

2016-2017 SUMMARY DATA AND OUTCOMES

Assessment results for the 2016-2017 year are presented in Table AS 4(M) for the on-campus program option. Results for the Riverside County hybrid program option are not yet available.

**TABLE AS 4(M)
2016-2017 OVERALL ASSESSMENT OUTCOMES FOR THE
ON-CAMPUS PROGRAM OPTION**

Competency	Competency Benchmark (Generalist)	Competency Benchmark (Area of Specialized Practice)	Percentage of Students Achieving Benchmark	
			Generalist Practice	Area of Specialized Practice (Clinical)
Competency 1: Demonstrate Ethical and Professional Behavior	90.0%	90.0%	99.4%	100%
Competency 2: Engage Diversity and Difference in Practice	90.0%	90.0%	100%	100%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90.0%	90.0%	100%	100%
Competency 4 Engage in Practice-informed Research and Research-informed Practice	90.0%	90.0%	97.5%	100%
Competency 5: Engage in Policy Practice	90.0%	90.0%	100%	98.7%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90.0%	90.0%	97.5%	100%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90.0%	90.0%	84.1%	95.5%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90.0%	90.0%	100%	99.8%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90.0%	90.0%	97.5%	95.4%

EVALUATION OF OUTCOMES AND IMPLICATIONS FOR PROGRAM RENEWAL

A careful review of the findings indicates that the Program meets or exceeds the standards for all but one competency that fell below the high benchmarks set by the Program. The LLU MSW Program is highly committed to the continuous improvement process and to the ongoing quality of our Program. Listed below are areas identified for improvement and implemented changes.

1. *Competence 7: Assessment of Individuals, Families, Groups, Organizations, and Communities* at the *Generalist Practice Level* fell below the established benchmark with 88.5% of students obtaining competency in this area. A review of the measures indicates that while students are performing well in their practicum settings (100.0%), they have difficulty demonstrating competent assessment skills during the *Qualifying Review* (77.0%). While this is not completely surprising given the high stress nature of the *Qualifying Review* process, three areas of improvement were identified including: (a) the ability to orally integrate biopsychosocialspiritual assessment data from a vignette (Questions 1-4); (b) the ability to assess, orally state, and integrate into assessment the process for dealing with legal and ethical issues presented in a case vignette (Questions 9-10); and (c) the ability to assess, orally state, and integrate into the assessment of the vignette issues related to social policy and services (Question 12).

Recommendations to improve the student's ability to orally integrate biopsychosocialspiritual assessment data from a vignette are as follows:

- Inclusion of skills labs in all generalist practice courses.
- The addition of an orally presented case presentation in all generalist practice seminar classes.
- Begin discussing the *Qualifying Review* during fall quarter so that students have more time to prepare and can focus on the skills needed.
- Training all faculty on the goals, objectives, and process of the *Qualifying Review* so that needed skills can be highlighted throughout the curriculum.

Recommendations to improve the student's ability to assess and orally state the process for dealing with legal and ethical issues presented in a case vignette are as follows:

- The addition of an orally presented case presentation in all generalist practice seminar classes - including the identification of legal and ethical issues and resolution procedures.
- Increased focus on assessing and resolving ethical and legal issues in SOWK 585 Legal and Ethical Issues in Health and Behavioral Health Practice.
- Begin discussing the *Qualifying Review* during fall quarter so that students have more time to prepare and can focus on the skills needed.
- Dialogue with field instructors to determine the degree to which there is broader integration of the biopsychosocialspiritual assessment process to include consideration of legal and ethical issues (i.e., a dialogue about a broader definition of case conceptualization).

Recommendations to improve the student's ability to orally assess vignettes related to social policy and services issues are as follows:

- The addition of an orally presented case presentation in all generalist practice seminar classes - including the identification of policy issues impacting consumer care.

- Adding a policy practice lab to SOWK 514: Social Welfare History and Policy to engage students in better understanding policy and service advocacy at the micro and mezzo levels of practice, including processes such as filling exceptions to eligibility.
- Increased integration of policy issues within the practice courses.
- Begin discussing the *Qualifying Review* during fall quarter so that students have more time to prepare and can focus on the skills needed.
- Dialogue with field instructors to determine the degree to which there is broader integration of the biopsychosocialspiritual assessment process to include consideration of social policy and services issues (i.e., a dialogue about a broader definition of case conceptualization).