

STUDENT OUTCOMES ASSESSMENT PLAN (SOAP)

I. Mission Statement

The mission of the Master of Social Work degree program in the Department of Social Work Education at California State University, Fresno is to educate social workers for advanced practice to provide social welfare services and leadership in the diverse San Joaquin Valley. Rooted in the values and ethics of the social work profession, graduates have competence and expertise to work from a multi systems perspective with individuals, families, groups, and communities in a variety of public, nonprofit and private settings in this socially and culturally diverse region with a focus on diversity, empowerment, and social justice.

II. Goals and Student Learning Outcomes

- A. Goal – To acquire skills in social work, which integrates course content in practice, policy, research, and human behavior into field experiences using a multi systems framework.
1. Outcome Objective: Identify as a professional social worker and conduct oneself accordingly.
 - a. Student Learning Outcome: Demonstrate professional use of self in specific multi systems level interventions (SWRK 283 – Professional Use of Self).
 2. Outcome Objective: Apply social work ethical principles to guide professional practice.
 - a. Student Learning Outcome: Employ strategies of ethical decision-making to multi systems practice and research (SWRK 282 – Ethical Dilemma).
 3. Outcome Objective: Apply critical thinking to inform and communicate professional judgments.
 - a. Student Learning Outcome: Complete comprehensive assessments using a multi systems perspective (SWRK 224 – Advanced Culturally Relevant Practice to a Case Study)
 4. Outcome Objective: Engage in research-informed practice and practice-informed research.
 - a. Student Learning Outcome: Use advanced practice experiences to inform research at multi system levels (SWRK 298/299 – Research Completion).
 5. Outcome Objective: Apply knowledge of human behavior and the social environment.
 - a. Student Learning Outcome: Synthesize and differentially apply theories of human behavior and the social environment to guide practice at multi systems levels (SWRK 282 – Theoretical Framework)
 6. Outcome Objective: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
 - a. Student Learning Outcome: Apply current models of advanced policy practice to micro and macro assessments, prevention and intervention (SWRK 247 – Community Needs Assessment).

- 7. Outcome Objective: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
 - a. Student Learning Outcome: Demonstrate effective engagement with consumers/stakeholders at multi system levels utilizing advanced strengths based approaches (SWRK 283 – Process Recording)
 - b. Student Learning Outcome: Demonstrate the ability to systematically assemble and interpret assessment tools (SWRK 225 – Advanced Group Lab Analysis).
 - c. Student Learning Outcome: Identify and critically evaluate, select, and apply best practices and evidence-based interventions at multi systems levels (SWRK 282 Advanced Practice Approaches).
 - d. Student Learning Outcome: Identify, critically evaluate, select and apply methods for evaluation or practice (SWRK 282 – Evaluation of Independent Practice)

- B. Goal – To prepare autonomous social work practitioners to work from a multi systems perspective with increasingly culturally, racially, socially and gender diverse communities.
 - 1. Outcome Objective: Engage diversity and difference in practice.
 - a. Student Learning Outcomes – Demonstrate depth in critical analysis of the intersectionality of diversity factors (SWRK 227 – Advanced Multisystem Assessment of a Couple using a Vignette Case Study).
 - 2. Outcome Objective: Respond to contexts that shape practice.
 - a. Student Learning Objective – Recognize and assess the context for practice and intervene based on identified socioeconomic, cultural, and technological changes that impact multi systems practice (SWRK 246 – Organizational Assessment).

- C. Goal – To prepare autonomous social work practitioners to advocate for an inclusive and just society.
 - 1. Outcome Objective: Advance human rights and social and economic justice.
 - a. Student Learning Outcomes – Apply knowledge of intersectionality of oppression to guide intervention at multi systems levels (SWRK 246 – Organizational Assessment)

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

See Table 1 for Curriculum Map

The primary goal of the graduate program is to prepare master’s-level students for an advanced generalist social work practice in public and private agencies. The curriculum prepares students for this experience by building on a Bachelor’s Degree from a variety of fields. This is especially important when working with vulnerable, oppressed and impoverished populations in Central California, whose circumstances are heavily influenced by sociopolitical and economic circumstances.

Students must complete all of the following courses for a total of 60 units.

SOCIAL WORK MAJOR REQUIREMENTS

60 Units

Fall

Spring

First Year

SWRK 200 Social Welfare Policy I	SWRK 203 Social Welfare Policy II
SWRK 212 Human Behavior/Social Environment: A Multisystems Approach	SWRK213 Human Behavior / Social Environment – Cultural Diversity and Oppression
SWRK 220 Seminar in Foundations for Social Work Practice I	SWRK 221 Seminar in Foundations for Social Work Practice II
SWRK 260 Quantitative Social Work Research	SWRK 261 Qualitative Social Work Research
SWRK 280 Foundation Field Instructed Practice I	SWRK 281 Foundation Field Instructed Practice II

Fall	Spring
SECOND YEAR	
SWRK 224 Seminar in Advanced Practice with Individuals	SWRK 227 Seminar in Advanced Practice with Couples and Families
SWRK 225 Seminar in Advanced Social Work Practice with Task and Treatment Groups	SWRK 247 Seminar in Advanced Practice with Communities
SWRK 246 Seminar in Advanced Practice with Formal Organizations	SWRK 298/299 Project / Thesis
SWRK 292 Seminar in Project / Thesis	SWRK 283 Advanced Field Instructed Practice II
SWRK 282 Advanced Field Instructed Practice I	Elective
Elective	

IV. Assessment Methods

A. Direct Measures

1. Standard Assignment – SWRK 224 (Advanced Culturally Relevant Practice to a Case Study – Attachment A). 90% of students must score a minimum of 3.0 on a scale of 0-4.0
2. Standard Assignment – SWRK 225 (Advanced Group Lab Analysis – Attachment B). 90% of students must score a minimum of 3.0 on a scale of 0-4.0
3. Standard Assignment – SWRK 227 (Advanced Multisystem Assessment of a Couple using a Vignette Case Study – Attachment C). 90% of students must score a minimum of 3.0 on a scale of 0-4.0.
4. Standard Assignment – SWRK 246 (Organizational Assessment – Attachment D). 90% of students must score a minimum of 3.0 on a scale of 0-4.0.
5. Standard Assignment – SWRK 247 (Community Needs Assessment – Attachment E). 90% of students must score a minimum of 3.0 on a scale of 0-4.0.
6. Standard Assignment – SWRK 298/299 (Research Completion – Attachment F). 90% of students must score a minimum of 3.0 on a scale of 0-4.0
7. Standard Learning Experience – SWRK 282 (Ethical Dilemma; Theoretical Framework; Advanced Practice Approaches; Evaluation of Practice – Attachment G). 90% of students must score a minimum of 3 on a scale of 1-5.
8. Standard Learning Experience – SWRK 283 (Professional Use of Self; Process Recording – Attachment H). 90% of students must score a minimum of 3 on a scale of 1-5.

B. Indirect Measures

1. Alumni Survey – An Alumni Survey is completed by the Department of Social Work Education every three years (Attachment I – questions are identical to Employer/Supervisor survey).
2. Employer/Supervisor Survey – An Employer/Supervisor Survey is completed by the Department every three years (Attachment I – questions are identical to Alumni Survey).
3. End of Year Student Survey – Students are asked about their perceptions of the program, as a whole, at the close of their 2nd year (Attachment J).

V. Student Learning Outcomes X Assessment Methods Matrix

See Table 2 for Assessment Methods Matrix

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

Every Year (2013-2014, 2014-2015, etc.)

Standard Assignment – SWRK 224

Standard Assignment – SWRK 225

Standard Assignment – SWRK 227

Standard Assignment – SWRK 246

Standard Assignment – SWRK 247

Standard Assignment – SWRK 298/299

Standard Learning Experience – SWRK 282

Standard Learning Experience – SWRK 283

End of Year Student Survey

Every 3 Years (2012-2013; 2015-2016; 2018-2019, etc.)

Alumni Survey

Employer/Supervisor Survey

VII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

At the end of each Academic Year an MSW Program Assessment is completed by the Assessment Coordinator regarding the above activities. This report is reviewed by the DSWE Faculty who will carefully consider the data and provide insight into the strengths and weakness of student performance. Based on this process of careful consideration, appropriate action will be taken. These changes are included in the Provost Annual Report.

Table 1: Curriculum Map

Matrix of MSW Social Work Courses X Learning Outcomes

Learning Outcomes	Social Work Courses																		
	200	212	220	260	280	203	213	221	261	281	224	225	246	292	282	227	247	298/ 299	283
A.1.a	I		I		I			R/ A		R	R/ A	R/ A	R/ A	R/ A	R/ A	R/ A	R/ A	A	A
A.2.a	I				I					R					R/ A				A
A.3.a	I		I	I	I	R	R	R	I	R	R/ A	R/ A		R/ A	R/ A	R/ A		A	A
A.4.a				I	I				I	R	R/ A	R/ A	R/ A	R/ A	R/ A	R/ A	R/ A	A	A
A.5.a.						I	R							R	A			A	A
A.6.a.	I					R							R/ A				R/ A		
A.7.a	I	I	I		I	R	R			R	R		R/ A		R/ A		R/ A		A
A.7.b.	I		I		I	R		R		R	R/ A	R/ A	R/ A	R/ A	R/ A	R/ A	R/ A	A	A
A.7.c.		I	I		I		I/R	R	I/R	R	R/ A	R/ A		R/ A	R/ A	R/ A		A	A
A.7.d.			I	I		R			I		R		R/ A	R/ A			R/ A	A	
B.1.a.		I					I/R						R/ A	R/ A		A		A	A
B.2.a.	I	I					I/R						R/ A	R/ A				A	A
C.1.a.	I	I					I/R						R/ A	R/ A				A	A

I-Introduced; R-Reinforced; A-Advanced

Table 2: Assessment Methods Matrix

Matrix of Student Learning Outcomes X Assessment Methods

<i>Learning Outcomes</i>	Standard Assignment (SWRK 224)	Standard Assignment (SWRK 225)	Standard Assignment (SWRK 227)	Standard Learning Assignment (SWRK 246)	Standard Assignment (SWRK 247)	Standard Assignment (SWRK 298/299)	Standard Learning Experience (SWRK 282,283)	Student Survey	Alumni Survey	Employer/Supervisor Survey
A.1.a.							X	X	X	X
A.2.a.							X	X		
A.3.a.	X							X	X	X
A.4.a						X		X	X	X
A.5.a.							X	X		
A.6.a.					X			X		
A.7.a.							X	X	X	X
A.7.b.		X						X	X	X
A.7.c.							X	X		
A.7.d.							X	X		
B.1.a.			X							
B.2.a.				X						
C.1.a.				X						

Final Paper: Advanced Culturally Relevant Practice to a Case Study

COMMON ASSIGNMENT

This is an individual assignment. It is to be completed and returned by **Tuesday, November (December) 5th** at our regular class meeting, 6:00 PM. Please provide me with a hard copy, as I am unable to provide downloading of your papers for this project. You may use any of the class materials made available during the semester. *Please include this original material, assignment and vignette with your paper upon submission. Your paper will not be accepted without it!*

This assignment has *six components* with the case vignette as the central clinical case for reference for each of the components. Your paper should be organized in the APA format.

The first part of the assignment is for you to provide a *five part differential diagnosis* (diagnosis using the DSM-5; and descriptive narratives of psychosocial challenges) of the case vignette. In this part, demonstrate evidence of your critical thinking by showing which diagnoses you would exclude or include and the rationale of your exclusion or inclusion. . Identify your initial thoughts, feelings, intuitions about this case. What value differences, if any, do you see as potentially problematic for you? Identify any countertransference issues that you foresee.

The second part of the assignment is to provide a *mental status exam* of the clinical material in the case and include any ego functions and defense mechanisms you that you observe. You may use the Mini-exam format. For each of the sections, correctly identify the functions that section is assessing. (i.e., Attention and Calculation: Identify the cognitive functions this is measuring; do not just state "attention and calculation.")

The third part is to develop a complete a *competency based assessment* that builds upon your DSM-5 diagnosis. Identify the environmental, cultural and social supports that cause, exacerbate, maintain or reduce symptoms, and identify observable strengths. Think of the biopsychosocial framework in our readings on this topic

2.1.3, PB 1 (Assessment); 2.1.4, PB2 (Culturally congruent services)

The fourth part is to provide the *a theoretical approach* to your work with this person and how this theory informs your practice approach. Add supporting research that validates your theoretical selection and discuss the basis of your selecting this approach. If you use the one you used on your mid-term paper, add to it, do not just cut and paste! **2.1.7, PB 1 (Theoretical framework)**

The fifth part of the paper is to provide *four goals or outcomes that you and this client hope to attain; clearly state six SMART objectives* that you will use in your efforts to move toward these goals with this client. Think of this as your treatment plan and identify *eight to ten practice behaviors, techniques, and interventions that you will use*. These 8-10 examples should indicate evidence of new learning you experienced during this semester. (e.g., self-efficacy, systematic desensitization, relaxation training, cognitive behavioral intervention, miracle question, etc.) Describe how you will evaluate these outcomes using a scale. **2.1.10d, PB1 (Evaluation)**

The sixth part requires you to respond to the four questions at the end of the vignette. Consider ethical considerations, your rationale for your decision making and critical thinking. Each question is worth five points for a total of 20 points.

Common Assignment Description

Final Paper/Group Lab

Answer the following in relation to your class Group Lab.

1. Group Facilitation Skills (30 Points)

- a) Define confrontation and how you have used this intervention/skill/interaction as a facilitator and as a member in the group lab. Be specific and provide brief examples of your feelings, behaviors, and impressions of each role. Identify and discuss personal concerns that you may have in utilizing this intervention, and address how you plan to further develop effectiveness in using this skill.
- b) Define “use of self” and describe how you utilized “use of self” as a facilitator, or how you could have. Provide an example, be specific in describing the situation and your, real or proposed, intervention.
- c) Identify the tasks of termination. Discuss termination issues that have arisen and how they have been dealt with or avoided. **2.1.1, PB2 (Use of Self, Strengths & limitations)**

2. Phases of Group Development in the Group Training Lab (10 Points)

Define the stages in Garland, Jones, and Kolodny Model and relate these to your lab group phases of group development, (Zastrow, 2006*, pp.14-15). Chronicle the actual behavior of your group. Did you observe stages similar to the Garland et al. model in your group? If not, what were the differences? **2.1.10c, PB1, complete multi-dimensional assessments**

3. Diversity Issues in the Group Training Lab: Ethnic, Gender, Sexual Orientation, Disability, Social Class composition (10 points).

- a) Identify the members of the group by ethnicity, gender, and other significant social identity characteristics.
- b) How did these factors or other diversity issues such as phenotype, disability, gay/lesbian/bisexual/transgendered orientation; class, religious affiliation, affect the dynamics of the group? Provide at least 2 specific examples. **2.1.10c, PB1, complete multi-dimensional assessments**

4. Co-leader Observation in the Group Lab (10 Points)

Respond to the following in relation to the session(s) that you were a co-leader:

- a) Select one meeting and apply the “Chart for Recording the Frequency of Group Interaction” (Figure 8.3, Toseland & Rivas, p. 251) to a specific discussion during one of the sessions that you co-led. Identify the topic of discussion. Was this frequency of interaction typical or atypical for members?
- b) Draft a sociogram of the group (Figure 8.4, Toseland & Rivas, p. 253) to present the patterns of member interactions (e.g., attraction or lack of with one another). Refer to at least 2 of the 10 observational measures (e.g., participation, influence, styles of influence). Include a legend that changes “repulsion” to “dislike.” **2.1.10c, PB1 (Demonstrate advanced approaches and document)**

5. Describe your co-leader interventions and facilitation in relation to the Group's Stage interventions, group response and co-leader dynamics (30 Points)

Consider the stage the group was in and the related group development tasks and dynamics during your co-leader experience:

- a) Identify the stage, tasks and dynamics and how you addressed them as the co-leader. What techniques and skills did you use in relation to the group stage? Be specific. What skills did you use that were effective? What were your strengths as a co-leader?
- b) Describe group responsiveness to your interactions and interventions with the group. How did the group members respond in the session? How well did the group meet its goal of being responsive to members' interpersonal interactions and needs?
- c) What unfinished business, if any did you observe that you addressed or would have liked to have addressed, for example from the prior session?

6. In relation to your co-leader experience and dynamics (10 Points):

- a) What were your interactions and facilitation interventions like with your co-leader? How well did you work together? What would you have done differently?
- b) Co-leaders planning and debriefing discussions: What issues came up? What type of feedback did you give and receive? Were there any surprises, if so what were they?
- c) How would you prepare for and conduct co-leading a group in the future?

Note: Include 2-3 reference from other texts and/or social work journals other than your texts. For example: Zastrow, C. (2006). *Social work with groups: A comprehensive workbook*. (6thed.). Belmont, CA: Thomson Brooks/Cole.

Advanced Multisystem Assessment of a Couple Using a Vignette Case Study

COMMON ASSIGNMENT

You may use any of your class notes, readings, material from other classes, class handouts, or other references when formulating your answers, but make sure that your thinking comes through in your presentation. Read the following vignette and answer ALL the questions. Cite your sources; edit your work carefully; use APA format and consult references.

The Honeymoon is Over: The Story of Eduardo and Marie

Eduardo and Marie have been married seven years. Eduardo is a police officer, trained for the SWAT team, and specializing in difficult, challenging assignments. Marie is a secretary, working for the City of Fresno. She and Eduardo met at a bar when Marie was 25 and Eduardo was 35. They were strongly attracted to each other from the start. Eduardo felt Marie was the most beautiful, the sexiest, and most fascinating woman he'd ever met; and Marie, who had a childhood history of sexual abuse by a stepfather, felt safe and protected by this strong police officer who adored her. Eduardo has been married once before; he is divorced and *had* two children, ages 5 and 7 *when he married Marie, they are now 12 and 14* and are with him every other weekend. Eduardo's relationship with his ex-wife is now cooperative after many stormy years, both before and after their divorce. Eduardo had abused alcohol and become verbally and occasionally physically abusive in his first marriage. He feels he was too immature for marriage at the time and felt that he had learned from his past mistakes when he married Marie. Eduardo was raised as a Roman Catholic; his mother attended mass regularly, but his father avoided church. Marie's family attended a Pentecostal church.

Marie's parents emigrated to the U.S. from Mexico and are undocumented. Marie is estranged from her parents because they fear that her police officer husband will report them to immigration officials. Consequently, Marie has very little support from her family. Other members of the family are willing to provide support, however, many of these relatives live in Mexico, and are in touch with her infrequently. Communication is often limited to phone calls and letters due to difficulties related to crossing the border.

When they were first married, Eduardo and Marie agreed not to have children. Eduardo felt it had taken him a long time to become a better father to his son and daughter from his first marriage, and he didn't want the additional responsibility of more children; he had grown up in a family characterized by domestic violence and alcoholism. Marie doubted her ability to be a good enough mother, fearing possible negative effects of her childhood on any children she might have. However, after several years of marriage, Marie changed her mind and began wanting children with Eduardo. She broached the subject tentatively to Eduardo. He became angry and agitated, experiencing her change of mind as a betrayal of an agreement they had made. During the past two years, the couple has had increasingly heated arguments about the issue. Marie usually brings up the subject, sometimes tentatively, at other times in the midst of tears and recriminations, accusing Eduardo of not loving her. For awhile, Marie will then avoid the issue, with the result that she feels estranged from Eduardo. The couple has become more emotionally distant; whereas they used to enjoy dancing, outings with friends, and vacations, they have begun pursuing more activities separately. Formerly attached to Eduardo's children and attentive to them during their visits, Marie finds herself increasingly impatient and irritated with them.

Without acknowledging responsibility, Marie recently ran out of her birth control pills, and "forgot" to refill her prescription for several days. She thinks she may be pregnant; and when she told Eduardo this, he left home in a rage, got drunk, and returned home verbally threatening her. Good friends of the couple heard about this and strongly encouraged Eduardo and Marie to seek counseling.

1. What individual and couple developmental stages do you assess this couple to be in? How does this affect their issues, and how would you use this awareness to help them?
2. Apply Gottman's research on marriage to this couple. How would you use Gottman's concepts to help them?
3. What strengths do you see in this situation, and how would you use Ziegler's solution-focused approach to help them?
4. What other family or couple theories help you understand this couple? How would you utilize them in assessment and intervention?
5. What cultural diversity issues do you think it might be important to be aware of and to address here? Don't limit your comments to ethnicity.
6. What crisis issues, actual and potential, do you see, and how would you deal with them?
7. What countertransference reactions would come up for you in working with this couple, and how would you use your own self-awareness to be an effective social worker? **2.1.1., PB1; 2.1.4 – (Integrate values, theories, and professional use of self/intersectionality of diversity).**
8. How would you evaluate your work with this couple?
9. Describe at least two macro issues affecting this couple (institutional, social policy, cultural, societal). How might you, as a family-centered social worker, intervene on a macro level to provide more support to families such as this one? **2.1.9. PB2 (Engage in advocacy from a global perspective)**
10. What ethical issues might you need to address in choosing an appropriate intervention approach, especially in regard to these macro level issues? **2.1.2, PB2 (Analyze a complex ethical issue)**

PRELIMINARY ASSESSMENT OF FIELD AGENCY

Write a 5-10 paper about your field agency. Please note that a one of your field assignments for this semester requires you to complete an assessment that contains some of the same questions as this assignment. **In addition to obtaining information from agency personnel and available documents, attend at least one organization board or committee meeting in which a decision will be made that affects individual practice or the delivery of services in the agency and discuss this meeting with your field instructor.** Make sure that you integrate information gathered from your observation of the meeting or any documents distributed prior to, during, or after the meeting into this assignment. **2.19, PB2, respond to socioeconomic and political contexts***

For SWRK 246, address the following points:

What are the organization’s primary purpose and its goals?	5%
How does the organization obtain funds, what are its major funding sources, and what procedures are used by the organization to set its annual budget?	5%
What people in the organization make decisions about policies, how funding is used, and how services are offered? What procedures, if any, are used to involve staff members and clients/service users/constituents in decision-making?	10%
What steps are taken, if any, to make sure that services are culturally competent? What impact does this have on service delivery?	10%
Describe how resources are distributed in this organization. What in your opinion, should be done in this organization to address inequities related to power, management structure, staffing, resource distribution, and service delivery? Apply concepts such as oppression and intersectionality in your response and identify sources of actual and potential power held by board members, staff, and service consumers. 2.1.5., PB1, use knowledge of intersectionality to guide intervention at multi systems levels. To complete this section of the assignment consider whether there are differences among staff members or between staff members and clientele in terms of age, social class, gender, ethnicity, mental/physical disabilities or sexual orientation.	10%
What actions does management take to promote collaboration and team building among organization staff? How effective are these practices and how do they affect service delivery?	10%
How would you assess job satisfaction in this organization? What actions does management use to improve worker satisfaction? What additional steps could be taken?	5%
What steps does management take to increase or limit worker autonomy over their work? How do management practices support or discourage worker advocacy for changes in services to clients/service users/constituents or policies?	5%
Describe how government regulations, policies, and technology affect a social worker's discretion and autonomy in implementing policies and serving clients/service users/constituents. 2.1.9, PB1, Respond to the contexts that shape practice	10%
How does the organization determine whether or not it is doing a good job? Describe any procedures or methods used to assess staff performance or evaluate programs.	10%
Identify one ethical dilemma that you’ve encountered in this agency and describe at least two options that could be used to address it. What ethical principles	10%

should be considered when choosing a resolution for this problem?	
How does the organization manage its external environment? For example, how does the organization collaborate or network with other groups or organizations? How does it inform others about the organization?	10%

Sources of information for this assignment include: your field instructor, the agency director, other staff members, policy manuals, grant proposals, or state and federal legislation and policies.

You may use an outline format for this paper. However, be sure to write in complete sentences.

USE APA (version 6) FORMAT FOR ALL PAPERS IN THIS CLASS.

Keep in mind that this assignment requires you to give your own opinion; don't simply report what your respondents have told you. Information in all papers will be kept confidential by the instructor. Attach a list of reference sources to your paper - interviews, organization manuals, state legislative code, etc.

Note: Most of these questions in the assignment are based on theories about organization structure or the empowerment model of management practice. (See the readings for Weeks 1 & 2).

DUE: 40% of FINAL GRADE

Common Assignment Description
Community Assessment

Conduct an analysis of community needs. "Community" can include any of the definitions of community discussed in class, but must include members who are socially, culturally, or economically disadvantaged(for example, people of color, people who have incomes below the poverty line, the elderly, members of the LGBTQ community, or people who are physically or mentally challenged).

Write a paper describing the information you have collected. Sources of information can include published reports, previously published data or data that you have collected, personal interviews, and your observations

Your paper should include the following information:

1.	Definition of the community your field placement agency serves (location, geographic boundaries, target population).	10%
2.	Statistical data (economic, demographic, education; other indicators of community needs). Use at least one Internet data source (for example, Census data or reports posted on the Web from advocacy groups or government agencies) – other sources can include agency publications or caseload records.	10%
3.	Based on this data, identify any resource disparities and describe the diversity or lack of diversity in this community.	10%
4.	Interview a key informant who is knowledgeable about the community. Use guidelines for one-on-one interviews in your textbook to conduct the interview. Use the process recording format in your field manual for SWRK. 282/283 to document you interview (p. 324 –you do not need to submit field instructor comments). Please note that you must conduct this interview with someone other than the field instructor. 2.1.10a, PB 1 – process recording	10%
5.	Identification of community problems and service gaps. Identify at least one organization or government policy or procedure that contributes to this problem. 2.1.8, PB1, use models of policy practice and apply to assessments	10%
6.	Identification of community strengths and assets. Remember that assets can include individual skills, organizations, social networks, groups, institutions, businesses, reputation, funding sources, facilities, recreational opportunities, parks, and other public spaces.	10%

7.	Identification of decision-makers who can address community problems and their sources of power. Power can include a number of factors including authority, an elected position, votes, professional status, information, knowledge, demographic characteristics, and strength in numbers). Are there any demographic groups who seem to be excluded from the decision-making process? Are there groups that are more often included than others?	10%
8.	Also, identify actual and potential sources of power held by at least one group in the community that is typically excluded from decision-making.	10%
9.	Identify service networks and/or alliances among agencies and consumer groups. These may include formal and informal networks. For example, a school site may have groups of parents who volunteer in activities or raise funds for the school. In some communities, there may be one or two people or groups that are known for providing informal assistance to their neighbors.	10%
10.	Describe the emotional tenor of the community. For example, are residents hopeful that change can occur or do they feel alienated or hopeless? Explain why you have come to this conclusion	5%
11.	What in your opinion should be the outcome of any social change/social justice effort in this community? What groups should the social change process empower? Use the data you've collected to justify your recommendation	5%

Attachment F: Research Completion (SWRK 298/299)

	Criteria	Points Possible	Points Received
1.	Problem statement provides information about the scope and origin of the problem (Minimum of 5 reference sources).	5	
2.	Problem statement links the problem to social work practice and describes the purpose of the study.	5	
3.	Theoretical Framework identifies recent literature (less than 10 years old) that contains information about cause & effect relationships that pertain to the problem (quantitative approach), the strengths and weakness of this literature or offer information about factors expected to be associated with the problem (descriptive study). For qualitative studies, a review of theoretical frameworks that guide qualitative methods (such as social constructionism or feminist research) or explores how previous theorists viewed the problem or issue may be conducted.	10	
4.	Theoretical literature review contains a minimum of 10 reference sources.	5	
5.	Empirical literature review contains a critical review of research published during the last 10 years using a minimum of 10 -15 empirical articles from professional journals or research reports published by government and private organizations.	10	
6.	Discussion of gaps in the literature establishes a firm foundation for the student's choice of research methods in Chapter 3	10	
7	Methodology section provides a realistic and concrete framework for research design, sampling, data collection, and analysis; choice of methods is logically derived from the student's review of the literature. If part of the project is an activity or task, it has been adequately described in this chapter and it is adequately tied to the problem statement and literature review.	10	
8.	Research questions/hypotheses are clearly identified and are derived from the theoretical and empirical literature and primary research concepts or variables are clearly defined.	5	

9.	Human subjects protections are described that are realistic and will protect at-risk populations and provide confidentiality to respondents. Appropriate steps have been taken to ensure informed consent.	10	
	Criteria	Points Possible	Points Received
10.	Proposed method of data collection is appropriate for the topic and the research questions.	5	
11.	An appropriate research instrument has been chosen or constructed as appropriate. In studies in which this may not be appropriate (such as policy analysis, historical studies, or secondary data analysis), a sufficient description of steps used to identify and collect data is included in Chapter 3.	5	
12.	Student has provided information on the validity/reliability of the instrument used or has taken steps to assess validity/reliability of constructed instruments (quantitative and descriptive studies) or described how trustworthiness of the data analysis will be assessed in qualitative studies.	5	
13.	Chapter 3 contains a description of the limitations of the study.	5	
14.	Human subjects approval has been obtained from the Department of Social Work Education. If required, a human subjects proposal has been submitted to the University Human Subjects Committee.	5	
15.	Reference list includes a minimum of 25-30 references; APA style is used for reference list and in-text references	5	
Total		100	

Attachment G: Standard Learning Experience (SWRK 282)

Professional Development:

1. Participates actively and responsibly in weekly supervision by taking primary responsibility for developing agenda for supervision.
2. Demonstrate awareness of one's professional strengths and weaknesses through self-evaluation and ability to accept constructive criticism. Develop a plan with supervisor to address them.
3. Articulate one's own theoretical framework for practice in the context of a formal case presentation or written summary.
4. Identify and attend 2 professional development activities.
5. Attend a professional organization meeting (i.e. NASW) and an activity in civic participation (i.e. Board of Supervisors meeting).
6. Identify ongoing ethical dilemmas in your agency practice. Present a summary of the situation and engage in a critical analysis and a plan for resolution using an ethical decision-making model.

Multi Systems Social Work Practice

1. Complete a minimum of 2 multi-dimensional, multi-systemic assessments with individuals and include use of DSM IV TR mental status exam, and/or P-I-E.
2. Complete the assessment of group members to form a task group and an intervention group.
3. Conduct an organizational assessment of your field placement agency to identify an organizational challenge, problem, need or change opportunity. D Discuss your assessment of the identified issue in supervision utilizing guidelines from SWRJ 246,
4. Participate in the mutual development of goals and service planning at the individual, group, and organizational level.
5. Provide advanced social work services to minimum of 3 individuals, at least one of whom is culturally different from self. Specify in supervision a supporting theoretical framework for practice with each individual.
6. Plan and conduct one intervention group utilizing guidelines from SWRK 225.
7. Plan and conduct one task group utilizing guidelines from SWRK 225.
8. Complete 2 process recordings to evaluate advanced practice skills and ability to effectively respond to verbal and non-verbal barriers.
9. Demonstrate skills in a minimum of 3 of the following advanced social work practice approaches: complex case management, solution-ofocues, ethnographic, narrative, group facilitation, constructive group decision-making policy development, program design, and organizational analysis. Document/monitor through observed practice, written summaries and agency presentations/consultations.
10. Attend a Board of Directors meeting or other administrative meeting for your internship agency. Discuss in supervision your observations regarding budget personnel, decision-making and external relations.

Evaluation of Practice

1. Select and apply an appropriate research methodology (e.g., single subject design, goal attainment scaling) to evaluate the effectiveness of a specific intervention on an individual's progress.

2. Select and apply an appropriate research methodology to evaluate the effectiveness of a task group and/or a social/treatment group.
3. Select and apply an appropriate research methodology to evaluate the effectiveness of a specific intervention with an organization or of an organizational process.

Attachment H: Standard Learning Experience (SWRK 283)

Professional Development

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1. Demonstrate integration of core social work values (diversity awareness/cultural competence, social justice, and empowerment), professional theoretical frameworks and use of professional self through analysis in oral presentation or written documentation reviewed in supervision and/or through presentation to staff.
2. Prepare and present for discussion either in supervision or for formal consultation with other staff, an analysis of a complex ethical issue raised in one of your practice assignments.
3. Explore professional licensure and/or post-graduate certification/training through discussion with field work supervisor and/or participation in related training activities (i.e. attend "Job Readiness" workshop on licensure, explore the BBS website, etc.)
4. Develop a post-graduate professional development plan.
5. Identify and demonstrate affiliation with the social work professional network and community by joining one or more professional groups (i.e. NASW), participation on local, regional or state boards, or community stakeholder groups.

Multi System Social Work Practice

1. Complete a minimum of 2 multi-dimensional, multi-systemic assessments with couples/families utilizing an intergenerational genogram, family eco-map and timeline informed by guidelines from SWRK 227.
2. To complete assignment in SWRK 247, identify a need in the community served by the field placement agency. Conduct an assessment of the needs and/or assesses by gathering information from 3 sources (staff, community residents, clients, government officials, and/or other stakeholders.)
3. Participate in the mutual development of goals and measurable objective for service/action planning at the couples/family and community level.
4. Provide advanced social work services to a minimum of 3 individuals, at least one of whom is culturally different from self. Articulate in supervision a supporting theoretical framework for practice.
5. Provide advanced social work services to a minimum of 2 couples/families utilizing a family-centered approach to practice.
6. Identify one model of community practice and apply it to address an identified need in the community.
7. Demonstrate skill and flexibility in assuming multiple practice roles (e.g., advocate, broker, case manager, community organizer, counselor/therapist, consultant, facilitator, mediator, policy analyst, policy developer supervisor) in delivering social work services across systems, utilizing a global perspective.
8. Complete 2 process recordings to evaluate progressive development of advanced practice skills (including accurate empathy, joining power analysis, attending, focusing, responding, confronting, partializing, directing and reframing) and ability to manage barriers to intervention.
9. Demonstrate skills in a minimum of 3 of the following advanced approaches: complex case management family-centered and functional family practice, management of phases of community development, social action, social planning and transformative approaches to organizing communities.
10. Complete at least one formal case summary, policy analysis/recommendation or program evaluation report for presentation (e.g., to constituents, community).

Evaluation of Practice

1. Select and apply an appropriate research methodology (e.g., single subject design, goal attainment scaling) to evaluate the effectiveness of a specific interventions on a family's progress.
2. Conduct a process or outcome evaluation of a community service offered by your agency

Attachment I: Alumni Survey and Employer/Supervisor Survey

- | |
|---|
| 1. Identify as a professional social worker and conduct myself accordingly. |
| 2. Apply social work ethical principles to guide my professional practice. |

3. Apply critical thinking to inform and communicate professional judgments.
4. Understand how diversity and individual differences characterize and shape the human experience and are critical to the formation of identity.
5. Advance human rights, and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts (such as evolving organizational, community, and societal situations) that shape practice.
10. Engage individuals, families, groups, organizations, and communities.
11. Assess individuals, families, groups, organizations, and communities.
12. Intervene with individuals, families, groups, organizations, and communities.
13. Evaluate my practice with individuals, families, groups, organizations, and communities.
14. Practice generalist social work practice.
15. Work with populations-at-risk.
16. Use developmental theories.
17. Understand international social work and global issues.
18. Analyze existing or proposed policies designed to address social problems and conditions.
19. Recognize individual and institutionalized forms of oppression.
20. Willingness and ability to participate in social action to correct injustice.
21. Engage in social work practice informed by an empowerment perspective.
22. Participate in social work practices that collaborate with clients in an atmosphere of equality and mutuality.
23. Awareness of my personal values and biases and understand how they impact my practice.
24. Understand social work research tools and techniques in interpreting and evaluating research studies.
25. Use data analysis to answer specific research questions that arise from either my own social work practice or from evaluating a social program.
26. Prepare written reports that include graphic and/or narrative presentations appropriate to the research question or topic being considered.

Attachment J

End of Year Student Survey (end of 2nd year)

Q1 – What did you like about your academic studies in the Department of Social Work?

Q2 – What do you think could be improved in your academic studies in the Department of Social Work?

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Q3 – Other Comments: