2018-2019 ASSESSMENT PLAN AND PROCEDURES

Consistent with the 2015 EPAS, each of the nine competencies is assessed twice at the *Generalist Practice Level* and twice at the *Clinical Practice Level* across both of our program options. Further, an integrated and multidimensional assessment approach was used to best capture students' demonstration and understanding of the competencies. Faculty also intentionally assessed outcomes at key developmental points across the curriculum and used direct observation when possible.

As part of our updated assessment plan three primary evaluation methods were used to assess the performance of the MSW Program: (a) Field Evaluations, (b) the Qualifying Review, and (c) Course Embedded Measures. Once data is collected from the faculty, 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 all 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 indicting "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. Once complete, the field evaluations are reviewed by the Director of Field Education, and any students not meeting the competency benchmark are discussed at the Field Education Committee meeting where a corrective action plan is put into place to assist the students in improving any areas of weakness. This often involves a coordinated effort between the student, Field Instructor, Field Faculty Liaison, and as needed the Director of Field Education.

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.

Aspects of the *Qualifying Review* have been re-evaluated several times during the last few years with the aim of improving performance in this area. Currently, students are given a case vignette. They have 30 minutes to prepare their responses, which they then orally present to a neutral proctor. The videotaped *Qualifying Review* session is later reviewed by two faculty. The scoring of the student's performance is accomplished through a mix of independent rating and consensus. Each faculty rates a student's performance in each of the 12 areas. Areas of disagreement are then resolved via consensus when possible. When disagreement cannot be resolved, the *Qualifying Review* is scored by a third faculty member and the scores are averaged. Students who do not pass the *Qualifying Review* are required to take a professional development course that is specifically designed to address any gaps in knowledge and/or practice skills. This *Qualifying Review* process is used in the current assessment cycle to support the assessment of the student's ability to assess individuals, families, groups, organizations, and/or communities (Competency 7).

Course Embedded Measures

Course embedded measures were intentionally placed within the curriculum where the validation of the component behaviors of the given competency could be best analyzed, discussed, and understood. As such, the generalist competencies are assessed during the first 39 units of the program and the clinical competencies are assessed during the final 39 units of the program. Each course embedded measure was intentionally selected because it addressed the given competency and all associated component behaviors. In further refining the measurement process, the course embedded measures were modified as needed to increase clarity and validity for the current assessment plan. As part of this assessment, *Competency Based Rubrics* were developed to rate students' performance on the component behaviors of each competency along a learning continuum from 1 "no demonstration of the component behaviors", to 2 "inconsistent demonstration of the component behaviors", to 3 "competent demonstration of the component behaviors", to 4 "highly competent demonstration of the component behaviors". Professors with course embedded measures in their courses complete the associated competency-based rubric for each student following the completion of the measures/assignments. Students determined to not be competent are brought to the attention of the Academic Standards Committee, who work with the faculty member in supporting the student in developing his/her skills. This process may include individual work/practice with the faculty member, tutoring, and/or additional coursework. In cases where the student is clearly below the expected competency level, he/she may be required to repeat a supporting course and/or may be evaluated for appropriateness in continuing the program.

Table 1 provides a list of the measures used for each competency followed by a brief description of each course embedded measure.

TABLE 1
ASSESSMENT SUMMARY TABLE

Competency Assessed	Measure	Course/Activity	Assessment Quarter
Generalist Practice			
1	Ethical Decision-Making Paper	SOWK 585 Legal and Ethical Issues in Health and Behavioral Health Practice	Spring
	Generalist Practice Field Evaluation	Generalist Practicum and Seminar	Spring
2	Case Study Critique Paper	SOWK 510 Diversity Theory in Social Work Practice	Winter
	Generalist Practice Field Evaluation	Generalist Practicum and Seminar	Spring
3	Mini Community Analysis and Report	SOWK 519 Practice III: Organizations and Communities	Winter
	Generalist Practice Field Evaluation	Generalist Practicum and Seminar	Spring
4	Proposal for a Specialized Group Paper	SOWK 518 Practice II: Groups	Winter, Spring
	Generalist Practice Field Evaluation	Generalist Practicum and Seminar	Spring
5	Policy Analysis Paper	SOWK 514 Social Work Welfare History and Policy	Fall
	Generalist Practice Field Evaluation	Generalist Practicum and Seminar	Spring
6	Biopsychosocialspiritual Evaluation Interview Recording	SOWK 517 Practice I: Individuals	Fall
	Generalist Practice Field Evaluation	Generalist Practicum and Seminar	Spring

Competency Assessed	Measure	Course/Activity	Assessment Quarter
7	Qualifying Review	Qualifying Review	Summer
	Generalist Practice Field Evaluation	Generalist Practicum and Seminar	Spring
8	Family Therapy Paper	SOWK 520 Practice IV: Families	Spring
	Generalist Practice Field Evaluation	Generalist Practicum and Seminar	Spring
9	Proposal for a Specialized Group Paper	SOWK 518 Practice II: Groups	Winter, Spring
	Generalist Practice Field Evaluation	Generalist Practicum and Seminar	Spring
Clinical Practice			
1	Ethical Dilemma Paper	SOWK 675 Supervision	Spring
	Clinical Practice Field Evaluation	Clinical Practicum and Seminar	Spring
2	Global Practice Paper	SOWK 617 Global Practice	Winter
	Clinical Practice Field Evaluation	Clinical Practicum and Seminar	Spring
3	Global Practice Paper	SOWK 617 Global Practice	Winter
	Clinical Practice Field Evaluation	Clinical Practicum and Seminar	Spring
4	CBT Homework Project	SOWK 662 Behavioral and Cognitive Therapies	Spring
	Clinical Practice Field Evaluation	Clinical Practicum and Seminar	Spring
5	Policy Services Paper	SOWK 681 Behavioral Health Policies and Services	Winter
	Clinical Practice Field Evaluation	Clinical Practicum and Seminar	Spring
6	CBT Simulation Session	SOWK 662 Behavioral and Cognitive Therapies	Spring
	Clinical Practice Field Evaluation	Clinical Practicum and Seminar	Spring
7	Psychodynamic Formulation	SOWK 661 Psychodynamic Therapies	Winter
	Clinical Practice Field Evaluation	Clinical Practicum and Seminar	Spring
8	CBT Simulation Session and Write-up	SOWK 662 Behavioral and Cognitive Therapies	Spring
	Clinical Practice Field Evaluation	Clinical Practicum and Seminar	Spring
9	Single Subject Design Research Project	SOWK 695A Advanced Research Methods	Fall
	Clinical Practice Field Evaluation	Clinical Practicum and Seminar	Spring

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

Ethical Decision-Making 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. The course embedded measure for this course is an *Ethical Decision-Making Paper*, which asks students to use an ethical framework to analyze a dilemma and propose an ethical response using the professional standards of practice and the *NASW Code of Ethics*. This measure is used to support the assessment of the student's ability to demonstrate ethical and professional behavior at the *Generalist Practice Level* ***(Competency 1)***.

SOWK 510 Diversity Theory in Social Work Practice

Case Study Critique Paper

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. The course embedded measure for this class is used in determining the student's competency in engaging diversity and difference in practice ***(Competency 2)***. As such, 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 519 Practice III: Organizations and Communities

Mini Community Analysis and 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. The *Mini Community Analysis and Report* provides the course embedded measure for this course, and is 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.

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 *Proposal for a Specialized Group Paper* provides the course embedded measure for this course, and 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 measure 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*.

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 *Policy Analysis Paper* provides the course embedded measure for this course, and 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 measure is used to support the assessment of the student's ability to engage in policy practice at the *Generalist Practice Level* ***(Competency 5)***.

SOWK 517 Practice I: Individuals

Biopsychosocialspiritual Evaluation Interview Recording

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 *Biopsychosocialspiritual Evaluation Interview Recording* provides the course embedded measure for this course, and requires students to complete a recorded biopsychosocialspiritual assessment with a fellow student role-playing the consumer. As part of this measure, students' engagement skills are directly observed. This measure is used to support the assessment of students' abilities to engage with individuals at the *Generalist Practice Level* ***(Competency 6)***.

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. The course embedded measure 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 measure is used to support the assessment of the student's ability to intervene with families at the *Generalist Practice Level* ***(Competency 8)***.

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. The course embedded measure 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

measure 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 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. The course embedded measure 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. 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 measure 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.*

SOWK 662 Behavioral and Cognitive Therapies

CBT Simulation Session and Write-up

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. The course embedded measure 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 measure 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 adaptions made based on practice experience or consumer needs. This measure 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 measure is used to support the assessment of the student's ability to engage with individuals ***(Competency 6)***, and intervene with individuals ***(Competency 8)*** – all at the *Clinical Practice Level.*

CBT Homework Project

A second course embedded measure in this course is used in determining the student's competency in engaging in practice-informed research and research-informed practice ***(Competency 4)*** 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. 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.

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. The course embedded measure 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. Students 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 measure is used to support the assessment of the student's ability to engage in policy practice at the *Clinical Practice Level* ***(Competency 5)***.

SOWK 661 Psychodynamic Therapies

Psychodynamic Formulation

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. The course embedded measure in this course is completing a *Psychodynamic Formulation*, which requires students to write a psychodynamic formulation based on a therapy session role-play. This measure is used to support the assessment of the student's ability to assess individuals at the *Clinical Practice Level* ***(Competency 7)***.

SOWK 695A Advanced Research Methods

Single Subject Design Research 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. The course embedded measure in this course is a *Single Subject Design Research 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 measure is used to support the assessment of the student's ability to evaluate practice with individuals at the *Clinical Practice Level* ***(Competency 9)***.

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 incudes 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 Performance Ratings

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 Course Embedded Measures), 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

1 **Inadequate Performance** ----------	**2** **Developing Performance** ----------	**3** **Competent Performance** ----------	**4** **Highly Competent Performance** ----------	**5** **Superior Performance** ----------	**N/O** **Not Observed** ----------
Student demonstrates an inadequate understanding of the concept and has little to no ability to recognize the knowledge, values, skills, and cognitive and affective processes related to the measured behavior.	Student understands the concept and applies the knowledge, values, skills, and cognitive and affective processes related to the measured behavior but performance is uneven. Needs time and practice.	Student demonstrates competent application of the knowledge, values, skills, and cognitive and affective processes related to the measured behavior and performance is consistent.	Student is skilled and demonstrates full application of the knowledge, values, skills, and cognitive and affective processes related to the measured behavior.	Student is highly skilled and demonstrates superior application of the knowledge, values, skills, and cognitive and affective processes related to the measured behavior.	Student has not had the opportunity to demonstrate the knowledge, values, skills, and cognitive and affective processes related to the measured behavior.

Generalist Field Evaluation – Target Benchmark:
90.0% of students will reach an average score of 3 or above on the component behavior assessed

Clinical Field Evaluation – Target Benchmark:
90.0% of students will reach an average score of 3 or above on the component behavior assessed

Qualifying Review

During the last accreditation, the faculty received praise for the *Qualifying Review* process, and continue to believe it is an important tool in assessing whether students have attained generalist practice skills. 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

1 **Inadequate Performance**	2 **Developing Performance**	3 **Competent Performance**	4 **Highly Competent Performance**
Student demonstrates an inadequate understanding of the concept and has little to no ability to recognize the knowledge, values, skills, and cognitive and affective processes related to the competency questions.	Student understands 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 competent application of the knowledge, values, skills, and cognitive and affective processes related to the measured competency, and performance fully addresses the question.	Student is skilled and demonstrates full application 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 an average score of 3 or above on the 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 course embedded measures 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 component 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

1 Inadequate Performance – No Evidence of Competence	2 Developing Performance – Emerging Evidence of Competence	3 Competent Performance – Demonstration of Competence	4 Highly Competent – Advanced Demonstration of Competence

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 Program Updated Assessment Plan

Table 2 on the next page provides a summary table of the MSW Program Updated 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 2
MSW PROGRAM UPDATED ASSESSMENT PLAN

CSWE Core Competencies	*Competency Benchmark*	*Measure*	*Performance Description/Indicator*	*Dimensions Measured*	*Assessment Procedure for Each Measure*	*Outcome Measure Benchmark*	*Determination of Final Outcome*
Competency 1: Demonstrate ethical and professional behavior.	**Generalist Practice (all program options)**						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The Ethical Decision-Making Paper from SOWK 585: Legal and Ethical Issues in Health and Behavioral Health Practice (course embedded measure)	Demonstrate and apply critical thinking in addressing an ethical or legal problem related to social work practice at the Generalist Practice Level.	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-5) on the scoring rubric 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 rating.	
	Area of Specialization: Clinical Practice (all program options)						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The Ethical Dilemma Paper from SOWK 675: Supervision (course embedded measure)	Demonstration of ethical decision making in dealing with a complex clinical situation through the use of Dolgoff, Harrington, and Loewenberg's (2012) Ethical Assessment Screen process.	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-10) on the scoring rubric 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 rating.	

CSWE Core Competencies	*Competency Benchmark*	*Measure*	*Performance Description/Indicator*	*Dimensions Measured*	*Assessment Procedure for Each Measure*	*Outcome Measure Benchmark*	*Determination of Final Outcome*
Competency 2: Engage diversity and difference in practice.	**Generalist Practice (all program options)**						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (6-8) 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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The Case Study Critique Paper from SOWK 510: Diversity Theory in Practice and Research (course embedded measure)	Demonstration of the ability to engage diversity and difference in practice by critiquing an actual practicum case using a culturally grounded paradigm.	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-3) on the scoring rubric 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 rating.	
	Area of Specialization: Clinical Practice (all program options)						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The *Global* Practice Paper and Presentation from SOWK 617: Global Practice (course embedded measure)	Demonstrate an understanding of diversity and difference in clinical practice by examining an actual 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.	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-4) on the scoring rubric 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 rating.	

CSWE Core Competencies	*Competency Benchmark*	*Measure*	*Performance Description/Indicator*	*Dimensions Measured*	*Assessment Procedure for Each Measure*	*Outcome Measure Benchmark*	*Determination of Final Outcome*
Competency 3: Advance human rights and social, economic, and, environmental justice.	**Generalist Practice (all program options)**						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (9-10) 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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The Mini Community Analysis and Report Paper from SOWK 519: Practice III: Organizations and Communities (course embedded measure)	Demonstrates the ability to competently identify social issues and concerns within a community, conduct an analysis of this information, and provide recommendations that advance human rights and social, economic, and environmental justice.	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-2) on the scoring rubric 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 rating.	
	Area of Specialization: Clinical Practice (all program options)						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The *Global* Practice Paper and Presentation from SOWK 617: Global Practice (course embedded measure)	Demonstrates the ability to competently 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. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-4) on the scoring rubric 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 rating.	

CSWE Core Competencies	*Competency Benchmark*	*Measure*	*Performance Description/Indicator*	*Dimensions Measured*	*Assessment Procedure for Each Measure*	*Outcome Measure Benchmark*	*Determination of Final Outcome*
Competency 4: Engage in practice-informed and research-informed research practice.	**Generalist Practice (all program options)**						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The Proposal for a Specialized Group Assignment from SOWK 518: Practice II Groups (course embedded measure)	Demonstrate a competent ability to conduct a literature search and use critical thinking in the analysis, integration, and synthesis of research methods and findings to develop an evidence-based group intervention proposal.	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-3) on the scoring rubric 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 rating.	
	Area of Specialization: Clinical Practice (all program options)						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The CBT Homework Project from SOWK 662: Behavioral and Cognitive Therapies (course embedded measure)	Demonstrate the competent ability to conduct a single-subject design experiment by using an EBP approach that includes a literature review to select a research based intervention and to also use practice data outcomes to assess and improve treatment.	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-5) on the scoring rubric 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 rating.	

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Competency 5: Engage in policy practice.	**Generalist Practice (all program options)**						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The Policy Analysis Paper from SOWK 514: Social Welfare History and Policy (course embedded measure)	Demonstrate the ability to competently research and analyze a policy issue and integrate the major aspects of policy practice into a solid and comprehensive analytical paper.	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-3) on the scoring rubric 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 rating.	
	Area of Specialization: Clinical Practice (all program options)						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The Policy Services Paper from SOWK 681 Behavioral Health Policies and Services (course embedded measure)	Demonstrate the competent ability to address a behavioral health policy issue affecting direct services for a specific consumer population.	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-6) on the scoring rubric 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 rating.	

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Competency 6: Engage with individuals, families, groups, organizations, and communities.	**Generalist Practice (all program options)**						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The Biopsychosocialspiritual Evaluation Interview Recording from SOWK 517: Practice I Individuals (course embedded measure)	Demonstration of competent engagement skills and the ability to self-reflect on the engagement skills used by accurately identifying areas of strength and improvement.	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-2) on the scoring rubric 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 rating.	
	Area of Specialization: Clinical Practice (all program options)						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The CBT Simulation Session from SOWK 662 Behavioral and Cognitive Therapies (course embedded measure)	Demonstrate competent clinical engagement skills including the ability to establish a working relationship within a 45 minute simulated treatment session directly observed by the professor	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-4) on the scoring rubric 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 rating.	

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Competency 7: Assess individuals, families, groups, organizations, and communities.	**Generalist Practice (all program options)**						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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 *Qualifying Review* 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, understanding theory, developing intervention goals and treatment options, potential biases, and identify any legal/ethical issues.	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (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 rating.	
	Area of Specialization: Clinical Practice (all program options)						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The Psychodynamic Formulation Paper from SOWK 661 Psychodynamic Therapies (course embedded measure)	Demonstrate a competent ability to accurately complete a comprehensive psychodynamic formulation based on a simulated in-class role-play therapy session with an individual consumer.	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-8) on the scoring rubric 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 rating.	

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8. Intervene with individuals, families, groups, organizations, and communities.	**Generalist Practice (all program options)**						
	90.0%	Measure 1: Generalist Practice Field Evaluation (course embedded measure)	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The Family Therapy Paper from SOWK 520 Practice IV Families	Completely demonstrate the ability to describe a family at risk and develop an evidence-informed family intervention plan.	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-5) on the scoring rubric 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 rating.	
	Area of Specialization: Clinical Practice (all program options)						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (42-49) 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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The CBT Simulation Session and Write-up from SOWK 662 Behavioral and Cognitive Therapies (course embedded measure)	Demonstrated ability to conduct a 45-minute videotaped simulated individual treatment session where a competent ability to carry out CBT intervention skills and techniques must be observed along with the written presentation of accurate self-reflections and insights about other aspects of treatment that would be helpful for the client.	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-8) on the scoring rubric 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 rating.	

CSWE Core Competencies	*Competency Benchmark*	*Measure*	*Performance Description/Indicator*	*Dimensions Measured*	*Assessment Procedure for Each Measure*	*Outcome Measure Benchmark*	*Determination of Final Outcome*
9. Evaluate practice with individuals, families, groups, organizations, and communities.	**Generalist Practice (all program options)**						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The Proposal for a Specialized Group Assignment from SOWK 518 Practice II Groups (course embedded measure)	Demonstrated ability to completely 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 feed this information back into the quality assurance process.	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-8) on the scoring rubric 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 rating.	
	Area of Specialization: Clinical Practice (all program options)						
	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. *Measured in a real practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (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 rating.	Determine the percentage of students that attained the benchmark for each outcome measure. 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: The Single Subject Design Research Project from SOWK 695A: Advanced Research Competency 9 Clinical Practice Rubric	Demonstrated ability to competently complete a case write-up from a previous or current consumer that includes a detailed qualitative and quantitative plan for assessing treatment outcomes, an explanation for how the assessment results relate to the intervention plan, and how the consumer's progress will be assessed over time and used to improve practice.	Knowledge; Cognitive and Affective Processes; Values; and Skills. *Measured in a simulated practice experience*	The percentage of students achieving a score of 3 or higher on each performance rating (1-5) on the scoring rubric 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 rating.	