

**Graduate Degree Program Assessment Progress Report Cover Sheet:**

**Degree:** Graduate Social Work Program      **For Calendar Year:** 2010-2011

(Date submitted to college committee: \_\_\_\_\_) By: Kim Jones, Ph.D.

(Date posted on college assessment website: \_\_\_\_\_)

Overall Rating: \_\_\_\_\_

(1) Student learning goal(s) addressed this year:

In 2008 The Council on Social Work Education introduced new standards that each social work program is required to integrate into their curriculums. The newly created Educational Policy and Accreditation Standards (EPAS), includes ten core competencies that are to be introduced in the foundation curriculum and then reinforced in the advanced curriculum. Since our program is due for reaccreditation in 2012, we have been undergoing a self study that involves incorporation of the new standards.

The 2008EPAS introduces a competency-based model for educating Graduate Social Work students. The previous EPAS (2001) was designed around content to be inputted into the curriculum., whereas the 2008EPAS has its focus as being “outcomes” to be demonstrated in measurable practice behaviors associated with each of the ten core competencies.

The ten core competencies include:

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

The 2008EPAS requires that each program assess the core competencies as demonstrated through measureable practice behaviors. Bellow please see the operational definition of each foundation and advanced competency, and their associated practice behaviors:

**Foundation Competencies**

**Foundation Competency 1—Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values.

They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers...

FNDN 1.1 ...practice personal reflection and self-correction to assure continual professional development.

FNDN 1.2 ...attend to professional roles and boundaries.

FNDN 1.3 ...demonstrate professional demeanor in behavior, appearance, and communication.

FNDN 1.4 ...engage in career-long learning.

FNDN 1.5 ...use supervision and consultation.

### **Foundation Competency 2—Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers...

FNDN 2.1 ...make ethical decisions by applying standards of the National Association of Social Workers *Code of Ethics* and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work *Ethics in Social Work, Statement of Principles*.

FNDN 2.2 ...tolerate ambiguity in resolving ethical conflicts.

FNDN 2.3 ...apply strategies of ethical reasoning to arrive at principled decisions.

FNDN 2.4 ...recognize and manage personal values in a way that allows professional values to guide practice.

### **Foundation Competency 3—Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers...

FNDN 3.1 ...distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge, and practice wisdom.

FNDN 3.2 ...analyze models of assessment, prevention, intervention, and evaluation.

FNDN 3.3 ...come to well-reasoned conclusions and solutions, implement plan of action, review and reflect upon results.

FNDN 3.4 ...demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

### **Foundation Competency 4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability,

ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers...

FNDN 4.1 ...recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, and create or enhance privilege and power.

FNDN 4.2 ...gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

FNDN 4.3 ...recognize and communicate understanding of the importance of difference in shaping life experiences.

FNDN 4.4 ...view themselves as learners and engage those with whom they work as informants.

### **Foundation Competency 5—Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers...

FNDN 5.1 ...understand the forms and mechanisms of oppression and discrimination.

FNDN 5.2 ...advocate for human rights and social and economic justice.

FNDN 5.3 ...engage in practices that advance social and economic justice.

### **Foundation Competency 6—Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers...

FNDN 6.1 ...use practice experience to inform their research when appropriate.

FNDN 6.2 ...use research evidence to inform practice.

### **Foundation Competency 7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in achieving or maintaining health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural,

psychological, and spiritual development. Social workers...

FNDN 7.1 ...use theories and models of practice to guide the processes of problem identification and assessment as well as intervention development, deployment, and evaluation.

FNDN 7.2 ...critically evaluate and apply knowledge to understand and predict human behavior, both individually and in the social environment.

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

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social welfare policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers...

FNDN 8.1 ...identify and learn from the range of stakeholders concerned with policies that advance social well-being and with those that don't.

FNDN 8.2 ...analyze, formulate, and advocate for policies that advance social well-being.

FNDN 8.3 ...collaborate with colleagues and clients for effective policy action.

### **Foundation Competency 9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers...

FNDN 9.1 ...discover, critically appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

FNDN 9.2 ...assess the social, emotional, organizational, and environmental context in which people live and utilize this information in practice and service delivery.

FNDN 9.3 ...provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating for, and providing leadership for policies and services; and promoting social and economic justice.

**(a) Engagement**

Social workers...

FNDN 10.1 ...use empathy and other interpersonal skills.

FNDN 10.2 ...develop a mutually agreed-on focus of work and desired outcomes, subject to change in the ongoing assessment process between worker and client.

**(b) Assessment**

Social workers...

FNDN 10.3 ...collect, organize and interpret client data/

FNDN 10.4 ...assess client strengths and needs/

FNDN 10.5 ...develop mutually agreed-on intervention goals and objectives, which are subject to change in the ongoing assessment process between worker and client/

FNDN 10.6 ...select appropriate intervention strategies.

**(c) Intervention**

Social workers...

FNDN 10.7 ...implement appropriate prevention and intervention strategies that enhance client capacities.

FNDN 10.8 ...help clients resolve problems, as well as reevaluate and refine goals as part of the ongoing assessment process.

FNDN 10.9 ...negotiate, mediate, and advocate for clients.

FNDN 10.10 ...facilitate transitions and endings.

**(d) Evaluation**

Social workers...

FNDN 10.11 ...critically analyze, monitor and evaluate interventions.

**Advanced Direct Practice Competencies**

**ADP Advanced Competency 1—Identify as a professional social worker and conduct oneself accordingly.**

At the concentration level, advanced practitioners working with individuals, families, and groups further consolidate their identification with all aspects of professionalism.

Advanced direct practice students...

ADP 1.1 ...attend to professional roles and boundaries in working with individuals, families and groups.

ADP 1.2 ...demonstrate professional demeanor in behavior, appearance, and communication.

ADP 1.3 ...demonstrate commitment to career-long learning.

ADP 1.4 ...use supervision and consultation to further enhance expertise with individuals, families and groups.

**ADP Advanced Competency 2—Apply social work ethical principals to guide professional practice**

At the concentration level, advanced practitioners working with individuals, families, and groups are knowledgeable about ethical issues relevant to these populations in a variety of practice settings. Advanced direct practice students...

ADP 2.1 ...apply ethical decision-making skills to issues specific to working with individuals, families, and groups.

**ADP Advanced Competency 3—Apply critical thinking to inform and communicate professional judgments.**

At the concentration level, advanced practitioners working with individuals, families, and groups use critical thinking skills to formulate and communicate interventions. Advanced direct practice students...

ADP 3.1 ...integrate multiple sources of knowledge, including research-based knowledge and practice wisdom, in working with individuals, families and groups.

ADP 3.2 ...formulate problems clearly, and evaluate and select appropriate assessment, intervention, and evaluation tools for use with individuals, families, and groups.

ADP 3.3 ...demonstrate effective oral and written communication in working with individuals, families, and groups.

**ADP Advanced Competency 4—Engage diversity and difference in practice**

At the concentration level, advanced practitioners working with individuals, families, and groups have a deeper understanding of the multiple factors related to diversity that impact behavior and development. Advanced direct practice students...

ADP 4.1 ...assess all aspects of diversity that impact and influence individuals, families, and groups.

ADP 4.2 ...demonstrate increased self-awareness in working with individuals, families, and groups.

**ADP Advanced Competency 5—Advance human rights and social justice and economic.**

At the concentration level, advanced practitioners are able to recognize social disparities, and fully incorporate social justice practices with individuals, families, and groups. Advanced direct practice students...

ADP 5.1 ...understand the forms and mechanisms of oppression and discrimination in working with individuals, families and groups.

ADP 5.2 ...engage in practices that advance social and economic justice for individuals, families, and groups.

**ADP Advanced Competency 6—Engage in research-informed practice and practice-informed research.**

At the concentration level, advanced practitioners working with individuals, families, and groups are knowledgeable about evidence-based prevention models related to working with these client systems. Advanced direct practice students...

ADP 6.1 ...identify, evaluate and select effective evidence-based intervention strategies in working with individuals, families, and groups.

**ADP Advanced Competency 7—Apply knowledge of human behavior and the social environment.**

At the concentration level, advanced practitioners working with individuals, families, and groups understand developmental processes, in addition to social, cultural, and institutional factors that shape human behavior. They also understand and can apply the specific frameworks (ecological/biopsychosocial) and theories (cognitive-behavioral, psychodynamic) that are appropriate to micro practice. Advanced direct practice students...

ADP 7.1 ...utilize conceptual frameworks, practice models, and theories in their work with individuals, families, and groups.

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

At the concentration level, advanced practitioners understand how policies and service delivery systems impact individuals, families, and small groups. Advanced direct practice students...

ADP 8.1 ...apply policy practice skills in work with individuals, families and groups.

**ADP Advanced Competency 9—Respond to contexts that shape practice.**

At the concentration level, advanced practitioners working with individuals, families, and groups continue to be informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts that impact practice at the micro level. Advanced direct practice students...

ADP 9.1 ...are knowledgeable about the resources and the organizational, community, and societal contexts within which social work services are delivered to individuals, families and groups.

ADP 9.2 ...advocate at multiple levels for enhanced service delivery to individuals, families, and groups.

**ADP Advanced Competency 10—Engage, assess, intervene, and evaluate with individuals, families and groups.**

**(a) Engagement**

At the concentration level, advanced practitioners, using enhanced engagement skills, are able to develop working alliances with individuals, families, and groups. Advanced direct practice students...

ADP 10.1 ...continue to refine the use of empathy, use of self, and other interpersonal skills when working with individuals, families, and groups.

ADP 10.2 ...develop a mutually agreed-upon focus and desired outcome when working with individuals, families, and groups.

**(b) Assessment**

At the concentration level, advanced practitioners working with individuals, families, and groups draw from a variety of advanced practice theories and models in assessing clients' situations. Advanced direct practice students...

ADP 10.3 ...draw from advanced practice theories and treatment models to organize and inform the assessment process with individuals, families, and groups.

ADP 10.4 ...select appropriate interventions for individuals, families, and groups.

**(c) Intervention**

At the concentration level, advanced practitioners working with individuals, families, and groups select appropriate interventions derived directly from, and connected to, advanced practice theories and models. Advanced direct practice students...

ADP 10.5 ...select and implement prevention and intervention strategies that are informed by advanced practice theories and models of practice.

ADP 10.6 ...appropriately terminate with individuals, families, and groups.

**(d) Evaluation**

At the concentration level, advanced practitioners working with individuals, families, and groups evaluate the effects of interventions and modify strategies based on client outcome. Advanced direct practice students...

ADP 10.7 ...apply research skills to evaluating practice effectiveness with individuals, families, and groups.

ADP 10.8 ...assess results of evaluation and modify treatment goals and strategies if needed.

ADP 10.9 ...communicate evaluation results to client and agency.

## **Management and Community Practice Competencies**

### **MCP Advanced Competency 1—Identify as a professional social worker and conduct oneself accordingly.**

At the concentration level, advanced practitioners in management and community practice recognize the uniquely useful knowledge, values, and skills brought by professional social workers to organization and program development and management, and to community-based change efforts. Students in management and community practice...

MCP 1.1 ...identify opportunities for social workers to initiate and guide change efforts in organizations and communities.

MCP 1.2 ...integrate self-reflection, focused use of supervision and consultation, and continued learning into their professional lives.

**MCP Advanced Competency 2—Apply social work ethical principles to guide professional practice.**

At the concentration level, advanced practitioners in management and community practice are knowledgeable about and attentive to the ethical issues that arise in connection with organizational and community conditions and change efforts. Students in management and community practice...

MCP 2.1 ...apply ethical decision-making skills to those issues specific to macropractice situations and settings.

**MCP Advanced Competency 3—Apply critical thinking to inform and communicate professional judgments.**

At the concentration level, advanced practitioners in management and community practice use and expand their skills in critical thinking as they work with others to understand the current situation and chart a path toward desired ends. They help client systems to acquire and integrate knowledge from diverse sources. Students in management and community practice...

MCP 3.1 ...work with client systems to evaluate, select, and use appropriate tools for assessment, intervention and evaluation.

MCP 3.2 ...communicate effectively through multiple mediums with a diverse range of stakeholders, partners, and collaborators.

**MCP Advanced Competency 4—Engage diversity and difference in practice**

At the concentration level, advanced practitioners in management and community practice are knowledgeable about and attentive to issues of diversity and difference as they are experienced in organizational and community life. They seek to recognize and understand the cultural context and content of organizations and communities. Students in management and community practice...

MCP 4.1 ...work with macrolevel client systems to help them recognize and engage diversity and difference in ways that further organizational missions and community goals.

**MCP Advanced Competency 5—Advance human rights and social and economic justice.**

At the concentration level, advanced practitioners in management and community practice work to extend their understanding of social and economic injustice so that they can discern those organizational and social arrangements that permit or encourage it to continue. They help build critical consciousness through teaching, advocacy, organizing, and policy analysis. Students in management and community practice...

MCP 5.1 ...work with macrolevel client systems to help them recognize and challenge the manifestations of systemic oppression, discrimination, and disempowerment.

**MCP Advanced Competency 6—Engage in research-informed practice and**

### **practice-informed research.**

At the concentration level, advanced practitioners in management and community practice use their practice experience to inform research, and depend on research to inform and guide their practice. They help the social welfare service delivery system to move toward higher levels of accountability for service effectiveness. Students in management and community practice...

MCP 6.1 ...use appropriate theories, models, and research methods to support their approaches to initial assessment, intervention, and evaluation.

MCP 6.2 ...work with client systems to clarify and deepen program logic models and to incorporate meaningful evaluation in their ongoing activities.

### **MCP Advanced Competency 7—Apply knowledge of human behavior and the social environment.**

At the concentration level, advanced practitioners in management and community practice are knowledgeable about how organizations and communities work and how they can help them work better. They are attuned to how organizations and communities make decisions and plan, and to how people work together effectively in pursuit of shared goals. Students in management and community practice...

MCP 7.1 ...assess organizational and community ecosystems, identifying strengths and gaps in the web of relationships.

MCP 7.2 ...use theoretical models and frameworks to understand and intervene in organizations and communities.

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

At the concentration level, advanced practitioners in management and community practice are knowledgeable about multiple methods of policy practice, including legislative and administrative policy advocacy, policy analysis, and social action. They work with organizations and communities to identify needed changes in social policy and to mobilize change strategies. Students in management and community practice...

MCP 8.1 ...understand the historical and current policy contexts of their particular fields of practice.

MCP 8.2 ...join with others in networks and coalitions to alter those policy contexts in ways that benefit vulnerable populations.

### **MCP Advanced Competency 9—Respond to contexts that shape practice.**

At the concentration level, advanced practitioners in management and community practice engage in constant appraisal of the political, economic, social, technological, and cultural contexts of the organizations and communities they work with. As change occurs, they consider the range of responses that might be made. They work proactively for change in those contexts as well. Students in management and community practice...

MCP 9.1 ...help macrolevel client systems observe, critically assess, and respond to changes, or need for changes, in the political, economic, social, technological, and cultural systems that affect them.

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers doing advanced practice with communities and organizations deepen their knowledge of and skills in working with organizations and communities, and with the people and groups who comprise them. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client-system goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**(a) Engagement**

Students in management and community practice...

MCP 10.1 ...substantively and affectively prepare for action with individuals, groups, organizations, and communities.

MCP 10.2 ...use empathic responding and other interpersonal skills.

MCP 10.3 ...develop with their client systems a mutually agreed-on focus of work and desired outcomes.

**(b) Assessment**

Students in management and community practice...

MCP 10.4 ...collect, organize, and interpret client-system data.

MCP 10.5 ...assess client systems' strengths and limitations.

MCP 10.6 ...develop clear and mutually agreed-on goals and objectives of interventions.

MCP 10.7 ...select appropriate intervention strategies.

**(c) Intervention**

Students in management and community practice...

MCP 10.8 ...initiate actions to achieve group, organizational, and community goals, helping client systems to resolve problems and capitalize on opportunities.

MCP 10.9 ...increase client systems' own capacities to accomplish their goals.

**(d) Evaluation**

Students in management and community practice...

MCP 10.10 ...critically analyze, monitor, and evaluate their own practice interventions.

MCP 10.11 ...critically analyze, monitor, and evaluate the effectiveness of social welfare programs.

MCP 10.12 ...apply the findings of evaluation to make modifications in their own behaviors and choices, and in program design and implementation.

(2) Learning outcomes/objectives for those goals addressed this year:

**Benchmarks**

Every practice behavior (foundation and concentration) was measured on a four-point Likert scale (1 = does not meet expectation; 2 = below expectation; 3 = meets expectation; 4 = exceeds expectation). We expected 80% of the students for both foundation and concentration years to score a 3 or higher on each practice behavior for each measure given (both foundation and concentration). Additionally, practice behaviors associated with each competency were summed and a mean score determined the level of overall mastery for each competency (foundation and concentration). We expected that 80% of the students completing their foundation year will have mastered the 10 foundation level competencies, and 80% of the graduating students to have mastered both the foundation and concentration competencies. Mastery is defined as scoring, on average, a 3 or above on each competency.

(3) Courses & activities where assessed:

Our overall assessment plan involved multiple measures, established benchmarks, and a timeline, which is described in the following table:

<i>Assessment Timeline for the MSW Program</i>				
<b>Area of Assessment</b>	<b>When?</b>	<b>Who's Responsible</b>	<b>Data Source?</b>	<b>Outcome Measured?</b>
Foundation Competencies	Yearly-Spring Semester	Program Coordinator	Students/Field Instructors	Practice Behaviors
ADP Advanced Competencies	Yearly-Spring Semester	Program Coordinator	Students/Field Instructors	Practice Behaviors
MCP Advanced Competencies	Yearly-Spring Semester	Program Coordinator	Students/Field Instructors	Practice Behaviors
Alumni Survey	Every 3-5 Years	Assigned Faculty	Program Alumni	Satisfaction with Program/Mastery of Program Competencies
Employer Survey	Every 3-5 Years	Assigned Faculty	Employers of MSW Program Graduates	Satisfaction with MSW Graduates/Mastery of Program Competencies

Internship Evaluations	Every Year	Students/Field Instructors/Field Liaisons	Field Internship Site	Satisfaction with Internship Experience
End of Course Evaluations	End of Each Course	Students	Student Feedback on Course/Instructor	Teaching Effectiveness
Pass/Fail Percentage for Masters/Generalist and Clinical Licensure Exam	Every Year	Director is Responsible for Obtaining Results	Association of Social Work Boards (ASWB)	Pass/Fail Percentage Compared to National Average

The following three grids show the measures used to assess each practice behavior (foundation and concentration); where and when practice behaviors are assessed; and the program benchmark.

### Foundation Level Competencies

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
Foundation #1: Identify as a Professional Social Worker	1.1—practice personal reflection and self-correction to assure continual professional development	Self-efficacy	Assessment	End of Sp. Sem.	80% of students will score 3 or higher
		Field Eval.	Intern. II	End of Sp. Sem.	
		Alumni Survey	Off campus	Every 3-5 yrs.	
		Employer Survey	Place of employment	Every 3-5 yrs.	
	1.2—attend to professional roles and boundaries	Self-efficacy	Assessment	End of Sp. Sem.	80% of students will score 3 or higher
		Field Eval.	Intern. II	End of Sp. Sem.	
		Alumni Survey	Off campus	Every 3-5 yrs.	
		Employer Survey	Place of employment	Every 3-5 yrs.	
	1.3—demonstrate professional demeanor in behavior, appearance, and communication	Self-efficacy	Assessment	End of Sp. Sem.	80% of students will score 3 or higher
Field Eval.		Intern. II	End of Sp. Sem.		
Alumni Survey		Off campus	Every 3-5 yrs.		
Employer Survey		Place of employment	Every 3-5 yrs.		

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
	1.4—engage in career-long learning	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	1.5—use supervision and consultation.	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
Foundation#2: Apply social work ethical principals	2.1—make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	2.2—tolerate ambiguity in resolving ethical conflicts	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	2.3—apply strategies of ethical reasoning to arrive at principled decisions	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
	2.4—recognize and manage personal values in a way that allows professional values to guide practice	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
Foundation#3: Apply critical thinking	3.1—distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	3.2—analyze models of assessment, prevention, intervention, and evaluation	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	3.3—come to well-reasoned conclusions and solutions, implement plan of action, review and reflect upon result	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	3.4-demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
Foundation#4: Engage diversity & difference in practice	4.1—recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	4.2—gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	4.3—recognize and communicate understanding of the importance of difference in shaping life experiences	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	4.4—view themselves as learners and engage those with whom they work as informants	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
Foundation#5: Advance human rights, social & economic justice	5.1—understand the forms and mechanisms of oppression and discrimination	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
	5.2—advocate for human rights and social and economic justice	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	5.3—engage in practices that advance social and economic justice	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
Foundation#6: Engage in research informed practice & practice informed research	M6.1—use practice experience to inform their research when appropriate	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	M6.2—use research evidence to inform practice	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
Foundation#7: Apply HBSE	7.1—utilize theories and models of practice to guide the processes of problem identification and assessment as well as intervention development, deployment, and evaluation	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
	7.2—critically evaluate and apply knowledge to understand and predict human behavior, both individually and in the social environment	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
Foundation#8: Engage in policy practice	8.1—identify and learn from the range of stakeholders concerned with policies that advance social well-being and with those that don't	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	8.2—analyze, formulate, and advocate for policies that advance social well-being	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	8.3—collaborate with colleagues and clients for effective policy action	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
Foundation#9: Respond to contexts that shape practice	9.1—continuously discover, critically appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
	9.2—assess the social, emotional organizational and environmental context in which people live and utilize this information in practice and service delivery	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	9.3—provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
Foundation#10: Engage, assess, intervene, evaluate with individual, families, groups, organizations, & communities  Engage	10.1—use empathy and other interpersonal skills	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	10.2—develop a mutually agreed-on focus and desired outcomes, subject to change in the ongoing assessment process between worker and client	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	10.3—collect, organize and interpret client data	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
Assess	10.4—assess client strengths and needs	Self-efficacy	Assessment	End of Sp. Sem.	80% of students will score 3 or higher
		Field Eval.	Intern. II	End of Sp. Sem.	
		Alumni Survey	Off campus	Every 3-5 yrs.	
		Employer Survey	Place of employment	Every 3-5 yrs.	
	10.5—develop mutually agreed-on intervention goals and objectives, which are subject to change in the on-going assessment process between worker and client	Self-efficacy	Assessment	End of Sp. Sem.	80% of students will score 3 or higher
		Field Eval.	Intern. II	End of Sp. Sem.	
		Alumni Survey	Off campus	Every 3-5 yrs.	
		Employer Survey	Place of employment	Every 3-5 yrs.	
	10.6—select appropriate intervention strategies	Self-efficacy	Assessment	End of Sp. Sem.	80% of students will score 3 or higher
		Field Eval.	Intern. II	End of Sp. Sem.	
		Alumni Survey	Off campus	Every 3-5 yrs.	
		Employer Survey	Place of employment	Every 3-5 yrs.	
	10.7—implement appropriate prevention and intervention strategies that enhance client capacities	Self-efficacy	Assessment	End of Sp. Sem.	80% of students will score 3 or higher
		Field Eval.	Intern. II	End of Sp. Sem.	
		Alumni Survey	Off campus	Every 3-5 yrs.	
		Employer Survey	Place of employment	Every 3-5 yrs.	
Intervene	10.8—help client resolve problems, as well as re-evaluate and refine goals as part of the ongoing assessment process	Self-efficacy	Assessment	End of Sp. Sem.	80% of students will score 3 or higher
		Field Eval.	Intern. II	End of Sp. Sem.	
	10.9—negotiate, mediate, and advocate for clients	Alumni Survey	Off campus	Every 3-5 yrs.	80% of students will score 3 or higher
		Employer Survey	Place of employment	Every 3-5 yrs.	
		Self-efficacy	Assessment	End of Sp. Sem.	
		Field Eval.	Intern. II	End of Sp. Sem.	
		Alumni Survey	Off campus	Every 3-5 yrs.	
		Employer Survey	Place of employment	Every 3-5 yrs.	

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
	10.10—facilitate transitions and endings	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
Evaluate	10.11—critically analyze, monitor, & evaluate interventions	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	10.11—critically analyze, monitor and evaluate interventions	Self-efficacy Field Eval. Alumni Survey Employer Survey	Assessment Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

### Advanced Direct Practice Competencies

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
ADP #1: Identify as a Professional Social Worker	ADP1.1—Attend to professional roles and boundaries in working with individuals, families, and groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	ADP1.2—Demonstrate professional demeanor in behavior, appearance, and communication	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
	ADP1.3—Demonstrate commitment to career long learning	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	ADP1.4—Use supervision and consultation to further enhance expertise with individuals, families, and groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
ADP #2: Apply social work ethical principals	ADP2.1—Apply ethical decision-making skills to issues specific to working with individuals, families, and groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
ADP #3: Apply critical thinking	ADP3.1—Integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom in working with individuals, families, and groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	ADP3.2—Formulate problems clearly, evaluate and select appropriate assessment, intervention, and evaluation tools for use with individuals, families, and groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	ADP3.3—Demonstrate effective oral and written communication in working with individuals, families, and groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
ADP #4: Engage diversity & difference in practice	ADP4.1—Assess all aspects of diversity that impact and influence individuals, families, and groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	ADP4.2—Demonstrate increased self-awareness in working with individuals, families, and groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
ADP #5: Advance human rights, social & economic justice	ADP5.1—Understand the forms and mechanisms of oppression and discrimination in working with individuals, families, and groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	ADP5.2—Engage in practices that advance social and economic justice for individuals, families, and groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
ADP #6: Engage in research informed practice & practice informed research	ADP6.1—Identify, evaluate and select effective evidence-based intervention strategies in working with individuals, families, and groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
ADP #7: Apply HBSE	ADP7.1—Utilize conceptual frameworks, practice models, and theories in working with individuals, families, and groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
ADP #8: Engage in policy practice	ADP8.1—Apply policy practice skills in work with individuals, families, and groups	Self-efficacy	ADP III	End of Sp. Sem.	80% of students will score 3 or higher
		Field Eval.	Intern. II	End of Sp. Sem.	
		Alumni Survey	Off campus	Every 3-5 yrs.	
		Employer Survey	Place of employment	Every 3-5 yrs.	
ADP #9: Respond to contexts that shape practice	ADP9.1—Knowledge of resources and organizational, community, and societal context within which social work services are delivered to individuals, families, and groups	Self-efficacy	ADP III	End of Sp. Sem.	80% of students will score 3 or higher
		Field Eval.	Intern. II	End of Sp. Sem.	
		Alumni Survey	Off campus	Every 3-5 yrs.	
		Employer Survey	Place of employment	Every 3-5 yrs.	
	ADP9.2 —Advocate at multiple levels for enhanced service delivery for individuals, families, and groups	Self-efficacy	ADP III	End of Sp. Sem.	80% of students will score 3 or higher
		Field Eval.	Intern. II	End of Sp. Sem.	
		Alumni Survey	Off campus	Every 3-5 yrs.	
		Employer Survey	Place of employment	Every 3-5 yrs.	
ADP #10 Engage, assess, intervene, evaluate with individual, families & groups  Engage	ADP10.1—Continue to refine use of empathy, use of self, and other interpersonal skills when working with individuals, families, and groups	Self-efficacy	ADP III	End of Sp. Sem.	80% of students will score 3 or higher
		Field Eval.	Intern. II	End of Sp. Sem.	
		Alumni Survey	Off campus	Every 3-5 yrs.	
		Employer Survey	Place of employment	Every 3-5 yrs.	
	ADP10.2—Develop mutually agreed upon focus and desired outcomes when working with individuals, families, and groups	Self-efficacy	ADP III	End of Sp. Sem.	80% of students will score 3 or higher
		Field Eval.	Intern. II	End of Sp. Sem.	
		Alumni Survey	Off campus	Every 3-5 yrs.	
		Employer Survey	Place of employment	Every 3-5 yrs.	

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
	ADP10.3—Draw from advanced practice theories and treatment models to organize and inform assessment processes with individuals, families, and groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
Assess	ADP10.4—Select appropriate interventions for individuals, families, and groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	ADP10.5—Select and implement prevention and intervention strategies that are informed by advanced practice theories and models of practice	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
Intervene	ADP10.6—Appropriately terminate with individuals, families, and groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	ADP10.7—Apply research skills to evaluating practice effectiveness with individuals, families, and groups	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
Evaluate	ADP10.8—Asses results of evaluation and modify treatment goals/strategies if needed	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
	ADP10.9—Communicate evaluation results to client/agency	Self-efficacy Field Eval. Alumni Survey Employer Survey	ADP III Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

### Management and Community Practice Competencies

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
MCP #1: Identify as a professional social worker and conduct oneself accordingly.	MCP 1.1—Identify opportunities for social workers to initiate and guide change efforts in organizations and communities.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	MCP 1.2—Integrate self-reflection, focused use of supervision and consultation, and continued learning into their professional lives.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
MCP #2: Apply social work ethical principles to guide professional practice.	MCP 2.1—Apply ethical decision-making skills to those issues specific to macropractice situations and settings.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
MCP #3: Apply critical thinking to inform and communicate professional judgments.	MCP 3.1—With client systems, evaluate, select, and use appropriate tools for assessment, intervention and evaluation.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
	MCP 3.2—Communicate effectively through multiple mediums with a diverse range of stakeholders, partners, and collaborators.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
MCP #4: Engage diversity and difference in practice	MCP 4.1—Work with macrolevel client systems to help them recognize and engage diversity and difference in ways that further organizational missions and community goals.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
MCP #5: Advance human rights and social and economic justice.	MCP 5.1—Work with macrolevel client systems to help them recognize and challenge the manifestations of systemic oppression, discrimination, and disempowerment.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
MCP #6: Engage in research-informed practice and practice-informed research.	MCP 6.1—Use appropriate theories, models, and research methods to support their approaches to initial assessment, intervention, and evaluation.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	MCP 6.2—Work with client systems to clarify and deepen program logic models and to incorporate meaningful evaluation in their ongoing activities.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
MCP #7: Apply knowledge of human behavior and the social environment.	MCP 7.1—Assess organizational and community ecosystems, identifying strengths and gaps in the web of relationships..	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
	MCP 7.2—Use theoretical models and frameworks to understand and intervene in organizations and communities	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
MCP #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	MCP 8.1—Understand the historical and current policy contexts of their particular fields of practice.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	MCP 8.2—Join with others in networks and coalitions to alter those policy contexts in ways that benefit vulnerable populations.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
MCP #9: Respond to contexts that shape practice.	MCP 9.1—Help macrolevel client systems observe, critically assess, and respond to changes, or need for changes, in the political, economic, social, technological, and cultural systems that affect them.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
MCP #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	MCP 10.1—Substantively and affectively prepare for action with individuals, groups, organizations, and communities.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
Engage	MCP 10.2—Use empathic responding and other interpersonal skills.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
	MCP 10.3—Develop with their client systems a mutually agreed-on focus of work and desired outcomes.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
Assess	MCP 10.4—Collect, organize, and interpret client-system data.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	MCP 10.5—Assess client systems' strengths and limitations.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	MCP 10.6—Develop clear and mutually agreed-on goals and objectives of interventions.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	MCP 10.7—Select appropriate intervention strategies.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
Intervene	MCP 10.8—Initiate actions to achieve group, organizations, and community goals, helping client systems to resolve problems and capitalize on opportunities.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

Competency	Practice Behavior	Measure	Where Assessed	When Assessed	Benchmark
	MCP 10.9—Increase client systems' own capacities to accomplish their goals.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
Evaluate	MCP 10.10—Critically analyze, monitor, and evaluate their own practice interventions.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	MCP 10.11—Critically analyze, monitor, and evaluate the effectiveness of social welfare programs.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher
	MCP 10.12—Apply the findings of evaluation to make modifications in their own behaviors and choices, and in program design and implementation.	Self-efficacy Field Eval. Alumni Survey Employer Survey	MCP II Intern. II Off campus Place of employment	End of Sp. Sem. End of Sp. Sem. Every 3-5 yrs. Every 3-5 yrs.	80% of students will score 3 or higher

(4) Methods used:

### Participants for Foundation

A total of 69 foundation level students took part in the assessment of program competencies. Among the total participants, 50 of the 69 (72%) were in field placements during the time of the assessment. The remaining 19 participants (28%) were in classroom only, intending to enroll in summer block placements. Participants in this component of the assessment included 62 females and 7 males. In regard to racial make up 84% were Caucasian; 11% African American; 3% Hispanic; 1% Native American; and, 1% Asian. In regard to program status, there were 45 full-time, 17 part-time, and 7 advanced standing students. Of those who reported on the distance question, a total of 32 students lived between 1-15 miles from campus; 16 lived 15-30 miles from campus; 8 lived 25-40 miles from campus; and, 5 lived 40-55 miles from campus. Twenty three

field instructors participated in completing field evaluations for those students currently enrolled in a field placement.

### Participants for Advanced Direct Practice Concentration

A total of 59 Advanced Direct Practice students took part in the assessment of program competencies. Among the total participants, 57 of the 59 (97%) were in field placements during the time of the assessment. Participants in component of the assessment included 54 females and 5 males. In regard to racial make up 71% were Caucasian; 17% African American; and 1% Asian. In regard to program status, there were 32 (54%) full-time, 12 (20%) part-time, and 15 (25%) advanced standing students. Of those who reported on the distance question, a total of 23 students lived between 1-15 miles from campus; 12 lived 15-30 miles from campus; 7 lived 25-40 miles from campus; and, 8 lived 40-55 miles from campus. Thirty six field instructors participated in completing field evaluations for those students currently enrolled in a field placement.

### Participants for Management and Community Practice Concentration

A total of 8 Management and Community Practice students took part in the assessment of program competencies. All MCP students were enrolled in field internships during the time of the assessment, all were Caucasian. In regard to program status, there were 6 full-time, 1 part-time, and 1 advanced standing students. Of those who reported on the distance question, a total of 4 students lived between 1-15 miles from campus; 2 lived 15-30 miles from campus; 1 lived 25-40 miles from campus; and, 1 lived 40-55 miles from campus. Seven field instructors participated in completing field evaluations for those students currently enrolled in a field placement.

### Measures

This assessment plan incorporated two separate instruments that measured each practice behavior two separate times for both foundation and concentration year students. A description of the measures and feedback cycle is as follows:

1. **Field Evaluations:** The student and field instructor completed evaluations of the student's performance at the end of each semester of the field placement in both the foundation and concentration. The field evaluation form is organized around the ten competencies and their associated practice behaviors. For program assessment purposes, only the final field evaluation that the field instructor completed (foundation and concentration) was used in data analysis.

**Feedback Cycle:** Data collected from the final semester field evaluations was collected, organized and analyzed. The MSW program coordinator submits an annual report each spring to faculty, relevant stakeholders, and the University, as part of its ongoing assessment requirements. Data collected from the field evaluations was reviewed by the field coordinator, who, in conjunction with the Practice Committee, makes adjustments and recommendations in areas needed (related to specific competencies/practice behaviors). The MSW Coordinator is responsible for obtaining plans of action needed in regard to any of the program's competencies.

- 2. Self-Efficacy Scale:** All students (foundation and concentration) completed a self-efficacy measure constructed around the ten competencies and their practice behaviors. Three separate self-efficacy scales were used: one for the foundation year, one for the Advanced Direct Practice concentration, and one for the Management and Community Practice concentration. Students were administered the measures at the end the foundation year and then again at the end of the concentration year.

**Feedback Cycle:** Data collected from the self-efficacy scale was analyzed and the results were sent to the MSW Coordinator, who compiled them, and reported results to faculty, stakeholders and in the annual assessment report that is due each year to the University. The MSW Coordinator is responsible for obtaining plans of action needed in regard to any of the program's competencies.

## Procedures

Field instructors completed performance evaluation forms on all MSW students finishing their foundation or concentration year. As indicated above, the field evaluations for all internships are organized around the ten competencies and their associated practice behaviors (foundation and concentration). The field instructor completed the evaluation on their student, and then submitted the results to the Coordinator of Field, who then provided the data to the MSW Coordinator for analysis.

The lead instructors in Assessment & Differential Diagnosis, ADP III, and MCP II coordinated the administration of the self-efficacy scale to students (across all sections). When finished, instructors gathered up the completed measures and sent them to the MSW Coordinator, who analyzed the data.

## Data Analysis

**Field evaluations:** At the end of the internship (foundation and concentration), quantitative data from the field evaluations was compiled and analyzed in SPSS. For this measure, students received a rating for each practice behavior (see above). Data was analyzed in the aggregate to determine how our students, as a whole, are performing on each practice behavior and the ten competencies.

Scores for each practice behavior (foundation and concentration) was added together in order to obtain a mean score. Additional data analysis included adding the scores for each competency's practice behaviors to arrive at an overall mean for each

competency. The expected levels of performance for students completing the internship are scores of 3 or 4 on each practice behavior, and at least a mean score of 3 on each of the ten competencies.

**Measure of self-efficacy:** Analysis of the data from the self-efficacy scale was similar to the field evaluations. The self-efficacy scale measures the student’s perceived ability to demonstrate the practice behaviors associated with the ten core competencies. For this measure, students rate each practice behavior on a scale of 1 to 4, with 1 indicating “not at all confident,” 2 indicating “somewhat confident,” 3 indicating “confident,” and 4 indicating “very confident.”

For each student, scores for the practice behaviors within each competency was summed and averaged to indicate the extent to which students perceive themselves as confident in his/her ability to demonstrate the practice behaviors. As with the field evaluation, practice behavior scores for each competency was summed and averaged to arrive at a mean score for each of the 10 competencies (foundation and concentration). The expected levels of performance for students are scores of 3 or above for each practice behavior, and a 3 or above on each of the ten competencies.

Additional data analysis for both foundation and concentration: Aggregate data was used to test for significant differences between full-time and part-time students, and also between advanced standing and regular program students. We also assessed for any correlations between distance lived from campus and ratings on both the self-efficacy and field measures. Lastly, we assessed for any significant differences in student and field instructor ratings on each practice behavior assessed.

(5) What are the assessment findings? How did you analyze them?

The following are findings from this year’s assessment. The results are shown in the following tables for foundation, and our two concentrations.

## Findings for Foundation

**Table 1**

**Comparison of Foundation Level Student (n = 28)  
and Field Instructor (n = 23) Ratings for Each Practice Behavior**

<b>Practice Behaviors</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Sig. (2-tailed)</b>
Practice personal reflection and self-correction	28	3.50**	.638	.001
	23	2.87**	.694	
Attend to professional roles and boundaries	28	3.32	.612	.918
	23	3.30	.559	

Demonstrate professional demeanor in appearance, behavior, and communication	28 23	3.61* 3.26*	.567 .541	.031
Commit to career-long learning and growth	28 23	3.75* 3.30*	.441 .635	.005
Use supervision and consultation effectively	28 23	3.43 3.13	.742 .626	.132
Make ethical decisions by applying the NASW code of ethics	28 23	3.54 3.26	.576 .541	.088
Tolerate ambiguity in resolving ethical conflicts	28 23	3.00 2.83	.861 .650	.428
Apply strategies of ethical reasoning to arrive at principled decisions	28 23	3.36 3.04	.621 .475	.052
Recognize and manage personal values in a way that allows professional values to guide practice	28 23	3.54** 3.09**	.576 .596	.009
Distinguish, appraise and integrate multiple sources of knowledge; including research-based knowledge and practice wisdom	28 23	3.25 2.91	.752 .596	.337
Analyze models of assessment, prevention, intervention, and evaluation	28 23	2.96 2.74	.793 .689	.225
Come to well-reasoned conclusions and solutions, implement plan of action, review and reflect upon results	28 23	3.25 2.96	.844 .825	.293
Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	28 23	3.21 3.00	.738 .522	.214
Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	28 23	3.25 3.13	.645 .548	.485
Demonstrate sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	28 23	3.36 3.04	.621 .767	.113
Recognize and communicate an understanding of the importance of difference in shaping life experiences	28 23	3.46* 3.04*	.637 .638	.023
View yourself as a learner and engage those with whom you work as informants	28 23	3.50 3.17	.577 .650	.064
Understand the forms and mechanisms of oppression and discrimination	28 22	3.11 2.95	.685 .653	.429
Advocate for human rights and social and economic justice	28 22	3.36 3.09	.678 .811	.212
Engage in practices that advance social and economic justice	27 22	3.33 3.00	.679 .816	.125
Use practice experience to inform research	28 23	3.07** 2.48**	.858 .665	.009
Use research evidence to inform practice	28 23	3.21* 2.74*	.738 .752	.028
Utilize theories and models of practice to guide the processes	28 23	2.86 2.65	.803 .647	.328

of problem identification and assessment as well as intervention development				
Critically evaluate and apply knowledge to understand and predict human behavior, both individually and in the social environment	28 23	3.14 2.96	.756 .706	.371
Identify and learn from the range of stakeholders concerned with policies that advance social well-being and with those that don't	28 21	2.96 2.62	.744 .669	.100
Analyze, formulate, and advocate for policies that advance social well-being	28 22	3.00 2.73	.770 .827	.235
Collaborate with colleagues and clients for effective policy action	28 22	3.21 2.59	.787 .734	.006
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services	28 23	3.04 2.83	.693 .650	.275
Assess the social, emotional, organizational and environmental context in which people live and utilize this information in practice and service delivery	28 23	3.39* 3.00*	.629 .603	.028
Display leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	28 23	3.07* 2.61*	.858 .722	.045
Engage client systems by using empathy and other interpersonal skills	28 23	3.68 3.48	.476 .730	.244
Develop a mutually agreed-on focus in work with client systems	28 23	3.43 3.22	.690 .600	.255
Collect, organize and interpret client data	28 23	3.18 3.00	.723 .522	.327
Assess client's strengths and needs	28 23	3.50 3.13	.638 .757	.064
Develop a mutually agreed-on intervention plan and goals for client systems	28 23	3.32 2.91	.863 .668	.069
Select appropriate interventions for client systems	28 23	3.07 2.83	.716 .650	.211
Implement prevention/intervention strategies for client systems	28 23	3.21 2.83	.787 .717	.074
Resolve problems, re-evaluate and refine goals with client systems	28 23	3.14 2.83	.651 .717	.105
Negotiate, mediate and advocate for client systems	28 23	3.39* 3.00*	.629 .674	.037
Facilitate transitions and endings with client systems	28 23	3.07 2.78	.858 .671	.194
Critically analyze, monitor and evaluate interventions with client systems	28 23	3.25 2.91	.752 .596	.087

\*  $p < .05$ , \*\*  $p < .01$

In regard to overall program benchmark goals, student ratings showed that 93% of the 41 practice behaviors reached at or above the 3.0 mark. However, for these same students, field instructor results showed 51% reaching at or above the 3.0 mark, clearly falling well below the benchmark.

Results on Table 1 also show that the 28 foundation level students in the field generally rated themselves significantly higher on 10 of the 42 practice behaviors, when compared to the 23 field instructor ratings.

Those practice behaviors, as rated by students, that fell below the benchmark included:

- Utilize theories and models of practice to guide the processes of problem identification and assessment as well as intervention development (competency #7)
- Identify and learn from the range of stakeholders concerned with policies that advance social well-being and with those that don't (competency #8)
- Analyzing models of assessment, prevention, intervention, and evaluation (competency #3)

In regard to field instructor ratings, practice behaviors that fell below the benchmark included:

- Practice personal reflection and self-correction (competency #1)
- Tolerate ambiguity in resolving ethical conflicts (competency #2)
- Distinguish, appraise and integrate multiple sources of knowledge; including research-based knowledge and practice wisdom (competency #3)
- Come to well-reasoned conclusions and solutions, implement plan of action, review and reflect upon results (competency #3)
  - Analyze models of assessment, prevention, intervention, and evaluation (competency #3)
  - Understand the forms and mechanisms of oppression and discrimination (competency #5)
  - Use practice experience to inform research (competency #6)
  - Use research evidence to inform practice (competency #6)
  - Utilize theories and models of practice to guide the processes of problem identification and assessment as well as intervention development; critically evaluate and apply knowledge to understand and predict human behavior, both individually and in the social environment (competency #7)
  - Identify and learn from the range of stakeholders concerned with policies that advance social well-being and with those that don't; analyze, formulate, and advocate for policies that advance social well-being (competency #8)
  - Collaborate with colleagues and clients for effective policy action; continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services (competency #8)

- Display leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (competency #9)
- Resolve problems, re-evaluate and refine goals with client systems (competency #10)
- Facilitate transitions and endings with client systems; critically analyze, monitor and evaluate interventions with client systems (competency #10)
- Develop a mutually agreed-on intervention plan and goals for client systems (competency #10)
- Select appropriate interventions for client systems; implement prevention/intervention strategies for client systems (competency #10)

Table 2 shows the Means and Standard Deviations for the 10 competencies. For these results, the practice behaviors associated with each competency were averaged together to arrive at an overall mean for each competency.

**Table 2**  
**Comparison of Foundation Level Student (n = 28)**  
**and Field Instructor (n = 23) Ratings for Each Competency**

<b>Competency</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Sig. (2-tailed)</b>
Identify as a professional social worker and conduct self accordingly	28	3.5214**	.39380	.007
	23	3.1739**	.47979	
Apply social work ethical principals to guide practice	28	3.3571*	.54615	.039
	23	3.0543*	.45199	
Apply critical thinking to inform professional judgments	28	3.1696	.62009	.101
	23	2.9022	.49852	
Engage diversity and difference in practice	28	3.3929*	.50657	.043
	23	3.0978*	.50418	
Advance human rights and social and economic justice	28	3.2593	.59437	.186
	23	3.0152	.67829	
Engage in research informed practice and practice informed research	28	3.1429*	.78004	.012
	23	2.6087*	.65638	
Apply knowledge of human behavior in the social environment	28	3.0000	.69389	.298
	23	2.8043	.61679	
Engage in policy practice to advance social and economic well-being and to deliver effective social work	28	3.0595*	.66700	.022
	23	2.6190*	.60815	
Respond to contexts that shape practice	28	3.1667*	.63180	.037
	23	2.8116*	.53016	
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	28	3.2955*	.51996	.036
	23	2.9921*	.47627	

\*  $p < .05$ . \*\*  $p < .01$ .

Results show that foundation students perceived themselves as having mastered all 10 competencies, however, field instructor ratings fell below the benchmark in regard to the following competencies:

- Apply critical thinking to inform professional judgments (competency #3)

- Engage in research informed practice and practice informed research (competency #6)
- Apply knowledge of human behavior in the social environment (competency #7)
- Engage in policy practice to advance social and economic well-being and to deliver effective social work (competency #8)
- Respond to contexts that shape practice (competency #9)
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (competency #10)

These findings show that students rated themselves as having fully mastered 100% of the competencies, whereas field instructors rated them as having mastered only 40%.

In addition, there was a significant difference in student and field instructor ratings in 7 of the 10 competencies assessed, with students rating themselves higher when compared to their field instructors.

In regard to other areas of assessment for the foundation year, T-Test analysis, comparing foundation year students currently in field to students not in field, showed no significant differences in regard to the 10 competencies assessed. Additionally, no significant differences were found between foundation year students who reported themselves as being full-time or part-time).

Full-time, part-time, and advanced standing students were also compared, using one-way analysis of variance, with no significant differences found among the 3 groups of students.

In regard to distance from campus, there were no significant correlations found between distance from campus and foundation competencies. One way analysis of variance, comparing foundation competency ratings by the 4 distance categories from campus, found a curvilinear pattern, with students who reported being closest (1-15 mi.) to campus and farthest (40-55 mi) from campus tending to have higher competency ratings than students 15-30 or 25-40 miles away from campus.

## Findings for Advanced Direct Practice Concentration

**Table 3**  
**Comparison of Advanced Direct Practice Student (n = 55)**  
**and Field Instructor (n = 36) Ratings for Each Practice Behavior**

<b>Practice Behaviors</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Sig. (2-tailed)</b>
Attend to professional roles and boundaries in working with individuals, families and groups	55	3.47	.630	.815
	36	3.44	.558	
Demonstrate commitment to career long learning	55	3.73**	.489	.005
	36	3.36**	.639	
Demonstrate commitment to career long learning	55	3.77*	.467	.029
	36	3.47*	.696	
Use supervision and consultation to further enhance expertise with individuals, families and groups	55	3.73	.522	.102
	36	3.53	.609	

Apply ethical decision-making skills to issues specific to working with individuals, families, and groups.	55 36	3.55 3.47	.570 .506	.476
Integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom in working with individuals, families and groups	55 36	3.25 3.31	.714 .467	.626
Formulate problems clearly, evaluate and select appropriate assessment, intervention, and evaluation tools for use with individuals, families and groups	55 36	2.98* 3.36*	.767 .593	.013
Demonstrate effective oral and written communication in working with individuals, families and groups	55 36	3.63 3.36	.524 .723	.063
Assess all aspects of diversity that impact and influence individuals, families and groups	55 36	3.23 3.39	.708 .599	.244
Demonstrate increased self-awareness in working with individuals, families and groups	55 36	3.59 3.36	.565 .683	.100
Understand the forms and mechanisms of oppression and discrimination in working with individuals, families and groups	55 36	3.30 3.28	.658 .513	.834
Engage in practices that advance social and economic justice for individuals, families and groups	55 36	3.27 3.31	.674 .577	.775
Identify, evaluate and select effective evidence-based intervention strategies in working with individuals, families and groups	55 36	2.98* 3.25*	.744 .500	.041
Utilize conceptual frameworks, practice models and theories in their work with individuals, families and groups	55 36	2.96 3.17	.654 .514	.096
Apply policy practice skills in work with individuals, families and groups	55 36	2.86** 3.31**	.773 .624	.003
Are knowledgeable of the resources and the organizational, community, and societal context within which social work services are delivered to individuals, families and groups	55 36	3.29 3.42	.653 .649	.349
Advocate at multiple levels for enhanced service delivery to individuals, families and groups	55 36	3.21 3.31	.847 .577	.540
Continue to refine the use of empathy, use of self, and other interpersonal skills when working with individuals, families and groups	55 36	3.84** 3.42**	.417 .732	.003
Develop a mutually agreed upon focus and desired outcome when working with individuals, families and groups	55 36	3.55 3.44	.601 .607	.401
Draw from advanced practice theories and treatment models to organize and inform the assessment process with individuals, families and groups	55 36	3.04 3.25	.738 .554	.116
Select appropriate interventions for individuals, families and groups	55 36	3.07* 3.37*	.684 .599	.021
Select and implement prevention and intervention strategies that are informed by advanced practice theories and models of practice	55 36	2.93* 3.28*	.735 .615	.016
Appropriately terminate with individuals, families and groups	55 36	3.43 3.42	.657 .604	.929

Apply research skills to evaluating practice effectiveness with individuals, families and groups	55 36	2.98 3.17	.798 .618	.208
Assess results of evaluation and modify treatment goals/strategy if needed	55 36	3.21 3.28	.653 .554	.779
Communicate evaluation results to client/agency	55 36	3.41 3.26	.599 .611	.257

\*  $p < .05$ , \*\*  $p < .01$

In regard to student responses on the self-efficacy scale, the following practice behaviors fell below the program benchmark of a score of 3 or above:

- Formulate problems clearly, evaluate and select appropriate assessment, intervention, and evaluation tools for use with individuals, families and groups (competency #3).
- Identify, evaluate and select effective evidence-based intervention strategies in working with individuals, families and groups (competency #6).
- Utilize conceptual frameworks, practice models and theories in their work with individuals, families and groups competency (#7).
- Apply policy practice skills in work with individuals, families and groups (competency #8).
- Select and implement prevention and intervention strategies that are informed by advanced practice theories and models of practice (competency #10).
- Apply research skills to evaluating practice effectiveness with individuals, families and groups (competency #10).

In regard to the program benchmark, students scored a 3 or above on 20 of the 26 (77%) ADP practice behaviors, thus falling short of the program benchmark. On the other hand, field instructors rated all (100%) of the ADP practice behaviors as having scored 3 or above on the field evaluations.

There was a significant difference between student and instructor ratings on several ADP practice behaviors. Students rated themselves as significantly higher on the following practice behaviors:

- Demonstrate professional demeanor in behavior, appearance, and communication
- Demonstrate commitment to career long learning
- Use of empathy, use of self, and other interpersonal skills

Field instructors rated students significantly higher on the following ADP practice behaviors:

- Formulate problems clearly, evaluate and select appropriate assessment, intervention and evaluation tools for use with individuals, families and groups
- Apply policy practice skills in work with individuals, families and groups
- Select appropriate interventions for individuals, families and groups
- Select and implement prevention and intervention strategies that are informed by advanced practice theories and models of practice

Table 4 shows the Mean and Standard Deviations for each ADP competency.

**Table 4**  
**Comparison of Foundation Level Student (n = 55)**  
**and Field Instructor (n = 36) Ratings for Each Competency**

Competency	N	Mean	Std. Deviation	Sig. (2-tailed)
Identify as a professional social worker and conduct oneself accordingly.	55	3.67*	.397	.023
	36	3.45*	.492	
Apply social work ethical principals to guide professional practice	56	3.55	.570	.487
	36	3.47	.506	
Apply critical thinking to inform and communicate professional judgments.	56	3.27	.536	.534
	36	3.34	.481	
Engage diversity and difference in practice	56	3.40	.543	.819
	36	3.38	.553	
Advance human rights and social justice and economic.	56	3.29	.594	.960
	36	3.29	.498	
Engage in research-informed practice and practice-informed research.	57	2.98	.744	.060
	36	3.25	.500	
Apply knowledge of human behavior and the social environment.	57	2.96	.654	.115
	35	3.17	.514	
Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	56	2.86**	.773	.004
	36	3.31**	.624	
Respond to contexts that shape practice.	56	3.25	.618	.384
	36	3.36	.556	
Engage, assess, intervene, and evaluate with individuals, families and groups.	54	3.27	.484	.774
	34	3.30	.470	

\*  $p < .05$ , \*\*  $p < .01$

When practice behaviors were grouped and averaged (for both the student self-efficacy scale and field instructor evaluation), results showed that students scored slightly below the program benchmark on the self-efficacy measure for the following competencies:

- Engage in research-informed practice and practice-informed research ( $M = 2.98$ ).
- Apply knowledge of human behavior and the social environment ( $M = 2.96$ ).
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services ( $M = 2.85$ ).

In all instances where significance was found, field instructors rated students higher on the competencies, when compared to student ratings. Of those competencies listed above that fell below the program benchmark, this difference was significant in the competency, “Engage in policy practice to advance social and economic well-being and to deliver effective social work.”

Additional analysis, when grouping practice behaviors, found significant differences between student and field instructor scores for two of the ten competencies:

- Identify as a professional social worker and conduct oneself accordingly (rated significantly higher by students)
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services (rated significantly higher by field instructors).

The competency, “Engage in policy practice to advance social and economic well-being and to deliver effective social work services,” fell below the program benchmark on student, but not field instructor ratings.

Additional data analysis found no significant differences between full-time, part-time and advanced standing students on mastery of the 10 competencies. In regard to distance from campus, a curvilinear pattern was found, with students living 25-40 miles from campus reporting the lowest average self-efficacy rating on each of the 10 advanced competencies. Interestingly, Mean ratings increased as students reported their locations to be nearer or further from campus.

## Findings for Management and Community Practice

See Table 5 for the Means, Standard Deviations and Standard Error of the Mean for all practice behaviors assessed for the Management and Community Practice concentration (both the student self-efficacy scale and field instructor rating scale).

**Table 5**  
**Comparison of Management and Community Practice**  
**Student (n = 8) and Field Instructor (n= 7) Ratings for Each Practice Behavior**

<b>Practice Behaviors</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Sig. (2-tailed)</b>
Identify opportunities for social workers to initiate and guide change efforts in organizations and communities	8	3.29	4.88	1.00
	7	3.29	4.88	
Integrate self-reflection, focused use of supervision and consultation, and continued learning into their professional lives	8	3.57	.535	1.00
	7	3.57	.787	
Apply ethical decision-making skills to those issues specific to macro-practice situations and settings	8	3.57	.535	1.00
	7	3.57	.535	
Work with client systems, evaluate, select, and use appropriate tools for assessment, intervention and evaluation	8	2.88	.835	.339
	7	3.29	.756	
Communicate effectively through multiple mediums with a diverse range of stakeholders, partners, and collaborators	8	3.50	.756	.838
	7	3.57	.535	

Work with macro-level client systems to help them recognize and engage diversity and difference in ways that further organizational missions and community goals	8 7	3.29 3.57	.756 .535	.430
Work with macro-level client systems to help them recognize and challenge the manifestations of systemic oppression, discrimination, and disempowerment	8 7	3.50 3.43	.756 .535	.838
Use appropriate theories, models, and research methods to support their approaches to initial assessment, intervention, and evaluation	8 7	2.86 3.29	.690 .488	.205
Work with client systems to clarify and deepen program logic models and to incorporate meaningful evaluation in their ongoing activities	8 7	3.25 3.29	.707 .488	.912
Assess organizational and community ecosystems, identifying strengths and gaps in the web of relationships	8 7	3.57 3.29	.535 .488	.317
Use theoretical models and frameworks to understand and intervene in organizations and communities	8 7	3.38 3.29	.518 .488	.738
Understand the historical and current policy contexts of their particular fields of practice	8 7	3.38 3.71	.744 .488	.323
Join with others in networks and coalitions to alter those policy contexts in ways that benefit vulnerable populations	8 8	3.71 3.14	.488 .690	.099
Help macro-level client systems observe, critically assess, and respond to changes, or need for changes, in the political, economic, social, technological, and cultural systems that affect them	8 7	3.63 3.29	.518 .488	.216
Substantively and affectively prepare for action with individuals, groups, organizations, and communities	8 7	3.75 3.57	.463 .535	.500
Use empathic responding and other interpersonal skills	8 7	3.57 3.57	.535 .535	1.00
Develop with their client systems a mutually agreed-on focus of work and desired outcomes	8 7	3.43 3.29	.535 .488	.611
Collect, organize, and interpret client-system data	8 7	3.43 3.29	.535 .488	.611
Assess client systems' strengths and limitations	8 7	3.57 3.29	.535 .488	.317
Develop clear and mutually agreed-on goals and objectives of interventions	8 7	3.29 3.14	.756 .690	.718
Select appropriate intervention strategies	8 7	3.25 3.29	.707 .488	.912
Initiate actions to achieve group, organizational, and community goals, helping client systems to resolve problems and capitalize on opportunities	8 7	3.57 3.57	.535 .535	1.00
Increase client systems' own capacities to accomplish their goals	8 7	3.50 3.29	.756 .488	.533
Critically analyze, monitor, and evaluate their own practice interventions	8 7	3.38 3.14	.916 .690	.593

Critically analyze, monitor, and evaluate the effectiveness of social welfare programs	8 7	3.71* 3.14*	.488 .378	.031
Apply the findings of evaluation to make modifications in their own behaviors and choices, and in program design and implementation	8 7	3.43 3.14	.787 .690	.484

\*  $p < .05$ , \*\*  $p < .01$

MCP students scored 3 or above on 24 of the 26 practice behaviors (92%), while field instructors scored 3 or above on all 26 practice behaviors (100%).

The following MCP practice behaviors, which are all student scores, fell below the program benchmark of 3 or higher:

- Work with client systems, evaluate, select, and use appropriate tools for assessment, intervention and evaluation (competency #3).
- Use appropriate theories, models, and research methods to support their approaches to initial assessment, intervention, and evaluation (competency #6).

There was only one practice behavior that scored significantly different between students and field instructors (scored higher by students):

- Critically analyze, monitor, and evaluate the effectiveness of social welfare programs.

Table 6 shows Mean and Standard Deviations for each MCP competency.

**Table 6**  
**Comparison of Foundation Level Student (n = 8)**  
**and Field Instructor (n = 7) Ratings for Each Competency**

Competency	N	Mean	Std. Deviation	Sig. (2-tailed)
Identify as a professional social worker and conduct oneself accordingly.	8 7	3.43 3.43	.450 .535	1.00
Apply social work ethical principals to guide professional practice	8 7	3.57 3.57	.535 .535	1.00
Apply critical thinking to inform and communicate professional judgments.	8 7	3.19 3.43	.594 .607	.452
Engage diversity and difference in practice	8 7	3.29 3.57	.756 .535	.430
Advance human rights and social justice and economic.	8 7	3.50 3.43	.756 .535	.838
Engage in research-informed practice and practice-informed research.	8 7	3.00 3.29	.577 .488	.337
Apply knowledge of human behavior and the social environment.	8 7	3.43 3.29	.450 .393	.539

Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	8	3.50	.408	.730
	7	3.43	.345	
Respond to contexts that shape practice.	8	3.63	.418	.216
	7	3.48	.466	
Engage	8	3.36	.518	.694
	7	3.43	.520	
Assess	8	3.50	.577	.706
	7	3.43	.345	
Intervene	8	3.48	.716	.784
	7	3.14	.504	
Evaluate	8	3.43	.553	.334
	7	3.25	.438	

\*  $p < .05$ , \*\*  $p < .01$

No significant differences were found between student and field instructor ratings on any of the 10 competencies, nor were there any significant differences between student and field instructor ratings.

(6) What conclusions were drawn and what decisions were made as a result? How were stakeholder groups involved?

Results from assessing program competencies raised several areas of concern. Since data on student attainment of program competencies were obtained before the revised curriculum was implemented (fall, 2010), it is important to keep in mind that changes made as a result of the self study process, which involved connecting curriculum content with program competencies, may have an impact on the areas of concern. As described above, we have carefully matched program content (knowledge, values and skills) with each practice behavior, and fully integrated the practice behaviors for the foundation and concentration curriculum into field. In our next assessment of program competencies (2010-2011 academic year), we will look closely at practice behaviors and individual competencies that fell below the benchmark to determine if the newly revised curriculum has an impact on those areas that were below the program benchmark.

In our overall curriculum design, we carefully and explicitly positioned each competency and their associated practice behaviors (both foundation and concentration), in courses across the core curriculum. As a result, we were able to clearly identify specific courses where each practice behavior, and associated content, was located. Results of this assessment were shared with each lead instructor whose course includes content connected to those practice behaviors that fell below the benchmark (as assessed by *either* the student or field instructor). Lead instructors were specifically asked to reflect on the content, methods of teaching, and evaluative measures, for each practice behavior that fell below the program benchmark in order to determine if further changes are needed. In addition, assessment results were also shared with the Coordinator of Field, liaisons, and field instructors. The Field Coordinator was asked to review field assignments for each problematic practice behavior and to carefully review the specific tasks designated for demonstration of those practice behaviors in the field.

Assessment findings, in general, pointed to several potential problem areas as they relate to student mastery of practice behaviors and overall competencies (foundation and concentration). We will watch carefully in the next round of assessment to see if

these same areas show deficiencies. However, we were able to tie together themes that emerged from the multiple areas assessed. In the fall semester, 2010, the MSW faculty were charged with looking at several factors related to assessment results, they included:

#### Foundation Level

1. Review the current frameworks/theories/models of practice that are currently being taught in HBSE, and make recommendations (concerns related to competency #3, 7 & 10).
2. Assess the current linkages between the frameworks/theories/models, taught in HBSE, and foundation level practice courses and field (concerns related to competency #7 & 10).
3. Review how Research and Statistics are currently offered, and make recommendations as to how effectively this structure/content supports both practice behaviors in competency #6 (concerns for competency #6).
4. Evaluate the need for an introductory course in the MSW curriculum that addresses several deficiencies as evidenced in the field instructor ratings (concerns for competency #1, 2, 3, & 8).

#### Concentration (ADP)

1. Review the current curriculum content and teaching methods associated with competencies 3, 6, 7, 8 & 10.
2. Review assignments in the field that are connected to content associated with competencies 3, 6, 7, 8 & 10.
3. Review the activities/tasks in field associated with practice behaviors associated with competencies 3, 6, 7, 8 & 10.

The assessment plan for program competencies includes direct involvement of:

1. Faculty
2. Field instructors (foundation and concentration)
3. Students (foundation and concentration)