

Dear Jennifer,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

<b>Program: Master Social Work</b>	
<b>Assessment Practice Overall Rating:</b> Mature (2.94/3.00)	
<b>Student Success Practice Overall Rating:</b> Exemplary (3.00/3.00) <i>*see second rubric below</i>	
<b>Strengths</b>	<b>Recommendations</b>
<ul style="list-style-type: none"><li>• Clear, specific learning outcomes are shown in alignment with Graduate Student Learning Outcomes and NASW Code of Ethics.</li><li>• Excellent description of measures and included examples, as well as specific information about portions of measures used for assessment.</li><li>• Clear targets for student learning, and clear explanation of results in context of targets.</li><li>• Excellent discussion of findings and how these were used and shared to improve student learning through adjustments to measures and tools and teaching to improve student learning.</li><li>• <b>Excellent description of student success goals with aligned action plans for improvement.</b></li><li>• <b>Clear description of student success expectations for success and actual results. Continued engagement in what seems to be working.</b></li></ul>	<ul style="list-style-type: none"><li>• Providing some rationale for why outcomes were selected for assessment would be helpful for future planning (ex: part of an established cycle, targeted due to performance concerns last cycle, etc.).</li></ul>

*Assessment (Parts 1a & 1b) Scoring Rubric is included below. Student Success (Parts 2a & 2b) Scoring Rubric is included below with no notations just for your reference (the SSC did not choose to report in this way).*

*Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.*

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p><b>Student Learning Outcomes</b></p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p><b>Performance Goals &amp; Measures</b></p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

<b>Analysis &amp; Results</b>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
<b>Sharing &amp; Use of Results for Continuous Improvement</b>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
<b>Overall Rating</b>	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Mature</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Undeveloped</b>

**Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)Unit/Program:**

**Office of Student Success/Office of Assessment & Accreditation Evaluation Date:**

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
<b>Goals/ Objectives</b>	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
<b>Action Steps</b>	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives.  No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives.  Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives  Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
<b>Data that Informs Progress on Each Goal/Objective</b>	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
<b>Assessment of Outcomes and Continuous Improvement</b>	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
<b>Overall Rating</b>	<input type="checkbox"/> <b>Undeveloped</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Mature</b>	<input type="checkbox"/> <b>Exemplary</b>

**Student Outcomes Assessment and Success Report AY2017-18**

*Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.*

**Unit/Program Name:** Social Work- MSW Program

**Contact Name(s) and Email(s):** Jennifer Todd, MSW Program Director  
Jennifer.Todd@indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

**Part One: Fall 2017-Spring 2018**

<p><b>a. What learning outcomes did you assess this past year?</b></p> <p>If this is a graduate program, identify the <a href="#">Graduate Student Learning Outcome</a> each outcome aligns with.</p>	<p><b>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</b></p>	<p><b>c. What were your expectations for student performance?</b></p>	<p><b>d. What were the actual data/results?</b></p>	<p><b>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report?</b></p>
---	---	---	---	--

<p>Graduate Student Learning Outcome: Students recognize and act on professional and ethical challenges that arise in their field or discipline.</p> <p><b>MSW Competency 1: Students will demonstrate ethical and professional behavior.</b>  Based on the following practice behaviors:  *Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to the context.  *Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.  *Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.  *Use technologically ethically and appropriately to facilitate practice outcomes: and  *Use supervision and consultation to guide professional judgment and behavior.</p>	<p>1) Measure 1: Field Instrument</p> <p>SOWK 605 Generalist Field Practicum: Field Instructor completes the score on competency 1 in the field evaluation.</p>	<p>1) At least 80% of the students will score at least an 8 out of 10 on this competency on the field evaluation.</p>	<p>1) 93.33% of the students scored at least an 8 out of 10 on this competency on the field evaluation.</p>	<p><b>1)</b> While the student outcomes met the benchmark, there was discussion among faculty related to the field grading rubric and its ability to score students accurately, in comparison to the assessment measures. Furthermore, it was noted that field instructors were scoring students based on whole numbers (i.e., 7 or 8) due to the format of the rubric. This may have impacted the scores. It was decided that faculty would study the field instrument to ensure its accuracy and ability to measure student outcomes as related to assessment benchmarks.</p> <p><b><i>Fall 2016-Spring 2017: NA Measure was not collected in generalist practice level. Measures at this level were added this year.</i></b></p>
	<p>2) Measure 2: Ethics Presentation</p> <p>SOWK 605 Generalist Field Practicum</p>	<p>2) At least 80% of the students will score 8 out of 10 or higher on 5<sup>th</sup> line of grading rubric.</p>	<p>2) 100% of the students scored at least an 8 out of 10 or higher on 5<sup>th</sup> line of grading rubric.</p>	<p>2) Faculty decided to continue to measure the students' ability to apply social work ethical decision making process at the generalist practice level. It was unclear if the measure of 100% accurately reflected the students' abilities; therefore, this assignment will be monitored for scoring accuracy this academic year and adjusted as needed.</p> <p><b><i>Fall 2016-Spring 2017: NA Measure was not collected in generalist practice level. Measures at this level were added this year.</i></b></p>

<p>Graduate Student Learning Outcome: Students engage in and meaningfully contribute to diverse and complex communities and professional environments.</p> <p><b>MSW Competency 2: Engage diversity and difference in practice.</b> Based on the following practice behaviors: Present themselves as learners and engage clients and constituencies as experts of their own experiences</p>	<p>1) Measure 1: Field Instrument</p> <p>SOWK 615 Clinical Field Practicum II: Field Instructor completes the score on competency 2 in the field evaluation.</p>	<p>1) At least 80% of the students will score at least an 8 out of 10 on this competency on the field evaluation.</p>	<p>1) 83.33% of the students scored at least an 8 out of 10 on this competency on the field evaluation.</p>	<p>1) See above regarding faculty discussion of field instrument. The same field instrument grading rubric is used for both the generalist and clinical level field practicums. Therefore, faculty review the rubric. In addition, this information was shared with field instructors during a recent meeting, and it was recommended that faculty consider developing a grading rubric specific to each level of the MSW Program. This recommendation will be considered.</p> <p><b><i>Fall 2016-Spring 2017: 89.9% Student performance declined.</i></b></p>
	<p>2) Measure 2: Culminating Project Final Submission</p> <p>SOWK 620 Culminating Project</p>	<p>2) At least 80% of the students will score 8 out of 10 or higher on “engagement” section” of the grading rubric.</p>	<p>2) 100% of the students scored an 8 out of 10 or higher on “engagement” section” of the grading rubric.</p>	<p>2) No changes will be made based on this measure. It is expected that students will score at least an 80% on this measure in a final culminating project assignment.</p> <p><b><i>Fall 2016-Spring 2017: 93.3% Student performance improved.</i></b></p>

Graduate Student Learning Outcome:  <b>MSW Competency 7: Assess individuals, families, groups, organizations, and communities.</b> Based on the following practice behaviors:	1) Measure 1: Field Instrument  SOWK 615 Clinical Field Practicum II: Field Instructor completes the score on competency 7 in the field evaluation.	1) At least 80% of the students will score at least an 8 out of 10 on this competency on the field evaluation.	1) 81.25% of the students scored at least an 8 out of 10 on this competency on the field evaluation.	1) See above regarding use of the current field instrument.  <i><b>Fall 2016-Spring 2017: 88.3%  Student performance improved.</b></i>
	2) Measure 2: Culminating Project Final Submission  SOWK 620: Culminating Project	2) At least 80% of the students will score 20 out of 25 or higher on “Assessment” section of the grading rubric.	2) 85.67% of the students scored at least an 8 out of 10 on this competency on the field evaluation.	2) Students met the expected benchmark on this measure. It is expected that most students leave a clinical MSW program with the ability to engage in assessment with individuals. The faculty will continue to monitor this measure to see if it falls below the 80% benchmark.  <i><b>Fall 2016-Spring 2017: 100%  Student performance declined.</b></i>

*Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit “tab” to add a new row.*

#### Notes

- a. Use your outcomes library as a reference.
- b. *Each outcome must be assessed by at least one direct measure (project, practice, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the program’s outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.*
- c. *Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of “3” to be deemed proficient; at least 80% of students in the program will attain this benchmark.”*
- d. *Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., “85% of the 25 students whose portfolios were reviewed met the established benchmark”).*
- e. *Curriculum Map and excel grid of measurements. Measurement by course. Attach Rubrics and Plan*



## Part 1b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

### Specific Changes Made Based on 2017/2018 Assessment Outcomes

Based on outcomes of the assessment process over the last year, specific changes that have been made to the MSW curriculum in both the classroom and field settings. The MSW faculty met on September 18<sup>th</sup>, 2018 and reviewed the measures for each competency. As a result, the following discussion and/or changes were made. These results will also be shared with the Department of Social Work Advisory Committee during a meeting on October 11<sup>th</sup>, 2018.

1. Competencies 1, 2, 3, 5, 6, 8, 9, and 10 were met at both the generalist and clinical practice levels, with a score of 94% and higher in the competency related to ethical and professional practice behaviors (competency #1). The other competency in which the students scored high was #6, which measured ability to engage with individuals, families, group, organizations, and communities.
2. There were 2 competencies, #4 and #7, in which students did not meet the benchmarks.
  - A. Competency #4: Faculty discussed some potential issues with the grading rubric used to evaluate students in the field practicums. It was decided that a sub-committee of the Department of Social Work Field Committee would be formed in 2018/2019 to evaluate the field practicum grading rubric. Faculty wanted to ensure the instrument used for “measure #1” was adequate for the assessment. Furthermore, a conversation was held with the field instructors/task supervisors at a field training session in October 2018 to discuss the students’ lack of meeting the competency and potential issues with the measure. During this training, the Field Director received feedback related to the “learning plan” evaluation, including ways to measure student competency at the generalist level. This feedback will be considered by faculty this year as the grading rubric is re-evaluated. Competency #4, measure 2 involved identifying areas in the generalist practicum curriculum (i.e., practice courses and generalist field practicum course) in which research informed practice and practice informed research is addressed either through course discussion or assignments. It was decided that the measure 2 assignment would be changed to better evaluate this competency. Faculty will now utilize the introduction assignment in SOWK 507 to collect data related to this competency for the upcoming academic year. Faculty will also evaluate the benchmark to determine if a change should be made.
  - B. Competency #7: Faculty questioned the assignment used to evaluate this measure and decided to change assessment measure 2 to an assignment in SOWK 503: Social Work Practice I course. The assignment to be used requires students to complete a written biopsychosocial/spiritual assessment with a simulated individual client. In order to determine if this change met the needs of the assessment plan, the faculty will re-evaluate this change in assessment measure after data are collected this academic year.

**Part 2a: Summary of Student Success Activities**

**Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.**

**Fall 2017-Spring 2018**

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
<p><i>Departmental Retention Goals:</i> 90% of students enrolled in the MSW program will be retained by fall 2018.</p>	<ol style="list-style-type: none"> <li>1. Promote high student expectations in the areas of academics and professional behavior.</li> <li>2. Publicize the positive values of the profession and social work career, including the value of an MSW degree.</li> <li>3. Identify areas of student strengths and challenges, providing opportunities to both promote student achievement and address student needs.</li> <li>4. Maintain student engagement in academic (i.e., SSWA) and Departmental activities (i.e., Departmental Meetings).</li> <li>5. Promote a positive learning and social environment through the development of student centered activities (i.e., lunch with the Chair and fall/spring orientation).</li> <li>6. Promote faculty mentoring through both academic related and professional activities (i.e., scholarly activities and conference presentations/attendance).</li> <li>7. Promote internal and external dialogues on diversity issues.</li> <li>8. Promote cross-cultural and cross-national experience in faculty diversity and learning opportunities.</li> </ol>	<p>Calculate % of students enrolled in the MSW Program as of summer 2017, and then compare to number of students enrolled and/or graduating in Program in May 2018.</p>	<p>Percentage of those students enrolled for the fall indicated, minus those who graduated prior to the next fall, who enrolled the next fall was 87.5%.</p> <p>Action Steps Completed:</p> <ol style="list-style-type: none"> <li>3. Identify areas of student strengths and challenges, providing opportunities to both promote student achievement and address student needs.               <ol style="list-style-type: none"> <li>a. NASW Indiana MSW student of the year, Laurie Weaver, recognized at state conference October 2018.</li> </ol> </li> <li>4. Maintain student engagement in academic (i.e., SSWA) and Departmental activities (i.e., Departmental Meetings).               <ol style="list-style-type: none"> <li>a. Student attended MSW departmental meetings.</li> <li>b. MSSWA officers identified.</li> </ol> </li> <li>5. Promote a positive learning and social environment through the development of student centered activities (i.e., lunch with the Chair and fall/spring orientation).               <ol style="list-style-type: none"> <li>a. MSW program orientation held May 2018; August 2018.</li> </ol> </li> </ol>	<p>The goal of retaining 90% of the students was continued through spring 2019.</p>

<p><i>Departmental Completion</i> Goals: 90% of admitted students will earn an MSW degree.</p>	<ol style="list-style-type: none"> <li>1. Promote high student expectations in the areas of academics and professional behavior.</li> <li>2. Publicize the positive values of the profession and social work career, including the value of an MSW degree.</li> <li>3. Identify areas of student strengths and challenges, providing opportunities to both promote student achievement and address student needs.</li> <li>4. Maintain student engagement in academic (i.e., MSWSA) and Departmental activities (i.e., Departmental Meetings).</li> <li>5. Promote a positive learning and social environment through the development of student centered activities (i.e., lunch with the Chair and fall/spring orientation).</li> <li>6. Promote faculty mentoring through both academic related and professional activities (i.e., scholarly activities and conference presentations/attendance).</li> <li>7. Promote internal and external dialogues on diversity issues.</li> <li>8. Promote cross-cultural and cross-national experience in faculty diversity and learning opportunities.</li> </ol>	<p>Calculate % of students enrolled at the clinical level of the MSW Program as of fall 2017, and then compare to number of students graduating from the Program in May 2018.</p>	<p>93% of students enrolled at the clinical level of the MSW Program as of fall 2017 graduated from the Program in May 2018.</p> <ol style="list-style-type: none"> <li>1. Promote high student expectations in the areas of academics and professional behavior. <ol style="list-style-type: none"> <li>a. Faculty teaching the one credit hour culminating project course met individually with students to provide support and clarify expectations of the final academic project.</li> </ol> </li> <li>3. Identify areas of student strengths and challenges, providing opportunities to both promote student achievement and address student needs. <ol style="list-style-type: none"> <li>a. Ongoing student outcomes assessment completed August 2018.</li> </ol> </li> <li>5. Promote a positive learning and social environment through the development of student centered activities (i.e., lunch with the Chair and fall/spring orientation). <ol style="list-style-type: none"> <li>a. A final advising was completed with each graduating student during the final 2 semesters of their enrollment.</li> <li>b. A student centered licensure preparation information and preparing course were completed during the final semester of the graduating students enrollment.</li> </ol> </li> </ol>	<p>The goal of retaining 90% of the students was continued through spring 2019.</p>
--	--	---	--	---

<p>Faculty will increase the MSW student participation in simulation activities using the Rural Health Innovation Collaborative (RHIC) Simulation Center.</p>	<ol style="list-style-type: none"> <li>1. Faculty will consider which MSW courses would benefit from increased participation in RHIC simulation center activities.</li> <li>2. Faculty will embed RHIC simulation center activities in the MSW course syllabi/courses as applicable.</li> <li>3. MSW students will engage in interprofessional simulation activities in collaboration with the RHIIC Simulation Center.</li> </ol>	<p>Faculty within the MSW Program will compare the number of RHIC Simulation Center activities engaged in during the recent and current year. Faculty will evaluate the type of simulation activities engaged in during the current academic year (2017/2018).</p>	<ol style="list-style-type: none"> <li>1. The MSW students enrolled in the SOWK 615 Clinical Field Practicum course participated in an interprofessional simulation activity in collaboration with the RHIC and Athletic Training Department in May 2018.</li> <li>2. The MSW students in SOWK 552 Families and Couples Therapy course participated in simulation activity at the RHIC in spring of 2018.</li> <li>3. There was an increased use of the RHIC Simulation Center by the MSW students as compared to the previous academic year.</li> </ol>	<p>Faculty will continue to assess the benefits of MSW student participation in simulation activities using the Rural Health Innovation Collaborative (RHIC) Simulation Center.</p> <p>Faculty will continue to coordinate simulation objectives and scenarios with the RHIC Simulation Center staff to ensure quality and organization of simulation experiences.</p> <p>Faculty will continue to collaborate with other academic partners with ISU to provide interprofessional experiences for MSW students.</p>
---	--	--	--	---

**Notes**

- a. **These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).**
- c. **Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.**

## **Part 2b: Continuous Quality Improvement**

**In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?**

**Departmental Retention Goals:** MSW faculty developed goals related to retention in the fall of 2017, which would then continue through spring 2018. It was decided that evaluation in terms of retention should occur over 2 academic terms in order to fully implement the 8 action steps listed above. During the 2017/2018 academic year, faculty focused on identifying student areas of strengths; maintaining student engagement in MSW departmental activities; and promoting student centered activities. These steps have allowed increased student feedback in Departmental planning activities, and improved communication between the MSW Program Director and students. For the 2018/2019 academic year, faculty have decided to continue activities engaged in during the previous year, and address the other action steps. Specifically, faculty plan to engage at least one student in a research and/or scholarship based project this year in order to promote faculty mentoring. This will positively impact the MSW students who plan to either pursue doctorate level education or engage in research in their future careers. Also, the Department will continue to identify ways to expose students to dialogues on diversity and cross-cultural experiences. This includes University and community based experiences, and potential plans for study abroad opportunities.

**Departmental Completion Goals:** As noted above, the departmental completion goals were identified during the last academic year, and will continue until spring 2019. The action steps that helped to achieve this year's goal included activities in which faculty worked closely with students related to course assignments and/or planning for the final semester. The SOWK 620 culminating project assignments is one example of direct interaction between faculty and students to reflect on and synthesize curriculum learned through the MSW program. Students are able to meet individually with the faculty teaching the course in order to successfully complete the required components. This was also a time for students to reflect on any gaps in knowledge related to clinical social work that may be needed in their future career. This course is a seminar based course during which students are supported as they near graduation. Furthermore, the advisor continued graduation "checkout" advising sessions in both the previous and current semesters in which the students planned to graduate. These advising courses were used to identify upcoming graduate needs, check on progress in final courses, and explore potential job opportunities/career options. Both of these activities will be continued this academic year. Faculty will also engage in other action steps not already accomplished last year, including the expansion of faculty mentoring in scholarship activities and activities surrounding diversity and difference.

**Student Participation in RHIC Simulation Center:** MSW students participated in course based simulation experiences, including family therapy practice and interprofessional simulations. The interprofessional opportunities have now expanded to other departemnts on campus for the 2018/2019 academic year. This allows MSW students to demonstrate professional and ethical behavior in a multi-disciplinary environment. Furthermore, many of the MSW students will go on to work in interprofessional settings, dealing with similar issues covered in the simulation scenarios.

## Indiana State University Master of Social Work Assessment Curriculum Map

	MSW Courses																			
	500	501	502	503	504	505	506	507	600	601	603	605	606	607	608	610	611	615	620	
#1: Demonstrate Ethical and Professional Behavior												GM1 GM2							CM1 CM2	
#2: Engage Diversity and Difference in Practice					GM2							GM1							CM1	CM2
#3: Advance Human Rights and Social, Economic, and Environmental Justice							GM2					GM1							CM1 CM2	
#4: Engage in Practice-Informed Research and Research-Informed Practice								GM2				GM1	CM2						CM1	
#5: Engage in Policy Practice			GM2									GM1		CM2					CM1	
#6: Engage with individuals, families, groups, organizations, and communities.				GM2							CM2	GM1							CM1	
#7: Assess individuals, families, groups, organizations, and communities.							GM2					GM1							CM1	CM2
#8: Intervene with individuals, families, groups, organizations, and communities.				GM2								GM1							CM1 CM2	
#9: Evaluate practice with individuals, families, groups, organizations, and communities						GM2						GM1							CM1	CM2
#10: Practice effectively within a rural social work context.											CM1 CM2									

GM=Generalist Year Measure  
 CM=Clinical Year Measure  
 Updated: 10/2018

**MSW Generalist Field Placement: Learning Plan and Final Performance Evaluation**

Name of Intern \_\_\_\_\_ University ID \_\_\_\_\_

Generalist Level Placement SOWK 605 (Summer)       Final

Name of Agency: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Name of Field Instructor: \_\_\_\_\_

Date Evaluation was Completed \_\_\_\_\_

This evaluation is intended to give the intern feedback about her or his performance. The Faculty Field Liaison (course instructor) has responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: the Faculty Field Liaison or Field Director's overall evaluation of the student's performance in field placement in conjunction with the field instructor and task supervisor evaluation and other submitted materials such as: intern journal; seminar participation; papers that integrate field with classroom instruction.

The paper document of the evaluation form in the Field Manual Appendix serves as an aid in discussion and understanding field documentation. For implementation of the document, students are required to use the form electronically via the Field Journal in the course Blackboard site and complete concurrent documentation. Learning Plans should be updated on a weekly basis and attached to the Field Journal each week before Friday at 5pm. Students should provide the document to each supervisor for final evaluations (electronic or printed version), then once complete, the comments and ratings should be typed into the electronic version of the Learning Plan for future reference and usage.

## Rating the Student:

10 The student is fully prepared to be an entry level social worker and demonstrates mastery of skill. The student qualifies as 'a shining star'. The student initiates action and has the ability to deal with the more difficult aspects of this practice behavior and uses best practices in approaching situations. The student is not afraid to use his/her abilities and does not hide from clients. The student no longer needs the supervisor to prompt action and demonstrates a 'can do' attitude. Supervisor would like to have the student as a colleague based on the student's demonstration of skills and abilities.

9 The student demonstrates near mastery of skill. The student is mostly proficient though sometimes does not show 'best practice of all the necessary parts'. The student has an appropriate level of skills and acts appropriately as situations arise most of the time. The student demonstrates best practice 'more than 80% of the time'. The student is nearly ready to practice as a beginning level social worker without supervision.

8 The student has an above average ability to perform as a social worker. The student demonstrates a good grasp of skills and abilities and is capable and confident. The student has basic skills but still needs experience and practice to establish best practice. Student asks for opportunities to gain the needed practice by asking "Can I?" The student is clearly past the point of asking questions to learn the skills, but more asking for the opportunity to practice the skills and abilities that she/he already has developed. The role of the supervisor with this student decreased to occasional suggestion but more monitoring.

7 The student is meeting the expectations of social work practice, but the student still tends to 'answer the questions when asked', rather than demonstrate independence, initiative and confidence. The student has basic competence, and performs to the level of the average social worker, but has lacking ability to perform best practices most of the time. The student is less likely to act without being prompted in a situation and needs supervision and guidance by the supervisor to assure completion of tasks. Student is now using intervention and evaluation skills though still needs continued practice to develop the skills.

6 The student is developing skills. The student is able to engage with clients and has an understanding of the goals of the profession. The student is developing the ability to make decisions as situations occur but still clearly is not ready to make decisions independently and needs to consult with supervisor before taking actions with clients. In some settings, supervisors might allow the student to be alone with clients or to co-facilitate a group. The student is able to demonstrate techniques and address some difficult situations. The student is likely practicing boundary setting and/or the ability to sustain an engagement with a client and is also able to USE resources.

5 The student is emerging. The student may be able to address very basic issues with a client in a conversational manner, but is likely more focused on learning necessary knowledge and observation of professionals in skill usage. The student is learning and experimenting with core knowledge as well as engagement and assessment. The student has a moderate knowledge of resources and is beginning to understand and use the resources.

4 The student is at the introductory, or beginning, level. The student has little experience or knowledge of social agencies yet is inquisitive and curious, and demonstrates an awareness of surroundings. The student is expected to begin to build core knowledge necessary to function within the agency and working with clients by reviewing policies and procedures, learning forms and asking questions about their use, and beginning to ask relevant questions about their 'place' and their role in the agency. Student is learning resources that may be useful in serving the clients of the agency.

3 The student demonstrates less than motivated behavior and there is concern for the student's development. The student might be demonstrating resistance to working in some aspect of the agency or with some types of clients, is not inquisitive or demonstrating inquiry and has difficulty 'fitting in'. Staff may be reporting not feeling that the student is 'getting it' or is demonstrating a lack of empathy or compassion with clients.

2 The student is resistant to development and is not demonstrating a grasp of content. The student's manner and presentation are having a negative effect on the work environment and with clients. Supervisors feels that the student is not ready to work with clients and needs to have some corrective plans before being ready to move on in placement. Student is likely to be withdrawn from at least some aspects of the placement due to inappropriateness. Outlook for the student is guarded and unless there are significant changes the student is should not progress in the program.

1 Student demonstrates unacceptable behavior that has been addressed without successful change. Further attempt to resolve presenting problems is not likely to make a difference. Student should be removed from the field practicum.

0 Insufficient evidence to evaluate the student due to lack of opportunity in this setting, lack of



opportunity to see the student practice in the setting, or other reasonable factors limiting the evaluator's ability to rate.

**Instructions for completing the document:**

The student and Field Instructor/Task Supervisor will discuss learning plan goals and who will supervise each activity. Together they will define 1 activity per practice behavior. The supplemental list of assignments may be used, or the student or supervisor may individualize activities that meet the criteria. Selected items will be identified on this document within the first 2-3 weeks of placement. Any items designated for completion with a Field Instructor outside the agency must also be marked as such, discussed with the Field Instructor, and approved by all. In the case of a Field Instructor that is not an agency employee, the student must maintain an open and transparent communication process with both supervisors throughout the placement regarding all activities, hours, concerns, changes, etc.

Once an activity is completed the student should review the assignment with the designated supervisor and note comments and completion date in the appropriate column of the document. The date should match with journal entries and timesheets. Remember, concurrent documentation is an agency as well as field practice.

The student should begin immediately to complete learning plan items, and should make progress weekly. It is not acceptable to wait until end of placement to complete items.

N/A, ongoing, discussed, per supervisor, or blank are not acceptable replies to any learning plan item. Every student should complete 1 item per placement; students may not repeat assignments in different placements.

The student should be evaluated at the midterm and final evaluation by all parties involved in supervising the student. In other words, if the student has one supervisor then only one evaluation is needed, but if the student has more than one supervisor, they should each complete an evaluation of the student or jointly complete one evaluation and both parties should sign. Ratings all behaviors are not required until the final evaluation period in each semester.

<b>Competency 1: Demonstrate Professional and Ethical Behavior</b>
*Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to the context. *Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. *demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. *use technologically ethically and appropriately to facilitate practice outcomes: and *use supervision and consultation to guide professional judgment and behavior.
<b>Overall score for competency 1 based on the core behaviors listed above: /10 (using rubric on pages 2-3)</b>
<b>Comments:</b>

**Competency 2: Engage Diversity and Difference in Practice**

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

**Overall score for competency 2 based on the core behaviors listed above:  
/10 (using rubric on pages 2-3)**

**Comments:**

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

- \*Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- \*Engage in practices that advance social, economic, and environmental justice.

**Overall score for competency 3 based on the core behaviors listed above:  
/10 (using rubric on pages 2-3)**

**Comments:**

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

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

**Overall score for competency 4 based on the core behaviors listed above:  
/10 (using rubric on pages 2-3)**

**Comments:**

**Competency 5: Engage in Policy Practice**

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

**Overall score for competency 5 based on the core behaviors listed above:  
/10 (using rubric on pages 2-3)**

**Comments:**

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.</b>
*Apply knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituencies. *Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
<b>Overall score for competency 6 based on the core behaviors listed above: /10 (using rubric on pages 2-3)</b>
<b>Comments:</b>

<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.</b>
*Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. *Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. *Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. *Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
<b>Overall score for competency 7 based on the core behaviors listed above: /10 (using rubric on pages 2-3)</b>
<b>Comments:</b>

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

\*Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. \*Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

\*Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. \*Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

\*Facilitate effective transitions and endings that advance mutually agreed-on goals.

**Overall score for competency 8 based on the core behaviors listed above:  
/10 (using rubric on pages 2-3)**

**Comments:**

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

\*Select and use appropriate methods for evaluation of outcomes.

\*Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

\*Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

\*Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Overall score for competency 9 based on the core behaviors listed above:  
/10 (using rubric on pages 2-3)**

**Comments:**

**FINAL OVERALL EVALUATION:**

The student successfully completed her/his learning plan     Yes     No (explain)

Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

- This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/elaboration:

Strengths:

Limitations:

Signature of Task/Agency Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Signature of Field Instructor (if different than above) \_\_\_\_\_

Date \_\_\_\_\_

***The following section should be completed by the intern:***

My agency supervisor and Field Director, or designee, have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation   

or

I do not agree with evaluation   

If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the Field Director.

Intern's Signature \_\_\_\_\_

Date \_\_\_\_\_

SOWK 605 – Generalist Field Course  
**Ethics Presentation Grading Rubric**

Presenter \_\_\_\_\_ Reviewer \_\_\_\_\_

Requirement	Points Possible	Comments	Points Earned
Includes an articulate description of situation in which issue occurred	20		
Identifies ethical issue to be addressed	20		
Identifies the Code(s) from the NASW Code of Ethics that applies to the issue	15		
Addresses options or a solution to the ethical issue presented	15		
Presents process of applying Ethical Decision Making model <b>(This part of the assignment will be used to assess CSWE Competency #1, Measure #2 at the generalist practice level.)</b>	10		
Appropriate use of time (10 minutes max). Presenter is articulate, does not read to the audience, and presents information in a professional manner.	10		
Responds with substantive content to 3 classmate's postings	10		
<b>Total</b>	<b>100</b>		

Summer 2018

**MSW CLINICAL Field Placement: Learning Plan and Final Performance Evaluation**

Name of Intern \_\_\_\_\_ University ID \_\_\_\_\_

Student's Concentration:  Health  Mental Health and AddictionsClinical Level Placement  SOWK 610  Midterm  
 SOWK 615  Final

Name of Agency: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Name of Field Instructor: \_\_\_\_\_

Date Evaluation was Completed \_\_\_\_\_

This evaluation is intended to give the intern feedback about her or his performance. The Faculty Field Liaison (course instructor) has responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: the Faculty Field Liaison or Field Director's overall evaluation of the student's performance in field placement in conjunction with the field instructor and task supervisor evaluation and other submitted materials such as: intern journals; seminar participation; papers that integrate field with classroom instruction.

The paper document of the evaluation form in the Field Manual Appendix serves as an aid in discussion and understanding field documentation. For implementation of the document, students are required to use the form electronically via the Field Journal in the course Blackboard site and complete concurrent documentation. Learning Plans should be updated on a weekly basis and attached to the Field Journal each week before Friday at 5pm. Students should provide the document to each supervisor for final evaluations (electronic or printed version), then once complete, the comments and ratings should be typed into the electronic version of the Learning Plan for future reference and usage.



## Rating the Student:

- 10 The student is fully prepared to be clinical level social worker and demonstrates mastery of skill. The student qualifies as 'a shining star'. The student initiates action and has the ability to deal with difficult situations and uses best practices appropriately. The student no longer needs the supervisor to prompt action and demonstrates a 'can do' attitude. Supervisor would like to have the student as a clinical colleague based on the student's demonstration of skills and abilities.
- 9 The student demonstrates near mastery of skill. The student is mostly proficient though sometimes does not show 'best practice of all the necessary parts". The student has an appropriate level of skills and acts appropriately as situations arise most of the time. The student demonstrates best practice 'more than 80% of the time".
- 8 The student has an above average ability to perform as a clinical social worker. The student demonstrates a good grasp of skills and abilities and is capable and confident. The student has basic skills but still needs experience and practice to establish best practice.
- 7 The student is meeting the expectations of clinical social work practice, but more at a level of basic competence, and performs to the level of the average social worker. The student is lacking ability to perform best practices most of the time.
- 6 The student is developing clinical social work skills. The student is able to engage with clients and has an understanding of the goals. The student is developing the ability to make decisions as situations occur but still clearly is not ready to make decisions independently and needs to consult with supervisor before taking actions with clients.
- 5 The student is emerging. The student is able to address basic clinical issues with a client, but is likely more focused on learning necessary clinical theories, skills, and knowledge and observation of professionals in skill usage.
- 4 The student is at the introductory, or beginning, clinical level. The student has little clinical knowledge or experience yet is inquisitive and curious, and demonstrates an awareness of surroundings.
- 3 The student demonstrates less than motivated behavior and there is concern for the student's development. The student is demonstrating resistance to working in some aspect of the agency or with some types of clients, is not inquisitive or demonstrating inquiry and has difficulty 'fitting in'. Staff may be reporting not feeling that the student is 'getting it' or is demonstrating a lack of empathy or compassion with clients.
- 2 The student is resistant to development and is not demonstrating a grasp of content. The student's manner and presentation are having a negative effect on the work environment and/or with clients. Supervisors feels that the student is not ready to work with clients and needs to have some corrective plans before being ready to move on in placement.
- 1 Student demonstrates unacceptable behavior that has been addressed without successful change. Further attempt to resolve presenting problems is not likely to make a difference. Student should be removed from the field practicum.
- 0 Insufficient evidence to evaluate the student

## Instructions for completing the document:

The student and Field Instructor/Task Supervisor will discuss learning plan goals and who will supervise each activity. Together they will define at least 1 activity per practice behavior and note it in the 'assignment' column. These items should be selected and marked within the first 2 weeks of placement. Any items designated for completion with a Field Instructor outside the agency must also be marked as such, discussed with the Field Instructor, and approved by all. In the case of a Field Instructor that is not an agency employee, the student must maintain an open and transparent communication process with both supervisors throughout the placement regarding all activities, hours, concerns, changes, etc.

Once an activity is completed the student should review the assignment with the designated supervisor and note comments and completion date in the 'evidence of completion/date' column of the document. The date should match with journal entries and timesheets. Remember, concurrent documentation is an agency as well as field practice.

The student should begin immediately to complete learning plan items, and should make progress weekly. It is not acceptable to wait until end of placement to complete items. N/A, ongoing, discussed, per supervisor, or blank are not acceptable replies to any learning plan item.

Every student should complete at least 1 assignment per practice behavior competency per placement. All students should complete the core (PB series) and clinical practice behaviors (APB-C series); only those in the mental health and addictions concentration should complete the substance use competencies (APB-SU series).

The student should be evaluated at the midterm and final by all parties involved in supervising the student. In other words, if the student has one supervisor then only one evaluation is needed, but if the student has more than one supervisor, they should each complete an evaluation of the student or jointly complete one evaluation and both parties should sign.

**Competency 1: Demonstrate Professional and Ethical Behavior**

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to the context.		
<b>Fall Semester: Final Score:</b>		<b>Spring Semester: Final Score:</b>
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Use supervision and consultation to guide professional judgment and behavior.		
<b>Fall Semester: Final Score:</b>		<b>Spring Semester: Final Score:</b>
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Understand and identify professional strengths, limitations, and challenges.		
<b>Fall Semester:</b> Final Score: <b>Spring Semester:</b> Final Score:		
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Apply ethical decision making skills to issues specific to clinical social work.		
<b>Fall Semester:</b> Final Score: <b>Spring Semester:</b> Final Score:		
Comments (please include date of comment):		

<b>Specialization Core Behaviors</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Identify opportunities for social work involvement in prevention of substance use disorders.		
<b>Fall Semester:</b> Final Score: <b>Spring Semester:</b> Final Score:		
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Apply ethical decision making skills to the prevention of substance use disorders.		
<b>Fall Semester:</b> Final Score: <b>Spring Semester:</b> Final Score:		
Comments (please include date of comment):		

**Competency 2: Engage Diversity and Difference in Practice**

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Present themselves as learners and engage clients and constituencies as experts of their own experiences.		

**Fall Semester:** Final Score: \_\_\_\_\_ **Spring Semester:** Final Score: \_\_\_\_\_

Comments (please include date of comment):

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		

**Fall Semester:** Final Score: \_\_\_\_\_ **Spring Semester:** Final Score: \_\_\_\_\_

Comments (please include date of comment):

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Research and apply knowledge of diverse populations to enhance client well-being.		
<b>Fall Semester:</b> Final Score: <b>Spring Semester:</b> Final Score:		
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Identify and use practitioner/client differences from a strengths perspective.		
<b>Fall Semester:</b> Final Score: <b>Spring Semester:</b> Final Score:		
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Assess predictive factors competently within and across groups (gender, ethnicity/race, SES, sexual orientation) and across systems.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Analyze and compare different social constructions of substance use, misuse, abuse, and dependence and their implications.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		



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

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		
<p><b>Fall Semester:</b> Final Score:                      <b>Spring Semester:</b> Final Score:</p>		
<p>Comments (please include date of comment):</p>		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Engage in practices that advance social, economic, and environmental justice.		
<p><b>Fall Semester:</b> Final Score:                      <b>Spring Semester:</b> Final Score:</p>		
<p>Comments (please include date of comment):</p>		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Advocate at multiple levels for health parity and reduction of health disparities for diverse populations.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention with clients affected by substance and substance use disorders.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>		
<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Use practice experience and theory to inform scientific inquiry and research.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Use and translate and research evidence to inform and improve practice, policy, and service delivery.		
<b>Fall Semester:</b> Final Score: <b>Spring Semester:</b> Final Score:		
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Use the evidence based practice process in clinical assessment and intervention with clients.		
<b>Fall Semester:</b> Final Score: <b>Spring Semester:</b> Final Score:		
Comments (please include date of comment):		



<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Apply foundation research skills to the evaluation of prevention of substance use disorders.		
<b>Fall Semester:</b> Final Score: _____ <b>Spring Semester:</b> Final Score: _____		
Comments (please include date of comment):     		

<b>Competency 5: Engage in Policy Practice</b>		
<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Assess how social welfare and economic policies impact the delivery of and access to social services.		
<b>Fall Semester:</b> Final Score: _____ <b>Spring Semester:</b> Final Score: _____		
Comments (please include date of comment):     		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		
<b>Fall Semester:</b> Final Score: <b>Spring Semester:</b> Final Score:		
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Communicate to stakeholders the implications of policies and policy changes in the lives of clients.		
<b>Fall Semester:</b> Final Score: <b>Spring Semester:</b> Final Score:		
Comments (please include date of comment):		





<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion:</b> <b>1. Item 2. Verified by 3. Date Complete</b>
Communicate to stakeholders the implications of policies and policy changes in the lives of clients affected by substances and substance use disorders.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.</b>		
<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.		
<b>Fall Semester:</b> Final Score: <b>Spring Semester:</b> Final Score:		
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Engage diverse groups (gender, race/ethnicity, sexual orientation, age) in prevention practice.		
<b>Fall Semester:</b> Final Score: <b>Spring Semester:</b> Final Score:		
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance with clients affected by substances and substance use disorders.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>		
<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		



<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion:</b> <b>1. Item 2. Verified by</b> <b>3. Date Complete</b>
Use differential diagnosis.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion:</b> <b>1. Item 2. Verified by</b> <b>3. Date Complete</b>
Adapt, modify, and use assessment tools and approaches including situations in which specific abilities and functions may be affected by substance use, misuse, abuse, and dependence – such as short and long term cognitive, affective, and physiological effects.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Evaluate, select, and implement appropriate assessment instruments for use with target populations.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Apply knowledge or human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Critically evaluate, select, and apply best practices and evidence based interventions.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		



<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Collaborate with other professionals to coordinate treatment interventions.		
<b>Fall Semester:</b> Final Score: _____ <b>Spring Semester:</b> Final Score: _____		
Comments (please include date of comment):     		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Implement effective substance use disorder prevention strategies with fidelity.		
<b>Fall Semester:</b> Final Score: _____ <b>Spring Semester:</b> Final Score: _____		
Comments (please include date of comment):     		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Identify, evaluate, and select effective substance use disorders prevention strategies.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>		
<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Critically analyze, monitor, and evaluate intervention and program processes and outcomes.		
<b>Fall Semester:</b> Final Score: <b>Spring Semester:</b> Final Score:		
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Contribute to the theoretical knowledge base of the social work profession through practice-based research.		
<b>Fall Semester:</b> Final Score: <b>Spring Semester:</b> Final Score:		
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion:</b> <b>1. Item 2. Verified by</b> <b>3. Date Complete</b>
Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of biopsychosocial spiritual conditions.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion:</b> <b>1. Item 2. Verified by</b> <b>3. Date Complete</b>
Identify and use evaluation tools for substance use disorders and prevention.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		

<b>Competency 10: Practice Effectively Within a Rural Social Work Context.</b>		
<b>Specialization Core Behavior</b>	<b>Assignment</b>	<b>Evidence of Completion: 1. Item 2. Verified by 3. Date Complete</b>
Understand the ethical situations and salient/unique problems rural social workers encounter, such as dual relationships, isolation; importance of inter-professional work; limited resources; and transportation barriers.		
<b>Fall Semester:</b> Final Score:		<b>Spring Semester:</b> Final Score:
Comments (please include date of comment):		



**FINAL OVERALL EVALUATION:**

This evaluation is being completed at the completion of:

Fall Semester OR  Spring Semester

The student successfully completed her/his learning plan

Fall Semester:  NA Spring Semester:  Yes OR  No (explain)

Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

- This intern excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/elaboration:

Strengths:

Limitations:

\_\_\_\_\_  
Signature of Task/Agency Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Field Instructor (if different than above)

\_\_\_\_\_  
Date

***The following section should be completed by the intern:***

My agency supervisor and Field Director, or designee, have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation

or

I do not agree with evaluation

If the intern disagrees with the evaluation she/he should state that disagreement in writing (below) and submit a copy to both the agency supervisor and the Field Director.

Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

## SOWK 620 Culminating Project Final Rubric

<b>Headings/Criteria</b> The criteria in this column will serve as both a guide for the project/presentation, but also as a grading rubric. Writing style, APA style, and quality of resources will be graded within each section.	<b>Points</b>	<b>Comments</b>
<p><b>Development of Fictional Case Scenario/intake sheet -</b>                      Include this actual intake sheet in appendix. Include the following sections:</p> <p><i>Sociodemographic</i> characteristics, including age, sex, gender, racial-ethnic identity, sexual orientation, religious/spiritual beliefs, occupation, education</p> <ul style="list-style-type: none"> <li>• Formal dual-diagnosis, including DSM-V codes.</li> <li>• Physical health condition, including ICD-10 code.</li> <li>• Family composition assessment, including a genogram described in the narrative and also include a copy in appendix.</li> </ul> <p><i>Ethical Issues</i></p> <ul style="list-style-type: none"> <li>• Present ethical issues relevant to fictional client, such as self-determination, conflict of interest, sexual relationships/physical contact, and payment for services.</li> <li>• Provide your ethical decision-making model.</li> </ul> <p><i>Cultural Issue</i></p> <ul style="list-style-type: none"> <li>• Address ethical obligations to cultural awareness and social diversity.</li> <li>• Include a cultural difference between client and self.</li> </ul> <p><i>Rural Context</i></p> <ul style="list-style-type: none"> <li>• Select and describe a town inside Indiana but outside Vigo County.</li> </ul> <p><i>Community Health Agency</i></p> <ul style="list-style-type: none"> <li>• Describe the community health agency where you will practice to complete this scenario.</li> </ul>	/5	
<p><b>Engagement –</b>  <b>(This part of the assignment will be used to assess CSWE Competency #2, Measure #2 at the specialization practice level.)</b>                      In your narrative (at least 2 paragraphs), you need to actively show that you are incorporating knowledge and master’s class competency experience—from all course work &amp; internship via use of personal communication, use/demonstration and comfort with social work terminology, and use of examples. Include reference to an evidence-based model here.</p> <p>Describe how you will acknowledge and explore cultural differences and similarity. Include demographics and</p>	/10	



<p>statistics on your county and reference in appendix and reference page.</p>		
<p><b>Assessment –</b>  <b>(This part of the assignment will be used to assess CSWE Competency #7, Measure #2 at the specialization practice level.)</b>  Describe your strategy to identify and explore the client’s presenting problem (based on your specialization). Include a formal assessment tool and a safety assessment.</p> <p>Describe your strategy to identify and explore pre-contemplation issues using 3<sup>rd</sup> person. Include how you will incorporate strengths perspective and how you will complete the genogram.</p> <ul style="list-style-type: none"> <li>• Include the genogram in your narrative a copy of the actual document in the appendix.</li> <li>• Provide a complete biopsychosocial assessment description in the narrative and a copy of the actual tool in the appendix. You may include the treatment plan in your biopsychosocial, or as a separate document—your option. This should also include mental status terminology.</li> </ul> <p>Samples of acceptable bio-psycho-social formats:  <a href="https://ceufast.com/course-resources/example-of-a-psychosocial-assessment.pdf">https://ceufast.com/course-resources/example-of-a-psychosocial-assessment.pdf</a>  <a href="http://therapistprivatepractice.com/biopsychosocial-assessment/">http://therapistprivatepractice.com/biopsychosocial-assessment/</a>  <a href="http://socialworkexamreview.blogspot.com/2010/11/24-biopsychosocial-assessment-example.html">http://socialworkexamreview.blogspot.com/2010/11/24-biopsychosocial-assessment-example.html</a></p> <p><i>Note: It may be permissible for you to use your internship agency’s bio-psycho-social-spiritual format, but I will need to approve that the document captures all the data you’ll need for your project.</i></p> <p>Justify the diagnoses for your client. The DSM-V and ICD10 information needs to be included in your treatment plan narrative and appendix.</p> <p>Justify and describe the planned evidence-based micro-intervention for your client, including citations and references supporting your treatment plan.</p> <ul style="list-style-type: none"> <li>• Include description of practice theory, interventions, and key figures</li> <li>• Include how client voice is represented in objectives and activities</li> </ul>	<p>/25</p>	

<p>Identify the relevant mezzo (i.e., family and community) and macro (i.e., state and Federal) strengths and limitations, as well as a planned intervention for all levels of practice.</p> <ul style="list-style-type: none"> <li>• Include an ecogram. This will be discussed in your narrative and included in the appendix.</li> </ul> <p>Describe your plan for treatment evaluation. This will be included in your treatment plan, discussed in your narrative, and provided as a document in the appendix.</p>		
<p><b>Intervention -</b> Describe how you will deliver the planned evidence-based micro-intervention.</p> <ul style="list-style-type: none"> <li>• Include a sampling of techniques, exercises/homework, and anticipated client responses. Make sure interventions are consistent with treatment plan goals/objectives and discussed in the narrative. Also, include copies of these activities in the appendix.</li> <li>• Include a SOAP note for one session in appendix. Reference the session documented in your narrative.</li> </ul> <p>Describe how you will detect and overcome the treatment obstacles of (a) client-intervention mismatch, (b) resistance, and (c) poverty.</p> <p>Describe how you will assess treatment during intervention.</p> <p>Discuss how you will detect and address symptom reoccurrence and/or relapse during intervention.</p>	/25	
<p><b>Evaluation -</b> <b>(This part of the assignment will be used to assess CSWE Competency #9, Measure #2 at the specialization practice level.)</b> Provide a final evaluation report that incorporates your intervention assessment</p> <ul style="list-style-type: none"> <li>• Includes objectives and activities completed to meet objectives</li> <li>• Includes statement from client about treatment experience</li> </ul> <p>Describe how you will review treatment with the client.</p>	/10	

<p><b>Termination -</b> Describe how you will recognize the need for termination and how you will ready the client for termination</p> <ul style="list-style-type: none"> <li>• Mutual agreement is the goal and refer your met goals back to treatment plan goals/objectives.</li> </ul> <p>Describe how you prepared for termination across the stages of treatment beginning with intake.</p> <p>Identify the met and unmet client objectives and provide an explanation.</p> <p>Write a termination SOAP note. This is you 2<sup>nd</sup> soap note and should be included in your appendix.</p>	/5	
<p><b>Follow Up -</b> Identify the next steps from client point of view and your point of view.</p> <ul style="list-style-type: none"> <li>• Discuss how you would share your next steps with the client.</li> </ul>	/5	
<p><b>Social and Political Action -</b> From the social pressures identified (and review of current platforms and legislation in society by your client/referral), look systematically how social environments and norms have impeded the client's quality of life.</p> <ul style="list-style-type: none"> <li>• Include a separate policy brief (or legislative issue or Bill) on macro-issue. Submit a one page statement for appendix on the policy/bill and put discussion information in your narrative.</li> </ul>	/5	
<p><b>Professional Competence and Career Development -</b> Identify an institute or center for intervention training and explain how it could advance your professional development.</p> <p>Provide bullet-pointed list of steps toward social work or related licensure.</p> <p>Describe your plan for entry into the job market. Incorporate knowledge base from the ISU Career Center and other sources.</p>	/5	
<p><b>Presentation -</b> A final 15-20 minute presentation of the overall project, and will take place with the instructor and at least one peer.</p>	/5	
	Total Points:  /100	Overall Comments:

**Results for Assessment of Practice Competencies**  
**WHAT ARE THE FINDINGS?**

**Accreditation Standard 4.0.2:** *The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.*

*Generalist*

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: One score given for overall performance in behaviors – 93.33%	$93.33\% + 100\% = 193.33/2 = 96.67\%$  <b>96.67%</b>	Yes
		Measure 2: Students will score 8 out of 10 or higher on 5 <sup>th</sup> line of grading rubric.	Measure 2: 100%		
Competency 2: Engage Diversity and Difference in Practice	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: One score given for overall performance in behaviors – 85.71%	$85.71\% + 90\% = 175.71/2 = 87.86\%$  <b>87.86%</b>	Yes
		Measure 2: Students will score 16 out of 20 or higher on question.	Measure 2: 90%		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: One score given for overall performance in behaviors – 73.33%	$73.33\% + 100\% = 173.33/2 = 86.67\%$  <b>86.67%</b>	Yes
		Measure 2: Students will score 4 out of 5 or higher on 5 <sup>th</sup> line of grading rubric.	Measure 2: 100%		
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: One score given for overall performance in behaviors – 73.33%	$73.33\% + 84.61\% = 157.94/2 = 78.97\%$  <b>78.97%</b>	No
		Measure 2: Students will score 16 out of 20 or higher on 4 <sup>th</sup> line of grading rubric	Measure 2: 84.61%		

Competency 5: Engage in Policy Practice	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: One score given for overall performance in behaviors – 86.66%	86.66% + 85.71% = 172.37/2 = 86.19%  <b>86.19%</b>	Yes
		Measure 2: Students will score 12 out of 15 or higher on section III of grading rubric.	Measure 2: 85.71%		
Competency 6: Engage with individuals, families, groups, organizations, and communities.	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: One score given for overall performance in behaviors – 86.66%	86.66% + 100% = 186.66/2 = 93.33%  <b>93.33%</b>	Yes
		Measure 2: Students will score 2 out of 2.5 or higher on engagement section of grading rubric.	Measure 2: 100%		
Competency 7: Assess individuals, families, groups, organizations, and communities.	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: One score given for overall performance in behaviors – 73.33%	73.33% + 60% = 133.33/2 = 66.67%  <b>66.67%</b>	No
		Measure 2: Students will score 2.4 out of 3 or higher on 1 <sup>st</sup> line grading rubric.	Measure 2: 60%		
Competency 8: Intervene with individuals, families, groups, organizations, and communities.	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: One score given for overall performance in behaviors – 78.57%	78.57% + 100% = 178.57/2 = 89.29%  <b>89.29%</b>	Yes
		Measure 2: Students will score 2.4 out of 3 or higher on “Prognosis” part of grading rubric.	Measure 2: 100%		
Competency 9: Evaluate individuals, families, groups, organizations, and communities.	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: One score given for overall performance in behaviors – 71.43%	71.43% + 100% = 171.43/2 = 85.72%  <b>85.72%</b>	Yes
		Measure 2: Students will score 1.6 out of 2 or higher on “Identified-components of quality” part of the grading rubric.	Measure 2: 100%		

*Clinical*

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Percentage of Students Achieving Competency	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: Behavior 1: 100% Behavior 2: 91.67% Behavior 3: 83.33% Behavior 4: 83.33%	100% + 91.67% + 83.33% + 83.33% = 358.33/4 = 89.58%  89.58% + 100% = 189.58/2 = 94.79%	Yes
		Measure 2: Students will score at least an 8 out of 10 higher on "end measure" part of grading rubric.	Measure 2: 100%	<b>94.79%</b>	
Competency 2: Engage Diversity and Difference in Practice	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: Behavior 1: 83.33% Behavior 2: 83.33% Behavior 3: 83.33% Behavior 4: 83.33%	83.33% + 83.33% + 83.33% + 83.33% = 333.32/4 = 83.33%  83.33% + 100% = 183.33/2 = 91.67%	Yes
		Measure 2: Students will score 8 out of 10 or higher on "engagement" section" of the grading rubric.	Measure 2: 100%	<b>91.67%</b>	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: Behavior 1: 83.33% Behavior 2: 83.33% Behavior 3: 75% Behavior 4: 83.33%	83.33% + 83.33% + 75% + 83.33% = 324.99/4 = 81.25%  81.25% + 100% = 181.25/2 = 90.63%	Yes
		Measure 2: Students will score 8 out of 10 or higher on "end measure" part of the grading rubric.	Measure 2: 100%	<b>90.63%</b>	
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: Behavior 1: 83.33% Behavior 2: 91.67% Behavior 3: 91.67% Behavior 4: 91.67%	83.33% + 91.67% + 91.67% + 91.67% = 358.34/4 = 89.59%  89.59% + 78% = 167.59/2 = 83.8%	Yes
		Measure 2: Students will score 4 out of 5 or higher on "Summer of Practice of Crisis Intervention Content" part of the grading rubric.	Measure 2: 77.78%	<b>83.8%</b>	

Competency 5: Engage in Policy Practice	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: Behavior1: 83.33% Behavior 2: 75% Behavior 3: 91.67% Behavior 4: 91.67%	83.33% + 75% + 91.67% + 91.67% = 341.67/4=85.42%  85.42% + 100% = 185.42/2= 92.71%  <b>92.71%</b>	Yes
		Measure 2: Students will score 24 out of 30 or higher on "Alternative Policy" part of the grading rubric.	Measure 2: 100%		
Competency 6: Engage with individuals, families, groups, organizations, and communities.	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: Behavior1: 91.67% Behavior 2: 75% Behavior 3: 91.67% Behavior 4: 91.67%	91.67% + 75% + 91.67% + 91.67% = 350.01/4=87.50%  87.50% +100% = 187.50/2=93.75%  <b>93.75%</b>	Yes
		Measure 2: Students will score .8 out of 1 or higher on "Setting Goals" part of the grading rubric.	Measure 2: 100%		
Competency 7: Assess individuals, families, groups, organizations, and communities.	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: Behavior1: 83.33% Behavior 2: 75% Behavior 3: 83.33% Behavior 4: 83.33%	83.33% + 75%+ 83.33% + 83.33%=324.99/4 = 81.25%  81.25% + 86% = 167.25/2 = 83.63%  <b>83.63%</b>	Yes
		Measure 2: Students will score 20 out of 25 or higher on "Assessment" section of the grading rubric.	Measure 2: 85.67%		
Competency 8: Intervene with individuals, families, groups, organizations, and communities.	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score at least an 8 out of 10 on this competency on the field evaluation.	Measure 1: Behavior1: 83.33% Behavior 2: 91.67% Behavior 3: 83.33% Behavior 4: 100%	83.33% + 91.67% + 83.33% + 100% = 358.33/4 = 89.58%  89.58% + 100% = 189.58/2 = 94.95%  <b>94.79%</b>	Yes
		Measure 2: Students will score 8 out of 10 or higher on "End Measure" section of the grading rubric.	Measure 2: 100%		
Competency 9: Evaluate individuals, families, groups,	80% of students will achieve an 80% or higher	Measure 1: Students will score at least an 8 out of	Measure 1: Behavior1: 100%	100% + 91.67% + 83.33% + 66.67% = 341.67/4 = 85.42%	Yes

organizations, and communities.	score on combined measures.	10 on this competency on the field evaluation.	Behavior 2: 91.67% Behavior 3: 83.33% Behavior 4: 66.67%	$85.42\% + 100\% = 185.42/2 = 92.71\%$  <b>92.71%</b>	
		Measure 2: Students will score 8 out of 10 or higher on "Evaluation" part of the grading rubric.	Measure 2: 100%		
Competency 10: Practice effectively within a rural social work context.	80% of students will achieve an 80% or higher score on combined measures.	Measure 1: Students will score 4 out of 5 or higher on 3 <sup>rd</sup> section of the grading rubric.	Measure 1: 88%	$88\% + 87.5\% = 175.5/2 = 87.75\%$  <b>87.75%</b>	Yes
		Measure 2: Students will score 3.2 out of 4 or higher on 3 <sup>rd</sup> section of the grading rubric.	Measure 2: 87.5%		



**INDIANA STATE UNIVERSITY MASTER'S SOCIAL WORK PROGRAM  
ASSESSMENT OF STUDENT LEARNING OUTCOMES  
LAST COMPLETED ON AUGUST 3<sup>RD</sup>, 2018**

COMPETENCY	COMPETENCY BENCHMARK (GENERALIST)	COMPETENCY BENCHMARK (CLINICAL PRACTICE)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	
			Generalist Practice	Area of Specialized Practice - Clinical
Competency 1: Demonstrate Ethical and Professional Behavior	80% of students will obtain an 80% or higher.	80% of students will obtain an 80% or higher.	96.67%	94.79%
Competency 2: Engage Diversity and Difference in Practice	80% of students will obtain an 80% or higher.	80% of students will obtain an 80% or higher.	87.86%	91.67%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80% of students will obtain an 80% or higher.	80% of students will obtain an 80% or higher.	86.67%	90.63%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	80% of students will obtain an 80% or higher.	80% of students will obtain an 80% or higher.	78.97%	83.8%
Competency 5: Engage in Policy Practice	80% of students will obtain an 80% or higher.	80% of students will obtain an 80% or higher.	86.19%	92.71%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80% of students will obtain an 80% or higher.	80% of students will obtain an 80% or higher.	93.33%	93.75%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80% of students will obtain an 80% or higher.	80% of students will obtain an 80% or higher.	66.67%	83.63%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80% of students will obtain an 80% or higher.	80% of students will obtain an 80% or higher.	89.29%	94.95%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80% of students will obtain an 80% or higher.	80% of students will obtain an 80% or higher.	85.72%	92.71%
Competency 10: Practice effectively within a rural social work context.	80% of students will obtain an 80% or higher.	80% of students will obtain an 80% or higher.	NA	87.75%