

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

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**Program Assessment**

**August 2013**

Submitted to the  
College of Allied Health Sciences  
University of Cincinnati



University of Cincinnati  
**SCHOOL OF SOCIAL WORK**

Master of Social Work Program  
Program Assessment

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## EXPLICIT CURRICULUM

### ***A. The program identifies its concentrations.***

The MSW program offers two concentrations: Direct Practice and Administration and Macro Practice. These are described in greater detail below.

#### **Direct Practice**

The Direct Practice concentration prepares students for advanced practice with individuals, families, and groups. Grounded in the person-in-environment construct and informed by the biopsychosocial perspective, the curriculum in this concentration is directed at ways social workers help people make the changes that allow them to reach their optimal functioning. The curriculum emphasizes ethical and culturally competent practice that builds on people's own strengths and is evidence-based, when possible.

#### **Administration and Macro Practice**

The Administration and Macro Practice concentration prepares students for advanced social work practice in community, organization and policy arenas to sustain, change, and advocate for quality of life. A primary focus is on teaching students to creatively, ethically, and professionally engage in larger system interventions in order to contribute to reducing or resolving community, systemic, or societal problems and enhancing positive outcomes for diverse and vulnerable populations. In this concentration, students acquire knowledge and skills that prepare them to function as professional practitioners in community, organization and policy practice settings, assuming such roles as:

1. Organizational leaders: leading non-profit and for-profit social service agencies; planning and managing social service programs; designing and evaluating social service delivery systems; engaging in organization; and community collaborations.
2. Community practitioners: engaging in community capacity building; economic development; community planning; and community organization.
3. Advocacy workers: advocating for legislative policy changes; conducting community-based research to inform social policy; facilitating lobbying efforts at the

local, state, and/or national levels; engaging in policy development; and holding political office.

The curriculum guides for each of the program tracks can be found on pages 19-22.

***B. Identifies its competencies/outcomes.***

The MSW Program has adopted the following core competencies for advanced social work practice:

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.

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

The MSW program has adopted practice behaviors that operationally define the ten competencies for the Foundation year of the program, and has used these in design of the Foundation curriculum and its assessment. The operational definitions for each competency are given below.

## **MSW Foundation Year Competencies and Practice Behaviors**

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.
  - 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.
  - 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.
  - 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.
  - 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.
    - 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.
    - 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.
    - 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.
    - 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.
    - 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.
- Critically analyze, monitor and evaluate interventions.

### **MSW Advanced Practice Competencies**

The MSW Program has defined practice behaviors for advanced practice to reflect the specialized knowledge, skills, and values for each concentration. The advanced year competencies and practice behaviors reflect the School's definition of advanced social work practice. The Direct Practice concentration advanced competencies and practice behaviors are presented first, followed by the Administration and Macro Practice concentration advanced competencies and practice behaviors.

#### ***Direct Practice Concentration: Advanced Competencies and Practice Behaviors***

In the Direct Practice concentration, students choose an area of specialized study. The concentration is conceptualized as having a set of common practice behaviors that are fundamental to advanced practice across settings, and that may be applied differentially with the knowledge gained in specialized study in Mental Health, Health & Aging, or Children & Families.

1. Identify as a professional social worker and conduct oneself accordingly.
  - Use self-reflection and supervision in order to manage personal feelings that challenge effective practice within a specific field of service.
  - Collaborate effectively as a member of a team in practice, differentially using communication, relationship, and problem-solving skills.
  - Demonstrate autonomy in a range of complex practice situations.
  - Evaluate his/her own knowledge and skills and develop a plan for ongoing learning and development.
  - Integrate a professional view of practice that includes a commitment to social and economic justice.
  
2. Apply social work ethical principles to guide professional practice.
  - Identify ethical principles, risk management and legal obligations in social work practice within a specific field of service.
  - Utilize systematic processes and consultation as needed to determine an appropriate response to ethical dilemmas within a specific field of service.
  
3. Apply critical thinking to inform and communicate professional judgments.
  - Analyze and critique evidence-based practice and controversies within specific fields of service and formulate positions consistent with social work values and ethics.
  - Produce written and verbal communications for professional purposes that are consistent with professional standards.
  
4. Engage diversity and difference in practice.
  - Integrate the client's unique viewpoint into the helping process, including experiences of oppression and discrimination.
  - Recognize and manage issues of privilege and power in the helping relationship.



5. Advance human rights and social and economic justice.
  - Identify the impact of current policies and programs on vulnerable and oppressed populations within a specific field of service and formulate advocacy strategies that promote social and economic justice.
6. Engage in research-informed practice and practice-informed research.
  - Identify gaps in research knowledge based on practice experience.
  - Identify relevant research and incorporate current evidence-based practice approaches into assessments, interventions, and case planning.
7. Apply knowledge of human behavior and the social environment.
  - Select and utilize appropriate practice theory in work with clients within a specific field of service.
  - Integrate knowledge of psychosocial and environmental factors into practice approaches.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
  - Utilize leadership skills in the implementation of strategies for improved services.
9. Respond to contexts that shape practice.
  - Identify trends in local demographics, migration patterns, standards of care, and funding that affect service delivery within a specific field of service.
  - Evaluate the effectiveness of the American health and social welfare care systems in promoting health and well-being across the life span.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
  - Establish effective helping relationships.
  - Attend to interpersonal dynamics and contexts that may strengthen or threaten the helping relationship.

- Select and use specialized assessment instruments and risk assessment strategies that are appropriate for a specific field of service.
- Formulate explicit assessment statements, taking into account strengths and limitations on the individual, interpersonal, and environmental levels.
- Utilize knowledge of social programs and policies to intervene as negotiator, mediator, or advocate within a specific field of service.
- Collaborate with clients to achieve cognitive, affective, and/or behavioral changes within a specific field of service.
- Effectively use the helping relationship to support the process of change.
- Manage planned and unplanned endings with clients within a specific field of service, including appropriately referring clients to other resources when necessary.
- Utilize systematic methods to evaluate practice and programs.

***Administration and Macro Practice Concentration: Advanced Competencies and Practice Behaviors***

The practice behaviors that operationally define the advanced competencies for the Administration and Macro Practice concentration are presented below. For each competency, the program has defined specific, specialized practice behaviors that students achieve in both classroom and field. These reflect the conceptualization of this concentration as educating students for a variety of community, administration, and policy practice functions.

- 1) Identify as a professional social worker and conduct oneself accordingly.
  - Assume leadership roles and manage professional boundaries in macro practice.
  - Evaluate personal knowledge and skills and develop a plan for ongoing learning and development.
  - Integrate a professional view of practice that includes a commitment to social and economic justice.
- 2) Apply social work ethical principles to guide professional practice.
  - Manage value differences and ethical dilemmas affecting policy and practice.
  - Apply ethical principles to macro practice in organizational and policy contexts.

- 3) Apply critical thinking to inform and communicate professional judgments.
  - Analyze evidenced-based models of macro practice, utilizing practice wisdom to effectively serve client systems.
  - Produce written and verbal communications for professional purposes that are consistent professional standards.
  
- 4) Engage diversity and difference in practice.
  - Analyze institutionalized discrimination and inequality in the United States and how these inequities shape social policy and impact social service delivery.
  - Recognize and manage issues of privilege and power in stakeholder relationships.
  
- 5) Advance human rights and social and economic justice.
  - Identify existing and emerging inequities that impact social conditions, policies, and practices.
  - Use organizational and community resources and empirical evidence to promote social and economic justice.
  
- 6) Engage in research-informed practice and practice-informed research.
  - Use empirical evidence to create strategies for system change.
  - Systematically collect, analyze, and report information that informs relevant policy and practice decisions.
  
- 7) Apply knowledge of human behavior and the social environment.
  - Select and synthesize theories on human behavior and the social environment to develop effective macro interventions.
  - Utilize multiple conceptual frameworks to assess, intervene in and evaluate macro systems and environment.
  
- 8) Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- Provide leadership in the promotion of social policies and program practices to advance social welfare and enhance service delivery.
- Master skills in utilizing data and evaluation methods to document the need for policy and/or program effectiveness.
- Implement services and programs that address societal needs.

9) Respond to contexts that shape practice.

- Engage in continuous scanning and forecasting and adapt macro practice based on the knowledge acquired.
- Understand the historical and emerging roles and functions of macro social work practice in United States social service delivery systems.
- Recognize the use of technology in shaping service delivery.
- Identify contextual factors in shaping organizational and community practices.

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

- Engage with key stakeholders through active listening and constructive dialogue
- Apply collaborative skills for inter-organizational planning, coordination and development
- Design and conduct community, organizational and technological assessments
- Apply basic principles of information management to the analysis of existing and emerging information systems in service delivery
- Critically apply systematic interventions that prevent problems, expand opportunities and enhance quality of life
- Assume strategic roles in macro practice to accomplish organizational mission, goals, and objectives
- Effectively use knowledge, skills and models of macro practice
- Apply management strategies to engage in decision-making, strategic planning processes, and community level collaborative practice
- Develop and recommend program and/or policy changes based on evaluation

## **FIELD EDUCATION**

The MSW Field Program is designed to provide a closely supervised and educationally focused learning experience that prepares students for competent, accountable, and autonomous advanced social work practice. The major objective is the integration and application of theory, knowledge, and skills gained in the classroom so that students will achieve both the foundation and advanced competencies. By providing a formal structure for hands-on experience, the program affords students an opportunity to apply social work knowledge, skills, and values to real-life situations. This "learning-through-doing" process enables students to further self-awareness, to develop cognitive and experiential frameworks for informing practice, to develop and refine personal repertoires of practice skills, and to put their knowledge and skill to use in service to others.

Field placement sites are chosen based upon the agreement that the agency is able to provide students with a variety of learning experiences commensurate with the mission and goals of the MSW Program and the requirements of either the Foundation or Concentration curriculum or both. Field Instructors receive training about the Foundation and/or Concentration competencies and the practice behaviors that define these. In training sessions, Field Instructors are provided with information about the kinds of learning activities that might be assigned to achieve the various practice behaviors that comprise the competencies. Students are also given this information in their field seminars. Field Liaisons, who have been educated about the competencies, are available for consultation about learning activities as the student and Field Instructor create the learning contract, and they also provide ongoing monitoring of the student's activities in the field placement as they relate to the competencies.

Additional monitoring of students' activities in the field occurs in field seminars. In the Foundation field seminar, specific topics related to the core competencies and practice behaviors are considered, both in discussion in the classroom and in the assigned field journal. In the Concentration year, the field learning contract is an initial focus of the field seminar. At the first meeting of the field seminar in the Concentration year, seminar instructors provide students with information about the advanced competencies and practice behaviors, and lead a discussion with them about possible learning activities. The students are then required to discuss the field contract with their Field Instructors, producing a draft which is then discussed at the second

meeting of the field seminar. In this way, the seminar instructor can give immediate feedback to the student and Field Instructor determining where there might be gaps in learning opportunities and correcting those. Contracts are revised for the second semester, and these are again discussed in the field seminar at that time.

## 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 MSW Program includes multiple measures of both Foundation and Concentration competencies as operationalized through the practice behaviors. Three measures are used: 1) field evaluations completed by the student's Field Instructor; 2) student self-reports 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 every semester, and the evaluations completed at the end of both the Foundation and the Concentration field placement are used for this assessment. 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. 23-48.)

### **Student Self-Report**

Students are administered a survey at the end of the Foundation curriculum, and another survey at the end of the Concentration curriculum. Students are asked to rate their own confidence level to perform the 42 generalist practice behaviors at the completion of the Foundation curriculum, and the advanced practice behaviors at the end of the Concentration curriculum. Ratings are on a 5-point Likert scale. These are paper-and-pencil surveys administered in the classroom; most students complete them within 15 minutes. The surveys are tabulated by School staff, and means for each practice behavior are calculated. (See Student Self-Report Surveys on pp. 49.)

### **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 or certain exam questions. (See Signature Assignments on pp. 50-55.) 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 for assessments of both the Foundation and Concentration curricula, and considers achievement of that benchmark by 75% of students as satisfactory. Students who attain this score are considered to have successfully acquired the competency. Setting a benchmark of 4.0 is a fairly high standard for the Foundation curriculum, as this is a formative assessment. However, the faculty believes that students need a rigorous course of study in the Foundation curriculum in order to achieve the advanced competencies of the Concentration curriculum.



***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 MSW Program chair and faculty who teach the graduate courses, along with the Director of Field Education, 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.

***C. The program describes how it makes its constituencies aware of outcomes.***

The MSW program's constituencies include students, alumni, field instructors and field placement agencies, the community of social work professionals, and the local social service agency system. The School will provide a report to groups representing these constituencies, including the Field Advisory Committee and the School's alumni group. The report will be posted to the School's website for easy access by the community, and notices of the report will be sent to agency executives and the local chapters of professional organizations.

## **APPENDIX A: MSW Curriculum**

Students with BSW degrees are exempted from the following courses if they had a grade of B or better for the equivalent undergraduate course:

SW7010 Psychosocial Theory for Direct Practice

SW7020 Social Work Research

SW7030 Social Welfare Policy and Practice

SW7041 Social Work Practice with Individuals and Families

SW7042 Social Work Practice with Groups

SW7043 Social Work Practice with Communities and Organizations

In order to maintain full-time status, these students must take an additional three credit hours of electives in Fall Semester and two credit hours of electives in the Spring Semester. Total credits toward degree = 47.

**MSW Advanced Standing Program**

	<b>DIRECT PRACTICE</b>	<b>ADMINISTRATION/MACRO PRACTICE</b>
<b>SUMMER</b>	SW7000 Theory and Skills for Advanced Practice 2 SW7011 Assessment and Diagnosis 3 SW7090 MSW Intermediate Field Instruction 2 SW 8025 Supervision <u>3</u> 10	SW7000 Theory and Skills for Advanced Practice 2 SW7011 Assessment and Diagnosis 3 SW7090 MSW Intermediate Field Instruction 2 SW 8025 Supervision <u>3</u> 10
<b>FALL</b>	SW8040 Children & Family Policy   SW 8050 Health & Aging Policy   SW8060 Mental Health Policy 2 SW8041 Children & Family Practice I   SW8051 Health & Aging Practice I   SW8061 Mental Health Practice I 3 Diversity Elective 2 SW8070 MSW Advanced Field Instruction I (F/T) 4 SW8080 MSW Advanced Field Seminar I <u>1</u> 12	SW8030 Social Welfare Administration: Practice, Theory, and Methods 3 SW8031 Human Resources Management 2 Diversity Elective 2 SW8070 MSW Advanced Field Instruction I (F/T) 4 SW8080 MSW Advanced Field Seminar I <u>1</u> 12
<b>SPRING</b>	SW8020 Practice and Program Evaluation for Direct Practice 3 SW8042 Children & Families Practice II   SW 8052 Health & Aging Practice II   SW8062 Mental Health Practice II 3 Elective 1 SW8071 MSW Advanced Field Instruction II (F/T) 4 SW8081 MSW Advanced Field Seminar II <u>1</u> 12	SW8032 Strategic Management and Community Practice 2 SW8033 Program Planning and Evaluation 3 SW8034 Financial Planning and Management 2 SW8071 MSW Advanced Field Instruction II (F/T) 4 SW8081 MSW Advanced Field Seminar II <u>1</u> 12

## MSW 2-Year Full-Time Program

<b>FOUNDATION CURRICULUM</b>			
<i>Fall Semester</i>		<i>Spring Semester</i>	
SW7010 Psychosocial Theory for Direct Practice	3	SW7011 Assessment & Diagnosis	3
SW7030 Social Welfare Policy and Practice	3	SW7012 Human Diversity for Social Work	2
SW7040 Social Work Interviewing	2	SW7042 Social Work Practice with Groups	2
SW7041 Social Work Practice with Individuals and Families	3	SW7043 Social Work Practice with Communities & Organizations	
SW7070 MSW Foundation Field Instruction I (F/T)	3	SW7071 MSW Foundation Field Instruction II (F/T)	2
SW7080 MSW Foundation Field Seminar I (F/T)	2	SW7081 MSW Foundation Field Seminar II (F/T)	4
	16		1
			14
<b>DIRECT PRACTICE CURRICULUM</b>			
<i>Fall Semester</i>		<i>Spring Semester</i>	
SW7020 Social Work Research	3	SW8020 Practice and Program Evaluation for Direct Practice	3
SW8025 Supervision	3	SW8042 Children & Families Practice II   SW 8052 Health & Aging Practice II   SW8062 Mental Health Practice II	3
SW8040 Children & Family Policy   SW 8050 Health & Aging Policy   SW8060 Mental Health Policy	2	Diversity Elective	2
SW8041 Children & Family Practice I   SW8051 Health & Aging Practice I   SW8061 Mental Health Practice I	3	Elective	1
SW8070 MSW Advanced Field Instruction I (F/T)	4	SW8071 MSW Advanced Field Instruction II (F/T)	4
SW8080 MSW Advanced Field Seminar I	1	SW8081 MSW Advanced Field Instruction II	1
	16		14
<b>ADMINISTRATION/MACRO PRACTICE CURRICULUM</b>			
<i>Fall Semester</i>		<i>Spring Semester</i>	
SW7020 Social Work Research	3	SW8032 Strategic Management and Community Practice	2
SW8025 Supervision	3	SW8033 Program Planning and Evaluation	3
SW8030 Social Welfare Administration: Practice, Theory, and Methods	3	SW8034 Financial Planning and Management	2
SW8031 Human Resources Management	2	Diversity Elective	2
SW8070 MSW Advanced Field Instruction I (F/T)	4	SW8071 MSW Advanced Field Instruction II (F/T)	4
SW8082 MSW Advanced Field Seminar I	1	SW8083 MSW Advanced Field Seminar II	1
	16		14

**MSW 3 Year Part-Time/One Placement Program for DIRECT PRACTICE**

	YEAR 1	YEAR 2	YEAR 3
FALL	SW7030 Social Welfare Policies & Practice 3 SW 7010 Psychosocial Theory for Direct Practice $\frac{3}{6}$	SW7020 Social Work Research 3 SW8040 Children & Family Policy   SW 8050 Health & Aging Policy   SW8060 Mental Health Policy 2 SW7075 MSW Foundation Field Instruction I (P/T) 1 SW7085 MSW Foundation Field Seminar I (P/T) $\frac{1}{7}$	SW8041 Children & Family Practice I   SW8051 Health & Aging Practice I   SW8061 Mental Health Practice I 3 SW8075 MSW Advanced Field Instruction I (P/T) 3 SW 8080 MSW Advanced Field Seminar I $\frac{1}{7}$
SPRING	SW7012 Human Diversity for SW 2 SW7042 Social Work Practice with Groups 2 SW7043 Social Work Practice with Communities and Organizations $\frac{2}{6}$	SW7011 Assessment & Diagnosis 3 SW7076 MSW Foundation Field Instruction II (P/T) 3 SW7086 MSW Foundation Field Seminar II (P/T) $\frac{1}{7}$	SW8042 Children & Families Practice II   SW 8052 Health & Aging Practice II   SW8062 Mental Health Practice II 3 SW8076 MSW Advanced Field Instruction II (P/T) 3 SW8081 MSW Advanced Field Seminar II $\frac{1}{7}$
SUMMER	SW7041 SW Practice with Individuals and Families 3 SW7040 Social Work Interviewing Elective 2 $\frac{1}{6}$	SW8025 Supervision 3 SW7077 MSW Foundation Field Instruction III (P/T) 3 SW7087 MSW Foundation Field Seminar III (P/T) $\frac{1}{7}$	SW8020 Practice & Program Evaluation Diversity Elective 3 SW8077 MSW Advanced Field Instruction III (P/T) 2 $\frac{2}{7}$

**MSW 3 Year Part-Time/One Placement Program for ADMINISTRATION/MACRO PRACTICE**

	YEAR 1	YEAR 2	YEAR 3
FALL	SW7030 Social Welfare Policies & Practice 3 SW 7010 Psychosocial Theory for Direct Practice <u>3</u> 6	SW7020 Social Work Research 3 SW8030 Social Welfare Administration: Practice, Theory, and Methods 3 SW7075 MSW Foundation Field Instruction I (P/T) 1 SW7085 MSW Foundation Field Seminar I (P/T) <u>1</u> 8	SW8031 Human Resources Management 2 SW8075 MSW Advanced Field Instruction I (P/T) 3 SW 8080 MSW Advanced Field Seminar I <u>1</u> 6
	SW7012 Human Diversity for SW 2 SW7042 Social Work Practice with Groups 2 SW7043 Social Work Practice with Communities and Organizations <u>2</u> 6	SW7011 Assessment & Diagnosis 3 SW8032 Strategic Management and Community Practice 2 SW7076 MSW Foundation Field Instruction II (P/T) 3 SW7086 MSW Foundation Field Seminar II (P/T) <u>1</u> 9	SW8033 Program Planning and Evaluation 3 SW8034 Financial Planning and Management 2 SW8076 MSW Advanced Field Instruction II (P/T) 3 SW8081 MSW Advanced Field Seminar II <u>1</u> 7
SUMMER	SW7041 SW Practice with Individuals and Families 3 SW7040 Social Work Interviewing <u>2</u> 5	SW8025 Supervision 3 SW7077 MSW Foundation Field Instruction III (P/T) 3 SW7087 MSW Foundation Field Seminar III (P/T) <u>1</u> 7	Diversity Elective 2 SW8077 MSW Advanced Field Instruction III (P/T) <u>2</u> 4

## APPENDIX B: Field Evaluations

University of Cincinnati  
College of Allied Health Sciences  
School of Social Work

### MSW Social Work **Foundation Field I** Evaluation of Student Performance

Student: \_\_\_\_\_

Agency: \_\_\_\_\_

Field Instructor \_\_\_\_\_

Fall Semester \_\_\_\_\_ Year \_\_\_\_\_

#### **Introduction**

This evaluation should provide 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 on the practice behaviors that the student is expected to achieve for this semester. Please refer to the expected professional performance elements identified on the learning contract, as these are intended to serve as observational guides of achievement of practice behaviors.

**Comments are helpful for students, and are required for any practice behavior rated 3 or below. Comments also are required related to the student's performance strengths and performance limitations in the final section ("Summary of Student Achievement").**

#### **Evaluation Scale for Field Learning in the MSW 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 addressed and rated on the Foundation Field II evaluation.)**

**Grades Associated with MSW Ratings**

5 = A, 4 = B, 3 = C, 2 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 Field Director will make the final determination of grade.*

In the MSW program, a grade of F or a second grade of C will result in an academic review.

**Program Competencies and Practice Behavioral Indicators**

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

**Comments:**

<b>Competency 2: Apply social work ethical principles to guide professional practice</b>						
2-a. Recognize and manage personal values in a way that allows professional values to guide practice	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>
2-b. Make ethical decisions by applying standards of the NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles etc.	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N</b>

**Comments:**



<b>Competency 3: Apply critical thinking to inform and communicate professional judgments</b>	
3-a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	5 4 3 2 1 N
3-b. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	5 4 3 2 1 N

**Comments:**

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

**Comments:**

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

**Comments:**

<b>Competency 6: Engage in research-informed practice and practice-informed research</b>	
6-a. Uses research evidence to inform practice	5 4 3 2 1 N

**Comments:**

<b>Competency 7: Apply knowledge of human behavior and the social environment</b>	
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 (MUST RATE THIS SEMESTER)	5	4	3	2	1
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**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 (MUST RATE THIS SEMESTER)	5	4	3	2	1
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**Comments:**

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

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

10-k. <u>Intervention</u> --Negotiate, mediate, and advocate for clients	5	4	3	2	1	N
10-l. <u>Intervention</u> --Facilitate transitions and endings	5	4	3	2	1	N

**Comments:**

**Summary of Student's Achievement for MSW Social Work Foundation Field I**

Student's Performance Strengths:

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

Additional comments regarding field experience or evaluation:

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 Director of Field Education) \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

University of Cincinnati  
College of Allied Health Sciences  
School of Social Work

**MSW Social Work Foundation Field II  
Evaluation of Student Performance**

Student: \_\_\_\_\_

Agency: \_\_\_\_\_

Field Instructor \_\_\_\_\_

Spring Semester \_\_\_\_\_ Year \_\_\_\_\_

**Introduction**

This evaluation should provide 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 on the practice behaviors that the student is expected to achieve for this semester. Please refer to the professional performance elements identified on the learning contract, as these are intended to serve as observational guides of achievement of practice behaviors.

**Comments are helpful for students, and are required for any practice behavior rated 3 or below. Comments also are required related to the student's performance strengths and performance limitations in the final section ("Summary of Student Achievement").**

**Evaluation Scale for Field Learning in the MSW 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

**Note: All practice behaviors must be rated.**

**Grades Associated with MSW Ratings**

5 = A, 4 = B, 3 = C, 2 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 Field Director will make the final determination of grade.*

In the MSW program, a grade of F or a second grade of C will result in an academic review.

**Program Competencies and Practice Behavioral Indicators**

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

**Comments:**

<b>Competency 2: Apply social work ethical principles to guide professional practice</b>	
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 NASW Code of Ethics, and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	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:**

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

**Comments:**

<b>Competency 4: Engage diversity and difference in practice</b>	
4-a. Recognize and communicate their understanding of the importance of difference in shaping life experience	5 4 3 2 1
4-b. View themselves as learners and engage those with whom they work as informants	5 4 3 2 1
4-c. 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-d. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	5 4 3 2 1

**Comments:**

<b>Competency 5: Advance human rights and social and economic justice</b>	
5-a. Understand the forms and mechanism 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:**

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

**Comments:**

<b>Competency 7: Apply knowledge of human behavior and the social environment</b>	
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:**

<b>Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services</b>	
8-a. Collaborate with colleagues and clients for effective policy action	5 4 3 2 1

**Comments:**

<b>Competency 9: Respond to contexts that shape practice</b>	
9-a. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	5 4 3 2 1

**Comments:**

<b>Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</b>	
10-a. <u>Engagement</u> --Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	5 4 3 2 1
10-b. <u>Engagement</u> --Use empathy and other interpersonal skills	5 4 3 2 1
10-c. <u>Engagement</u> --Develop a mutually agreed-on focus of work and desired outcomes	5 4 3 2 1

10-d. <u>Assessment</u> --Collect, organize, and interpret client data	5	4	3	2	1
10-e. <u>Assessment</u> --Assess client strengths and limitations	5	4	3	2	1
10-f. <u>Assessment</u> --Develop mutually agreed-on intervention goals and objectives	5	4	3	2	1
10-g. <u>Assessment</u> --Select appropriate intervention strategies	5	4	3	2	1
10-h. <u>Intervention</u> --Initiate actions to achieve organizational goals	5	4	3	2	1
10-i. <u>Intervention</u> --Implement prevention interventions that enhance client capacities	5	4	3	2	1
10-j. <u>Intervention</u> --Help clients resolve problems	5	4	3	2	1
10-k. <u>Intervention</u> --Negotiate, mediate, and advocate for clients	5	4	3	2	1
10-l. <u>Intervention</u> --Facilitate transitions and endings	5	4	3	2	1
10-m. <u>Evaluation</u> --Critically analyze, monitor and evaluate interventions	5	4	3	2	1

**Comments:**



**Summary of Student's Achievement for MSW Social Work Foundation Field II**

Student's Performance Strengths:

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

Additional comments regarding field experience or evaluation:

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 Director of Field Education) \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**MSW Social Work Advanced Standing Summer Semester  
Evaluation of Student Performance**

Student: \_\_\_\_\_

Agency: \_\_\_\_\_

Field Instructor \_\_\_\_\_

Summer Semester \_\_\_\_\_ Year \_\_\_\_\_

**Introduction**

This evaluation should provide 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 the two competencies to be addressed in field this semester. Each competency is comprised of a number of practice behaviors. The practice behaviors are listed under the competency. You will be evaluating the student on the practice behaviors that the student is expected to achieve for this semester. Please refer to the professional performance elements identified on the learning contract, as these are intended to serve as observational guides of achievement of practice behaviors.

Comments are helpful for students, and are required for any practice behavior rated 3 or below. Comments also are required related to the student's performance strengths and performance limitations in the final section ("Summary of Student Achievement").

**Evaluation Scale for Field Learning in the MSW 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

**Note: All practice behaviors must be rated.**

**Grades Associated with MSW Ratings**

5 = A, 4 = B, 3 = C, 2 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 Field Director will make the final determination of grade.*

In the MSW program, a grade of F or a second grade of C will result in an academic review.

**Program Competencies and Practice Behavioral Indicators**

<b>Competency 1: Identify as a professional social worker and conduct oneself accordingly.</b>	
1-a. Attend to professional roles and boundaries	5 4 3 2 1
1-b. Demonstrate professional demeanor in behavior, appearance and communication	5 4 3 2 1
1-c. Use supervision and consultation	5 4 3 2 1

**Comments:**

<b>Competency 3: Apply critical thinking to inform and communicate professional judgments</b>	
3-a. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	5 4 3 2 1

**Comments:**

**Summary of Student's Achievement for MSW Social Work Advanced Standing Summer Semester**

Student's Performance Strengths:

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

Additional comments regarding field experience or evaluation:

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 Director of Field Education) \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

University of Cincinnati  
College of Allied Health Sciences  
School of Social Work

**MSW Social Work Advanced Direct Practice Field I and Field II  
Evaluation of Student Performance**

Student: \_\_\_\_\_

Agency: \_\_\_\_\_

Field Instructor \_\_\_\_\_

Semester \_\_\_\_\_

Year \_\_\_\_\_

Circle one:    Advanced Direct Practice Field I            Advanced Direct Practice Field II

**Introduction**

This evaluation should provide 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 on the practice behaviors that the student is expected to achieve for this semester. Please refer to the professional performance elements identified on the learning contract, as these are intended to serve as observational guides of achievement of practice behaviors.

**Comments are helpful for students, and are required for any practice behavior rated 3 or below. Comments also are required related to the student's performance strengths and performance limitations in the final section ("Summary of Student Achievement").**

**Evaluation Scale for Field Learning in the MSW 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

**Note: All practice behaviors must be rated.**

**Grades Associated with MSW Ratings**

5 = A, 4 = B, 3 = C, 2 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 Field Director will make the final determination of grade.*

In the MSW program, a grade of F or a second grade of C will result in an academic review.

**Program Competencies and Practice Behavioral Indicators**

<b>Competency 1: Identify as a professional social worker and conduct oneself accordingly.</b>	
1-a. Use self-reflection and supervision in order to manage personal feelings that challenge effective practice within a specific field of service	5 4 3 2 1
1-b. Collaborate effectively as a member of a team in practice, differentially using communication, relationship and problem solving skills	5 4 3 2 1
1-c. Demonstrate autonomy in a range of complex practice situations	5 4 3 2 1
1-d. Evaluate his/her own knowledge and skills and develop a plan for ongoing learning and development	5 4 3 2 1
1-e. Integrate a professional view of practice that includes a commitment to social and economic justice	5 4 3 2 1

**Comments:**

<b>Competency 2: Apply social work ethical principles to guide professional practice</b>	
2-a. Identify ethical principles, risk management and legal obligations in social work practice within a specific field of service	5 4 3 2 1
2-b. Utilize systematic processes and consultation as needed to determine an appropriate response to ethical dilemmas within a specific field of service (RATE FOR ADV. FIELD II ONLY)	5 4 3 2 1

**Comments:**

<b>Competency 3: Apply critical thinking to inform and communicate professional judgment</b>	
3-a. Analyze and critique evidence-based practice and controversies within specific field of service and formulate positions consistent with social work values and ethics	5 4 3 2 1
3-b. Produce written and verbal communications for professional purposes that are consistent with professional standards	5 4 3 2 1

**Comments:**

<b>Competency 4: Engage diversity and difference in practice</b>	
4-a. Integrate the client's unique viewpoint into the helping process, including experiences of oppression and discrimination	5 4 3 2 1
4-b. Recognize and manage issues of privilege and power in the helping relationship (RATE FOR ADV. FIELD II ONLY)	5 4 3 2 1

**Comments:**

<b>Competency 5: Advance human rights and social and economic justice</b>	
5-a. Identify the impact of current policies and programs on vulnerable and oppressed populations within a specific field of service and formulate advocacy strategies that promote social and economic justice	5 4 3 2 1

**Comments:**

<b>Competency 6: Engage in research-informed practice and practice-informed research</b>	
6-a. Identify gaps in research knowledge based on practice experience	5 4 3 2 1
6-b. Evaluate practice strategies and approaches within a specific field of service (RATE FOR ADV. FIELD II ONLY)	5 4 3 2 1
6-c. Identify relevant research and incorporate current evidence based practice approaches in assessments, interventions and case planning	5 4 3 2 1

**Comments:**

<b>Competency 7: Apply knowledge of human behavior and the social environment</b>	
7-a. Select and utilize appropriate practice theory in work with clients within a specific field of service	5 4 3 2 1
7-b. Integrate knowledge of biopsychosocial and environmental factors into practice approaches	5 4 3 2 1

**Comments:**

<b>Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services</b>	
8-a. Utilize leadership skills in the implementation of strategies for improved services	5 4 3 2 1

**Comments:**

<b>Competency 9: Respond to contexts that shape practice</b>	
9-a. Identify trends in local demographics, migration patterns, standards of care and funding that affect service delivery within a specific field of service	5 4 3 2 1
9-b. Evaluate the effectiveness of the American health and social welfare care systems in promoting health and well-being across the lifespan.	5 4 3 2 1

**Comments:**

<b>Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</b>	
10-a. <u>Engagement</u> —Establish effective helping relationships	5 4 3 2 1
10-b. <u>Engagement</u> —Attend to interpersonal dynamics and contexts that may strengthen or threaten the helping relationship	5 4 3 2 1
10-c. <u>Assessment</u> —Select and use specialized assessment instruments and risk assessment strategies that are appropriate for assessment within a	5 4 3 2 1



specific field of service	
10-d. <u>Assessment</u> —Formulate explicit assessment statements, taking into account strengths and limitations on the individual, interpersonal and environmental levels	5 4 3 2 1
10-e. <u>Intervention</u> —Utilize knowledge of social programs and policies to intervene on behalf of clients within a specific field of service	5 4 3 2 1
10-f. <u>Intervention</u> —Collaborate with clients to achieve cognitive, affective and/or behavioral changes within a specific field of service	5 4 3 2 1
10-g. <u>Intervention</u> —Effectively use the helping relationship to support the process of change	5 4 3 2 1
10-h. <u>Intervention</u> —Manage planned and unplanned endings with clients within a specific field of service, including appropriately referring clients to other resources, when necessary	5 4 3 2 1
10-i. <u>Evaluation</u> —Utilize systematic methods to evaluate practice and program (RATE FOR ADV. FIELD II ONLY)	5 4 3 2 1

**Comments:**

**Summary of Student's Achievement**  
**MSW Social Work Advanced Direct Practice Field**

Student's Performance Strengths:

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

Additional comments regarding field experience or evaluation:

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 Director of Field Education) \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

University of Cincinnati  
College of Allied Health Sciences  
School of Social Work

**MSW Social Work Advanced Administration and Macro Practice Field I and Field II  
Evaluation of Student Performance**

Student: \_\_\_\_\_

Agency: \_\_\_\_\_

Field Instructor \_\_\_\_\_

Spring Semester \_\_\_\_\_ Year \_\_\_\_\_

Circle one:    Advanced Administration Field I        Advanced Administration Field II

**Introduction**

This evaluation should provide 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 on the practice behaviors that the student is expected to achieve for this semester. Please refer to the professional performance elements identified on the learning contract, as these are intended to serve as observational guides of achievement of practice behaviors.

Comments are helpful for students, and are required for any practice behavior rated 3 or below. Comments also are required related to the student's performance strengths and performance limitations in the final section ("Summary of Student Achievement").

**Evaluation Scale for Field Learning in the MSW 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

**Note: All practice behaviors must be rated.**

**Grades Associated with MSW Ratings**

5 = A, 4 = B, 3 = C, 2 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 Field Director will make the final determination of grade.*

In the MSW program, a grade of F or a second grade of C will result in an academic review.

**Program Competencies and Practice Behavioral Indicators**

<b>Competency 1: Identify as a professional social worker and conduct oneself accordingly.</b>	
1-a. Assume leadership roles and manage professional boundaries in macro practice	5 4 3 2 1
1-b. Evaluate personal knowledge and skills and develop a plan for ongoing learning and development	5 4 3 2 1
1-c. Integrate a professional view of practice that includes a commitment to social and economic justice	5 4 3 2 1

**Comments:**

<b>Competency 2: Apply social work ethical principles to guide professional practice</b>	
2-a. Manage value differences and ethical dilemmas affecting policy and practice	5 4 3 2 1
2-b. Apply ethical principles to macro practice in organizational and policy contexts	5 4 3 2 1

**Comments:**

<b>Competency 3: Apply critical thinking to inform and communicate professional judgment</b>	
3-a. Analyze evidence-based models of macro practice, utilizing practice wisdom to effectively serve client systems	5 4 3 2 1
3-b. Produce written and verbal communications for professional purposes that are consistent with professional standards	5 4 3 2 1

**Comments:**

<b>Competency 4: Engage diversity and difference in practice</b>	
4-a. Engage in culturally competent community and organizational practices	5 4 3 2 1
4-b. Analyze institutionalized discrimination and inequality in the United States and how these inequities shape social policy and impact social service delivery	5 4 3 2 1
4-c. Recognize and manage issues of privilege and power in stakeholder relationships	5 4 3 2 1

**Comments:**

<b>Competency 5: Advance human rights and social and economic justice</b>	
5-a. Identify existing and emerging inequities that impact social conditions, policies and practices	5 4 3 2 1
5-b. Use organizational and community resources and empirical evidence to promote social and economic justice	5 4 3 2 1

**Comments:**

<b>Competency 6: Engage in research-informed practice and practice-informed research</b>	
6-a. Use empirical evidence to create strategies for system change	5 4 3 2 1
6-b. Systematically collect, analyze and report information that informs relevant policy and practice decisions	5 4 3 2 1

**Comments:**

<b>Competency 7: Apply knowledge of human behavior and the social environment</b>	
7-a. Select and synthesize theories on human behavior and the social environment to develop effective macro interventions	5 4 3 2 1
7-b. Utilize multiple conceptual frameworks to assess, intervene in, and	5 4 3 2 1

evaluate macro systems	
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**Comments:**

<b>Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services</b>	
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8-a. Provide leadership in the promotion of social policies and program practices to advance social welfare and enhance service delivery	5 4 3 2 1
8-b. Master skills in utilizing data and evaluation methods to document the need for policy and/or program effectiveness	5 4 3 2 1
8-c. Implement services and programs that address societal needs	5 4 3 2 1

**Comments:**

<b>Competency 9: Respond to contexts that shape practice</b>	
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9-a. Engage in continuous scanning and forecasting and adapt macro practice based on the knowledge acquired	5 4 3 2 1
9-b. Understand the historical and emerging roles and functions of macro social work practice in the United States social service delivery systems	5 4 3 2 1
9-c. Recognize the use of technology in shaping service delivery	5 4 3 2 1
9-d. Identify contextual factors in shaping organizational and community practices	5 4 3 2 1

**Comments:**

<b>Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</b>	
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10-a. <u>Engagement</u> —Engage with key stakeholders through active listening and constructive dialogue	5 4 3 2 1
10-b. <u>Engagement</u> —Apply collaborative skills for inter-organizational planning, coordination and development	5 4 3 2 1
10-c. <u>Assessment</u> —Design and conduct	5 4 3 2 1

community, organizational and technological assessments	
10-d. <u>Assessment</u> —Apply basic principles of information management to the analysis of existing and emerging information systems in service delivery	5 4 3 2 1
10-e. <u>Intervention</u> —Critically apply systematic interventions that prevent problems, expand opportunities and enhance quality of life	5 4 3 2 1
10-f. <u>Intervention</u> —Assume strategic roles in macro practice to accomplish organizational mission, goals and objectives	5 4 3 2 1
10-g. <u>Intervention</u> —Effectively use knowledge, skills and models of macro practice	5 4 3 2 1
10-h. <u>Intervention</u> —Apply management strategies to engage in decision making, strategic planning processes, and community level collaborative practice	5 4 3 2 1
10-i. <u>Evaluation</u> —Develop and recommend program and/or policy changes based on evaluation	5 4 3 2 1

**Comments:**

**Summary of Student's Achievement**

**MSW Social Work Advanced Administration and Macro Practice Field**

Student's Performance Strengths:

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

Additional comments regarding field experience or evaluation:

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 Director of Field Education) \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## **APPENDIX C: Student Self-Report Exit Survey**

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

### **MSW Foundation Curriculum**

*For competencies and practice behaviors, see pp. 5-7.*

### **MSW Advanced Practice: Direct Practice**

*For competencies and practice behaviors, see pp. 8-10*

### **MSW Advanced Practice: Administration/Macro Practice**

*For competencies and practice behaviors, see pp. 10-12*

## APPENDIX D: Signature Assignments

### MSW Foundation Signature Assignments

Full-time students take 7080 and 7081 MSW Field Seminars F/T I and II. Part-time students take 7085, 7086, and 7087 MSW Field Seminars P/T I, II and III. Students take either the full-time or part-time course and complete the corresponding assignment.

	Course	Assignment
<b>2.1.1. Identify as professional social worker and conduct oneself accordingly</b>		
• Advocate for client access to the services of social work.	7030	Assignment 3
• Practice personal reflection and self-correction to assure continual professional development.	7040	Reflection Paper 4
• Attend to professional roles and boundaries.	7040	Reflection Paper 5
• Demonstrate professional demeanor in behavior, appearance, and communication.	7080 / 7085	Journal 2 / Journal 2
• Engage in career-long learning.	7081 / 7087	Journal 14 / Journal 12
• Use supervision and consultation.	7080 / 7086	Journal 5 / Journal 1
<b>2.1.2 Apply social work ethical principles to guide professional practice.</b>		
• Apply social work ethical principles to guide professional practice.	7040	Values Survey Paper 2
• 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.	7041	Assignment 2
• Tolerate ambiguity in resolving ethical conflicts.	7080 / 7086	Journal 6 / Journal 2
• Apply strategies of ethical reasoning to arrive at principled decisions.	7041	Assignment 1
<b>2.1.3 Apply critical thinking to inform and communicate professional judgments.</b>		
• Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	7010	Midterm Exam
• Analyze models of assessment, prevention, intervention, and evaluation.	7010	Midterm Exam
• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	7081 / 7086	Journal 7 / Journal 9
<b>2.1.4 Engage diversity and difference in practice.</b>		
• Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	7012	Assignment 6

<ul style="list-style-type: none"> <li>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</li> </ul>	7080 / 7086	Journal 7 / Journal 3
<ul style="list-style-type: none"> <li>Recognize and communicate their understanding of the importance of difference in shaping life experiences.</li> </ul>	7012	Assignment 4
<ul style="list-style-type: none"> <li>View themselves as learners and engage those with whom they work as informants</li> </ul>	7012	Assignment 4

<b>2.1.5 Advance human rights and social and economic justice.</b>		
<ul style="list-style-type: none"> <li>Understand the forms and mechanisms of oppression.</li> </ul>	7030	Final Project
<ul style="list-style-type: none"> <li>Advocate for human rights and social and economic justice.</li> </ul>	7030	Assignment 3
<ul style="list-style-type: none"> <li>Engage in practices that advance social and economic justice.</li> </ul>	7030	Policy Brief
<b>2.1.6 Engage in research-informed practice and practice-informed research.</b>		
<ul style="list-style-type: none"> <li>Use practice experience to inform scientific inquiry.</li> </ul>	7081 / 7087	Journal 4 / Journal 10
<ul style="list-style-type: none"> <li>Use research evidence to inform practice.</li> </ul>	7081 / 7086	Journal 3 / Journal 7
<b>2.1.7 Apply knowledge of human behavior and the social environment.</b>		
<ul style="list-style-type: none"> <li>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</li> </ul>	7010	Interview Paper
<ul style="list-style-type: none"> <li>Critique and apply knowledge to understand person and environment.</li> </ul>	7041	Assignment 4
<b>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</b>		
<ul style="list-style-type: none"> <li>Analyze, formulate, and advocate for policies that advance social well-being.</li> </ul>	7030	Final Project
<ul style="list-style-type: none"> <li>Collaborate with colleagues and clients for effective policy action.</li> </ul>	7030	Final Project
<b>2.1.9. Respond to contexts that shape practice.</b>		
<ul style="list-style-type: none"> <li>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</li> </ul>	7044	Community Project
<ul style="list-style-type: none"> <li>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ul>	7044	Organizational Review Paper
<b>2.1.10 Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities.</b>		
<ul style="list-style-type: none"> <li>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</li> </ul>	7040	Paper 2
<ul style="list-style-type: none"> <li>Use empathy and other interpersonal skills.</li> </ul>	7041	Process Recording
<ul style="list-style-type: none"> <li>Develop a mutually agreed-on focus of work and desired outcomes.</li> </ul>	7040	Reflection paper 3
<ul style="list-style-type: none"> <li>Collect, organize, and interpret client data.</li> </ul>	7041	Assignment 7
<ul style="list-style-type: none"> <li>Assess client strengths and limitations.</li> </ul>	7044	Community Project
<ul style="list-style-type: none"> <li>Develop mutually agreed-on goals and objectives.</li> </ul>	7041	Assignment 6

• Select appropriate intervention strategies.	7081 / 7087	Journal 9 / Journal 5
• Initiate actions to achieve organizational goals.	7044	Organizational Review paper
• Implement prevention interventions that enhance client capacities.	7043	Community support group paper
• Help clients resolve problems.	7041	Assignment 7
• Negotiate, mediate, and advocate for clients.	7043	Group picture assignment
• Facilitate transitions and endings.	7041	Final exam
• Analyze, monitor, evaluate interventions.	7041	Assignment 7

**DIRECT PRACTICE CONCENTRATION**  
**Signature Assignments**

Note: Students in the Children & Families specialized study area take the 804X series of courses, students in Health & Aging take the 805X series, and students in Mental Health take the 806X series.

	Course	Assignment
<b>2.1.1. Identify as professional social worker and conduct oneself accordingly</b>		
<ul style="list-style-type: none"> <li>Use self-reflection and supervision in order to manage personal feelings that challenge effective practice within a specific field of service.</li> </ul>	8025	Assignment 2
<ul style="list-style-type: none"> <li>Collaborate effectively as a member of a team in practice, differentially using communication, relationship, and problem solving skills.</li> </ul>	8041 8051 8061	Assignment 4 Assignment 4 Assignment 3
<ul style="list-style-type: none"> <li>Demonstrate autonomy in a range of complex practice situations.</li> </ul>	8042 8052 8062	Final paper Final paper Final paper
<ul style="list-style-type: none"> <li>Evaluate his/her own knowledge and skills and develop a plan for ongoing learning and development.</li> </ul>	8081	Final Reflection
<ul style="list-style-type: none"> <li>Integrate a professional view of practice that includes a commitment to social and economic justice.</li> </ul>	8041 8050 8060	Advocacy letter Advocacy letter Advocacy letter
<b>2.1.2 Apply social work ethical principles to guide professional practice.</b>		
<ul style="list-style-type: none"> <li>Identify ethical principles, risk management, and legal obligations in social work practice within a specific field of service.</li> </ul>	8041 8051 8061	Paper 3 Assignment 2 Assignment 1
<ul style="list-style-type: none"> <li>Utilize systematic processes and consultation as needed to determine an appropriate response to ethical dilemmas within a specific field of service.</li> </ul>	8042 8052 8062	Final paper Final paper Final paper
<b>2.1.3 Apply critical thinking to inform and communicate professional judgments.</b>		
<ul style="list-style-type: none"> <li>Analyze and critique evidence based practice and controversies within specific fields of service and formulate positions consistent with social work values and ethics.</li> </ul>	8040 8050 8060	Final paper Final paper Final paper
<ul style="list-style-type: none"> <li>Produce written and verbal communications for professional purposes that are consistent with professional standards.</li> </ul>	8041 8051 8061	Assignment 2 Assignment 4 Assignment 4
<b>2.1.4 Engage diversity and difference in practice.</b>		
<ul style="list-style-type: none"> <li>Integrate the client's unique viewpoint into the helping process, including experiences of oppression and discrimination.</li> </ul>	8041 8051 8061	Paper 3 Assignment 3 Assignment 2
<ul style="list-style-type: none"> <li>Recognize and manage issues of privilege and power in the helping relationship.</li> </ul>	8042 8052 8062	Assignment 3 Assignment 2 Process Recording 3

<b>2.1.5 Advance human rights and social and economic justice.</b>		
<ul style="list-style-type: none"> <li>Identify the impact of current policies and programs on vulnerable and oppressed populations within a specific field of service and formulate advocacy strategies that promote social and economic justice.</li> </ul>	8040 8050 8060	Advocacy letter Advocacy letter Advocacy letter
<b>2.1.6 Engage in research-informed practice and practice-informed research.</b>		
<ul style="list-style-type: none"> <li>Identify gaps in research knowledge based on practice experience.</li> </ul>	8020	Article review
<ul style="list-style-type: none"> <li>Identify relevant research and incorporate current evidence based practice approaches in assessments, interventions, and case planning.</li> </ul>	8042 8052 8062	Final paper Final paper Final paper
<b>2.1.7 Apply knowledge of human behavior and the social environment.</b>		
<ul style="list-style-type: none"> <li>Select and utilize appropriate practice theory in work with clients within a specific field of service.</li> </ul>	8042 8052 8062	Final paper Final paper Final paper
<ul style="list-style-type: none"> <li>Integrate knowledge of biopsychosocial and environmental factors into practice approaches.</li> </ul>	8041 8051 8061	Paper 3 Assignment 1 Assignment 4
<b>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b>		
<ul style="list-style-type: none"> <li>Utilize leadership skills in the implementation of strategies for improved services.</li> </ul>	8025	Assignment 1
<b>2.1.9. Respond to contexts that shape practice.</b>		
<ul style="list-style-type: none"> <li>Identify trends in local demographics, migration patterns, standards of care, and funding that affect service delivery within a specific field of service.</li> </ul>	8040 8050 8060	Paper, Part 2 Paper Paper
<ul style="list-style-type: none"> <li>Evaluate the effectiveness of the American health and social welfare systems in promoting health and well-being across the life span.</li> </ul>	8040 8050 8060	Paper, Part 2 Paper Paper
<b>2.1.10 Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities.</b>		
<ul style="list-style-type: none"> <li>Establish effective helping relationships.</li> </ul>	8041 8051 8061	Paper 4 Assignment 3 Assignment 2
<ul style="list-style-type: none"> <li>Attend to interpersonal dynamics and contexts that may strengthen or threaten the helping relationship.</li> </ul>	8042 8052 8062	Process recording Process recording Process recording 3
<ul style="list-style-type: none"> <li>Select and use specialized assessment instruments and risk assessment strategies that are appropriate within a specific field of service.</li> </ul>	8041 8051 8061	Paper 3 Assignment 5 Assignment 2
<ul style="list-style-type: none"> <li>Formulate explicit assessment statements, taking into account strengths and limitations on the individual, interpersonal, and environmental levels.</li> </ul>	8041 8051 8061	Assignment 5 Assignment 4 Assignment 3
<ul style="list-style-type: none"> <li>Utilize knowledge of social programs and policies to intervene on behalf of clients within a specific field of service.</li> </ul>	8040 8050 8060	Paper, Parts 1 & 2 Article summary Reflection paper
<ul style="list-style-type: none"> <li>Collaborate with clients to achieve cognitive, affective, and/or behavioral changes within a specific field of service.</li> </ul>	8042 8052 8062	Final paper Final paper Final paper
<ul style="list-style-type: none"> <li>Effectively use the relationship to support the process of change.</li> </ul>	8042	Final paper

	8052	Final paper
	8062	Final paper
<ul style="list-style-type: none"> <li>• Manage planned and unplanned endings with clients within a specific field of service, including appropriately referring clients to other resources, when necessary.</li> </ul>	8042	Final paper
	8052	Final paper
	8062	Final paper
<ul style="list-style-type: none"> <li>• Utilize systematic methods to evaluate practice and programs.</li> </ul>	8020	Single System Design Paper

**ADMINISTRATION AND MACRO PRACTICE CONCENTRATION**  
**Signature Assignments**

	Course	Assignment
<b>2.1.1. Identify as professional social worker and conduct oneself accordingly</b>		
<ul style="list-style-type: none"> <li>Assume leadership roles and manage professional boundaries in macro practice.</li> </ul>	8082	Journal 1
<ul style="list-style-type: none"> <li>Evaluate personal knowledge and skills and develop a plan for ongoing learning and development.</li> </ul>	8083	Final Reflection
<ul style="list-style-type: none"> <li>Integrate a professional view of practice that includes a commitment to social and economic justice.</li> </ul>	8082	Journal 5
<b>2.1.2 Apply social work ethical principles to guide professional practice.</b>		
<ul style="list-style-type: none"> <li>Apply ethical principles to macro practice in organizational and policy contexts.</li> </ul>	8030	Assignment 3
<b>2.1.3 Apply critical thinking to inform and communicate professional judgments.</b>		
<ul style="list-style-type: none"> <li>Analyze evidence-based models of macro practice, utilizing practice wisdom to effectively serve client systems.</li> </ul>	8032	Final project
<ul style="list-style-type: none"> <li>Produce written and verbal communications for professional purposes that are consistent with professional standards.</li> </ul>	8034	Finding proposal
<b>2.1.4 Engage diversity and difference in practice.</b>		
<ul style="list-style-type: none"> <li>Analyze institutionalized discrimination and inequality in the United States and how these inequities shape social policy and impact social service delivery.</li> </ul>	8031	Assignment 2
<ul style="list-style-type: none"> <li>Recognize and manage issues of privilege and power in stakeholder relationships.</li> </ul>	8030	Assignment 1
<b>2.1.5 Advance human rights and social and economic justice.</b>		
<ul style="list-style-type: none"> <li>Use organizational and community resources and empirical evidence to promote social and economic justice.</li> </ul>	8032	Assignment 3
<b>2.1.6 Engage in research-informed practice and practice-informed research.</b>		
<ul style="list-style-type: none"> <li>Use empirical evidence to create strategies for system change.</li> </ul>	8032	Assignment 3
<ul style="list-style-type: none"> <li>Systematically collect, analyze, and report information that informs relevant policy and practice decisions.</li> </ul>	8034	Spreadsheet assignment
<b>2.1.7 Apply knowledge of human behavior and the social environment.</b>		
<ul style="list-style-type: none"> <li>Select and synthesize theories of human behavior and the social environment to develop effective macro interventions.</li> </ul>	8030	Assignment 3
<ul style="list-style-type: none"> <li>Utilize multiple conceptual frameworks to assess, intervene in, and evaluate macro systems.</li> </ul>	8032	Assignment 2
<b>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</b>		
<ul style="list-style-type: none"> <li>Master skills in utilizing data and evaluation methods to document the need for policy and/or program effectiveness.</li> </ul>	8033	Assignment 4
<ul style="list-style-type: none"> <li>Provide leadership in the promotion and implementation</li> </ul>	8025	Assignment 1



of programs that address societal needs.		
<b>2.1.9. Respond to contexts that shape practice.</b>		
<ul style="list-style-type: none"> <li>Engage in continuous scanning and forecasting and adapt macro practice based on the knowledge acquired.</li> </ul>	8032	Assignment 2
<ul style="list-style-type: none"> <li>Recognize the use of technology in shaping service delivery.</li> </ul>	8034	Spreadsheet assignment
<b>2.1.10 Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities.</b>		
<ul style="list-style-type: none"> <li>Engage key stakeholders through active listening and constructive dialogue.</li> </ul>	8031	Assignment 1
<ul style="list-style-type: none"> <li>Apply collaborative skills for inter-organizational planning, coordination, and development.</li> </ul>	8032	Assignment 1
<ul style="list-style-type: none"> <li>. Design and conduct community, organizational, and technological assessments.</li> </ul>	8032	Assignment 2
<ul style="list-style-type: none"> <li>Apply basic principles of information management to the analysis of existing and emerging information systems in service delivery.</li> </ul>	8030	Assignment 3
<ul style="list-style-type: none"> <li>Assume strategic roles in macro practice to accomplish organizational mission, goals, and objectives.</li> </ul>	8031	Assignment 2
<ul style="list-style-type: none"> <li>Apply management strategies to engage in decision-making, strategic planning processes, and community level collaborative practice.</li> </ul>	8030	Assignment 4
<ul style="list-style-type: none"> <li>Develop and recommend program and/or policy changes based on evaluation.</li> </ul>	8031	Assignment 3