, and the role of research in achieving or impeding social and economic justice.	95.65%	4.96
COMP10.20F	Utilize quantitative and qualitative approached to evaluate practice and programs.	95.65%	4.96
Overall AVG.		93.13%	4.93

Table 5-Foundation Course Assignment Data Point and Percentage Attainment

MSW Foundation Practice Behaviors	Percentage Attainment	Aggregate GPA
1.1 Advocate for client access to services of social work	100	3.75
1.2 Practice personal reflection and self-correction of assure continual professional development	97	3.8
1.3 Attend to professional roles and boundaries	98	3.7
1.4. Demonstrate professional demeanor in behavior, appearance and communication	91	3.6
1.5. Engage in career-long learning	100	3.9
1.6. Use supervision and consultation	100	3.8
2.7. Recognize and manage personal values in a way that allows professional values to guide practice	97	3.8
2.8. Make ethical decisions by applying standards of “NASW Code of Ethics” and as applicable IFSW statement of principles	96	3.7
2.9. Tolerate ambiguity in resolving ethical conflicts	100	3.8
2.10. Apply strategies of ethical reasoning to arrive at principled decisions	94	3.6
3.11. Distinguish, appraise, and integrate multiple sources of knowledge including research based knowledge and practice wisdom	98	3.7
3.12. Analysis models of assessment, prevention, intervention and evaluation	80	3.4
3.13. Demonstrate effective oral and written communication in working with individuals, groups, organizations, communities and colleagues	98	3.7
4.14. Recognize the extent to which a cultures structures and values may oppress, marginalize, alienate, and create or enhance privilege and power	95	3.7
4.15. Gain sufficient self-awareness to eliminate in influences of personal biases and values in working with diverse groups	95	3.7
4.16. Recognize and communicate their understanding of the importance of differences in shaping life experiences	95	3.7
4.17. View themselves as learners and engage those with whom they work as informants	96	3.7
5.18. Understand the forms and mechanisms of oppression and discrimination	98	3.8
5.19. Advocate for human rights, and social and economic justice	100	3.8
5.20. Engage in practices that advance social and economic justice	100	3.8
6.21. Use practice experience to inform scientific inquiry	90	3.5
6.22. Use research evidence to inform practice	95	3.7
7.23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	100	3.9
7.24. Critique and apply knowledge to understand person and environment	96	3.8
8.25. Analyze, formulate, and advocate for policies that advance social well-being	100	3.8
8.26. Collaborate with colleagues and clients for effective policy action	100	3.8
9.27. Continuously discover appraise and attend to changing locales, populations scientific technological developments and emerging societal trends to provide relevant services	96	3.7

9.28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	100	3.8
10.29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	100	3.7
10.30. Use empathy and other interpersonal skills	100	3.7
10.31. Develop a mutually agreed upon focus of work and desired outcomes	100	3.7
10.32. Collect, organize, and interpret client data	100	3.8
10.33. Assess clients strengths and limitations	100	3.9
10.34. Develop mutually agreed on intervention goals and objectives	100	3.7
10.35. Select appropriate intervention strategies	100	3.7
10.36. Initiate actions to achieve organizational goals	100	3.8
10.37. Implement prevention interventions that enhance client capabilities	100	3.8
10.38. Help clients resolve problems	100	3.7
10.39. Negotiate, mediate, and advocate for clients	100	3.8
10.40. Facilitate transitions and endings	100	4.0
10.41. critically analyze, monitor, and evaluate interventions	97	3.7

Table 6- Advanced Course Assignment Data Point and Percentage Attainment

Practice Behavior	Average	% of students who scored 8 or higher
PB 1-1	3.8	100
PB 1-2	3.7	97
PB 1-3	3.8	98
PB 2-1	3.8	98
PB 2-2	3.8	100
PB 3-1	3.6	96
PB 3-2	3.6	95
PB 4-1	3.8	100
PB 4-2	3.8	100
PB 4-3	3.8	100
PB 5-1	3.8	100
PB 5-2	3.8	100
PB 6-1	3.5	94
PB 6-2	3.8	100
PB 7-1	3.8	100
PB 7-2	3.8	100
PB 7-3	3.8	100
PB 8-1	3.8	100
PB 8-2	3.8	100
PB 8-3	3.6	96
PB 9-1	3.6	96
PB 9-2	3.8	100
PB 10-1	3.8	100
PB 10-2	3.8	100
PB 10-3	3.8	100
PB 10-4	3.8	100
PB 10-5	3.8	100
PB 10-6	3.8	100

PB 10-7	3.8	100
PB 10-8	3.8	100
PB 10-9	3.8	100
PB 10-10	3.8	100
PB 10-11	3.8	100
PB 10-12	3.8	100
PB 10-13	3.6	96
PB 10-14	3.6	94

Table 7-**Kings' Posttest in Spring 2014** (Possible points for each PB: 10; n=27)

Practice Behavior	Average	% of students who scored 8 or higher
PB 1-1	8.48	81%
PB 1-2	9.09	96%
PB 1-3	8.56	93%
PB 2-1	8.16	74%
PB 2-2	8.33	81%
PB 3-1	8.94	96%
PB 3-2	9.14	96%
PB 4-1	8.64	85%
PB 4-2	8.64	85%
PB 4-3	7.95	78%
PB 5-1	7.95	78%
PB 5-2	7.95	78%
PB 6-1	9.07	100%
PB 6-2	8.99	96%
PB 7-1	7.95	78%
PB 7-2	8.08	81%
PB 7-3	9.20	100%
PB 8-1	7.80	63%
PB 8-2	8.97	93%
PB 8-3	8.81	89%
PB 9-1	8.86	93%
PB 9-2	9.20	100%
PB 10-1	8.79	93%
PB 10-2	8.11	74%
PB 10-3	8.52	81%
PB 10-4	8.79	93%
PB 10-5	7.95	78%
PB 10-6	8.69	93%

PB 10-7	8.54	93%
PB 10-8	8.61	93%
PB 10-9	9.19	100%
PB 10-10	9.01	96%
PB 10-11	9.01	96%
PB 10-12	9.00	100%
PB 10-13	9.02	100%
PB 10-14	8.98	100%

Table 8-**Capstone in Spring 2014** (Possible points for each competency: 5)

Competency	Spring 2014 Average N=32	% of students who scored 4 or higher in 2014	Spring 2013 Average N=23	% of students who scored 4 or higher in 2013	Mean % of both years N=55
1	4.44	88%	4.61	91%	90%
2	4.41	88%	4.78	96%	92%
3	4.22	88%	4.43	91%	90%
4	4.03	75%	4.65	91%	83%
5	4.34	97%	4.61	87%	92%
6	4.13	81%	4.48	91%	86%
7	4.19	84%	4.30	87%	86%
8	4.28	88%	4.35	87%	88%
9	4.28	88%	4.39	83%	86%
10	4.28	88%	4.35	87%	88%

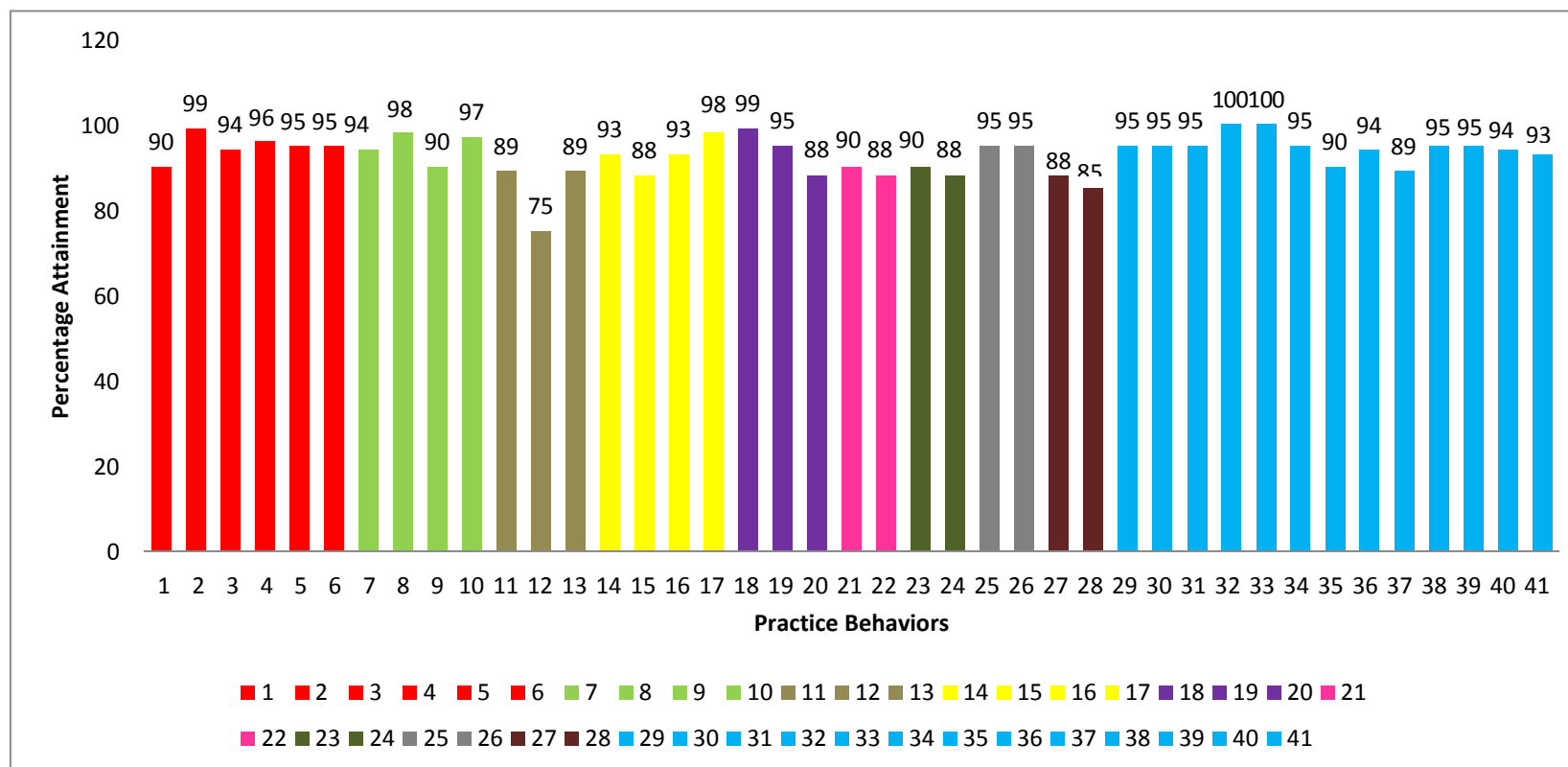
Table 9- MSW Highest and Lowest Foundation Practice Behavior Based On Each Measurement Tool

Measurement Tool	Highest Attainment Percentage	Lowest Attainment Percentage
Course Assignment	<p>Advocate for client access to services of social work</p> <p>Engage in life-long learning</p> <p>Use of supervision and consultation</p> <p>Tolerate ambiguity in resolving ethical conflicts</p> <p>Advocate for human rights, and social and economic justice</p> <p>Engage in practices that advance social and economic justice</p> <p>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</p> <p>Analyze, formulate, and advocate for policies that advance social well-being</p> <p>Collaborate with colleagues and clients for social justice</p> <p>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</p> <p>12 PB's achieved 100% attainment from competency 10</p>	<p>Analysis models of assessment, prevention, intervention and evaluation</p> <p>Use practice experience to inform scientific inquiry</p> <p>Demonstrate professional demeanor in behavior, appearance and communication</p> <p>Apply strategies of ethical reasoning to arrive at principled decisions.</p>
Field	<p>Practice personal reflection and self-correction to assure continual professional development,</p> <p>Demonstrate professional demeanor in behavior, appearance, and communication,</p> <p>Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics,</p> <p>Apply strategies of ethical reasoning to arrive at principled decisions.,</p> <p>View themselves as learners and engage those with whom they work as informants.,</p> <p>Understand the forms and mechanisms of oppression and discrimination,</p> <p>Collect, organize and interpret client data,</p> <p>Assess client strengths and limitations.</p>	<p>Analyze models of assessment, prevention, intervention, and evaluation.</p> <p>Engage in practices that advance social and economic justice,</p> <p>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.,</p> <p>Implement prevention interventions that enhance client capacities.</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 1: Graph of MSW Program Percentage Attainment of Foundation 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 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

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

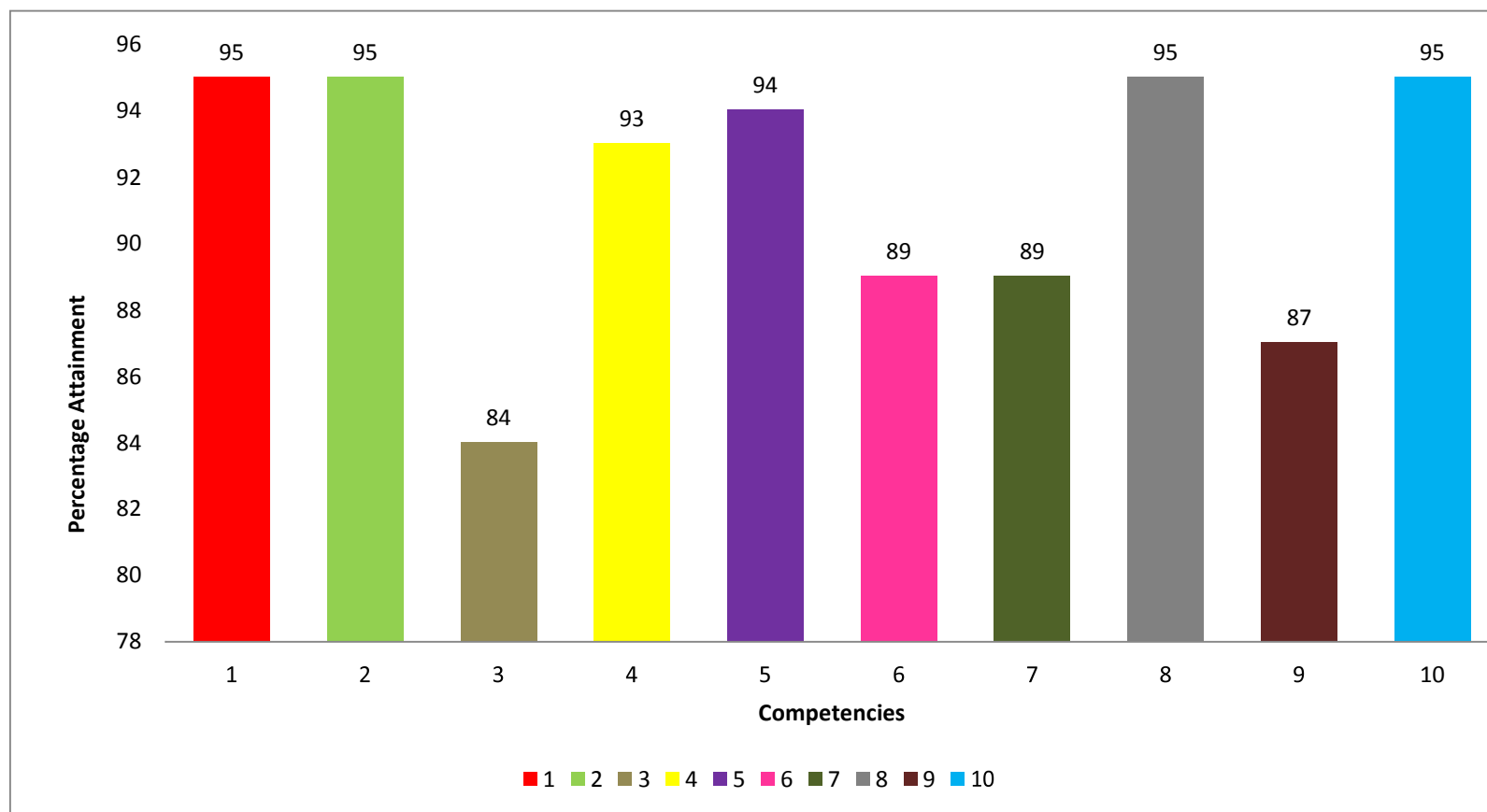


Table 8-

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 10-MSW Highest and Lowest Advanced Practice Behavior Based On Each Measurement Tool

Measurement Tool	Highest Attainment Percentage	Lowest Attainment Percentage
Kings	<p><i>Demonstrate knowledge related to the notions of social justice, advocacy, leadership, social change, social support, social networks, and social capital</i></p> <p><i>Understand and appreciate how the historical context influences and brings about change in values, ideas, customs, institutions, political and economic systems, and the social work profession</i></p> <p><i>Demonstrate the ability to identify which therapeutic strategies</i></p>	<p><i>Demonstrate advanced skills in social work policy practice</i></p> <p><i>Demonstrate the ability to use a MSLC perspective to understand, synthesize and assess issues that impede the exercise of basic human rights</i></p> <p><i>Demonstrate knowledge of the ways in which technology can aid in advanced social work practice and skills</i></p>
Field	<p><i>incorporation of and skills for a life-long learning approach, recognize and manage personal values,</i></p> <p><i>use a MSLC perspective and intersectionality theory, to communicate understanding of the complex interrelationships,</i></p> <p><i>Demonstrate the ability to present and justify arguments or positions using quantitative or qualitative research,</i></p> <p><i>Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference,</i></p> <p><i>The ability to assume the role of learner and engage those diverse systems,</i></p> <p><i>Demonstrate the ability to critically analyze models of assessment, prevention, intervention, and evaluation.</i></p>	<p><i>Demonstrate advanced knowledge, based in a MSLC perspective, of policy practice grounded in historical and emerging strategies and tactics</i></p>

Course Assignment	2 PB's 2 PB's 2 PB's 2 PB's 12 PB's <i>Because there are so many that achieved 100% attainment only the Competencies that had 100% attainment in more than 2 practice behaviors are showed</i>	Demonstrate grammatically strong writing skills and evidence-based research skills Demonstrate understanding of the impact of research on individual and intersecting diversities
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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

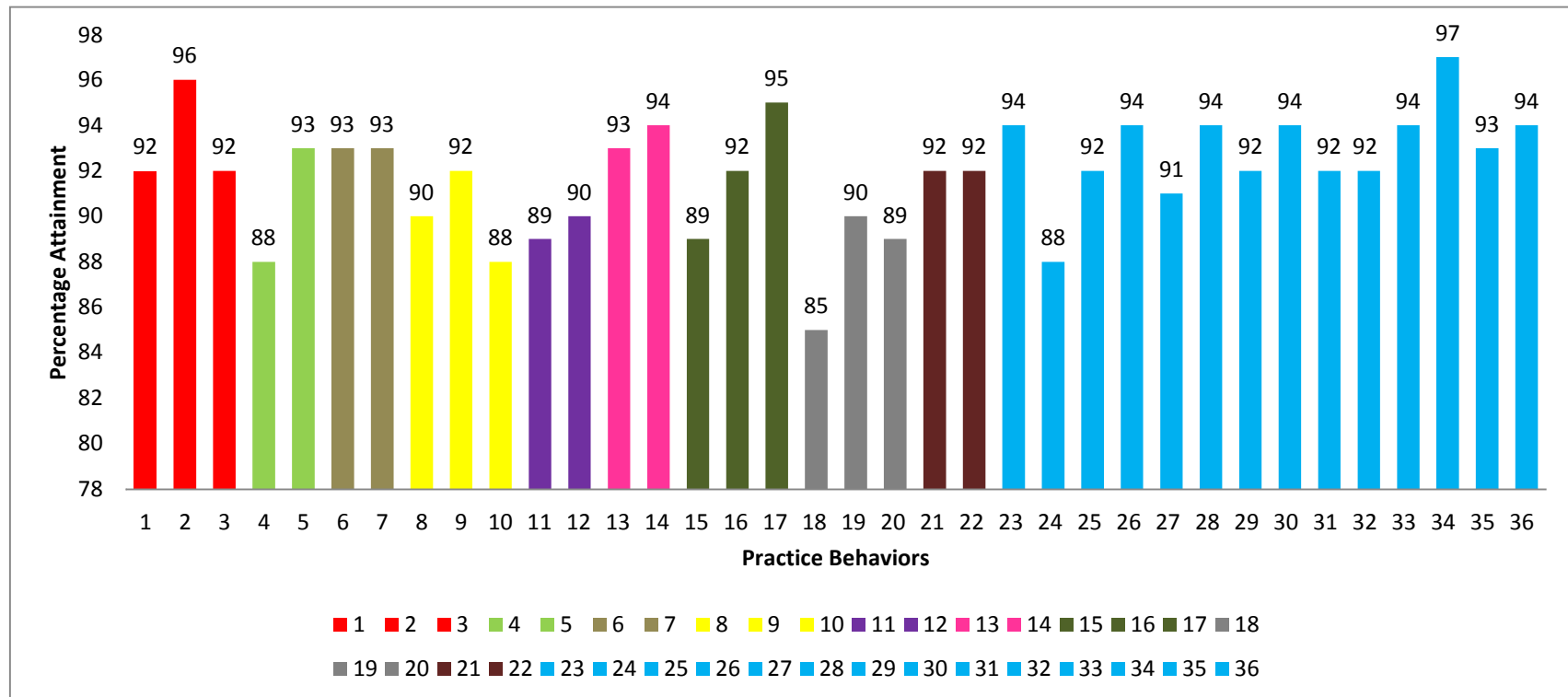
Table 11: MSW Highest and Lowest Foundation Practice Behavior and Competencies Based On Combination of Data Points

Highest Attainment Percentage	Lowest Attainment Percentage	Practice Behaviors Below Benchmark
Collect, organize, and interpret client data Assess clients strengths and limitations Understand the forms and mechanisms of oppression and discrimination Practice personal reflection and self-correction of assure continual professional development	Analysis models of assessment, prevention, intervention and evaluation Provide leadership in promoting sustainable changes in service delivery and practice Continuously discover appraise and attend to changing locales, populations scientific technological developments and emerging societal trends Use research evidence to inform practice Engage in practices that advance social and economic justice Gain sufficient self-awareness to eliminate in influences of personal biases and values	Analysis models of assessment, prevention, intervention and evaluation
Highest Attainment Percentage Competency	Lowest Attainment Percentage Competency and Below Benchmark	Competency Below Benchmark
Engage, assess, intervene, and evaluate individuals, families, groups, organizations and communities Identify as a professional social worker Apply SW Ethics Apply Policy Practice	Apply Critical Thinking Respond to Context	NONE

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

Figure 3 Graph of MSW Program Percentage Attainment of Advanced 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 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

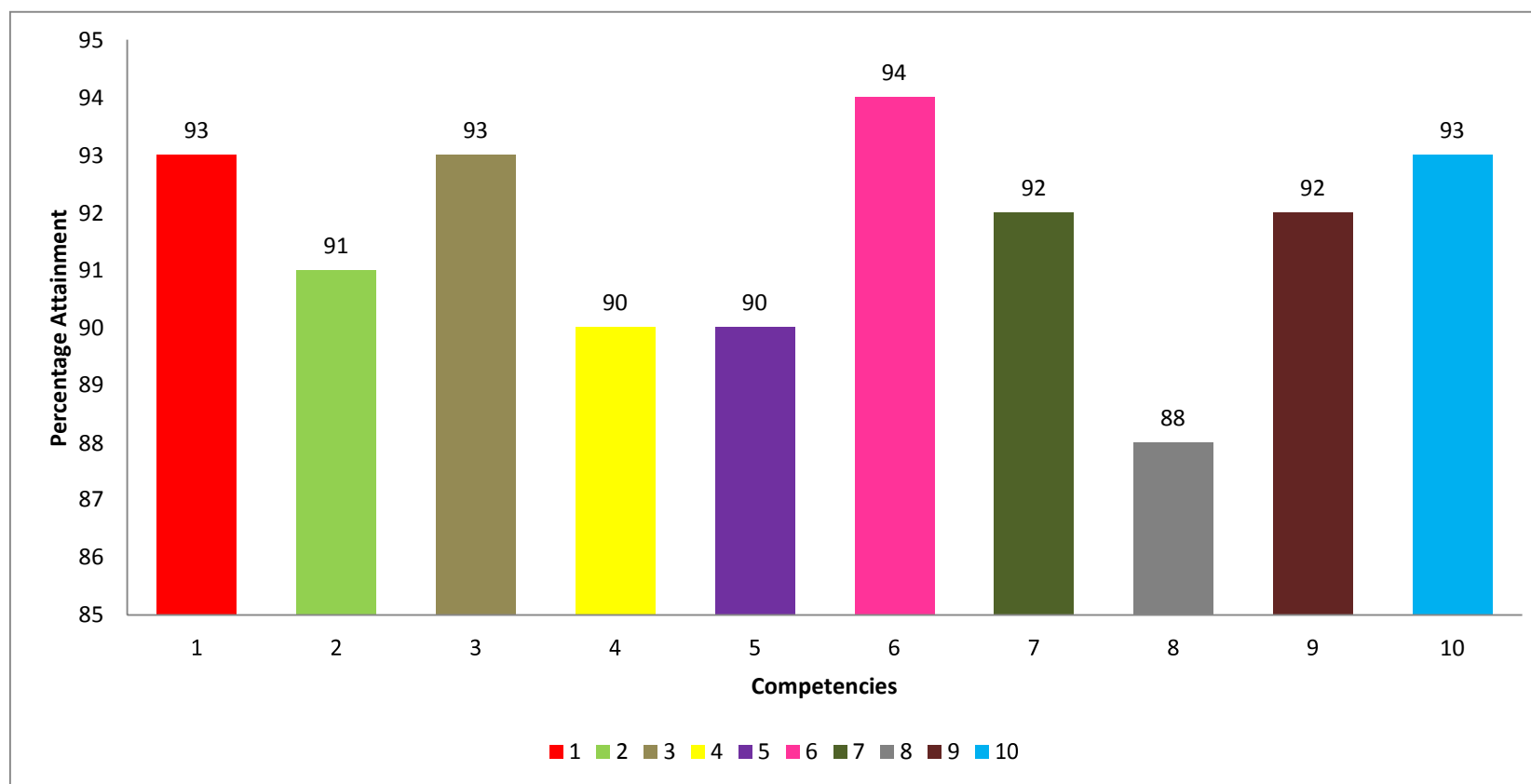
Table 12- MSW Highest and Lowest Advanced Practice Behavior and Competencies Based On Combination of Data Points

Highest Attainment Percentage	Lowest Attainment Percentage	Practice Behaviors that were low
<p>Demonstrate the ability to critically analyze models of assessment, prevention, intervention, and evaluation</p> <p>Demonstrate the incorporation of and skills for a life-long learning approach</p> <p>Demonstrate knowledge of the ideas and concepts related to the notions of social justice, advocacy, leadership, social change, social support, social networks, and social capital</p>	<p>Demonstrate advanced skills in social work policy practice including research, analysis, formulation, influence, and advocacy for policies</p> <p>Demonstrate knowledge of the ways in which technology can aid in advanced social work practice and skills</p> <p>Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences</p> <p>Understanding and integration of the values and principles of ethical social work practice</p>	<p>Demonstrate the ability to recognize, understand, synthesize, and articulate the complex global interconnections of oppression and, based on theories</p> <p>The ability to use a critical approach to demonstrate advanced knowledge of traditional and alternative theories from a variety of disciplines</p> <p>Demonstrate advanced skills in social work practice including the ability to link theory, policy-practice, and research/evaluation</p> <p><i>None fell below benchmark</i></p>
Highest Attainment Percentage Competency	Lowest Attainment Percentage Competency	Competencies Below Benchmark
<p>Research Informed Practice</p> <p>Identify as SW</p> <p>Apply Critical Thinking</p> <p>Engage, Assess, Intervention, and Evaluate</p>	<p>Apply Policy Practice</p>	<p>None</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

Figure 4- Graph of MSW Program Percentage Attainment of Advanced 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.

MSW Program Appendices

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) 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. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the 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.
		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) Foundations (Ethics of Priv. 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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the students must achieve greater than 3.5	

		3. Attend to professional roles and boundaries	1. Grade for class assignment: Prac. 1 (Video case pres.), Prac. 2 (Grp. proposal), Prac. 3 (Macro project), Foundations (Ethics of Priv. paper)	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. Item on field evaluation	2. Field instructor scores field item associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5		
		4. Demonstrate professional demeanor in behavior, appearance and communication	1. Grade for class assignment: Prac. 1 (Video case pres.), Prac. 2 (Grp. proposal), Prac. 3 (Macro project), Foundations (Ethics of Priv. paper)	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. Item on field evaluation	2. Field instructor scores field item associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5		
		5. Engage in career-long learning	1. Grade for class assignment: Policy (Policy analysis pap), Prac. 2 (Grp. 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. Item on field evaluation	2. Field instructor scores field item associated	2. Aggregate score for the students must		

				with PB. Percentage of all "4's" are calculated.	achieve greater than 3.5		
		6. Use supervision and consultation	1. Grade for class assignment: Prac. 2 (Grp. proposal), Prac. 3 (Macro project), 2. Item 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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the students must achieve greater than 3.5	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	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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the 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.	
		8. Make ethical decisions by applying standards of "NASW Code of Ethics" and as applicable IFSW statement of principles	1. Grade for class assignment: Policy (Pol. Analysis pap), Foundations (Ethics of Priv. paper)	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 associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5		
		9. Tolerate ambiguity in resolving ethical conflicts	1. Grade for class assignment: Policy (Pol 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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the students must achieve greater than 3.5		
		10. Apply strategies of ethical reasoning to arrive at principled decisions	1. Grade for class assignment: Policy (Pol analysis pap) Res. 1 (Res. Proposal), Foundations (Ethics of Priv. 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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the students must achieve greater than 3.5		
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)	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	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	

			2. Items on field evaluation	percentage for all A's and B's is calculated. 2. Field instructor scores field item associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5	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	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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the students must achieve greater than 3.5		
		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.) Foundations (oral pres) 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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the 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,	1. Items on King's Self-Efficacy Survey 1. Class assignment – HBSE I (Dev. Env. And	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's,	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	

		marginalize, alienate, and create or enhance privilege and power	Inf.), HBSE II (Org. analysis proj.), Res. 1 (Research Prop.) and Practice 3 (Macro Proj), Foundations (Ethics of Priv. pap)	etc.). After all grades are awarded, the percentage for all A's and B's is calculated.		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 associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5		
		15. Gain sufficient self-awareness to eliminate in influences of personal biases and values in working with diverse groups	1. Class assignment – HBSE I (Dev. Env. And Inf.) Prac. 1(Interview video & peer eval.), Res. 1 (Research prop.), HBSE II (Org. Analysis Proj.), Policy (pol analysis pap.) Foundations (Ethno pap)	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 associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5		
		16. Recognize and communicate their understanding of the importance of differences in shaping life experiences	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.) Foundations (Ethno pap)	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 associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5		
		17. View themselves as learners and engage those with whom they work as informants	1. Class assignment - Prac. 1 (Interview video & peer eval.), 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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the students must achieve greater than 3.5		
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.) Foundations (Oral pres) 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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the 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.	
		19. Advocate for human rights, and social and economic justice	1. Class assignment - Policy (policy analysis pap.), and Practice 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	1. Students must achieve no less than a "B" on the assignment		

			2. Items on field evaluation	percentage for all A's and B's is calculated. 2. Field instructor scores field item associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the 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) 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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the 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) 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 associated with PB. Percentage of all "4's" are calculated.	1 Students must achieve no less than a "B" on the assignment 2. Aggregate score for the 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.	
		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,	1. Students must achieve no less than a "B" on the assignment		

			2. items on field evaluation	etc.). After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the 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	1. Class assignment – Prac. 2 (Group Proposal), HBSE II (Org. analysis proj.), 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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the 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.
		24. Critique and apply knowledge to understand person and environment	1. Class assignment - HBSE 1 (Dev. Env. And Inf.) HBSE 2 (Org. analysis proj.), 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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the students must achieve greater than 3.5	

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services		25. Analyze, formulate, and advocate for policies that advance social well-being	1. Class assignment – Policy (Policy Analysis Paper) Foundations (Oral Pres)	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 associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5		
		26. Collaborate with colleagues and clients for effective policy action	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 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 associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the 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.) Foundation (Oral Pres)	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 associated	2. Aggregate score for the students must		

				with PB. Percentage of all "4's" are calculated.	achieve greater than 3.5		
		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. After all grades are awarded, the percentage for all A's and B's is calculated. 2. Field instructor scores field item associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the 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. Item 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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the 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.	
		30. Use empathy and other interpersonal skills	1. Class assignment - Prac. 1(Interview video & peer eval.),	1. Faculty provide grade at the end of the semester for the assignment (# of A's, B's,	1. Students must achieve no less than a "B" on the assignment		

			Prac. 2(Group Proposal), and 3 (Macro Project)	etc.). After all grades are awarded, the percentage for all A's and B's is calculated.			
			2. Item on field evaluation	2 Field instructor scores field item associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5		
		31. Develop a mutually agreed upon focus of work and desired outcomes	1. Class assignment - Prac. 1 (Interview video & peer eval.), Prac. 2(Group 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. Item on field evaluation	2. Field instructor scores field item associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5		
		32. Collect, organize, and interpret client data	1. Class assignment - Prac. 2 (Group proposal), HBSE II (Org. Analysis Proj.), Policy (policy analysis pap.)	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. Field evaluation	2. Field instructor scores field item associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5		

		33. Assess clients strengths and limitations	1. Class assignment - Prac. 2 (Group proposal), HBSE II (Org. Analysis Proj.), 2. Item 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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the students must achieve greater than 3.5	
		34. Develop mutually agreed on intervention goals and objectives	1. Class assignment - Prac. 2 (Group proposal), Prac. 3 (Macro Project) 2. Item 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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the students must achieve greater than 3.5	
		35. Select appropriate intervention strategies	1. Class assignment - Prac. 2(Group proposal), and 3 (Macro Project) 2. Item 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 associated	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the students must	

				with PB. Percentage of all "4's" are calculated.	achieve greater than 3.5	
		36. Initiate actions to achieve organizational goals	<p>1. Class assignment - Prac. 2(Group proposal), Policy (Policy analysis pap.)</p> <p>2. Item 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 associated with PB. Percentage of all "4's" are calculated.</p>	<p>1. Students must achieve no less than a "B" on the assignment</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p>	
		37. Implement prevention interventions that enhance client capabilities	<p>1. Class assignment - Prac. 2 (Group proposal), Policy (policy analysis pap.),</p> <p>2. Item 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 associated with PB. Percentage of all "4's" are calculated.</p>	<p>1. Students must achieve no less than a "B" on the assignment</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p>	
		38. Help clients resolve problems	1. Class assignment – Res. 1 (research prop.), Policy (policy analysis pap.)	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. Item on field evaluation	2. Field instructor scores field item associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the 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. Item 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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the students must achieve greater than 3.5	
		40. Facilitate transitions and endings	1. Class assignment – Prac. 2 (group proposal) 2. Item 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 associated with PB. Percentage of all "4's" are calculated.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the 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.)	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	1. Students must achieve no less than a "B" on the assignment	

			2. Field Evaluation	percentage for all A's and B's is calculated. 2. Field instructor scores field item associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5	
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Appendix B
Concentration 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. Demonstrate the achievement of overall competency, including the capacity for continuous self-reflection, monitoring and evaluation, and consultation and supervision from others, resulting in professional and autonomous practice from a MSLC perspective.	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres), Advanced Prac. 2 (Group proj) Research 3</p> <p>2. Items on field evaluation 1.1, 1.2</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item on Capstone 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>3. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item using 5-point Likert Scale ratings</p>	<p>1.. Students must achieve no less than a "B" on the assignment</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	<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.</p>	
		2. Demonstrate the incorporation of and skills for a life-long learning approach to advanced practice from a MSLC perspective.	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres) Research 3</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 4	2. Field instructor scores field item. Percentages of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5	
			3. Items on King's Self-Efficacy Survey	3. Students complete King's Self-Efficacy Survey at the end of the semester.	3. Students must score at least an 8 out of 10 on the efficacy items	
			4. Specific competency Item on Capstone evaluation	4. Aggregate scores of specific competency item using 5-point Likert Scale ratings	4. Students must score at least a 4 out of 5 on specific competency item	
		3. Demonstrate advanced social change and leadership skills at all levels (direct practice, education, research, policy practice, administration) of their work.	1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj), Research 3	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 5.2, 3	2. Field instructor scores field item associated with PB. Percentage of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5	
			3. Items on King's Self-Efficacy Survey	3. Students complete King's Self-Efficacy Survey at the end of the semester.	3. Students must score at least an 8 out of 10 on the efficacy items	
			4. Specific competency Item on Capstone evaluation	4. Aggregate scores of specific competency item using 5-point Likert Scale ratings	4. Students must score at least a 4 out of 5 on specific competency item	

2. Apply social work ethical principles to guide professional practice		2.1 Demonstrate understanding and integration of the values and principles of ethical social work practice consistent at an advanced level of practice, including the ability to independently resolve ethical dilemmas consistent with the relevant Codes of Ethics.	1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj), Research 3 2. Items on field evaluation 2.1, 2.2 3. Items on King's Self-Efficacy Survey 4. Specific competency Item on Capstone 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. 3. Students complete King's Self-Efficacy Survey at the end of the semester. 4. 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. Aggregate score for the students must achieve greater than 3.5 3. Students must score at least an 8 out of 10 on the efficacy items 4. Students must score at least a 4 out of 5 on specific competency item	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.
		2.2 Be able to recognize and manage personal values in a way that allows professional values to guide practice consistent with the MSLC perspective	1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj), 2. Items on field evaluation 2.4 3. Items on King's Self-Efficacy Survey	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. Students complete King's Self-Efficacy Survey at the end of the semester.	1. Students must achieve no less than a "B" on the assignment 2. Aggregate score for the students must achieve greater than 3.5 3. Students must score at least an 8	

			4. Specific competency Item on Capstone evaluation	4. Aggregate scores of specific competency item using 5-point Likert Scale ratings	out of 10 on the efficacy items 4. Students must score at least a 4 out of 5 on specific competency item		
3. Apply critical thinking to inform and communicate professional judgments		3.1 Demonstrate the ability to distinguish, appraise, and integrate multiple sources of knowledge necessary to effectively present and justify arguments or positions, both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective.	1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj), Research 2 Research 3 2. Items on field evaluation 3.1, 3.2 3. Items on King's Self-Efficacy Survey 4. Specific competency Item on Capstone 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. 3. Students complete King's Survey at the end of the semester. Aggregate student scores of items 4. Aggregate scores of specific competency item using 5-point Likert Scale ratings	1. Students must achieve no less than a "B" on the assignment. 2. Aggregate score for the students must achieve greater than 3.5 3. Students must score at least an 8 out of 10 on the efficacy items 4. Students must score at least a 4 out of 5 on specific competency item	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.	
		3.2 Present and justify arguments or positions, both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience	1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj), Research 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.	1. Students must achieve no less than a "B" on the assignment.		

		(wisdom) that are consistent with a MSLC perspective	<p>Research 3</p> <p>2. Items on field evaluation 3.3</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item on Capstone evaluation</p>	<p>2. Field instructor scores field item. Percentages of all "4's" are calculated.</p> <p>3. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item using 5-point Likert Scale ratings</p>	<p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>		
4. Engage diversity and difference in practice		4.1 Demonstrate knowledge about and the ability to think in terms of diverse developing systems or organisms, institutions, systems of beliefs, cultural patterns, identity formation, social structures, and political structures of society and how these are all interrelated factors in individual and collective identity formation.	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj),</p> <p>2. Items on field evaluation 9.2</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item</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. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item</p>	<p>1. Students must achieve no less than a "B" on the assignment</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out</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.	

			on Capstone evaluation	using 5-point Likert Scale ratings	of 5 on specific competency item		
		4.2 Demonstrate the ability to use a MSLC perspective and intersectionality theory, to communicate understanding of the complex interrelationships of multiple diversities including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, geographic location, political ideology, race, religion, sex, and sexual orientation	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj),</p> <p>2. Items on field evaluation 4.1</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item on Capstone 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>3. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item using 5-point Likert Scale ratings</p>	<p>1. Students must achieve no less than a "B" on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>		
		4.3 Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and whether persons experience oppression, poverty, marginalization, and alienation as well as	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres) Adv. Prac. 2 (Group Proj),</p> <p>2. Items on field evaluation 4.2</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. Aggregate score for the students must achieve greater than 3.5</p>		

		privilege, power, and acclaim.	3. Items on King's Self-Efficacy Survey	3. Students complete King's Self-Efficacy Survey at the end of the semester.	3. Students must score at least an 8 out of 10 on the efficacy items		
			4. Specific competency Item on Capstone evaluation	4. Aggregate scores of specific competency item using 5-point Likert Scale ratings	4. Students must score at least a 4 out of 5 on specific competency item		
5. Engage human rights and social and economic justice		5.1 Demonstrate the ability to recognize, understand, synthesize, and articulate the complex global interconnections of oppression and, based on theories of justice, use social change and leadership skills from a MSLC perspective to promote social justice and human rights.	1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group 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.	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 5.1	2. Field instructor scores field item. Percentages of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5		
			3. Items on King's Self-Efficacy Survey	3. Students complete King's Self-Efficacy Survey at the end of the semester.	3. Students must score at least an 8 out of 10 on the efficacy items		
			4. Specific competency Item on Capstone evaluation	4. Aggregate scores of specific competency item using 5-point Likert Scale ratings	4. Students must score at least a 4 out of 5 on specific competency item		
		5.2. Demonstrate the capacity to advocate for and influence change in a manner that is consistent with a MSLC perspective and social work values and ethics.	1. Class assignment Advanced Prac. 1 (Video proj. and pres) Adv. Prac. 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	1 Students must achieve no less than a "B" on the assignment.		

			<p>2. Items on field evaluation 5.3</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item on Capstone evaluation</p>	<p>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. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item using 5-point Likert Scale ratings</p>	<p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>		
6. Engage in research informed practice and practice informed research		6.1 Demonstrate grammatically strong writing skills and evidence-based research skills in all phases of professional practice from a MSLC perspective.	<p>1. Class assignment Advanced Prac. 2 (Group Proj), Research 2, and Research 3</p> <p>2. Items on field evaluation 6.1</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item</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. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item</p>	<p>1. Students must achieve no less than a "B" on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out</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.	

			on Capstone evaluation	using 5-point Likert Scale ratings	of 5 on specific competency item		
		6.2 Demonstrate the ability to present and justify arguments or positions using quantitative or qualitative research or knowledge and/or logical, rational models of thinking based on knowledge from practice experience (wisdom) that are consistent with a MSLC perspective and with social work ethics	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj), Research 2 Research 3</p> <p>2. Items on field evaluation 6.3</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item on Capstone 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>3. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item using 5-point Likert Scale ratings</p>	<p>1. Students must achieve no less than a "B" on the assignment</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>		
7. Apply knowledge of human behavior and the social environment		7.1 The ability to use a critical approach to demonstrate advanced knowledge of traditional and alternative theories from a variety of disciplines about the behavior, development, and functioning of the range of social systems (individuals, families, groups, institutions, organizations, communities,	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj), Research 2</p> <p>2. Items on field evaluation 7.1</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. Aggregate score for the students must achieve greater than 3.5</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.	

		and cultures) across the life course	3. Items on King's Self-Efficacy Survey	3. Students complete King's Self-Efficacy Survey at the end of the semester.	3. Students must score at least an 8 out of 10 on the efficacy items		
			4. Specific competency Item on Capstone evaluation	4. Aggregate scores of specific competency item using 5-point Likert Scale ratings	4. Students must score at least a 4 out of 5 on specific competency item		
		7.2 Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and whether persons experience oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim	1. Class assignment Advanced Prac. 1 (Video proj. and pres) Adv. Prac. 2 (Group 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 7.2	2. Field instructor scores field item. Percentages of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5		
			3. Items on King's Self-Efficacy Survey	3. Students complete King's Self-Efficacy Survey at the end of the semester.	3. Students must score at least an 8 out of 10 on the efficacy items		
			4. Specific competency Item on Capstone evaluation	4. Aggregate scores of specific competency item using 5-point Likert Scale ratings	4. Students must score at least a 4 out of 5 on specific competency item		
		7.3 Demonstrate knowledge of the ideas and concepts related to the notions of social justice, advocacy, leadership, social change, social support, social	1. Class assignment Advanced Prac. 1 (Video proj. and pres) Adv. Prac. 2 (Group 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	1. Students must achieve no less than a "B" on the assignment.		

		networks, and social capital consistent with a MSLC perspective.	<p>2. Items on field evaluation 7.3</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item on Capstone evaluation</p>	<p>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. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item using 5-point Likert Scale ratings</p>	<p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>		
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services		8.1 Demonstrate advanced skills in social work policy practice including research, analysis, formulation, influence, and advocacy for policies consistent with social work values.	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj),</p> <p>2. Items on field evaluation 8.1</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item</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. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item</p>	<p>1. Students must achieve no less than a "B" on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out</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.	

			on Capstone evaluation	using 5-point Likert Scale ratings	of 5 on specific competency item		
		8.2 Demonstrate advanced knowledge, based in a MSLC perspective, of policy practice grounded in historical and emerging strategies and tactics for poverty reduction including assets development across system levels (organizational, local, state, national, and international) with attention to financial, organizational, administrative, technological, and planning processes required to deliver services across the life course	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj),</p> <p>2. Items on field evaluation 8.2</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item on Capstone 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>3. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item using 5-point Likert Scale ratings</p>	<p>1. Students must achieve no less than a "B" on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>		
		8.3 Demonstrate advanced skills in social work practice including the ability to link theory, policy-practice, and research/evaluation, and to employ leadership skills to demonstrate and promote such a linkage	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj), Research 2</p> <p>2. Items on field evaluation 8.3</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. Aggregate score for the students must achieve greater than 3.5</p>		

			3. Items on King's Self-Efficacy Survey	3. Students complete King's Self-Efficacy Survey at the end of the semester.	3. Students must score at least an 8 out of 10 on the efficacy items		
			4. Specific competency Item on Capstone evaluation	4. Aggregate scores of specific competency item using 5-point Likert Scale ratings	4. Students must score at least a 4 out of 5 on specific competency item		
9. Respond to contexts that shape practice		9.1 Display advanced knowledge of empirically based traditional and alternative theories about behavior, development, and functioning with regard to developing organisms in various contexts and across system levels (micro, mezzo and macro).	1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj), Research 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.	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 9.1	2. Field instructor scores field item. Percentages of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5		
			3. Items on King's Self-Efficacy Survey	3. Students complete King's Self-Efficacy Survey at the end of the semester.	3. Students must score at least an 8 out of 10 on the efficacy items		
			4. Specific competency Item on Capstone evaluation	4. Aggregate scores of specific competency item using 5-point Likert Scale ratings	4. Students must score at least a 4 out of 5 on specific competency item		
		9.2 Demonstrate the ability, consistent with a MSLC perspective, to understand and appreciate how the historical context influences and brings about change in	1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group 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	1. Students must achieve no less than a "B" on the assignment		

		values, ideas, customs, institutions, political and economic systems, and the social work profession.	<p>2. Items on field evaluation 9.3</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item on Capstone evaluation</p>	<p>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. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item using 5-point Likert Scale ratings</p>	<p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>		
10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations and communities		10.1 Demonstrate advance skills through the development of appropriate client system relationships from a MSLC Perspective	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj),</p> <p>2. Items on field evaluation 7.4</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item</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. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item</p>	<p>1. Students must achieve no less than a "B" on the assignment</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out</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.	

			on Capstone evaluation	using 5-point Likert Scale ratings	of 5 on specific competency item		
		10.2 Demonstrate knowledge of the ways in which technology can aid in advanced social work practice and skills in using technology in advanced social work practice.	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres)</p> <p>2. Items on field evaluation 10.2, 10.16</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item on Capstone 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>3. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item using 5-point Likert Scale ratings</p>	<p>1. Students must achieve no less than a "B" on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>		
		10.3 The ability to assume the role of learner and engage those diverse systems with whom they work as informants (teachers), consistent with a MSLC perspective	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj),</p> <p>2. Items on field evaluation 10.4, 10.5</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. Aggregate score for the students must achieve greater than 3.5</p>		

			3. Items on King's Self-Efficacy Survey	3. Students complete King's Self-Efficacy Survey at the end of the semester.	3. Students must score at least an 8 out of 10 on the efficacy items		
			4. Specific competency Item on Capstone evaluation	4. Aggregate scores of specific competency item using 5-point Likert Scale ratings	4. Students must score at least a 4 out of 5 on specific competency item		
		10.4 Demonstrate advanced skills in assessment and development of appropriate client system relationships from a MSLC perspective	1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group 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 10.1	2. Field instructor scores field item. Percentages of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5		
			3. Items on King's Self-Efficacy Survey	3. Students complete King's Self-Efficacy Survey at the end of the semester.	3. Students must score at least an 8 out of 10 on the efficacy items		
			4. Specific competency Item on Capstone evaluation	4. Aggregate scores of specific competency item using 5-point Likert Scale ratings	4. Students must score at least a 4 out of 5 on specific competency item		
		10.5 Demonstrate the ability to use a MSLC perspective to understand, synthesize and assess issues that impede the exercise of basic human rights, such as freedom,	1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group 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	1. Students must achieve no less than a "B" on the assignment.		

		safety, privacy, and adequate standard of living health care, and education across all system levels and throughout the life course.	<p>2. Items on field evaluation 10.4, 10.6</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item on Capstone evaluation</p>	<p>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. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item using 5-point Likert Scale ratings</p>	<p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>	
		10.6 Demonstrate the acquisition of advanced knowledge grounded in historical and emerging strategies and tactics for interventions across system levels (organizational, local, state, national, and international) and display an integrated and advanced approach to the delivery of direct services/practice, social justice services/practices and policy services/practices to ensure that basic human rights are distributed equitably and without prejudice.	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj),</p> <p>2. Items on field evaluation 10.6, 10.8</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item</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. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item</p>	<p>1 Students must achieve no less than a "B" on the assignment.</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out</p>	

			on Capstone evaluation	using 5-point Likert Scale ratings	of 5 on specific competency item		
		10.7 Display an integrated and advanced approach to the delivery of direct services/practice, social justice services/practices and policy services/practices to ensure that basic human rights are distributed equitably and without prejudice.	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj),</p> <p>2. Items on field evaluation 10.7</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item on Capstone 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>3. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item using 5-point Likert Scale ratings</p>	<p>1. Students must achieve no less than a "B" on the assignment</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>		
		10.8 Demonstrate advanced practice skills, knowledge, and values consistent with the mission, goals and objectives of social work and the MSW program and the ability to transfer knowledge at an advanced level and from a MSLC perspective between the classroom and the field education experiences and to perform effectively in field.	<p>1. Items on assignmentsL Advanced Prac. 1 (Video Proj) and Advanced Prac. 2 (Group Proj)</p> <p>2. Items on Field 10.10</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. Aggregate score for the students must achieve greater than 3.5</p>		

			3. Items on King's Self-Efficacy Survey	3. Students complete King's Self-Efficacy Survey at the end of the semester.	3. Students must score at least an 8 out of 10 on the efficacy items		
			4. Specific competency Item on Capstone evaluation	4. Aggregate scores of specific competency item using 5-point Likert Scale ratings	4. Students must score at least a 4 out of 5 on specific competency item		
		10.9 Demonstrate the ability to identify which therapeutic strategies are appropriate for a given situation and employ the advanced therapy strategies and skills	1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group 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 10.11	2. Field instructor scores field item. Percentages of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5		
			3. Items on King's Self-Efficacy Survey	3. Students complete King's Self-Efficacy Survey at the end of the semester.	3. Students must score at least an 8 out of 10 on the efficacy items		
			4. Specific competency Item on Capstone evaluation	4. Aggregate scores of specific competency item using 5-point Likert Scale ratings	4. Students must score at least a 4 out of 5 on specific competency item		
		10.10 Demonstrate advanced skills that are suitable to delivering MSLC based efforts to 1) promote change and social justice; 2) work with and advocate on behalf of	1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group 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	1. Students must achieve no less than a "B" on the assignment.		

		developing organisms; and 3) incorporate principles of social justice, empowerment, across systems.	<p>2. Items on field evaluation 10.12, 10.14</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item on Capstone evaluation</p>	<p>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. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item using 5-point Likert Scale ratings</p>	<p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>		
		10.11. Demonstrate advanced social change and leadership skills at all levels (direct practice, education, research, policy practice, administration) of their professional practice.	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj),</p> <p>2. Items on field evaluation 10.13, 10.15</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item</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. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item</p>	<p>1. Students must achieve no less than a "B" on the assignment</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out</p>		

			on Capstone evaluation	using 5-point Likert Scale ratings	of 5 on specific competency item		
		10.12 Demonstrate the ability to critically analyze models of assessment, prevention, intervention, and evaluation using an MSLC Perspective.	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj),</p> <p>2. Items on field evaluation 10.17</p> <p>3. Items on King's Self-Efficacy Survey</p> <p>4. Specific competency Item on Capstone 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>3. Students complete King's Self-Efficacy Survey at the end of the semester.</p> <p>4. Aggregate scores of specific competency item using 5-point Likert Scale ratings</p>	<p>1. Students must achieve no less than a "B" on the assignment</p> <p>2. Aggregate score for the students must achieve greater than 3.5</p> <p>3. Students must score at least an 8 out of 10 on the efficacy items</p> <p>4. Students must score at least a 4 out of 5 on specific competency item</p>		
		10.13 Demonstrate the ability to creatively analyze, raise critical questions about, and evaluate (e.g. diversity related or fit with social work values) existing research, literature, intervention/ models, policies, and theories and in formulating new research, literature, interventions/models, policies, and theories	<p>1. Class assignment Advanced Prac. 1 (Video proj. and pres) Advanced Prac. 2 (Group Proj), Research 2</p> <p>2. Items on field evaluation 10.18</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. Aggregate score for the students must achieve greater than 3.5</p>		

			3. Items on King's Self-Efficacy Survey	3. Students complete King's Self-Efficacy Survey at the end of the semester.	3. Students must score at least an 8 out of 10 on the efficacy items	
			4. Specific competency Item on Capstone evaluation	4. Aggregate scores of specific competency item using 5-point Likert Scale ratings	4. Students must score at least a 4 out of 5 on specific competency item	
		10.14 Demonstrate understanding of the impact of research on individual and intersecting diversities including, age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation, including an understanding of the effect of human diversity on research techniques, and the role of research in achieving or impeding social and economic justice.	1. Class assignment Research 2 and Research 3	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 10.9	2. Field instructor scores field item. Percentages of all "4's" are calculated.	2. Aggregate score for the students must achieve greater than 3.5	
			3. Items on King's Self-Efficacy Survey	3. Students complete King's Self-Efficacy Survey at the end of the semester.	3. Students must score at least an 8 out of 10 on the efficacy items	
			4. Specific competency Item on Capstone evaluation	4. Aggregate scores of specific competency item using 5-point Likert Scale ratings	4. Students must score at least a 4 out of 5 on specific competency item	

Appendix C-King's Self-Efficacy Scale

This questionnaire is designed to measure how you might behave as a social worker *today*. This is not a test -- there are no right or wrong answers and all answers will be kept strictly confidential. Do not respond with how you *wish* you could perform each item, rather answer with an honest estimate of how you would perform based on what you know now.

For each statement, circle the number that indicates how confident you are *today* in your ability to *successfully* perform each task. Consider "successfully" to mean in such a manner that an experienced supervisor would think was "excellent."

Each statement should be read as a question, beginning with the phrase:

How confident are you that you can....

How confident are you that you can:

	Cannot do at all				Moderately certain can do				Very certain can do			
1. Recognize how your personal values may intrude in your work?	0	1	2	3	4	5	6	7	8	9	10	
2. Demonstrate an awareness of your personal values without imposing them on a client?	0	1	2	3	4	5	6	7	8	9	10	
3. Analyze how ethical dilemmas affect the quality of services?	0	1	2	3	4	5	6	7	8	9	10	
4. Describe to a client how ethical dilemmas impact the services they receive in language that they can easily understand?	0	1	2	3	4	5	6	7	8	9	10	
5. Demonstrate the ability to integrate professional social work ethics into practice?	0	1	2	3	4	5	6	7	8	9	10	
6. Consistently make ethical decisions in a practice setting, even when your co-workers do not?	0	1	2	3	4	5	6	7	8	9	10	
7. Describe in detail the ethical foundation of professional social work?	0	1	2	3	4	5	6	7	8	9	10	

How confident are you that you can:

	Cannot do at all			Moderately certain can do						Very certain can do		
	0	1	2	3	4	5	6	7	8	9	10	
8. Provide services in a professionally ethical manner, even when it conflicts with your personal values?	0	1	2	3	4	5	6	7	8	9	10	
9. Actively promote the values of the profession?	0	1	2	3	4	5	6	7	8	9	10	
10. Advance professional values in a non-social work setting?	0	1	2	3	4	5	6	7	8	9	10	
11. Perceive how cultural differences influence social work practice?	0	1	2	3	4	5	6	7	8	9	10	
12. Describe the effects of cultural diversity on practice in a non-judgmental manner?	0	1	2	3	4	5	6	7	8	9	10	
13. Describe culturally-competent social work?	0	1	2	3	4	5	6	7	8	9	10	
14. Bridge cultural differences when working with clients who make you feel uncomfortable?	0	1	2	3	4	5	6	7	8	9	10	
15. Assess the service needs of different cultural groups without bias?	0	1	2	3	4	5	6	7	8	9	10	
16. Ensure that the services provided to clients of an ethnic minority are culturally relevant?	0	1	2	3	4	5	6	7	8	9	10	
17. View situations from the perspective of a client from a different cultural background?	0	1	2	3	4	5	6	7	8	9	10	
18. Promote respect for cultural diversity among your co-workers?	0	1	2	3	4	5	6	7	8	9	10	

How confident are you that you can:

	Cannot do at all			Moderately certain can do						Very certain can do		
19. Describe the effects of ethnic diversity on social research?	0	1	2	3	4	5	6	7	8	9	10	
20. Conduct ethnically-sensitive social work research?	0	1	2	3	4	5	6	7	8	9	10	
21. Describe the effects of different forms of oppression on clients?	0	1	2	3	4	5	6	7	8	9	10	
22. Implement a strategy to combat oppression when confronted by discriminatory actions?	0	1	2	3	4	5	6	7	8	9	10	
23. Describe what it means for a population to be “at-risk?”	0	1	2	3	4	5	6	7	8	9	10	
24. Help clients understand the difference between social and economic justice?	0	1	2	3	4	5	6	7	8	9	10	
25. Outline one strategy to address the effects of social injustice on a client system?	0	1	2	3	4	5	6	7	8	9	10	
26. Personally implement a specific change strategy that promotes social justice?	0	1	2	3	4	5	6	7	8	9	10	
27. Promote economic equality for the clients you work with?	0	1	2	3	4	5	6	7	8	9	10	
28. Make sure clients of a different socio-economic status than yourself have equal access to resources?	0	1	2	3	4	5	6	7	8	9	10	
29. List specific ways that social service agencies promote non-discrimination?	0	1	2	3	4	5	6	7	8	9	10	
30. Resolve conflicts between discriminatory service agency policies and your client’s needs?	0	1	2	3	4	5	6	7	8	9	10	

How confident are you that you can:

	Cannot do at all			Moderately certain can do						Very certain can do		
	0	1	2	3	4	5	6	7	8	9	10	
31. Demonstrate a scientific understanding of the interaction between the environment and human behavior?	0	1	2	3	4	5	6	7	8	9	10	
32. Discuss empirical studies that support what you know about human behavior?	0	1	2	3	4	5	6	7	8	9	10	
33. Define what it means for a theory of human behavior to be “empirically-based?”	0	1	2	3	4	5	6	7	8	9	10	
34. Apply empirically-based theories of human behavior to different client groups without assistance?	0	1	2	3	4	5	6	7	8	9	10	
35. Describe how different social systems promote client well-being?	0	1	2	3	4	5	6	7	8	9	10	
36. Analyze different theories of human behavior using a well-defined philosophy of science perspective?	0	1	2	3	4	5	6	7	8	9	10	
37. Describe, in detail, the interaction between a social and economic system impacting clients?	0	1	2	3	4	5	6	7	8	9	10	
38. Define the meaning of a “system-theory?”	0	1	2	3	4	5	6	7	8	9	10	
39. Demonstrate the ability to use one empirically-based theory of behavior in a practice setting?	0	1	2	3	4	5	6	7	8	9	10	
40. Use an empirically supported theory of behavior to effectively serve an unfamiliar client group?	0	1	2	3	4	5	6	7	8	9	10	
41. Compare how different social welfare policies impact social service delivery?	0	1	2	3	4	5	6	7	8	9	10	

How confident are you that you can:

	Cannot do at all				Moderately certain can do					Very certain can do		
	0	1	2	3	4	5	6	7	8	9	10	
42. Describe how a well-known piece of social welfare policy has affected social work services?	0	1	2	3	4	5	6	7	8	9	10	
43. Analyze a specific piece of social policy legislation?	0	1	2	3	4	5	6	7	8	9	10	
44. Identify historical trends in social welfare policy at the national level?	0	1	2	3	4	5	6	7	8	9	10	
45. Demonstrate a comprehensive understanding of political systems that impact client services?	0	1	2	3	4	5	6	7	8	9	10	
46. Use your understanding of political systems to advocate for social policy outside of your primary area of practice experience?	0	1	2	3	4	5	6	7	8	9	10	
47. Describe the different administrative processes required to deliver effective social services?	0	1	2	3	4	5	6	7	8	9	10	
48. View organizational processes required for social service delivery from an administrative perspective?	0	1	2	3	4	5	6	7	8	9	10	
49. Explain the issues affecting social welfare policy to elected officials?	0	1	2	3	4	5	6	7	8	9	10	
50. Articulate social welfare policy issues to people outside of the social work profession in terms that they can easily understand?	0	1	2	3	4	5	6	7	8	9	10	
51. Consistently focus on client assets/ strengths related to issues raised during an intervention, rather than focusing on problems?	0	1	2	3	4	5	6	7	8	9	10	

How confident are you that you can:

	Cannot do at all			Moderately certain can do						Very certain can do		
52. Help clients who appear unmotivated to recognize personal resources related to problems they have identified?	0	1	2	3	4	5	6	7	8	9	10	
53. List the information you need to clinically assess clients in a practice setting that you are familiar with?	0	1	2	3	4	5	6	7	8	9	10	
54. Assemble information for case assessment even when confronted by an uncooperative client?	0	1	2	3	4	5	6	7	8	9	10	
55. Develop a comprehensive plan for service provision?	0	1	2	3	4	5	6	7	8	9	10	
56. Collaborate with clients for treatment planning when presented with an unfamiliar problem?	0	1	2	3	4	5	6	7	8	9	10	
57. Respond to all of the different problems presented by an individual client in the most clinically appropriate manner?	0	1	2	3	4	5	6	7	8	9	10	
58. Make sure that all clients in a small group setting benefit from participation in that group?	0	1	2	3	4	5	6	7	8	9	10	
59. Use empirically-based methods to intervene in a community?	0	1	2	3	4	5	6	7	8	9	10	
60. Ask questions during supervision that will improve practice outcomes, even with a difficult supervisor?	0	1	2	3	4	5	6	7	8	9	10	
61. Consult with your supervisor regularly to enhance practice?	0	1	2	3	4	5	6	7	8	9	10	
62. Collect data needed to answer questions about your social work practice?	0	1	2	3	4	5	6	7	8	9	10	

How confident are you that you can:

	Cannot do at all			Moderately certain can do				Very certain can do			
	0	1	2	3	4	5	6	7	8	9	10
63. Set aside enough time to gather the information you need to evaluate your personal practice outcomes?											
64. Use computer information systems to analyze social work research?											
65. Use personal computers to research evidence-based social work knowledge?											
66. Use relevant <i>qualitative</i> methods to research social work practice?											
67. Verbally describe different <i>qualitative</i> research methods?											
68. Use <i>quantitative</i> statistics to research the effectiveness of social service delivery?											
69. Employ proper <i>quantitative</i> methods to develop evidence-based interventions.											
70. Clearly communicate an understanding of social work research literature in writing?											
71. Describe how a current piece of social work research might impact practice?											

Appendix D

King's Self-Efficacy Scale

Questions Recoded to Match MSW Foundation Practice
Behaviors and MSW Concentration Practice Behaviors

<i>King's Self-Efficacy Scale Questions</i>	MSW Foundation Practice Behaviors	King's Self-Efficacy Scale Questions	MSW Concentration Practice Behaviors
17,30,49,7	1.1 Advocate for client access to services of social work	1,2,60-63	1.1 Demonstrate the achievement of overall competency, including the capacity for continuous self-reflection, monitoring and evaluation, and consultation and supervision from others, resulting in professional and autonomous practice from a MSLC perspective.
1,2,7,8,9,10,11,12	1.2 Practice personal reflection and self-correction of assure continual professional development	34,59-65	1.2 Demonstrate the incorporation of and skills for a life-long learning approach to advanced practice from a MSLC perspective.
1,5,6,7,8,9,10,18,30	1.3 Attend to professional roles and boundaries	21-23,40-42,45,47, 57, 58	1.3 Demonstrate advanced social change and leadership skills at all levels (direct practice, education, research, policy practice, administration) of their work.
8,9,10,18,30,49,50	4. Demonstrate professional demeanor in behavior, appearance and communication	1-10	2.1 Demonstrate an understanding and integration of the values and principles of ethical social work practice consistent at an advanced level of practice, including the ability to independently resolve ethical dilemmas consistent with the relevant Codes of Ethics.
9,32	5. Engage in career-long learning	1,2,5,9,10	2.2 Be able to recognize and manage personal values in a way that allows professional values to guide practice consistent with the MSLC perspective
30	6. Use supervision and consultation	32,34,36,43-47,49,50,64-70	3.1 Demonstrate the ability to distinguish, appraise, and integrate multiple sources of knowledge necessary to effectively present and justify arguments or positions, both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective.
1,2,3,4,5,6,7,8,9,10,17, 18	7. Recognize and manage personal values in a way that allows professional values to guide practice	32,36,64-67,70	3.2 Present and justify arguments or positions, both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective

3,4,5,6,7,8,9,10	8. Make ethical decisions by applying standards of “NASW Code of Ethics” and as applicable IFSW statement of principles	11-20	4.1 Demonstrate knowledge about and the ability to think in terms of diverse developing systems or organisms, institutions, systems of beliefs, cultural patterns, identity formation, social structures, and political structures of society and how these are all interrelated factors in individual and collective identity formation.
3,4,5,6,7,8	9. Tolerate ambiguity in resolving ethical conflicts	11-20	4.2 Demonstrate the ability to use a MSLC perspective and intersectionality theory, to communicate understanding of the complex interrelationships of multiple diversities including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, geographic location, political ideology, race, religion, sex, and sexual orientation
1,2,3,4,5,6,7,8,30	10. Apply strategies of ethical reasoning to arrive at principled decisions	21-30	4.3 Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and whether persons experience oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.
19,25,26,34,40,41,43,48, 63,67,70	11. Distinguish, appraise, and integrate multiple sources of knowledge including research based knowledge and practice wisdom	21-30	5.1 Demonstrate the ability to recognize, understand, synthesize, and articulate the complex global interconnections of oppression and, based on theories of justice, use social change and leadership skills from a MSLC perspective to promote social justice and human rights.
19,26,40,41,43,48,54,63, 64,67, 69, 70	12. Analysis models of assessment, prevention, intervention and evaluation	21-30	5.2. Demonstrate the capacity to advocate for and influence change in a manner that is consistent with a MSLC perspective and social work values and ethics.
19,21,22,23,25,26,27,29 30,31,32,34,35,36,37,40, 41,42,43,47,49,50, 63, 67, 70, 71	13. Demonstrate effective oral and written communication in working with individuals, groups, organizations, communities and colleagues	31,36,37,38,41,43,55,64 -66,68-71	6.1 Demonstrate grammatically strong writing skills and evidence-based research skills in all phases of professional practice from a MSLC perspective.
1,2,4,7,11,12,13,14,15, 16,17,18,20,52	14. Recognize the extent to which a cultures structures and values may oppress, marginalize, alienate, and	31-36,62-71	6.2 Demonstrate the ability to present and justify arguments or positions using quantitative or qualitative research or knowledge and/or logical, rational models of thinking based

	create or enhance privilege and power		on knowledge from practice experience (wisdom) that are consistent with a MSLC perspective and with social work ethics
1,2,7,11,12,13,14,15,16,17,18,20	15. Gain sufficient self-awareness to eliminate in influences of personal biases and values in working with diverse groups	21-30	7.1 The ability to use a critical approach to demonstrate advanced knowledge of traditional and alternative theories from a variety of disciplines about the behavior, development, and functioning of the range of social systems (individuals, families, groups, institutions, organizations, communities, and cultures) across the life course
4,11,12,13,14,15,16,17,18,19,20,52	16. Recognize and communicate their understanding of the importance of differences in shaping life experiences	9, 21-30	7.2 Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and whether persons experience oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim
1,4,11,12,13,14,15,16,17,56	17. View themselves as learners and engage those with whom they work as informants	51-59	7.3 Demonstrate knowledge of the ideas and concepts related to the notions of social justice, advocacy, leadership, social change, social support, social networks, and social capital consistent with a MSLC perspective.
4,21,22,23,24,25,26,27,28,29,30	18. Understand the forms and mechanisms of oppression and discrimination	25-28, 44	8.1 Demonstrate advanced skills in social work policy practice including research, analysis, formulation, influence, and advocacy for policies consistent with social work values.
4,22,24,25,26,27,28,29,30	19. Advocate for human rights, and social and economic justice	62,68-71	8.2 Demonstrate advanced knowledge, based in a MSLC perspective, of policy practice grounded in historical and emerging strategies and tactics for poverty reduction including assets development across system levels (organizational, local, state, national, and international) with attention to financial, organizational, administrative, technological, and planning processes required to deliver services across the life course
22,24,25,26,27,28,30	20. Engage in practices that advance social and economic justice	31-40,59,	8.3 Demonstrate advanced skills in social work practice including the ability to link theory, policy-practice, and research/evaluation, and to employ leadership skills to demonstrate and promote such a linkage
19,20,31,32,33,34,36,68, 69	21. Use practice experience to inform scientific inquiry	31,34,36,39,40,41,49,59,70	9.1 Display advanced knowledge of empirically based traditional and alternative theories about behavior, development, and functioning with regard to developing organisms in various contexts and across system levels (micro,

			mezzo and macro).
19,20,31,32,33,34,36, 65, 66, 68, 69, 70	22. Use research evidence to inform practice	51-59	9.2 Demonstrate the ability, consistent with a MSLC perspective, to understand and appreciate how the historical context influences and brings about change in values, ideas, customs, institutions, political and economic systems, and the social work profession.
22,34,35,36,38,39,40,54	23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	19,20,31-40,59,62,70,71	10.1 Demonstrate advance skills through the development of appropriate client system relationships from a MSLC Perspective
31,33,34,35,37,39,40,53, 54	24. Critique and apply knowledge to understand person and environment	1-4, 10, 13, 14, 69	10.2 Demonstrate knowledge of the ways in which technology can aid in advanced social work practice and skills in using technology in advanced social work practice.
22,26,28,41,42,43,44,45, 46,47,48,49,50,55	25. Analyze, formulate, and advocate for policies that advance social well-being	2,11-18,38	10.3 The ability to assume the role of learner and engage those diverse systems with whom they work as informants (teachers), consistent with a MSLC perspective
22,28,46,50,55,56	26. Collaborate with colleagues and clients for effective policy action	41-50	10.4 Demonstrate advanced skills in assessment and development of appropriate client system relationships from a MSLC perspective
19,44,45,50,55,56	27. Continuously discover appraise and attend to changing locales, populations scientific technological developments and emerging societal trends to provide relevant services	21-30	10.5 Demonstrate the ability to use a MSLC perspective to understand, synthesize and assess issues that impede the exercise of basic human rights, such as freedom, safety, privacy, and adequate standard of living health care, and education across all system levels and throughout the life course.
46,50,55	28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	15,20-59,63,64,71	10.6 Demonstrate the acquisition of advanced knowledge grounded in historical and emerging strategies and tactics for interventions across system levels (organizational, local, state, national, and international) and display an integrated and advanced approach to the delivery of direct services/practice, social justice services/practices and policy services/practices to ensure that basic human rights are distributed equitably and without prejudice.

20,24,34,39,40,46,50,52,53,54,55	29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	14, 17, 20, 24, 30, 33, 37, 40, 41, 42, 45, 47	10.7 Display an integrated and advanced approach to the delivery of direct services/practice, social justice services/practices and policy services/practices to ensure that basic human rights are distributed equitably and without prejudice.
20,24,34,39,40,46,50,52,53,54	30. Use empathy and other interpersonal skills	14, 17, 20, 21, 23, 24, 33, 38, 45, 51, 53, 55, 57, 64	10.8 Demonstrate advanced practice skills, knowledge, and values consistent with the mission, goals and objectives of social work and the MSW program and the ability to transfer knowledge at an advanced level and from a MSLC perspective between the classroom and the field education experiences and to performs effectively in field.
20,24,34,39,40,46,50,54,55,56	31. Develop a mutually agreed upon focus of work and desired outcomes	51-60,62,63	10.9 Demonstrate the ability to identify which therapeutic strategies are appropriate for a given situation and employ the advanced therapy strategies and skills
20,25,26,34,39,40,46,52,53,54,55,56	32. Collect, organize, and interpret client data	9,31,37,44,70	10.10 Demonstrate advanced skills that are suitable to delivering MSLC based efforts to 1) promote change and social justice; 2) work with and advocate on behalf of developing organisms; and 3) incorporate principles of social justice, empowerment, across systems.
20,25,26,34,39,40,46,52,53,54	33. Assess clients strengths and limitations	9,31,37,44,70	10.11. Demonstrate advanced social change and leadership skills at all levels (direct practice, education, research, policy practice, administration) of their professional practice.
20,25,26,34,39,40,46,54,55,56	34. Develop mutually agreed on intervention goals and objectives	31,32,34,36,42,43,53,55,62,64, 71	10.12 Demonstrate the ability to critically analyze models of assessment, prevention, intervention, and evaluation using an MSLC Perspective.
20,25,26,34,39,40,46,54,55	35. Select appropriate intervention strategies	31-34,41-43,62,64-66,68,69,71	10.13 Demonstrate the ability to creatively analyze, raise critical questions about, and evaluate (e.g. diversity related or fit with social work values) existing research, literature, intervention/ models, policies, and theories and in formulating new research, literature, interventions/models, policies, and theories
22,25,26,27,28,30,34,39,40,46,51	36. Initiate actions to achieve organizational goals	15,20,31-34,62-71	10.14 Demonstrate understanding of the impact of research on individual and intersecting diversities including, age, class, color, culture, disability, ethnicity, gender, gender identity and

			expression, immigration status, political ideology, race, religion, sex, and sexual orientation, including an understanding of the effect of human diversity on research techniques, and the role of research in achieving or impeding social and economic justice.
22,25,26,27,28,30,34,39,40,46,51,54	37. Implement prevention interventions that enhance client capabilities		
22,25,26,27,28,30,34,39,40,46,51,52,53,54	38. Help clients resolve problems		
22,25,26,27,28,30,34,39,40,46,51	39. Negotiate, mediate, and advocate for clients		
22,25,26,27,28,30,34,39,40,46,51	40. Facilitate transitions and endings		
20,34,39,40,46,53,,54,55,63, 66, 68 69	41. critically analyze, monitor, and evaluate interventions		

Appendix E



UNIVERSITY OF
ARKANSAS

SCHOOL OF SOCIAL WORK

Advanced MSW Field Learning Contract and Evaluation of Performance

SEMESTER: Spring 2014

ADV Field II

STUDENT ID

FIELD INSTRUCTOR:

TASK SUPERVISOR:

FIELD LIASON: AGENCY:

Below are the expected operational practice behaviors associated with the 10 competencies identified by the Council on Social Work Education as essential for professional social workers. These professional skills, values and knowledge on which the student is responsible for will be evaluated at mid-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. Please refer to Advanced Field Syllabus for full explanation of course objectives linked to these practice behaviors.

Please include 3 activities to learn and demonstrate each competency.

RATING SCALES: It is anticipated that students entering field will begin with lower numbers and progress through their internship. Please rate the students performance and indicate their score in the boxes beneath each co-evaluation section, utilizing the following scale.

- 1 = Student has not significantly engaged in field assignments*
- 2 = Student is engaged in field assignments, but does not meet the minimum standard of beginning level of performance
- 3 = Beginning level of performance
- 4 = Intermediate level of performance
- 5 = Advanced level of performance-practice ready

IE = Insufficient evidence of performance or no opportunity to observe*

Please choose the appropriate number to reflect your rating.
explain score in comments section.

or if not, please a student sco

ADVANCED COMPETENCIES

2.1.1. IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY

1. Demonstrate the achievement of overall competency, including the capacity for continuous self- reflection, monitoring and evaluation, and consultation and supervision from others, resulting in professional and autonomous practice from a MSLC perspective.
2. Demonstrate professional demeanor in behavior, appearance, and communication consistent with the advanced practice context at multiple system levels, with persons across the life course, with multiple constituencies, and with colleagues across disciplines.
3. Demonstrate the incorporation of and skills for a life-long learning approach to advanced practice from a MSLC perspective.

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.

- Attend weekly supervision as evidenced by record of hours documented in field journals.
- Dress and conduct self appropriately by displaying a professional demeanor in behavior, attitude, and appearance.
- Examine and practice appropriate professional roles and boundaries with University of Arkansas students and Supervisors.

Field Instructor and Student Co-Evaluation of Performance

Professional Identity:

1. Practice continuous self-reflection, monitoring, and evaluation of professional conduct.

Mid Evaluation		Final Evaluation	
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2. Utilize supervision and consultation with other professionals.

Mid Evaluation		Final Evaluation	
----------------	--	------------------	--

3. Exhibit professional demeanor in behavior, appearance, and communication at multiple systems levels, with persons across life course, multiple constituencies, and colleagues across disciplines.

Mid Evaluation		Final Evaluation	
----------------	--	------------------	--

4. Incorporate skills for a life-long learning approach to advanced practice from a MSLC perspective.

Mid Evaluation		Final Evaluation	
----------------	--	------------------	--

2.1.2. APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE

1. Demonstrate understanding and integration of the values and principles of ethical social work practice at an advanced level of practice, including the ability to independently resolve ethical dilemmas consistent with the relevant Codes of Ethics.
2. Demonstrate the capacity to advocate for and influence change in a manner that is consistent with a MSLC perspective and social work values and ethics.
3. Be able to recognize and manage personal values in a way that allows professional values to guide practice consistent with the MSLC perspective

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

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

- Will raise ethical issues/dilemmas in supervision once a month during supervision with Sara Collie.
- Uphold the values and principles of ethical social work practice by using and practicing independent skills that will help resolve ethical dilemmas.
- Advocate and become culturally sensitive to the students who are referred/sanctioned to the mentor program (MAPP) by researching and educating self on students' background and culture.

Field Instructor and Student Co-Evaluation of Performance

Ethics:

1. Integrates values and principals of ethical social work practice at advanced level

Mid Evaluation		Final Evaluation	
----------------	--	------------------	--

2. Independently resolves ethical dilemmas consistent with the relevant NASW Code of Ethics.

Mid Evaluation		Final Evaluation	
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3. Advocates for and influences change in a manner consistent with social work values and ethics.

Mid Evaluation		Final Evaluation	
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4. Manages personal values in a way that allows professional values to guide practice.

Mid Evaluation		Final Evaluation	
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2.1.3. APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.

1. Demonstrate the ability to creatively analyze, raise critical questions about, and evaluate (e.g. diversity related or fit with social work values) existing research, literature, research, literature, interventions/models, policies, and theories
2. Demonstrate the ability to distinguish, appraise, and integrate multiple sources of present and justify arguments or positions, both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC Perspective.
3. Present and justify arguments or positions, both orally and in written form, using evidenced-based research and/or logical, rational models of thinking based on practice experience (wisdom) that are consistent with a MSLC perspective
4. Demonstrate the ability to critically analyze models of assessment, prevention, intervention, and evaluation using an MSLC Perspective.

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested activities may include: attending and actively participating in agency staffing, complete case plans or treatment plans based on analysis of assessment and definition of client issues in terms of studied models of human behavior, or discuss models of assessment and intervention in weekly supervision.

- Will actively use critical thinking skills by conducting an assessment, identifying recovery plan goals and objectives, and evaluating the needs of each student referred to the Mentoring and Persistence Program (MAPP).
- Will use evidence-based practice, education, as well as practice wisdom in order to analyze and formulate treatment (recovery) plans.
- Will discuss models of assessment (including the MSLC perspective) and intervention in weekly supervision and identify the most effective evidence based practice.

Field Instructor and Student Co-Evaluation of Performance

Critical Thinking:

1. Critically analyze, raise critical questions, and evaluate existing research, interventions, and policies.

Mid Evaluation		Final Evaluation	
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2. Integrate multiple sources of knowledge to justify positions in both oral and written form.

Mid Evaluation		Final Evaluation	
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3. Utilizes empirically driven interventions and/or rational models of thinking based on practice experience that are consistent with MSLC perspective.

Mid Evaluation		Final Evaluation	
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4. Analyze models of assessment, prevention, intervention, and evaluation.

Mid Evaluation		Final Evaluation	
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2.1.4. ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

1. Demonstrate knowledge about and the ability to think in terms of diverse developing systems or organisms, institutions, systems of beliefs, cultural patterns, identity formation, social structures, and political structures of society and how these are all interrelated factors in individual and collective identity formation.
2. Demonstrate the ability to use a MSLC perspective and intersectionality theory, to communicate understanding of the complex interrelationships of multiple diversities including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, geographic location, political ideology, race, religion, and sexual orientation
3. Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and whether persons experience oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.
4. Demonstrate the ability to use a MSLC perspective to recognize and communicate understanding of the importance of difference in shaping the life course. T
5. Demonstrate the ability to assume the role of learner and engage those diverse systems with whom they work as informants (teachers), consistent with a MSLC perspective

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested activities may include: complete client assessments that demonstrate understanding of the impact of diversity on assessment, develop culturally sensitive intervention plans, discuss cultural and diversity issues in supervision, a consideration of difference in supervision, administrative meetings, or on task force designed to address diversity issues.

- Develop culturally sensitive intervention plans for the students referred to the MAPP program.
- Will identify personal biases and values related to the target population per discussion in supervision.
- Will recognize the impact that cultural and diversity issues have on the student and their strengths.

Field Instructor and Student Co-Evaluation of Performance

Diversity:

1. Communicate understanding of the complex interrelationships of multiple diversities, including, but not limited to age, class color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, geographic location, political ideology, race, religion, and sexual orientation.

Mid Evaluation		Final Evaluation	
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2. Utilize traditional and alternative paradigms to inform practice, taking into account significant influences on the person's life experiences, such as oppression, poverty, marginalization, alienation, privilege, power, and acclaim.

Mid Evaluation		Final Evaluation	
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3. Assume the role of learner and engage diverse systems with whom you work as teachers.

Mid Evaluation		Final Evaluation	
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4. Recognize and communicate understanding the importance of difference in shaping the life course.

Mid Evaluation		Final Evaluation	
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5. Assume the role of learner and engage diverse systems as informants.

Mid Evaluation		Final Evaluation	
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2.1.5. ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE

1. Demonstrate the ability to use a MSLC perspective, along with related and relevant theories of justice, change, to understand, synthesize and address issues that impede the exercise of basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education across all system levels and throughout the life course.
2. Demonstrate the ability to recognize, understand, synthesize, and articulate the complex global interconnections of oppression and, based on theories of justice, use social change and leadership skills from a MSLC perspective to promote social justice and human rights.
3. Demonstrate the acquisition of advanced knowledge grounded in historical and emerging strategies and tactics for interventions across system levels (organizational, local, state, national, and international) and display an integrated and advanced approach to the delivery of direct services/practice, social justice services/practices and policy services/practices to ensure that basic human rights are distributed equitably and without prejudice.

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested activities may include: identify issues of oppression in client evaluations, actively advocate for clients within the agency and community, address issues of empowerment in case/treatment plans, attend community forums designed to address the needs of oppressed populations.

- Will identify issues of both oppression/privilege and empowerment by conducting client evaluations and assessments (MSLC).
- Will actively advocate for the students who are in the MAPP program by assisting them in meeting their recovery plan goals, community service accountability, and connecting them with outside resources as needed.
- Will identify how economic issues play a role and impact the students by conducting evaluations and assessments.

Field Instructor and Student Co-Evaluation of Performance

Human Rights and Social Justice:

1. Identify and address issues that impede the exercise of basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education.

Mid Evaluation		Final Evaluation	
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2. Promote social justice and human rights utilizing social change and leadership skills from a MSLC perspective.

Mid Evaluation		Final Evaluation	
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3. Display an integrated and advanced approach to the delivery of direct practice, social justice practice, and policy practice to ensure that basic human rights are distributed equitably and without prejudice.

Mid Evaluation		Final Evaluation	
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2.1.6. ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE INFORMED RESEARCH

1. Demonstrate grammatically strong writing skills and evidence-based research skills in all phases of professional practice from a MSLC perspective.
2. Demonstrate understanding of the impact of research on individual and intersecting diversities including, age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation, including an understanding of the effect of human diversity on research techniques, and the role of research in achieving or impeding social and economic justice.
3. Demonstrate the ability to present and justify arguments or positions using quantitative or qualitative research or knowledge and/or logical, rational models of thinking based on knowledge from practice experience (wisdom) that are consistent with a MSLC perspective and with social work ethics
4. Demonstrate knowledge and skills of advanced social work practice in prevention, engagement, assessment, intervention, and evaluation and ability to develop relationships and engage the appropriate client system across multi-systems and throughout the life course

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested Activities may include: develop case plan, review literature to gain knowledge of most effective interventions, research publications that provide evidence of effective interventions with the population served by the agency.

- Will develop a case plan for each University of Arkansas student seen individually, and discuss during supervision.
- Will participate in collecting data on student success and satisfaction, and how that can relate to increased graduation and retention rates at the University of Arkansas.
- Will research publications that provide evidence of effective interventions with at risk college students and discuss with task supervisor or field supervisor once per month.

Field Instructor and Student Co-Evaluation of Performance

Research:

1. Demonstrate strong writing skills, technology skills, and evidence-based research skills in practice.

Mid Evaluation		Final Evaluation	
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2. Demonstrate understanding of impact of research on diversity, and the effect of diversity on research in relationship to social justice.

Mid Evaluation		Final Evaluation	
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3. Demonstrate the ability to present and justify positions using quantitative or qualitative research, knowledge, and models of thinking based on practice wisdom consistent with MSLC perspective and social work ethics.

Mid Evaluation		Final Evaluation	
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4. Demonstrate engagement, assessment, intervention, and evaluation from the MSLC perspective.

Mid Evaluation		Final Evaluation	
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2.1.7. APPLY KNOWLEDGE OF HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

1. The ability to use a critical approach to demonstrate advanced knowledge of traditional and alternative theories from a variety of disciplines about the behavior, development, and functioning of the range of social systems (individuals, families, groups, institutions, organizations, communities, and cultures) across the life course
2. Demonstrate the ability to use the dimensions of traditional and alternative paradigms, to demonstrate that difference can have a variety of significant influences on how and whether persons experience oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim
3. Demonstrate knowledge of the ideas and concepts related to the notions of social justice, advocacy, leadership, social change, social support, social networks, and social capital consistent with a MSLC perspective.
4. Demonstrate advanced skills in assessment and development of appropriate client system relationships from a MSLC perspective

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested activities may include: conduct client assessments informed by theoretical knowledge, discuss assessment process in supervision, from an MSLC perspective and make suggestions to agency.

- Conduct student assessments with each student referred to the Mentoring and Persistence Program (MAPP).
- Discuss and acquire professional feedback on the assessment process in supervision twice per month.
- Utilize the MSLC perspective assessment tool in order to work with the students on all levels (micro, mezzo, and macro).

Field Instructor and Student Co-Evaluation of Performance

Application of Theory:

1. Communicate advanced understanding of traditional and alternative theories about behavior, development, and functioning of the range of social systems (individuals, families, groups, institutions, organizations, communities, and cultures) across the life course.

Mid Evaluation		Final Evaluation	
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2. Identify significant influences that impact social system functioning, and the outcome of those influences.

Mid Evaluation		Final Evaluation	
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3. Demonstrate understanding of social justice, advocacy, social change, social support, social networks, and social capital from MSLC perspective.

Mid Evaluation		Final Evaluation	
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4. Demonstrate advanced skills in assessment and development of client system relationships.

Mid Evaluation		Final Evaluation	
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2.1.8. ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES

1. Demonstrate advanced skills in social work policy practice including research, analysis, formulation, influence, and advocacy for policies consistent with social work values.

2. Demonstrate advanced knowledge, based in a MSLC perspective, of policy practice grounded in h emerging strategies and tactics for poverty reduction including assets development across system levels (organizational, local, state, national, and international) with attention to financial, organizational, administrative, technological, and planning processes required to deliver services across the life course.

3. Demonstrate advanced skills in social work practice including the ability to link theory, policy-practice, and research/evaluation, and to employ leadership skills to demonstrate and promote such a linkage.

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, read or otherwise gain information about legislation pertinent to client situations.

- Attend one to two RazorCAT meetings this spring semester in order to participate in policy-practice.
- Review and meet with task supervisor once a month in order to gain full understanding and knowledge of different academic policies.
- Attend the NASW Conference in order to gain full understanding of multiply agency policies and procedures, as well as be exposed to the Continuing Education Unit (CEU) process.

Field Instructor and Student Co-Evaluation of Performance

Policy:

1. Demonstrate advanced skills in social work policy practice consistent with social work values.

Mid Evaluation		Final Evaluation	
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2. Demonstrate knowledge of historical and emerging contexts related to poverty reduction and asset development.

Mid Evaluation		Final Evaluation	
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3. Demonstrate advanced ability to link theory, policy-practice, and research/evaluation and promote such practice.

Mid Evaluation		Final Evaluation	
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2.1.9. RESPOND TO CONTEXTS THAT SHAPE PRACTICE

1. Display advanced knowledge of empirically based traditional and alternative theories about behavior, development, and functioning with regard to developing organisms in various contexts and across system levels (micro, mezzo and macro).
2. Demonstrate the ability to distinguish, appraise, and integrate multiple sources of knowledge, evidence based and practice wisdom, to understand, respond to, and provide leadership for a wide range of rapidly changing contexts using a MSLC perspective.
3. Demonstrate the ability, consistent with a MSLC perspective, to understand and appreciate how the historical context influences and brings about change in values, ideas, customs, institutions, political and economic systems, and the social work profession.

ACTIVITIES TO LEARN AND DEMONSRATE COMPETENCE

Suggested activities may include: attend community meeting; attend and participate in administrative staff meetings, research trends in the field that respond to changes impacting service needs and delivery.

- Review past programs and influences in order to understand the needed changes that impact the service needs and delivery at the University of Arkansas Student Standards and Conduct department, and Dean of Students department once per month.
- Attend and participate in program developing meetings once per week with Miss Ashley.
- Attend and participate in one to two administrative staffing meetings at the University of Arkansas.

Field Instructor and Student Co-Evaluation of Performance

Responds to Context:

1. Demonstrate knowledge of empirically based traditional and alternative theories about behavior, development, and functioning across contexts and system levels (micro, mezzo, and macro).

Mid Evaluation		Final Evaluation	
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2. Integrate multiple sources of knowledge, evidence based and practice wisdom to understand changing contexts.

Mid Evaluation		Final Evaluation	
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3. Communicate understanding of the historical context that influences and brings about change in values, ideas, customs, institutions, political and economic systems, and the social work profession.

Mid Evaluation		Final Evaluation	
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2.1.10. ENGAGE, ASSESS, INTERVENE AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

1. Demonstrate knowledge and skills of advanced social work practice including advanced skill set, assessment, intervention, and evaluation and in the development of appropriate client system relationships across multi-systems and throughout the life course.

2. Demonstrate knowledge of the ways in which technology can aid in advanced social technology in advanced social work practice.

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Engagement:

3. Demonstrate the capacity to advocate for and influence change in a manner that is consistent with a MSLC perspective and social work values and ethics.
4. Demonstrate the ability to use a MSLC perspective to recognize and communicate understanding of the importance of difference in shaping the life course.
5. Demonstrate the ability to assume the role of learner and engage those diverse systems with whom they work as informants (teachers), consistent with a MSLC perspective.

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested activities may include: discuss MSLC in supervision, research diversity issues of agency clients, learn to utilize the agency computer system, utilize web-based resources to assist clients, raise issues of difference and diversity in supervision).

- Use social work core values and ethics to influence change, by identify as a graduate student, and assuming the role of a learner and practice skills obtained in classes.
- Will utilize web-based and other community resources to assist the students referred to the MAPP program.
- Will learn and utilize the ADVOCATE database used at the University of Arkansas in order to house and keep documentation for students in MAPP.

Field Instructor and Student Co-Evaluation of Performance

Engagement, Assessment, Intervention, and Evaluation:

1. Demonstrate advanced skills in engagement, assessment, intervention, and evaluation in the development of client system relationships.

Mid Evaluation		Final Evaluation	
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2. Demonstrate knowledge and skills of the ways in which technology can aid in advanced social work practice.

Mid Evaluation		Final Evaluation	
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Engagement:

3. Advocate for change reflecting MSLC perspective and social work values and ethics.

Mid Evaluation		Final Evaluation	
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4. Communicate understanding of the importance of difference in shaping the life course.

Mid Evaluation		Final Evaluation	
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5. Assume the role of learner and engage diverse systems as informants.

Mid Evaluation		Final Evaluation	
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Assessment:

6. Demonstrate the ability to use a MSLC perspective, along with related and relevant theories of change, to understand, synthesize and address issues that impede the exercise of basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education across all system levels and throughout the life course.

7. Demonstrate the acquisition of advanced knowledge grounded in historical and emerging strategies and tactics for interventions across system levels (organizational, local, state, national, and international) and display an integrated and advanced approach to the delivery of direct services/practice, social justice services/practices and policy services/practices to ensure that basic human rights are distributed equitably and without prejudice.

8. Demonstrate the ability to distinguish, appraise, and integrate multiple sources of knowledge, evidence based and practice wisdom, to understand, respond to, and provide leadership for a wide range of rapidly changing contexts using a MSLC perspective.

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested activities may include: conduct assessments on individual clients, conduct assessments on families, address basic human rights issues with clients, address basic human rights issues in organizational setting).

- Will conduct assessments on individual students once per week.
- Address and observe basic human right issues as well as legal issues, and address as needed in the recovery plans.
- Will use the MSLC perspective in order to assess both the student and agency needs.

Field Instructor and Student Co-Evaluation of Performance

Assessment:

6. Demonstrate the ability to understand, synthesize, and address issues that impede basic human rights from the MSLC perspective.

Mid Evaluation		Final Evaluation	
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7. Demonstrate an integrated approach to delivery of direct, social justice, and policy practices to ensure equitable distribution of basic human rights.

Mid Evaluation		Final Evaluation	
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8. Distinguish, appraise, and integrate multiple sources of knowledge, evidence based and practice wisdom to understand and respond to changing contexts.

Mid Evaluation		Final Evaluation	
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Intervention:

9. Demonstrate the achievement of overall competency, including the capacity for continuous self-reflection, monitoring and evaluation, and consultation and supervision from others, resulting in professional and autonomous practice from a MSLC.

10. Demonstrate advanced practice skills, knowledge, and values consistent with the mission, goals, and objectives of social work and the MSW program and the ability to transfer knowledge at an advanced level and from a MSLC perspective between the classroom and the field education experiences and to perform effectively in field.

11. Demonstrate the ability to identify which therapeutic strategies are appropriate for a given situation and to employ the advanced therapy strategies and skills.

12. Demonstrate advanced skills that are suitable to delivering MSLC-based efforts to 1) promote change and social justice; 2) work with and advocate on behalf of developing organisms; and 3) incorporate principles of social justice, empowerment, across systems.

13. Demonstrate advanced skills in social work practice including the ability to link theory, policy-practice, and research/evaluation, and to employ leadership skills to demonstrate and promote such a linkage.

14. Demonstrate advanced skills in social work policy- practice including research, analysis, formulation, influence, and advocacy for policies consistent with social work values.

- 15.** Demonstrate advanced social change and leadership skills at all levels (direct practice, education, research, policy-practice, administration) of their work.
- 16.** Demonstrate advanced level skills in collaboration, team development, and leadership, delivery of technology assisted presentations, advocacy, resource development, planning and evaluation, training and education.

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested activities may include: discuss theoretical understanding of client situations in supervision, denote specific intervention strategies with clients at any level (micro, mezzo, macro), meet with treatment team, or administrative team, serve on an agency committee

- Will discuss student situations in supervision once per week in order to process.
- Will work with program developer on utilizing different intervention strategies to utilize with the students referred to MAPP.
- Will work with students on coping techniques, decision making skills, time management, as well as developing appropriate and individualized recovery plans and goals during weekly meetings.

Field Instructor and Student Co-Evaluation of Performance

Intervention:

9. Demonstrate competency via self-reflection, monitoring and evaluation, consultation and supervision resulting in professional and autonomous practice.

Mid Evaluation		Final Evaluation	
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10. Demonstrate integration of advanced practice skills, knowledge, and values consistent with the mission, goals, and objectives of social work and the MSW program.

Mid Evaluation		Final Evaluation	
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11. Identify and appropriately implement advanced therapeutic strategies.

Mid Evaluation		Final Evaluation	
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12. Promote change and social justice, advocate for client systems, incorporate principles of social justice and empowerment.

Mid Evaluation		Final Evaluation	
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13. Demonstrate ability to link theory, policy practice, and research/evaluation.

Mid Evaluation		Final Evaluation	
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14. Demonstrate comprehensive policy practice.

Mid Evaluation		Final Evaluation	
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15. Demonstrate social change and leadership across levels of social work practice.

Mid Evaluation		Final Evaluation	
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16. Demonstrate skills in collaboration, team development, and leadership, delivery of technology assisted presentations, advocacy, resource development, planning and evaluation, training and education.

Mid Evaluation		Final Evaluation	
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Evaluation:

17. Demonstrate the use of a MSLC perspective to analyze models of assessment, prevention, intervention and evaluation.

18. Demonstrate the ability to creatively analyze, raise critical questions about and evaluate (e.g. diversity related or fit with social work values) existing research, literature, intervention/ models, policies, and theories and in formulating new research, literature, interventions/models, policies, and theories.

19. Demonstrate an understanding of the impact of research on individual and intersecting diversities including, age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation, including an understanding of the effect of human diversity on research techniques, and the role of research in achieving or impeding social and economic justice.

20. Demonstrate advanced knowledge and skills in using quantitative and qualitative approaches to evaluate practices and programs from a MSLC perspective.

ACTIVITIES TO LEARN AND DEMONSTRATE COMPETENCE

Suggested activities may include learn your agency's model for assessment, prevention and intervention, study the methods agency uses to evaluate its services, research evidence-based practices pertinent to your clients.

- Continue to research evidenced-based practices that pertain to the University setting and student needs.
- Utilize the MSLC perspective assessment tool in order to conduct individual assessments with students referred to the MAPP program.
- Utilize the Bio-Psycho-Social (BPS) assessments in order to help evaluate the student on an individual (micro) level.

Field Instructor and Student Co-Evaluation of Performance

Evaluation

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

Mid Evaluation		Final Evaluation	
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18. Utilize critical thinking to question and evaluate existing research and in formulation of new research.

Mid Evaluation		Final Evaluation	
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19. Demonstrate understanding of impact of research on diversity and diversity on research, and the role of research in achieving or impeding social and economic justice.

Mid Evaluation		Final Evaluation	
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20. Utilize quantitative and qualitative approached to evaluate practice and programs.

Mid Evaluation		Final Evaluation	
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Total Points for Evaluation of Learning Contract:

Mid Evaluation		Final Evaluation	
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Field Instructor Comments:

Areas of Strength:

Areas for Continued Growth:

APPROVAL AND ACCEPTANCE OF UNDERSTANDING OF LEARNING CONTRACT ACTIVITES AS WRITTEN: (to be done at beginning of semester)

TASK SUPERVISOR _____ DATE _____

FIELD INSTRUCTOR _____ DATE _____

STUDENT _____ DATE _____

FIELD LIAISON _____ DATE _____

Appendix F-Foundation Field

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</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>

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

<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>

3. Attend to professional roles and boundaries

<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>

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

<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>

5. Engage in career-long learning

<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>

6. Use supervision and consultation

<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:

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 DEMONSTRATE 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</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>

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</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>

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

<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>

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

<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:

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</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>

19. Advocate for human rights and social and economic justice

<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>

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

<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:

VI. ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED 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

<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>

22. Use research evidence to inform 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>

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</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>

24. Critique and apply knowledge to understand person and environment

<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:

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</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>

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</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:

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</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>

30. Use empathy and other interpersonal skills

<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>

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

<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:

Assessment

32. Collect, organize, and interpret client data

<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>

33. Assess client strengths and limitations

<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>

34. Develop mutually agreed-on intervention goals and objectives

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

35. Select appropriate intervention strategies

<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:

Intervention

36. Initiate actions to achieve organizational goals

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

37. Implement prevention interventions that enhance client capacities

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

38. Help clients resolve problems

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

39. Negotiate, mediate, and advocate for clients

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

40. Facilitate transitions and endings

<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:

Evaluation

41. Critically analyze, monitor and evaluate interventions

<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:

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 _____

Appendix G

Capstone Evaluation Form Using Competencies

Please Return to the envelope marked FACULTY EVALUATION FORMS.							
FACULTY EVALUATION FORM							
MSW Advanced Research Project or Thesis							
Student:				Date:			
Reviewer:							
Instructions: Evaluate the research project or thesis according to the student's demonstration of the following criteria. Circle the one number per criterion.							
Data is collected as part of the MSW Program Evaluation only.							
Criteria	Below Expectations		Meets Expectations		Exceeds Expectations		
	0	1	2	3	4	5	
Know ledge and skills of advanced social work practice using a multi-system, life course perspective.	Does not consider implications of study for all systems levels or life course theory concepts such as temporal context, sociostructural context, continuity and change and diversity.	Considers implications of study for some but not all system levels, some but not all life course theory concepts.	Briefly considers implications of study for all system levels and all life course theory concepts.	Provides in-depth discussion of implications of study for all system levels and all life course theory concepts.	Provides in depth original content about implications of study for all system levels and all life course theory concepts.	Provides in-depth original content about implications of study for all system levels and all life course theory concepts, that has potential for important impact on the practice field.	
Demonstrates acquisition of advanced know ledge and skills in area of emphasis.	Does not demonstrate knowledge and skills in area of emphasis.	Demonstrates knowledge and skills in area of emphasis, but not at an advanced level.	Demonstrates some advanced knowledge and skills in area of emphasis.	Demonstrates a wide range of advanced knowledge and skills in area of emphasis.	Demonstrates potential for leadership in area of emphasis.	Has made a contribution to practice through the project that will clearly change the field.	
Identifies know ledge/skill deficits and post-MSW learning plan.	Does not consider limitations of the study and recommendations for further research.	Discusses some but not adequate limitations of the study and recommendations for further research.	Thoroughly discusses limitations of the study and makes general recommendations for further research.	Thoroughly discusses limitations of the study, and makes detailed recommendations for further research.	Thoroughly discusses limitations of the study, and makes detailed and innovative recommendations for further research.	Thoroughly discusses limitations of the study, recommendations for further research, and presents own plans to conduct this research.	
Exhibits advanced skills in policy practice, e.g. analysis, linkage of topic to agency policy findings implications to inform.	Does not exhibit skills in policy practice.	Exhibits some skills in policy practice but not all.	Exhibits all policy practice skills to an adequate degree.	Exhibits all policy practice skills at an advanced level.	Exhibits a clear commitment to policy practice and knowledge and skills at an advanced level.	Exhibits a clear commitment to policy practice and has already used advanced skills in incorporating social action into the research project.	
Ability to develop, use, and communicate qualitative or quantitative empirically based know ledge at an advanced level, clearly denotes practice implications.	Does not relate existing studies to own project; does not articulate practice implications of project.	Is aware of some implications of existing research for own project and for practice, but not adequate understanding.	Provides adequate but brief discussion of implications of existing and own research for practice.	Provides in-depth analysis of existing literature, and clear implications for own study and for practice.	Discusses plans to present study at professional conference and to submit article for publication; practice implications are highly developed.	Has presented study at a professional conference and has submitted article for publication; practice implications are highly developed.	
Advanced Know ledge of theory.	Does not provide a theoretical framework for project	Attempts to outline a theoretical framework but inaccurate, not a formal theory, or not in-depth.	Outlines a formal theoretical framework and discusses adequately.	Discusses a formal theoretical framework in depth.	Discusses a formal theoretical framework in depth, clearly and innovatively connecting it to the policy analysis and the project.	Discusses several theoretical frameworks, providing a critical analysis and integrating them or selecting one as most relevant.	
Integrates Professional social work research and practice ethics	Does not demonstrate social work ethics about research and practice.	Exhibits some evidence of ethics but not to an adequate degree	Adequately discusses research and practice ethics as relevant to the project.	Exhibits a clear understanding of research and practice ethics, discusses them in depth.	Exhibits a clear commitment to evidence-based practice and social work ethics.	Has already begun to use evidence-based practice in field, shows sensitivity to social work values, and shows a clear commitment to continue to do so.	
Addresses pertinent issues to at-risk populations, social and economic justice, consistent with thesis topic.	Does not consider issues pertaining to at-risk populations and social and economic justice.	Exhibits some understanding of at-risk populations and social and economic justice but not to an adequate degree.	Addresses issues of at-risk populations and discusses social and economic justice adequately.	Provides an in-depth analysis of issues of at-risk populations and social and economic justice.	Demonstrates a commitment to macro practice pertaining to issues of at-risk populations and social and economic justice.	Has already intervened with issues of at-risk populations and social and economic justice as part of the research project.	
Demonstrates an advanced level of cultural responsiveness in the research design and awareness of cultural diversity issues pertaining to the project.	Does not exhibit skills in cultural responsiveness pertaining to research design and the project.	Exhibits some skills in cultural responsiveness but not adequate.	Exhibits an adequate level of cultural responsiveness in the design of the study and adequate awareness of diversity issues in the project.	Exhibits a strong commitment to cultural responsiveness within research and articulated an in-depth understanding of cultural diversity issues pertaining to the project.	Has gone above and beyond expectations in designing the study to be culturally responsive, and actively addressing cultural diversity issues within the project.	Through the project, has made a difference in cultural competence of an agency's services or in resolving cultural barriers between diverse groups.	

Appendix H

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.)

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) and Prac. (Gr. Prop.)

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), Prac. 2 (Gr. 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.),

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 1, 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. (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), Res. (Res. Prop)

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

PB34-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. (Res. Prop), Policy (Analysis pap)

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

PB40-Field

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

Appendix I

Concentration Practice Behaviors and Class Assignments

PB 1.1-Ad Prac. 1(Video), Ad Prac. 2 (Gr. Pres.), and Res. 3 (Eval. Proj)

PB1.2- Ad Prac. 1(Video) , Res. 3 (Eval. Proj)

PB1.3- Ad Prac. 1(Video) and Ad Prac. 2 (Gr. Pres.) and Res. 3 (Eval. Proj)

PB2.1- Ad Prac. 1(Video), Ad. Prac. 3(Gr. Pres), and Res. 3 (Eval. Proj.)

PB2.2- Ad Prac. 1(Video) and Ad Prac. 2 (Gr. Pres.)

PB3.1- Ad Prac. 1(Video) , Ad. Prac. 2 (Gr. Pres), and Res. 2 & 3 (Lit. Rev. and Eval. Proj)

PB3.2- Ad Prac. 1(Video) , Ad. Prac. 2 (Gr. Pres) and Res. 2 & 3 (Lit. Rev. and Eval. Proj.)

PB4.1- Ad Prac. 1(Video), and Ad. Prac. 2 (Gr. Pres)

PB4.2- Ad Prac. 1(Video), and Ad. Prac. 2 (Gr. Pres)

PB4.3- Ad Prac. 1(Video), and Ad. Prac. 2 (Gr. Pres)

PB 5.1- Ad Prac. 1(Video) , Ad Prac. 2 (Gr. Pres.) ,

PB 5.2- Ad Prac. 1(Video), and Ad. Prac. 2 (Gr. Pres)

PB 6.1- Ad Prac. 2 (Gr. Pres.) and Res. 2 & 3 (Lit rev and Eval Proj)

PB 6.2- Ad Prac. 1(Video), Ad Prac. 2 (Gr. Pres.) , and Res 2 & 3 (Lit rev and Eval Proj)

PB 7.1- Ad Prac. 1(Video), Ad Prac. 2 (Gr. Pres.) and Res 2 (Lit rev)

PB 7.2- Ad Prac. 1(Video) and Ad. Prac. 2 (Gr. Pres)

PB 7.3- Ad Prac. 1(Video) and Ad. Prac. 2 (Gr. Pres)

PB 8.1- Ad Prac. 1(Video), and Ad. Prac. 2 (Gr. Pres)

PB 8.2- Ad Prac. 1(Video) , and Ad Prac. 2 (Gr. Pres.)

PB 8.3- Ad Prac. 1(Video) , Ad Prac. 2 (Gr. Pres.) , Res. 2 (Lit rev)

PB 9.1- Ad Prac. 1(Video) , Ad Prac. 2 (Gr. Pres.) , Res. 2 (Lit Rev)

PB 9.2- Ad Prac. 1(Video), and Ad. Prac. 2 (Gr. Pres)

PB 10.1- Ad Prac. 1(Video), and Ad. Prac. 2 (Gr. Pres)

PB 10.2- Prac. 1(Video),

PB 10.3- Ad Prac. 1(Video) , and Ad Prac. 2 (Gr. Pres.) ,

PB 10.4- Ad Prac. 1(Video) , and Ad Prac. 2 (Gr. Pres.) ,

PB 10.5- Ad Prac. 1(Video) , and Ad Prac. 2 (Gr. Pres.) ,

PB 10.6- Ad Prac. 1(Video) , and Ad Prac. 2 (Gr. Pres.) ,

PB 10.7- Ad Prac. 1(Video) , and Ad Prac. 2 (Gr. Pres.)

PB 10.8-

PB 10.9- Ad Prac. 1(Video), and Ad Prac. 2 (Gr. Pres.),

PB 10.10- Ad Prac. 1(Video) , and Ad Prac. 2 (Gr. Pres.),

PB 10.11- Ad Prac. 1(Video) , and Ad Prac. 2 (Gr. Pres.),

PB 10.12- Ad Prac. 1(Video) and Ad Prac. 2 (Gr. Pres.)

PB 10.13- Ad Prac. 1(Video), Ad Prac. 2 (Gr. Pres.), and Res. 2 (Lit Rev)

PB 10.14- Res. 2 (Lit Rev) and Res. 3 (Eval. Proj)

Appendix J

Exit Interview Questions to be added to King Survey

(Graduating MSW Students)

1. In terms of the application/admissions process for the MSW Program.
 - a. What do you consider strengths of the process?
 - b. What do you consider areas needing improvement?
2. In terms of the MSW 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 MSW 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 faculty members:
 - a. What would you describe as faculty strengths?
 - b. What would you describe as areas needing improvement?
5. In terms of academic and career advising,
 - a. What would you describe as strengths of your advising experiences?
 - b. What would you describe as areas needing improvement in advisement?
6. Turning to the field program,
 - a. Please describe the positive experiences you have had with the field curriculum and/or internship experiences.
 - b. Please describe challenges you have experienced with the field curriculum and/or internship experiences.
7. 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.
8. 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 GRADUATE SOCIAL WORK PROGRAM

ASSESSMENT OF MSW STUDENT ADVANCED LEARNING OUTCOMES LAST COMPLETED ON JULY 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*

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF MSW STUDENTS ACHIEVING BENCHMARK
Identify as a Professional Social Worker	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	93%
Apply Ethical Principles	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	90.5%
Apply Critical Thinking	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	93%
Engage Diversity in Practice	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	90%
Advance Human Rights/ Social and Economic Justice	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	90%
Engage Research Informed Practice/Practice Informed Research	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	94%
Apply Human Behavior Knowledge	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	92%
Engage Policy Practice to Advance Well-Being and Deliver Services	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	88%
Respond to Practice Contexts	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	92%
Practice Engagement	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	92%
Practice Assessment	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	93%
Practice Intervention	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	93%
Practice Evaluation	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	95%

UNIVERSITY OF ARKANSAS GRADUATE SOCIAL WORK PROGRAM

ASSESSMENT OF MSW STUDENT FOUNDATION LEARNING OUTCOMES LAST COMPLETED ON JULY 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*

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF MSW STUDENTS ACHIEVING BENCHMARK
Identify as a Professional Social Worker	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	95%
Apply Ethical Principles	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	95%
Apply Critical Thinking	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	84%
Engage Diversity in Practice	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	93%
Advance Human Rights/ Social and Economic Justice	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	94%
Engage Research Informed Practice/Practice Informed Research	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	89%
Apply Human Behavior Knowledge	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	89%
Engage Policy Practice to Advance Well-Being and Deliver Services	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	95%
Respond to Practice Contexts	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	87%
Practice Engagement	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	95%
Practice Assessment	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	98%
Practice Intervention	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	92%
Practice Evaluation	80% OF STUDENTS WILL ACHIEVE THIS COMPETENCY	94%