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**GREATER MIAMI VALLEY JOINT MASW:**

**MIAMI UNIVERSITY OF OHIO AND WRIGHT STATE UNIVERSITY**

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**4.0.1 The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).**

### Assessment Plan

Each practice behavior is measured at the individual student level using the measures previously listed in *Table 9 – Operationalization of Competencies and Foundation Practice Behaviors* and *Table 10 – Operationalization of Competencies and Concentration Practice Behaviors*. Those tables appear under the description of the curriculum content, M2.0.6 on pp. 37 – 52 of Volume I of this self-study. Those two tables list the specific course in which the practice behaviors are measured for the foundation and concentration courses. At least two different measurements are used for each practice behavior.

The entire faculty met several times specifically to discuss a comprehensive assessment plan that describes how each measure is implemented. The following assessment plan was agreed upon by the faculty:

- 1) **Course Assignment Benchmark.** Assessment of all practice behaviors will be measured at least one time in at least one course. The foundation courses, Year I, will measure foundation practice behaviors listed in Table 12. The concentration, advanced generalist courses will measure advanced generalist practice behaviors listed in Table 13. **The Benchmark for each Foundation practice behavior course assignment is: 80% will receive B or higher; 20% C or lower. The Benchmark for all Advanced Generalist course assignments is: 90% will receive B or higher; 10% C or lower.**
- 2) **Field Assessment Benchmark.** All practice behaviors will be assessed by the field supervisors during the students' field placements. The foundation practice behaviors will be measured in Field Placement I. The advanced generalist practice behaviors will be measured in Field Placements II and III. **The Benchmark for each Foundation Field I (1<sup>st</sup> 300 hours) practice behavior is: 80% will receive a rating of 4 or 5 (out of a possible 5, with 5 being the highest rating); 20% or lower will receive a rating of 3 or lower. The Benchmark for each Concentration Field II (2<sup>nd</sup> 300 hours) and III (3<sup>rd</sup> 300 hours) practice behavior is: 90% will receive a rating of 4 or 5 (out of a possible 5, with 5 being the highest rating); 10% or lower will receive a rating of 3 or lower.**
- 3) **Culminating Paper Benchmark.** All advanced generalist practice behaviors will be measured in the culminating paper, which will be completed in the last semester of the student's program in *Research III*. The culminating paper requires students to demonstrate successful completion of all advanced generalist practice behaviors as

applied to a case example from their field placement site. **The Benchmark for the culminating project is: 90% will have B or higher; 10% C or lower.**

The benchmarks set for each competency and each practice behavior are listed in *Table 14 – Foundation Practice Behaviors* and *Table 15 – Concentration Practice Behaviors*. The tables list each competency, the benchmark for that competency, the foundation practice behaviors for that competency, the measures for that practice behavior, and the benchmark for that practice behavior.

**Table 14**  
**Benchmarks for Foundation Competencies and Practice Behaviors**  
**Greater Miami Valley Joint MASW**

**Competency 1: 1. Identify as a professional social worker and conduct oneself accordingly.**  
**Competency Benchmark: 80%**

<b>Foundation Practice Behaviors</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
advocate for client access to the services of social work	Field I Supervisor Evaluation Policy I Social Service Resource Paper	80% with 4 or 5 80% with B or higher
practice personal reflection and self- correction to assure continual professional development	Field I Supervisor Evaluation HBSE Weekly Self Reflection Assignments	80% with 4 or 5 80% with B or higher
attend to professional roles and boundaries	Field I Supervisor Evaluation Field I Autobiography	80% with 4 or 5 80% with B or higher
demonstrate professional demeanor in behavior, appearance, and communication	Field I Supervisor Evaluation Practice I Social Work Agency Experience Practice II Community Presentation & Role Play	80% with 4 or 5 80% with B or higher 80% with B or higher
engage in career-long	Field I Supervisor Evaluation Field I Autobiographical essay	80% with 4 or 5 80% with B or higher

learning	Research I Pretest and quizzes	80% with B or higher
use supervision and consultation	Field I Supervisor Evaluation Field I Autobiographical essay	80% with 4 or 5 80% with B or higher

**Competency 2: Apply social work ethical principles to guide social work practice**  
**Competency Benchmark: 80%**

<b>Foundation Practice Behaviors</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
make ethical decisions related to one's own behaviors 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.	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher
tolerate ambiguity in resolving ethical conflicts	Field I Supervisor Evaluation Field I Autobiographical essay	80% with 4 or 5 80% with B or higher
apply strategies of ethical reasoning to arrive at principled decisions	Field I Supervisor Evaluation Field I Autobiographical essay	80% with 4 or 5 80% with B or higher

**Competency 3: Apply critical thinking to inform and communicate professional judgments.**  
**Competency Benchmark: 80%**

<b>Foundation Practice Behaviors</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Field I Supervisor Evaluation Policy I Reflection Papers, Comparative Analysis Paper, Exam 1 & 2 HBSE I Mini Paper and Final Exam Practice I Exam 3 Practice II Final Exam Research I Article Dissections/Peer Reviews Cultural Competency Quizzes, Contextual Analysis Paper	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher
analyze models of assessment, prevention, intervention, and evaluation.	Field I Supervisor Evaluation Practice I Exams 1 & 2 Practice II Group Proposal & Community Project Cultural Competency Quizzes, Evidence Based Research of culturally specific group Research I Grant or IRB Proposal	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher
demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Field I Supervisor Evaluation HBSE I Mini Paper & Final Exam HBSE II Social Justice Paper & Final Exam Cultural Competency Evidence Based Research of culturally specific group	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher

**Competency 4: Engage diversity and difference in practice.**  
**Competency Benchmark: 80%**

<b>Foundation Practice Behaviors</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
recognize the	Field I Supervisor Evaluation	80% with 4 or 5

extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;	Policy I Freedom Center Reflection Paper, Social Service Resource Assignment Policy II Social Justice Leader Paper HBSE I Mid-term paper & Final Exam HBSE II Community Agency Paper & Final Exam Cultural Competency Contextual Analysis paper Research I Research question; poster presentation; class survey analysis	80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher
gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Field I Supervisor Evaluation Cultural Competency Cultural Identity Paper I	80% with 4 or 5 80% with B or higher
recognize and communicate their understanding of the importance of difference in shaping life experiences;	Field I Supervisor Evaluation Cultural Competency Cultural Identity Paper II	80% with 4 or 5 80% with B or higher
view themselves as learners and engage those with whom they work as informants.	Field I Supervisor Evaluation Cultural Competency Community Agency Paper Cultural Competency Cultural Identity Paper II, Cultural Immersion paper	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher

**Competency 5: Advance human rights and social and economic justice.**

**Competency Benchmark: 80%**

<b>Foundation Practice Behaviors</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
understand the forms and mechanisms of oppression and discrimination	Field I Supervisor Evaluation Policy I Freedom Center Reflection Paper, Social Service Resource Assignment Policy II Weekly reflections, Policy Practice Engagement Paper, Policy Brief Cultural Competency Contextual Analysis Paper	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher

advocate for human rights and social and economic justice;	Field I Supervisor Evaluation Policy II Weekly reflections, Policy Practice Engagement Paper, Policy Brief Cultural Competency Cultural Identity Paper II	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher
engage in practices that advance social and economic justice .	Field I Supervisor Evaluation Policy II Weekly reflections, Policy Practice Engagement Paper, Policy Brief Cultural Competency Cultural Identity Paper II	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher

**Competency 6: Engage in research-informed practice and practice-informed research.  
Competency Benchmark: 80%**

<b>Foundation Practice Behavior</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
use practice experience to inform scientific inquiry;	Field I Supervisor Evaluation Research I Research Portfolio	80% with 4 or 5 80% with B or higher
use research evidence to inform practice.	Field I Supervisor Evaluation HBSE I Final Exam Research I Poster presentation	80% with 4 or 5 80% with B or higher 80% with B or higher

**Competency 7: Apply knowledge of human behavior and the social environment.  
Competency Benchmark: 80%**

<b>Foundation Practice Behavior</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Field I Supervisor Evaluation HBSE IICommunity Agency Paper & Final Exam	80% with 4 or 5 80% with B or higher 80% with B or higher
utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Field I Supervisor Evaluation Field I Case presentation	80% with 4 or 5 80% with B or higher

of family/child or older adult populations;		
critique and apply knowledge to understand person and environment.	Field I Supervisor Evaluation Research I Article Dissection, peer review, grant/IRB proposal; poster presentation	80% with 4 or 5 80% with B or higher

**Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

**Competency Benchmark: 80%**

<b>Foundation Practice Behavior</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
analyze, formulate, and advocate for policies that advance social well-being;	Field I Supervisor Evaluation Policy I Historical person/context Paper Policy II Policy Brief	80% with 4 or 5 80% with B or higher 80% with B or higher
collaborate with colleagues and clients for effective policy action.	Field I Supervisor Evaluation Policy II Policy Leader Paper	80% with 4 or 5 80% with B or higher

**Competency 9: Respond to contexts that shape practice.**

**Competency Benchmark: 80%**

<b>Foundation Practice Behavior</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant	Field I Supervisor Evaluation Policy I Comparative Analysis paper	80% with 4 or 5 80% with B or higher



services;		
provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	Field I Supervisor Evaluation Field I Autobiography	80% with 4 or 5 80% with B or higher
Apply best practices knowledge to advocate for change in service delivery.	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher

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

**Competency Benchmark: 80%**

<b>Foundation Practice Behavior</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
	Field I Supervisor Evaluation Field I Case Presentation HBSE I Mini Paper & Final Exam HBSE II Community Agency Paper Practice I Role Plays Practice II Group Role Plays	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher
substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher
use empathy and other interpersonal skills;	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher
develop a mutually	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher

agreed-on focus of work and desired outcomes		
collect, organize, and interpret client data.	Field I Supervisor Evaluation Field I Case Presentation Research I Analysis of class survey data	80% with 4 or 5 80% with B or higher 80% with B or higher
assess client strengths and limitations;	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher
develop mutually agreed-on intervention goals and objective;	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher
select appropriate intervention strategies.	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher
initiate actions to achieve organizational goals;	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher
implement prevention interventions that enhance client capacities;	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher
help clients resolve problems;	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher
negotiate, mediate, and advocate for clients;	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher
facilitate transitions and endings;	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher
demonstrate the capacity to reflect on one's own responses that influence the progress in	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher

and the completion of service delivery.		
critically analyze, monitor, and evaluate interventions.	Field I Supervisor Evaluation Field I Case Presentation Research I Grant/IRB Proposal Evaluation	80% with 4 or 5 80% with B or higher

**Table 15**

**Benchmarks for Concentration Competencies and Practice Behaviors  
Greater Miami Valley Joint MASW**

**Competency 1: 1. Identify as a professional social worker and conduct oneself accordingly.  
Competency Benchmark: 90%**

<b>Foundation Practice Behaviors</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
practice self-reflection and continue to address personal biases and dispel myths regarding clients and their communities in order to advance human needs.	Field II & III Supervisor Evaluation Field III Reflection paper and oral presentation Research III Culminating Paper, Identify as a Professional Social Worker section and Professional Development and Lifelong Learning section Advanced Generalist Practice I Presentation	90% with 4 or 5 90% with B or higher  90% with B or higher  90% with B or higher
demonstrate a professional demeanor that reflects awareness of and respect for child/family or older adult populations	Field II & III Supervisor Evaluation Field Seminar III Research III Culminating Paper, Identify as a Professional Social Worker section and Professional Development and Lifelong Learning section	90% with 4 or 5 90% with B or higher 90% with B or higher

**Competency 2: Apply social work ethical principles to guide social work practice  
Competency Benchmark: 90%**

<b>Foundation Practice Behaviors</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
employ strategies of ethical reasoning with children/family	Field II & III Supervisor Evaluation Research III Culminating Paper, Employ ethical principles section	90% with 4 or 5 90% with B or higher

or older adult populations that adhere to social work service delivery, values and professional ethics at the micro, mezzo, and macro levels.		
recognize and manage appropriate professional boundaries within the context of working with child/family or older adult populations	Field II & III Supervisor Evaluation Field Seminar III Reflection paper and presentation Research III Culminating Paper, Employ ethical principles section	90% with 4 or 5 90% with B or higher  90% with B or higher

**Competency 3: Apply critical thinking to inform and communicate professional judgments.**  
**Competency Benchmark: 90%**

<b>Foundation Practice Behaviors</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
use innovative practice models with child/family or older adult populations and their communities	Field II & III Supervisor Evaluation Field Seminar III Reflection paper and oral presentation Research III Culminating Paper, Micro and Macro Theory sections Advanced Generalist Practice I paper, presentation, exams	90% with 4 or 5 90% with B or higher  90% with B or higher  90% with B or higher
demonstrate effective oral and written communication using professional standards and practices	Field II & III Supervisor Evaluation Field Seminar II Organizational analysis paper and presentation Research III Culminating Paper, Micro and Macro Theory sections Advanced Generalist Practice I paper, presentations, exams	90% with 4 or 5 90% with B or higher  90% with B or higher  90% with B or higher

**Competency 4: Engage diversity and difference in practice.**

**Competency Benchmark: 90%**

<b>Foundation Practice Behaviors</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
analyze the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power with respect to family/child or older adults;	Field II & III Supervisor Evaluation Field Seminar III reflection paper and oral presentation Research III Culminating Paper, Cultural Competency section Advanced Generalist Practice I paper, presentation, exams	90% with 4 or 5 90% with B or higher  90% with B or higher  90% with B or higher
identify culturally competent, evidence-based practices or policies within the context of client settings.	Field II & III Supervisor Evaluation Field Seminar II organizational analysis paper and presentation Research III Culminating Paper, Cultural Competency section Advanced Generalist Practice I paper, presentation, exams	90% with 4 or 5 90% with B or higher  90% with B or higher  90% with B or higher

**Competency 5: Advance human rights and social and economic justice.**

**Competency Benchmark: 90%**

<b>Foundation Practice Behaviors</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
engage in practices that advance social and economic justice;	Field II & III Supervisor Evaluation Field Seminar III Social Worker Interview Research III Culminating Paper, Engage in policy practice section	90% with 4 or 5 90% with B or higher 90% with B or higher
teach skills to promote self-sufficiency, self- advocacy, and empowerment within the context of practice and the	Field II & III Supervisor Evaluation Research III Culminating Paper, Engage in policy practice section	90% with 4 or 5 90% with B or higher

clients' culture		
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**Competency 6: Engage in research-informed practice and practice-informed research.**

**Competency Benchmark: 90%**

<b>Foundation Practice Behavior</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
evaluate research practice with client populations and their communities	Field II & III Supervisor Evaluation Field Seminar III Social Worker Interview Research III Culminating Paper, Research & Evaluation section. Advanced Generalist Practice I paper, presentation	90% with 4 or 5 90% with B or higher 90% with B or higher 90% with B or higher
analyze models of assessment, prevention, intervention, and evaluation within the context of child/family or older adult populations.	Field II & III Supervisor Evaluation Field Seminar II organizational analysis paper and presentation Research III Culminating Paper, Research & Evaluation section.	90% with 4 or 5 90% with B or higher 90% with B or higher

**Competency 7: Apply knowledge of human behavior and the social environment.**

**Competency Benchmark: 90%**

<b>Foundation Practice Behavior</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
recognize and assess social support systems and socio-economic resources specific to client populations and their communities;	Field II & III Supervisor Evaluation Field Seminar III reflection paper and presentation Research III Culminating Paper, Human Behavior and Social Environment section	90% with 4 or 5 90% with B or higher 90% with B or higher
demonstrate the ability to critically appraise the impact of the social	Field II & III Supervisor Evaluation Field Seminar II organizational analysis paper and presentation Research III Culminating Paper, Human Behavior and Social Environment section	90% with 4 or 5 90% with B or higher 90% with B or higher

environment on the overall well-being of child/family or older adult populations and their communities.		
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**Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

**Competency Benchmark: 90%**

<b>Foundation Practice Behavior</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
use social policy analysis as a basis for action and advocacy within the context of service provisions with child/family or older adult populations;	Field II & III Supervisor Evaluation Research III Culminating Paper, Engage in Policy Practice section.	90% with 4 or 5 90% with B or higher
apply knowledge of policies effecting and advancing the overall well-being of child/family or older adult populations	Field II & III Supervisor Evaluation Field Seminar II organizational analysis paper and presentation Field Seminar III Social Worker Interview Research III Culminating Paper, Engage in Policy Practice section.	90% with 4 or 5 90% with B or higher 90% with B or higher 90% with B or higher

**Competency 9: Respond to contexts that shape practice.**

**Competency Benchmark: 90%**

<b>Foundation Practice Behavior</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
apply knowledge of practice within the client	Field II & III Supervisor Evaluation Field Seminar III Social Worker Interview Research III Culminating Paper, Client System Context section.	90% with 4 or 5 90% with B or higher



population context to the development of evaluations, prevention plans, and treatment strategies;	Advanced Generalist Practice I paper, presentation, exams	90% with B or higher
use information technologies and organizational analysis techniques for outreach and planning multiyear projections for service delivery to client populations and their communities.	Field II & III Supervisor Evaluation Field Seminar II organizational analysis paper and presentation. Research III Culminating Paper, Client System Context section.	90% with 4 or 5 90% with B or higher  90% with B or higher

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

**Competency Benchmark: 90%**

<b>Foundation Practice Behavior</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>
Engagement		
recognize the unique issues and culture presented by child/family or older adult populations	Field II & III Supervisor Evaluation Field Seminar III reflection paper and oral presentation, social worker interview Research III Culminating Paper, Micro and Macro Practice Theory sections. Advanced Generalist Practice I paper, presentation, exams	90% with 4 or 5 90% with B or higher  90% with B or higher  90% with B or higher
explain the nature, limits, rights and responsibilities of the client who seeks	Field II & III Supervisor Evaluation Research III Culminating Paper, Micro and Macro Practice Theory sections	90% with 4 or 5 90% with B or higher

services		
Assessment		
select and modify appropriate multi-systemic intervention strategies based on continuous assessment of child/family or older adult populations and their communities;	Field II & III Supervisor Evaluation Research III Culminating Paper, Micro and Macro Practice Theory sections	90% with 4 or 5 90% with B or higher
assess coping strategies to reinforce and improve life situations and transitions with child/family or older adult populations	Field II & III Supervisor Evaluation Research III Culminating Paper, Micro and Macro Practice Theory sections	90% with 4 or 5 90% with B or higher
Intervention		
use a range of appropriate interventions and preventive interventions with child/family or older adult populations;	Field II & III Supervisor Evaluation Research III Culminating Paper, Micro and Macro Practice Theory sections	90% with 4 or 5 90% with B or higher
engage client populations in ongoing monitoring and evaluation of practice processes and outcomes.	Field II & III Supervisor Evaluation Research III Culminating Paper, Micro and Macro Practice Theory sections	90% with 4 or 5 90% with B or higher
Evaluation		
use program and service delivery evaluation of processes	Field II & III Supervisor Evaluation Research III Culminating Paper, Micro and Macro Practice Theory sections	90% with 4 or 5 90% with B or higher

and/or outcomes to develop best practice interventions and programs for child/family or older adult populations and communities;		
evaluate practice to determine the effectiveness of the applied intervention on child/family or older adult populations.	Field II & III Supervisor Evaluation Field Seminar III reflection paper and presentation Research III Culminating Paper, Micro and Macro Practice Theory sections.	90% with 4 or 5 90% with B or higher  90% with B or higher

Consistency in measuring the practice behaviors will be achieved through the following processes:

- 1) Professors will develop and refine rubrics for measurement of all practice behaviors in their classes.
- 2) The rubrics and first set of baseline data will be discussed in the Fall 2013 MASW retreat with the goal of arriving at a consensus on the measurement of each practice behavior.
- 3) Orientation with field supervisors will include an operationalization of each practice behavior to arrive at consistent measurements across all field supervisors.
- 4) An assessment workshop with all field supervisors will occur in Spring or Summer 2014 to share current field evaluation baseline data and arrive at reliable measures of practice behaviors across field settings.
- 5) The professor(s) grading the culminating projects will develop a clear rubric for measuring the students' application of all advanced generalist practice behaviors towards a case example.
- 6) All faculty will agree on this rubric during upcoming retreats.

The faculty will review the assessment plan during Spring 2014 and make any changes prior to the 2014-2015 academic year. The faculty will seek input from students, the advisory board, and field supervisors on the assessment plan.

**4.0.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.**

The data collected for the foundation courses in Fall 2012, Spring 2013, and Summer 2013 are reported in Table 16. Listed for each competency are the foundation practice behaviors, specific measures of the foundation practice behavior, the benchmark for the practice behavior and the actual outcomes. The percentage of students who met the benchmark is reported for each competency.

The data were collected from the following classes. After each class is the semester from which the data were collected. The number of students completing the measure is also listed for each class.

- Field I Supervisor Evaluation. The data are combined from the Miami and WSU field evaluations for Spring 2013. There were 11 students.
- Field I Seminar. The data are combined from the Miami and WSU field evaluations for Spring 2013. There were 11 students.
- Cultural Competency. The data were collected from Fall 2012. There were 21 students.
- Social Welfare Policy I. The data were collected from Fall 2013. There were 22 students.
- Social Welfare Policy II. The data were collected from Spring 2013. There were students.
- Human Behavior and Social Environment I. The data were collected from Fall 2012. There were students.
- Human Behavior and Social Environment II. The data were collected from . There were students.
- Research I. The data were collected from Summer 2013. There were students.

*Data are still being collected for this table. Updated results will be provided during the Initial Accreditation Site Visit I.*

**Table 16**  
**Benchmarks for Foundation Competencies and Practice Behaviors**  
**Greater Miami Valley Joint MASW**

**Competency 1: 1. Identify as a professional social worker and conduct oneself accordingly.**  
**Competency Benchmark: 80%**  
**Percentage of Students Who Met the Benchmark:**

<b>Foundation Practice Behaviors</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>	<b>2012/2013 Outcomes</b>
advocate for client access to the services of social work	Field I Supervisor Evaluation Policy I Social Service Resource Paper	80% with 4 or 5 80% with B or higher	

practice personal reflection and self- correction to assure continual professional development	Field I Supervisor Evaluation HBSE Weekly Self Reflection Assignments	80% with 4 or 5 80% with B or higher	
attend to professional roles and boundaries	Field I Supervisor Evaluation Field I Autobiography	80% with 4 or 5 80% with B or higher	
demonstrate professional demeanor in behavior, appearance, and communication	Field I Supervisor Evaluation Practice I Social Work Agency Experience Practice II Community Presentation & Role Play	80% with 4 or 5 80% with B or higher 80% with B or higher	
engage in career-long learning	Field I Supervisor Evaluation Field I Autobiographical essay Research I Pretest and quizzes	80% with 4 or 5 80% with B or higher 80% with B or higher	82%=A; 18% = I
use supervision and consultation	Field I Supervisor Evaluation Field I Autobiographical essay	80% with 4 or 5 80% with B or higher	82%=A; 18% = I

**Competency 2: Apply social work ethical principles to guide social work practice**

**Competency Benchmark: 80%**

**Percentage of Students Who Met the Benchmark:**

<b>Foundation Practice Behaviors</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>	<b>2012/2013 Outcomes</b>
make ethical decisions related to one's own behaviors by applying standards of the National Association of	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher	

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	Field I Supervisor Evaluation Field I Autobiographical essay	80% with 4 or 5 80% with B or higher	82%=A; 18% = I
apply strategies of ethical reasoning to arrive at principled decisions	Field I Supervisor Evaluation Field I Autobiographical essay	80% with 4 or 5 80% with B or higher	82%=A; 18% = I

**Competency 3: Apply critical thinking to inform and communicate professional judgments.**

**Competency Benchmark: 80%**

**Percentage of Students Who Met the Benchmark:**

<b>Foundation Practice Behaviors</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>	<b>2012/2013 Outcomes</b>
distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Field I Supervisor Evaluation Policy I Reflection Papers, Comparative Analysis Paper, Exam 1 & 2 HBSE I Mini Paper and Final Exam Practice I Exam 3 Practice II Final Exam Research I Article Dissections/Peer Reviews Cultural Competency Quizzes, Contextual Analysis Paper	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher	Quizzes: 24%=A; 57%=B; 14%=C; 5%=below C Contextual Analysis

			Paper: 24% = A; 43% = B; 29% = C; 5% = I
analyze models of assessment, prevention, intervention, and evaluation.	Field I Supervisor Evaluation Practice I Exams 1 & 2 Practice II Group Proposal & Community Project Cultural Competency Quizzes, Evidence Based Research of culturally specific group Research I Grant or IRB Proposal	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher	Quizzes: 24%=A; 57%=B; 14%=C; 5%=below C Ev Based paper: 48% = A; 14%=B; 24% = C; 10% = below C; 5% = I
demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Field I Supervisor Evaluation HBSE I Mini Paper & Final Exam HBSE II Social Justice Paper & Final Exam Cultural Competency Evidence Based Research of culturally specific group	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher	Ev Based paper: 48% = A; 14%=B; 24% = C; 10% = below C; 5% = I

**Competency 4: Engage diversity and difference in practice.**

**Competency Benchmark: 80%**

**Percentage of Students Who Met the Benchmark:**

<b>Foundation Practice Behaviors</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>	<b>2012/2013 Outcomes</b>
recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and	Field I Supervisor Evaluation Policy I Freedom Center Reflection Paper, Social Service Resource Assignment Policy II Social Justice Leader Paper HBSE I Mid-term paper & Final Exam HBSE II Community Agency Paper & Final Exam Cultural Competency Contextual Analysis paper Research I Research question; poster presentation; class survey analysis	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher	Contextual Analysis Paper: 24% = A; 43% = B; 29% = C; 5% = I

power;			
gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Field I Supervisor Evaluation Cultural Competency Cultural Identity Paper I	80% with 4 or 5 80% with B or higher	CI Paper I: 52%=A; 29%=B; 19%=C
recognize and communicate their understanding of the importance of difference in shaping life experiences;	Field I Supervisor Evaluation Cultural Competency Cultural Identity Paper II	80% with 4 or 5 80% with B or higher	CI 2: 48%=A; 38%=B; 10%=C; 5% =I
view themselves as learners and engage those with whom they work as informants.	Field I Supervisor Evaluation Cultural Competency Community Agency Paper Cultural Competency Cultural Identity Paper II, Cultural Immersion paper	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher	CI 2: 48%=A; 38%=B; 10%=C; 5% =I

**Competency 5: Advance human rights and social and economic justice.**

**Competency Benchmark: 80%**

**Percentage of Students Who Met the Benchmark:**

<b>Foundation Practice Behaviors</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>	<b>2012/2013 Outcomes</b>
understand the forms and mechanisms of oppression and discrimination	Field I Supervisor Evaluation Policy I Freedom Center Reflection Paper, Social Service Resource Assignment Policy II Weekly reflections, Policy Practice Engagement Paper, Policy Brief Cultural Competency Contextual Analysis Paper	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher	Contextual Analysis Paper: 24% = A; 43% = B; 29% = C; 5% = I
advocate for human rights and social and economic justice;	Field I Supervisor Evaluation Policy II Weekly reflections, Policy Practice Engagement Paper, Policy Brief Cultural Competency Cultural Identity Paper II	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher	CI 2: 48%=A; 38%=B; 10%=C; 5% =I



engage in practices that advance social and economic justice .	Field I Supervisor Evaluation Policy II Weekly reflections, Policy Practice Engagement Paper, Policy Brief Cultural Competency Cultural Identity Paper II	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher	CI 2: 48%=A; 38%=B; 10%=C; 5% =I
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**Competency 6: Engage in research-informed practice and practice-informed research.**

**Competency Benchmark: 80%**

**Percentage of Students Who Met the Benchmark:**

<b>Foundation Practice Behavior</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>	<b>2012/2013 Outcomes</b>
use practice experience to inform scientific inquiry;	Field I Supervisor Evaluation Research I Research Portfolio	80% with 4 or 5 80% with B or higher	
use research evidence to inform practice.	Field I Supervisor Evaluation HBSE I Final Exam Research I Poster presentation	80% with 4 or 5 80% with B or higher 80% with B or higher	

**Competency 7: Apply knowledge of human behavior and the social environment.**

**Competency Benchmark: 80%**

**Percentage of Students Who Met the Benchmark:**

<b>Foundation Practice Behavior</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>	<b>2012/2013 Outcomes</b>
utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Field I Supervisor Evaluation HBSE IICommunity Agency Paper & Final Exam	80% with 4 or 5 80% with B or higher 80% with B or higher	
utilize conceptual frameworks to guide the processes of assessment, intervention,	Field I Supervisor Evaluation Field I Case presentation	80% with 4 or 5 80% with B or higher	

and evaluation of family/child or older adult populations;			
critique and apply knowledge to understand person and environment.	Field I Supervisor Evaluation Research I Article Dissection, peer review, grant/IRB proposal; poster presentation	80% with 4 or 5 80% with B or higher	

**Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

**Competency Benchmark: 80%**

**Percentage of Students Who Met the Benchmark:**

<b>Foundation Practice Behavior</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>	<b>2012/2013 Outcomes</b>
analyze, formulate, and advocate for policies that advance social well-being;	Field I Supervisor Evaluation Policy I Historical person/context Paper Policy II Policy Brief	80% with 4 or 5 80% with B or higher 80% with B or higher	
collaborate with colleagues and clients for effective policy action.	Field I Supervisor Evaluation Policy II Policy Leader Paper	80% with 4 or 5 80% with B or higher	

**Competency 9: Respond to contexts that shape practice.**

**Competency Benchmark: 80%**

**Percentage of Students Who Met the Benchmark:**

<b>Foundation Practice Behavior</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>	<b>2012/2013 Outcomes</b>
continuously discover, appraise, and attend to changing locales, populations, scientific and	Field I Supervisor Evaluation Policy I Comparative Analysis paper	80% with 4 or 5 80% with B or higher	

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	Field I Supervisor Evaluation Field I Autobiography	80% with 4 or 5 80% with B or higher	
Apply best practices knowledge to advocate for change in service delivery.	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher	

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

**Competency Benchmark: 80%**

**Percentage of Students Who Met the Benchmark:**

<b>Foundation Practice Behavior</b>	<b>Measures</b>	<b>Practice Behavior Benchmark</b>	<b>2012/2013 Outcomes</b>
	Field I Supervisor Evaluation Field I Case Presentation HBSE I Mini Paper & Final Exam HBSE II Community Agency Paper Practice I Role Plays Practice II Group Role Plays	80% with 4 or 5 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher 80% with B or higher	Case Pres: 82% = A; 18% =I
substantively and affectively prepare for action with individuals, families, groups, organizations,	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher	Case Pres: 82% = A; 18% =I

and communities;			
use empathy and other interpersonal skills;	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher	Case Pres: 82% = A; 18% =I
develop a mutually agreed-on focus of work and desired outcomes	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher	Case Pres: 82% = A; 18% =I
collect, organize, and interpret client data.	Field I Supervisor Evaluation Field I Case Presentation Research I Analysis of class survey data	80% with 4 or 5 80% with B or higher 80% with B or higher	Case Pres: 82% = A; 18% =I
assess client strengths and limitations;	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher	Case Pres: 82% = A; 18% =I
develop mutually agreed-on intervention goals and objective;	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher	Case Pres: 82% = A; 18% =I
select appropriate intervention strategies.	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher	Case Pres: 82% = A; 18% =I
initiate actions to achieve organizational goals;	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher	Case Pres: 82% = A; 18% =I
implement prevention interventions that enhance client capacities;	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher	Case Pres: 82% = A; 18% =I
help clients resolve problems;	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher	Case Pres: 82% = A; 18% =I
negotiate, mediate, and advocate for clients;	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher	Case Pres: 82% = A; 18% =I
facilitate	Field I Supervisor Evaluation	80% with 4 or 5	

transitions and endings;	Field I Case Presentation	80% with B or higher	Case Pres: 82% = A; 18% =I
demonstrate the capacity to reflect on one's own responses that influence the progress in and the completion of service delivery.	Field I Supervisor Evaluation Field I Case Presentation	80% with 4 or 5 80% with B or higher	Case Pres: 82% = A; 18% =I
critically analyze, monitor, and evaluate interventions.	Field I Supervisor Evaluation Field I Case Presentation Research I Grant/IRB Proposal Evaluation	80% with 4 or 5 80% with B or higher	Case Pres: 82% = A; 18% =I

Data have yet to be tabulated for the concentration courses taught in Fall 2013 and Spring 2014. The data will be reported in the same format as Table 6 once the data are tabulated.

**4.0.3 The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.**

All of the MASW faculty serve on the assessment committee and review the data collected. The data reported in this self-study were just made available in December, 2013. The faculty has not had the opportunity to fully review the data to make specific changes to the curriculum.

The faculty will divide into separate curricular groups to review the data specific to the courses in which the measures were taken. Those curricular groups are:

- Field Education

- Research

- Micro courses, which include HBSE I, Practice I, Advanced Generalist Practice I, and Advanced Generalist Focus Areas – Micro, and Cultural Competency

- Macro courses, which include HBSE II, Practice II, Advanced Generalist Practice II, and Advanced Generalist Focus Areas – Macro, Policy I and Policy II

During the Spring 2014 retreat, each curricular group will report their findings and suggestions for any curricular changes. During the retreat, the overall competency benchmarks will also be reviewed.

Once a full report of the assessment data are available, the faculty will present the results to the Advisory board, which consists of community social workers and students. The assessment report and data will also be posted to the program website.

While the criteria specific data are being compiled, there have been program improvements made based on informal feedback from students, faculty, and advisory board members. Some of those changes are described below.

In Fall 2012, the program did utilize the WSU Center for Teaching and Learning to solicit feedback from all students at the mid-semester point. The feedback was given about specific courses and about the overall program. These data were used to make appropriate mid-semester changes to the courses.

Some overall programmatic changes were made based on student feedback:

- Using the distance video learning classrooms for Spring 2013 rather than moving the classes to the Miami University Middletown campus. There will be courses at the Middletown campus in Fall 2013 due to limitation of discussion and communication when all students are not in the same classroom.

- Being consistent in the field education matching and placement procedures between both campuses.

- Being flexible in merging the two different university calendars.

- Better coordinating the registration of courses between the two campuses.

In Fall 2013, another survey was taken of students pertaining to the location of the classrooms. There was feedback which favored the combined classroom in Middletown because this approach was better for some students' learning style and the approach better facilitated class discussion. The main feedback opposing the combined classroom was the inconvenience of traveling to the site.

Based on the Fall 2013 feedback, the faculty have decided to keep the combined classrooms in Middletown. During the Fall 2013 retreat, faculty developed a plan to implement more online options for students to help reduce the travel difficulties for some students. Beginning in Fall 2014, some courses will be taught as hybrid courses using face-to-face teaching and online teaching. The goal is that several courses will become totally online by Fall 2015.

Changes are being made to better coordinate the field placement experiences. Making sure the policies and procedures are more consistent across both campuses is benefitting the faculty, students, and field supervisors. The field supervisor orientation was combined for Spring 2013 and Fall 2013.

A procedure is also being developed to seek feedback from the students who will be graduating in Spring 2014.

**4.0.4 The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.**

*This table will be completed once all of the data are tabulated. The data will be presented during the Initial Accreditation Site Visit I.*

**ASSESSMENT OF STUDENT LEARNING OUTCOMES**

**GREATER MIAMI VALLEY JOINT MASW: MIAMI UNIVERSITY OF OHIO AND WRIGHT STATE UNIVERSITY**

**LAST COMPLETED ON JANUARY 10, 2014**

Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing *Accreditation Standards* below.

This form is used to assist the COA in the evaluation of the program’s compliance with *Accreditation Standards* stated below.

*4.0.2 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.*

*4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies which comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice which all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENT OF STUDENTS ACHIEVING B	
		FOUNDATION YEAR	Advanced Generalist: Children & Families CONCENTRATION
Identify as a Professional Social Worker	80% of students will reach benchmark in Foundation courses. 90% of students will reach benchmark in Concentration courses.		
Apply Ethical Principles	80% of students will reach benchmark in Foundation courses. 90% of students will reach benchmark in Concentration		

	courses.		
Apply Critical Thinking	80% of students will reach benchmark in Foundation courses. 90% of students will reach benchmark in Concentration courses.		
Engage Diversity in Practice	80% of students will reach benchmark in Foundation courses. 90% of students will reach benchmark in Concentration courses.		
Advance Human Rights/ Social and Economic Justice	80% of students will reach benchmark in Foundation courses. 90% of students will reach benchmark in Concentration courses.		
Engage Research Informed Practice/ Practice Informed Research	80% of students will reach benchmark in Foundation courses. 90% of students will reach benchmark in Concentration courses.		
Human Behavior Knowledge	80% of students will reach benchmark in Foundation courses. 90% of students will reach benchmark in Concentration courses.		
Engage Policy Practice to Advance Well-Being and Deliver Services	80% of students will reach benchmark in Foundation courses. 90% of students will reach benchmark in Concentration courses.		
Respond to Practice Contexts	80% of students will reach benchmark in Foundation courses. 90% of students will reach benchmark in Concentration courses.		
Practice Engagement	80% of students will reach benchmark in Foundation courses. 90% of students will reach benchmark in Concentration courses.		
Practice Assessment	80% of students will reach benchmark in Foundation courses. 90% of students will reach benchmark in Concentration courses.		
Practice Intervention	80% of students will reach benchmark in Foundation courses. 90% of students will reach benchmark in Concentration courses.		
Practice Evaluation	80% of students will reach benchmark in Foundation courses. 90% of students will reach benchmark in Concentration courses.		



**4.0.5 The program appends copies of all assessment instruments used to assess the program competencies.**

This section contains the assessment measures listed on Tables 9, 14, and 16 related to the measures of the foundation courses. The assessment measures for Tables 10 and 15 related to the concentration courses will be added by the end of Spring 2014.

Below is the list of Assessment Appendices organized by the course in which the measure was implemented:

**Assessment Appendix A: Field Education I Supervisor Evaluation.**

**Assessment Appendix B: Field I Seminar Autobiography**

**Assessment Appendix C: Field I Seminar Case Presentation**

**Assessment Appendix D: Cultural Competency: My Cultural Identity Paper I**

**Assessment Appendix E: Cultural Competency: Contextual Analysis Paper**

**Assessment Appendix F: Cultural Competency: My Cultural Identity Paper II**

*Additional measures will be provided during the Initial Accreditation Site Visit I.*

**Assessment Appendix A: Field Education I Supervisor Evaluation.**

**MASW Field Education Contract/Evaluation**

**Greater Miami Valley Joint MASW: Miami University and Wright State University**

**Contract/Evaluation Period: Spring Semester 2013**

<b>Name of Student:</b>					
<b>Name of Supervisor:</b>					
<b>Agency:</b>					
<b>Address:</b>					
<b>Phone:</b>		<b>Date:</b>		<b>Hours Completed:</b>	

**Directions:** A meaningful performance evaluation must give an accurate description of the student’s performance in carrying out assignments. Ten competencies guide the expected learning experiences. Please rate the student on the ten competencies based on the suggested \*tasks and performance criteria outlined in the Student Field Practicum Contract.

\*A space has been provided for you to add a task that is not listed that the student has performed in association with the competency.

5 = Excellent/Outstanding	Performance is consistently above what is generally expected.
4 = Above Average	Performance is above what is generally expected
3 = Average	Performance is at the expected level for a graduate student
2 = Needs development	Performance is sometimes below expected level
1 = Unsatisfactory	Performance is consistently below expected level
NA = Not Applicable	No opportunity to perform this in practicum

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**Please conclude with a statement summarizing strengths and areas for attention or need for further development.**

<b>Competency #1: Identify as a professional social worker and conduct oneself accordingly.</b>		
<b>Practice Behaviors</b>	<b>Suggested/Possible Task(s)</b>	<b>Score</b>
Advocate for client access to the services of social work.		
Practice personal reflection and self-correct to assure continual professional development.		
Demonstrate professional demeanor in behavior, appearance and communication.		
Engage in career-long learning.		
Use supervision and consultation.		
Define what distinguishes Social Work from other helping professions.		

<b>Comments:</b>	
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<b>Competency #2: Apply social work ethical principles to guide professional practice.</b>		
<b>Practice Behaviors</b>	<b>Suggested/Possible Task(s)</b>	<b>Score</b>
Recognize and manage personal values in a way that allows professional values to guide practice.		
Make ethical decisions by applying standard of the NASW Code of Ethics and, as applicable, of the IFSW-IASSW Ethics in Social Work statement of Principles.		
Tolerate ambiguity in resolving ethical conflicts.		
Apply strategies of ethical reasoning to arrive at principled decisions.		

<b>Comments:</b>	
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<b>Competency #3: Apply critical thinking to inform and communicate professional judgments.</b>		
<b>Practice Behaviors</b>	<b>Suggested/Possible Task(s)</b>	<b>Score</b>
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.		

<b>Comments:</b>	
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<b>Competency #4: Engage diversity and difference in practice.</b>		
<b>Practice Behaviors</b>	<b>Suggested/Possible Task(s)</b>	<b>Score</b>
Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, 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 experience.		
View themselves as learners and engage those with whom they work as informants.		

<b>Comments:</b>	
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<b>Competency #5: Advance human rights and social and economic justice.</b>		
<b>Practice Behaviors</b>	<b>Suggested/Possible Task(s)</b>	<b>Score</b>
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.		

<b>Comments:</b>	
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<b>Competency #6: Engage in research-informed practice and practice-informed research.</b>		
<b>Practice Behaviors</b>	<b>Suggested/Possible Task(s)</b>	<b>Score</b>
Use practice experience to inform scientific inquiry.		
Use research evidence to inform practice.		

<b>Comments:</b>	
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<b>Competency #7: Apply knowledge of human behavior and the social environment.</b>		
<b>Practice Behaviors</b>	<b>Suggested Task(s)</b>	<b>Score</b>
Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation.		
Critique and apply knowledge to understand person and environment.		

<b>Comments:</b>	
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<b>Competency #8: Engage in policy practice to advance social and economic well-being and to deliver social work service.</b>		
<b>Practice Behaviors</b>	<b>Suggested Task(s)</b>	<b>Score</b>
Analyze, formulate, and advocate for policies that advance social well-being.		
Collaborate with colleagues and clients for effective policy action.		

<b>Comments:</b>	
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<b>Competency #9: Respond to contexts that shape practice.</b>		
<b>Practice Behaviors</b>	<b>Suggested Task(s)</b>	<b>Score</b>
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 service.		

<b>Comments:</b>	
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<b>Competency #10: Engage, assess, intervene, and evaluate individuals, groups, or organizations, and communities.</b>		
<b>Practice Behaviors</b>	<b>Suggested Task(s)</b>	<b>Score</b>
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		
Select appropriate intervention strategies		
Initiate actions to achieve organizational goals.		
Implement preventions that enhance client capacities.		
Help clients resolve problems.		
Negotiate, mediate and advocate for clients.		
Facilitate transitions and endings.		
Critically analyze, monitor, and evaluate intervention.		

Exposure through agency observation to engagement, assessment, and intervention processes		

<b>Comments:</b>	
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## **Assessment Appendix B: Field I Seminar Autobiography**

2. **Assignment #1:** Autobiographical Essay. You are to write an essay outlining your professional goals and how these relate to your field contract and learning goals, how supervision, field experience and classroom activities are (or are not) helping you to develop your professional self, your personal values and biases and how these are managed in relation to professional values, any experiences you have had in engaging diversity and difference in practice and how these experiences have impacted you personally and professionally. Students are expected to apply and demonstrate understanding and mastery of competencies 2.1.1, 2.1.2, 2.1.4, and 2.1.5. An outline will be provided for the assignment. This essay should be a maximum of 10 typed, double spaced pages (Assessed as 30% of final grade). **This assignment is due by class time of the March seminar.**

## Assessment Appendix C: Field I Seminar Case Presentation

3. **Assignment #2:** Case Presentation. You are to choose a client from your field site with whom you have done some individual work. Taking care to protect the client's identity, prepare a presentation that covers the client's social history and background, presenting issues, your assessment of the client's strengths, and how you engaged with the client to develop a mutually agreed-on focus of work and intervention goals. Include how you have applied knowledge of human behavior and the social environment and how social work research and theoretical concepts have been helpful in your assessment, and intervention. Also include how you have evaluated your work with this client or how you plan to do this. Students are expected to demonstrate understanding and mastery of competencies 2.1.3, 2.1.7, and 2.1.10. An outline will be provided for the assignment. The essay should be a maximum of 8 typed, double spaced pages (Assessed as 50% of final grade: 40% for the written essay and 10% for the oral presentation). **The oral presentation will be given during seminar in April.** The written essay is due by the date and time the class is scheduled to meet during Exam week.

## Assessment Appendix D: Cultural Competency: My Cultural Identity Paper I

### Assignment #1: My Cultural Identity Paper I

30 points

Due at class time on September 18

Paper must be e mailed to [carl.brun@wright.edu](mailto:carl.brun@wright.edu)

*This paper measures the Competency 2.1.4—Engage diversity and difference in practice – and these practice behaviors:*

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

### Instructions

- Purpose

The purpose of this assignment is for you to write about your reactions to the lecture content and readings during the first three weeks of the course specifically related to you discovering your cultural identity at this point of your life.

- Recommendation:

Write your entry for each week by Friday of that week!!

Use the headings: Questions from Week 1, Questions from Week 2, Questions from Week 3

Proof read and edit your work. This is a reflective paper, but you must still use proper grammar and spelling.

- Questions to consider from Week 1

What is your reaction to your scores on the two pre-tests for this course? What did you learn about yourself? What cultural groups do you need to learn more about?

What did you learn about yourself from the introductions? Small group exercise? Discussions?

After attending the first class, are you excited about this class? Why or why not?

Are you tired of discussing diversity? Why or why not?

- Questions to consider from Week 2

How does Lum's cultural study impact you?

What parts of your culture shape what you do every day?

How does Sue's examples of being the target of micro-aggressions impact you?

When have you been a target of micro-aggressions? When have you been the perpetrator of micro-aggressions?

When has there been an incident where your cultural reality clashed with someone else's cultural reality?

- Questions to consider from Week 3

What is the topic you are considering for your Contextual Analysis paper? Why?

What do you know about the historical context of that topic?

What sources of information do you plan to gather for your paper?

Who do you plan to use as an "informant"?

How did the readings and the film about China reinforce the importance of "historical analysis" and "worldview"?

- Format Requirements

For this paper it is acceptable to use the first person "I" when writing about yourself. **You** are the most authoritative reference for your life experience. Tell me your answers to the questions.

The paper is to be no less than 1 1/2, double spaced pages per week (total minimum of 4 1/2 pages), using a font size of 12. No running head is needed for this assignment. You are not to use references other than the text or lecture notes and thus do not follow APA format.



## Assessment Appendix E: Cultural Competency: Contextual Analysis Paper

### Assignment # 2: Contextual Analysis Paper

90 points

Due October 2

October 23

November 13

December 4

*This paper measures Competency 2.1.4—Apply critical thinking to inform and communicate professional judgments; Competency 2.1.4—Engage diversity and difference in practice; and Competency 2.1.5 – Advance human rights and social and economic justice and the following practice behaviors:*

distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

analyze models of assessment, prevention, intervention, and evaluation

recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

understand the forms and mechanisms of oppression and discrimination

### Instructions

- Purpose

The purpose of this assignment is for you to apply critical thinking skills to conduct a review of the evidence based literature and first hand personal accounts related to a cultural dilemma. The purpose is for you to explore multiple sources of evidence and multiple points of view on the topic.

- Recommendation

Consider one of the topics below or choose your own topic. You must have the topic approved by me. You must submit your own work for this assignment.

### **Cultural Competency Contextual Analysis Topics**

Conduct an historical, contextual, constructive review of one of the following terms:

“culture of poverty”, including a critique of the current “Bridges out of Poverty” book and workshops

“politically correct”, including a discussion of the origin of this term; whether it is a positive or negative term in promoting cultural competency

Current negative views toward “immigrants”; how are immigrants portrayed in U.S. media today and why

“veterans” and higher education; historical analysis of how veterans are portrayed; how does higher education adapt to the needs of veterans

“single parents”

“inner city” families

African American families

Spanish speaking, Hispanic, Latino families

Asian families

Native American families

Persons with developmental disabilities

Persons with physical disabilities

Persons with addiction issues

Gay, Lesbian, Bisexual, Transgender, Questioning, and Ally Community

Older Adults

Pedagogy of the oppressed (Friere); empowerment of the oppressed

Freedom of spirituality

Freedom of religion

Privilege

Gender issues

Social Class

Racial issues

Rights of incarcerated persons and those with prior criminal offenses

Diversity training

Multi-culturalism; cultural competency

Other

- **Format Requirements:**

All works cited for all sections of this assignment must follow APA format.

Works cited for sections I & II must be from peer-reviewed sources.

All sections must be double spaced, using 1 inch margins, 12 font, and following the minimum page requirement for each section.

Follow additional requirements stated for each section.

Follow the instructions for headings for each section.

The following due dates must be followed, but you can choose which section you submit for each date:

October 2

October 23

November 13

December 4

- **Four Sections to this Assignment:**

**I) Historical analysis (30 points)**

The purpose of this section is to conduct an historical, contextual analysis of the cultural topic you chose. The paper should be at least 4 pages in length and have at least 3 peer reviewed sources. You must cover both sides to the issue. You must use at least one source dated from 2010 on. You may use sources dated prior to 2005 to demonstrate the historical meaning of an issue or comment. Your analysis should discuss how your topic has changed over time: how theory, data, and public opinion have influenced how the issue has changed.

## **II) Evidence based literature of social work with this group or issue (30 points)**

The purpose of this section is to conduct a review of the social work interventions used to address this cultural group or issue. The paper should be at least 4 pages in length and have at least 3 peer reviewed sources. At least two of the sources must be dated from 2005 on. You may use a source dated earlier than 2005 to show how the social work interventions have changed based on new data or theories.

## **III) First-hand, written personal account (20 points)**

The purpose of this section is to validate the personal accounts of persons representing the cultural group or issue. You should choose an account published in a public venue: magazine, book, journal. You must choose a written account rather than a video. The paper should be at least 2 pages in length and have just one referenced source. The source must be dated from 2005 on. Discuss what you learned from this personal account as the information compares to sections I and II of your paper.

## **IV) Facilitate class discussion (10 points)**

The purpose of this section is to facilitate a class discussion sharing the information you have gathered for this paper. You will be leading a 30 minute discussion. You need to submit: 1) an outline of the presentation; 2) an APA reference list for the sources you cited for the class discussion and other sections of your paper; and 3) a set of at least 5 questions for discussion. If possible, please send those materials to your classmates before the date of your class discussion. You may use video media for this presentation, but the video materials should take no more than a total of 7 minutes.

## Assessment Appendix F: Cultural Competency: My Cultural Identity Paper II

### Assignment #3: My Cultural Identity Paper II

30 points

Due December 11 at 6:30 P.M.

*The participation in the activity measures Competency 2.1.4- Engage diversity and difference in practice and Competency 2.1.5- Advance human rights and social and economic justice and the following practice behaviors:*

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

advocate for human rights and social and economic justice

engage in practices that advance social and economic justice

### Instructions

- Purpose

The purpose of this assignment is for you to describe the growth you have made in becoming a culturally informed social work student since the beginning of this course.

- Recommendation

You are required to interview a person and/or immerse yourself in an environment related to your cultural topic or issue. Begin that process no later than the 10<sup>th</sup> week.

- Questions to be answered

No earlier than Week 15, retake the cultural awareness surveys you first took during Week 1. Discuss the areas in which you made the most change and the areas you still need to change.

What knowledge about cultural competency did you gain the most in this class?

What personal values changed for you during this class?

What culturally competent skills did you learn in this class?

Immersion or interview activity. Consider these questions:

1. What strengths did you observe in the group in which you immersed yourself or the person you interviewed?
2. Discuss the primary elements of culture that you noted during the time you spent with the diverse population.
  - a. What cultural values emerged during the activity in which you participated?
  - b. Were the traits/characteristics of this cultural group similar to the general overview of the group provided in your readings? If they differed from the generalized description (“diversity within diversity”), note the differences.
  - c. What differences did you note in the activities and behavior of the group as compared to your personal/cultural experiences?
3. What did you learn about the diverse population that will assist you in practice, whether with persons from the group, and/or with clients of any cultural background?
  - a. Describe anything you learned that you did not already know, or something you knew and that was reinforced for you
  - b. What did you learn about yourself regarding your use of stereotypes or assumptions about this particular racial/ethnic group?
4.
  - a. Discuss the value of this exercise to your growth as a culturally competent social worker.
  - b. What parallels can you see between your feelings of discomfort at being in a minority in the activity, and possible discomfort clients of this group (or another diverse population) might experience when seeking assistance from you?

- Format

This paper must be a minimum of 4 pages, at least 2 pages must be written about the personal interview or immersion.

You may use 1<sup>st</sup> person.

You need only reference the lectures or course texts.

You do not follow APA format.