

2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

MA Social Work

OR

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) did you assess? [Check all that apply]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. Quantitative Literacy
- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**
- 20. Other, specify any assessed PLOs not included above:

a.

b.

c.

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

The Masters Degree in Social Work represents the terminal degree for practitioners and is viewed as professional preparation for working in the broad field of Social Work. Students are expected to have certain competencies and practice skills upon graduation. Students demonstrate their ability to integrate and apply knowledge from all their coursework in their second and final year of field internship. Every student is assigned field internship and has an Msw supervisor who at the end of each term evaluates the students performance on a number of practice skills. The evaluation instrument is in compliance with CSWE (Council of Social Work Education) national standards for graduate level field experience. Integrative and Applied Learning is a PLO that fits well for Social Work as students have the opportunity to apply theories they have learned in the classroom to working directly with clients in agencies under the supervision of a MSW.

Q1.2.1.

Do you have rubrics for your PLOs?

1. Yes, for all PLOs
2. Yes, but for some PLOs
3. No rubrics for PLOs
4. N/A
5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

1. Yes
2. No
3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

1. Yes
2. No (skip to Q1.5)
3. Don't know (skip to Q1.5)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

1. Yes
2. No
3. Don't know

Q1.5.

Did your program use the *Degree Qualification Profile* ("DQP", see <http://degreeprofile.org>) to develop your PLO(s)?

1. Yes
2. No, but I know what the DQP is
3. No, I don't know what the DQP is
4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

1. Yes
2. No
3. Don't know

(Remember: **Save your progress**)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Integrative and Applied Learning

If your PLO is **not listed**, please enter it here:

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

The MSW field evaluation examines 3 areas of "integrative and applied learning" in Social Work Practice: Make ethical decisions by applying the standards of the NASW code of ethics, Employs diversity sensitive practice skills, and Implements evidence based interventions.

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q2.3.

Please **provide the rubric(s) and standards of performance** that you have developed for this PLO here or in the appendix.

The field evaluation has specific competencies measured on a 1-5 scale by the field instructor who's responsibility it is to oversee the students performance.

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 of the concept and is beginning to recognize in hindsight how it may be 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 intergrated part of the student's stance and style. Student exhibits independence, creativity and flexibility in the use of the skills.

 No file attached

 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

1. Yes
2. No (skip to Q6)
3. Don't know (skip to Q6)
4. N/A (skip to Q6)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Q3.2.

Was the data **scored/evaluated** for this PLO?

1. Yes
2. No (skip to Q6)
3. Don't know (skip to Q6)
4. N/A (skip to Q6)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

The data was collected at the end of the year in field based placements SW 295B (first year students) and 295D (second year students). The required student field evaluation was completed for each student by the field instructor.

(Remember: **Save your progress**)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

1. Yes
 2. No (skip to Q3.7)
 3. Don't know (skip to Q3.7)

Q3.3.1.

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used?

[Check all that apply]

1. Capstone project (e.g. theses, senior theses), courses, or experiences
 2. Key assignments from required classes in the program
 3. Key assignments from elective classes
 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
 5. External performance assessments such as internships or other community-based projects
 6. E-Portfolios
 7. Other Portfolios
 8. Other, specify:

Q3.3.2.

Please **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

See next page

Q3 MA SW

MSW students are evaluated on a number of competencies in the Field Evaluation (see attachment), 1) Making ethical decisions by applying the standards of the NASW Code of Ethics, 2) Employs diversity sensitive practice skills and
3) Implements evidence based interventions.

Students are evaluated and receive a score of 1-5 in the areas listed:
Makes ethical decisions applying the NASW code of ethics:

- 1.2 Engages in productive problem-solving and appropriate conflict resolution and uses open communication.
- 1.3 Use of reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- 1.4 Demonstrates professional demeanor in behavior, appearance, oral, written and electronic communication.
- 1.5 Use technology ethically and appropriately to facilitate practice outcomes.
- 1.6 Use field instruction/supervision and consultation to guide professional judgement and behavior.

Employs diversity sensitive practice skills:

- 2.3 Presents self as learner and engages clients and constituencies as experts of their own experiences.
- 3.1 Applies principles of social, economic and environmental justice to advocate for human rights at the individual and systems level.
- 3.2 Engages in practices that advance social, economic and environmental justice in the scope of the agencies mission.
- 4.1 Applies research findings to inform and improve practice, policy and service delivery as relevant to placement settings.

Implements evidence based interventions:

- 5.1 Identifies social policy at the local, state and federal level that impacts well-being, service delivery and access to social services.
- 5.2 Assesses how social welfare and economic policies impact the delivery of access to social services.
- 5.3 Advocates for policies relevant to the client population.
- 6.1 Applies theory and knowledge to engage with clients and constituencies.
- 6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- 7.1 Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.
- 7.2 Applies theory and knowledge in the analysis of assessment data from clients and constituencies.
- 7.3 Develops mutually agreed on intervention goals and objectives based on the critical assessment of strengths, needs and challenges within clients and constituencies.
- 8.1 Selects appropriate intervention strategies based on the assessment, research, values and preferences of clients and constituencies.
- 8.2 Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- 8.3 Use multidisciplinary collaboration as appropriate to support practices.
- 8.4 Intervene on behalf of clients and constituencies.
- 8.5 Facilitates effective transitions and endings that advance mutually agreed upon goals.
- 9.1 Selects and uses appropriate methods for evaluation of outcomes.
- 9.2 Evaluates intervention outcomes.
- 9.3 Applies evaluation findings to improve practice effectiveness.
- 10.1 Takes a leadership role during course of the placement in an effort to further social work values.

Students are expected to integrate the theories and knowledge learned in the classroom and apply those concepts with clients at internship agencies. The applied nature of the field internship experience brings a practical approach and enhances the students knowledge concerning professional development.



MSWI Student Evaluation by Field Instructor _ Cal State S4.pdf
137.23 KB



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Q3.4.

What tool was used to evaluate the data?

- 1. No rubric is used to interpret the evidence (skip to Q3.4.4.)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to Q3.4.2.)
- 3. Used rubric developed/modified by a group of faculty (skip to Q3.4.2.)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to Q3.4.2.)
- 5. The VALUE rubric(s) (skip to Q3.4.2.)
- 6. Modified VALUE rubric(s) (skip to Q3.4.2.)
- 7. Used other means (Answer Q3.4.1.)

Q3.4.1.

If you used other means, which of the following measures was used? [Check all that apply]

- 1. National disciplinary exams or state/professional licensure exams (skip to Q3.4.4.)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to Q3.4.4.)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to Q3.4.4.)
- 4. Other, specify: CSWE (Council for Social Work Education) national standards (skip to Q3.4.4.)

Q3.4.2.

Was the rubric aligned directly and explicitly with the PLO?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.3.

Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.4.

Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data collection of the selected PLO?

3

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

3

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

1. Yes
 2. No
 3. Don't know
 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

All masters students are required to spend either 16 hours in field (first year students) and 24 hours of field internship (second year students). The sample represents is all msw students.

Q3.6.1.

How did you **decide** how many samples of student work to review?

The division collected field evaluations for all students at the end of the term.

Q3.6.2.

How many students were in the class or program?

126 First Year
105 Second Year

Q3.6.3.

How many samples of student work did you evaluated?

126 First Year
76 Second Year

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

1. Yes
 2. No

3. Don't know

(Remember: **Save your progress**)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

1. Yes
2. No (skip to Q3.8)
3. Don't Know (skip to Q3.8)


Q3.7.1.


Which of the following indirect measures were used? [Check all that apply]

1. National student surveys (e.g. NSSE)
2. University conducted student surveys (e.g. OIR)
3. College/department/program student surveys or focus groups
4. Alumni surveys, focus groups, or interviews
5. Employer surveys, focus groups, or interviews
6. Advisory board surveys, focus groups, or interviews
7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

 No file attached

 No file attached

Q3.7.2.

If surveys were used, how was the sample size **decided**?

Q3.7.3.

If surveys were used, how did you **select** your sample:

Q3.7.4.

If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

1. Yes
2. No (skip to **Q3.8.2**)
3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [Check all that apply]

1. National disciplinary exams or state/professional licensure exams
2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
4. Other, specify:

Q3.8.2.

Were other measures used to assess the PLO?

1. Yes
2. No (skip to **Q4.1**)
3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

 No file attached

 No file attached

(Remember: **Save your progress**)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in Q2.1:

The benchmark for first year MSW students is a 3.0 in all categories, the mean range scores were from a low of 3.63 to a high of 4.32, above benchmark ranged from a high of 95% to a low of 58% and the below benchmark high was 5%. The MSW I cohort is consistently meeting and surpassing the expected benchmark.

The MSW II students benchmark is 3.5 in all categories, the mean range scores ranged from a low of 3.58 and high of 4.57, above benchmark ranged from a high of 96% to a low of 52% and the below benchmark high was 38%. The vast majority of MSW II students met and surpassed the benchmark in all categories.



MSWI-Spring2017-EvalStats.pdf
75.66 KB



MSWII-Spring2017-EvalStats.pdf
114.4 KB

Q4.2.

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

Overall the masters students are learning the theories and knowledge to conduct applies social work with clients, there are a few areas that could be improved on an example "identifies social policy at the state and federal level that impacts well-being, service delivery and access to social services." This is an area that the policy oriented courses focus on and this will be addressed in the curriculum committee to look at why students did not do as well in this area when it came to applying the knowledge in field.



No file attached



No file attached

Q4.3.

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No

3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- 1. Yes
- 2. No
- 3. Don't know

Q5.2.

Since your last assessment report, **how have the assessment data from then been used** so far?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review					

	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

Q5.3.

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:


The Division looked at the overall standards of performance when it submitted the re-accreditation for CSWE.


(Remember: **Save your progress**)

Additional Assessment Activities

Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

 No file attached

 No file attached

Q7.

What PLO(s) do you plan to assess next year? [Check all that apply]

- 1. **Critical Thinking**
- 2. **Information Literacy**
- 3. **Written Communication**
- 4. **Oral Communication**
- 5. Quantitative Literacy
- 6. **Inquiry and Analysis**
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. **Intercultural Knowledge, Competency, and Perspectives**
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. **Global Learning and Perspectives**
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. **Overall Disciplinary Knowledge**
- 19. **Professionalism**

20. Other, specify any PLOs not included above:

- a.
- b.
- c.

Q8. Please attach any additional files here:

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

Program Information (**Required**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

Q9.

Program/Concentration Name: [skip if program name appears above]

MA Social Work

Q10.

Report Author(s):

Dale Russell

Q10.1.

Department Chair/Program Director:

Dale Russell

Q10.2.

Assessment Coordinator:

Mimi Lewis

Q11.

Department/Division/Program of Academic Unit

Social Work

Q12.

College:

College of Health & Human Services

Q13.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

285

Q14.

Program Type:

- 1. Undergraduate baccalaureate major
- 2. Credential
- 3. Master's Degree
- 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- 5. Other, specify:

Q15. Number of **undergraduate degree programs** the academic unit has?

Q15.1. List all the names:

Bachelors of Arts in Social Work

Q15.2. How many concentrations appear on the diploma for this undergraduate program?

Q16. Number of **master's degree programs** the academic unit has?

Q16.1. List all the names:

Masters of Social Work

Q16.2. How many concentrations appear on the diploma for this master's program?

Q17. Number of **credential programs** the academic unit has?

Q17.1. List all the names:

PPSC in SChool Social Work

Q18. Number of **doctorate degree programs** the academic unit has?

0

Q18.1. List all the names:

When was your assessment plan...	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19.2. (REQUIRED)

Please **obtain** and **attach** your latest **assessment plan**:

 No file attached

Q20.

Has your program developed a **curriculum map**?

- 1. Yes
- 2. No
- 3. Don't know

Q20.1.

Please **obtain** and **attach** your latest **curriculum map**:

 No file attached

Q21.

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- 1. Yes
- 2. No
- 3. Don't know

Q22.

Does your program have a capstone class?

- 1. Yes, indicate:
- 2. No
- 3. Don't know

Q22.1.

Does your program have **any** capstone project?

- 1. Yes
- 2. No
- 3. Don't know

MSWI Student Evaluation by Field Instructor

[View \(/csus/mswi-student-evaluation-field-instructor\)](/csus/mswi-student-evaluation-field-instructor)
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 [Manage display \(/csus/node/166560/display\)](/csus/node/166560/display)
[Edit form \(/csus/node/166560/webform\)](/csus/node/166560/webform)
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[Node export \(/csus/node/166560/node_export\)](/csus/node/166560/node_export)
 [Devel \(/csus/node/166560/devel\)](/csus/node/166560/devel)

Admin Info

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STUDENT EVALUATION PROCESS

- This must be a collaborative activity between Field Instructor and Student involving at least two separate meetings. (Preparation Meeting and Final Meeting: See steps below)
- While the Student does a “self-evaluation,” it is the Field Instructor who makes the final decision on the ratings. *A frank evaluation is essential* for the Student’s learning.
- The Student does not have to *agree* with the ratings but he or she should *understand* the reasoning behind the ratings.
- Remember, Competency 1 pertains to the Student’s ability to receive constructive feedback. The Student needs to be open to constructive feedback.

INSTRUCTIONS

1. **PREPARATION MEETING AND MENTORING:** To prepare, Field Instructor and Student meet and review/discuss the Learning Agreement to get reacquainted with the 9 Competencies and Assigned Activities. Hearing one’s evaluation can be a very difficult process for some students. This is a time for the Field Instructor to mentor the Student on how to self-regulate (i.e., emotionally manage) the evaluation process.
2. **BEGIN EVALUATION:** At this point you will only be saving a draft of this form. Submission of the form will happen after meeting with the Student to review your scores and comments. ***IT IS IMPORTANT TO “SAVE DRAFT” AND NOT PRESS “SUBMIT” AT THIS TIME!***
3. **FINAL MEETING:** When completed, the Student and Field Instructor jointly review the evaluation. The Field Instructor enters the Student’s Self-Evaluation ratings into the spaces provided on the Field Instructor’s version.
4. **SUBMIT BY FRIDAY DECEMBER 9:**
 - The Field Instructor submits form and the form will be viewable by the Student and the Field Liaison.
 - The Field Instructor submission initiates an email to Student indicating the form is ready to be viewed in the Student’s account so the Student can sign.
 - Note: The Student may receive a grade of “Incomplete” if this form is not submitted on time.

COMPETENCY RATINGS

- The standard by which an intern is to be evaluated is that of a new entry-level social worker.
- This evaluation should assess the Student’s competencies for the current semester.
- If there is an area for which the Field Instructor has not yet had an opportunity to evaluate the Student’s performance, it is okay to leave it blank. The Student is expected to be evaluated in all areas by the end of the placement year.
- When completed, the Student and Field Instructor should jointly review and sign the evaluation. The Student doesn’t have to *agree* with the ratings but he or she should *understand* the reasoning behind the ratings.

Score	Competency Rating	Competency Defined
1	Below Beginning Skill Level	Student shows little to no evidence of understanding the concept and/or demonstration of skill development.
2	Beginning Skill Development	Student shows some understanding of the concept and is beginning to recognize in hindsight how it may have been applied in practice situations.

Score	Competency Rating	Competency Defined
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 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.
Leave Blank	Unable to Assess	Student has not yet had an opportunity to demonstrate competency in this area.

- The expected ratings for performance of a first semester MSW I student are 2's and 3's.
- Students who possess a great deal of experience may earn 4's with some practice behaviors.
- At the end of the second semester, the expected rating for performance is 3's and 4's.
- Field Instructors must provide a written explanation of any rating that is a "1" or a "5."

Competency 1: Student demonstrates ethical and professional behavior.

1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. [FI rating]

1.1 Student Rating

1.2 Engages in productive problem-solving and appropriate conflict resolution and uses open communication.

1.2 Student Rating

1.3 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

1.3 Student Rating

1.4 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

1.4 Student Rating

1.5 Use technology ethically and appropriately to facilitate practice outcomes.

1.5 Student Rating

1.6 Use field instruction/supervision and consultation to guide professional judgment and behavior.

1.6 Student Rating

Competency 2 - Student engages diversity and difference in practice.

2.1 Articulates self-awareness regarding own identity, personal biases, fears and values related to various groups and/or when discussing/planning client work.

2.1 Student Rating

2.2 Employs diversity-sensitive practice skills.

2.2 Student Rating

2.3 Presents self as learner and engages clients and constituencies as experts of their own experiences.s.

2.3 Student Rating

Competency 3 - Student advances human rights and social, economic, and environmental justice.

3.1 Applies principles of social, economic and environmental justice to advocate for human rights at the individual and systems levels.

3.1 Student Rating

3.2 Engages in practices that advance social, economic and environmental justice within the scope of the agency's mission.

3.2 Student Rating

Competency 4 - Student engages in practice-informed research and research-informed practice.

4.1 Applies research findings to inform and improve practice, policy, and service delivery as relevant to placement setting.

4.1 Student Rating

4.2 Implements evidence-based interventions.

4.2 Student Rating

Competency 5 - Student engages in policy practice.

5.1 Identifies social policy at the local, state and federal level that impacts well-being, service delivery and access to social services.

5.1 Student Rating

5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.

5.2 Student Rating

5.3 Advocates for policies relevant to the client population.

5.3 Student Rating

Competency 6 - Student engages with individuals, families, groups, organizations, and communities.

6.1 Applies theory and knowledge (human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks) to engage with clients and constituencies. (Constituencies include individuals, families, groups, organizations and communities.)

6.1 Student Rating

6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

6.2 Student Rating

Competency 7 - Student assesses individuals, families, groups, organizations, and communities.

7.1 Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.

7.1 Student Rating

7.2 Applies theory and knowledge (human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks) in the analysis of assessment data from clients and constituencies.

7.2 Student Rating

7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

7.3 Student Rating

Competency 8: Student intervenes with individuals, families, groups, organizations, and communities.

8.1 Selects appropriate intervention strategies based on the assessment, research, values and preferences of clients and constituencies.

8.1 Student Rating

8.2 Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

8.2 Student Rating

8.3 Use multidisciplinary collaboration as appropriate to support practices.

8.3 Student Rating

8.4 Intervene (negotiate, mediate, and advocate) on behalf of clients and constituents.

8.4 Student Rating

8.5 Facilitates effective transitions and endings that advance mutually agreed-on goals.

8.5 Student Rating

Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

9.1 Selects and uses appropriate methods for evaluation of outcomes.

9.1 Student Rating

9.2 Evaluates (monitors and critically analyses) interventions and outcomes.

9.2 Student Rating

9.3 Applies evaluation findings to improve practice effectiveness.

9.3 Student Rating

Competency 10 - Takes a leadership role during the course of the placement in an effort to further social work values.

10.1 Takes a leadership role during the course of the placement in an effort to further social work values.

10.1 Student Rating

Please list student's specific strength or accomplishments in all areas of competency.

Specific ways student can improve ethical/professional behavior:

Field Instructor overall comments or summary statements:

Please List Semester and Year of this evaluation: Required Fall Spring

Year:

The Field Instructor and Student discussed this evaluation together on (date):

Field Instructor Signature

Clear signature

Date:

Phone:

Field Instructor Email

Student email

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N = 126

Benchmark = 3

MSW I Practice Skills - Spring 2017

Category	Mean	Median	Above Benchmark	Below Benchmark	Missing Data
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. [FI rating]	4.10	4	91%	0%	0%
1.2 Engages in productive problem-solving and appropriate conflict resolution and uses open communication.	4.08	4	90%	1%	0%
1.3 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	4.16	4	92%	0%	0%
1.4 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	4.32	4	95%	0%	0%
1.5 Use technology ethically and appropriately to facilitate practice outcomes.	4.13	4	93%	0%	1%
1.6 Use field instruction/supervision and consultation to guide professional judgment and behavior.	4.22	4	92%	0%	0%
2.1 Articulates self-awareness regarding own identity, personal biases, fears and values related to various groups and/or when discussing/planning client work.	4.12	4	91%	0%	0%
2.2 Employs diversity-sensitive practice skills.	4.09	4	92%	0%	0%
2.3 Presents self as learner and engages clients and constituencies as experts of their own experiences.s.	4.13	4	92%	0%	1%
3.1 Applies principles of social, economic and environmental justice to advocate for human rights at the individual and systems levels.	3.79	4	72%	3%	4%
3.2 Engages in practices that advance social, economic and environmental justice within the scope of the agency's mission.	3.81	4	73%	2%	2%
4.1 Applies research findings to inform and improve practice, policy, and service delivery as relevant to placement setting.	3.73	4	68%	1%	3%
4.2 Implements evidence-based interventions.	3.87	4	79%	2%	1%
5.1 Identifies social policy at the local, state and federal level that impacts well-being, service delivery and access to social services.	3.63	4	58%	3%	4%

5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.	3.70	4	67%	3%	1%
5.3 Advocates for policies relevant to the client population.	3.68	4	61%	5%	6%
6.1 Applies theory and knowledge (human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks) to engage with clients and constituencies. (Constituencies include individuals, families, groups, organizations and communities.)	4.01	4	85%	1%	0%
6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	4.26	4	95%	0%	0%
7.1 Collects and organizes data and applies critical thinking to interpret information from clients and constituencies.	3.89	4	76%	1%	0%
7.2 Applies theory and knowledge (human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks) in the analysis of assessment data from clients and constituencies.	3.85	4	77%	2%	0%
7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	4.01	4	85%	1%	1%
8.1 Selects appropriate intervention strategies based on the assessment, research, values and preferences of clients and constituencies.	3.97	4	88%	1%	1%
8.2 Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	3.92	4	85%	0%	0%
8.3 Use multidisciplinary collaboration as appropriate to support practices.	4.01	4	85%	0%	0%
8.4 Intervene (negotiate, mediate, and advocate) on behalf of clients and constituents.	4.02	4	83%	0%	0%
8.5 Facilitates effective transitions and endings that advance mutually agreed-on goals.	3.90	4	76%	1%	3%
9.1 Selects and uses appropriate methods for evaluation of outcomes.	3.67	4	64%	2%	2%
9.2 Evaluates (monitors and critically analyses) interventions and outcomes.	3.73	4	68%	2%	2%
9.3 Applies evaluation findings to improve practice effectiveness.	3.75	4	67%	1%	5%

10.1 Takes a leadership role during the course of the placement in an effort to further social work values.	3.96	4	75%	2%	1%
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N = 25

Benchmark = 3.5

MSW II Advanced Generalist Practice Skills - Spring 2017

Category	Mean	Median	Above Benchmark	Below Benchmark	Missing Data
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	4.36	4	92%	8%	0%
1.2 Engages in productive problem-solving and appropriate conflict resolution and uses open communication.	4.22	4	84%	16%	0%
1.3 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	4.34	4	92%	8%	0%
1.4 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	4.32	4	92%	8%	0%
1.5 Use technology ethically and appropriately to facilitate practice outcomes.	4.30	4	88%	12%	0%
1.6 Use field instruction/supervision and consultation to guide professional judgment and behavior.	4.38	4	92%	8%	0%
1.7 Demonstrates commitment to continual professional development and life-long learning.	4.38	4	92%	8%	0%
2.1 Articulates self-awareness regarding own identity, personal biases, fears and values related to various groups and/or when discussing/planning client work.	4.28	4	96%	4%	0%
2.2 Communicates understanding the importance of diversity and differences in shaping life experiences. Employs diversity-sensitive practice skills.	4.24	4	92%	8%	0%
2.3 Presents self as learner and engages clients and constituencies (reinforcing the idea that they are the experts of their own experiences).	4.20	4	88%	12%	0%
3.1 Applies principles of social, economic and environmental justice to advocate for human rights at the individual and systems levels.	4.05	4	76%	12%	1%
3.2 Engages in practices that advance social, economic and environmental justice within the scope of the agency's mission.	4.04	4	84%	8%	1%

4.1 Applies research findings to inform and improve practice, policy, and service delivery as relevant to placement setting.	3.76	4	68%	32%	0%
4.2 Implements evidence-based interventions.	4.12	4	96%	4%	0%
5.1 Identifies policy at the local, state and federal level that impacts well-being, service delivery and access to social services.	4.00	4	68%	12%	2%
5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services.	4.05	4	68%	12%	2%
5.3 Advocates for policies relevant to the client population.	4.00	4	60%	16%	3%
6.1 Applies theory and knowledge (human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks) to engage with clients and constituencies. (Constituencies include individuals, families, groups, organizations and communities.)	4.13	4	92%	4%	0%
6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	4.42	4.5	88%	8%	0%
6.3 Establishes rapport quickly, even with ambivalent and highly reluctant clients; elicits and clarifies clients' needs, values and strengths.	4.57	5	92%	0%	1%
7.1 Initiates and completes accurate, in depth biopsychosocial assessment.	4.00	4	80%	12%	1%
7.2 Identifies indicators of all key psychosocial risk and consults appropriately.	4.17	4	84%	8%	1%
7.3 Applies theory and knowledge (human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks) in the analysis of assessment data from clients and constituencies.	4.04	4	84%	12%	0%
7.4 Demonstrate an understanding of DSM5 and is able to consider appropriate differential diagnosis as it relates to relevant client population.	3.90	4	64%	16%	2%
7.5 Creates mutually agreed-on goals based upon the assessment of strengths, needs, and challenges within clients and constituencies.	4.22	4	88%	4%	1%

8.1 Selects appropriate intervention activities, techniques and/or intervention methods that support goal acquisition. Executes activities and interventions consistent with the intervention plan in a thoughtful, sequenced and responsive manner.	4.25	4	88%	8%	0%
8.2 Initiates multidisciplinary collaboration with providers including psychiatrists, nurses, psychologists, lawyers, probation officers, teachers, landlords, caseworkers, employers, etc.	4.09	4	72%	20%	1%
8.3 Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	4.33	4	92%	4%	0%
8.4 Intervene (negotiate, mediate, and advocate) on behalf of clients and constituents.	4.25	4	84%	12%	0%
8.5 Facilitates effective transitions and endings in a timely, smooth and thoughtful manner so as to promote client/project goals.	4.17	4	80%	12%	1%
9.1 Selects and uses appropriate methods for evaluation of outcomes.	3.96	4	84%	12%	0%
9.2 Evaluates (monitors and critically analyses) interventions and outcomes.	3.92	4	80%	16%	0%
9.3 Applies evaluation findings to improve practice effectiveness.	3.92	4	80%	16%	0%
10.1 Proactively identifies opportunities for leadership role that is relevant/beneficial to agency.	3.75	4	64%	32%	0%
10.2 Systematically plans/executes a significant agency activity or service project involving clients, colleagues and/or the community. Consults and uses information from a variety of collaterals, stakeholders, and/or other environmental sources to ensure collaborative nature.	3.96	4	64%	28%	1%

N = 30

Benchmark = 3.5

MSW II Behavioral Health Practice Skills - Spring 2017

Category	Mean	Median	Above Benchmark	Below Benchmark	Missing Data
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. [FI rating]	4.24	4	93%	3%	3%
1.2 Engages in productive problem-solving and appropriate conflict resolution and uses open communication.	4.28	4	93%	3%	3%
1.3 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	4.41	4	93%	3%	3%
1.4 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	4.48	4	97%	0%	3%
1.5 Use technology ethically and appropriately to facilitate practice outcomes.	4.48	5	93%	3%	3%
1.6 Use field instruction/supervision and consultation to guide professional judgment and behavior.	4.52	5	93%	3%	3%
1.7 Demonstrates commitment to continual professional development and life-long learning.	4.55	5	93%	3%	3%
2.1 Articulates self-awareness regarding own identity, personal biases, fears and values related to various groups and/or when discussing/planning client work.	4.21	4	83%	10%	7%
2.2 Communicates understanding the importance of diversity and differences in shaping life experiences. Employs diversity-sensitive practice skills with a particular focus on the mental/behavioral health.	4.21	4	87%	7%	7%
2.3 Presents self as learner when engaging clients and constituencies (reinforcing the idea that they are the experts of their own experiences).	4.29	4	87%	7%	7%
3.1 Applies principles of social, economic, and environmental justice to advocate for human rights at the individual and community mental health system levels.	3.96	4	73%	20%	7%

3.2 Engages in practices that advance social, economic and environmental justice within the scope of the agency's mission.	3.96	4	77%	17%	7%
4.1 Applies research findings to inform and improve practice, policy, and service delivery as relevant to placement setting.	3.86	4	73%	23%	3%
4.2 Provides evidence-supported interventions for common mental health diagnosis and problems.	3.93	4	83%	13%	3%
5.1 Identifies local, state and federal community mental health policies that impact well-being, service delivery, and access to client services.	3.59	4	53%	37%	10%
5.2 Assesses how policies impact the delivery of and access to mental/behavioral health services.	3.62	4	57%	30%	13%
5.3 Advocates for policies relevant to behavior health/mental health.	3.58	4	53%	33%	13%
6.1 Applies behavioral health knowledge, as well as relevant clinical theories related to severe mental illness and recovery (i.e., behavioral change theory, systems theory, etc.) in order to better engage with clients and constituencies.	4.07	4	83%	13%	3%
6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	4.48	5	93%	3%	3%
6.3 Establishes rapport quickly, even with ambivalent and highly reluctant clients; elicits and clarifies clients' needs, values and strengths.	4.48	5	90%	7%	3%
7.1 Collects and organizes factors relevant to behavioral health assessment on biological, cognitive, developmental, psychological, social, cultural, community and spiritual levels.	4.10	4	80%	17%	3%
7.2 Identifies indicators of all key psychosocial risk and consults appropriately.	4.07	4	87%	10%	3%
7.3 Applies behavioral health knowledge, as well as relevant clinical theories related to severe mental illness and recovery (i.e., behavioral change theory, systems theory, etc.) in the analysis of assessment data from clients and constituencies.	3.97	4	83%	13%	3%

7.4 Demonstrate an understanding of DSM5 and is able to consider appropriate differential diagnosis as it relates to relevant client population.	3.83	4	70%	27%	3%
7.5 Creates mutually agreed-on goals based upon the assessment of strengths, needs, and challenges within mental health clients and constituencies.	4.31	4	93%	3%	3%
8.1 Selects appropriate intervention activities, techniques and/or intervention methods that support goal acquisition. Executes activities and interventions consistent with the intervention plan in a thoughtful, sequenced and responsive manner.	4.03	4	87%	10%	3%
8.2 Initiates multidisciplinary collaboration with providers including psychiatrists, nurses, psychologists, lawyers, probation officers, teachers, landlords, caseworkers, employers, etc.	4.21	4	87%	10%	3%
8.3 Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	3.97	4	80%	17%	3%
8.4 Intervene (negotiate, mediate, and advocate) on behalf of clients and constituents.	4.14	4	87%	10%	3%
8.5 Facilitates effective transitions and endings in a timely, smooth and thoughtful manner so as to promote client/project goals.	4.07	4	87%	10%	3%
9.1 Selects and uses appropriate methods for evaluation of outcomes.	3.86	4	73%	23%	3%
9.2 Evaluates (monitors and critically analyses) interventions and outcomes.	3.90	4	73%	23%	3%
9.3 Applies evaluation findings to improve practice effectiveness.	3.93	4	77%	20%	3%
10.1 Proactively identifies opportunities for leadership role that is relevant/beneficial to agency.	3.93	4	73%	23%	3%
10.2 Systematically plans/executes a significant agency activity or service project involving clients, colleagues and/or the community. Consults and uses information from a variety of collaterals, stakeholders, and/or other environmental sources to ensure collaborative nature.	3.74	4	57%	33%	10%

N = 21

Benchmark = 3.5

MSW II Health and Aging Practice Skills - Spring 2017

Category	Mean	Median	Above Benchmark	Below Benchmark	Missing Data
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. [FI rating]	4.10	4	81%	19%	0%
1.2 Engages in productive problem-solving and appropriate conflict resolution and uses open communication.	4.19	4	81%	19%	0%
1.3 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	4.29	4	90%	10%	0%
1.4 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	4.38	4	90%	10%	0%
1.5 Use technology ethically and appropriately to facilitate practice outcomes.	4.29	4	86%	14%	0%
1.6 Use field instruction/supervision and consultation to guide professional judgment and behavior.	4.14	4	81%	19%	0%
1.7 Demonstrates commitment to continual professional development and life-long learning.	4.24	4	81%	19%	0%
2.1 Articulates self-awareness regarding own identity, personal biases, fears and values related to various groups and/or when discussing/planning client work.	4.24	4	81%	19%	0%
2.2 Communicates understanding the importance of diversity and difference. Employs diversity-sensitive practice skills with a focus on health and/or aging.	4.19	4	76%	24%	0%
2.3 Presents self as learner when engaging clients and constituencies (reinforcing the idea that they are the experts of their own experiences).	4.33	4	90%	10%	0%
3.1 Applies principles of social, economic and environmental justice to advocate for human rights that pertain to health and well-being, healthcare, and/or geriatric care.	3.86	4	71%	29%	0%

3.2 Engages in practices that advance social, economic and environmental justice within the scope of the agency's mission.	3.81	4	67%	33%	0%
4.1 Applies research findings to inform and improve practice, policy, and service delivery as relevant to placement setting.	3.76	4	71%	29%	0%
4.2 Provides evidence-supported interventions.	3.81	4	71%	29%	0%
5.1 Identifies healthcare and/or aging policy at the local, state and federal level that impacts well-being, service delivery and access to client services.	3.76	4	71%	29%	0%
5.2 Assesses how policies impact the delivery of and access to healthcare and/or geriatric care.	3.75	4	67%	29%	5%
5.3 Advocates for policies relevant to health, healthcare and/or aging.	3.65	4	67%	29%	5%
6.1 Applies health and/or aging knowledge and relevant theory (behavioral change, systems, attachment, etc.) to engage clients.	4.00	4	76%	24%	0%
6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	4.29	5	76%	24%	0%
6.3 Establishes rapport quickly, even with ambivalent and highly reluctant clients; elicits and clarifies clients' needs, values and strengths.	4.19	4	76%	24%	0%
7.1 Collects and organizes factors relevant to mental health assessment on biological, cognitive, developmental, psychological, social, cultural, community and spiritual levels.	3.95	4	76%	24%	0%
7.2 Identifies indicators of all key psychosocial risk and consults appropriately.	3.90	4	71%	29%	0%
7.3 Applies knowledge (on severe illness/recovery, healthcare, aging, etc.) and theory (behavioral change theory, developmental theory, attachment theory, etc.) in the analysis of assessment data from clients and constituencies.	3.86	4	71%	29%	0%
7.4 Demonstrate an understanding of DSM5 and is able to consider appropriate differential diagnosis as it relates to relevant client population.	3.62	4	52%	48%	0%

7.5 Creates mutually agreed-on goals based upon the assessment of client strengths, needs, and challenges with health care and/or aging.	4.14	4	81%	19%	0%
8.1 Selects appropriate intervention activities, techniques and/or intervention methods that support goal acquisition. Executes activities and interventions consistent with the intervention plan in a thoughtful, sequenced and responsive manner.	3.90	4	81%	19%	0%
8.2 Initiates multidisciplinary collaboration with providers including psychiatrists, nurses, psychologists, lawyers, probation officers, teachers, landlords, caseworkers, employers, etc.	3.95	4	71%	29%	0%
8.3 Implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	3.95	4	76%	24%	0%
8.4 Intervene (negotiate, mediate, and advocate) on behalf of clients and constituents.	4.05	4	76%	24%	0%
8.5 Facilitates effective transitions and endings in a timely, smooth and thoughtful manner so as to promote client/project goals.	4.05	4	81%	19%	0%
9.1 Selects and uses appropriate methods for evaluation of outcomes.	3.70	4	62%	33%	5%
9.2 Evaluates (monitors and critically analyses) interventions and outcomes.	3.65	4	57%	38%	5%
9.3 Applies evaluation findings to improve practice effectiveness.	3.65	4	57%	38%	5%
10.1 Proactively identifies opportunities for leadership role that is relevant/beneficial to agency.	3.81	4	71%	29%	0%
10.2 Systematically plans/executes a significant agency activity or service project involving clients, colleagues and/or the community. Consults and uses information from a variety of collaterals, stakeholders, and/or other environmental sources to ensure collaborative nature.	4.00	4	67%	24%	10%