

## Assessment Plan and Procedures 2016-2017

Since its inception, the LLU MSW Program has routinely gathered outcome data for the purpose of continuous program improvement. For this assessment cycle three primary evaluation methods were used to assess the performance of the MSW Program: (a) Field Evaluations, (b) the Qualifying Review, and (c) Competency-Based Rubrics. Once data is collected, it is entered into SPSS by the MSW Program Director, who generates the yearly report that is reviewed by the Curriculum Committee who makes recommendations to the larger faculty. This process ensures ongoing quality improvement of the MSW Program. A description of the assessment procedures that details when, where, and how each competency is assessed for both program options is provided below.

### *Overview of Measures*

#### *Field Evaluations*

Field instructors complete field evaluations at the end of each quarter for each student in field placement. For the purpose of program evaluation, we are using field evaluations at the end of spring quarter, thus capturing performance at the end of the *Generalist Practice Curriculum* or at the end of the *Clinical Practice Specialization Curriculum*.

Field evaluations capture performance in a number of component behaviors (items) associated with each competency. Field instructors rate the student performances on a 5-point Likert-Type scale, with 1 indicating “inadequate performance,” with 3 indicating “competent performance,” and with 5 being indicative of “superior performance.”

During the *Generalist Practicum*, students learn to promote social well-being, and build on the strength and resiliency of all human beings through a range of prevention and intervention practice methods when working with diverse individuals, families, groups, organizations, and communities.

The *Generalist Practice Field Evaluation* measures performance in all 9 competency domains across 31 items. A description of the competencies and the number of assessed items/behaviors for each is provided below:

1. Demonstrates ethical and professional behavior (items 1-5).
2. Engages diversity and differences in practice (items 6-8).
3. Advances human rights and social, economic, and environmental justice (items 9-10).
4. Engages in practice-informed research and research-informed practice (items 11-13).
5. Engages in policy practice (items 14-16).
6. Engage with individuals, families, groups, organizations, and communities (items 17-18).
7. Assess individuals, families, groups, organizations, and communities (items 19-22).
8. Intervene with individuals, families, groups, organizations, and communities (items 23-27).
9. Evaluate practice with individuals, families, groups, organizations, and communities (items 28-31).

The *Clinical Practice Field Evaluation* measures performance across all 9 competency domains, but also includes additional items reflecting the knowledge, values, skills, and cognitive and affective processes required for clinical practice. During this year, students build on the strengths-based and ecological practice perspective of the *Generalist Practice Curriculum* by extending, expanding, and enhancing their ability to effectively engage in advanced clinical practice.

The *Clinical Practice Field Evaluation* measures performance in all 9 competency domains across 54 items/behaviors. A description of the competencies and the number of assessed items for each is provided below:

1. Demonstrates ethical and professional behavior (items 1-10).
2. Engages diversity and differences in practice (items 11-14).
3. Advances human rights and social, economic, and environmental justice (items 15-18).
4. Engages in practice-informed research and research-informed practice (items 19-23).
5. Engages in policy practice (items 24-29).
6. Engage with individuals, families, groups, organizations, and communities (items 30-33).
7. Assess individuals, families, groups, organizations, and communities (items 34-41).
8. Intervene with individuals, families, groups, organizations, and communities (items 42-49).
9. Evaluate practice with individuals, families, groups, organizations, and communities (items 50-54).

For evaluation purposes, the faculty deliberately chose the *Generalist Practice Field Evaluation* and *Clinical Practice Field Evaluation* due to these measures being multidimensional and being completed by someone directly observing students' skills within a real practice setting.

### ***Qualifying Review***

The *Qualifying Review* has been administered to all students since the inception of the Program and was recently revised to address the CSWE 2015 competencies. It is an oral exam that is administered following successful completion of the *Generalist Practice Curriculum* which includes 39 quarter units. The *Qualifying Review* is designed to measure the extent to which students have integrated the content of the curriculum and can demonstrate the competencies of generalist practice. To show these competencies, students are required to demonstrate an understanding of an ecological practice perspective through presentation of a biopsychosocialspiritual assessment and intervention plan, in response to one of several vignettes prepared for each year's review process. As a part of this review, students are expected to respond to 12 questions with the aim of:

- identifying legal and ethical issues that may have significance in the case;
- reflecting on diversity and human differences affecting the case, including gender, sexual orientation, ethnic, and racial issues;
- discussing ways to advocate for the consumer(s) in order to promote social, economic and/or environmental justice;
- identifying ways that research would inform work with the consumer(s);
- reflecting on relevant policy issues;
- demonstrating application of systems theory and relevant supporting psychosocial theories;
- identifying biopsychosocialspiritual factors impacting the consumer's functioning and formulating a clear conceptualization of the presenting problem;
- identifying appropriate intervention goals and generalist practice intervention strategies; and
- discussing different methods for determining if the consumer is making progress.

The passing score for the *Qualifying Review* is 36 out of 48 possible points; that is an average score of 3 on a 4-point Likert-Type scale. The broad objective of the *Qualifying Review* process is to (a) assist faculty in assessing students' individual strengths and areas for improvement, (b) provide feedback to students, (c) promote student self-evaluation, and (d) heighten participation of students in their

individualized academic planning and professional development during the *Clinical Practice Specialization* year of the MSW Program.

### ***Competency-Based Rubrics***

Competency-Based Rubrics were developed for each competency at the *Generalist* and *Clinical Practice Levels*. Development of rubrics involved all program faculty and were developed along the same learning continuum from no demonstration of the component behaviors, to inconsistent demonstration of the component behaviors, to competent demonstration of the component behaviors, to finally a highly competent demonstration of the component behaviors.

A brief description of the supporting course embedded measures for each competency is provided below.

#### ***SOWK 510 Diversity Theory in Social Work Practice***

##### ***Grand Challenge Paper and Presentation***

*Diversity Theory in Social Work Practice* is a *Generalist Practice Level* course that examines contemporary theories of diversity from a critical perspective that includes intersectionality. A core assignment in this course is a *Grand Challenge Paper and Presentation*, which requires students to select one social work grand challenge that has at least one supporting paper that will serve as the foundation for a proposal of a culturally grounded intervention or program. This assignment is used to support the assessment of the student's ability to engage diversity and difference in practice at the *Generalist Practice Level (Competency 2)*.

##### ***Case Study Critique Paper***

A second assignment from the same class is also used in determining the student's competency in engaging diversity and difference in practice (***Competency 2***). The *Case Study Critique Paper* requires students to select a case example from their internship and to use the culturally grounded paradigm to analyze the intervention used with the consumer and to reflect on how and why they chose the intervention theory and how it impacted their assessment and work with the consumer.

#### ***SOWK 514 Social Work Welfare History and Policy***

##### ***Policy Analysis Paper***

*Social Work Welfare History and Policy* is a *Generalist Practice Level* course that is designed to develop students' knowledge and understanding of the origin, structure, and change processes within the American social welfare system. A core assignment in this course is a *Policy Analysis Paper*, which requires students to demonstrate the ability to research and analyze a policy issue and integrate the major facets into a solid and comprehensive paper. Students must select a policy issue that is being proposed and/or debated at the national, state, city, or local level (current or recent); or a policy issue which is being implemented at a federal, state, or local agency (e.g., The California Health and Welfare Agency). Once selected, students declare a position for or against the policy. This assignment is used to support the assessment of the student's ability to engage in policy practice at the *Generalist Practice Level (Competency 5)*.

##### ***Policy Debate***

A second assignment from the same class is also used in determining the student's competency in engaging in policy practice at the *Generalist Practice Level (Competency 5)*. The *Policy Debate* requires students to work in groups where members take opposing sides and debate a policy issue within the classroom. Students debate as if presenting to a legislative subcommittee or a board of supervisors' meeting and demonstrates application of the policy/program analysis models discussed during the quarter.

#### *Midterm Examination*

A third assignment from the same class is also used in determining the student's competency in engaging in policy practice at the *Generalist Practice Level (Competency 5)*. The *Midterm Examination* is a take-home exam in essay format. Specifically, it presents a series of hypothetical situations, which require students to apply the policy analysis models discussed in class. Its focus is not on right answers, but on students' understanding of analytical models and their ability to apply them to real life situations.

#### **SOWK 517 Practice I: Individuals**

##### *Biopsychosocialspiritual Evaluation Interview Recording and Write-Up*

*Practice I: Individuals* is a *Generalist Practice Level* course and is designed to introduce students in the application of a generalist practice perspective with micro systems. A core assignment in this course is a *Biopsychosocialspiritual Evaluation Interview Recording and Write-Up*, which requires students to complete a recorded biopsychosocialspiritual assessment and write-up with a fellow student role-playing the consumer. As part of this assignment, students' engagement skills are directly observed. This assignment is used to support the assessment of students' abilities to engage with individuals at the *Generalist Practice Level (Competency 6)*.

##### *Direct Practice Skills Lab*

A second assignment from the same class is also used in determining the student's competency in engaging with individuals at the *Generalist Practice Level (Competency 6)*. The *Direct Practice Skills Lab* requires each student to practice skills learned in class with the first lab being specifically related to the practicing of engagement skills.

#### **SOWK 518 Practice II: Groups**

##### *Proposal for a Specialized Group Paper*

*Practice II: Groups* is a *Generalist Practice Level* course and is designed to introduce students in the application of a generalist practice perspective with mezzo systems. A core assignment in this course is a *Proposal for a Specialized Group Paper*, which requires students to develop a plan for a specialized group addressing the needs of a population-at-risk (e.g., children in foster care, a court-mandated substance abuse treatment group for adolescent mothers, victim of domestic violence, etc.). Specifically, the paper demonstrates the student's ability to conduct a literature search, engage in critical thinking in the analysis, integration and synthesis of research methods and findings, and to utilize evidence-based practice and research. Sections of the paper include an introduction, the evidence base, and the group proposal which includes the subsections of group composition, orientation, contract, environment, first session, and an outcome evaluation plan and process. This assignment is used to support the assessment of the student's ability to engage in practice-informed research and research-informed practice (*Competency 4*), and to support the assessment of the student's ability to evaluate practice with groups

**(Competency 9)** - both at the *Generalist Practice Level*.

#### *Final Examination*

A second assignment from the same class is also used in determining the student's competency in evaluating practice with groups at the *Generalist Practice Level (Competency 9)*. The *Final Examination* requires students to answer critical thinking questions in regards to evaluating the effectiveness of the group process.

### **SOWK 519 Practice III: Organizations and Communities**

#### *Community Organization and Intervention Report*

*Practice III: Organizations and Communities* is a *Generalist Practice Level* course. The course introduces concepts of the generalist social work approach in organizational and community settings. In this course students are required to complete a *Community Organization and Intervention Report*. The focus of this assignment is to assist students to integrate theory and practice through a combination of classroom, library, and investigative field experiences. This assignment requires that students: (a) identify a community social issue or problem; (b) obtain specific documentation from the readings, literature review, community analysis report, and material from the course that best describes the social issue or problem; (c) interview community and civic members, and professionals working with the social issue or problems; (d) explore the communities' social values and norms regarding the social issue or problem; (e) apply Rothman's framework to prepare a community organizing and intervention "plan of action" to address the social issue or problem; and (f) identify and discuss the sociological, psychological, political, and economic benefits and/or barriers that may result from the implementation of the proposed community organizing and intervention plan. This assignment is used to support the assessment of the student's ability to advance human rights and social, economic, and environmental justice at the *Generalist Practice Level (Competency 3)*.

#### *Mini Community Analysis and Report*

A second assignment from the same class is also used in determining the student's competency in advancing human rights and social, economic, and environmental justice at the *Generalist Practice Level (Competency 3)*. The *Mini Community Analysis and Report* requires students to complete an abbreviated community needs analysis and written report. Specifically, this project requires students to identify social issues and concerns within their community, conduct an analysis of this information, and provide recommendations that advance human rights and social, economic, and environmental justice.

#### *Final Examination*

A third assignment from the same class is also used in determining the student's competency in advancing human rights and social, economic, and environmental justice at the *Generalist Practice Level (Competency 3)*. The *Final Examination* is a take-home assignment that includes critical thinking, short answer, and essay questions that cover course material from the entire quarter.

### **SOWK 520 Practice IV: Families**

#### *Family Therapy Paper*

*Practice IV: Families* is a *Generalist Practice Level* course and is designed to introduce students in the application of a generalist practice perspective with families. A core assignment in this course is a *Family Therapy Paper*, which requires students to (a) write a vignette that describes a family at risk; (b) choose and discuss two research based family therapy models to use in working with the family such as Strategic, Structural, Intergenerational, Experiential, Solution-Based, Narrative, or an empirically supported intervention derived from one or more of these models; and (c) identify both the strengths and limitations of each model as applied to the identified family and any self-reflections regarding the intervention process. This assignment is used to support the assessment of the student's ability to intervene with families at the *Generalist Practice Level (Competency 8)*.

#### *Skills Lab*

A second assignment from the same class is also used in determining the student's competency in intervening with families at the *Generalist Practice Level (Competency 8)*. The *Skills Lab* requires each student to practice skills learned in class with several labs being specifically related to the practicing of intervention methods.

### **SOWK 585 Legal and Ethical Issues in Health and Behavioral Health Practice**

#### *Commentary Paper*

*Legal and Ethical Issues in Health and Behavioral Health Practice* is a *Generalist Practice Level* course that provides students with an understanding of the intersects between social work values and ethics, and the legal requirements of professional practice. A core assignment in this course is a *Commentary Paper*, which asks students to choose an ethical or legal problem confronting social work practice and discuss that issue using the professional standards of practice and the *NASW Code of Ethics*. This assignment is used to support the assessment of the student's ability to demonstrate ethical and professional behavior at the *Generalist Practice Level (Competency 1)*.

#### *Midterm Examination*

A second assignment from the same class is also used in determining the student's competency in applying ethical and professional behaviors at the *Generalist Practice Level (Competency 1)*. The *Midterm Examination* requires students to demonstrate critical thinking in answering legal and ethical questions as applied to two vignettes simulating typical practice situations.

### **SOWK 617 Global Practice**

#### *Global Practice Paper and Presentation*

*Global Practice* is an advanced clinical practice course that deepens students' appreciation and understanding of professional social work in a global context. A core assignment in this course is a *Global Practice Paper and Presentation*, which requires students complete a paper and case presentation that examines, through the lens of intersectionality, the historic and current strengths, assets, challenges, and needs of the targeted population and how these diversity factors have influenced population resilience. As part of this assignment, students are also required to provide an assessment and non-pathologizing intervention plan to address the impact of oppression and human rights violation on the ecological well-being of individuals, families, groups, and communities of the targeted population. This assignment is used to support the assessment of the student's ability to engage in diversity and

difference in practice (**Competency 2**), and to assess the student's ability to advance human rights and social, economic, and environmental justice (**Competency 3**) – both at the *Clinical Practice Level*.

### *Self-Reflection Paper*

A second assignment from the same class is also used in determining the student's competency in engaging diversity and difference in practice at the *Clinical Practice Level (Competency 2)*. The *Self-Reflection Paper* requires students to critically examine their awareness of biases, values, and possible ethical dilemmas related to a list of topics/concepts discussed in class.

### **SOWK 661 Psychodynamic Therapies**

#### *Assignments 1 and 2: Psychodynamic Formulations*

*Psychodynamic Therapies* is an advanced clinical practice course that provides the basis for understanding psychodynamic therapy (from object relations therapy to interpersonal therapy to short-term psychodynamic therapy), the concepts and techniques of various types of psychodynamic interventions, and the empirical data regarding the efficacy of this treatment orientation. Core assignments in this course are two *Psychodynamic Formulations*, which require students write one psychodynamic formulation based on a recorded therapy session and one based on a therapy session role-play. These assignments are used to support the assessment of the student's ability to assess individuals at the *Clinical Practice Level (Competency 7)*.

### **SOWK 662 Behavioral and Cognitive Therapies**

#### *CBT Simulation Session*

*Behavioral and Cognitive Therapies* is an advanced clinical practice course that provides students with the understanding and practice of cognitive-behavioral therapies most frequently used within public and private behavioral health settings. A core assignment in this course is a *CBT Simulation Session*, which requires students to conduct a 45-minute videotaped simulated treatment session using an evidence-based CBT manualized treatment and provide a written report. As part of this assignment students must provide research support for the selected treatment including self-reflections on what they liked/disliked about following a manualized treatment, what they would have done differently, and any adaptations made based on practice experience or consumer needs. This assignment also requires students to demonstrate competent engagement skills within a CBT theoretical framework and demonstrate the ability to establish a working relationship with the consumer. Further, students must demonstrate a competent ability to carry out CBT intervention skills and techniques. This assignment is used to support the assessment of the student's ability to engage in practice-informed research and research-informed practice (**Competency 4**), engage with individuals (**Competency 6**), and intervene with individuals (**Competency 8**) – all at the *Clinical Practice Level*.

#### *CBT Homework Project*

A second assignment from the same class is also used in determining the student's competency in engaging in practice-informed research and research-informed practice (**Competency 4**), and the student's ability to intervene with individuals (**Competency 8**) – both at the *Clinical Practice Level*. The *CBT Homework Project* requires students to conduct a behavioral experiment on themselves by gathering baseline data on a target behavior, thought, etc.; and developing a single-subject experiment designed to change the frequency or intensity of the behavior. As part of this assignment students must discuss the

selected intervention strategy from an evidenced-based practice perspective, implement the treatment, and develop a weekly practice evaluation plan that assesses treatment effectiveness and the need to adjust the intervention throughout the treatment period.

### *Skills Lab*

A third assignment from the same class is also used in determining the student's competency in engaging with individuals, families, and groups (**Competency 6**); and the student's ability to intervene with individuals, families, and groups (**Competency 8**) – both at the *Clinical Practice Level*. The *Skills Lab* requires students to practice the CBT skills learned in class. As part of this experience students are observed by the professor and their peers in order to provide constructive feedback. Various lab activities include evaluation and practice of rapport building within a CBT context, and conducting a simulated CBT group session where students take turns being consumers and group leaders.

### **SOWK 675 Supervision**

#### *Ethical Dilemma Paper*

*Supervision* is part of the *Clinical Practice Specialization* of the MSW Program that examines administrative, educational (clinical), and supportive supervisory functions combined with an ethical decision-making model. A core assignment in this course is an *Ethical Dilemma Paper*, which requires students to critically respond to a complex ethical dilemma case using the Dolgoff, Harrington, and Loewenberg (2012) Ethical Assessment Screen process. This assignment is used to support the assessment of the student's ability to demonstrate ethical and professional behavior at the *Clinical Practice Level (Competency 1)*.

### **SOWK 681 Behavioral Health Policies and Services**

#### *Policy Services Paper*

*Behavioral Health Policies and Services* is a *Clinical Practice Level* course that deepens students' understanding of federal, state, and county policies and systems that affect the delivery of public and contracted behavioral health services. A core assignment in this course is a *Policy Services Paper*, which requires students to address a behavioral health policy or issue affecting direct services for a specific consumer population. As part of this assignment students will examine the policy as related to its (a) actual impact on needs of the identified consumer; (b) implications and/or restrictions placed on agencies/providers regarding allowable services, interventions, and treatment options; and (c) recommendations for future policy and program changes to address the challenges identified in items a and b above. This assignment is used to support the assessment of the student's ability to engage in policy practice at the *Clinical Practice Level (Competency 5)*.

#### *Discussion Boards*

A second assignment from the same class is also used in determining the student's competency in engaging in policy practice at the *Clinical Practice Level (Competency 5)*. A core assignment in this course includes weekly *Discussion Boards*, which require students to critically address course related topics and to provide thoughtful dialogue with their peers.

### **SOWK 695A Advanced Research Methods**



### *Single Subject Design Project*

*Advanced Research Methods* supports students in advancing their research knowledge through the examination and application of a broad spectrum of quantitative and qualitative research methods used in professional practice settings. A core assignment in this course is a *Single Subject Design Project*, that requires students to complete a project paper consisting of three parts including (a) a comprehensive case write-up from a previous or current consumer, (b) a detailed description/plan of a qualitative and quantitative method of assessment that is appropriate given the presenting problem, and (c) an explanation for how the assessment results relate to intervention/treatment planning and how the consumer's progress will be assessed over time. The goal is to assess the consumer's problem, select appropriate treatment goals, and have a plan for evaluating change. This assignment is used to support the assessment of the student's ability to evaluate practice with individuals at the *Clinical Practice Level (Competency 9)*.

### *Quizzes*

A second assignment from the same class is also used in determining the student's competency in evaluating practice with individuals at the *Clinical Practice Level (Competency 9)*. The *Quizzes* take place throughout the quarter and ask questions that address practice evaluation.

### ***Multidimensionality of the Assessment Measures***

In developing the MSW Program Assessment Plan, the faculty intentionally selected measures providing a multidimensional and integrative view of students' demonstration of the competencies from more than one perspective. It was believed that this approach would provide a holistic view of students' true levels of competency in each of the areas assessed. Further, by including the perspectives of different evaluators, such as various faculty members and agency field instructors, the overall validity of the outcomes are enhanced. In regards to the dimensions assessed, as indicated in the 2015 EPAS, faculty evaluated students' knowledge, skills, values, and cognitive and affective processes which are operationally defined in the MSW Program Assessment Plan as follows:

- *Knowledge* is defined as the theoretical or practical understanding of a given topic and includes facts and information. Supporting assessment measures include direct observation of students' knowledge, tests and quizzes.
- *Skills* are defined as the ability to perform or demonstrate what has been learned in a competent manner. Supporting assessment measures include either real or simulated demonstration of the skills being assessed.
- *Values* are defined as the students' principles and standards of practice. Supporting assessment measures include direct observation, simulated activities that pull for students' values, and/or students' self-reflections regarding consumer related activities.
- *Cognitive and affective process* includes activities requiring critical thinking, evaluation of affective reactions or how emotions influence thinking and subsequently behaviors, and the exercise of judgement. Supporting assessment measures include written assignments, direct observation, simulation vignettes/role-plays, and/or oral presentations.

As demonstration of competence is formed by the integration of the dimensions listed above, all assessment measures were intentionally designed and required to be multidimensional. Further, because the faculty believe that learning and assessment are best done while students are engaged in practice tasks or activities that simulate social work practice, all assessment measures occur within a real or simulated context.

### ***Benchmarks and Scoring***

The overall goal of the assessment process is to ensure the LLU MSW Program is producing graduates who are competent to provide effective social work practice and who strive for excellence in their professional work. While the 9 core competencies and their respective associated component behaviors represent the benchmark, or level of performance expected for all students, it is reasonable to expect that some students will need additional assistance beyond the standard curriculum in achieving competence. As such, the faculty chose the competency benchmark of 90.0% of students initially meeting a given competency. However, it should be noted that all students are required to meet the generalist and clinical practice competencies prior to graduation. In determining the percentage of students meeting the 90.0% benchmark, each of the component behaviors making up the generalist and clinical practice measures were associated with a score of 3 representing competency in the respective area. As such, in order to demonstrate competency, 90.0% of students would need to achieve a score of 3 or better on a given measure. Below is a discussion of specific benchmarks for our three measures (Field Evaluations, Qualifying Review, and Competency Based Rubrics), a description of how it is determined that students' performances meet the benchmarks, and the how the percentage of students achieving the benchmarks is determined.

#### ***Field Evaluation***

Although the Generalist and Clinical Practice Field Evaluations assess different component behaviors given the practice focus and level of skill required, students are rated by their field instructor along the same 5-point Likert-Type scale (see Field Evaluation Scale below). While there are many factors that influence the assessment of students' performances in field practicum (taking into consideration multiple factors; e.g., student's prior experience, progress, attitude, engagement of field instructor, etc.), it is expected that 90.0% of students completing the generalist and clinical practicums will receive scores of 3 and 4. This outcomes benchmark demonstrates that students are at a competent level, as evidenced by demonstrating practice skills required at their current practice level (generalist or clinical). As such, the percentage of students achieving the benchmark is determined by recording the percentage of students achieving a score of 3 or above on each of component behaviors assessed for a given competency and then averaging the percentages. This percentage is then compared to the 90.0% benchmark to determine the percentage of students meeting the competency.

### **Field Evaluation Scale**

<p><b>1</b> <b>Inadequate Performance</b> ----- Student demonstrates an <u>inadequate</u></p>	<p><b>2</b> <b>Developing Performance</b> ----- Student <u>understands</u> the concept and applies</p>	<p><b>3</b> <b>Competent Performance</b> ----- Student demonstrates <u>competent</u></p>	<p><b>4</b> <b>Highly Competent Performance</b> ----- Student is <u>skilled</u> and demonstrates <u>full application</u> of</p>	<p><b>5</b> <b>Superior Performance</b> ----- Student is <u>highly</u> <u>skilled</u> and demonstrates</p>	<p><b>N/O Not Observed</b> ----- Student has not had the opportunity to demonstrate the</p>
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understanding of the concept and has <u>little to no</u> ability to recognize the knowledge, values, skills, and cognitive and affective processes related to the measured behavior.	the knowledge, values, skills, and cognitive and affective processes related to the measured behavior but performance is <u>uneven</u> . Needs time and practice.	application of the knowledge, values, skills, and cognitive and affective processes related to the measured behavior and performance is <u>consistent</u> .	the knowledge, values, skills, and cognitive and affective processes related to the measured behavior.	<u>superior</u> application of the knowledge, values, skills, and cognitive and affective processes related to the measured behavior.	knowledge, values, skills, and cognitive and affective processes related to the measured behavior.
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**Generalist Field Evaluation – Target Benchmark:  
90.0% of students will reach a score of 3 or above on each  
component behavior assessed**

**Clinical Field Evaluation – Target Benchmark:  
90.0% of students will reach a score of 3 or above on each  
component behavior assessed**

## ***Qualifying Review***

The overall competency benchmark for the *Qualifying Review* requires that 90.0% of students score a 3 or better across all 12 *Qualifying Review* questions. In determining if students' performances meet the benchmark, the descriptors below (see *Qualifying Review* evaluation scale) along with vignette special indicators are used to rank students' performances along a continuum of 1 to 4 with a score of 3 representing competency for a given question. The percentage of students achieving the benchmark is determined by recording the percentage of students achieving a score of 3 or more on each of the 12 questions and then averaging the percentages. This percentage is then compared to the 90.0% benchmark to determine the percentage of students meeting the competency.

### **Qualifying Review Evaluation Scale**

<b>1</b> <b>Inadequate Performance</b>	<b>2</b> <b>Developing Performance</b>	<b>3</b> <b>Competent Performance</b>	<b>4</b> <b>Highly Competent Performance</b>
Student demonstrates an <u>inadequate</u> understanding of the concept and has <u>little to no</u> ability to recognize the knowledge, values, skills, and cognitive and affective processes related to the competency questions.	Student <u>understands</u> the concept and applies the knowledge, values, skills, and cognitive and affective processes related to the competency but the answer is incomplete. Student needs more time and practice.	Student demonstrates <u>competent</u> application of the knowledge, values, skills, and cognitive and affective processes related to the measured competency, and performance fully addresses the question.	Student is <u>skilled</u> and demonstrates <u>full application</u> of the knowledge, values, skills, and cognitive and affective processes related to the competency and the answer goes well beyond what is required.

**Qualifying Review - Target Benchmark:**  
**90.0% of students will receive a score of 3 or above on each of the 12**  
**Qualifying Review questions**

### ***Competency-Based Rubrics***

Professors use competency-based rubrics to evaluate the student's classroom performance on a 4-point Likert-Type scale (see Rubric Evaluation Scale below). Performance on supporting core assignments that are intentionally placed within the curriculum are used to complete the rubrics, and are placed where component behaviors of the competencies can best be analyzed. A scoring system from 1 to 4 is used to measure each component behavior with a score of 3 representing competency. As such, our target benchmark for all competency-based rubrics is 90.0% of students receiving a score of 3 or better on each behavior assessed. Specifically, the percentage of students achieving the benchmark is determined by recording the percentage of students achieving a score of 3 or better on each of the component behaviors assessed for a given competency and then averaging the percentages. This percentage is then compared to the 90.0% benchmark to determine the percentage of students meeting the competency.

#### **Rubric Evaluation Scale**

<b>1</b> Inadequate Performance – No Evidence of Competence	<b>2</b> Developing Performance – Emerging Evidence of Competence	<b>3</b> Competent Performance – Demonstration of Competence	<b>4</b> Highly Competent – Advanced Demonstration of Competence
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**Competency Based Rubrics - Target Benchmark:  
90.0% of students will score an average of 3 or above on each  
component behavior assessed**

#### ***Summary of the MSW Assessment Plan***

Table 1 on the next page provides a summary table of the MSW Program Assessment Plan for all program options. Included in the table are the competencies, the competency benchmark, the name of the measure, performance description/indicator, dimensions measured, assessment procedure for each measure, the outcome measure benchmark, and how the final outcomes are determined.

**TABLE 1: MSW PROGRAM ASSESSMENT PLAN**

<i>CSWE Core Competencies</i>	<i>Competency Benchmark</i>	<i>Measure</i>	<i>Performance Description/Indicator</i>	<i>Dimensions Measured</i>	<i>Assessment Procedure for Each Measure</i>	<i>Outcome Measure Benchmark</i>	<i>Determination of Final Outcome</i>
1. Demonstrate ethical and professional behavior.	<b>Generalist Practice (all program options)</b>						
	90.0%	Measure 1: Generalist Practice Field Evaluation	The Generalist Practice Field Evaluation: Competency 1 questions 1-5 is used to assess the student's ability to demonstrate ethical and professional behaviors at the Generalist Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-5) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency benchmark will have been obtained.
90.0%	Measure 2: Competency 1 Generalist Practice Rubric	The Competency 1 Generalist Practice Rubric is used to assess the student's ability to demonstrate a competent level of ethical and professional behavior at the Generalist Practice Level. Supporting this assessment is the SOWK 585 Legal and Ethical Aspects in Health and Behavioral Health Services <i>Commentary Paper</i> which requires students to critically address an ethical or legal problem related to social work practice, and the <i>Midterm Examination</i> which includes two vignettes simulating a practice situation.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-5) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.		

<b>Area of Specialization: Clinical Practice (all program options)</b>							
	90.0%	Measure 1: Clinical Practice Field Evaluation	The Clinical Practice Field Evaluation: Competency 1 questions 1-10 is used to assess the student's ability to demonstrate ethical and professional behaviors at the Clinical Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-10) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency benchmark will have been obtained.
	90.0%	Measure 2: Competency 1 Clinical Practice Rubric	The Competency 1 Clinical Practice Rubric is based on the student's ability to demonstrate a competent level of ethical and professional behavior at the Clinical Practice Level. Supporting this assessment is the SOWK 675 Supervision <i>Ethical Dilemma Paper</i> where students are presented with a simulated ethical dilemma case and are then required to use the Dolgoff, Harrington, and Loewenberg's (2012) Ethical Assessment Screen process to propose a response to the dilemma.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-10) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	
2. Engage diversity and difference in practice.	<b>Generalist Practice (all program options)</b>						
	90.0%	Measure 1: Generalist Practice Field Evaluation	The Generalist Practice Field Evaluation: Competency 2 questions 6-8 is used to assess the student's ability to engage diversity and difference in practice at the Generalist Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (6-8) is computed. These percentages are then averaged to determine the percentage of students demonstrating	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency

					competent performance on the measure.		benchmark will have been obtained.
90.0%	Measure 2: Competency 2 Generalist Practice Rubric	The Competency 2 Generalist Practice Rubric is used to assess the student's ability to competently engage diversity and difference in practice at the Clinical Practice Level. Supporting this assessment is the SOWK 510 Diversity Theory in Practice and Research <i>Grand Challenge Paper and Presentation</i> which requires students to choose a grand challenge with at least one supporting paper that will serve as the foundation for a proposal of a culturally grounded intervention or program, and a <i>Case Study Critique Paper</i> that requires students to critique an actual case from their practicum using a culturally grounded paradigm.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-3) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.		
<b>Area of Specialization: Clinical Practice (all program options)</b>							
90.0%	Measure 1: Clinical Practice Field Evaluation	The Clinical Practice Field Evaluation - Competency 2 questions 11-14 - is used to assess the student's ability to engage diversity and difference in practice at the Clinical Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (11-14) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency benchmark will have been obtained.	



	90.0%	Measure 2: Competency 2 Clinical Practice Rubric	The Competency 2 Clinical Practice Rubric is based on the student's ability to demonstrate competency at Engaging diversity and difference in practice at the Clinical Practice Level. Supporting this assessment is the SOWK 617 Global Practice <i>Global Practice Paper</i> which requires students to examine a case through the lens of intersectionality, the historic and current strengths, assets, challenges and needs of the targeted population and to discuss how these diversity factors have influenced population resiliency; and a <i>Self-Reflection Paper</i> that requires students to write a self-reflection paper that critically examines the student's awareness of biases, values, and possible ethical dilemmas related to topics/concepts including restorative justice, cultural humility/intersectionality, or asylum seeking.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-4) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	
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<b>CSWE Core Competencies</b>	<b>Competency Benchmark</b>	<b>Measure</b>	<b>Performance Description/Indicator</b>	<b>Dimensions Measured</b>	<b>Assessment Procedure for Each Measure</b>	<b>Outcome Measure Benchmark</b>	<b>Determination of Final Outcome</b>
<b>Generalist Practice (all program options)</b>							
3. Advance human rights and social, economic, and environmental justice.	90.0%	Measure 1: Generalist Practice Field Evaluation	The Generalist Practice Field Evaluation: Competency 3 questions 9-10 is used to assess the student's ability to advance human rights and social, economic, and environmental justice at the Generalist Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (9-10) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency benchmark will have been obtained.

					performance on the measure.		
	90.0%	Measure 2: Competency 3 Generalist Practice Rubric	The Competency 3 Generalist Practice Rubric is used to assess the student's ability to competently demonstrate how to advance human rights and social, economic, and environmental justice at the Generalist Practice Level. Supporting this assessment are three course embedded assignments from SOWK 519 Practice III Organizations and Communities including: (a) a <i>Mini Community Analysis and Report</i> requiring students to identify social issues and concerns within their community, conduct an analysis of this information, and provide recommendations that advance human rights and social, economic, and environmental justice; (b) a <i>Community Organization and Intervention Report</i> requiring students to complete a community organization and intervention plan and intervention report that integrates theory and practice (as part of this project students are required to identify and discuss the sociological, psychological, political, and economic benefits and/or barriers that may result from the implantation of the proposed community organizing and intervention plan); and (3) a comprehensive <i>Final Examination</i> requiring critical thinking that covers materials from the entire	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-2) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	

			course including knowledge on advancing human rights and social, economic, and environmental justice.				
<b>Area of Specialization: Clinical Practice (all program options)</b>							
90.0%	Measure 1: Clinical Practice Field Evaluation	The Clinical Practice Field Evaluation - Competency 3 questions 15-18 - is used to assess the student's ability to advance human rights and social, economic, and environmental justice at the Clinical Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (15-18) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency benchmark will have been obtained.	
90.0%	Measure 2: Competency 3 Clinical Practice Rubric	The Competency 3 Clinical Practice Rubric is used to assess the student's ability to advance human rights and social, economic, and environmental justice at the Clinical Practice Level. Supporting this assessment is the SOWK 617 Global Practice - <i>Global Practice Paper</i> which requires students to complete an assessment and non-pathologizing intervention plan to address the historic and current impact of oppression and human rights violation on the ecological well-being of individuals, families, groups, and communities of the targeted population.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-4) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.		

<i>CSWE Core Competencies</i>	<i>Competency Benchmark</i>	<i>Measure</i>	<i>Performance Description/Indicator</i>	<i>Dimensions Measured</i>	<i>Assessment Procedure for Each Measure</i>	<i>Outcome Measure Benchmark</i>	<i>Determination of Final Outcome</i>
4. Engage in practice-informed and research-informed research practice.	<b>Generalist Practice (all program options)</b>						
	90.0%	Measure 1: Generalist Practice Field Evaluation	The Generalist Practice Field Evaluation: Competency 4 questions 11-13 is used to engage in practice-informed research and research-informed practice at the Generalist Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (11-13) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency benchmark will have been obtained.
	90.0%	Measure 2: Competency 4 Generalist Practice Rubric	The Competency 4 Generalist Practice Rubric is used to assess the student's ability to competently engage in practice-informed research and research-informed practice at the Generalist Practice Level. Supporting this assessment is the SOWK 518 Practice II Groups <i>Proposal for a Specialized Group Assignment</i> which requires students to conduct a literature search and use critical thinking in the analysis, integration, and synthesis of research methods and findings. This information is used to develop an evidence-based practice approach in the development of a group intervention proposal.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-3) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	
<b>Area of Specialization: Clinical Practice (all program options)</b>							

	90.0%	Measure 1: Advanced Clinical Practice Field Evaluation	The Clinical Practice Field Evaluation - Competency 4 questions 19-23 - is used to assess the student's ability to engage in practice-informed and research-informed research practice at the Clinical Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (19-23) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency benchmark will have been obtained.
	90.0%	Measure 2: Competency 4 Clinical Practice Rubric	The Competency 4 Clinical Practice Rubric is used to assess the student's ability to engage in practice-informed and research-informed research practice at the Clinical Practice Level. Supporting this assessment are two course embedded assignments from SOWK 662 Behavioral and Cognitive Therapies including: (a) a <i>CBT Simulation Session</i> requiring students to research, select, and conduct a 45-minute videotaped simulated treatment session using an evidence-based CBT manualized treatment and provide a written report; and (b) a <i>CBT Homework Project</i> requiring students to conduct a behavioral experiment on themselves by gathering baseline data on a target behavior, thought, etc.; and developing a single-subject experiment, designed to change the frequency or intensity of the behavior. As part of this assignment students must discuss the intervention strategy from an EBP perspective.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-5) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	

<i>CSWE Core Competencies</i>	<i>Competency Benchmark</i>	<i>Measure</i>	<i>Performance Description/Indicator</i>	<i>Dimensions Measured</i>	<i>Assessment Procedure for Each Measure</i>	<i>Outcome Measure Benchmark</i>	<i>Determination of Final Outcome</i>
<b>Generalist Practice (all program options)</b>							
5. Engage in policy practice.	90.0%	Measure 1: Generalist Practice Field Evaluation	The Generalist Practice Field Evaluation: Competency 5 questions 14-16 is used to assess the student's ability to engage in policy practice at the Generalist Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (14-16) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency benchmark will have been obtained.
	90.0%	Measure 2: Competency 5 Generalist Practice Rubric	The Competency 5 Generalist Practice Rubric is used to assess the student's ability to competently engage in policy practice at the Generalist Practice Level. Supporting this assessment are three course embedded assignments from SOWK 514 Social Welfare History and Policy including: (a) a <i>Policy Analysis Paper</i> requiring students to demonstrate the ability to research and analyze a policy issue and integrate the major facets into a solid and comprehensive paper; (b) a <i>Policy Debate</i> assignment requiring students to actively engage in policy practice through the use of	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-3) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	

			a debate simulating the presentation of a policy position to a legislative subcommittee or a county board of supervisors; and (c) a <i>Midterm Examination</i> requiring students to respond to a series of hypothetical policy analysis situations.				
<b>Area of Specialization: Clinical Practice (all program options)</b>							
90.0%	Measure 1: Clinical Practice Field Evaluation	The Clinical Practice Field Evaluation - Competency 5 questions 24-29 - is used to assess the student's ability to engage in policy practice at the Clinical Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (24-29) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency benchmark will have been obtained.	
90.0%	Measure 2: Competency 5 Clinical Practice Rubric	The Competency 5 Clinical Practice Rubric is used to assess the student's ability to engage in policy practice at the Clinical Practice Level. Supporting this assessment are two assignments from SOWK 681 Behavioral Health Policies and Services including: (a) <i>Policy-Services Paper</i> which requires students to address a behavioral health policy or issue affecting direct services for a specific consumer population; and (b) <i>Discussion Boards</i> which require students to critically address policy topics and to provide thoughtful dialogue with their peers.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-6) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.		

<i>CSWE Core Competencies</i>	<i>Competency Benchmark</i>	<i>Measure</i>	<i>Performance Description/Indicator</i>	<i>Dimensions Measured</i>	<i>Assessment Procedure for Each Measure</i>	<i>Outcome Measure Benchmark</i>	<i>Determination of Final Outcome</i>
6. Engage with individuals, families, groups, organizations, and communities.	<b>Generalist Practice (all program options)</b>						
	90.0%	Measure 1: Generalist Practice Field Evaluation	The Generalist Practice Field Evaluation: Competency 6 questions 17-18 is used to assess the student's ability to engage with individuals, families, groups, organizations, and communities at the Generalist Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (17-18) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency benchmark will have been obtained.
90.0%	Measure 2: Competency 6 Generalist Practice Rubric	The Competency 6 Generalist Practice Rubric is used to assess the student's ability to competently engage with individuals at the Generalist Practice Level. Supporting this assessment are three assignments from SOWK 517 Practice I Individuals including: (a) a <i>Video-Taped Interview</i> requiring students to complete a simulated clinical interview where their engagement skills are observed and evaluated; (b) a <i>Biopsychosocialspiritual Assessment and Intervention Evaluation</i> requiring students to discuss the engagement techniques used in their video and needed areas of improvement; and (c) a <i>Direct Practice Skills Lab</i> requiring students to practice and demonstrate engagement skills with individuals.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-2) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.		



<b>Area of Specialization: Clinical Practice (all program options)</b>							
90.0%	Measure 1: Clinical Practice Field Evaluation	The Clinical Practice Field Evaluation - Competency 6 questions 30-33 - is used to assess the student's ability to engage with individuals, families, groups, organizations, and communities at the Clinical Practice.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (30-33) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency benchmark will have been obtained.	
90.0%	Measure 2: Competency 6 Clinical Practice Rubric	The Competency 6 Clinical Practice Rubric is used to assess the student's ability to engage with individuals at the Clinical Practice Level. Supporting this assessment are two course embedded assignments in SOWK 662(L) Behavioral and Cognitive Therapies including: (a) a <i>CBT Simulation Session</i> requiring students to conduct a 45-minute videotaped simulated CBT individual treatment session where they must demonstrate competent engagement skills within a CBT theoretical framework and demonstrate the ability to establish a working relationship with the consumer; and (b) a <i>Skills Lab</i> requiring students to work in groups	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-4) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.		

			of three to role-play an initial therapy session while focusing on engagement and rapport building skills.				
<i>CSWE Core Competencies</i>	<i>Competency Benchmark</i>	<i>Measure</i>	<i>Performance Description/Indicator</i>	<i>Dimensions Measured</i>	<i>Assessment Procedure for Each Measure</i>	<i>Outcome Measure Benchmark</i>	<i>Determination of Final Outcome</i>
7. Assess individuals, families, groups, organizations, and communities.	<b>Generalist Practice (all program options)</b>						
	90.0%	Measure 1: Generalist Practice Field Evaluation	The Generalist Practice Field Evaluation: Competency 7 questions 19-22 is used to evaluate the student's ability to assess individuals, families, groups, organizations, and communities at the Generalist Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (19-22) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency benchmark will have been obtained.
	90.0%	Measure 2: Qualifying Review	The <i>Qualifying Review</i> is used to evaluate the student's ability to competently assess individuals and families at the Generalist Practice Level. As part of this review students must orally address questions related to conducting a biopsychosocialspiritual assessment, demonstrate an understanding of theory, develop intervention goals and treatment options, self-reflect on their potential biases, and identify any legal and/or ethical issues that may be present.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-12) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	

<b>Area of Specialization: Clinical Practice (all program options)</b>							
	90.0%	Measure 1: Clinical Practice Field Evaluation	The Clinical Practice Field Evaluation - Competency 7 questions 34-41 - is used to determine the student's ability to assess individuals, families, groups, organizations, and communities at the Clinical Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (34-41) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency benchmark will have been obtained.
	90.0%	Measure 2: Competency 7 Clinical Practice Rubric	The Competency 7 Clinical Practice Rubric is used to determine the student's ability to assess individuals at the Clinical Practice Level. Supporting this assessment are two course embedded assignments in SOWK 661(L) Psychodynamic Therapies including: (a) <i>Assignment 1</i> requiring students to write a psychodynamic formulation based on watching a recorded session with an individual consumer; and (b) <i>Assignment 2</i> requiring students to write a psychodynamic formulation based on a simulated in-class role-play therapy session with an individual consumer.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-8) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	
<b>CSWE Core Competencies</b>	<b>Competency Benchmark</b>	<b>Measure</b>	<b>Performance Description/Indicator</b>	<b>Dimensions Measured</b>	<b>Assessment Procedure for Each Measure</b>	<b>Outcome Measure Benchmark</b>	<b>Determination of Final Outcome</b>
<b>Generalist Practice (all program options)</b>							

8. Intervene with individuals, families, groups, organizations, and communities.	90.0%	Measure 1: Generalist Practice Field Evaluation	The Generalist Practice Field Evaluation: Competency 8 questions 23-27 is used to assess the student's ability to intervene with individuals, families, groups, organizations, and communities at the Generalist Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (23-27) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency benchmark will have been obtained.
	90.0%	Measure 2: Competency 8 Generalist Practice Rubric	The Competency 8 Generalist Practice Rubric is used to assess the student's ability to competently intervene with families at the Generalist Practice Level. Supporting this assessment are two course embedded assignment from SOWK 520 Practice IV Families including: (b) a <i>Family Therapy Paper</i> requiring students to describe a family at risk and develop an evidence-informed family intervention plan; and (b) a <i>Skills Lab</i> requiring students to practice and demonstrate intervention skills when working with families.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-5) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	
	<b>Area of Specialization: Clinical Practice (all program options)</b>						
	90.0%	Measure 1: Clinical Practice Field Evaluation	The Clinical Practice Field Evaluation - Competency 8 questions 42-49 - is used to determine the student's ability to intervene with individuals, families, groups, organizations, and communities at the Clinical Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (42-49) is computed. These percentages are then averaged to determine the percentage of	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency

					students demonstrating competent performance on the measure.		benchmark will have been obtained.
	90.0%	Measure 2: Competency 8 Clinical Practice Rubric	The Competency 8 Clinical Practice Rubric is used to determine the student's ability to intervene with individuals or groups at the Clinical Practice Level. Supporting this assessment are three course embedded assignments in SOWK 662(L) Behavioral and Cognitive Therapies including: (a) a <i>CBT Simulation Session</i> requiring students to conduct a 45-minute videotaped simulated individual treatment where they must demonstrate a competent ability to carry out CBT intervention skills and techniques; (b) a <i>CBT Homework Project</i> requiring students to conduct a behavioral experiment on themselves by gathering baseline data on a target behavior and implementing an intervention strategy from an EBP perspective; and (c) a <i>Skills Lab</i> where students are observed practicing CBT intervention skills learned in class.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-8) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	
<b>CSWE Core Competencies</b>	<b>Competency Benchmark</b>	<b>Measure</b>	<b>Performance Description/Indicator</b>	<b>Dimensions Measured</b>	<b>Assessment Procedure for Each Measure</b>	<b>Outcome Measure Benchmark</b>	<b>Determination of Final Outcome</b>
<b>Generalist Practice (all program options)</b>							

9. Evaluate practice with individuals, families, groups, organizations, and communities.	90.0%	Measure 1: Generalist Practice Field Evaluation	The Generalist Practice Field Evaluation: Competency 9 questions 28-31 is used to assess the student's ability to evaluate practice with individuals, families, groups, organizations, and communities at the Generalist Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (28-31) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency benchmark will have been obtained.
	90.0%	Measure 2: Competency 9 Generalist Practice Rubric	The Competency 9 Generalist Practice Rubric is used to assess the student's ability to competently evaluate practice with groups at the Generalist Practice Level. Supporting this assessment are two course embedded assignments from SOWK518 Practice II Groups including: (a) a <i>Proposal for a Specialized Group Assignment</i> requiring students to develop an evidence-informed group intervention proposal and to specifically describe the method they will use to evaluate a group process as related to its stated goals and objectives; and (b) a <i>Final Examination</i> requiring students to address questions related to group practice evaluation.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-4) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	
<b>Area of Specialization: Clinical Practice (all program options)</b>							

	90.0%	Measure 1: Clinical Practice Field Evaluation	The Clinical Practice Field Evaluation - Competency 9 questions 50-54 - is used to determine the student's ability to evaluate practice with individuals, families, groups, organizations, and communities at the Clinical Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a real practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (50-54) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	The percentages from the two measures will be averaged to produce the final percentage of students meeting the competency. If the average is 90.0% or greater the competency benchmark will have been obtained.
	90.0%	Measure 2: Competency 9 Clinical Practice Rubric	The Competency 9 Clinical Practice Rubric is used to determine the student's ability to evaluate practice with individuals, families, or groups at the Clinical Practice Level. Supporting this assessment are two course embedded assignments from SOWK 695A Advanced Research including: (a) a <i>Single Subject Design Project</i> requiring students to complete a paper consisting of a comprehensive case write-up from a previous or current consumer, a detailed description/plan of a qualitative and quantitative method of assessment, an explanation for how the assessment results relate to the intervention plan, and how the consumer's progress will be assessed over time; and (b) <i>Quizzes</i> that include specific questions regarding practice evaluation.	Knowledge; Cognitive and Affective Processes; Values; and Skills.  <i>Measured in a simulated practice experience</i>	The percentage of students achieving a score of 3 or higher on each performance indicator (1-5) is computed. These percentages are then averaged to determine the percentage of students demonstrating competent performance on the measure.	Score of 3 or higher on each performance indicator.	