



Adrian College

SOCIAL WORK PROGRAM

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

2020 Program Assessment Report

**Monique D. James, MSW, LMSW Professor
Program Director
231 Valade Hall
(517) 264-3962
mjames@adrian.edu**

**Jody DiMarco, MSW, LMSW
Assistant Professor
Field Education Director
225 Valade Hall
(517) 264-3964
jdimarco@adrian.edu**

June 2020
Adrian College Social Work Program
2020 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 subsequent EPAS was established by CSWE in 2008. The 2008 EPAS shifted the focus of accreditation standards to an outcomes framework based on Practice Behaviors that demonstrate Core Social Work Competencies. The AC Social Work Program transitioned the social work education program and the program assessment process to the 2008 EPAS prior to the 2014 Reaffirmation of Accreditation.

This Reaffirmation of Accreditation was granted by the Council on Accreditation of the Council on Social Work Education in February, 2014. A new EPAS has been established by CSWE as of 2015. The AC BSW Program will be transitioning to that set of standards in the near future to prepare for the next reaffirmation. This 2020 Assessment Report is based on the 2015 EPAS Standards.

The Adrian College Social Work Program Assessment Process has been designed to assess student competence in acquiring the practice behavior values, knowledge, and skills that

demonstrate the core competencies. The nine Social Work Core Competencies and the thirty-one linked Practice Behaviors follow:

CSWE Curriculum Standards

The following is from the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards, retrieved from <https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>

The Social Work Curriculum and Competency-Based Education

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Core Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Core Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Core Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Core Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Core Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Core Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Core Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Core Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Core Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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 Social Work Program Goals

- Social Work at Adrian College will utilize the classroom to equip student with the skills necessary for generalist practice in the field of social work, with emphasis on integrity, professional competence and best-practice models relevant to a complex and ever-changing society.
- Social Work at Adrian College will provide an opportunity for students to demonstrate knowledge and application of skills, within the classroom and field placement, that

embrace diversity, inclusion and advocacy to advance human rights and social, economic and environmental justice.

- Social Work at Adrian College will equip students to engage in critical thinking, leadership and life-long learning that fosters positive change and further advances the profession.

Adrian College Bachelor of Social Work Program Mission Statement

The mission of Social Work at Adrian College is to educate and empower students with the knowledge, skills and values to make a difference in the lives of others through embracing diversity, establishing human relationships and advocating for social justice to reinforce the intrinsic worth of all individuals and communities.

Assessment Model Processes

The Adrian College Social Work Program Assessment Model is designed to capture outcomes information on our graduating program seniors. Two data collection measures are used to assess student competencies as they are completing the program. The two assessment measures capture data on the thirty-one Practice Behaviors linked to the Core Competencies of the 2015 CSWE EPAS. These two program assessment measures are:

Field Practicum Final Evaluation
Senior Capstone Critical Thinking Rubric
(The assessment measure forms are included in the appendix. Each is numbered 1-31 respectively).

The design of each 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, data is compiled at the end of the students' educational work at Adrian College as they complete their baccalaureate of social work degree. The social work faculty performs ongoing, incremental assessments of students' academic and professional

performance in social work courses throughout their program of study to ensure appropriate progress and enable efforts to resolve concerns.

The design of the assessment measures also intentionally utilizes internal (faculty) and external (field supervisor) to assess 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.

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.

Assessment Data

The compilation of the Program Assessment Data is presented in the 2019-2020 Program Assessment Measures Compilation contained in the appendix. The student cohort for this assessment includes two students who graduated in December 2019 and four students who graduated in May 2020. Each of the program assessment measures was applied to the graduates comprising this assessment. The data from each of the program assessment measures for the 2019-2020 graduates is reported in the Assessment Measures Compilation. The Assessment Measures Compilation 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.

Results

Review of the 2019-2020 Program Assessment Measures Compilation indicates that the benchmarks are achieved on each measure of each practice behavior. For all 31 Practice Behaviors on each Assessment Measure, the resulting data exceeds the benchmarks of at least 85% achievement of each measure. Nearly all of the data results exceed the benchmarks by a substantial margin. The Social Work Program has 6 Graduates in the 2019-2020 academic year

Conclusion

The preceding argument carefully establishes the linkages of the Adrian College Ribbons of Excellence to the Adrian College Social Work Program Objectives. The Senior Capstone Critical Thinking Rubric provides a means to measure program achievement based on student accomplishment as evidenced by their knowledge and application of key concepts, core competencies and practice behaviors. Therefore, achieving and/or exceeding the benchmarks for the social work program objectives provides substantive evidence that the intentions of the

Ribbons of Excellence have also been met by the Social Work Program and Department for the year 2019- 2020.

This document reviews the Senior Capstone Critical Thinking Rubric for SOCW 405 Senior Social Work Capstone for Fall 2019 and Spring 2020. This report is based on cumulative data as reported by social work program faculty, students and field practicum supervisors. Findings from this assessment indicate the program meets and/or exceeds quality benchmarks to equip social work students with the knowledge, skills and aptitude for effective social work practice.

We are pleased to report successful outcomes for all students either being accepted into graduate school or securing employment after graduation. The impact of the COVID-19 pandemic presented challenges for students with the termination of face-to-face instructions shifting to on-line formats and the suspension of field placement at all sites. The CSWE approved the reduction in required field placement hours to accommodate these unprecedented circumstances faced by social work programs and students across the nation.

Our students continue to demonstrate leadership and critical thinking in the classroom and beyond. A Fall 2019 graduate began a six-month commitment for mission work in South Africa prior to returning home as a safety precaution during COVID-19 and a Spring 2020 graduate was accepted into the Peace Corp to begin work in May, however that assignment is postponed due to COVID-19. Two students were accepted to the University of Michigan School of Social work which is ranked the #1 School of Social Work and another student was accepted into the University of Denver for graduate studies in social work. Other graduates secured employment in the field of social work. Unfortunately, many recent graduates are faced with difficult decisions regarding their future studies and career plans amidst the pandemic.

Our commitment is to equip students to engage in critical thinking, leadership and life-long learning that fosters positive change and further advances the profession. The academic success of our recent graduates is a reflection of quality instruction and a strong foundation for continued growth.

Adrian College Bachelor of Social Work Program
2019-2020 Program Assessment Measures Compilation

BSW
Graduates
F 2019/SP 20

N= 6

<u>Practice Behaviors</u>	<u>Measurement Tool</u>	<u>Benchmark</u>	
Core Competency 1: Demonstrate Ethical and Professional Behavior			
#1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Final Practicum Evaluation	85% over	
		mean of 3.0	100
	Mean Score	5.00	
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
Mean Score	2.50		
#2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Final Practicum Evaluation	85% over	
		mean of 3.0	100
	Mean Score	5.00	
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
Mean Score	2.67		
#3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	Final Practicum Evaluation	85% over	
		mean of 3.0	100
	Mean Score	5.00	
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
Mean Score	2.17		
#4 Use technology ethically and appropriately to facilitate practice outcomes	Final Practicum Evaluation	85% over	
		mean of 3.0	100
	Mean Score	5.00	
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
Mean Score	2.17		
#5 use supervision and consultation to guide professional judgment and behavior.	Final Practicum Evaluation	85% over	
		mean of 3.0	100
	Mean Score	5.00	
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
Mean Score	2.16		
Core Competency 2: Engage Diversity and Difference in Practice			
#6 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	Final Practicum Evaluation	85% over	
		mean of 3.0	100
	Mean Score	5.00	
Senior Capstone	85% over		

	Critical Thinking Rubric	mean of 2.0	100
		Mean Score	2.16
#7 Present themselves as learners and engage clients and constituencies as experts of their own experiences; and	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	5.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
		Mean Score	2.50
# 8 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	5.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
		Mean Score	2.33
Core Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice			
#9 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	5.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		89	
		Mean Score	2.00
#10 Engage in practices that advance social, economic, and environmental justice	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	5.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
		Mean Score	2.00
Core Competency 4: Engage in Practice-informed Research and Research-informed Practice			
#11 Use practice experience and theory to inform scientific inquiry and research	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	4.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
		Mean Score	2.67
#12 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	4.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
		Mean Score	2.67
#13 Use and translate research evidence to inform and improve practice, policy, and service delivery.	Final Practicum Evaluation	85% over	
		mean of 3.0	100

		Mean Score	5.00
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Mean Score	2.50
Core Competency 5: Engage in Policy Practice			
#14 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	Final Practicum Evaluation	85% over mean of 3.0	100
		Mean Score	4.00
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Mean Score	2.00
#15 Assess how social welfare and economic policies impact the delivery of and access to social services	Final Practicum Evaluation	85% over mean of 3.0	100
		Mean Score	5.00
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Mean Score	2.00
#16 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Final Practicum Evaluation	85% over mean of 3.0	100
		Mean Score	4.00
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Mean Score	2.33
Core Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities			
#17 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and	Final Practicum Evaluation	85% over mean of 3.0	100
		Mean Score	5.00
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Mean Score	2.50
#18 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Final Practicum Evaluation	85% over mean of 3.0	100
		Mean Score	5.00
	Senior Capstone Critical Thinking Rubric	85% over mean of 2.0	100
		Mean Score	2.50
Core Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities			
#19 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	Final Practicum Evaluation	85% over mean of 3.0	100
		Mean Score	4.00
	Senior Capstone	85% over	

	Critical Thinking Rubric	mean of 2.0	100
		Mean Score	2.17
#20 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	4.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
Mean Score		2.33	
#21 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	4.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
Mean Score		2.00	
#22 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	4.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
Means Score		2.33	
Core Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities			
#23 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	4.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
Mean Score		2.50	
#24 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	5.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
Mean Score		2.00	
#25 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	4.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
Mean Score		2.00	
#26 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	4.00
Senior Capstone	85% over		

	Critical Thinking Rubric	mean of 2.0	100
		Mean Score	2.00
#27 Facilitate effective transitions and endings that advance mutually agreed-on goals.	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	4.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
		Mean Score	2.00
Core Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities			
#28 Select and use appropriate methods for evaluation of outcomes;	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	4.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
		Mean Score	2.50
#29 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	4.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
		Mean Score	2.17
#30 Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	4.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
		Mean Score	2.33
#31 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Final Practicum Evaluation	85% over	
		mean of 3.0	100
		Mean Score	4.00
	Senior Capstone Critical Thinking Rubric	85% over	
mean of 2.0		100	
		Mean Score	2.17