



Adrian College

SOCIAL WORK PROGRAM

(Accredited by the Council on Social Work Education (CSWE))

2012
Program Assessment Report

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Adrian College Social Work Program 2012 Assessment Report

The Adrian College Social Work Program Assessment Process is designed to assure the high quality of social work education at Adrian College and provide direction for continual improvement. The Social Work Program at Adrian College is determined to graduate highly competent beginning social workers.

The Council on Social Work Education (CSWE) accredits social work education programs at the baccalaureate and masters level. CSWE establishes Educational Policies and Accreditation Standards (EPAS) to guide social work education programs. The Adrian College Social Work Program received initial accreditation from CSWE in 2010 (effective 2006). The initial accreditation is based on the 2001(2003) EPAS. A new EPAS was established by CSWE in 2008. The new EPAS shifts the focus of accreditation standards to an outcomes framework based on Practice Behaviors that demonstrate Core Social Work Competencies. In preparation for the program self-study for our 2014 reaffirmation of accreditation, the AC Social Work Program has been in the process of transitioning the social work education program and the program assessment process to the new 2008 EPAS.

The 2008 CSWE EPAS Core Competencies and Practice Behaviors replace the Program Objectives utilized in the 2003 EPAS (and the initial accreditation of the AC Social Work Program). The Adrian College Social Work Program Assessment Process is designed to assess student competence in acquiring the practice behavior values, knowledge, and skills that demonstrate the core competencies. The ten Social Work Core Competencies and the forty-one linked Practice Behaviors follow:

CSWE Curriculum Standards

The following is from the Council on Social Work Education's 2008 Educational Policy and Accreditation Standards, retrieved from <http://www.cswe.org/Accreditation/41865.aspx>.

The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below, followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

EP 2.1.2 Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- 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;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

EP 2.1.3 Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

EP 2.1.4 Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to 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. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

EP 2.1.5 Advance human rights and social and economic justice.

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 work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

EP 2.1.6 Engage in research-informed practice and practice-informed research.

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. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

EP 2.1.7 Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the 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. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment. to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

EP 2.1.9 Respond to contexts that shape practice.

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

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

EP 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

EP 2.1.10(a) Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

EP 2.1.10(b) Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

EP 2.1.10(c) Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

EP 2.1.10(d) Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

-Note: the 41 Practice Behaviors (statements following the “•”) are numbered 1-41 in the following discussion and charts

The following Program Mission Statement and Program Goals inform the foundations of the Adrian College Social Work Program. This mission and goals establishes the philosophical, ethical, and professional framework for the program.

Adrian College Bachelor of Social Work Program Mission Statement

[The AC Social Work Program Mission Statement is under review for the current self-study leading to the 2014 reaffirmation and will likely differ in some ways from the mission statement presented here.]

The mission of the Adrian College Social Work Program is to prepare students to be competent and effective generalist social workers consistent with the mission and principles of the College – to be thoughtful, caring, inclusive, and active persons committed to peace and justice and trained in the liberal arts tradition.

Adrian College’s affiliation with the United Methodist Church informs the values, principles, and behavior of the College and the social work program. Methodism’s founder, John Wesley, advocated a Christian faith that emphasized a social consciousness. Adrian College’s founder, Asa Mahan, opposed slavery and believed in the “power of action.” The Methodist heritage encourages an active concern for peace and justice growing out of the commitment to Christian traditions and values and an ecumenical understanding of human spiritual experience. Because of these traditions, Adrian College has always sought to include persons from all backgrounds, particularly those who have not been well represented in higher education.

The social work program continues this tradition of commitment to the values of social action, peace and justice, and inclusion. Students from all backgrounds are strongly encouraged to thoughtfully and critically assess their values and behavior, now and in the future. Students are challenged to develop intellectual and interpersonal skills to actuate these principles. The strong tradition of liberal arts education provides the academic backbone for a broad-based, generalist foundation of knowledge, values, and skills.

Adrian College Social Work Program Goals (are also under review for the self-study)

1. To prepare students for competent and effective entry-level, generalist practice with individuals, families, groups, organizations, and communities.
2. To promote and develop in students an understanding of social work knowledge, values, and skills with an active social justice emphasis.
3. To prepare students for professional practice within the context of the Adrian College tradition of liberal arts perspective; particularly its emphasis on the pursuit of interpersonal, social, and economic justice with diverse persons.
4. To prepare students for commitment to evidence-based practice using a strengths perspective.
5. To prepare students to use critical thinking, evaluative, and leadership skills to address the needs of a complex changing society.

The previous Adrian College Social Work Program Objectives no longer exist. The shift to the 2008 EPAS now focuses the standards for program policies and assessment on the previously stated Core Competencies and Practice Behaviors.

Assessment Model Processes

The Adrian College Social Work Program Assessment Model is designed to capture outcomes information on our graduating program seniors. Three data collection measures are used to assess student competencies as they are completing the program. As the program is transitioning from the 2001(2003) CSWE EPAS to the 2008 CSWE EPAS, the three assessment measures have been updated to capture data on the forty-one Practice Behaviors linked to the Core Competencies of the 2008 CSWE EPAS.

These three program assessment measures are:

- Field Practicum Final Evaluation
- Senior Capstone Critical Thinking Rubric
- Senior Exit Survey

(The three program assessment measure forms are included in the appendix.)

The design of these three assessment measures intentionally focuses the assessment of students' achievement of the Core Social Work Competencies as students complete their social work program of study. Therefore, all three measures are performed at the end of the students' educational work at Adrian College. The social work faculty performs ongoing, incremental assessments of students' academic and professional performance in social work courses throughout their program of study to insure appropriate progress and enable efforts to resolve concerns.

The design of the three assessment measures also intentionally utilizes three different sets of assessors of student achievement of social work competency to provide a more complex assessment. Agency site supervisors complete the Field Practicum Final Evaluation. The faculty instructor of the Senior Social Work Capstone course applies the Senior Capstone Critical Thinking Rubric to assess students' senior capstone project. The third assessment measure is completed by the graduating senior social work students.

Agency site supervisors mentor and supervise the social work students in their 400 hour field practicum placement in a professional agency. Students and site supervisors develop an extensive "Learning Contract" that informs the professional learning experience in the social work practice field. Site supervisors are effectively positioned to evaluate students' social work knowledge, skills, and values. The Field Practicum Final Evaluation provides the formal measurement tool for the site supervisors' evaluation.

All Social Work Majors complete the Senior Social Work Capstone project during their final term at Adrian College. Most are also completing their field practicum concurrent with completing the capstone. Students demonstrate their achievement of the core competencies through a comprehensive assessment of their practicum experience focusing on organization and context of service provision, public social policy that affects services, the social work planned-change process, and personal/professional readiness for social work practice. The supervising social work faculty member uses the Senior Capstone Critical Thinking Rubric to evaluate each student's Capstone.

The graduating social work major students complete the Senior Exit Survey just prior to graduation. This exit survey provides graduating students with the opportunity to evaluate the effectiveness of the Adrian College Social Work Program in helping them achieve the core competencies.

The three program assessment measures; the Field Practicum Final Evaluation, the Senior Capstone Critical Thinking Rubric and the Senior Exit Survey; contain multiple items which are linked to the ten core competencies and forty-one practice behaviors as identified in the Matrix Linking Core Competency Practice Behaviors to Assessment Measures. (See: *Matrix Linking Core Competency Practice Behaviors to Assessment Measures* in appendix.) Data collection and evaluation uses this matrix to determine achievement of benchmarks on each of the forty-one practice behaviors of the ten core competencies.

Assessment Data

The compilation of the Program Assessment Data is presented in the 2012 Program Assessment Measures Compilation contained in the appendix. This data report shows the practice behaviors within each core competency, each program assessment measure for each practice behavior, the benchmarks, and the data results for each measure.

Data collection and compilation is done through the program administrative assistant. She collects all the assessment measures, enters the data from each measure into spreadsheets formulated to link the specific measure items with the practice behaviors, and sorts the compiled data into the Measures Compilation form.

Results

Review of the 2012 Program Assessment Measures Compilation indicates that the benchmarks are achieved on each measure of each practice behavior. For all 41 Practice Behaviors on each Assessment Measure, the resulting data exceeds the benchmarks. Nearly all of the data results exceed the benchmarks by a substantial margin. Of the 123 data results compiled, 120 of the data conclusions are at 100%; well above the 85% benchmark. Only three results are less than 100%; Practice Behaviors #21, 25, and 26 for the Final Practicum Evaluation are all 89% (benchmark 85%). Practice Behavior #21 is "Use practice experience to inform scientific inquiry." Practice Behavior #25 is "Analyze, formulate, and advocate for policies that advance social well-being." And Practice Behavior #26 is "Collaborate with colleagues and clients for effective policy action." In each case, the 89% results from one student out of the nine receiving an evaluation score on the Final Practicum Evaluation that did not meet the benchmark. (The lower results apply to different students.)

Conclusion

These results are especially good. Not surprisingly, seven of the nine students graduating during the 2011-12 academic year were immediately accepted into graduate schools. This was an exceptionally wonderful student cohort comprised of very talented students.

We note that three assessment data results just exceed the desired benchmark. The three data results represent only a small portion of the data; however, these evaluation results are all reported on the Final Field Practicum Evaluation by our field site supervisors. We highly value field supervisors' feedback and wish to pay careful attention to their input. The slightly lower results on these

assessment items are also not surprising to the social work faculty. The results fall into two areas; research and policy. The research methods course is one that has had inconsistent instructors due to personnel changes in the Sociology Faculty. We are hopeful that the hiring of a tenure-track Sociologist who will be responsible for this course will improve students' acquisition of research comprehension and skills. The social work faculty also finds that traditionally aged college students struggle with understanding the importance of policy. Many report back after graduation and upon more experience in the field that their appreciation of the importance of policy has dramatically risen. The social work faculty has determined to add intentional consideration and focus on policy issues to all core curriculum courses in order to place stronger emphasis on the importance of policy in social work practice. The Social Welfare Policy and Services course will continue to receive scrutiny and upgrading of texts, classroom process, and assignments.

The Adrian College Social Work Faculty is extremely pleased with the strongly positive results of this assessment. We are determined to continue the emphasis on excellence in social work education at Adrian College.

APPENDIX

Adrian College Bachelor of Social Work Program
2012 Program Assessment Measures Compilation

BSW
Graduating Class
Spring 2012
 N=10*

Practice Behaviors

Measurement Tool

Benchmark

NOTE: Final Practicum Evaluation based on 9 students only - Dec 2011 Graduate Prac. Eval. Previous version not usable in analysis

Core Competency 1: Identify as a professional social worker and conduct oneself accordingly.

Practice Behavior #1: Advocate for client access to the services of social work.	Final Practicum Evaluation	85% over mean of 3.0	100
		Aggregate Means:	4.72
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.77
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Practice Behavior #2: Practice personal reflection & self-correction to assure continual professional development.	Final Practicum Evaluation	85% over mean of 3.0
Aggregate Means:			4.83
Senior Capstone Critical Thinking Rubric		85% over mean of 2.0	100
		Aggregate Means:	2.88
Senior Exit Survey		Mean scores Over 4.0	4.82
Practice Behavior #3: Attend to professional roles and boundaries.		Final Practicum Evaluation	85% over mean of 3.0
	Aggregate Means:		4.89
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.86
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Practice Behavior #4: Demonstrate professional demeanor in behavior, appearance, and communication.	Final Practicum Evaluation	85% over mean of 3.0
Aggregate Means:			5.00
Senior Capstone Critical Thinking Rubric		85% over mean of 2.0	100
		Aggregate Means:	2.98
Senior Exit Survey		Mean scores Over 4.0	4.82
Practice Behavior #5: Engage in career-long learning.		Final Practicum Evaluation	85% over mean of 3.0
	Aggregate Means:		5.00
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.83
	Senior Exit Survey	Mean scores Over 4.0	4.82

Adrian College Bachelor of Social Work Program
2012 Program Assessment Measures Compilation

BSW
Graduating Class
Spring 2012
 N=10*

<u>Practice Behaviors</u>	<u>Measurement Tool</u>	<u>Benchmark</u>	
Practice Behavior #6: Use supervision and consultation.	Final Practicum Evaluation	85% over mean of 3.0	100
		Aggregate Means:	5.00
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.90
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Core Competency 2: Apply social work ethical principles to guide professional practice.		
Practice Behavior #7: Recognize and manage personal values in a way that allows professional values to guide practice.	Final Practicum Evaluation	85% over mean of 3.0	100
		Aggregate Means:	5.00
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.78
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Practice Behavior #8: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and...	Final Practicum Evaluation	85% over mean of 3.0
Aggregate Means:			4.89
Senior Capstone Critical Thinking Rubric		85% over mean of 2.0	100
		Aggregate Means:	2.70
Senior Exit Survey		Mean scores Over 4.0	4.82
Practice Behavior #9: Tolerate ambiguity in resolving ethical conflicts.		Final Practicum Evaluation	85% over mean of 3.0
	Aggregate Means:		4.89
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.83
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Practice Behavior #10: Apply strategies of ethical reasoning to arrive at principled decisions.	Final Practicum Evaluation	85% over mean of 3.0
Aggregate Means:			4.67
Senior Capstone Critical Thinking Rubric		85% over mean of 2.0	100
		Aggregate Means:	2.80
Senior Exit Survey		Mean scores Over 4.0	4.82

Adrian College Bachelor of Social Work Program
2012 Program Assessment Measures Compilation

BSW
Graduating Class
Spring 2012
 N=10*

Practice Behaviors

Measurement Tool

Benchmark

<u>Practice Behaviors</u>	<u>Measurement Tool</u>	<u>Benchmark</u>	<u>Spring 2012</u>
Core Competency 3: Apply critical thinking to inform and communicate professional judgments.			
Practice Behavior #11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Final Practicum Evaluation	85% over mean of 3.0	100
		Aggregate Means:	4.56
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.92
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Practice Behavior #12: Analyze models of assessment, prevention, intervention, and evaluation.	Final Practicum Evaluation	85% over mean of 3.0
Aggregate Means:			4.50
Senior Capstone Critical Thinking Rubric		85% over mean of 2.0	100
		Aggregate Means:	2.84
Senior Exit Survey		Mean scores Over 4.0	4.82
Practice Behavior #13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.		Final Practicum Evaluation	85% over mean of 3.0
	Aggregate Means:		4.67
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.93
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Core Competency 4: Engage diversity and difference in practice.		
Practice Behavior #14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Final Practicum Evaluation	85% over mean of 3.0	100
		Aggregate Means:	5.00
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.85
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Practice Behavior #15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	Final Practicum Evaluation	85% over mean of 3.0
Aggregate Means:			4.89
Senior Capstone Critical Thinking Rubric		85% over mean of 2.0	100
		Aggregate Means:	2.83
Senior Exit Survey		Mean scores Over 4.0	4.82

Adrian College Bachelor of Social Work Program
2012 Program Assessment Measures Compilation

BSW
Graduating Class
Spring 2012
 N=10*

<u>Practice Behaviors</u>	<u>Measurement Tool</u>	<u>Benchmark</u>	
Practice Behavior #16: Recognize and communicate understanding of the importance of difference in shaping life experiences.	Final Practicum Evaluation	85% over mean of 3.0	100
		Aggregate Means:	5.00
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.90
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Practice Behavior #17: View themselves as learners and engage those with whom they work as informants.	Final Practicum Evaluation	85% over mean of 3.0
Aggregate Means:			5.00
Senior Capstone Critical Thinking Rubric		85% over mean of 2.0	100
		Aggregate Means:	2.82
Senior Exit Survey		Mean scores Over 4.0	4.82
Core Competency 5: Advance human rights and social and economic justice.			
Practice Behavior #18: Understand the forms and mechanisms of oppression and discrimination.	Final Practicum Evaluation	85% over mean of 3.0	100
		Aggregate Means:	4.78
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.83
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Practice Behavior #19: Advocate for human rights and social and economic justice.	Final Practicum Evaluation	85% over mean of 3.0
Aggregate Means:			4.78
Senior Capstone Critical Thinking Rubric		85% over mean of 2.0	100
		Aggregate Means:	2.77
Senior Exit Survey		Mean scores Over 4.0	4.82
Practice Behavior #20: Engage in practices that advance social and economic justice.		Final Practicum Evaluation	85% over mean of 3.0
	Aggregate Means:		5.00
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.83
	Senior Exit Survey	Mean scores Over 4.0	4.82

Adrian College Bachelor of Social Work Program
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Practice Behaviors

Measurement Tool

Benchmark

<u>Practice Behaviors</u>	<u>Measurement Tool</u>	<u>Benchmark</u>	<u>Spring 2012</u>
Core Competency 6: Engage in research-informed practice and practice-informed research.			
Practice Behavior #21: Use practice experience to inform scientific inquiry.	Final Practicum Evaluation	85% over mean of 3.0	89
		Aggregate Means:	3.94
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.90
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Practice Behavior #22: Use research evidence to inform practice.	Final Practicum Evaluation	85% over mean of 3.0
Aggregate Means:			4.56
Senior Capstone Critical Thinking Rubric		85% over mean of 2.0	100
		Aggregate Means:	2.83
Senior Exit Survey		Mean scores Over 4.0	4.82
Core Competency 7: Apply knowledge of human behavior and the social environment.			
Practice Behavior #23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	Final Practicum Evaluation	85% over mean of 3.0	100
		Aggregate Means:	4.61
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.90
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Practice Behavior #24: Critique and apply knowledge to understand person and environment.	Final Practicum Evaluation	85% over mean of 3.0
Aggregate Means:			4.67
Senior Capstone Critical Thinking Rubric		85% over mean of 2.0	100
		Aggregate Means:	2.92
Senior Exit Survey		Mean scores Over 4.0	4.82
Core Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.			
Practice Behavior #25: Analyze, formulate, and advocate for policies that advance social well-being.	Final Practicum Evaluation	85% over mean of 3.0	89
		Aggregate Means:	3.78
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.81
	Senior Exit Survey	Mean scores Over 4.0	4.82

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<u>Practice Behaviors</u>	<u>Measurement Tool</u>	<u>Benchmark</u>	
Practice Behavior #26: Collaborate with colleagues and clients for effective policy action.	Final Practicum Evaluation	85% over mean of 3.0	89
		Aggregate Means:	4.11
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.82
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Core Competency 9: Respond to contexts that shape practice.		
Practice Behavior #27: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Final Practicum Evaluation	85% over mean of 3.0	100
		Aggregate Means:	4.67
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.80
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Practice Behavior #28: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Final Practicum Evaluation	85% over mean of 3.0
Aggregate Means:			4.56
Senior Capstone Critical Thinking Rubric		85% over mean of 2.0	100
		Aggregate Means:	2.82
Senior Exit Survey		Mean scores Over 4.0	4.82
Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.			
EP 2.1.10(a) Engagement			
Practice Behavior #29: Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.	Final Practicum Evaluation	85% over mean of 3.0	100
		Aggregate Means:	4.78
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.97
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Practice Behavior #30: Use empathy and other interpersonal skills.	Final Practicum Evaluation	85% over mean of 3.0
Aggregate Means:			4.78
Senior Capstone Critical Thinking Rubric		85% over mean of 2.0	100
		Aggregate Means:	2.90
Senior Exit Survey		Mean scores Over 4.0	4.82

Adrian College Bachelor of Social Work Program
2012 Program Assessment Measures Compilation

BSW
Graduating Class
Spring 2012
 N=10*

<u>Practice Behaviors</u>	<u>Measurement Tool</u>	<u>Benchmark</u>	
Practice Behavior #31: Develop a mutually agreed-on focus of work and desired outcomes.	Final Practicum Evaluation	85% over mean of 3.0	100
		Aggregate Means:	4.78
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.97
	Senior Exit Survey	Mean scores Over 4.0	4.82
	EP 2.1.10(b) Assessment		
Practice Behavior #32: Collect, organize, and interpret client data.	Final Practicum Evaluation	85% over mean of 3.0	100
		Aggregate Means:	4.89
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.93
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Practice Behavior #33: Assess client strengths and limitations.	Final Practicum Evaluation	85% over mean of 3.0
Aggregate Means:			4.89
Senior Capstone Critical Thinking Rubric		85% over mean of 2.0	100
		Aggregate Means:	2.85
Senior Exit Survey		Mean scores Over 4.0	4.82
Practice Behavior #34: Develop mutually agreed-on intervention goals and objectives.		Final Practicum Evaluation	85% over mean of 3.0
	Aggregate Means:		4.89
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.97
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Practice Behavior #35: Select appropriate intervention strategies.	Final Practicum Evaluation	85% over mean of 3.0
Aggregate Means:			4.89
Senior Capstone Critical Thinking Rubric		85% over mean of 2.0	100
		Aggregate Means:	2.92
Senior Exit Survey		Mean scores Over 4.0	4.82

Adrian College Bachelor of Social Work Program
2012 Program Assessment Measures Compilation

BSW
Graduating Class
Spring 2012
N=10*

Practice Behaviors

Measurement Tool

Benchmark

EP 2.1.10(c) Intervention			
Practice Behavior #36: Initiate actions to achieve organizational goals.	Final Practicum Evaluation	85% over mean of 3.0	100
		Aggregate Means:	4.78
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.90
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Practice Behavior #37: Implement prevention interventions that enhance client capacities.	Final Practicum Evaluation	85% over mean of 3.0
Aggregate Means:			4.78
Senior Capstone Critical Thinking Rubric		85% over mean of 2.0	100
		Aggregate Means:	3.00
Senior Exit Survey		Mean scores Over 4.0	4.82
Practice Behavior #38: Help clients resolve problems.		Final Practicum Evaluation	85% over mean of 3.0
	Aggregate Means:		4.78
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	3.00
	Senior Exit Survey	Mean scores Over 4.0	4.82
	Practice Behavior #39: Negotiate, mediate, and advocate for clients.	Final Practicum Evaluation	85% over mean of 3.0
Aggregate Means:			4.78
Senior Capstone Critical Thinking Rubric		85% over mean of 2.0	100
		Aggregate Means:	2.80
Senior Exit Survey		Mean scores Over 4.0	4.82
Practice Behavior #40: Facilitate transitions and endings.		Final Practicum Evaluation	85% over mean of 3.0
	Aggregate Means:		4.78
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.40
	Senior Exit Survey	Mean scores Over 4.0	4.82

Adrian College Bachelor of Social Work Program
2012 Program Assessment Measures Compilation

BSW
Graduating Class
Spring 2012
 N=10*

Practice Behaviors

Measurement Tool

Benchmark

EP 2.1.10(d) Evaluation			
Practice Behavior #41: Critically analyze, monitor, and evaluate interventions.	Final Practicum Evaluation	85% over mean of 3.0	100
		Aggregate Means:	5.00
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Aggregate Means:	2.89
	Senior Exit Survey	Mean scores Over 4.0	4.82

* One of the 10 students included in this assessment will not complete graduation requirements until Fall 2012(revised, Spring '13)

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
Core Competency 1: Identify as a professional social worker and conduct oneself accordingly.				
Practice Behavior #1: Advocate for client access to the services of social work.	1.1 Final Practicum Evaluation-Item: 1.1	1.1 Field Supervisor evaluates students' performance in their field placement	1.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	1.1 Quantitative analysis of item scores
	1.2 Senior Capstone Critical Thinking Rubric-Items: B3, C9, C10	1.2 SW Faculty evaluate students' Capstone Project	1.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	1.2 Quantitative analysis of item scores
	1.3 Senior Exit Survey: Item #1	1.3 Survey completed by graduating SW majors	1.3 Mean score of student rankings will be 4.0 or above on Likert scale	1.3 Quantitative analysis of item score
Practice Behavior #2: Practice personal reflection & self-correction to assure continual professional development.	2.1 Final Practicum Evaluation-Item: 1.2	2.1 Field Supervisor evaluates students' performance in the field	2.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	2.1 Quantitative analysis of item scores
	2.2 Senior Capstone Critical Thinking Rubric-Items: B4, B5, B6, B7, B8, C3, C4, C5, C6, C7, C8, C11, C13	2.2 SW Faculty evaluate students' Capstone Project	2.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	2.2 Quantitative analysis of item scores
	2.3 Senior Exit Survey: Item #2	2.3 Survey completed by graduating SW majors	2.3 Mean score of student rankings will be 4.0 or above on Likert scale	2.3 Quantitative analysis of item score
Practice Behavior #3: Attend to professional roles and boundaries.	3.1 Final Practicum Evaluation-Item: 1.3	3.1 Field Supervisor evaluates students' performance in the field	3.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	3.1 Quantitative analysis of item scores
	3.2 Senior Capstone Critical Thinking Rubric-Items: A6, A7, C10, C11, C12	3.2 SW Faculty evaluate students' Capstone Project	3.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	3.2 Quantitative analysis of item scores
	3.3 Senior Exit Survey: Item #3	3.3 Survey completed by graduating SW majors	3.3 Mean score of student rankings will be 4.0 or above on Likert scale	3.3 Quantitative analysis of item score

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
Practice Behavior #4: Demonstrate professional demeanor in behavior, appearance, and communication.	4.1 Final Practicum Evaluation-Item: 1.4	4.1 Field Supervisor evaluates students' performance in the field	4.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	4.1 Quantitative analysis of item scores
	4.2 Senior Capstone Critical Thinking Rubric-Items: A5, A6, A7, C6, C7	4.2 SW Faculty evaluate students' Capstone Project	4.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	4.2 Quantitative analysis of item scores
	4.3 Senior Exit Survey: Item #4	4.3 Survey completed by graduating SW majors	4.3 Mean score of student rankings will be 4.0 or above on Likert scale	4.3 Quantitative analysis of item score
Practice Behavior #5: Engage in career-long learning.	5.1 Final Practicum Evaluation-Item: 1.5	5.1 Field Supervisor evaluates students' performance in the field	5.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	5.1 Quantitative analysis of item scores
	5.2 Senior Capstone Critical Thinking Rubric-Items: C10, C11, C12, C13	5.2 SW Faculty evaluate students' Capstone Project	5.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	5.2 Quantitative analysis of item scores
	5.3 Senior Exit Survey: Item #5	5.3 Survey completed by graduating SW majors	5.3 Mean score of student rankings will be 4.0 or above on Likert scale	5.3 Quantitative analysis of item score
Practice Behavior #6: Use supervision and consultation.	6.1 Final Practicum Evaluation-Item: 1.6	6.1 Field Supervisor evaluates students' performance in the field	6.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	6.1 Quantitative analysis of item scores
	6.2 Senior Capstone Critical Thinking Rubric-Items: C2, C3, C4	6.2 SW Faculty evaluate students' Capstone Project	6.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	6.2 Quantitative analysis of item scores
	6.3 Senior Exit Survey: Item #6	6.3 Survey completed by graduating SW majors	6.3 Mean score of student rankings will be 4.0 or above on Likert scale	6.3 Quantitative analysis of item score

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
Core Competency 2: Apply social work ethical principles to guide professional practice.				
Practice Behavior #7: Recognize and manage personal values in a way that allows professional values to guide practice.	7.1 Final Practicum Evaluation-Item: 2.1	7.1 Field Supervisor evaluates students' performance in the field	7.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	7.1 Quantitative analysis of item scores
	7.2 Senior Capstone Critical Thinking Rubric-Items: B5, B6, B9, C5	7.2 SW Faculty evaluate students' Capstone Project	7.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	7.2 Quantitative analysis of item scores
	7.3 Senior Exit Survey: Item #7	7.3 Survey completed by graduating SW majors	7.3 Mean score of student rankings will be 4.0 or above on Likert scale	7.3 Quantitative analysis of item score
Practice Behavior #8: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and . . .	8.1 Final Practicum Evaluation-Item: 2.2	8.1 Field Supervisor evaluates students' performance in the field	8.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	8.1 Quantitative analysis of item scores
	8.2 Senior Capstone Critical Thinking Rubric-Items: C5	8.2 SW Faculty evaluate students' Capstone Project	8.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	8.2 Quantitative analysis of item scores
	8.3 Senior Exit Survey: Item #8	8.3 Survey completed by graduating SW majors	8.3 Mean score of student rankings will be 4.0 or above on Likert scale	8.3 Quantitative analysis of item score
Practice Behavior #9: Tolerate ambiguity in resolving ethical conflicts.	9.1 Final Practicum Evaluation-Item: 2.3	9.1 Field Supervisor evaluates students' performance in the field	9.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	9.1 Quantitative analysis of item scores
	9.2 Senior Capstone Critical Thinking Rubric-Items: B1, B3, B4	9.2 SW Faculty evaluate students' Capstone Project	9.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	9.2 Quantitative analysis of item scores
	9.3 Senior Exit Survey: Item #9	9.3 Survey completed by graduating SW majors	9.3 Mean score of student rankings will be 4.0 or above on Likert scale	9.3 Quantitative analysis of item score

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
Practice Behavior #10: Apply strategies of ethical reasoning to arrive at principled decisions.	10.1 Final Practicum Evaluation-Item: 2.4	10.1 Field Supervisor evaluates students' performance in the field	10.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	10.1 Quantitative analysis of item scores
	10.2 Senior Capstone Critical Thinking Rubric-Items: B6, C2, C5	10.2 SW Faculty evaluate students' Capstone Project	10.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	10.2 Quantitative analysis of item scores
	10.3 Senior Exit Survey: Item #10	10.3 Survey completed by graduating SW majors	10.3 Mean score of student rankings will be 4.0 or above on Likert scale	10.3 Quantitative analysis of item score

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
Core Competency 3: Apply critical thinking to inform and communicate professional judgments.				
Practice Behavior #11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	11.1 Final Practicum Evaluation-Item: 3.1	11.1 Field Supervisor evaluates students' performance in the field	11.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	11.1 Quantitative analysis of item scores
	11.2 Senior Capstone Critical Thinking Rubric-Items: C1, C2, C3, C4, C6, C7	11.2 SW Faculty evaluate students' Capstone Project	11.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	11.2 Quantitative analysis of item scores
	11.3 Senior Exit Survey: Item #11	11.3 Survey completed by graduating SW majors	11.3 Mean score of student rankings will be 4.0 or above on Likert scale	11.3 Quantitative analysis of item score
Practice Behavior #12: Analyze models of assessment, prevention, intervention, and evaluation.	12.1 Final Practicum Evaluation-Item: 3.2	12.1 Field Supervisor evaluates students' performance in the field	12.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	12.1 Quantitative analysis of item scores
	12.2 Senior Capstone Critical Thinking Rubric-Items: B1, B2, B3, B6, B7, B8, B9	12.2 SW Faculty evaluate students' Capstone Project	12.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	12.2 Quantitative analysis of item scores
	12.3 Senior Exit Survey: Item #12	12.3 Survey completed by graduating SW majors	12.3 Mean score of student rankings will be 4.0 or above on Likert scale	12.3 Quantitative analysis of item score
Practice Behavior #13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	13.1 Final Practicum Evaluation-Item: 3.3	13.1 Field Supervisor evaluates students' performance in the field	13.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	13.1 Quantitative analysis of item scores
	13.2 Senior Capstone Critical Thinking Rubric-Items: A1, A2, A3, A4, A5, B9, C2, C7, C9	13.2 SW Faculty evaluate students' Capstone Project	13.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	13.2 Quantitative analysis of item scores
	13.3 Senior Exit Survey: Item #13	13.3 Survey completed by graduating SW majors	13.3 Mean score of student rankings will be 4.0 or above on Likert scale	13.3 Quantitative analysis of item score

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
Core Competency 4: Engage diversity and difference in practice.				
Practice Behavior #14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	14.1 Final Practicum Evaluation-Item: 4.1	14.1 Field Supervisor evaluates students' performance in the field	14.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	14.1 Quantitative analysis of item scores
	14.2 Senior Capstone Critical Thinking Rubric-Items: B1, B6	14.2 SW Faculty evaluate students' Capstone Project	14.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	14.2 Quantitative analysis of item scores
	14.3 Senior Exit Survey: Item #14	14.3 Survey completed by graduating SW majors	14.3 Mean score of student rankings will be 4.0 or above on Likert scale	14.3 Quantitative analysis of item score
Practice Behavior #15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	15.1 Final Practicum Evaluation-Item: 4.2	15.1 Field Supervisor evaluates students' performance in the field	15.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	15.1 Quantitative analysis of item scores
	15.2 Senior Capstone Critical Thinking Rubric-Items: B2, B6, B7, B9	15.2 SW Faculty evaluate students' Capstone Project	15.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	15.2 Quantitative analysis of item scores
	15.3 Senior Exit Survey: Item #15	15.3 Survey completed by graduating SW majors	15.3 Mean score of student rankings will be 4.0 or above on Likert scale	15.3 Quantitative analysis of item score
Practice Behavior #16: Recognize and communicate understanding of the importance of difference in shaping life experiences.	16.1 Final Practicum Evaluation-Item: 4.3	16.1 Field Supervisor evaluates students' performance in the field	16.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	16.1 Quantitative analysis of item scores
	16.2 Senior Capstone Critical Thinking Rubric-Items: A5, A6, B1, B2, B9	16.2 SW Faculty evaluate students' Capstone Project	16.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	16.2 Quantitative analysis of item scores
	16.3 Senior Exit Survey: Item #16	16.3 Survey completed by graduating SW majors	16.3 Mean score of student rankings will be 4.0 or above on Likert scale	16.3 Quantitative analysis of item score

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
Practice Behavior #17: View themselves as learners and engage those with whom they work as informants.	17.1 Final Practicum Evaluation-Item: 4.4	17.1 Field Supervisor evaluates students' performance in the field	17.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	17.1 Quantitative analysis of item scores
	17.2 Senior Capstone Critical Thinking Rubric-Items: B2, B3, C11, C12, C13	17.2 SW Faculty evaluate students' Capstone Project	17.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	17.2 Quantitative analysis of item scores
	17.3 Senior Exit Survey: Item #17	17.3 Survey completed by graduating SW majors	17.3 Mean score of student rankings will be 4.0 or above on Likert scale	17.3 Quantitative analysis of item score

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
Core Competency 5: Advance human rights and social and economic justice.				
Practice Behavior #18: Understand the forms and mechanisms of oppression and discrimination.	18.1 Final Practicum Evaluation-Item: 5.1	18.1 Field Supervisor evaluates students' performance in the field	18.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	18.1 Quantitative analysis of item scores
	18.2 Senior Capstone Critical Thinking Rubric-Items: B1, B6, C1	18.2 SW Faculty evaluate students' Capstone Project	18.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	18.2 Quantitative analysis of item scores
	18.3 Senior Exit Survey: Item #18	18.3 Survey completed by graduating SW majors	18.3 Mean score of student rankings will be 4.0 or above on Likert scale	18.3 Quantitative analysis of item score
Practice Behavior #19: Advocate for human rights and social and economic justice.	19.1 Final Practicum Evaluation-Item: 5.2	19.1 Field Supervisor evaluates students' performance in the field	19.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	19.1 Quantitative analysis of item scores
	19.2 Senior Capstone Critical Thinking Rubric-Items: B3, B6, C9	19.2 SW Faculty evaluate students' Capstone Project	19.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	19.2 Quantitative analysis of item scores
	19.3 Senior Exit Survey: Item #19	19.3 Survey completed by graduating SW majors	19.3 Mean score of student rankings will be 4.0 or above on Likert scale	19.3 Quantitative analysis of item score
Practice Behavior #20: Engage in practices that advance social and economic justice.	20.1 Final Practicum Evaluation-Item: 5.3	20.1 Field Supervisor evaluates students' performance in the field	20.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	20.1 Quantitative analysis of item scores
	20.2 Senior Capstone Critical Thinking Rubric-Items: B1, B6, B9, C1	20.2 SW Faculty evaluate students' Capstone Project	20.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	20.2 Quantitative analysis of item scores
	20.3 Senior Exit Survey: Item #20	20.3 Survey completed by graduating SW majors	20.3 Mean score of student rankings will be 4.0 or above on Likert scale	20.3 Quantitative analysis of item score

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
Core Competency 6: Engage in research-informed practice and practice-informed research.				
Practice Behavior #21: Use practice experience to inform scientific inquiry.	21.1 Final Practicum Evaluation-Item: 6.1	21.1 Field Supervisor evaluates students' performance in the field	21.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	21.1 Quantitative analysis of item scores
	21.2 Senior Capstone Critical Thinking Rubric-Items: A1, A2, A3, B2, B4, B5, C8, C10	21.2 SW Faculty evaluate students' Capstone Project	21.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	21.2 Quantitative analysis of item scores
	21.3 Senior Exit Survey: Item #21	21.3 Survey completed by graduating SW majors	21.3 Mean score of student rankings will be 4.0 or above on Likert scale	21.3 Quantitative analysis of item score
Practice Behavior #22: Use research evidence to inform practice.	22.1 Final Practicum Evaluation-Item: 6.2	22.1 Field Supervisor evaluates students' performance in the field	22.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	22.1 Quantitative analysis of item scores
	22.2 Senior Capstone Critical Thinking Rubric-Items: B7, C8, C10	22.2 SW Faculty evaluate students' Capstone Project	22.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	22.2 Quantitative analysis of item scores
	22.3 Senior Exit Survey: Item #22	22.3 Survey completed by graduating SW majors	22.3 Mean score of student rankings will be 4.0 or above on Likert scale	22.3 Quantitative analysis of item score

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
Core Competency 7: Apply knowledge of human behavior and the social environment.				
Practice Behavior #23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	23.1 Final Practicum Evaluation-Item: 7.1	23.1 Field Supervisor evaluates students' performance in the field	23.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	23.1 Quantitative analysis of item scores
	23.2 Senior Capstone Critical Thinking Rubric-Items: A6, B7, B8, C2, C3, C8	23.2 SW Faculty evaluate students' Capstone Project	23.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	23.2 Quantitative analysis of item scores
	23.3 Senior Exit Survey: Item #23	23.3 Survey completed by graduating SW majors	23.3 Mean score of student rankings will be 4.0 or above on Likert scale	23.3 Quantitative analysis of item score
Practice Behavior #24: Critique and apply knowledge to understand person and environment.	24.1 Final Practicum Evaluation-Item: 7.2	24.1 Field Supervisor evaluates students' performance in the field	24.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	24.1 Quantitative analysis of item scores
	24.2 Senior Capstone Critical Thinking Rubric-Items: A5, B9, C2, C3, C6	24.2 SW Faculty evaluate students' Capstone Project	24.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	24.2 Quantitative analysis of item scores
	24.3 Senior Exit Survey: Item #24	24.3 Survey completed by graduating SW majors	24.3 Mean score of student rankings will be 4.0 or above on Likert scale	24.3 Quantitative analysis of item score

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
Core Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.				
Practice Behavior #25: Analyze, formulate, and advocate for policies that advance social well-being.	25.1 Final Practicum Evaluation-Item: 8.1	25.1 Field Supervisor evaluates students' performance in the field	25.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	25.1 Quantitative analysis of item scores
	25.2 Senior Capstone Critical Thinking Rubric-Items: B1, B2, B3, C1, C9, C10, C12	25.2 SW Faculty evaluate students' Capstone Project	25.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	25.2 Quantitative analysis of item scores
	25.3 Senior Exit Survey: Item #25	25.3 Survey completed by graduating SW majors	25.3 Mean score of student rankings will be 4.0 or above on Likert scale	25.3 Quantitative analysis of item score
Practice Behavior #26: Collaborate with colleagues and clients for effective policy action.	26.1 Final Practicum Evaluation-Item: 8.2	26.1 Field Supervisor evaluates students' performance in the field	26.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	26.1 Quantitative analysis of item scores
	26.2 Senior Capstone Critical Thinking Rubric-Items: C2, C9, C10, C11, C12	26.2 SW Faculty evaluate students' Capstone Project	26.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	26.2 Quantitative analysis of item scores
	26.3 Senior Exit Survey: Item #26	26.3 Survey completed by graduating SW majors	26.3 Mean score of student rankings will be 4.0 or above on Likert scale	26.3 Quantitative analysis of item score

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
Core Competency 9: Respond to contexts that shape practice.				
Practice Behavior #27: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	27.1 Final Practicum Evaluation-Item: 9.1	27.1 Field Supervisor evaluates students' performance in the field	27.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	27.1 Quantitative analysis of item scores
	27.2 Senior Capstone Critical Thinking Rubric-Items: C9, C10	27.2 SW Faculty evaluate students' Capstone Project	27.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	27.2 Quantitative analysis of item scores
	27.3 Senior Exit Survey: Item #27	27.3 Survey completed by graduating SW majors	27.3 Mean score of student rankings will be 4.0 or above on Likert scale	27.3 Quantitative analysis of item score
Practice Behavior #28: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	28.1 Final Practicum Evaluation-Item: 9.2	28.1 Field Supervisor evaluates students' performance in the field	28.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	28.1 Quantitative analysis of item scores
	28.2 Senior Capstone Critical Thinking Rubric-Items: B2, B3, B4, B9, C11	28.2 SW Faculty evaluate students' Capstone Project	28.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	28.2 Quantitative analysis of item scores
	28.3 Senior Exit Survey: Item #28	28.3 Survey completed by graduating SW majors	28.3 Mean score of student rankings will be 4.0 or above on Likert scale	28.3 Quantitative analysis of item score

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
Core Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.				
EP 2.1.10(a) Engagement				
Practice Behavior #29: Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.	29.1 Final Practicum Evaluation-Item: 10.1.a	29.1 Field Supervisor evaluates students' performance in the field	29.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	29.1 Quantitative analysis of item scores
	29.2 Senior Capstone Critical Thinking Rubric-Items: A2, A3, A5	29.2 SW Faculty evaluate students' Capstone Project	29.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	29.2 Quantitative analysis of item scores
	29.3 Senior Exit Survey: Item #29	29.3 Survey completed by graduating SW majors	29.3 Mean score of student rankings will be 4.0 or above on Likert scale	29.3 Quantitative analysis of item score
Practice Behavior #30: Use empathy and other interpersonal skills.	30.1 Final Practicum Evaluation-Item: 10.1.b	30.1 Field Supervisor evaluates students' performance in the field	30.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	30.1 Quantitative analysis of item scores
	30.2 Senior Capstone Critical Thinking Rubric-Items: A6, C2	30.2 SW Faculty evaluate students' Capstone Project	30.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	30.2 Quantitative analysis of item scores
	30.3 Senior Exit Survey: Item #30	30.3 Survey completed by graduating SW majors	30.3 Mean score of student rankings will be 4.0 or above on Likert scale	30.3 Quantitative analysis of item score
Practice Behavior #31: Develop a mutually agreed-on focus of work and desired outcomes.	31.1 Final Practicum Evaluation-Item: 10.1.c	31.1 Field Supervisor evaluates students' performance in the field	31.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	31.1 Quantitative analysis of item scores
	31.2 Senior Capstone Critical Thinking Rubric-Items: A5, A6, A7	31.2 SW Faculty evaluate students' Capstone Project	31.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	31.2 Quantitative analysis of item scores
	31.3 Senior Exit Survey: Item #31	31.3 Survey completed by graduating SW majors	31.3 Mean score of student rankings will be 4.0 or above on Likert scale	31.3 Quantitative analysis of item score

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
EP 2.1.10(b) Assessment				
Practice Behavior #32: Collect, organize, and interpret client data.	32.1 Final Practicum Evaluation-Item: 10.2.a	32.1 Field Supervisor evaluates students' performance in the field	32.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	32.1 Quantitative analysis of item scores
	32.2 Senior Capstone Critical Thinking Rubric-Items: A6, A7, A8	32.2 SW Faculty evaluate students' Capstone Project	32.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	32.2 Quantitative analysis of item scores
	32.3 Senior Exit Survey: Item #32	32.3 Survey completed by graduating SW majors	32.3 Mean score of student rankings will be 4.0 or above on Likert scale	32.3 Quantitative analysis of item score
Practice Behavior #33: Assess client strengths and limitations.	33.1 Final Practicum Evaluation-Item: 10.2.b	33.1 Field Supervisor evaluates students' performance in the field	33.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	33.1 Quantitative analysis of item scores
	33.2 Senior Capstone Critical Thinking Rubric-Items: A6, B9	33.2 SW Faculty evaluate students' Capstone Project	33.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	33.2 Quantitative analysis of item scores
	33.3 Senior Exit Survey: Item #33	33.3 Survey completed by graduating SW majors	33.3 Mean score of student rankings will be 4.0 or above on Likert scale	33.3 Quantitative analysis of item score
Practice Behavior #34: Develop mutually agreed-on intervention goals and objectives.	34.1 Final Practicum Evaluation-Item: 10.2.c	34.1 Field Supervisor evaluates students' performance in the field	34.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	34.1 Quantitative analysis of item scores
	34.2 Senior Capstone Critical Thinking Rubric-Items: A7, C3, C6	34.2 SW Faculty evaluate students' Capstone Project	34.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	34.2 Quantitative analysis of item scores
	34.3 Senior Exit Survey: Item #34	34.3 Survey completed by graduating SW majors	34.3 Mean score of student rankings will be 4.0 or above on Likert scale	34.3 Quantitative analysis of item score

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
Practice Behavior #35: Select appropriate intervention strategies.	35.1 Final Practicum Evaluation-Item: 10.2.d	35.1 Field Supervisor evaluates students' performance in the field	35.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	35.1 Quantitative analysis of item scores
	35.2 Senior Capstone Critical Thinking Rubric-Items: A7, B7, B8, C2, C3	35.2 SW Faculty evaluate students' Capstone Project	35.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	35.2 Quantitative analysis of item scores
	35.3 Senior Exit Survey: Item #35	35.3 Survey completed by graduating SW majors	35.3 Mean score of student rankings will be 4.0 or above on Likert scale	35.3 Quantitative analysis of item score
EP 2.1.10(c) Intervention				
Practice Behavior #36: Initiate actions to achieve organizational goals.	36.1 Final Practicum Evaluation-Item: 10.3.a	36.1 Field Supervisor evaluates students' performance in the field	36.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	36.1 Quantitative analysis of item scores
	36.2 Senior Capstone Critical Thinking Rubric-Items: C2, C3	36.2 SW Faculty evaluate students' Capstone Project	36.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	36.2 Quantitative analysis of item scores
	36.3 Senior Exit Survey: Item #36	36.3 Survey completed by graduating SW majors	36.3 Mean score of student rankings will be 4.0 or above on Likert scale	36.3 Quantitative analysis of item score
Practice Behavior #37: Implement prevention interventions that enhance client capacities.	37.1 Final Practicum Evaluation-Item: 10.3.b	37.1 Field Supervisor evaluates students' performance in the field	37.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	37.1 Quantitative analysis of item scores
	37.2 Senior Capstone Critical Thinking Rubric-Items: A7, C6, C7	37.2 SW Faculty evaluate students' Capstone Project	37.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	37.2 Quantitative analysis of item scores
	37.3 Senior Exit Survey: Item #37	37.3 Survey completed by graduating SW majors	37.3 Mean score of student rankings will be 4.0 or above on Likert scale	37.3 Quantitative analysis of item score

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
Practice Behavior #38: Help clients resolve problems.	38.1 Final Practicum Evaluation-Item: 10.3.c	38.1 Field Supervisor evaluates students' performance in the field	38.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	38.1 Quantitative analysis of item scores
	38.2 Senior Capstone Critical Thinking Rubric-Items: C6, C7	38.2 SW Faculty evaluate students' Capstone Project	38.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	38.2 Quantitative analysis of item scores
	38.3 Senior Exit Survey: Item #38	38.3 Survey completed by graduating SW majors	38.3 Mean score of student rankings will be 4.0 or above on Likert scale	38.3 Quantitative analysis of item score
Practice Behavior #39: Negotiate, mediate, and advocate for clients.	39.1 Final Practicum Evaluation-Item: 10.3.d	39.1 Field Supervisor evaluates students' performance in the field	39.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	39.1 Quantitative analysis of item scores
	39.2 Senior Capstone Critical Thinking Rubric-Items: C9	39.2 SW Faculty evaluate students' Capstone Project	39.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	39.2 Quantitative analysis of item scores
	39.3 Senior Exit Survey: Item #39	39.3 Survey completed by graduating SW majors	39.3 Mean score of student rankings will be 4.0 or above on Likert scale	39.3 Quantitative analysis of item score
Practice Behavior #40: Facilitate transitions and endings.	40.1 Final Practicum Evaluation-Item: 10.3.e	40.1 Field Supervisor evaluates students' performance in the field	40.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	40.1 Quantitative analysis of item scores
	40.2 Senior Capstone Critical Thinking Rubric-Items: B10	40.2 SW Faculty evaluate students' Capstone Project	40.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	40.2 Quantitative analysis of item scores
	40.3 Senior Exit Survey: Item #40	40.3 Survey completed by graduating SW majors	40.3 Mean score of student rankings will be 4.0 or above on Likert scale	40.3 Quantitative analysis of item score

Matrix Linking Core Competency Practice Behaviors to Assessment Measures

Core Competency Practice Behaviors	Measures	Procedure for Implementation	Benchmark - (Success)	Analysis Procedure(s)
EP 2.1.10(d) Evaluation				
Practice Behavior #41: Critically analyze, monitor, and evaluate interventions.	41.1 Final Practicum Evaluation-Item: 10.4.a	41.1 Field Supervisor evaluates students' performance in the field	41.1 85% of students will achieve a mean score of 3.0 or above (Meets Expectations) on identified items	41.1 Quantitative analysis of item scores
	41.2 Senior Capstone Critical Thinking Rubric-Items: A8, C1, C4, C5, C6, C7, C8	41.2 SW Faculty evaluate students' Capstone Project	41.2 85% of students will achieve a mean score of 2.0 or above (Meets Standards) on identified items	41.2 Quantitative analysis of item scores
	41.3 Senior Exit Survey: Item #41	41.3 Survey completed by graduating SW majors	41.3 Mean score of student rankings will be 4.0 or above on Likert scale	41.3 Quantitative analysis of item score

Adrian College Social Work Program Practicum Evaluation

Term: Fall Spring Summer Block Date of Meeting:

Student name: Field Instructor:

This evaluation prepared by: Student Field Instructor

Student Directions: Evaluations are based on Learning Contracts. Prior to asking the field instructor to fill out your evaluation, check the tasks chosen on your learning contract and add your previously identified individualized tasks from your contract to the appropriate competency area. Digital copies of evaluations are available on the Practicum course Blackboard site. Do not delete any tasks whether or not they have been utilized in your contract. After adding your individualized tasks, deliver the evaluation form to your field instructor in the format he/she prefers (digital or paper) 2 weeks prior to the due date. Due dates are noted in the Practicum course syllabus. Your one-page student narrative report is also due then. (See below.)

General Directions: Evaluations should optimally be done by the student and by the supervisor separately, using the scale below. Evaluations should be reviewed together by student and field instructor prior to being returned to the field liaison by the required date. Field instructors and students are asked to provide a one-page narrative expanding on the evaluation below, particularly those outcomes rated significantly high or low. Attach additional pages as needed. Students are required to write a narrative evaluation expanding on their self-evaluation and what they learned in their review of their field instructor's evaluation of their practicum experience. Please attach the narrative to the completed evaluation and signature page and return by the required date.

Please rate the student's achievement of the following outcomes at the practicum site on a scale of 1-5.

The scale is as follows:

- n/a= The student has not had the opportunity to demonstrate competency in this area.

- 1= The student has not met and is not expected to be able to meet minimal expectations in this area. (equivalent to an F)

- 2 = The student has not yet met the expectations in this area, needs some improvement, but shows potential. (equivalent to a D)

- 3 = The student meets expectations in this area. (equivalent to a C)

- 4 = The student functions above expectations in this area. (equivalent to a B)

- 5 = The student greatly exceeds expectations in this area. (equivalent to an A)

Evaluation of Orientation Activities and Professional Demeanor:

Orientation activities allow the student to understand and meet agency expectations and perform as a beginning professional.

Please rate using the scale above, n/a, or 1-5.

The student has developed an understanding of all relevant agency policies.

Rating

The student understands and adheres to agency personnel policies including attendance and dress code.

Rating

The student understands agency safety policies and procedures.

Rating

The student has developed collegial relationships with staff.

Rating

The student attends staff and agency meetings (when schedule permits) and schedules and prepares for supervisory meetings responsibly.

Rating

The student is able to utilize necessary technological equipment and programs as needed.

Rating

Evaluation of Core Competencies:

Please rate the student's performance of the chosen tasks performed in each competency area. Rate the student's performance as n/a or number from 1-5, using the scale on the first page. After evaluating the tasks chosen to demonstrate the level of the student performance in each competency area, evaluate the student's ability to perform the Core Competency Practice Behaviors listed below the tasks.

Competency 1: The student identifies as a professional social worker and conducts herself/himself accordingly.

Tasks That Demonstrate Acquisition of Competency Practice Behaviors:

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	Read and understand the agency's mission statement, personnel and procedure manuals.
<input type="checkbox"/>	<input type="text"/>	Interview agency personnel to understand the agency's goals and social work services.
<input type="checkbox"/>	<input type="text"/>	Develop a thorough understanding of your practicum agency, its role in the community and your role within the agency.
<input type="checkbox"/>	<input type="text"/>	Participate in staff and committee meetings.
<input type="checkbox"/>	<input type="text"/>	Develop positive working relationships with co-workers.
<input type="checkbox"/>	<input type="text"/>	Attend interagency and community meetings and research the local community and its resources.
<input type="checkbox"/>	<input type="text"/>	Organize work and manage time effectively.
<input type="checkbox"/>	<input type="text"/>	Prepare for and use supervision appropriately.
<input type="checkbox"/>	<input type="text"/>	Use a reflection journal to prepare for supervision.
<input type="checkbox"/>	<input type="text"/>	Develop a personal plan for professional learning based on career interests and goals.
<input type="checkbox"/>	<input type="text"/>	Research continuing education opportunities and requirements for social workers.
<input type="checkbox"/>	<input type="text"/>	Become active with state or national social work organizations such as NASW.
<input type="checkbox"/>	<input type="text"/>	Demonstrate advocacy skills in social work practice with agency clients.

List and rating of the additional tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

Practice Behaviors for Competency 1:

Evaluate this competency area's Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student's values and acquisition of requisite knowledge and skills, rate this student's performance of the area's Practice Behaviors.

Rating	Practice Behaviors
<input type="text"/>	1.1 The student advocates for client access to the services of social work;
<input type="text"/>	1.2. The student practices personal reflection and self-correction to assure continual professional development;
<input type="text"/>	1.3. The student attends to professional roles and boundaries;
<input type="text"/>	1.4. The student demonstrates professional demeanor in behavior, appearance, and communication;
<input type="text"/>	1.5. The student understands the need to engage in career-long learning;
<input type="text"/>	1.6. The student uses supervision and consultation.

Competency 2: The student applies social work ethical principles to guide his or her professional practice.

Tasks That Demonstrate Acquisition of Competency Practice Behaviors:

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	Demonstrate a thorough understanding of and ability to apply NASW Code of Ethics to practice.
<input type="checkbox"/>	<input type="text"/>	Recognize ethical problems and discuss professional ethics and ethical questions with field instructor.
<input type="checkbox"/>	<input type="text"/>	Respond to agency expectations and obligations in a professional manner.
<input type="checkbox"/>	<input type="text"/>	Research ethnic, culture or religious affiliation of client or client group and discuss learning with supervisor.
<input type="checkbox"/>	<input type="text"/>	Conduct a personal values inventory and discuss potential conflicts in professional social work values with field instructor.
<input type="checkbox"/>	<input type="text"/>	Utilize a structured method, such as an ethical principal screen, to consider an ethical dilemma and discuss your thinking with supervisor.

List and rating of the additional tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

Practice Behaviors for Competency 2:

Evaluate this competency area’s Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student’s values and acquisition of requisite knowledge and skills, rate this student’s performance of the area’s Practice Behaviors.

Rating	Practice Behaviors
<input type="checkbox"/>	2.1. The student recognizes and manages personal values in a way that allows professional values to guide practice;
<input type="checkbox"/>	2.2. The student makes 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.
<input type="checkbox"/>	2.3. The student tolerates ambiguity in resolving ethical conflicts;
<input type="checkbox"/>	2.4. The student applies strategies of ethical reasoning to arrive at principled decisions.

Competency 3: The student will apply critical thinking to inform and communicate professional judgments.

Tasks That Demonstrate Acquisition of Competency Practice Behaviors:

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="checkbox"/>	Present a case assessment and/or intervention plan in supervision or staff meeting.
<input type="checkbox"/>	<input type="checkbox"/>	Research and critically appraise literature on problem relevant to an agency client or client group.
<input type="checkbox"/>	<input type="checkbox"/>	Research, critique and present to supervisor best practices guidelines regarding a case assignment.
<input type="checkbox"/>	<input type="checkbox"/>	Critique existing agency policy, practices, or literature and present alternative to supervisor
<input type="checkbox"/>	<input type="checkbox"/>	Present written case material to field instructor for review.

List and rate the individual tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Practice Behaviors for Competency 3:

Evaluate this competency area’s Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student’s values and acquisition of requisite knowledge and skills, rate this student’s performance of the area’s Practice Behaviors.

Rating	Practice Behaviors
	3.1. The student distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom;
	3.2. The student analyzes models of assessment, prevention, intervention, and evaluation;
	3.3. The student demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Competency 4: Engage diversity and difference in practice.

Tasks That Demonstrate Acquisition of Competency Practice Behaviors:

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input style="width: 50px; height: 25px;" type="text"/>	Read and discuss with supervisor agency policy about affirmative action and how it is put into practice.
<input type="checkbox"/>	<input style="width: 50px; height: 25px;" type="text"/>	Identify the impact of oppression on clients and formulate a plan for advocacy or macro change.
<input type="checkbox"/>	<input style="width: 50px; height: 25px;" type="text"/>	Identify, research, and assess the ethnic and cultural characteristics of the population served by the agency and develop a plan for culturally sensitive social work with that population.
<input type="checkbox"/>	<input style="width: 50px; height: 25px;" type="text"/>	Use supervision to increase cultural competence with client population.
<input type="checkbox"/>	<input style="width: 50px; height: 25px;" type="text"/>	Develop or participate in an already existing agency or community project that promotes social, racial and economic justice.

List and rate the individual tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input style="width: 50px; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>
<input type="checkbox"/>	<input style="width: 50px; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>
<input type="checkbox"/>	<input style="width: 50px; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>

Practice Behaviors for Competency 4:

Evaluate this competency area's Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student's values and acquisition of requisite knowledge and skills, rate this student's performance of the area's Practice Behaviors.

Rating	Practice Behaviors
<input type="checkbox"/>	4.1. The student recognizes the extent to which a culture's structures and Values may oppress, marginalize, alienate, or create or enhance privilege and power;
<input type="checkbox"/>	4.2. The student gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
<input type="checkbox"/>	4.3. The student recognizes and communicates his or her understanding of the importance of difference in shaping life experiences;
<input type="checkbox"/>	4.4. The student views him or herself as a learner and engages those with whom he or she works as informants.

Competency 5: Advance human rights and social and economic justice.
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Tasks That Demonstrate Acquisition of Competency Practice Behaviors:

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="checkbox"/>	Identify oppression as it exists for clients or other community members and discuss with field instructor.
<input type="checkbox"/>	<input type="checkbox"/>	Identify how social and economic inequalities affect the life chances of clients and discuss with field instructor.
<input type="checkbox"/>	<input type="checkbox"/>	Create a macro intervention plan to address economic and/or social injustice and present to field instructor, staff and practicum class.
<input type="checkbox"/>	<input type="checkbox"/>	Identify client strengths in agency documentation.
<input type="checkbox"/>	<input type="checkbox"/>	Develop or participate in an already existing agency or community project that promotes social, racial and economic justice.
<input type="checkbox"/>	<input type="checkbox"/>	Demonstrate advocacy skills in social work practice during supervision, staff, interagency or community meetings or while making referrals for clients.

List and rate the individual tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

Practice Behaviors for Competency 5:

Evaluate this competency area's Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student's values and acquisition of requisite knowledge and skills, rate this student's performance of the area's Practice Behaviors.

Rating	Practice Behaviors
<input type="text"/>	5.1. The student understands the forms and mechanisms of oppression and discrimination;
<input type="text"/>	5.2. The student advocates for human rights and social and economic justice;
<input type="text"/>	5.3. The student engages in practices that advance social and economic justice.

Competency 6: Engage in research-informed practice and practice-informed research.

Tasks That Demonstrate Acquisition of Competency Practice Behaviors:

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	Research a client or agency problem and present material to field instructor and/or staff.
<input type="checkbox"/>	<input type="text"/>	Develop an intervention plan using evidence-based methods.
<input type="checkbox"/>	<input type="text"/>	Develop a design to measure individual or program outcomes.
<input type="checkbox"/>	<input type="text"/>	Review with field instructor current use of outcome measures utilized in agency.

List and rate the individual tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

Practice Behaviors for Competency 6:

Evaluate this competency area’s Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student’s values and acquisition of requisite knowledge and skills, rate this student’s performance of the area’s Practice Behaviors.

Rating	Practice Behaviors
<input type="text"/>	6.1. The student uses practice experience to inform scientific inquiry.
<input type="text"/>	6.2. The student uses research evidence to inform practice.

<p>Competency 7: Apply knowledge of human behavior and the social environment.</p>

Tasks That Demonstrate Acquisition of Competency Practice Behaviors:

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	Conduct an assessment and/or intervention plan using eco-map or other tools that utilize person-in-environment concepts.
<input type="checkbox"/>	<input type="text"/>	Develop an intervention plan that addresses micro, mezzo and macro approaches and discuss with field instructor.
<input type="checkbox"/>	<input type="text"/>	Conduct an in-home appointment with a client or client group.
<input type="checkbox"/>	<input type="text"/>	Discuss case with supervisor to deepen understanding of child or adult developmental models and their application.

List and rate the individual tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

Practice Behaviors for Competency 7:

Evaluate this competency area's Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student's values and acquisition of requisite knowledge and skills, rate this student's performance of the area's Practice Behaviors.

Rating	Practice Behaviors
<input type="text"/>	7.1. The student utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
<input type="text"/>	7.2. The student critiques and applies knowledge to understand person and environment.

<p>Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p>
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Tasks That Demonstrate Acquisition of Competency Practice Behaviors:

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	Identify social policy that affects the agency, clients, and the community; discuss with supervisor to deepen understanding.
<input type="checkbox"/>	<input type="text"/>	Learn, know and apply agency policy and explain policy to clients.
<input type="checkbox"/>	<input type="text"/>	Review the agency's funding sources and discuss impact on agency, clients and staff with supervisor.
<input type="checkbox"/>	<input type="text"/>	Participate in fund-raising project or grant-writing process.
<input type="checkbox"/>	<input type="text"/>	Research and present to supervisor and/or staff impact of an internal or external policy on clients.

List and rate the individual tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

Practice Behaviors for Competency 8:

Evaluate this competency area's Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student's values and acquisition of requisite knowledge and skills, rate this student's performance of the area's Practice Behaviors.

Rating	Practice Behaviors
<input type="text"/>	8.1. The student analyzes, formulates, and advocates for policies that advance social well-being;
<input type="text"/>	8.2. The student collaborates with colleagues and clients for effective policy action.

Competency 9: Respond to contexts that shape practice.

Tasks That Demonstrate Acquisition of Competency Practice Behaviors:

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	Learn and use applicable agency technology and programs.
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	Identify and discuss with supervisor societal forces impacting clients, workers and agency.
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	Review historical and current literature on causes and solutions of social problems.
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	Research an unfamiliar population and present material to supervisor and/or staff.
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	Participate in agency's quality assurance processes.
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	Propose a new agency program or service to enhance service delivery.

List and rate the individual tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	
<input type="checkbox"/>	<input style="width: 40px; height: 20px;" type="text"/>	

Practice Behaviors for Competency 9:

Evaluate this competency area's Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student's values and acquisition of requisite knowledge and skills, rate this student's performance of the area's Practice Behaviors.

Rating	Practice Behaviors
<input style="width: 40px; height: 20px;" type="text"/>	9.1. The student continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
<input style="width: 40px; height: 20px;" type="text"/>	9.2. The student demonstrates understanding of leadership needed to promote sustainable changes in service delivery and practice to improve the quality of social services.

Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Tasks That Demonstrate Acquisition of Competency Practice Behaviors:

Check the tasks chosen on the learning contract to develop and demonstrate appropriate social work practice behaviors in each competency area. Evaluate using the scale on the first page.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	Conduct an assessment of a client, including strengths, environment, history.
<input type="checkbox"/>	<input type="text"/>	Engage a client in planning goals and desired outcomes.
<input type="checkbox"/>	<input type="text"/>	Develop and implement an appropriate intervention plan.
<input type="checkbox"/>	<input type="text"/>	Present a case in a staff meeting.
<input type="checkbox"/>	<input type="text"/>	Demonstrate the use of outcome measures and the ability to modify the intervention plan as needed.
<input type="checkbox"/>	<input type="text"/>	Plan and implement a termination process.
<input type="checkbox"/>	<input type="text"/>	Utilize supervision from inception to conclusion of a case.

List and rate the individual tasks identified in the Student Learning Contract for this area.

Check	Rating	Tasks
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

Practice Behaviors for Competency 10:

Evaluate this competency area’s Practice Behaviors below utilizing the same rating scale. Using your evaluation of student performance of the assigned tasks in this area, and your evaluation of student’s values and acquisition of requisite knowledge and skills, rate this students performance of the area’s Practice Behaviors.

Rating Practice Behaviors

10.1 Engagement

- a. The student substantively and effectively prepares for action with individuals, families, groups, organizations and communities.
- b. The student uses empathy and other interpersonal skills.
- c. The student develops a mutually agreed-on focus of work and desired outcomes.

10.2 Assessment

- a. The student collects, organizes, and interprets client data.
- b. The student assesses client strengths and limitations.
- c. The student develops mutually agreed-on intervention goals and objectives.
- d. The student selects appropriate intervention strategies.

10.3 Intervention

- a. The student initiates actions to achieve organizational goals.
- b. The student implements prevention interventions that enhance client capacities.
- c. The student helps clients resolve problems.
- d. The student negotiates, mediates, and advocates for clients.
- e. The student facilitates transitions and endings.

10.4 Evaluation

- a. The student critically analyzes, monitors, and evaluates interventions.

Student Signature:

Date:

Field Instructor Signature:

Date:

Please attach narrative report to this evaluation to return to Field Liaison by required date.

Name: _____

Date: _____

Evaluator: _____

Senior Social Work Capstone Critical Thinking Rubric

Intellectual standards: Clarity of Meaning, Clarity of Expression, Accuracy, Precision, Relevance, Depth, and Significance

Section A:

Student Demonstration of Level 1 Thinking: (define, identify, observe, describe.)

Evaluation: (3) exceeds (2) meets (1) absent

1. Student identifies and describes agency's history, mission, goals and objectives, administrative structure, key programs and services and funding sources.
(3) Exceeds (2) Meets (1) Absent
2. Student identifies and describes population served by the agency.
(3) Exceeds (2) Meets (1) Absent
3. Student describes a major social problem addressed by the agency.
(3) Exceeds (2) Meets (1) Absent
4. Student identifies a social policy intended to address the described social problem.
(3) Exceeds (2) Meets (1) Absent
5. Student identifies a problem experienced by a client or client system with whom they are working.
(3) Exceeds (2) Meets (1) Absent
6. Student describes the tools and assessment activities used to assess the problem and the client's needs.
(3) Exceeds (2) Meets (1) Absent
7. Student describes the intervention plan, including goals, objectives and timeframes.
(3) Exceeds (2) Meets (1) Absent
8. Student identifies the data and observations used in evaluating effectiveness of the intervention.
(3) Exceeds (2) Meets (1) Absent

Section B:

Student Demonstration of Level 2 Thinking: (compare, contrast, classify, analyze, reason, explain why, explain, and make analogies.)

1. Student explains if and how population served is vulnerable to social oppression and discrimination.
(3) Exceeds (2) Meets (1) Absent
2. Student analyzes characteristics of the community that affect those served by the agency and/or services the agency is able to provide to clients.
(3) Exceeds (2) Meets (1) Absent
3. Student explains if and how agency advocates on behalf of vulnerable population, and barriers to advocacy.
(3) Exceeds (2) Meets (1) Absent
4. Student analyzes how the identified social policy affects the professional staff of the agency.
(3) Exceeds (2) Meets (1) Absent
5. Student analyzes how the identified social policy reflects the assumptions regarding the etiology of the social problem and the social values the policy is based upon.
(3) Exceeds (2) Meets (1) Absent
6. Students analyzes whether or not the identified social policy intentionally or inadvertently adds to the oppression of clients served by the agency.
(3) Exceeds (2) Meets (1) Absent
7. Student analyzes how the conceptual framework used to understand the problem assisted or limited understanding of the client problem.
(3) Exceeds (2) meets (1) absent
8. Student appropriately applies theories to the chosen interventions.
(3) Exceeds (2) Meets (1) Absent
9. Student correctly analyzes and explains if and how the economic condition of the agency, community or the client impact on the availability of resources and the successful implementation of the intervention plan.
(3) Exceeds (2) Meets (1) Absent
10. Student explains how the termination process used compares to those described in social work literature.
(3) Exceeds (2) Meets (1) Absent

Section C:

Student Demonstration of Level 3 Thinking: (evaluate, imagine, predict, hypothesize, idealize, generalize, judge, speculate, apply a principle.)

1. Student correctly evaluates the adequacy and effectiveness of the social policy in addressing the social problem.
(3) Exceeds (2) Meets (1) Absent
2. Student identifies and evaluates whether the conceptual framework from which most clients are assessed adequately aids in the assessment process at the agency?
(3) Exceeds (2) Meets (1) Absent
3. Student reasonably hypothesizes an alternative framework that would aid in assessing agency clients more effectively if current framework is judged to be inadequate.
(3) Exceeds (2) Meets (1) Absent
4. Student appropriately judges effectiveness of implemented intervention plan and altered plan if needed.
(3) Exceeds (2) Meets (1) Absent
5. Student appropriately evaluates the intervention plan for violations of ethical and/or legal principles.
(3) Exceeds (2) Meets (1) Absent
6. Student evaluates the effectiveness of interventions in achieving the goals and objectives established with the client and/or the revised goals and objectives established during the implementation of the intervention.
(3) Exceeds (2) Meets (1) Absent
7. Student evaluates how he or she could have been more effective in achieving client objectives and in evaluating the effectiveness of this intervention.
(3) Exceeds (2) Meets (1) Absent
8. Student reasonably generalizes how to utilize the results of his or her evaluation to improve your future professional practice.
(3) Exceeds (2) Meets (1) Absent
9. Student reasonably hypothesizes whether or not systems change and social justice efforts are needed, after evaluating effectiveness of intervention efforts.
(3) Exceeds (2) Meets (1) Absent
10. Student appropriately evaluates the contemporary approaches the profession of social work uses to alleviate social problems like those experienced by his or her client.
(3) Exceeds (2) Meets (1) Absent

11. Student imagines his or her relationship to the core mission of the social work profession and the operation of that mission in future practice as a social worker.
(3) Exceeds (2) Meets (1) Absent

12. Student assesses the major challenges for the social work profession in effectively achieving its mission in today's world, from the view of a beginning social work professional.
(3) Exceeds (2) Meets (1) Absent

13. Student imagines what his or her major challenges will be as a beginning social worker, and illustrates that prediction with appropriate generalizations from his or her experiences in the classroom or practicum.
(3) Exceeds (2) Meets (1) Absent

Evaluator signature: _____ Date: _____

Adrian College Social Work Program Senior Exit Survey

Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below, followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors are used to operationalize the curriculum and assessment methods.

The Adrian College Social Work Program is charged with assessing the level of competencies each social work graduate has attained by their completion of the social work program at Adrian College.

Following each *Core Competency* listed below are the *Practice Behaviors* that operationalize the Competencies.

Please read each *Practice Behavior* statement and evaluate the extent to which you agree or disagree with the statement on the basis of the following scale by **entering the corresponding number (1-5) in the box provided by each practice behavior.**

1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4-Agree 5-Strongly agree

1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4-Agree 5-Strongly agree

Core Competency 1:

Educational Policy 2.1.1 -Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

1. I am able to advocate for client access to the services of social work.
2. I am able to practice personal reflection and self-correction to assure continual professional development.
3. I am able to attend to professional roles and boundaries.
4. I am able to demonstrate professional demeanor in behavior, appearance, and communication.
5. I am able to engage in career-long learning.
6. I am able to use supervision and consultation.

Core Competency 2:

Educational Policy 2.1.2 -Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

7. I am able to recognize and manage personal values in a way that allows professional values to guide practice;
8. I am able to 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;
9. I am able to tolerate ambiguity in resolving ethical conflicts; and
10. I am able to apply strategies of ethical reasoning to arrive at principled decisions.

1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4-Agree 5-Strongly agree

Core Competency 3:

Educational Policy 2.1.3 Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

11. I am able to distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;

12. I am able to analyze models of assessment, prevention, intervention, and evaluation;
and

13. I am able to demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Core Competency 4:

Educational Policy 2.1.4 Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to 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. Social workers

14. I am able to recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

15. I am able to gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

16. I am able to recognize and communicate their understanding of the importance of difference in shaping life experiences; and

17. I am able to view themselves as learners and engage those with whom they work as informants.

1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4-Agree 5-Strongly agree

Core Competency 5:

Educational Policy 2.1.5 Advance human rights and social and economic justice.

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 work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

18. I am able to understand the forms and mechanisms of oppression and discrimination;

19. I am able to advocate for human rights and social and economic justice; and

20. I am able to engage in practices that advance social and economic justice.

Core Competency 6:

Educational Policy 2.1.6 Engage in research-informed practice and practice-informed research.

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. Social workers

21. I am able to use practice experience to inform scientific inquiry and

22. I am able to use research evidence to inform practice.

Core Competency 7:

Educational Policy 2.1.7 Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the 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. Social workers

23. I am able to utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

24. I am able to critique and apply knowledge to understand person and environment.

1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4-Agree 5-Strongly agree

Core Competency 8:

Educational Policy 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

25. I am able to analyze, formulate, and advocate for policies that advance social well-being; and

26. I am able to collaborate with colleagues and clients for effective policy action.

Core Competency 9:

Educational Policy 2.1.9 Respond to contexts that shape practice.

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

27. I am able to continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

28. I am able to provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4-Agree 5-Strongly agree

Core Competency 10:

Educational Policy 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

EP 2.1.10(a) Engagement

Social workers

29. I am able to substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

30. I am able to use empathy and other interpersonal skills; and

31. I am able to develop a mutually agreed-on focus of work and desired outcomes.

EP 2.1.10(b) Assessment

Social workers

32. I am able to collect, organize, and interpret client data;

33. I am able to assess client strengths and limitations;

34. I am able to develop mutually agreed-on intervention goals and objectives; and

35. I am able to select appropriate intervention strategies.

1-Strongly disagree 2-Disagree 3-Neither agree nor disagree 4-Agree 5-Strongly agree

EP 2.1.10(c) Intervention

Social workers

36. I am able to initiate actions to achieve organizational goals;

37. I am able to implement prevention interventions that enhance client capacities;

38. I am able to help clients resolve problems;

39. I am able to negotiate, mediate, and advocate for clients; and

40. I am able to facilitate transitions and endings.

EP 2.1.10(d) Evaluation

Social workers

41. I am able to critically analyze, monitor, and evaluate interventions.