Program: Masters in Social Work (MSW)

Department: Social Work

Number of students enrolled in the program in Fall, 2011: 261

Faculty member completing template: Robin Kennedy Date: 1/29/2012

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

The Division of Social Work curriculum is guided by the Council on Social Work Education (CSWE), specifically the Educational Policy Accreditation Standards (EPAS). The EPAS, like curriculum, continue to evolve and reflect the changing nature of the field of Social Work as well as the latest data regarding Social Work pedagogy. Our last accreditation in 2008 was based on CSWE’s 2001 evaluation criteria. Shortly after our re-accreditation, CSWE introduced the 2008 EPAS criteria, which will apply to our next accreditation in 2016. Historically, we have assessed our programs on “educational program objectives;” the new 2008 accreditation standards brings further definition to our outcome measures in addressing “practice competencies.” Over the last 3 years, the Division has been incrementally incorporating these new standards. The Division has historically used three means of evaluation 1) Field evaluations (wherein field instructors and students measure behavioral outcomes of professional education) and 2) the alumni survey (past students are asked about their professional experience: skills and challenges, what their education prepared them for and what was lacking). 3). Course embedded assignments in all core courses designed to measure a student’s competency in specific learning objectives across the curriculum. The three means of assessment incorporate both direct and indirect measures as well as formative and summative methods. All measures are tied to the division and university’s mission and are linked to accreditation standards. The Alumni Survey was last administered in 2007. We have discontinued the use of the course embedded assignments as we continue to refine and develop new and better methods of assessment. We are currently working on an online alumni survey to be administered before the end of 2012. The Student Field Evaluation was revised for 2011-2012, and will be used to assess students’ achievement of professional competencies.
2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes ("takeaways" concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

The following learning outcomes, adopted by the faculty in 2008, are not prioritized; each holds a place of priority in the professional development of social work students.

1 Use supervision and consultation for continuous development of awareness, knowledge, values, and skills.

Feedback from Field Instructors, alumni, as well as Practice faculty have frequently identified self-reflection as a basic requirement for social workers, while incorporating the profession’s knowledge, values and skills. While this is not necessarily a new concept, we have often struggled over ways to assess and measure it. This outcome has become increasingly important as we move from a “learning objective” model of assessment to a “competency-based” model. Social workers come in contact with people in the most vulnerable of circumstances. It is vital that professional social workers become aware of biases and errors in judgment and thinking through thoughtful self-reflection, particularly as they begin to practice the values and skills of social work. In the recently revised Field Evaluation, Field instructors assess their student’s ability to: 1) verbally describe their awareness of emotions; 2) demonstrate behavior change from self-awareness; 3) verbally describe professional behavior and boundaries; and 4) demonstrate productive problem solving and conflict-resolution. Self-knowledge and the ability to change previous patterns in thoughts and behavior are goals that are congruent with our national accrediting body.

2) Internalize professional values and ethics of NASW’S Code of Ethics and the principles for ethical decision making.

The Social Work Code of Ethics defines and guides the profession. The Code begins by defining the role of the social worker: “The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.” The Code outlines the six core values and the ethical principles and standards that guide the values. The six values of the profession: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence, are further articulated in the ethical principles. The Code articulates the guidelines for professional conduct in six Ethical Standards: 1) Social Workers ethical responsibilities to clients; 2) Social Workers ethical responsibilities to colleagues; 3) Social Workers ethical
responsibilities in practice settings; 4) social workers ethical responsibilities as professionals; 5) social workers ethical responsibilities to the social work profession; and 6) social workers ethical responsibilities to the broader society. Social workers are obligated to engage in ethical decision-making which promote the core values, the principles which flow from the values, guided by the ethical standards of the profession. This outcome is in alignment with the national accrediting body.

3) **Apply critical thinking skills to question, understand, and analyze phenomena in the context in which they occur.**

This outcome was selected due to the increased attention being given to evidence-based practice within the profession. In social work, this is currently being defined as: A conscious and judicious use of current research in making the best decisions about the care of individual clients. The use of research evidence in conjunction with critical thinking and professional ethics combines to define evidence-based practice within social work today. While knowledge of the latest research findings is the foundation of treatment, social workers will need to be able to include client individuality into the treatment equation. Treatment will ultimately reflect the latest research findings as well as client’s culture, worldview, autonomy and self-determination. In addition, client treatment will include the “practice wisdom” acquired by individual practitioners as well as laws and policies governing the agency and population. This outcome is congruent with our national accrediting body.

4) **Apply the general problem-solving and strength-based methods and selected theory and skills specific to practice with individuals, families, groups, organizations, and communities.**

This outcome defines generalist practice, the foundation of all social work practice. The process of assessment, intervention and evaluation take place on multiple levels: the individual, family, group, organization and community. This requires the social work student to think and act on multiple levels: micro i.e., individual client assessment, mezzo i.e., evaluation of a group, and macro i.e., community intervention. Each of these processes are guided by theory and evidence-based practice. SWRK majors are required to take two theory classes (SWRK 235A and 235B), four practice classes (SWRK 204A, 204B, 204C and 204D), as well as 2 two-semester field placements (SWRK 295A, 295B, 295C and 295D), which are the primary venues for learning and applying theory and practicing professional social work skills.

3. **For undergraduate programs only,** in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.
4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

Each of the 4 priority Learning Outcomes is assessed via three main methods:
(instruments are attached)

- **Student Field Evaluation** data is completed by field instructors at the end of the Fall and Spring semesters for all students enrolled in Field classes. On-site agency field instructors and practice faculty review the results of each student’s evaluation, and adjust course content and practicum learning activities to help students strengthen the competencies as needed. In addition, field evaluation data is aggregated and presented to the faculty on an annual basis. The data are used to update course content, particularly in the practice sequence (SWRK 204A, 204B, 204C & 204D.) This instrument was updated in Fall of 2011 to reflect the new professional competency-based accreditation standards.

The **Student Field Evaluation** is constructed to mirror the student **Learning Agreement**, which outlines 9 competencies. Under each competency, a range of behavioral indicators are identified. Students are expected to score between 3-5 in each competency by the end of their second semester of field. In addition, we expect 90% of the students to score 3 or above in each of the competencies by the beginning of the second semester of field. Competencies that don’t meet the 90% benchmark are targeted for curriculum review.

Field instructors (agency supervisors of the student’s practicum) rate the student on all behavioral indicators, according to a 5 point scale:

- 1=Unacceptable performance
- 2= Beginning Skill Development
- 3= Progressing in Demonstration
- 4= Consistent Demonstration of High Level of Skill Development
- 5= Exceptional Demonstration of Skill Development
Alumni Survey  A bi-annual survey of alumni has been implemented in past years, the last of which was in 2007; an on-line version is being planned for 2012. The survey gathered self-efficacy data on alumni's perception of their knowledge, values and skills base for practice, as well as other satisfaction and employment measures. The 2007 survey provided important input into the program’s Self-Study preliminary to the re-accreditation process that culminated in 2008.

1 Use supervision and consultation for continuous development of awareness, knowledge, values, and skills.

a) Students’ ability to use supervision and consultation toward these outcomes is measured via several behavioral indicators on the MSW Field Evaluation: items 1.1-1.4, and 2.3. The Alumni Survey gathers self-efficacy data on this outcome via items #19, 24, 27, 28, 30.

b) MSW Field Evaluation data is completed at the end of the Fall and Spring semesters for all students enrolled in graduate Field SWRK 295A, 295B, 295C & 295D. MSW students are registered in Field four consecutive semesters. An on-line version of the Alumni Survey is being planned for 2012. This will be administered bi-annually.

c) see attached

d) Practice faculty individually and collectively (in the Fall and Spring meetings) monitor their students’ scores and adjust classroom exercises and assignments which reflect current students’ strengths and challenges.

2) Internalize professional values and ethics of NASW’s Code of Ethics and the principles for ethical decision making.

a) The MSW Field Evaluation items assessing knowledge and skills related to the NASW Code of Ethics are included in Section 2, items 2.1 through 2.4. The Alumni Survey gathers self-efficacy data on competency in ethical practice via items #6, 14, 21, 22, 24, 25.

b) MSW Field Evaluation data is completed at the end of the Fall and Spring semesters for all students enrolled in graduate Field SWRK 295A, 295B, 295C & 295D. MSW students are registered in Field four consecutive semesters. An on-line version of the Alumni Survey is being planned for 2012. This will be administered bi-annually.
c) see attached

d) Knowledge and skills related to the Code of Ethics is reflected in every core class in the Social Work curriculum. The results of these findings have ramifications throughout the curriculum. The results of the assessment of ethical skills takes place among the Practice faculty in their fall and spring meetings. Faculty members individually and collectively adjust the content of their Practice classes to reflect the strengths and challenges reflected in the assessment findings.

3) Apply critical thinking skills to question, understand, and analyze phenomena in the context in which they occur.

a) The MSW Field Evaluation items assessing Critical Thinking are included in Section 3, items 3.1 through 3.3.

b) MSW Field Evaluation data is completed at the end of the Fall and Spring semesters for all students enrolled in graduate Field SWRK 295A, 295B, 295C & 295D. MSW students are registered in Field four consecutive semesters.

c) See attached

d) Currently, the Practice faculty discuss the results of the Field Evaluation in their Fall and Spring meetings, and modify the Practice curriculum according to the assessment results. Critical thinking has an influence in all areas of the Social Work core curriculum. As the new competency-based learning goals from the Council on Social Work Education are incorporated into the curriculum, further measures of critical thinking will be added to our assessment instruments.

Apply the general problem-solving and strength-based methods and selected theory and skills specific to practice with individuals, families, groups, organizations, and communities.

4  a) The Student Field Evaluation addresses these competencies via competencies 7, 8 and 9. The Alumni Survey addresses generalist practice self-efficacy in items #5, 7, 11, 12, 16, 17.

b) MSW Field Evaluation data is completed at the end of the Fall and Spring semesters for all students enrolled in graduate Field SWRK 295A, 295B, 295C & 295D. MSW students are registered in Field four consecutive semesters. An on-line version of the Alumni Survey is being planned for 2012. This will administered bi-annually.
c) See attached

d) The Practice faculty review the most current data assessing the students’ practice skills individually and collectively in their Fall and Spring meetings and subsequently adjust curriculum to address the strengths and challenges of the students. The Curriculum Committee will analyze Alumni data to guide curriculum development.

Data not yet available
Although the Division of Social Work has current analyzed data for all the learning outcomes, the Assessment Committee will be expanding our assessment criteria. In recent history, the Division of Social Work has heavily relied on the data obtained from the MSW Field Evaluation. This instrument was updated in Fall, 2011 to reflect the new professional accreditation standards. An updated online Alumni Survey will be administered before the end of 2012. These assessment measures will help the Division gather data, and from that data, create, adjust and realign curriculum for re-accreditation in 2016.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

1 Use supervision and consultation for continuous development of awareness, knowledge, values, and skills.

The measuring of personal reflection and self-correction has long been a challenge in Social Work. It is often described as one of those learning objectives that “we know it when we see it”; however, measuring and evaluating it continues to be a challenge. In the newly revised 2011-12 Field Evaluation, we have provided more specific behavioral indicators of competencies by which students will be assessed. Field instructors are receiving training in measuring their students self-awareness, self-reflection skills and use of supervision skills. Practice instructors have increased SWRK 204A, 204B, 204C, & 204D class discussion and activities surrounding self-reflection and self-correction. Spring, 2012 will be the first data we will have on this these revised competencies.

2) Internalize professional values and ethics of NASW’s Code of Ethics and the principles for ethical decision making.
Knowledge of the Code of Ethics is infused into every core class in the Social Work curriculum. Currently our only means of student evaluation is the Field Evaluation. Although the Field Evaluation has recently undergone a revision to better address our new accreditation standards of “competencies,” the Field Evaluation has measured students’ knowledge and skills related to ethical conduct for a number of years. Practice faculty have long used the data from the Field Evaluation to gauge their students knowledge of the Code of Ethics and used that data as a guide for their individual work with their students in their Field Liaison roles, as well as a guide for modifying their curriculum and classroom activities.

In addition, evaluating knowledge and skills surrounding the Code of Ethics is a long-standing learning outcome for the Division. Discussion of this learning outcome is a regular agenda item on the Practice Committee agenda.

3) **Apply critical thinking skills to question, understand, and analyze phenomena in the context in which they occur.**

The utilization of evidence-based practices is a recently added behavioral outcome under critical thinking. The new Fall 2011 Field Evaluation assesses knowledge of evidence based practices. In 2007, SWRK 235A introduced a standardized assignment specifically addressing the knowledge and skills of students utilizing evidence-based practice.

The Human Behavior in the Social Environment Faculty examine the results of the standardized assignment as well as the Field Evaluation results from 2011-12 and begin the process of closing the loop of evaluation and curriculum modification.

4 **Apply the general problem-solving and strength-based methods and selected theory and skills specific to practice with individuals, families, groups, organizations, and communities.**

In 2003, in response to concerns from Field Instructors expressed in Field Evaluations regarding students’ challenges in writing client assessments, Practice instructors collaborated on a standardized assignment for SWRK 204A: a biopsychosocial assessment. In 2007, a client treatment plan was added to this assignment. In addition to this standardized assignment, there is a common rubric used by the instructors to ensure uniform grading. The individual scoring sheets for each student are pooled, giving an overall snapshot of the current strengths and challenges of students, curriculum and individual instructors. Each year, the results of the data guide Practice instructors in modifications of classroom activities, assignments and overall syllabi changes.

The use of the Field Evaluation, brings data from the Field Instructors’ and the students’ assessment of skills surrounding assessment and treatment of clients to
bring a clearer picture of how the standardizing of the classroom assignment has been translated into the field and practice.

This learning outcome addressing the general problem-solving and strength-based methods and selected theory and skills specific to practice with individuals, families, groups, organizations, and communities, is an example of a learning objective the Division has held for close to ten years, where the evaluation-curriculum modification loop is long-standing and ongoing.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

The Division of Social Work administers an alumni survey to recent graduates every 3-4 years. Responses to the survey provide information about the curriculum and its relevance to their professional practice. In 2008 faculty in the Division held focus groups with alumni to assess the degree of congruence between the learning objectives and outcomes as reported by alumni. In addition to the more systematic collection of data from alumni, the Division has a very active and involved Field Advisory Council. This group of community volunteers, most of whom are alumni provide support and input to the field program and practice curriculum on an ongoing basis. Results are summarized for faculty with implications and plans for improvement in the curriculum and overall program where indicated.

Currently the Assessment Committee is working on a revised online Alumni Survey which could be emailed to alumni for little cost. The Alumni Survey which was last used in 2007 is attached. You will notice the ‘old’ Alumni Survey addresses a number of undergraduate learning objectives. The current Council of Social Work Education Educational Policy and Accreditation Standards focuses on “learning and practice competencies.” The revised Alumni Survey will reflect these new competencies. In addition, we currently do not have a sense how our students with BASW graduates are fairing in the current economic crisis in California. New questions regarding a somewhat detailed employment history will also be included in the new Alumni Survey. Future plans include administrating the new Alumni Survey bi-annually.

Historically, the Alumni Survey has informed all sequences of the Social Work curriculum. In 2004, the survey indicated a gap between learning theory and practicing theory. Thus, the Theory sequence (SWRK 125A & B) began including assignments and exercises which allowed students to apply theory to events—to bring theory to life.
7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

Yes, the Division of Social Work is accredited by the Council on Social Work Education. Learning outcomes and competencies for the division are linked to CSWE competencies. Our last reaccreditation was in 2008, our next reaccreditation will be in 2016. The Division was very proud of the results of our last reaccreditation cycle. We received high marks in all areas of the curriculum.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?

The Division of Social Work is committed to excellence through the use of learning based outcomes which ensures that the knowledge, values and skills required by CSWE will be a high priority in the education of our students. The ongoing assessment of student learning outcomes and competencies is also essential in order to determine how well our program is performing and to better understand what aspects are in need of improvement or development.
This evaluation is to be completed by the agency Field Instructor (FI) and student together. Task Supervisors (TS) should contribute to this process. The FI will score the student’s performance under the ‘Field Instructor’ column, and the student will rate his or her performance under the ‘Student’ column. Both parties should discuss the evaluation when completed. The student is responsible for turning the evaluation in to their Faculty Field Liaison by the date indicated on the Field Calendar. Do not turn this document into the wooden field box or at the Social Work Division window.

The MSW I Student Evaluation must be an original and signed by both the Field Instructor and the student in order to be accepted. A signed, completed evaluation is required for the student to receive a ‘Credit’ in field (SWRK 295A/B). If the evaluation is not submitted by the deadline, the student may receive an ‘Incomplete’ grade.

Academic Year 20____/20____ Date: ________________________________

Please PRINT the following:

Student’s Name: ________________________________________________ (required)

Student’s CSUS ID: _____________________________________________ (required)

Faculty Liaison’s Name: __________________________________________

Field Instructor’s Name: __________________________________________

Field Instructor’s Phone: _________________________________________

Field Instructor’s E-mail: _________________________________________

Agency Name/Placement Site: _____________________________________

Agency Address: ________________________________________________

City: ______________________________ State: _______________ Zip: _______________
This evaluation instrument consists of ten student competencies that relate to the overall MSW I program Objectives. Under each main competency are behavioral indicators, each of which must be evaluated. If there is an area for which the Field Instructor has not yet had an opportunity to evaluate the student’s performance, please use the NA category. Do not indicate ratings in the greyed areas. The student is expected to be evaluated in all behavioral indicators by the end of the placement year. The student and the FI should keep a copy of the final evaluation. Prospective employers may ask to see this document as verification of practicum completion.

1 = Unacceptable Performance: Student shows little evidence of understanding of the concept and/or demonstration of skill development.

2 = Beginning Skill Development: Student shows some understanding the concept and is beginning to recognize in hindsight how it may have been applied in practice situations.

3 = Progressing in Demonstration: Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to exhibit consistency.

4 = Consistent Demonstration of High Level of Skill Development: Understands the concept and demonstrates the skills with consistency.

5 = Exceptional Demonstration of Skill Development: The skill is an integrated part of the student’s stance and style. Student exhibits independence, creativity, and flexibility in the use of the skills.

NA = Not Applicable: Student has not yet had an opportunity to demonstrate competency in this area.

Expectations of MSW I students:

The expected performance for a first semester MSW I student are 2’s, 3’s, and some 4’s. Students who possess a great deal of experience may earn more 4’s. At the end of the second semester, the expected rating for performance is 3’s, 4’s, and some 5’s.
## MSW I Field Evaluation

### COMPETENCIES

<table>
<thead>
<tr>
<th>1. <strong>Student identifies as a professional social worker and conducts self accordingly:</strong></th>
<th>Fall Ratings</th>
<th>Spring Ratings</th>
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<tbody>
<tr>
<td><strong>Student</strong></td>
<td><strong>Field</strong></td>
<td><strong>Student</strong></td>
</tr>
<tr>
<td>1. Can verbally describe own internal process of developing self-awareness of emotions and judgments in relation to all aspects of field experience.</td>
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<td>1.2. Demonstrates behavior change and growth in self-awareness as a result of receiving feedback.</td>
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<td>1.3. Verbally describes appropriate professional roles and boundaries of Field setting. Student demonstrates ability to self-monitor when there are questions about boundaries and uses supervision to clarify.</td>
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<td>1.4. In interactions with anyone in the field setting, student engages in productive problem-solving and appropriate conflict resolution. This includes following agency chain of command, directing concerns to the appropriate person, using open communication and proactively seeking help when difficulties arise.</td>
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<td>1.5. Is on-time to placement and is not excessively absent or tardy. Completes tasks within allotted timeframe.</td>
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<td>1.6. Meets agency expectations regarding attire, demeanor, and conduct.</td>
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<td>1.7. Attends required trainings, reads policy and procedure manuals, and takes responsibility for knowing relevant agency protocol. Can explain basic agency mission, services, structure and population.</td>
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<tr>
<td>1.8. Proactively seeks out additional trainings, written materials, conversations with knowledgeable persons, and other opportunities to deepen knowledge about placement and population served.</td>
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<td>1.9. Expresses self verbally in a manner that is clear and in line with agency standards. Student communicates in manner consistent with professional setting.</td>
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<tr>
<td>1.10. Writes reports, case notes, emails and other products according to agency format and professional expectations. Student’s writing is legible and correct grammar is used.</td>
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# MSW I Field Evaluation

## COMPETENCIES

<table>
<thead>
<tr>
<th>2. Student applies social work ethical principles to guide professional practice:</th>
<th>Fall Ratings</th>
<th>Spring Ratings</th>
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<tbody>
<tr>
<td></td>
<td>Student</td>
<td>Field Instructor</td>
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<tr>
<td>2.1. Can verbally articulate familiarity with the NASW Code of Ethics and agency policies relating to it.</td>
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<td>2.2. Follows agency procedures that safeguard client confidentiality.</td>
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<td>2.3. Communicates a non-judgmental stance through words and behavior in work with clients.</td>
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<td>2.4. Interacts with clients only within the confines of the social worker role as that role is enacted in the agency setting. Does not engage in excessive self-disclosure.</td>
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<td>2.5. Verbally describes steps in the principles and process of ethical decision making. Student seeks field instructor guidance when ethical dilemmas arise, and follows that guidance in resolving them.</td>
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<td>2.6. Articulates when personal values clash with professional values. Student uses supervision to develop ways to manage the conflict.</td>
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<td>2.7. Recognizes and acknowledges internal experience of dealing with ambiguity – often discomfort, fear, frustration – and is willing to use supervision to resolve the situation.</td>
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</table>

## 3. Student applies critical thinking to inform and communicate professional judgments:

<p>| 3.1. Able to analyze complex material. |  |
| 3.2. Applies abstract concepts to practice experience. |  |
| 3.3. Examines own assumptions and is able to test them against evidence and other perspectives. |  |</p>
<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>Fall Ratings</th>
<th>Spring Ratings</th>
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<tbody>
<tr>
<td><strong>4. Student engages diversity and difference in practice:</strong></td>
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<tr>
<td>In all levels and areas of practice, with regard to diversity factors such as age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation:</td>
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<tr>
<td>4.1. Articulates self-awareness regarding own identity, biases, and/or fears with various groups.</td>
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<td>4.2. Consistently considers the role of diversity, oppression, privilege and culture in understanding client situations.</td>
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<tr>
<td>4.3. Employs diversity-sensitive practice skills.</td>
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<td><strong>5. Student advances human rights and social and economic justice:</strong></td>
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<tr>
<td>5.1. Identifies opportunities in placement setting to advocate for human rights, social and economic justice; becoming involved in such an effort.</td>
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<tr>
<td><strong>6. Student engages in research-informed practice and practice-informed research:</strong></td>
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<tr>
<td>6.1. Identifies strategy for evaluating own practice within agency.</td>
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<td>6.2. Demonstrates familiarity with evidence-based for agency practice.</td>
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<td>6.3. Applies research findings to practice.</td>
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<tr>
<td><strong>7. Student applies knowledge of human behavior and the social environment:</strong></td>
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<tr>
<td>7.1. Articulates knowledge of human behavior specifically relevant to the field setting.</td>
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<tr>
<td>7.2. Plans and implements services incorporating this knowledge.</td>
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</table>
### COMPETENCIES

#### 8. Student engages in policy practice to advance social and economic well-being, and deliver effective social work services:

<table>
<thead>
<tr>
<th>Fall Ratings</th>
<th>Spring Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td><strong>Field Instructor</strong></td>
</tr>
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</table>

8.1. Articulates understanding of key organizational, regulatory and governing policies relevant to agency clients and communities.

8.2. Collaborates with clients and colleagues in some aspect of policy process relevant to agency clients and communities.

#### 9. Student engages, assesses, intervenes and evaluates with individuals, families, groups, organizations and communities.

*Please indicate if the skills were demonstrated with one or more of the following client groups:*

- Individuals______
- Families______
- Groups______
- Organizations______
- Communities______

**Engagement**

9.1. Establishes effective working relationships with clients/client systems.

9.2. Able to develop and maintain trust, communicate empathy, and respect.

9.3. Effectively prepares for work with clients.

9.4. Develops mutually agreed upon focus of work and desired outcomes with clients.

**Assessment – Using the strengths and ecological perspectives**

9.5. Collects, organizes and interprets client data.

9.6. Assesses client strengths and limitations.

9.7. Develops mutually agreed on intervention goals and objectives.
### MSW I Field Evaluation

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<thead>
<tr>
<th>COMPETENCIES</th>
<th>Fall Ratings</th>
<th>Spring Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student</td>
<td>Field Instructor</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.11. Negotiates, mediates, and advocates for clients.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In what areas has the student made the greatest progress? __________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

In what areas has progress been most difficult? __________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
Please indicate reservations in the ‘challenges’ portion of the Narrative section above. Ratings also should reflect your concerns. Please check one of the following for each semester:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>___I have reservations regarding this student’s readiness to enter the 2nd semester of field for this academic year.</td>
<td>For MSW I’s:</td>
</tr>
<tr>
<td>___I have no reservations regarding this student’s readiness to enter the 2nd semester of field.</td>
<td>___I have reservations regarding this student’s readiness to advance to the 2nd year of the MSW program.</td>
</tr>
<tr>
<td>___I have no reservations regarding this student’s readiness to advance to the 2nd year of the MSW program.</td>
<td>___I have no reservations regarding this student’s readiness to advance to the 2nd year of the MSW program.</td>
</tr>
</tbody>
</table>

We discussed this evaluation together on (date): __________ / __________ / __________

Field Instructor’s Printed Name: _________________________________________________________

Field Instructor’s Signature: _____________________________________________________________________ ( ) MSW ( ) LCSW

Task Supervisor’s Printed Name: ____________________________________________________________ Title

Task Supervisor’s Signature: _____________________________________________________________________

Student’s Signature: _____________________________________________________________________

Faculty Liaison’s Name: _____________________________________________________________________
MSW Program -- Alumni Survey of Graduates of Fall 2006 (= Jan. 2007), May or August 2007

1. Gender: ☐ Male ☐ Female

2. Age ______

3. Marital Status While in the Program
☐ Married and living with spouse ☐ Single (never married) ☐ Domestic partnership (e.g.,
☐ Separated ☐ Widow(er) living with someone)
☐ Divorced ☐ Other ___________________

4. Do you consider yourself an ethnic minority person? ☐ No ☐ Yes If Yes, what ethnic minority? _______

5. Semester ☐ Spring 2006 ☐ Summer 2006 ☐ Fall 2005 (=Jan 2006) you graduated from the program

6. Program You Were In
☐ 1-year Advanced Placement ☐ 3-year Part Time - 5 weekends per semester on-campus program
☐ 2-year Full Time ☐ 1-year 2nd Year Transfer from another MSW program
☐ 3-year Part Time – Regular 16 week program ☐ 3-year Part Time - 5 weekends per semester off-campus program

7. Please Identify the Most Difficult Aspect of Completing Your Thesis or Research Project.

8. If you were to do it again, would you enroll in the MSW program? ☐ No ☐ Yes
   If you answered no, please specify the single most important reason why:

9. Were You in the Title IV E Program? ☐ No ☐ Yes (If yes, ☐ Full Stipend ☐ Partial Stipend)

10. What best describes your occupational status at the present time? (Check only one)
☐ Employed full-time in a permanent position ☐ Attending school and employed full-time
☐ Employed full-time in a temporary position ☐ Attending school and employed part-time
☐ Employed part-time, seeking full-time employment ☐ Attending school and not employed
☐ Employed part-time, not seeking fulltime employment ☐ Never employed since receiving my MSW
☐ Unemployed, seeking employment ☐ Attending school and receiving a stipend
☐ Unemployed, not seeking employment ☐ Other (please describe)________________________
   (Note: if never employed since receiving your MSW degree, please skip to question #18.)

11. Is your employment in the social work profession? ☐ No ☐ Yes

12. Please check the type of agency where you work and the percent of time that you work there:
☐ public agency (city, county, state, federal) percent of time ______ %
☐ private non-profit organization percent of time ______ %
☐ private for-profit organization percent of time ______ %
☐ private practice (self-employed) percent of time ______ %
☐ Other ___________________ percent of time ______ %

13. What is your gross month salary? $__________

14. How long have you been working at this place of employment? _______ Years

15. Based on your training and/or experience, how would you describe this employment at this time?
☐ An appropriate level for me ☐ A somewhat lower level than appropriate ☐ Much lower than appropriate
16. Which one of the following best describes your field of practice in this employment? (Check only one)

- School social work
- Family focused practice
- Child protective services
- Adoption
- Other Child Welfare
- Adult Corrections
- Juvenile Justice
- Medical social work
- Community/Neighborhood
- Disabilities
- Mental health
- Employment/Vocational
- Chemical dependency
- Other (specify)_____________

17. What best describes your primary activities in this employment? (Check all that apply)

- Administration
- Advocacy
- Case Management
- Community Organizing
- Crisis Intervention
- Fundraising
- Grant/Proposal Writing
- Information and Referral
- Policy Analysis
- Social Work with Families
- Social Work with Groups
- Social Work with Individuals
- Supervision
- Teaching/Training
- Other (specify)_____________

18. What was your Grade Point Average while in the MSW program? _____

Preparation for Professional Practice

23. How well do you think the MSW program prepared you for professional practice in the following areas. Please use the following scale to rate each item:

1 = Unprepared  2 = Poorly prepared  3 = Adequately prepared  4 = Well prepared  5 = Excellently prepared

- Use the values of the social work profession
- Recognize and resolve ethical dilemmas
- Utilize research methods in my practice
- Utilize computer technology, e.g., email, the internet
- Be culturally sensitive
- Advocate for social change to benefit client systems
- Use a strength perspective at all levels of practice
- Use an ecological perspective that integrates micro-meso-macro levels of practice
- Work effectively with persons who are oppressed, marginalized, or disenfranchised
- Knowledge of the history of the social work profession
- Understand the impact of social policies on client and client-serving systems
- Be responsible for my own learning and professional development
- Engage in multi-level practice

Overall Satisfaction

24. Overall, how satisfied were you with the following components of the social work program. Please mark a place on the continuum that best indicates your degree of satisfaction with each component.

<table>
<thead>
<tr>
<th>Component</th>
<th>Highly Satisfied</th>
<th>Highly Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Class 204AB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Class 204CD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural Class</td>
<td></td>
<td></td>
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<tr>
<td>Policy Class 250 (1st yr)</td>
<td></td>
<td></td>
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<tr>
<td>Policy Class 251(2nd yr)</td>
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<tr>
<td>HBSE Classes</td>
<td></td>
<td></td>
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<tr>
<td>Research Class</td>
<td></td>
<td></td>
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<tr>
<td>Electives</td>
<td></td>
<td></td>
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<tr>
<td>Overall Coursework</td>
<td></td>
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<tr>
<td>Advising</td>
<td></td>
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<tr>
<td>Administration</td>
<td></td>
<td></td>
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<tr>
<td>Office Staff</td>
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<tr>
<td>Field Practicum</td>
<td></td>
<td></td>
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<tr>
<td>Thesis/Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
25. Think about your overall educational experience in the MSW program and these paired adjectives. Mark a spot on the continuum that best reflects your perception of the experience while in the program.

<table>
<thead>
<tr>
<th>Rewarding</th>
<th>Professional</th>
<th>Stimulating</th>
<th>Valuable</th>
<th>Challenging</th>
<th>Fair</th>
<th>Organized</th>
<th>Flexible</th>
<th>Supportive</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Unrewarding</td>
<td>Unprofessional</td>
<td>Boring</td>
<td>Worthless</td>
<td>Simplicistic</td>
<td>Unfair</td>
<td>Disorganize</td>
<td>Rigid</td>
<td>Unsupportive</td>
</tr>
</tbody>
</table>

Field Work

26. The quality of my
   1st year Field Placement was _____  _____  _____  _____  _____
   2nd year Field Placement was _______  _______  _______  _______  _______
   (5)  (4)  (3)  (2)  (1)

   Strongly  Agree  Agree  Neutral  Disagree  Strongly
   Agree

27. Overall my field work
   Contributed to my development as a social worker _____  _____  _____  _____  _____
   Prepared me for my current job _____  _____  _____  _____  _____
   Prepared me for transcultural practice _____  _____  _____  _____  _____
   Gave me experiences in various practice methods _______  _______  _______  _______  _______
   (5)  (4)  (3)  (2)  (1)

28. Our program is structured such that students take one elective in the Spring of their first year and two electives in the Fall of their second year. Did this structure meet your educational needs?  □ No  □ Yes
   If not, what would you like to see different?

29. Was there a particular course or sequence that stands out as being especially memorable or helpful to you?
   □ No  □ Yes, it was ____________________________________________________________________

30. Since graduating have you done any of the following? (Check all that apply)
   □ Advocacy for oppressed/disadvantaged groups
   □ Political activity for oppressed/disadvantaged groups
   □ Member of NASW
   □ Active in NASW
   □ Leadership in NASW
   □ Active in other professional organization
   □ Leadership in other professional organization
   □ Member of advisory boards of community agencies
   □ Member of board of directors of community agencies
   □ Consultation services to community organizations
   □ Been a field instructor
   □ Taught a college level course

31. Plans for LCSW Licensure (Check the one that best applies)
   □ Plan to pursue LCSW licensure in the future
   □ Working towards LCSW licensure requirements
   □ Not interested in LCSW licensure

32. Plans for PPS Credential (Check the one that best applies)
   □ Currently have Pupil Personnel Services (PPS) Credential
   □ Plan to pursue Pupil Personnel Services (PPS) Credential in the future
   □ Working towards Pupil Personnel Services (PPS) Credential
   □ Not interested in Pupil Personnel Services (PPS) Credential

33. Do you have other licensure plans or current licensure?  □ No  □ Yes  If yes, please describe ____________________________________________________________
34. When you look back on your education in the MSW program at CSU, Sacramento, what was the single, most valuable experience that prepared you for social work practice?

35. What was the single, least valuable experience while in the program?

36. When you look back on your education in the MSW program at CSU, Sacramento, what suggestions would you make to help us improve our academic program?

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS!
Please return the completed questionnaire in the self-addressed stamped envelope.

If you have any questions, please call Ron Boltz at (916) 278-7171 or email him at boltzp@csus.edu