A. Actions Taken To Improve Student Learning:

The biggest action taken prior this academic year was to develop the senior portfolio assignment to measure the graduating seniors’ mastery of the program’s 41 practice behaviors that cover the program’s 10 competencies. This was a new assignment for 2012-2013 and replacement the prior integrative paper. The results from 2012-2013 will greatly help the department further improve the portfolio paper.

The other major curricular change was moving to semesters. Several of the courses taught under quarters were substantially changes. Again, we will use results of this current assessment report to evaluate the impact of the curriculum changes.

Finally, the department has moved to a competency and practice behavior measurement model as required by our accrediting body, the Council on Social Work Education. It has taken much time to identify the specific course assignments that measure each practice behavior and competency and to integrate these measurements throughout the entire semester.

B. Student Learning Outcomes Assessed and Examined:

The Student Learning Outcomes for BASW graduates are listed as competencies and practice behaviors in order to be consistent with the accreditation standards set by the Council on Social Work Education (CSWE). The 10 competencies and 41 practice behaviors are listed below.

**Competency 1 - Identify as a professional social worker and conduct oneself accordingly.**

Graduates will be able to:

1. advocate for client access to the services of social work;
2. practice personal reflection and self-correction to assure continual professional development;
3. attend to professional roles and boundaries;
4. demonstrate professional demeanor in behavior, appearance, and communication;
5. engage in career-long learning; and
6. use supervision and consultation.

Competency 2 - Apply social work ethical principles to guide professional practice.

Graduates will be able to:
7. recognize and manage personal values in a way that allows professional values to guide practice;
8. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
9. tolerate ambiguity in resolving ethical conflicts; and
10. apply strategies of ethical reasoning to arrive at principled decisions.

Competency 3 - Apply critical thinking to inform and communicate professional judgments.

Graduates will be able to:
11. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
12. analyze models of assessment, prevention, intervention, and evaluation; and
13. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Competency 4 - Engage diversity and difference in practice.

Graduates will be able to:
14. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
15. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
16. recognize and communicate their understanding of the importance of difference in shaping life experiences; and
17. view themselves as learners and engage those with whom they work as informants.

Competency 5 - Advance human rights and social and economic justice.
Graduates will be able to:
   18. understand the forms and mechanisms of oppression and discrimination;
   19. advocate for human rights and social and economic justice; and
   20. engage in practices that advance social and economic justice.

**Competency 6 - Engage in research-informed practice and practice-informed research.**

Graduates will be able to:
   21. use practice experience to inform scientific inquiry; and
   22. use research evidence to inform practice.

**Competency 7 - Apply knowledge of human behavior and the social environment.**

Graduates will be able to:
   23. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
   24. critique and apply knowledge to understand person and environment.

**Competency 8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Graduates will be able to:
   25. analyze, formulate, and advocate for policies that advance social well-being; and
   26. collaborate with colleagues and clients for effective policy action.

**Competency 9 - Respond to contexts that shape practice.**

Graduates will be able to:
   27. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
   28. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Competency 10 - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Graduates will be able to:
   29. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
   30. use empathy and other interpersonal skills;
   31. develop a mutually agreed-on focus of work and desired outcomes;
32. collect, organize, and interpret client data;
33. assess client strengths and limitations;
34. develop mutually agreed-on intervention goals and objectives;
35. select appropriate intervention strategies;
36. initiate actions to achieve organizational goals;
37. implement prevention interventions that enhance client capacities;
38. help clients resolve problems;
39. negotiate, mediate, and advocate for clients;
40. facilitate transitions and endings; and
41. critically analyze, monitor, and evaluate interventions.

C. Methods For Data Collection:

Student performance of selected competencies and practice behaviors are measured in all social work courses. Two-hundred level social work courses are taken by first- and second-year students prior to acceptance into the major. Three- and four-hundred level social work courses are restricted to juniors and seniors accepted into the social work major.

All seniors must complete a 420-hour field placement and corresponding field seminar. All 41 practice behaviors are measured by the field placement supervisor and by the instructor of the field seminar.

All graduating seniors must complete weekly logs during the Fall semester and complete a portfolio paper in the Spring semester. All 41 practice behaviors are measured collectively by the logs and portfolio paper. These assignments are graded by the instructor of the field seminar.

All graduating seniors participate in an exit survey conducted by the department chair. The exit survey addresses all 41 practice behaviors.

All graduates of the BASW program at Wright State are eligible to take a national exam required to become Licensed Social Workers in the state of Ohio. Students must receive a 70 or higher on the basic social work exam. The Ohio licensure board sends the results of WSU graduates annually to the program chair.

D. Assessment Measures:

Direct Measures of Program Level Competencies and Practice Behaviors

Every social work syllabus lists the competencies and practice behaviors taught in that course. The course assignments, exams, discussions, and other student work are the measurements for specific practice behaviors taught in the course. An example of a course syllabus listing the competencies, practice behaviors, and measurements is contained in section H.
The field placement contract and evaluation is contained in section H. The student and field placement supervisor complete the initial contract by the third week of Fall and Spring semesters. They list the specific tasks by which the student will demonstrate mastery of each practice behavior. The student is then evaluated by the 14th week of the semester on a 1-4 scale of their completion of each task and practice behavior. Students must receive a “Pass” grade on the field evaluation in order to graduate. The field placement contract and evaluation is contained in section H.

The instructor for the field seminar grades the student’s weekly logs where the student discusses mastery of the 10 competencies throughout the Fall semester. The same instructor grades the student’s portfolio assignment turned in at the end of the Spring semester. Students must demonstrate mastery of all 10 competencies in the portfolio paper. The log and portfolio assignments are contained in section H.

The field coordinator visits each student in the field seminar at least one time each semester. During those visits, she completes a form that ranks the student’s progress on each competency and practice behavior. During the Spring visit, the field coordinator observes the student completing one or more practice behaviors during an interaction with clients or agency staff. The visitation form is contained in Appendix H.

**Indirect Measure of Program Level Competencies and Practice Behaviors:**

During the last two weeks of Spring semester, all seniors are invited to participate in an exit survey and interview with the department chair. Each student is given the written survey ahead of time and asked to complete and turn it in. The group, exit interview takes place at the beginning of the field seminar. For each competency, students are asked to give examples of how the department helped students achieve the competency and ways the department can improve on teaching the competency. The exit survey is contained in Appendix H.

The director of the Counselor, Social Worker, and Marriage and Family Therapist Board of Ohio sends to the social work chair the results of WSU graduates on the annual licensure exam. This exam measures student’s abilities to apply the social work competencies to the competencies measured by the state board.

**E. Significant Findings:**

1. Below are the results of the field placement evaluations. The field placement evaluations are graded by field supervisors on a 1-4 scale, with 5 being the best performance. There are 41 practice behaviors that were measured. After each benchmark is the average score across 48 students.
10 Competencies and 41 Practice Behaviors

Competency 1 - Identify as a professional social worker and conduct oneself accordingly.

Students will:
1. advocate for client access to the services of social work- 3.70
2. practice personal reflection and self-correction to assure continual professional development- 3.73
3. demonstrate professional demeanor in behavior, appearance, and communication - 3.78
4. engage in career-long learning- 3.95
5. use supervision and consultation- 3.63
6. define what distinguishes social work from other helping professions- 3.60

Competency 2 - Apply social work ethical principles to guide professional practice.

Students will:
7. recognize and manage personal values in a way that allows professional values to guide practice- 3.71
8. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles- 3.63
9. tolerate ambiguity in resolving ethical conflicts- 3.60
10. apply strategies of ethical reasoning to arrive at principled decisions- 3.78

Competency 3 - Apply critical thinking to inform and communicate professional judgments.

Students will:
11. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom- 3.23
12. analyze models of assessment, prevention, intervention, and evaluation; and- 3.32
13. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues- 3.55

Competency 4 - Engage diversity and difference in practice.

Students will:
14. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; - 3.76
15. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; - 3.5
16. recognize and communicate their understanding of the importance of difference in shaping life experiences- **3.62**
17. view themselves as learners and engage those with whom they work as informants- **3.27**

**Competency 5 - Advance human rights and social and economic justice.**
Students will:
18. understand the forms and mechanisms of oppression and discrimination- **3.56**
19. advocate for human rights and social and economic justice- **3.51**
20. engage in practices that advance social and economic justice- **3.53**

**Competency 6 - Engage in research-informed practice and practice-informed research.**
Students will:
21. use practice experience to inform scientific inquiry- **3.53**
22. use research evidence to inform practice- **3.51**

**Competency 7 - Apply knowledge of human behavior and the social environment.**
Students will:
23. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation- **3.4**
24. critique and apply knowledge to understand person and environment- **3.67**

**Competency 8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Students will:
25. analyze, formulate, and advocate for policies that advance social well-being- **3.34**
26. collaborate with colleagues and clients for effective policy action- **3.33**

**Competency 9 - Respond to contexts that shape practice.**
Students will:
27. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services- **3.58**
28. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services- **3.44**

**Competency 10 - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
Students will:
29. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities- **3.65**
30. use empathy and other interpersonal skills-\textbf{3.5}
31. develop a mutually agreed-on focus of work and desired outcomes-\textbf{3.71}
32. collect, organize, and interpret client data- \textbf{3.68}
33. assess client strengths and limitations- \textbf{3.71}
34. develop mutually agreed-on intervention goals and objectives-\textbf{3.62}
35. select appropriate intervention strategies- \textbf{3.55}
36. initiate actions to achieve organizational goals- \textbf{3.65}
37. implement prevention interventions that enhance client capacities-\textbf{3.54}
38. help clients resolve problems- \textbf{3.96}
39. negotiate, mediate, and advocate for clients- \textbf{3.32}
40. facilitate transitions and endings- \textbf{3.65}
41. critically analyze, monitor, and evaluate interventions- \textbf{3.56}

Overall Average across all 41 practice behaviors – \textbf{3.58}

2. Students also demonstrated their mastery of the 41 practice behaviors on their portfolio paper submitted during the final semester of their senior year. Below is the distribution of the portfolio grades across 28 students. Grades of the specific assignment for one seminar section are not available. That section was taught by an adjunct professor who no longer lives in the area.

\begin{center}
\textbf{Distribution of Portfolio Grades of Students in SW 4890-01 & 02 Spring 2013, N=28}
\begin{tabular}{l l}
A & 16 57% \\
B & 9  32% \\
C & 2  7% \\
D & 0  0% \\
F & 1  4%
\end{tabular}
\end{center}

3. In addition to the direct measures reported above, the indirect measure of an exit survey and group interview was taken with the graduating seniors. Below are the numerical results from 38 students. Students were asked to rate if they agreed that each of the 10 competencies were covered well in the BSW curriculum. They rated each competency on a 1-5 scale, with 1 being “strongly agree” and 5 being “strongly disagree”. Students also wrote narrative responses to the questions “How well did the program cover each competency?” and “How can we improve in teaching each competency?” The narrative results are available from the department.

\begin{center}
\textbf{Exit Survey Results for Spring 2013 Graduates N= 38}
\end{center}

\begin{center}
\textbf{Summary Evaluation of Recent WSU Students' Demonstration of Social Work Competencies.}
\end{center}


<table>
<thead>
<tr>
<th>Outcome</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Identify as professional social worker</td>
<td>20 (54%)</td>
<td>16 (43%)</td>
<td>1 (3%)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2-Apply social work ethics</td>
<td>11 (30%)</td>
<td>24 (65%)</td>
<td>2 (5%)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3-Apply critical thinking</td>
<td>10 (26%)</td>
<td>22 (58%)</td>
<td>3 (8%)</td>
<td>3 (8%)</td>
<td>0</td>
</tr>
<tr>
<td>4-Engage diversity</td>
<td>11 (30%)</td>
<td>23 (62%)</td>
<td>1 (3%)</td>
<td>2 (5%)</td>
<td>0</td>
</tr>
<tr>
<td>5-Advance human rights</td>
<td>10 (27%)</td>
<td>24 (64%)</td>
<td>1 (3%)</td>
<td>1 (3%)</td>
<td>1 (3%)</td>
</tr>
<tr>
<td>6-Engage in research-informed practice</td>
<td>12 (32%)</td>
<td>16 (42%)</td>
<td>8 (21%)</td>
<td>2 (5%)</td>
<td>0</td>
</tr>
<tr>
<td>7-Apply knowledge of HBSE</td>
<td>11 (30%)</td>
<td>23 (62%)</td>
<td>2 (5%)</td>
<td>1 (3%)</td>
<td>0</td>
</tr>
<tr>
<td>8-Engage in policy practice</td>
<td>7 (19%)</td>
<td>19 (51%)</td>
<td>7 (19%)</td>
<td>4 (11%)</td>
<td>0</td>
</tr>
<tr>
<td>9-Respond to contexts that shape practice.</td>
<td>7 (18%)</td>
<td>17 (45%)</td>
<td>11 (29%)</td>
<td>2 (5%)</td>
<td>0</td>
</tr>
<tr>
<td>10-Engage, assess, intervene, and evaluate</td>
<td>15 (41%)</td>
<td>19 (51%)</td>
<td>3 (8%)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Some questions were left blank, therefore were not included within the data on this table*

**4.** The second indirect measure is the annual results of the state social work licensure exam.

The pass rate of the Bachelors Social Worker exam in 2012 for WSU alumni was 81% for the persons taking the exam the first time (29/36 passed); 25% for those who repeated the test (1/4); and 75% (30/40) was the total pass rate. The WSU rates are higher than the national average for those taking the exam the first time (78%) and the overall rate (70%). The WSU rate was lower for those repeating the exam (37%).

**F. Discussion of Results:**

All of the results reported in Section E demonstrate that the social work program is successful in its students meeting the expected learning outcomes, which we measure as practice behaviors and competencies.

The results of the field placement evaluation was an overall average of 3.58 on a 4 point scale demonstrating the field supervisor’s rating of the students meeting each practice behavior.

**G. Actions Planned to Improve Student Learning**
The results of this assessment report will be posted to the department web site. The results will also be discussed with the department Professional Advisory Committee (PAC) at its Spring 2014 meeting. The department assessment committee will also review the results and suggest curriculum changes based on the findings.

The faculty will review the competencies and practice behaviors that fell below the overall average of 3.58 on the field supervisor evaluations. Changes will be made to the curriculum of the field seminar and field supervisor training focusing on those competencies which were: 3 – Critical Thinking; 4 – Advocating for human rights; 5 – Engaging in research-informed practice; 8 – Engaging in policy practice; and 9 – Understanding contexts that shape practice. Faculty will also attend sessions at the Annual Program Meeting of the Council on Social Work Education that discuss curriculum focused on the above competencies.

Students were very successful on the portfolio assignments: 89% received a B or higher. Faculty will continue to review the implementation of the portfolio assignment as the capstone assignment for graduating seniors.

Students continue to rate the department high on teaching the 10 core competencies. Students provided very extensive narrative comments which will be reviewed by the faculty. The faculty will discuss how the competencies can be reinforced throughout all of the courses and not just in the senior seminar.

The alumni pass rate on the state licensure exam was down from last year, yet still above the national average except for those students repeating the exam. We will continue to inform students of training opportunities for taking the exam.

H. Supporting Documents:

1. Each social work syllabus contains a description of the practice behaviors taught in that course and the assignment that measures mastery of the practice behavior. Below is an example from SW 2720 for Fall 2013.

WRIGHT STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK

SW 2720--Multicultural Competence in a Diverse World

Fall 2013

CSWE Competencies and Behavioral Indicators

The CSWE has identified ten competencies and their corresponding practice behaviors that all social work students must master. In this course we will focus
on the following competencies and practice behaviors. Each practice behavior will be measured by the noted assignments or tasks.

Any assignment that has an asterisk (*) next to it is a capstone assignment which must be included in your senior portfolio. This is the assignment the department will use to determine if you are competent at the skill.

1. Identify as a professional social worker and conduct oneself accordingly.

| b | Practice personal reflection and self-correct to assure continual professional development. | Moderate Contribution  
As measured by: Class participation, Assignment #1: My Cultural Identity, and Course Project Paper. |

2. Apply social work ethical principles to guide professional practice.

| a | Recognize and manage personal values in a way that allows professional values to guide practice. | Moderate Contribution  
As measured by: Class participation, Course Project paper |

3. Apply critical thinking to inform and communicate professional judgments.

| a | Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. | Moderate Contribution  
As measured by: Class participation, Assignment #2, Course Project paper |

4. Engage diversity and difference in practice.

| a | Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. | Significant Contribution  
As measured by: Class participation, Assignment #2, Course Project paper, Analysis of NPR files |
| b | Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. | Significant Contribution  
As measured by: Course Project paper, Assignment #1 and 2. |
| c | Recognize and communicate their understanding of the importance of difference in shaping life experience. | Significant Contribution  
As measured by: Class participation, Course Project paper, Analysis of NPR files |
| d | View themselves as learners and engage those with whom they work as | Significant Contribution  
As measured by: Class participation, Course Project paper, Analysis |
## Measurement of University Learning Outcomes

### 5. Advance human rights and social and economic justice.

| a | Understand the forms and mechanisms of oppression and discrimination. | **Significant Contribution**  
As measured by: Class participation, Assignment #2, Analysis of NPR files and Course Project paper |
|---|---|---|

### 6. Engage in research-informed practice and practice-informed research.

| b | Use research evidence to inform practice. | **Moderate Contribution**  
As measured by: Class participation, Course Project paper |
|---|---|---|

### 7. Apply knowledge of human behavior and the social environment.

| b | Critique and apply knowledge to understand person and environment. | **Moderate Contribution**  
As measured by: Class discussion, Assignment # 1 and 2, Analysis of NPR files and the Course Project paper |
|---|---|---|

**Measurement of University Learning Outcomes**

a) Students will demonstrate effective communication by:

- Students will participate in small and large group discussions having critically read required materials and presenting sound arguments for positions taken. Participation is part of the points awarded for Attendance and counts as 10% of the assessment of student outcomes.

- Students will participate in LEAP partner meetings and communicate with their respective partners about diverse cultures. Engaging in meaningful conversation for 8 weeks with LEAP partners and applying this information in written assignments. LEAP partner meetings contribute to 33% of the student assessment.

- Students will provide a 5-7 minute oral summary of the Course Project required at the end of the semester. This outcome is part of the Cultural Project Paper, which collectively accounts for 10% of the assessment of student outcomes.

b) Students will evaluate theories and evidence critically
• Students will integrate and synthesize course concepts as related to both historical and present societal and institutionalized racism/discrimination through all of the writing assignments. Collectively, the writing assignments account for 33% of the student assessment.

c) Apply methods of inquiry of the social sciences
• Students will demonstrate their ability to apply research methods of inquiry in social sciences by critiquing an evidence-based, peer reviewed research article related to cultural competency and diversity. Students are assessed mastery of this competency in Assignment 2, which accounts for 6% of the student assessment.

d) Demonstrate global and multicultural competence
• Students will apply their knowledge of global and multicultural competence concepts to specific issues such as poverty, power, and resource distribution. Mastery of this competency is part of the Participation/Attendance requirement.
• Students will utilize their awareness and understanding of global and multicultural issues and recognize oppression by locating and discussing news items related to diverse/oppressed populations. This competency is mastered through the media assignment.

e) Demonstrate understanding of contemporary social and ethical issues
• Students will apply concepts from the course to contemporary social and ethical issues through the popular media/news item assignment, in-class exercises and discussions, Integrated Writing Assignments #2 and #3, and the Culture Project (Assignments attached at end of syllabus).
• Students will apply ethical values from their discipline to the discussion of contemporary social issues.

f) Participate in democratic society as informed and civically engaged citizens
• Students will be engaged and active citizens by applying the concepts of this class through community involvement in social issues. Community involvement includes voting in public elections, attending community forums, and speaking out on issues related to cultural competency.

Measurement of Social Science Outcomes
a. Students critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns:

- Students will integrate and synthesize course concepts as related to both historical and present societal and institutionalized racism/discrimination through all of the writing assignments. Collectively, the writing assignments account for 33% of the student assessment.
- Students will demonstrate their ability to apply research methods of inquiry in social sciences by critiquing an evidence based, peer reviewed research article related to cultural competency and diversity. Students are assessed mastery of this competency in Assignment 4, which accounts for 16.67% of the student assessment.

b. Explain and critique methods of inquiry of social science disciplines:

- Students will demonstrate their understanding of theories from multiple social science disciplines, including Sociology, Psychology, Economics, Political Science, and Social Work, that test hypotheses related to outcomes from the implementation of multicultural competence in a diverse world. This outcome will be measured primarily through course exams which collectively account for 33% of student assessment.
- Students will demonstrate their understanding of the quantitative and qualitative research methods of inquiry used in social sciences to help the students be critical readers of the theories presented in the two texts, outside readings, and lectures. Mastery of understanding research methods of inquiry in social sciences will be demonstrated through course exams. Mastery of applying knowledge of social science research methods will be demonstrated in Writing Assignment 3 (article critique) and Culture Project Paper.

c. Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge:

- Students will successfully apply ethical principles to analyzing U.S. policy and treatment of oppressed groups for the advancement of scientific research during classroom discussions and exams.
- Students will appropriately incorporate ethical issues related to a specific diverse population in the final IW assignment, the Culture Project.
- Students will accurately assess ethical issues related to discrimination, oppression and human rights violations during class discussions.
d. Demonstrate, from a social science perspective, an understanding of the responsibilities of an informed and engaged citizen to the success of a democratic society

- Students will accurately demonstrate knowledge of distributive justice, inequitable policies, and appropriate activities to promote social change during classroom discussions and exams.
- Students will reflect shared responsibility/contribution during in-class exercises, group discussions and LEAP partner meetings.
- Students will apply critical thinking and critical consciousness in the Culture Project paper.
- Students will learn of ways that they can contribute as an engaged citizen to promote cultural competency.

Measurement of Multicultural Competence Outcomes

a. Demonstrate knowledge of cultural, economic, social, political or racial diversities in the United States.

- Students acquire knowledge of cultural, economic, social, and racial diversities in the United States through the readings in the required texts. The course focuses on the most prominent diverse racial/ethnic populations in the U.S., including: African Americans, Latino/Latina, Asian Americans, and Native Americans. Additionally, students learn about diversity related to socioeconomic class, sexual orientation, and ability/disability.
- Mastery of this knowledge is demonstrated through performance on exams, adequacy of elaboration of diversities in written work, and in the oral and written portions of the Culture project, LEAP partner meetings.
- The Culture project allows students to learn in-depth about a specific diverse group and share their knowledge with the class. Student knowledge is assessed on the depth and accurate application of concepts related to diversity.

b. Apply the methods of inquiry of the social sciences to understand cultural, economic social or racial diversity.

- Both deductive and inductive methods of inquiry are applied to the discussion of readings, videos, and presentations by guest speakers, and in writing assignments.
- Deductive inquiry entails the application of theoretical concepts from systems theory, human behavior and identity development, political
economy, and constructivist knowledge theory to multicultural issues and the experiences of oppressed populations.

- Inductive reasoning is fostered to build knowledge and awareness of multicultural practice. Students learn to think critically about new/discrepant information or new cases to add to their knowledge.
- Evidence of student application of both inductive and deductive methods of inquiry is assessed through the LEAP partner meetings, written assignments, class discussion and exercises, and the oral presentation of the Culture project.

c. Demonstrate an understanding of contemporary social or ethical issues related to diversity.

- Students demonstrate understanding of contemporary social or ethical issues related to diversity through their contributions to class discussions, performance on examinations and written assignments, LEAP partner meetings.
- Students are assessed on exams their ability to draw parallels between the historic development of social policy in the United State, particularly during the Progressive Era, and contemporary U.S. policies and treatment of diverse groups.

d. Demonstrate skills required to engage in an informed and respectful way with diverse people, cultures and histories.

- This course is designed to provide an atmosphere of respect and tolerance within the classroom. A framework for sharing in class is provided during the initial class meetings and enforced throughout the course.
- Students demonstrate skills required to engage in an informed and respectful way with diverse groups through classroom discourse, in small group case analysis of cases relating to diverse groups, through interaction with guest presenters from diverse groups and LEAP partner meetings.

2. Below is the Field Placement Contract and Evaluation completed both Fall and Spring semesters.

**Cover Sheet for the Senior Practicum Contract/Evaluation: SW**
Wright State University
Department of Social Work

**Contract/Evaluation Period: 1st Semester / 2nd Semester (circle one)**
Directions: A meaningful performance evaluation must give an accurate description of the student’s performance in carrying out assignments. Ten competencies guide the expected learning experiences. Please rate the student on the ten competencies based on the suggested *tasks and performance criteria outlined in the Student Field Practicum Contract.

*A space has been provided for you to add a task that is not listed that the student has performed in association with the competency.

<table>
<thead>
<tr>
<th>Competency #</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 = Excellent</td>
<td>Performance is consistently above what is generally expected.</td>
<td></td>
</tr>
<tr>
<td>3 = Above Average</td>
<td>Performance is above what is generally expected.</td>
<td></td>
</tr>
<tr>
<td>2 = Average</td>
<td>Performance is at the expected level.</td>
<td></td>
</tr>
<tr>
<td>1 = Below Average</td>
<td>Performance is frequently below expected level.</td>
<td></td>
</tr>
<tr>
<td>0 = Poor</td>
<td>Unable to perform.</td>
<td></td>
</tr>
<tr>
<td>NA = Not Applicable</td>
<td>No opportunity to perform this in practicum.</td>
<td></td>
</tr>
</tbody>
</table>

Please conclude with a statement summarizing strengths and areas for attention or need for further development.

Competency #1: Identify as a professional social worker and conduct oneself accordingly.
<table>
<thead>
<tr>
<th><strong>Practice Behaviors</strong></th>
<th><strong>Suggested/Possible Task(s)</strong></th>
<th><strong>Score</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate for client access to the services of social work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice personal reflection and self-correct to assure continual professional development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate professional demeanor in behavior, appearance and communication.</td>
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<td></td>
</tr>
<tr>
<td>Engage in career-long learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use supervision and consultation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define what distinguishes Social Work from other helping professions.</td>
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</tr>
</tbody>
</table>

**Comments:**
**Competency #2:** Apply social work ethical principles to guide professional practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Suggested/Possible Task(s)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make ethical decisions by applying standard of the NASW Code of Ethics and, as applicable, of the IFSW-IASSW Ethics in Social Work statement of Principles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tolerate ambiguity in resolving ethical conflicts.</td>
<td></td>
<td></td>
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<tr>
<td>Apply strategies of ethical reasoning to arrive at principled decisions.</td>
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</tbody>
</table>

Comments:
## Competency #3: Apply critical thinking to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Suggested/Possible Task(s)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze models of assessment, prevention, intervention and evaluation.</td>
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<td></td>
</tr>
<tr>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.</td>
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</table>

Comments:

## Competency #4: Engage diversity and difference in practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Suggested/Possible Task(s)</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Recognize the extent to which a</td>
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<td></td>
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<tr>
<td><strong>culture’s structures and values may oppress, marginalize, alienate, create or enhance privilege and power.</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Recognize and communicate their understanding of the importance of difference in shaping life experience.</strong></td>
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<td></td>
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<tr>
<td><strong>View themselves as learners and engage those with whom they work as informants.</strong></td>
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</tbody>
</table>

**Comments:**
### Competency #5: Advance human rights and social and economic justice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Suggested/Possible Task(s)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the forms and mechanisms of oppression and discrimination.</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Advocate for human rights and social and economic justice.</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Engage in practices that advance social and economic justice.</td>
<td>□</td>
<td></td>
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</tbody>
</table>

**Comments:**

### Competency #6: Engage in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Suggested/Possible Task(s)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use practice experience to inform scientific inquiry.</td>
<td></td>
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</table>
Use research evidence to inform practice.

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<tr>
<th>Comments:</th>
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Competency #7: Apply knowledge of human behavior and the social environment.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Suggested Task(s)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation.</td>
<td></td>
<td></td>
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<tr>
<td>Critique and apply knowledge to understand person and environment.</td>
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<th>Comments:</th>
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</table>
**Competency #8: Engage in policy practice to advance social and economic well-being and to deliver social work service.**

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Suggested Task(s)</th>
<th>Score</th>
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<tbody>
<tr>
<td>Analyze, formulate, and advocate for policies that advance social well being.</td>
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<tr>
<td>Collaborate with colleagues and clients for effective policy action.</td>
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</table>

**Comments:**

**Competency #9: Respond to contexts that shape practice.**

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Suggested Task(s)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuously discover, appraise, and attend to changing locals, populations, scientific and technological developments, and emerging societal trends to provide relevant</td>
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</table>
services.

Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social service.

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<th>Comments:</th>
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</table>

Competency #10: Engage, assess, intervene, and evaluate individuals, groups, or organizations, and communities.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Suggested Task(s)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use empathy</td>
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</table>
and other interpersonal skills.

Develop a mutually agreed-on focus of work and desired outcomes.

Collect, organize, and interpret client data.

Assess client strengths and limitations.

Develop mutually agreed-on intervention goals

Select appropriate intervention strategies

Initiate actions to achieve organizational goals.

Implement preventions that enhance client capacities.

Help clients
<table>
<thead>
<tr>
<th>resolve problems.</th>
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</thead>
<tbody>
<tr>
<td>Negotiate, mediate and advocate for clients.</td>
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<tr>
<td>Facilitate transitions and endings.</td>
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</tr>
<tr>
<td>Critically analyze, monitor, and evaluate intervention.</td>
<td></td>
</tr>
<tr>
<td>Exposure through agency observation to engagement, assessment, and intervention processes</td>
<td></td>
</tr>
</tbody>
</table>

| Comments: |   |

| Overall summary statement of student’s strengths and areas needed for further development. |   |
3. Below is the description of the portfolio assignment.

**Portfolio Paper Requirements**
**To Be Completed in SW 4890**

You will demonstrate your growth in social work education by tracking your improvement and competency in social work practice throughout your undergraduate social work courses. You will write a 10-15 page narrative essay that documents your social work skills. Using your capstone assignments to anchor your argument, you will show how each course in the curriculum helped you master the 10 social work competencies.

The 10 competencies that must be discussed are:
1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
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 social work service.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate individuals, groups, or organizations, and communities.

The following handouts may help you organize your Portfolio paper by competency:
- List of 10 Competencies and 41 Practice Behaviors
- Checklist of Portfolio Assignments by Course
- Portfolio Competency and Practice Behavior Grid

Prompts for covering each competency may include:
- What are the two most important lessons I have learned? Why?
- Based on the 10 competencies, what are my two greatest strengths?
- What are my two greatest challenges?
- How do the portfolio assignments in each course reflect my personal and professional development in the BSW program?

In addition to the required capstone assignments, students must select three different examples of their work that demonstrates social work competency. For example, students may use assignments from an elective, logs from SW 2710 or SW 3800, or a paper or project from an independent study course. Students may also use assignments from non-social work courses. Students should work with their SW 4870/SW 4890 professor to determine how an assignment can help enhance their portfolio.

Portfolio Grading
Students’ portfolios will be graded on the following criteria:
1. Are the materials well organized and presented clearly and professionally?
2. Do the contents speak to the program competencies and practice behaviors?
3. Do the supporting documents illustrate evidence of having accomplished the program competencies and practice behaviors?
4. To what extent does the student show professional sophistication and elaboration on significant aspects?
5. To what extent does the student show evidence of critical thought, analysis, and scholarship?
6. To what extent does the portfolio indicate the student’s honesty and professional integrity?
7. To what extent does the portfolio show evidence of the student’s understanding of the social work profession, its core values, its code of ethics, and its basic principles and methods?
8. To what extent does the portfolio indicate the student’s self-awareness or an ability to engage in self-reflection?
9. What is the evaluator’s general impression of the portfolio and portfolio analysis?
Compiling and Presenting the Portfolio
The checklist below provides guidelines for deciding what materials should be contained in the portfolio, how to present the work, and what other items would help to illustrate growth as a professional social worker.

Include an introduction – An introduction helps the reader locate the student within their work. The introduction could include an overview of what you hope the portfolio will demonstrate, how you approached the task of compiling the certain materials for the portfolio and why you chose to present the materials in a particular way. It might be helpful to ask yourself what background information you would like to know before reading someone else’s work. A concise table of contents for the entire portfolio is also helpful.

Clearly present and organize your work – Your portfolio should be clearly organized. Divide your work into section and use an introductory abstract to describe the contents.

Include appendices – An appendix ensures that important points you make in the text of your portfolio are not lost on your reader. For example, if you refer to an exercise you used with a community group, include the entire version in an appendix so the reader has a more thorough understanding of your work.

Be selective – Big does not always mean best. Think carefully about what you want to include in the portfolio and select examples of your work that best exemplify your knowledge, skills, and values and how these connect with the goals and the objectives of the program.

Give specific examples of your work – Reflect on the goals of the BSW program and chose samples of your work that communicate the quality of your practice and your ability to critically reflect on your own process as a social worker. How, for example, does your work demonstrate an understanding of the integrated practice model? Snapshots of your work at different times throughout the program might be used to highlight progressions in your thinking and practice. This requires good planning and foresight but will lighten the load of preparing your final portfolio.

Highlight your contributions to collaborative work – Integrated practice depends on partnerships and collaborative work with community members and organizations. Describe how these arrangements worked and your specific contribution.

Respect confidentiality – The portfolio should respect confidentiality by referring to clients, colleagues, or other anonymously. Make clear to the reader in the introduction what precautions you have taken.

Address power, difference, and oppression – The portfolio should evidence understandings of power, difference and oppression personally and in the delivery of services and social and community change strategies and their implementation. Students will need to demonstrate the ability to reflect critically on their own practice and personal and professional development in this area. The themes of power, difference, and oppression should be integrated throughout the portfolio. For example, consider these themes in terms of your relationship with your clients, organization and the community.

Provide evidence of your own learning, including your challenges – The portfolio is more than an opportunity to demonstrate your competence in practice. It is also an opportunity to illustrate
what you learned from your experiences. You should include examples where things did not go well and the challenges you faced and how these promoted personal and professional growth.

**Demonstrate the integration of theory, practice, and research** – The portfolio should illustrate the student’s knowledge of relevant literature, how knowledge informs practice, and the linkages between theory and practice. It is important that students integrate the knowledge learned in the classroom and social work practice in the practicum placement.

**Demonstrate ability in self-evaluation** – The portfolio provides an opportunity for critical self-appraisal. Students are not expected to become “perfect social worker” but rather individuals who cherish inquiry in its own right and understand the importance of self-critique and examination.

4. Below is the Senior exit survey:

**Social Work Department Assessment Plan**

Exit Survey

Spring 2013

SW 4890

April 9 & 11, 2013

This survey is part of the Assessment Plan for the Wright State University Social Work Department. Your participation in this survey will help the department assess its success in helping students reach the desired program outcomes. Participation in this survey is voluntary and confidential. Do not write your name on the survey. The results will be analyzed collectively and reported as part of the Social Work Department’s annual assessment report in November, 2013. Please contact the department chair, Carl Brun, with any questions at 775-2751.

After each competency, circle the response that best applies for you. Please also answer the open-ended questions for each outcome. **Bring this completed survey with you to SW 4890 class on April 9 or 11, 2013**.

**Competency 1** - Identify as a professional social worker and conduct oneself accordingly.

1-Strongly Agree   2-Agree   3-No opinion   4-Disagree   5-Strongly Disagree

Examples of how the department has helped me in this area are:

Ways the department can improve in this area are:
Competency 2 - Apply social work ethical principles to guide professional practice.

1-Strongly Agree   2-Agree   3-No opinion  4-Disagree   5-Strongly Disagree

Examples of how the department has helped me in this area are:

Ways the department can improve in this area are:

Competency 3 - Apply critical thinking to inform and communicate professional judgments.

1-Strongly Agree   2-Agree   3-No opinion  4-Disagree   5-Strongly Disagree

Examples of how the department has helped me in this area are:

Ways the department can improve in this area are:

Competency 4 - Engage diversity and difference in practice.

1-Strongly Agree   2-Agree   3-No opinion  4-Disagree   5-Strongly Disagree

Examples of how the department has helped me in this area are:

Ways the department can improve in this area are:

Competency 5 - Advance human rights and social and economic justice.
Examples of how the department has helped me in this area are:

Ways the department can improve in this area are:

**Competency 6 - Engage in research-informed practice and practice-informed research.**

Examples of how the department has helped me in this area are:

Ways the department can improve in this area are:

**Competency 7 - Apply knowledge of human behavior and the social environment.**

Examples of how the department has helped me in this area are:

Ways the department can improve in this area are:

**Competency 8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Examples of how the department has helped me in this area are:

Ways the department can improve in this area are:

**Competency 9 - Respond to contexts that shape practice.**

Examples of how the department has helped me in this area are:

Ways the department can improve in this area are:

**Outcome 10 - The social work program at WSU has helped me function within the structure of organizations and service delivery systems and seek necessary organizational change.**

Examples of how the department has helped me in this area are:

Ways the department can improve in this area are:

**Competency 10 - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
Examples of how the department has helped me in this area are:

Ways the department can improve in this area are:

Please add anything else you would like about how the social work program helped you achieve the above or other learning outcomes.

Thank you for taking the time to complete this survey. There will be an opportunity to discuss your answers in a focus group later in this class.