

**University of Cincinnati
School of Social Work
Bachelor of Social Work Program**

Program Assessment

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Submitted to the
College of Allied Health Sciences
University of Cincinnati



University of Cincinnati
SCHOOL OF SOCIAL WORK

Bachelor of Social Work Program
Program Assessment

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EXPLICIT CURRICULUM

A. Identifies competencies/outcomes.

The BSW Program has adopted the core competencies for generalist social work practice as presented in the CSWE Educational Practices and Standards. These are:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

B. Provides an operational definition for each of its competencies used in its curriculum design and its assessment.

The BSW Program has adopted the practice behaviors that define the ten competencies as presented in the CSWE Education Practices and Standards, and has used these in design of the BSW curriculum and its assessment. The practice behaviors for each competency are given below.

1. Identify as a professional social worker and conduct oneself accordingly.
 - 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.

2. Apply social work ethical principles to guide professional practice.
 - 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.

3. Apply critical thinking to inform and communicate professional judgments.
 - 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.

4. Engage diversity and difference in practice.
 - 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.
5. Advance human rights and social and economic justice.
- 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.
6. Engage in research-informed practice and practice-informed research.
- Use practice experience to inform scientific inquiry; and
 - Use research evidence to inform practice.
7. Apply knowledge of human behavior and the social environment.
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
 - Critique and apply knowledge to understand person and environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Analyze, formulate, and advocate for policies that advance social well-being; and
 - Collaborate with colleagues and clients for effective policy action.
9. Respond to contexts that shape practice.
- 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.

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

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- Use empathy and other interpersonal skills;
- Develop a mutually agreed-on focus of work and desired outcomes;
- Collect, organize, and interpret client data;
- Assess client strengths and limitations;
- Develop mutually agreed-on intervention goals and objectives;
- Select appropriate intervention strategies;
- Initiate actions to achieve organizational goals;
- Implement prevention interventions that enhance client capacities;
- Help clients resolve problems;
- Negotiate, mediate, and advocate for clients;
- Facilitate transitions and endings; and,
- Critically analyze, monitor and evaluate interventions.

BSW Program Curriculum

The required social work courses for the BSW Program are taken in the junior and senior years.

These courses build on the foundational courses in liberal arts and social work previously described, and provide the content and learning experiences necessary for attaining the competencies for generalist social work practice. The table below shows the required coursework for the BSW Program. See the curriculum guide on page 10.

FIELD EDUCATION

By the time students begin field education in the senior year, they have a firm foundation in the theoretical and conceptual knowledge for beginning generalist social work practice based in the liberal arts foundation and the junior year required BSW coursework. Students have an understanding of the purpose of social work and social workers' roles, the social service delivery system, and social policy. They understand the person-in-environment construct and its use in understanding human behavior and development across the life span. They understand the process of generalist practice and have beginning skills for engagement, interviewing, and assessment. They are beginning to learn the skills for interventions based in research evidence. They know the expectations for professional behavior and for respecting and responding to diversity and difference in practice.

The field placement affords students the opportunity to use what they have learned so far through specific learning tasks that are developed by the Field Instructor and student. Tasks that are assigned early in the field placement include engaging clients, understanding the agency's mission, and analyzing the community in which it operates; all of these tasks build on the knowledge gained in junior year coursework.

In the BSW Program's concurrent model of field education, students continue to acquire theoretical and conceptual knowledge for immediate practice in the field placement. Students take a two-semester research sequence, a practice course each semester, and a year-long field seminar while they are in placement. These courses are designed to facilitate and support the learning that is taking place in the field placement. Students bring the observations from the field placement to the field seminars so that they may focus very specifically on how to make the connection between the knowledge acquired in their social work courses and practice (*e.g.* identifying ethical issues in field and how these are resolved). Learning objectives and assignments in the two senior practice courses are tied directly to the students' field experiences, and students must use field placement experiences in completing course assignments (*e.g.* client assessment). The research course is coordinated with the field placement so that students can have the experience of applying research knowledge by proposing and then carrying out a small research project base on some question that emerges out of practice in the field placement site.

ASSESSMENT

A. The program presents its plan to assess the attainment of its competencies. The plan specifies the procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies.

The assessment plan for the BSW Program includes multiple measures of the competencies as operationalized through the practice behaviors. Three measures are used: 1) a field evaluation completed by the student's Field Instructor; 2) a student self-report of competence; and 3) embedded assignments in courses termed "signature assignments." The measurement instruments are described below along with the procedures for their administration.

Field Evaluation

Students are evaluated by field instructors at the end of their year-long field placement. This will occur toward the end of the Spring Semester. Field Instructors are asked to rate their students on each practice behavior. The response set for the ratings is as follows: 5) Consistently demonstrates expected professional performance; 4) Mostly demonstrates expected professional performance; 3) Inconsistently demonstrates expected professional performance; 2) Seldom demonstrates expected professional performance; 1) Consistently fails to demonstrate expected professional performance; and N) Not yet addressed. The instrument is administered online; field instructors are sent an email with the link to the survey and login information. School staff retrieves, compiles, and analyzes the data. (See Field Evaluation forms on pp. 11-20.)

Student Self-Report

Shortly before the completion of the BSW Program, an exit survey is administered to students. This is a paper-and-pencil survey administered in the classroom; most students complete it within 15 minutes. The survey asks students to rate their own confidence level to perform the 42 generalist practice behaviors on a 5-point Likert scale. The surveys are tabulated by School staff, and means for each practice behavior are calculated (See Student Exit Survey on pp. 21).

Signature Assignments

Each practice behavior is measured by a signature assignment that is part of a specific course. The actual measurement varies by assignment. For some assignments, the measure may be the overall grade on the assignment; for other assignments, it may be a particular section of the assignment (see Signature Assignments on pp. 22-24). Following completion of the course containing a signature assignment, the course instructor sends the measures to the designated School staff who compiles the scores for that practice behavior across all sections of the course. So that the measure can be combined with the measures from the other instrument to calculate an overall mean for that practice behavior, letter grades from assignments are converted to the 5-point scale in this way: A = 5, B = 4, C = 3, D = 2, and F = 1. Numerical scores on assignments are converted to the 5-point scale in this way: 90 – 100 = 5, 80 – 89 = 4, 70 – 79 = 3, 60 – 69 = 2, below 60 = 1.

Competency Measurement and Benchmarks

The means for each practice behavior on each instrument are calculated. An overall mean for each practice behavior is calculated by averaging the means from the three instruments. Then the mean of each competency is calculated by averaging the means of all the practice behaviors that operationally define that competency. All practice behaviors are considered to contribute equally to the mean score for a given competency. The program set as its benchmark a mean of 4.0 for each competency and considers achievement of that benchmark by 75% of students as satisfactory.

B. The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

Assessment findings are presented to the Faculty at the beginning of the academic year during the Faculty Retreat. The BSW Program chair and faculty who teach the graduate courses, along with the BSW Field Coordinator, determine strategies for improvement. This may mean enhancing specific content or assignments in the classroom, or working with Field Instructors on developing specific field learning opportunities.

APPENDIX A: BSW Curriculum

FIRST YEAR			
<i>Fall Semester</i>		<i>Spring Semester</i>	
SW1050 Introduction to Social Work	3	SW1051 Introduction to Social Welfare	3
ENG1001 English Composition	3	PSYC1001 Introduction to Psychology ^{SS}	3
SOC1001 Introduction to Sociology ^{SS}	3	POL1010 Introduction to American Politics ^{SS}	3
Foreign Language1001 ^{HUM}	5	Foreign Language1002 ^{HUM}	5
HLTH1001 First Year Seminar I	<u>1</u>	HLTH1002 First Year Seminar II	<u>1</u>
	15		15
SECOND YEAR			
<i>Fall Semester</i>		<i>Spring Semester</i>	
SW2050 Families in America ^{DC}	3	SW2055 Poverty in America ^{SE}	3
ENGL2089 Intermediate Composition	3	ECON1001 Micro or 1002 Macroeconomics ^{SS}	3
BIOL1021 Introduction Biology I: Building & Sustaining Life ^{NS}	3	HIST1002 U.S. History II ^{HP}	3
MATH requirement (per Math Placement Test) or Elective	3	FINE ARTS elective ^{FA}	3
HUMANities elective or Elective ^{HUM}	<u>3</u>	STAT1031 Statistics for the Health Sciences ^{QR}	<u>3</u>
	15		15
THIRD YEAR			
<i>Fall Semester</i>		<i>Spring Semester</i>	
SW3030 Introduction to Social Welfare Institutions and the Social Work Profession	3	SW3031 Social Welfare Policy	3
SW3040 HBSE I	3	SW3041 HBSE II	3
SW3050 Introduction to Generalist Social Work Practice	3	SW3042 Mental Health Perspectives in Social Work	3
SW3051 Human Diversity and Generalist Social Work Practice	3	SW3052 Generalist Social Work Practice with Groups	2
Elective(s)	<u>3</u>	SW3070 Professional Issues for Social Workers	1
	15	Elective(s)	<u>3</u>
			15
FOURTH YEAR			
<i>Fall Semester</i>		<i>Spring Semester</i>	
SW4050 Generalist Social Work Practice with Organizations and Communities	3	SW4051 Generalist Social Work Practice with Individuals and Families	3
SW4060 Social Work Research I	3	SW4061 Social Work Research II	3
SW4070 Social Work Field I	5	SW4071 Social Work Field II	5
SW4080 Social Work Field Seminar I	1	SW4081 Social Work Field Seminar II	1
Elective(s)	<u>3</u>	Elective(s)	<u>3</u>
	15		15

APPENDIX B: Field Evaluations

BSW Senior - Social Work Field I Evaluation of Student Performance

Student: _____

Agency: _____

Field Instructor _____

Fall Semester _____ Year _____

Introduction

This evaluation provides a formal assessment of the student's professional competency at the end of the semester. Students should be evaluated on the basis of actual performance, not potential or effort.

Instructions for Completing the Evaluation

The Council on Social Work Education has defined ten competencies that all social work graduates should attain by the completion of their social work education. The following evaluation lists each competency. Each competency is comprised of a number of practice behaviors. The practice behaviors are listed under the competency. You will be evaluating the student's performance on the practice behaviors that the student is expected to achieve for this semester. Please refer to the Expected Professional Performance outline that accompanied your student's Summary Learning Plan along with your own notes on the Summary Learning Plan as a guide for determining if the practice behavior has been achieved. Please rate your student according to the evaluation scale on the attainment of the practice behaviors.

Students find comments helpful, so any comments you can make under the practice behaviors would be appreciated. If a practice behavior is rated 3 or below, it is crucial to note the specific behavior that requires improvement so that the student will know what to correct. Please be sure to make a brief note about needed improvements under any practice behavior rated 3 or below.

In the final section, Summary of Student Achievement, comments are required under Student's Performance Strengths and Student's Performance Limitations or Areas Identified for Additional Experience.

Evaluation Scale for Field Learning in the BSW Program

5. Consistently demonstrates expected professional performance
4. Mostly demonstrates expected professional performance
3. Inconsistently demonstrates expected professional performance

- 2. Seldom demonstrates expected professional performance
- 1. Consistently fails to demonstrate expected professional performance

N. Not Yet Addressed

(Note: All behavioral indicators rated N on this evaluation must be rated on the second semester evaluation.)

Grades Associated with BSW Ratings

5 = A, 4 = B, 3 = C, 2 = D, and 1 = F

Note on determining the final grade: It is possible that one or more areas of skill deficit may be of such significance that a lower grade will be assigned, even though the total evaluation score would indicate a higher grade. It is also possible that a higher grade will be assigned even though the total evaluation score would indicate a lower grade. The BSW Field Coordinator will make the final determination of grade.

In the BSW program, a grade of D or lower will result in an academic review.

Program Competencies and Practice Behavioral Indicators

Competency 1: Identify as a professional social worker and conduct oneself accordingly.						
1-c. Attend to professional roles and boundaries	5	4	3	2	1	N
1-d. Demonstrate professional demeanor in behavior, appearance, and communication	5	4	3	2	1	N
1-e. Engage in career-long learning	5	4	3	2	1	N
1-f. Use supervision and consultation	5	4	3	2	1	N

Comments:

Competency 2: Apply social work ethical principles to guide professional practice.						
2-a. Recognize and manage personal values in a way that allows professional values to guide practice	5	4	3	2	1	N
2-b. 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	5	4	3	2	1	N

Comments:

Competency 3: Apply critical thinking to inform and communicate professional judgment.						
3-a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	5	4	3	2	1	N

3-c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	5	4	3	2	1	N
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Comments:

Competency 4: Engage diversity and difference in practice.						
4-c. Recognize and communicate their understanding of the importance of difference in shaping life experiences	5	4	3	2	1	N
4-d. View themselves as learners and engage those with whom they work as informants	5	4	3	2	1	N

Comments:

Competency 5: Advance human rights and social and economic justice.						
5-a. Understand the forms and mechanisms of oppression and discrimination	5	4	3	2	1	N

Comments:

Competency 6: Engage in research-informed practice and practice-informed research.						
6-a. Use practice experience to inform scientific inquiry	5	4	3	2	1	N
6-b. Use research evidence to inform practice	5	4	3	2	1	N

Comments:

Competency 7: Apply knowledge of human behavior and the social environment.						
7-a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	5	4	3	2	1	N
7-b. Critique and apply knowledge to understand person and environment	5	4	3	2	1	N

Comments:

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.						
8-a. Analyze, formulate, and advocate for policies that advance social well-being	5	4	3	2	1	N

Comments:

Competency 9: Respond to contexts that shape practice.	
9-a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	5 4 3 2 1 N

Comments:

Competency 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	
10-a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	5 4 3 2 1 N
10-b. Use empathy and other interpersonal skills	5 4 3 2 1 N
10-c. Develop a mutually agreed-on focus of work and desired outcomes	5 4 3 2 1 N
10-d. Collect, organize, and interpret client data	5 4 3 2 1 N
10-e. Assess client strengths and limitations	5 4 3 2 1 N
10-f. Develop mutually agreed-on intervention goals and objectives	5 4 3 2 1 N
10-g. Select appropriate intervention strategies	5 4 3 2 1 N
10-h. Initiate actions to achieve organizational goals	5 4 3 2 1 N
10-i. Implement prevention interventions that enhance client capacities	5 4 3 2 1 N
10.-j. Help clients resolve problems	5 4 3 2 1 N
10.-k. Negotiate, mediate, and advocate for clients	5 4 3 2 1 N

Comments:

Summary of Student's Achievement for BSW Social Work Field I

Student's Performance Strengths:

Student's Performance Limitations or Areas Identified for Additional Experience:

Signatures below indicate that both field instructor and student have reviewed and discussed this evaluation. Signatures do not necessarily signify student agreement. The student has the option of adding his/her comments to the evaluation or submitting an addendum to it.

Field Instructor's Signature

Date

Student's Signature

Date

Student's Letter Grade: (To be entered by BSW Field Coordinator) _____

Field Director's Comments: (Required if grade is higher or lower than total score would indicate)

**BSW Senior - Social Work Field II
Evaluation of Student Performance**

Student: _____

Agency: _____

Field Instructor _____

Spring Semester _____ Year _____

Introduction

This evaluation provides a formal assessment of the student's professional competency at the end of the semester. Students should be evaluated on the basis of actual performance, not potential or effort.

Instructions for Completing the Evaluation

The Council on Social Work Education has defined ten competencies that all social work graduates should attain by the completion of their social work education. The following evaluation lists each competency. Each competency is comprised of a number of practice behaviors. The practice behaviors are listed under the competency. You will be evaluating the student's performance on the practice behaviors that the student is expected to achieve for this semester. Please refer to the Expected Professional Performance outline that accompanied your student's Summary Learning Plan along with your own notes on the Summary Learning Plan as a guide for determining if the practice behavior has been achieved. Please rate your student according to the evaluation scale on the attainment of the practice behaviors.

Students find comments helpful, so any comments you can make under the practice behaviors would be appreciated. If a practice behavior is rated 3 or below, it is crucial to note the specific behavior that requires improvement so that the student will know what to correct. Please be sure to make a brief note about needed improvements under any practice behavior rated 3 or below.

In the final section, Summary of Student Achievement, comments are required under Student's Performance Strengths and Student's Performance Limitations or Areas Identified for Additional Experience.

Evaluation Scale for Field Learning in the BSW Program

5. Consistently demonstrates expected professional performance
4. Mostly demonstrates expected professional performance
3. Inconsistently demonstrates expected professional performance
2. Seldom demonstrates expected professional performance
1. Consistently fails to demonstrate expected professional performance

Grades Associated with BSW Ratings

5 = A, 4 = B, 3 = C, 2 = D, and 1 = F

Note on determining the final grade: It is possible that one or more areas of skill deficit may be of such significance that a lower grade will be assigned, even though the total evaluation score would indicate a higher grade. It is also possible that a higher grade will be assigned even though the total evaluation score would indicate a lower grade. The BSW Field Coordinator will make the final determination of grade.

In the BSW program, a grade of D or lower will result in an academic review.

Program Competencies and Practice Behavioral Indicators

Competency 1: Identify as a professional social worker and conduct oneself accordingly.					
1-a. Advocate for client access to the services of social work	5	4	3	2	1
1-b. Practice personal reflection and self-correction to assure continual professional development	5	4	3	2	1
1-c. Attend to professional roles and boundaries	5	4	3	2	1
1-d. Demonstrate professional demeanor in behavior, appearance, and communication	5	4	3	2	1
1-e. Engage in career-long learning	5	4	3	2	1
1-f. Use supervision and consultation	5	4	3	2	1

Comments:

Competency 2: Apply social work ethical principles to guide professional practice.					
2-a. Recognize and manage personal values in a way that allows professional values to guide practice	5	4	3	2	1
2-b. 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	5	4	3	2	1
2-c. Tolerate ambiguity in resolving ethical conflicts	5	4	3	2	1
2-d. Apply strategies of ethical reasoning to arrive at principled decisions	5	4	3	2	1

Comments:

Competency 3: Apply critical thinking to inform and communicate professional judgment.					
3-a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	5	4	3	2	1
3-b. Analyze models of assessment, prevention, intervention, and evaluation	5	4	3	2	1
3-c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	5	4	3	2	1

Comments:

Competency 4: Engage diversity and difference in practice					
4-a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	5	4	3	2	1
4-b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	5	4	3	2	1
4-c. Recognize and communicate their understanding of the importance of difference in shaping life experiences	5	4	3	2	1
4-d. View themselves as learners and engage those with whom they work as informants	5	4	3	2	1

Comments:

Competency 5: Advance human rights and social and economic justice.					
5-a. Understand the forms and mechanisms of oppression and discrimination	5	4	3	2	1
5-b. Advocate for human rights and social and economic justice	5	4	3	2	1
5-c. Engage in practices that advance social and economic justice	5	4	3	2	1

Comments:

Competency 6: Engage in research-informed practice and practice-informed research.					
6-a. Use practice experience to inform scientific inquiry	5	4	3	2	1
6-b. Use research evidence to inform practice	5	4	3	2	1

Comments:

Competency 7: Apply knowledge of human behavior and the social environment.					
7-a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	5	4	3	2	1
7-b. Critique and apply knowledge to understand person and environment	5	4	3	2	1

Comments:

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.					
8-a. Analyze, formulate, and advocate for policies that advance social well-being	5	4	3	2	1
8-b. Collaborate with colleagues and clients for effective policy action	5	4	3	2	1

Comments:

Competency 9: Respond to contexts that shape practice.	
9-a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	5 4 3 2 1
9-b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	5 4 3 2 1

Comments:

Competency 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	
10-a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	5 4 3 2 1
10-b. Use empathy and other interpersonal skills	5 4 3 2 1
10-c. Develop a mutually agreed-on focus of work and desired outcomes	5 4 3 2 1
10-d. Collect, organize, and interpret client data	5 4 3 2 1
10-e. Assess client strengths and limitations	5 4 3 2 1
10-f. Develop mutually agreed-on intervention goals and objectives	5 4 3 2 1
10-g. Select appropriate intervention strategies	5 4 3 2 1
10-h. Initiate actions to achieve organizational goals	5 4 3 2 1
10-i. Implement prevention interventions that enhance client capacities	5 4 3 2 1
10-j. Help clients resolve problems	5 4 3 2 1
10-k. Negotiate, mediate, and advocate for clients	5 4 3 2 1
10-l. Facilitate transitions and endings	5 4 3 2 1
10-m. Critically analyze, monitor, and evaluate interventions	5 4 3 2 1

Comments:

Summary of Student's Achievement for BSW Social Work Field II

Student's Performance Strengths:

Student's Performance Limitations or Areas Identified for Additional Experience:

Signatures below indicate that both field instructor and student have reviewed and discussed this evaluation. Signatures do not necessarily signify student agreement. The student has the option of adding his/her comments to the evaluation or submitting an addendum to it.

Field Instructor's Signature

Date

Student's Signature

Date

Student's Letter Grade: (To be entered by BSW Field Coordinator) _____

Field Director's Comments: (Required if grade is higher or lower than total score would indicate)

APPENDIX C: Student Exit Survey

Delivered via PowerPoint with results recorded by student on paper for each practice behavior.

Directions: Please complete the following questions and rank your confidence level in being able to carry out each of the practice behaviors for social workers. There are 10 competencies and within each competency there are specific practice behaviors that demonstrate one's ability that they have mastered the competency of that particular standard.

Rating Criteria:

- 1: "Not Competent" Consistently fails to demonstrate professional thought and/or behavior at expected levels.
- 2: "Barely Competent" Seldom demonstrates professional thought and/or behavior at expected levels.
- 3: "Emerging Competence" Mostly demonstrates professional thought and/or behavior at expected levels
- 4: "Consistent Competence" Consistently demonstrates professional thought and/or behavior at expected level of performance
- 5: "Outstanding Competence" Consistently demonstrates professional thought and/or behavior exceeding expected level of performance

BSW Curriculum

For competencies and practice behaviors, see pp. 4-6.

APPENDIX D: Signature Assignments

	Course	Assignment
2.1.1. Identify as professional social worker and conduct oneself accordingly		
• Advocate for client access to the services of social work.	4050	IMAGINE Project
• Practice personal reflection and self-correction to assure continual professional development.	4080	Assignment 3
• Attend to professional roles and boundaries.	4080	Process Recording
• Demonstrate professional demeanor in behavior, appearance, and communication.	3070	Week 12 Assignment
• Engage in career-long learning.	4051	Final Report
• Use supervision and consultation.	4080	Agenda for supervision
2.1.2 Apply social work ethical principles to guide professional practice.		
• Apply social work ethical principles to guide professional practice.	3031	Pew Typology Reaction Paper
• 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.	4081	Ethical decision tree for case presentation
• Tolerate ambiguity in resolving ethical conflicts.	4060	Paper 1
• Apply strategies of ethical reasoning to arrive at principled decisions.	4081	Ethical decision tree for case presentation
2.1.3 Apply critical thinking to inform and communicate professional judgments.		
• Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	4051	Assignment 3
• Analyze models of assessment, prevention, intervention, and evaluation.	4051	Assignment 2
• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	4081	Assignment 1, Part 2
2.1.4 Engage diversity and difference in practice.		
• Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	3051	Final assignment
• Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	3051	Assignment 3
• Recognize and communicate their understanding of the importance of difference in shaping life experiences.	4051	Assignment 2
• View themselves as learners and engage those with whom they work as informants	3051	Assignment 2

2.1.5 Advance human rights and social and economic justice.		
• Understand the forms and mechanisms of oppression.	3051	Assignment 4, Part 2
• Advocate for human rights and social and economic justice.	3051	Assignment 4, Part 3
• Engage in practices that advance social and economic justice.	4050	IMAGINE Project (G & I)
2.1.6 Engage in research-informed practice and practice-informed research.		
• Use practice experience to inform scientific inquiry.	4061	Research Project
• Use research evidence to inform practice.	3052	Term Paper
2.1.7 Apply knowledge of human behavior and the social environment.		
• Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	4051	Assignment 3
• Critique and apply knowledge to understand person and environment.	4051	Assignment 3
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services		
• Analyze, formulate, and advocate for policies that advance social well-being.	3031	Policy Review Paper
• Collaborate with colleagues and clients for effective policy action.	4050	IMAGINE Project (M & G)
2.1.9. Respond to contexts that shape practice.		
• Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	4050	IMAGINE Project (M)
• Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	4061	Final Research Report
2.1.10 Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities.		
• Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	3042	Case Study
• Use empathy and other interpersonal skills.	4080	Process Recording
• Develop a mutually agreed-on focus of work and desired outcomes.	4050	IMAGINE Project (M)
• Collect, organize, and interpret client data.	4051	Family Assessment
• Assess client strengths and limitations.	4051	Assignment 2
• Develop mutually agreed-on goals and objectives.	4051	Assignment 1
• Select appropriate intervention strategies.	3052	Term Paper
• Initiate actions to achieve organizational goals.	4050	IMAGINE Project
• Implement prevention interventions that enhance client capacities.	3042	Assignment 2
• Help clients resolve problems.	3050	Brokering Assignment

• Negotiate, mediate, and advocate for clients.	4051	Final Assignment
• Facilitate transitions and endings.	4081	Case Study Presentation
• Analyze, monitor, evaluate interventions.	4061	Final Research Report