

MAJOR PROGRAM ASSESSMENT PLAN

Social Work BSW
Social Work Department

Assessment Plan

Student Learning Goals/Objectives	Courses* Resulting in Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures/Criteria/Rubrics of Student Achievement of Goals/Objectives	Timetable
1. Make ethical decisions by applying 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	SWK301, SWK308, SWK422, SWK320, SWK317, SWK419, SWK496, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone assessment and engagement assignments	Spring 2018
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	SWK301, SWK307, SWK308, SWK422, SWK496, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone assessment and engagement assignments	Spring 2018
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	SWK301, SWK308, SWK422, SWK419, SWK496, SWK494	Field practice, paper assignments, oral presentations	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone assessment and engagement assignments	Spring 2018
Student Learning	Courses* Resulting in	Activities Resulting in	Measures/Criteria/Rubrics	Timetable

Goals/Objectives	Outcomes/Goals	Outcomes/Goals	of Student Achievement of Goals/Objectives	
4. Use technology ethically and appropriately to facilitate practice outcomes	SWK422, SWK419, SWK497, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone intervention and evaluation assignments	Spring 2018
5. Use supervision and consultation to guide professional judgment and behavior	SWK320, SWK424, SWK497, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone intervention and evaluation assignments	Spring 2018
6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	SWK307, SWK308, SWK422, SWK496, SWK429, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone policy practice and assessment/engagement assignments	Spring 2018
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences	SWK422, SWK423, SWK496,, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone assessment and engagement assignments	Spring 2018
Student Learning Goals/Objectives	Courses* Resulting in Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures/Criteria/Rubrics of Student Achievement of Goals/Objectives	Timetable

8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	SWK308, SWK422, SWK496, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone assessment and engagement assignments	Spring 2018
9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	SWK301, SWK308, SWK424, SWK429, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone policy practice assignments	Spring 2018
10. Engage in practices that advance social, economic, and environmental justice	SWK301, SWK424, SWK429, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone policy practice assignments	Spring 2018
11. Use practice experience and theory to inform scientific inquiry and research	SWK307, SWK308, SWK317, SWK423, SWK497, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone intervention and evaluation assignments	Spring 2018
Student Learning Goals/Objectives	Courses* Resulting in Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures/Criteria/Rubrics of Student Achievement of Goals/Objectives	Timetable
12. Apply critical thinking to engage in analysis of quantitative and	SWK307, SWK308, SWK320, SWK317, SWK423, SWK497,	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation	Spring 2018

qualitative research methods and research findings	SWK494		AND students demonstrate mastery in Capstone intervention and evaluation assignments	
13. Use and translate research evidence to inform and improve practice, policy, and service delivery	SWK307, SWK320, SWK317, SWK423, SWK424, SWK429, SWK497, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone policy practice and interventions/evaluation assignments	Spring 2018
14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	SWK301, SWK320, SWK317, SWK424, SWK429, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone policy practice assignments	Spring 2018
15. Assess how social welfare and economic policies impact the delivery of and access to social services	SWK301, SWK320, SWK424, SWK429, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone policy practice assignments	Spring 2018
Student Learning Goals/Objectives	Courses* Resulting in Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures/Criteria/Rubrics of Student Achievement of Goals/Objectives	Timetable
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	SWK301, SWK317, SWK424, SWK429, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone policy practice assignments	Spring 2018
17. Apply knowledge of	SWK307, SWK496,	Field practice, paper	Students demonstrate	Spring 2018

human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	SWK494	assignments	mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone assessment and engagement assignments	
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	SWK422, SWK496, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone assessment and engagement assignments	Spring 2018
19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	SWK307, SWK422, SWK317, SWK496, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone assessment and engagement assignments	Spring 2018
Student Learning Goals/Objectives	Courses* Resulting in Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures/Criteria/Rubrics of Student Achievement of Goals/Objectives	Timetable
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from	SWK307, SWK422, SWK496, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone assessment and engagement assignments	Spring 2018

clients and constituencies				
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	SWK307, SWK422, SWK317, SWK423, SWK496, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone assessment and engagement assignments	Spring 2018
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	SWK317, SWK423, SWK497, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone intervention and evaluation assignments	Spring 2018
Student Learning Goals/Objectives	Courses* Resulting in Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures/Criteria/Rubrics of Student Achievement of Goals/Objectives	Timetable
23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	SWK308, SWK422, SWK317, SWK423, SWK497, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone intervention and evaluation assignments	Spring 2018
24. Apply knowledge of human behavior and the social environment, person-in-environment,	SWK423, SWK497, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate	Spring 2018

and other multidisciplinary theoretical frameworks in interventions with clients and constituencies			mastery in Capstone intervention and evaluation assignments	
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	SWK423, SWK497, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone intervention and evaluation assignments	Spring 2018
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	SWK301, SWK422, SWK423, SWK497, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone intervention and evaluation assignments	Spring 2018
Student Learning Goals/Objectives	Courses* Resulting in Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures/Criteria/Rubrics of Student Achievement of Goals/Objectives	Timetable
27. Facilitate effective transitions and endings that advance mutually agreed-on goals	SWK320, SWK423, SWK424, SWK497, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone intervention and evaluation assignments	Spring 2018
28. Select and use appropriate methods for evaluation of outcomes	SWK301, SWK320, SWK317, SWK423, SWK424, SWK429, SWK497, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone policy	Spring 2018

			practice and interventions/evaluation assignments	
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	SWK320, SWK497, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone interventions and evaluation assignments	Spring 2018
Student Learning Goals/Objectives	Courses* Resulting in Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures/Criteria/Rubrics of Student Achievement of Goals/Objectives	Timetable
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes	SWK301, SWK320, SWK317, SWK423, SWK497, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone intervention and evaluation assignments	Spring 2018
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	SWK320, SWK423, SWK419, SWK497, SWK494	Field practice, paper assignments	Students demonstrate mastery in field placement based on field evaluation AND students demonstrate mastery in Capstone intervention and evaluation assignments	Spring 2018

* Course Titles: SWK301: Poverty and Public Policy, SWK307: Human Behavior and the Social Environment I, SWK308: Human Behavior and the Social Environment II, SWK422: Assessment and Engagement, SWK317, Research Methods in Social Work, SWK320: Social Services Organizations,

SWK423: Intervention Methods, SWK424: Groups, SWK419: Social Welfare Policy, SWK493: Field Practicum I, SWK496: Integrative Seminar I (Capstone), SWK429: Policy Practice (Capstone), SWK494: Field Practicum II, SWK497: Integrative Seminar II (Capstone)

Process/procedures for making changes if suggested by assessment results:

The Social Work Department will meet as a group during the semester following assessment to discuss the summary of major program assessment. Based on results of student performance with regard to each goal/objective, the Department will identify strengths and weaknesses in the curriculum. Courses and/or curriculum will be revised is necessary; or, the goals/objectives might be modified.

Social Work Department – Curriculum Map

SLO	220	301	307	308	422	320	317	423	424	419	493	496	429	497	494
	Semester One					Semester Two				Semester Three			Semester Four		
1. Make ethical decisions by applying 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		I		I	I	R	R			R		M			M
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations		I	I	I	I							R, M			M
3. Demonstrate professional demeanor in behavior; appearance; and oral, written,		I		I	I					R		R, M			M

and electronic communication															
4. Use technology ethically and appropriately to facilitate practice outcomes					I					R				M	M
5. Use supervision and consultation to guide professional judgment and behavior						I			I					R, M	M
6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels			I	I	I							R, M	R, M		M
SLO	220	301	307	308	422	320	317	423	424	419	493	496	429	497	494
	Semester One					Semester Two				Semester Three			Semester Four		
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences					I			R				M			M
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies				I	I							R, M			M
9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels		I		I					R				R, M		M
10. Engage in practices that advance social, economic, and		I							R				R, M		M

environmental justice															
11. Use practice experience and theory to inform scientific inquiry and research			I	I			R	R						M	M
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings			I	I		R	R	R						M	M
13. Use and translate research evidence to inform and improve practice, policy, and service delivery			I			R	R	R	R				M	M	M
SLO	220	301	307	308	422	320	317	423	424	419	493	496	429	497	494
	Semester One					Semester Two				Semester Three			Semester Four		
14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services		I				R	R		R				M		M
15. Assess how social welfare and economic policies impact the delivery of and access to social services		I				R	R		R				M		M
16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice		I					R		R				M		M
17. Apply knowledge of human behavior and the social environment, person-in-			I									R, M			M

environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies															
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies					I							R, M			M
19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies			I		I		R					R, M			M
SLO	220	301	307	308	422	320	317	423	424	419	493	496	429	497	494
	Semester One				Semester Two				Semester Three			Semester Four			
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies			I		I							R, M			M
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies			I		I		R	R				M			M
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and							I	I						R, M	M

preferences of clients and constituencies															
23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies				I	I		R	R						M	M
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies								I				R, M		R, M	M
SLO	220	301	307	308	422	320	317	423	424	419	493	496	429	497	494
	Semester One					Semester Two				Semester Three			Semester Four		
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes								I						R, M	M
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies		I				R		R						M	M
27. Facilitate effective transitions and endings that advance mutually agreed-on goals						I		I	I					R, M	M
28. Select and use appropriate methods for evaluation of outcomes		I				R	R	R	R				M	M	M
29. Apply knowledge of human behavior and the social environment, person-in-						R						R, M		R, M	M

environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes															
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes		I				R	R	R						M	M
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels						I		I		R				M	M

SWK496: Audiotaped Critique Rubric Fall 2015

	1 Poor	2 Below average	3 Satisfactory	4 Above average	5 Excellent
PB18. Able to demonstrate the ability to use empathy, reflection, and 5 interpersonal skills to engage a simulated client in a audio taped client interview AND able to articulate the relevant engagement process as it relates to 3 diverse	Unable to demonstrate an ability to use empathy, reflection, or any interpersonal skills to engage a simulated client in a audio taped client interview Unable to identify any diverse client	Able to demonstrate moderately effective ability to use empathy, reflection, and 1 - 2 interpersonal skills to engage a simulated client in a audio taped client interview	Able to demonstrate moderately effective ability to use empathy, reflection, and 2 - 3 interpersonal skills to engage a simulated client in a audio taped client interview AND able to articulate the relevant engagement	Able to demonstrate effective ability to use empathy, reflection, and 3 - 4 interpersonal skills to engage a simulated client in a audio taped interview AND able to articulate the relevant engagement process as it relates to 3 diverse client	Able to demonstrate highly effective ability to use empathy, reflection, and 4 - 5 interpersonal skills to engage a simulated client in a audio taped client interview AND able to articulate the relevant engagement process as it relates to 3 diverse client

client characteristics.	characteristics. Unable to articulate the relevant engagement process as it related any diverse client characteristics	AND able to articulate the relevant engagement process as it relates to 1 diverse client characteristics.	process as it relates to 2 diverse client characteristics.	characteristics.	characteristics.
PB 19. Identify agency document(s) that you can use to collect and organize client data during an interview. Based on the information you obtained from your interview, identify a theoretical model that would be appropriate to use to interpret and organize the client data	Unable to identify any agency documents that can be used to collect and organization client dated during an interview. Unable to incorporate any data obtained during a client interview to identify a theoretical model that would be appropriate to interpret and organize the information collected from the client.	Able to identify one agency documents that can be used to collect and organization client dated during an interview AND minimally incorporate the data obtained from the client interview identify a theoretical model that would be appropriate to be used to interpret and organize information collected from the client	Able to identify a few agency documents that can be used to collect and organization client dated during an interview AND marginally incorporate the data obtained from the client interview identify a theoretical model that would be appropriate to be used to interpret and organize information collected from the client.	Able to identify several agency documents that can be used to collect and organization client dated during an interview AND adequately incorporate the data obtained from the client interview identify a theoretical model that would be appropriate to be used to interpret and organize information collected from the client.	Able to identify many agency documents that can be used to collect and organization client dated during an interview AND thoroughly incorporate the data obtained from the client interview identify a theoretical model that would be appropriate to be used to interpret and organize information collected from the client.

SWK496: Case Analysis Paper Rubric Fall 2015

	1 Poor	2 Below average	3 Satisfactory	4 Above average	5 Excellent
<p>PB6.</p> <p>Able to use an agency client/constituency to create an Eco-Map showing the interactions among the micro, mezzo, and macro level influences.</p> <p>Able to describe one's perception of the unique qualities and attributes of identified</p>	<p>Unable to use an agency client/constituency to create an Eco-Map showing the interactions among the micro, mezzo, and macro level influences.</p> <p>Unable to describe one's perception of the unique qualities</p>	<p>Able to use an agency client/constituency to create an Eco-Map showing the interactions among the micro, mezzo, and macro level influences.</p> <p>Able to describe one's perception of the unique qualities</p>	<p>Able to use an agency client/constituency to create an Eco-Map showing the interactions among the micro, mezzo, and macro level influences.</p> <p>Able to describe one's perception of the unique qualities</p>	<p>Able to use an agency client/constituency to create an Eco-Map showing the interactions among the micro, mezzo, and macro level influences.</p> <p>Able to describe one's perception of the unique qualities</p>	<p>Able to use an agency client/constituency to create an Eco-Map showing the interactions among the micro, mezzo, and macro level influences.</p> <p>Able to describe one's perception of the unique qualities</p>

<p>client/constituency in the micro, mezzo and macro levels.</p> <p>Able to explain the significance of diversity and variance in shaping life experiences in identified agency setting by discussing what each system brings to the client situation, their relationships, and their influence.</p>	<p>and attributes of identified client/constituency in the micro, mezzo and macro levels.</p> <p>Unable to explain the significance of diversity and variance in shaping life experiences in identified agency setting by discussing what each system brings to the client situation, their relationships, and their influence.</p>	<p>and attributes of identified client/constituency in the micro, mezzo and macro levels.</p> <p>Able to marginally explain the significance of diversity and variance in shaping life experiences in identified agency setting by discussing what each system brings to the client situation, their relationships, and their influence.</p>	<p>and attributes of identified client/constituency in the micro, mezzo and macro levels.</p> <p>Able to partially explain the significance of diversity and variance in shaping life experiences in identified agency setting by discussing what each system brings to the client situation, their relationships, and their influence.</p>	<p>and attributes of identified client/constituency in the micro, mezzo and macro levels.</p> <p>Able to substantially explain the significance of diversity and variance in shaping life experiences in identified agency setting by discussing what each system brings to the client situation, their relationships, and their influence.</p>	<p>and attributes of identified client/constituency in the micro, mezzo and macro levels.</p> <p>Able to comprehensively explain the significance of diversity and variance in shaping life experiences in identified agency setting by discussing what each system brings to the client situation, their relationships, and their influence.</p>
<p>PB7.</p> <p>Able to identify three cultural, environmental, or system values that the client/ constituent presents that might be different from one' own.</p> <p>Based on what your</p>	<p>Unable to identify any cultural, environmental, or system values that the client/ constituent presents that might be different from one' own.</p> <p>Based on what your client/ constituent</p>	<p>Able to identify one cultural, environmental, or system values that the client/ constituent presents that might be different from one' own.</p> <p>Based on what your client/ constituent</p>	<p>Able to identify two cultural, environmental, or system values that the client/ constituent presents that might be different from one' own.</p> <p>Based on what your client/ constituent</p>	<p>Able to identify three cultural, environmental, or system values that the client/ constituent presents that might be different from one' own.</p> <p>Based on what your client/ constituent</p>	<p>Able to identify three cultural, environmental, or system values that the client/ constituent presents that might be different from one' own.</p> <p>Based on what your client/ constituent</p>

client/ constituent presents, able to explain the new information you learn about these differences from the client perspective about their experiences.	presents, unable to explain the new information you learn about these differences from the client perspective about their experiences	presents, able to marginally explain the new information you learn about these differences from the client perspective about their experiences	presents, able to partially explain the new information you learn about these differences from the client perspective about their experiences	presents, able to substantially explain the new information you learn about these differences from the client perspective about their experiences	presents, able to comprehensively explain the new information you learn about these differences from the client perspective about their experiences
PB17. Able to develop 10 assessment questions relevant to the client/ constituency situation that are necessary for evaluation using an agency model/ theory/ framework OR a model/ theory/ framework appropriate for the agency.	Unable to develop any assessment questions with any relevancy to the client/ constituency situation that are necessary for evaluation using an agency model/ theory/ framework OR a model/ theory/ framework appropriate for the agency.	Able to develop 1-3 assessment questions marginally relevant to the client/ constituency situation that are necessary for evaluation using an agency model/ theory/ framework OR a model/ theory/ framework appropriate for the agency.	Able to develop 4-6 assessment questions partially relevant to the client/ constituency situation that are necessary for evaluation using an agency model/ theory/ framework OR a model/ theory/ framework appropriate for the agency.	Able to develop 7-9 assessment questions substantially relevant to the client/ constituency situation that are necessary for evaluation using an agency model/ theory/ framework OR a model/ theory/ framework appropriate for the agency.	Able to develop 10 assessment questions highly relevant to the client/ constituency situation that are necessary for evaluation using an agency model/ theory/ framework OR a model/ theory/ framework appropriate for the agency.
PB20. Able to develop relevant assessment questions based on an agency appropriate human behavior or	Unable to develop relevant assessment questions based on an agency appropriate human behavior or related model/ theory/	Able to develop relevant assessment questions based on an agency appropriate human behavior or related model/ theory/	Able to develop relevant assessment questions based on an agency appropriate human behavior or related model/ theory/	Able to develop relevant assessment questions based on an agency appropriate human behavior or related model/ theory/	Able to develop relevant assessment questions based on an agency appropriate human behavior or related model/ theory/

<p>related model/ theory/ framework.</p> <p>Able to appraise and interpret assessment question responses to formulate an overall statement of client/ constituency findings.</p>	<p>framework.</p> <p>Unable to appraise and interpret assessment question responses to formulate an overall statement of client/ constituency findings with any level of accuracy.</p>	<p>framework.</p> <p>Able to appraise and interpret assessment question responses to formulate an overall statement of client/ constituency findings with marginal accuracy.</p>	<p>framework.</p> <p>Able to appraise and interpret assessment question responses to formulate an overall statement of client/ constituency findings with partial accuracy.</p>	<p>framework.</p> <p>Able to appraise and interpret assessment question responses to formulate an overall statement of client/ constituency findings with substantial accuracy.</p>	<p>framework.</p> <p>Able to appraise and interpret assessment question responses to formulate an overall statement of client/ constituency findings with complete accuracy.</p>
<p>PB21.</p> <p>Able to develop assessment- based, value cognizant, and mutually agreed-upon goals and objectives in collaboration with clients/ constituencies.</p>	<p>Unable to develop assessment- based, value cognizant, and mutually agreed-upon goals and objectives in collaboration with clients/ constituencies.</p>	<p>Able to marginally develop assessment- based, value cognizant, and mutually agreed-upon goals and objectives in collaboration with clients/ constituencies.</p>	<p>Able to partially develop assessment- based, value cognizant, and mutually agreed-upon goals and objectives in collaboration with clients/ constituencies.</p>	<p>Able to substantially develop assessment- based, value cognizant, and mutually agreed-upon goals and objectives in collaboration with clients/ constituencies.</p>	<p>Able to comprehensively develop assessment- based, value cognizant, and mutually agreed-upon goals and objectives in collaboration with clients/ constituencies.</p>

SWK496: Ethical Paper Rubric Fall 2015

	1 Poor	2 Below average	3 Satisfactory	4 Above average	5 Excellent
<p>PB 1.</p> <p>Able to integrate appropriate NASW Codes of Ethics, agency policies and regulations, the Lowenberg and Dolgoff ethical decision making tree and special discipline Codes of Ethics to make an appropriate decision in an ethical situation in the field placement agency.</p>	<p>Unable to integrate appropriate NASW Codes of Ethics, agency policies and regulations, the Lowenberg and Dolgoff ethical decision making tree and special discipline Codes of Ethics. Unable to create a professional-based resolution to the</p>	<p>Able to integrate 1 appropriate NASW Codes of Ethics, 1 appropriate agency policies and regulations, appropriately responded to 1-2 Lowenberg and Dolgoff ethical decision making principles and 1 appropriate special discipline Codes of</p>	<p>Able to integrate 3 appropriate NASW Codes of Ethics, 2 appropriate agency policies and regulations, appropriately responded to 3-4 Lowenberg and Dolgoff ethical decision making principles and 2 appropriate special discipline Codes of</p>	<p>Able to integrate 2 appropriate NASW Codes of Ethics, 2 appropriate agency policies and regulations, appropriately responded to 5 -6 Lowenberg and Dolgoff ethical decision making principles and 2 appropriate special discipline Codes of</p>	<p>Able to integrate 3 appropriate NASW Codes of Ethics, 3 appropriate agency policies and regulations, appropriately responded to 7 Lowenberg and Dolgoff ethical decision making principles and 3 appropriate special discipline Codes of</p>

	ethical conflict in the field placement agency.	Ethics to create a professionally-based resolution to the ethical conflict in the field placement agency using a low level of critical thinking in a sparse response.	Ethics to create a professionally-based resolution to the ethical conflict in the field placement agency using some level of critical thinking in a brief response.	Ethics to create a professionally-based resolution to the ethical conflict in the field placement agency using an adequate level of critical thinking in an acceptable response.	Ethics to create a professionally-based resolution to the ethical conflict in the field placement agency using a high level of critical thinking in a thorough and accurate response.
PB 8. Able to identify client/constituency values that are different from your own and apply NASW Cultural Competence in Social Work Practice, Standard 1 to explain how this Standard would guide you to respond to your client/constituency vs. how your personal values would guide you.	Unable to identify constituency values that are different from one's own. Unable to apply the NASW Cultural Competence in Social Work Practice Standard 1 to develop a detailed professional based response to an identified conflict versus personal-valued based response to a client/constituency	Able to use self-awareness to identifying at least 1 constituency values that are different from one's own AND using an some level of critical thinking to apply the NASW Cultural Competence in Social Work Practice Standard 1 to develop a marginal professional based response that includes the influence of personal values to	Able to use self-awareness to identifying at least 1 constituency values that are different from one's own AND using an some level of critical thinking to apply the NASW Cultural Competence in Social Work Practice Standard 1 to develop an appropriate professional based response to the identified conflict versus personal-	Able to use self-awareness to identifying at least 2 constituency values that are different from one's own AND using an adequate level of critical thinking to apply the NASW Cultural Competence in Social Work Practice Standard 1 to develop a detailed professional based response to the identified conflict	Able to use self-awareness to identifying at least 2 constituency values that are different from one's own AND using a high level of critical thinking to apply the NASW Cultural Competence in Social Work Practice Standard 1 to develop a detailed and thorough professionally-based response to the identified conflict versus a personal-

		the identified conflict	valued based response to client/constituency	versus personal-valued based response to client/constituency	valued based response to client/constituency
<p>PB 2.</p> <p>Attending to The NASW Cultural Competence in Social Work Practice, Standard 2 states, "Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people." Able to identify and explain how you would manage personal values and maintain professionalism in the identified ethical situation based on personal values vs. client values (ex: supervision, seminar class, professional development, personal counseling, self-care activities).</p>	<p>Unable to identify at least 2 methods that will be used to manage the conflict between personal values versus client's values to maintain professionalism in the identified ethical situation Unable to explain how these methods will maintain professionalism attending to NASW Cultural Competence in Social Work Practice, Standard 2.</p>	<p>Able to identify at least 1 methods that will be used to manage the conflict between personal values versus client values to maintain professionalism in the identified ethical situation Unable to explain how these methods will maintain professionalism attending to NASW Cultural Competence in Social Work Practice, Standard 2</p>	<p>Able to identify at least 1 methods that will be used to manage the conflict between personal values versus client values to maintain professionalism in the identified ethical situation AND minimally explain how these methods will maintain professionalism attending to NASW Cultural Competence in Social Work Practice, Standard 2</p>	<p>Able to identify at least 2 methods that will be used to manage the conflict between personal values versus client values to maintain professionalism in the identified ethical situation AND explain how these methods will maintain professionalism attending to NASW Cultural Competence in Social Work Practice, Standard 2</p>	<p>Able to identify at least 2 methods that will be used to manage the conflict between personal values versus client values to maintain professionalism in the identified ethical situation AND thoroughly explain how these methods will maintain professionalism attending to NASW Cultural Competence in Social Work Practice, Standard 2.</p>

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SWK496: Professionalism Assignment Rubric Fall 2015

	1 Poor	2 Below average	3 Satisfactory	4 Above average	5 Excellent
<p>PB 3.</p> <p>Able to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication through Field Supervisor assessment using 13 item Rubric for Assessing Professional Development in Field Practicum.</p>	<p>Unable to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication through Field Supervisor assessment using 13 item</p>	<p>Able to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication through Field Supervisor assessment using 13 item Rubric for Assessing</p>	<p>Able to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication through Field Supervisor assessment using 13 item Rubric for Assessing Professional Development in Field Practicum evidenced at a Satisfactory level with</p>	<p>Able to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication through Field Supervisor assessment using 13 item Rubric for Assessing Professional Development in Field Practicum evidenced</p>	<p>Able to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication through Field Supervisor assessment using 13 item Rubric for Assessing Professional Development in Field Practicum evidenced</p>

	Rubric for Assessing Professional Development in Field Practicum evidenced at any level with a total score 25 or lower.	Professional Development in Field Practicum evidenced at a Marginal level with a total score ranging from 26-38.	a total score ranging from 39- 51.	at a Good level with a total score ranging from 52- 59.	at an Outstanding level with a total score ranging from 60- 65.
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SWK 497-Integrative Seminar II-Supervision in your Field Agency

	1 Poor	2 Marginal	3 Satisfactory	4 Good	5 Outstanding
2015 PB 5-Use of supervision and consultation to guide professional judgement and behavior.	Student was not able to identify or discuss anything they would want to work on this semester with supervisor.	Student was able to identify and discuss something to work on this semester with their supervisor.	Student was able to identify and discuss something to work on this semester with their supervisor. Student also discussed one way to apply this work or "new learning" with clients.	Student was able to identify and discuss something to work on this semester with their supervisor. Student also discussed two ways to apply this work or "new learning" with clients.	Student was able to identify and discuss something to work on this semester with their supervisor. Student also discussed three ways to apply this work or "new learning" with clients.

SWK 497-Integrative Seminar II-The Agency Context of Practice

	1 Poor	2 Marginal	3 Satisfactory	4 Good	5 Outstanding
2015 PB 4- NASW/ASWB Standards of Technology and Social Work Practice	Student was not able to identify any examples of NASW/ASWB Standards for Technology use for program effectiveness.	Student was able to identify one example of NASW/ASWB Standards for Technology use for program effectiveness.	Student was able to identify one example of NASW/ASWB Standards for Technology use for program effectiveness. Student was also able to discuss what kind of data is collected and how technology is used to collect data.	Student was able to identify two examples of NASW/ASWB Standards for Technology use for program effectiveness. Student was also able to discuss what kind of data is collected and how technology is used to collect data.	Student was able to identify three examples of NASW/ASWB Standards for Technology use for program effectiveness. Student was also able to discuss what kind of data is collected and how technology is used to collect data.

SWK 497-Integrative Seminar II-Case Analysis Paper

	1 Poor	2 Marginal	3 Satisfactory	4 Good	5 Outstanding
2015 PB 11-Identify appropriate intervention from model/theory chosen based on client assessment.	Student was not able to select an intervention model/theory.	Student was able to identify and intervention model/theory based on the assessment of the client's needs.	Student was able to identify and intervention model/theory based on the assessment of the client's needs. Student also provided one reason to reinforce why the model is being used with the client.	Student was able to identify and intervention model/theory based on the assessment of the client's needs. Student also provided two reasons to reinforce why the model is being used with the client.	Student was able to identify and intervention model/theory based on the assessment of the client's needs. Student also provided three reasons to reinforce why the model is being used with the client.
2015 PB 12-Provide four research sources that support the intervention chosen with this client.	Student was not able to provide any research sources.	Student was able to provide one cited source that was quantitative or qualitative to support the intervention model	Student was able to provide two cited sources that were quantitative or qualitative to support the intervention	Student was able to provide three cited sources that were quantitative or qualitative to support the intervention	Student was able to provide four cited sources, 2 quantitative and 2 qualitative to support the

		being used with client.	model being used with client.	model being used with client.	intervention model being used with client.
2015 PB 24 Identify the model/theory that you will use with client.	An intervention model/theory was not chosen.	Student was able to identify an intervention model/theory to use with client based on the client demographics.	Student was able to identify an intervention model/theory to use with client that does not fit client's presenting issues. The student identified client demographics; comprehensive assessment or direction for intervention/treatment.	Student was able to identify an appropriate intervention model/theory to use with client based on the client demographics; comprehensive assessment or direction for intervention/treatment.	Student was able to identify an appropriate intervention model/theory to use with client based on the client demographics, comprehensive assessment and direction for intervention/treatment.
2015 PB 23/26- Client's action plan.	A plan was not developed to support the client in reaching his/her overall goal.	Student developed 1 measureable and feasible goal and 2 objectives that connected to the client's scenario, and have a low likelihood to achieve the desired outcome.	Student developed 2 measureable and feasible goals and 2 objectives that are connected to the client scenario, and have a lower likelihood to achieve the desired outcome.	Student developed 2 measureable and feasible goals and 3 objectives that are connected to the client scenario, and have a high likelihood to achieve the desired outcome.	Student developed 3 measureable and feasible goals and 3 objectives that are connected to the client scenario, and have a high likelihood to achieve the desired outcome.
2015 PB 27-Follow up support to provide to client for transition.	Student was unable to develop an appropriate plan for transitioning with the case-related client.	Student was able to develop a plan for transitioning, but it was unrelated to the case and not systematic.	Student was able to develop a plan for transitioning with the case related client, but it was not completely appropriate and systematic. One specific example was provided.	Student was able to develop a systematic plan for transitioning with the case-related client, but it was not completely appropriate. Two specific examples were provided.	Student was able to develop an appropriate systematic plan for transitioning with the case-related client. Three specific examples were provided.

SWK 497-Integrative Seminar II-Social Work as a Planned Change

	1 Poor	2 Marginal	3 Satisfactory	4 Good	5 Outstanding
2015 PB 25-Use of inter-professional collaboration to achieve practice outcomes.	Student did not identify use of inter-professional collaboration.	Student identified use of inter-professional collaboration to achieve practice outcomes.	Student identified use of inter-professional collaboration to achieve practice outcomes. Student also provided one specific case example.	Student identified use of inter-professional collaboration to achieve practice outcomes. Student also provided two specific case examples.	Student identified use of inter-professional collaboration to achieve practice outcomes. Student also provided three specific case examples.
2015 PB 28-Methods for evaluation.	Student did not identify any methods to evaluate.	Student identified methods that did not evaluate intervention and program outcomes.	Student identified methods to evaluate intervention and program outcomes by	Student identified methods to evaluate intervention and program	Student identified methods to evaluate intervention and program outcomes by

			providing one concrete example.	outcomes by providing two concrete examples.	providing three concrete examples.
<p>2015 PB 30-Use of evaluation data to improve practice effectiveness at the micro, mezzo, and macro levels.</p> <p>Use correct inferential statistics to show if clients improved on 3 dependent variables</p>	Student did not identify this section	Three of the statistical tests for examining the results were incorrect and did not match the p levels.	Two of the statistical tests for examining the results were incorrect, two results did not match the p levels.	One of the statistical tests for examining the results were incorrect, or one of the results did not match the p level.	I selected the correct statistical tests for examining the results. The results matched the p levels and were interpreted correctly.
<p>2015 PB 31-Use of evaluation data to improve practice effectiveness at micro, mezzo, and macro levels.</p>	Student did not discuss how evaluation data will be used.	Student identified how to use evaluation data to improve practice effectiveness at the micro, mezzo, and macro levels.	Student identified how to use evaluation data to improve practice effectiveness at the micro, mezzo, and macro levels. Student also gave one recommendation improve practice effectiveness in the agency.	Student identified how to use evaluation data to improve practice effectiveness at the micro, mezzo, and macro levels. Student also gave two recommendations improve practice effectiveness in the agency.	Student identified how to use evaluation data to improve practice effectiveness at the micro, mezzo, and macro levels. Student also gave three recommendations improve practice effectiveness in the agency.

429 Policy Practice: Discussion Board Assignment 1

	1 Poor	2 Marginal	3 Satisfactory	4 Good	5 Outstanding
<p>2015 PB 9 Able to identify areas for case, class, and cause levels of advocacy in which to promote human rights at the individual and system levels as related to a client system's lack of social, economic, and/or environmental justice.</p>	<p>Unable to identify areas for case, class, and cause levels of advocacy in which to promote human rights at the individual and system levels and relate these efforts to a client system's lack of social, economic, and/or environmental justice with any accuracy.</p>	<p>Able to marginally identify areas for case, class, and cause levels of advocacy in which to promote human rights at the individual and system levels and relate these efforts to a client system's lack of social, economic, and/or environmental justice with minimal accuracy.</p>	<p>Able to adequately identify areas for case, class, and cause levels of advocacy in which to promote human rights at the individual and system levels and relate these efforts to a client system's lack of social, economic, and/or environmental justice with partial accuracy.</p>	<p>Able to substantively identify areas for case, class, and cause levels of advocacy in which to promote human rights at the individual and system levels and relate these efforts to a client system's lack of social, economic, and/or environmental justice with substantial accuracy.</p>	<p>Able to thoroughly and comprehensively identify areas for case, class, and cause levels of advocacy in which to promote human rights at the individual and system levels and relate these efforts to a client system's lack of social, economic, and/or environmental justice with complete accuracy.</p>

429 Policy Practice: Discussion Board Assignment 2

	1 Poor	2 Marginal	3 Satisfactory	4 Good	5 Outstanding
<p>2015 PB 6 Able to identify how case, class, and cause levels of advocacy intersect with diversity by describing how the individual client, group of clients, and the macro cause itself might be impacted by: oppression, marginalization, alienation, privilege, or power.</p>	<p>Unable to identify how case, class, and cause levels of advocacy intersect with diversity by describing how the individual client, group of clients, and the macro cause itself might be impacted by: oppression, marginalization, alienation, privilege, or power with any level of completeness or accuracy.</p>	<p>Able to marginally and with minimal precision identify how case, class, and cause levels of advocacy intersect with diversity by describing how the individual client, group of clients, and the macro cause itself might be impacted by: oppression, marginalization, alienation, privilege, or power.</p>	<p>Able to partially and with moderate precision identify how case, class, and cause levels of advocacy intersect with diversity by describing how the individual client, group of clients, and the macro cause itself might be impacted by: oppression, marginalization, alienation, privilege, or power.</p>	<p>Able to substantially and with sufficient precision identify how case, class, and cause levels of advocacy intersect with diversity by describing how the individual client, group of clients, and the macro cause itself might be impacted by: oppression, marginalization, alienation, privilege, or power.</p>	<p>Able to comprehensively and accurately identify how case, class, and cause levels of advocacy intersect with diversity by describing how the individual client, group of clients, and the macro cause itself might be impacted by: oppression, marginalization, alienation, privilege, or power.</p>

429 Policy Practice: Discussion Board Assignment 3

	1 Poor	2 Marginal	3 Satisfactory	4 Good	5 Outstanding
<p>2015 PB 10 Use identified area for cause advocacy to assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one macro level policy change recommendation that is described and supported in relation to an empirically-based research article.</p>	<p>Unable to use identified area for cause advocacy to assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one macro level policy change recommendation that is described and applied in relation to an empirically-based</p>	<p>Use identified area for cause advocacy to marginally assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one marginally appropriate macro level policy change recommendation that is marginally described and accurately applied in relation to an</p>	<p>Use identified area for cause advocacy to adequately assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one adequately appropriate macro level policy change recommendation that is adequately described and accurately applied in</p>	<p>Use identified area for cause advocacy to substantially assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one substantially appropriate macro level policy change recommendation that is substantially</p>	<p>Use identified area for cause advocacy to comprehensively assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one completely appropriate macro level policy change recommendation that is completely described and</p>

	research article.	empirically-based research article.	relation to an empirically-based research article.	described and accurately applied in relation to an empirically-based research article.	accurately applied in relation to an empirically-based research article.
2015 PB 13 Use identified area for cause advocacy to assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one macro level policy change recommendation that is described and supported in relation to an empirically-based research article.	Unable to use identified area for cause advocacy to assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one macro level policy change recommendation that is described and applied in relation to an empirically-based research article.	Use identified area for cause advocacy to marginally assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one marginally appropriate macro level policy change recommendation that is marginally described and accurately applied in relation to an empirically-based research article.	Use identified area for cause advocacy to adequately assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one adequately appropriate macro level policy change recommendation that is adequately described and accurately applied in relation to an empirically-based research article.	Use identified area for cause advocacy to substantially assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one substantially appropriate macro level policy change recommendation that is substantially described and accurately applied in relation to an empirically-based research article.	Use identified area for cause advocacy to comprehensively assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one completely appropriate macro level policy change recommendation that is completely described and accurately applied in relation to an empirically-based research article.
2015 PB 16 Use identified area for cause advocacy to assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one macro level policy change	Unable to use identified area for cause advocacy to assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one	Use identified area for cause advocacy to marginally assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one marginally appropriate macro	Use identified area for cause advocacy to adequately assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one adequately	Use identified area for cause advocacy to substantially assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR	Use identified area for cause advocacy to comprehensively assess how this social problem fails to meet an aspect of social, economic, and/or environmental justice by citing a specific related Article of the UDHR and making one

recommendation that is described and supported in relation to an empirically-based research article.	macro level policy change recommendation that is described and applied in relation to an empirically-based research article.	level policy change recommendation that is marginally described and accurately applied in relation to an empirically-based research article.	appropriate macro level policy change recommendation that is adequately described and accurately applied in relation to an empirically-based research article.	and making one substantially appropriate macro level policy change recommendation that is substantially described and accurately applied in relation to an empirically-based research article.	completely appropriate macro level policy change recommendation that is completely described and accurately applied in relation to an empirically-based research article.
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429 Policy Practice: Discussion Board Assignment 4

	1 Poor	2 Marginal	3 Satisfactory	4 Good	5 Outstanding
2015 PB 14 Able to identify, cite, describe, and connect the relationships between an agency policy, a related state policy, and related federal policy/law that impacts the well-being, service delivery, and access to social services for a population with whom one works in their Field Placement.	Unable to identify, cite, describe, and connect the relationships between an agency policy, a related state policy, and related federal policy/law that impacts the well-being, service delivery, and access to social services for a population with whom one works in their Field Placement at any level of completeness or	Able to minimally and with marginal accuracy: identify, cite, describe, and connect the relationships between an agency policy, a related state policy, and related federal policy/law that impacts the well-being, service delivery, and access to social services for a population with whom one works in their Field Placement.	Able to adequately and with partial accuracy: identify, cite, describe, and connect the relationships between an agency policy, a related state policy, and related federal policy/law that impacts the well-being, service delivery, and access to social services for a population with whom one works in their Field Placement.	Able to substantially and with sufficient accuracy: identify, cite, describe, and connect the relationships between an agency policy, a related state policy, and related federal policy/law that impacts the well-being, service delivery, and access to social services for a population with whom one works in their Field Placement.	Able to comprehensively and with complete accuracy: identify, cite, describe, and connect the relationships between an agency policy, a related state policy, and related federal policy/law that impacts the well-being, service delivery, and access to social services for a population with whom one works in

	accuracy.				their Field Placement.
2015 PB 15 Able to identify, cite, describe, and connect the relationships between an agency policy, a related state policy, and related federal policy/law that impacts the well-being, service delivery, and access to social services for a population with whom one works in their Field Placement.	Unable to identify, cite, describe, and connect the relationships between an agency policy, a related state policy, and related federal policy/law that impacts the well-being, service delivery, and access to social services for a population with whom one works in their Field Placement at any level of completeness or accuracy.	Able to minimally and with marginal accuracy: identify, cite, describe, and connect the relationships between an agency policy, a related state policy, and related federal policy/law that impacts the well-being, service delivery, and access to social services for a population with whom one works in their Field Placement.	Able to adequately and with partial accuracy: identify, cite, describe, and connect the relationships between an agency policy, a related state policy, and related federal policy/law that impacts the well-being, service delivery, and access to social services for a population with whom one works in their Field Placement.	Able to substantially and with sufficient accuracy: identify, cite, describe, and connect the relationships between an agency policy, a related state policy, and related federal policy/law that impacts the well-being, service delivery, and access to social services for a population with whom one works in their Field Placement.	Able to comprehensively and with complete accuracy: identify, cite, describe, and connect the relationships between an agency policy, a related state policy, and related federal policy/law that impacts the well-being, service delivery, and access to social services for a population with whom one works in their Field Placement.

429 Policy Practice: Proposal Writing Presentation

	1 Poor	2 Marginal	3 Satisfactory	4 Good	5 Outstanding
<p>2015 PB 28</p> <p>Able to choose, describe, and provide a rationale for use of appropriate methods to systematically evaluate program and client level outcomes.</p>	<p>Unable to choose, describe, and provide a rationale for use of appropriate methods to systematically evaluate program and client level outcomes at any level of completeness or accuracy.</p>	<p>Able to minimally and with marginal accuracy: choose, describe, and provide a rationale for use of appropriate methods to systematically evaluate program and client level outcomes.</p>	<p>Able to adequately and with partial accuracy: choose, describe, and provide a rationale for use of appropriate methods to systematically evaluate program and client level outcomes.</p>	<p>Able to substantially and with sufficient accuracy: choose, describe, and provide a rationale for use of appropriate methods to systematically evaluate program and client level outcomes.</p>	<p>Able to comprehensively and with complete accuracy: choose, describe, and provide a rationale for use of appropriate methods to systematically evaluate program and client level outcomes.</p>

Competency 1: Demonstrate ethical and professional behavior.		1=Poor 2=Marginal 3=Satisfactory 4=Good 5=Outstanding
1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant to laws and regulations, models for ethical decision making, and additional code of ethics as appropriate to context.		1 2 3 4 5
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.		1 2 3 4 5
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.		1 2 3 4 5
4. Use technology ethically and appropriately to facilitate outcomes.		1 2 3 4 5
5. Use of supervision and consultation to guide professional judgment and behavior.		1 2 3 4 5
Completed tasks/assignments:		
Competency 2: Engage diversity and difference in practice.		
6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.		1 2 3 4 5
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.		1 2 3 4 5
<p>This evaluation is intended to give the intern feedback about his/her performance. The standard by which an intern is to be compared is that of an entry-level generalist social worker. The ten competencies that are specified in this evaluation form are those established by the Council on Social Work Education, our national accrediting organization. Under each objective statement are several items you are asked to rate according to the following criteria:</p> <p style="text-align: center;">1=Poor 2=Marginal 3=Satisfactory 4=Good 5=Outstanding</p>		
Competency 3: Advance human rights and social and economic justice.		
9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.		1 2 3 4 5
10. Engage in practices that advance social, economic, and environmental justice.		1 2 3 4 5
Completed tasks/assignments:		

Competency 4: Engage in practice informed research and research informed practice.		1=Poor 2=Marginal 3=Satisfactory 4=Good 5=Outstanding
11. Use practice experience to inform scientific inquiry and research		1 2 3 4 5