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**Bachelor of Social Work Program**

**Academic Assessment Plan**

**Adopted by**

**The School of Social Work faculty: 10/30/14**

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 2/19/21

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# BSW Program Mission Statement

The mission of the UAA BSW program is to prepare generalist social workers who intentionally employ planned-change and evidence-based practice processes to promote social, economic, and environmental justice and enhance the well-being of Alaska’s diverse individuals, families, groups, communities, and organizations.

Alaska’s unique and rich multicultural populations, geographic remoteness, and frontier status allow the real potential for skilled social work professionals to make a profound impact on social and economic injustice in our state.

# Background/Program Introduction

The goal of the UAA Bachelor of Social Work (BSW) program is to graduate well-prepared generalist social work professionals to meet the complex social service needs of Alaska. This document defines the BSW program student learning outcomes (SLOs) and outlines a plan for assessing student demonstration of those outcomes.

The Council on Social Work Education (CSWE) is the sole accrediting body for all baccalaureate (BSW) and master (MSW) of social work programs in the United States. The CSWE’s Education Policy and Accreditation Standards (EPAS) have recently been revised, now requiring social work programs to move to a competency-based curriculum, incorporating 9 defined student competencies and 29 specific practice behaviors that serve to demonstrate the competencies. Additionally, the revised EPAS further strengthens expectations for program assessment and a continuous improvement assessment process.

The UAA BSW program has maintained continuous and full accreditation by the Council on Social Work Education (CSWE) since 1978. The BSW program will submit self-study documents to CSWE in 2017 for its reaffirmation of accreditation. In response to the aforementioned accreditation revisions, the UAA BSW program has revised its student learning outcomes, curriculum, and program assessment plan. CSWE now requires program to specifically report competencies (a.k.a., SLOs) measured in at least two different ways.

# Program Student Learning Outcomes (SLOs)

The BSW faculty revised the program SLOs to align with the CSWE new EPAS competencies, referred to as program competencies/SLOs throughout the plan.

Students graduating with a Bachelor of Social Work will be able to:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

# Measures

The UAA BSW program’s revised assessment plan describes the proposed measures for use in the program’s evaluation process. The CSWE requires that every social work program utilize at least two direct measures of each of the nine competencies/SLOs. The BSW Plan utilizes two primary direct measures to assess students’ demonstration of program competencies/SLOs, including the Field Assessment Tool and the BSW Master Rubric. Additional measures utilized to assess the BSW program competencies/SLOs include two national standardized tests, including the National Area Concentration Achievement Test (ACAT) - Social Work (SW) (ACAT-SW) and the Social Work Education Assessment Project (SWEAP). Additional measures include student pre-post self-assessment of all competencies/SLOs and practice behaviors, the State of Alaska Licensed Baccalaureate Social Worker (LBSW) Exam, and a Graduating Seniors’ Exit Survey/Interview. A description of the aforementioned measures follows.

**A. Field Assessment Tool**

The Field Assessment Tool (Please see Appendix A) is comprised of 29 items, measuring each of the program’s competency-based/SLO practice behaviors. The measure utilizes the following five-point Likert scale for each item:

0 = Unable to assess

1 = Consistently fails to meet basic requirements of practice behavior

2 = Inconsistently meets basic requirements of practice behavior

3 = Consistently meets basic requirements of practice behavior

4 = Consistently meets basic requirements of practice behavior and occasionally exceeds

expectations

5 = Consistently exceeds basic requirements of practice behavior

***Data Collection***

During their senior year, BSW students complete a 2-semester 448-hour social service agency-based practicum supervised by a School of Social Work approved community-based practicing social worker, referred to as a “Field Instructor.” Each student’s Field Instructor will complete this measure at the end of the last semester in the field practicum sequence in association with SWK A495B Social Work Practicum II, assessing the degree to which the student meets the basic requirements of each practice behavior. Each spring semester, the instructor for each section of 495B will collect all completed Field Assessment Tools form agency Field Instructors and forward them to the designated Assessment Coordinator.

***Potential Factors Affecting the Data***

Issues with inter-rater reliability and effectiveness of Field Instructor training on the measure could diminish the quality of the data.

***Data Analysis***

The Assessment Coordinator will create a scale score for each of the competencies (i.e., practice behavior scores will “roll up” to their competency). Thus, the scale score for each competency will be comprised of the average of the scores for the practice behaviors within each competency.

***Interpreting the Data/*** ***Faculty Agreed Upon Benchmark***

At least 80 percent of students will obtain a scale score of 3.0 or higher (Consistently meets basic requirements of practice behavior) for each competency.

## B. BSW Master Rubric

The BSW Master Rubric is the second direct measure of each of the nine BSW program competencies/SLOs (Please see Appendix B). The rubric has common nomenclature to assess demonstration of BSW program competencies/SLOs through course-based student work.

The following rubric criteria will be utilized to assess each student’s work:

1 = Unacceptable: The student demonstrates minimal understanding or application of the competency.

2 = Needs Improvement (Not sufficient progress for the competency with some concerns): The student demonstrates an emerging understanding of the competency but application is minimal.

3 = Developing Competence (Performance is on track and moving forward): The student demonstrates full understanding of the competency and application is emerging.

4 = Competence (Strong Performance): The student demonstrates full understanding of the competency with a high level of critical thinking and application is consistent with professional standards.

## *Data Collection*

The BSW program will utilize the master rubric to assess and document student demonstration of each of the nine program competencies/SLOs. The rubric will be applied to nine instructor-developed assignments within faculty-identified courses, each designed to measure a specific competency. Table 1 displays the BSW courses designated to be the measurement assignment “home” for each specific competency.

Table 1. *Competency/SLO Measure within BSW Courses*

| ***Competency/SLO*** | ***BSW Course*** |
| --- | --- |
| Ethics | SWK A429 Trauma and Crisis Intervention in Social Work Practice |
| Diversity | SWK A243 Cultural Diversity and Community Service Learning |
| Human Rights | SWK A406 Social Welfare: Policies and Issues |
| Research | SWK A424 Social Work Research |
| Policy Practice | SWK A406 Social Welfare: Policies and Issues |
| Client Engagement | SWK A330 Social Work Practice with Individuals |
| Client Assessment | SWK A430 Social Work Practice with Families & Groups |
| Client Intervention | SWK A481 Case Management |
| Evaluating Practice | SWK A331 Social Work Practice with Organizations & Communities |

The instructor in each course in which a competency is measured will be responsible for developing an assignment, exercise, simulation, or other opportunity for every student to demonstrate the competency and produce a tangible artifact (e.g., written paper, recorded interview, policy analysis). The course instructor will evaluate the degree to which each student demonstrates the competency using the master rubric and report rubric scores to the designated BSW Assessment Coordinator.

## *Potential Factors Affecting the Data*

Issues with inter-rater reliability could affect the consistency of collected data. There are many points-in-time and courses to track to obtain complete data. Further, measuring substantively varying assignments year-to-year could be a threat to the reliability of data and the ability to trend collected data.

***Data Analysis***

The BSW designated assessment coordinator will gather and record a scale score for each student assignment rubric score.

***Interpreting the Data/*** ***Faculty Agreed Upon Benchmark***

At least 80% of the students will obtain a score of 3.0 or higher (Developing Competence or higher) for each competency.

## C. National Area Concentration Achievement Test (ACAT) - Social Work (SW)

The ACAT-SW is a nationally standardized assessment fee-based measure that is widely used by social work programs for assessment. The ACAT-SW can be administered in a pre-posttest format, or posttest only. The exam content aligns with the CSWE EPAS competencies and practice behaviors and takes roughly 90 minutes to complete.

The UAA BSW program utilizes the Version A exam. Table 2 shows the correspondence between curricular areas on the ACAT test and BSW program competencies/SLOs.

|  |  |
| --- | --- |
| Table 2. *ACAT-SW Content Alignment with UAS BSW Program Competencies/SLOs* | |
| **ACAT-SW Content** | **BSW Program Competency/SLO Number** |
| Human Behavior in the Social Environment | 7 |
| Social Policy | 5 |
| Social Work Practice | 6, 7, 8, 9 |
| Research Methods | 4 |
| Diversity | 2 |
| Populations at Risk | 2 |
| **ACAT-SW Content** | **BSW Program Competency/SLO Number** |
| Social and Economic Justice | 3 |
| Values and Ethics | 1 |

***Data Collection***

Social work faculty administers the ACAT-SW to graduating seniors during spring semester final exam week using a paper and pencil exam. There is no grade or consequence for exam performance. The BSW program mails the completed exams to the ACAT-SW administrators for processing.

***Data Analysis***

In turn, the ACAT-SW company provides social work programs a report with standardized and raw scores for the group of students completing the exam and scores of national reference groups within a few weeks. The test report provides standard scores as a means to compare students' performance to that of a multi-year national sample. A standard score has a fixed mid-point or average of 500 and a fixed standard deviation of 100 points. The standard deviation allows the reporting of percentiles. For example, 68 percent of the students in the national sample will score within 1 standard deviation of the average. Put another way, 68 percent of the scores on the test should fall between 400 and 600.

Each content area also has its own multi-year reference group consisting of all students taking that particular content area subtest regardless of the overall test configuration used. The ACAT-SW assumes that the content taught in a specific area is more or less independent of the required breadth of the curriculum offered.

There is also an overall standard score and percentile on the report. This is the measure of the overall performance of UAA students compared to all students in the multi-year sample group taking a test with the same number of content areas. However, this additional statistical information is not provided for samples less than five 5 students.

## *Potential Factors Affecting the Data*

Because this exam was developed for a national audience, there is not the ability to assess the unique aspects of the UAA BSW program. This is also a global knowledge exam, so there is not an exact correspondence between exam scores and program competencies/SLOs.

***Interpreting the Data/*** ***Faculty Agreed Upon Benchmark***

The faculty of the BSW program developed the following benchmark criteria for the consistent evaluation of ACAT-SW data. To illustrate, if 85 percent or more of the UAA BSW students completing the ACAT-SW exam obtained a score in the 50th percentile, we would grade ourselves with a “B” on this measure.

| *Grade* | *Criteria* |
| --- | --- |
| A | 90 - 100% of students score at or above the 50th percentile (at or above the mean) |
| B | 80 - 89% of students score at or above the 50th percentile (at or above the mean) |
| C | 70 - 79% of students score at or above the 50th percentile (at or above the mean) |
| D | 60 – 69% of students score at or above the 50th percentile. |
| F | Less than 59% score at or above the 50th percentile (at or above the mean) |

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## D. Social Work Education Assessment Project (SWEAP)

Developed by a group of social work educators, the Social Work Education Assessment Project (SWEAP) offers a package of six instruments used to track and survey students and to assess outcomes. Over 300 social work program use some component of SWEAP. The UAA BSW program utilizes the SWEAP Curriculum Instrument, which tests students’ knowledge across the social work curriculum. The Curriculum Instrument consists of 64 multiple-choice questions organized into the following curricular areas including practice, human behavior and social environment (HBSE), policy, research, ethics and values, diversity and social and economic justice.

## *Data Collection*

Faculty administers the Curriculum Instrument in a pre-and posttest format. The pretest is administered in the beginning of the fall semester of a student’s junior year. The posttest is administered during the end of a student’s senior year. The BSW program submits completed exams to the SWEAP group.

## *Potential Factors Affecting the Data*

Variations in coursework student has completed.

***Data Analysis***

The SWEP group provides scoring.

***Interpreting the Data/*** ***Faculty Agreed Upon Benchmark***

The target achievement expects graduating students to score higher than incoming students in all sections.

| *Grade* | *Criteria* |
| --- | --- |
| A | 90 - 100% of students score at or above the 50th percentile (at or above the mean) |
| B | 80 - 89% of students score at or above the 50th percentile (at or above the mean) |
| C | 70 - 79% of students score at or above the 50th percentile (at or above the mean) |
| D | 60 – 69% of students score at or above the 50th percentile. |
| F | Less than 59% score at or above the 50th percentile (at or above the mean) |

**E. Student Self-Assessment Pre-Post Test**

Students will self-assess their ability to demonstrate the 9 program competencies/SLOs and 31 practice behaviors in a pretest and posttest format using the Field Assessment Tool (Appendix A).

## *Data Collection*

Students will be administered the pretest in the beginning of the fall semester in their junior year and again in the end of

## *Potential Factors Affecting the Data*

Self-report. Asking students to assess behaviors they are yet to understand fully.

***Data Analysis***

Data will be analyzed comparing mean student pretest and posttest score differences.

## F. Licensed Baccalaureate Social Worker (LBSW) Exam

In the state of Alaska, graduates holding a BSW degree from an accredited social work program are eligible to apply for professional licensure, at the Licensed Baccalaureate Social Worker (LBSW) level. Applicants must provide letters of reference and sit for a supervised standardized exam that is administered electronically by the National Association of Social Work Boards (ASWB). The examination contains 170 four-option multiple-choice questions designed to measure minimum competencies, 150 of which are scored. The other 20 are pilot questions that are scattered randomly throughout the examination. Candidates have four hours to complete the test, which is administered electronically. Scores are provided to the examinee immediately upon completion. Applicants must register for the exam and take it under supervision of an approved examiner. The examination is controlled by a private organization (ASWB) and is not in the public domain.

## *Data Collection*

Test results of graduates are provided to individual social work programs for a fee. Pass rates are provided for all UAA social work alumni who have taken the exam within the past year. Pass rates of UAA graduates are compared to national pass rates.

## *Potential Factors Affecting the Data*

Small numbers of students take the examination. Test results are provided for all students who completed the exam during the previous year, regardless of the year they graduated from the BSW program. Thus, we cannot extract data regarding particular cohorts of graduates.

***Data Analysis***

Analysis provided by ASWB.

***Interpreting the Data/*** ***Faculty Agreed Upon Benchmark***

The ASWB provides UAA data on the number of BSW graduates who passed the exam on their first attempt as well as the number who passed on a repeated attempt. The testing company provides national pass-rates that can be used for comparison.

As displayed below, the Faculty of the School of Social Work have developed the following benchmarks for the consistent evaluation of data from the LBSW examination:

|  |  |
| --- | --- |
| *Grade* | *Criteria* |
| A | Total pass rate >10% above national pass rate |
| B | Total pass rate within +10% of national pass rate |
| C | Total pass rate within -10% of national pass rate |
| D | Total pass rate between -10% and -20% of national pass rate |
| F | Total pass rate >-20% of national pass rate |

**G. Graduating Seniors’ Exit Survey/Interview**

The exit survey/interview asks graduating seniors about their experience with the BSW program, and recommendations for program improvement. Topical items asked about typically include such areas as the BSW curriculum, sequencing and scheduling of courses, access to faculty, staff, advising, admission process, and opportunities for student involvement with the program.

## *Data Collection*

Interview topics are provided to the students prior to meeting to provide time to think about their responses and ideas. The BSW Program Coordinator or designee conducts the exit survey/interview in a relaxed group setting and administered in a confidential, conversational, focus group manner, usually during finals week of the spring semester. Student responses are hand-recorded. BSW faculty members are considering development of a written survey.

## *Potential Factors Affecting the Data*

Social desirability factors.

***Data Analysis***

Recorded data is de-identified and summarized prior to faculty review.

***Interpreting the Data/Faculty Agreed Upon Benchmark***

Data provides context and description of students’ satisfaction with the program and ideas for furthering student success.

# Association of Assessment Measures to SLOs

Table 3 displays the association between the described measures and UAA BSW program competencies/SLOs.

### Table 3. Association of Assessment Measures to Student Learning Outcomes

| **BSW Program Student Learning Outcomes**  *The BSW program graduates are generalist social workers who:* | **Field Assessment Tool**  **(SWK A495B)** | **BSW Master Rubric**  **Course Assignments** | **ACAT Exam** | **BEAP Pre-Posttest Exam** | **Student Self-Assessment**  **Pre-Post** | **LBSW Exam** | **Exit Survey** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Demonstrate ethical and professional behavior | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 1. Engage diversity and difference in practice | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 1. Advance human rights and social and economic justice | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 1. Engage in practice-informed research and research-informed practice | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 1. Engage in policy practice | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 1. Engage with individuals, families, groups, organizations, and communities | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 1. Assess individuals, families, groups, organizations, and communities | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 1. Intervene with individuals, families, groups, organizations, and communities | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 1. Evaluate practice with individuals, families, groups, organizations, and communities | 1 | 1 | 1 | 1 | 1 | 1 | 0 |

0 = Measure is not used to measure the associated SLO.

1 = Measure is used to measure the associated SLO

# Data Collection Procedures

As shown in Table 4, data collection on student demonstration of each program competency/SLO spans across the time each student is enrolled in social work courses.

| Table 4. *UAA BSW* *Student Assessment Sequence and Collection Methods* | | |
| --- | --- | --- |
| **Measures** | **Frequency/Sequence of Collection** | **Collection Methods** |
| SWK A243 Assignment Rubric Score (Diversity) | End of each course, typically in students’ Sophomore Year | SWK A243 Instructor(s) Submit Rubric Scores to the BSW Program Coordinator and/or BSW Assessment Coordinator |
| Pretest Self-Assessment | Beginning of Fall Semester  Junior Year | BSW Program Coordinator and/or  BSW Assessment Coordinator Administers |
| BEAP pre-test | Beginning of Fall Semester  Junior Year | BSW Program Coordinator and/or  BSW Assessment Coordinator Administers |
| SWK A330 Assignment Rubric Score (Client Engagement) | End of Fall Semester Junior Year | SWK A330 Instructor(s) Submit Rubric Scores to the BSW Program Coordinator and/or BSW Assessment Coordinator |
| SWK A424 Assignment Rubric Score (Research) | End of Fall Semester Junior Year | SWK A424 Instructor(s) Submit Rubric Scores to the BSW Program Coordinator and/or BSW Assessment Coordinator |
| SWK A430 Assignment Rubric Score (Client Assessment) | End of Spring Semester Junior Year | SWK A430 Instructor(s) Submit Rubric Scores to the BSW Program Coordinator and/or BSW Assessment Coordinator |
| SWK A481 Assignment Rubric Score (Client Intervention) | End of Spring Semester Junior Year | SWK A481 Instructor(s) Submit Rubric Scores to the BSW Program Coordinator and/or BSW Assessment Coordinator |
| SWK A331 Assignment Rubric Score (Evaluating Practice) | End of Fall Semester  Senior Year | SWK A331I instructor(s) Submit Rubric Scores to the BSW Program Coordinator and/or BSW Assessment Coordinator |
| SWK A429 Assignment Rubric (Ethics) | End of Fall Semester  Senior Year | SWK A430 Instructor(s) Submit Rubric Scores to the BSW Program Coordinator and/or BSW Assessment Coordinator |
| SWK A406 Assignment Rubric Score (Policy Practice & Human Rights) | End of Spring Semester Senior Year | SWK A406 Instructor(s) Submit Rubric Scores to the BSW Program Coordinator and/or BSW Assessment Coordinator |
| Field Assessment Tool | End of Spring Semester Senior Year | SWK A495 Instructor Submits Evaluations to BSW Program Coordinator and/or  BSW Assessment Coordinator |
| Student Field Self-Assessment Posttest | End of Spring Semester Senior Year | SWK A495 Instructor Submits Evaluations to BSW Program Coordinator and/or  BSW Assessment Coordinator |
| ACAT-SW  (Posttest Only) | End of Spring Semester Senior Year | BSW Program Coordinator and/or  BSW Assessment Coordinator Administers and Submits Results |
| BEAP Posttest | End of Spring Semester Senior Year | BSW Program Coordinator and/or  BSW Assessment Coordinator Administers and Submits Results |
| Graduating Sr. Exit Survey/Interview | End of Spring Semester Senior Year | BSW Program Coordinator and/or  BSW Assessment Coordinator Administers and Submits Results |
| LBSW Pass Rates | Post Graduation | School of Social Work Office Manager Receives and Submits Results to the BSW Program Coordinator and/or BSW Assessment Coordinator |

# Quality Control

All collected BSW Program assessment data will be submitted to the designated BSW assessment coordinator who will ensure that all data and any related materials will be securely stored on the School of Social Work premises. The Coordinator will analyze the data and report the results to the faculty each year. In addition, the Coordinator will complete all required CSWE assessment forms, and post required results on the School of Social Work website or other publically accessible web location.

# Formulation of Recommendations for Continuous Program Improvement

Each fall, the BSW program faculty meets in a retreat to review assessment results. The retreat provides a time for faculty to discuss and identify recommendations for program changes designed to enhance performance relative to the program’s competencies/SLOs. A plan for implementing any recommended changes, including of advertising the changes to program stakeholders, would be developed during the faculty retreat. School of Social Work committees may work on recommended revisions during the academic year.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. A few examples of potential data-driven changes include:

* Changes in course content, scheduling, sequencing, prerequisites, delivery methods;
* Changes in faculty/staff assignments;
* Changes in advising methods and requirements;
* Addition and/or replacement of equipment; or
* Changes to facilities.

The results of the data collection, an interpretation of the results, and the recommended programmatic changes are also forwarded to the Office of Academic Affairs (in the required format) by June 15th each year.

# Modification of the Assessment Plan

After reviewing the collected data and the processes used to collect it, the faculty may decide to revise the assessment plan. Faculty may change any component of the plan, including student learning outcomes, assessment measures, or any other aspect of the plan. If modified, a revised assessment plan will be forwarded to the dean/director’s office and the Office of Academic Affairs for required reviews.

# Appendix A: BSW Field Education **Competency and Practice Behaviors Assessment Tool**

*NOTE:* This content will be entered into an electronic survey format. Reference is for text only.

|  |  |
| --- | --- |
| **Generalist Competency and Practice Behaviors** | **Rating Scale** |
| **Generalist Competency 1. Demonstrate Ethical and Professional Behavior**  Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may affect practice. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. **Generalist social workers:** | **Rating of Practice Behavior Achievement**  1 = Consistently fails to meet basic requirements of practice behavior.  2 = Inconsistently meets basic requirements of practice behavior.  3 = Consistently meets basic requirements of practice behavior.  4 = Consistently meets basic requirements of practice behavior and occasionally exceeds expectations.  5 = Consistently exceeds basic requirements of practice behavior.  6 = Unable to assess. |
| 1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context. 1 2 3 4 5 6 |
| 1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. 1 2 3 4 5 6 |
| 1c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. 1 2 3 4 5 6 |
| 1d. Use technology ethically and appropriately to facilitate practice outcomes.  1 2 3 4 5 6 |
| 1e. Use supervision and consultation to guide professional judgment and behavior.  1 2 3 4 5 6 |
| **Generalist Competency 2. Engage Diversity and Difference in Practice**  Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion/spirituality, sex, and sexual orientation. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.  **Generalist Social Workers:** | **Rating of Practice Behavior Achievement**  1 = Consistently fails to meet basic requirements of practice behavior.  2 = Inconsistently meets basic requirements of practice behavior.  3 = Consistently meets basic requirements of practice behavior.  4 = Consistently meets basic requirements of practice behavior and occasionally exceeds expectations.  5 = Consistently exceeds basic requirements of practice behavior.  6 = Unable to assess. |
| 2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels.  1 2 3 4 5 6 |
| 2b. Present themselves as learners and engage clients and constituencies, as experts of their own experiences. 1 2 3 4 5 6 |
| 2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.  1 2 3 4 5 6 |
| 2d. Provide contextually-relevant services and promote the improvement of service delivery systems, focusing on services to urban and rural Alaska. 1 2 3 4 5 6 |
| **Generalist Competency 3. Advance Human Rights and Social, Economic and Environmental Justice**  Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of justice and strategies to promote social justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that fundamental human rights are distributed equitably and without prejudice.  **Generalist Social workers:** | **Rating of Practice Behavior Achievement**  1 = Consistently fails to meet basic requirements of practice behavior.  2 = Inconsistently meets basic requirements of practice behavior.  3 = Consistently meets basic requirements of practice behavior.  4 = Consistently meets basic requirements of practice behavior and occasionally exceeds expectations.  5 = Consistently exceeds basic requirements of practice behavior.  6 = Unable to assess. |
| 3a. Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels. 1 2 3 4 5 6 |
| 3b. Engage in practices that advance social, economic and environmental justice.  1 2 3 4 5 6 |
| **Generalist Competency 4. Engage in Practice-Informed Research and Research-Informed Practice**  Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice.  **Generalist Social workers:** | **Rating of Practice Behavior Achievement**  1 = Consistently fails to meet basic requirements of practice behavior.  2 = Inconsistently meets basic requirements of practice behavior.  3 = Consistently meets basic requirements of practice behavior.  4 = Consistently meets basic requirements of practice behavior and occasionally exceeds expectations.  5 = Consistently exceeds basic requirements of practice behavior.  6 = Unable to assess. |
| 4a. Use practice experience and theory to inform scientific inquiry and research.  1 2 3 4 5 6 |
| 4b. Engage in critical analysis of quantitative and qualitative research methods and research findings. 1 2 3 4 5 6 |
| 4c. Use and translate research findings to inform and improve practice, policy, and service delivery.  1 2 3 4 5 6 |
| **Generalist Competency 5. Engage in Policy Practice**  Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers recognize and understand the social, economic, organizational, and global influences that affect local policy. They are also knowledgeable about policy formulation, analysis, and implementation.  **Generalist Social workers:** | **Rating of Practice Behavior Achievement**  1 = Consistently fails to meet basic requirements of practice behavior.  2 = Inconsistently meets basic requirements of practice behavior.  3 = Consistently meets basic requirements of practice behavior.  4 = Consistently meets basic requirements of practice behavior and occasionally exceeds expectations.  5 = Consistently exceeds basic requirements of practice behavior.  6 = Unable to assess. |
| 5a. Assess how social welfare and economic policies impact the delivery of and access to social services. 1 2 3 4 5 6 |
| 5b. Critically analyze and promote policies that advance human rights and social, economic and environmental justice.  1 2 3 4 5 6 |
| **Generalist Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with client systems, including groups, families, communities, and organizations. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective experiences and emotional reactions may affect their ability to effectively engage with diverse client systems.  **Generalist Social workers:** | **Rating of Practice Behavior Achievement**  1 = Consistently fails to meet basic requirements of practice behavior.  2 = Inconsistently meets basic requirements of practice behavior.  3 = Consistently meets basic requirements of practice behavior.  4 = Consistently meets basic requirements of practice behavior and occasionally exceeds expectations.  5 = Consistently exceeds basic requirements of practice behavior.  6 = Unable to assess. |
| 6a.Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies. 1 2 3 4 5 6 |
| 6b. Use empathy, reflection and self-regulation, and interpersonal skills to effectively engage diverse clients and constituencies. 1 2 3 4 5 6 |
| 6c. Provide contextually-relevant services and promote the improvement of service delivery systems, focusing on services to urban and rural Alaska. 1 2 3 4 5 6 |
| **Generalist Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their subjective experiences and emotional reactions may affect their assessment and decision-making.  **Generalist Social workers:** | **Rating of Practice Behavior Achievement**  1 = Consistently fails to meet basic requirements of practice behavior.  2 = Inconsistently meets basic requirements of practice behavior.  3 = Consistently meets basic requirements of practice behavior.  4 = Consistently meets basic requirements of practice behavior and occasionally exceeds expectations.  5 = Consistently exceeds basic requirements of practice behavior.  6 = Unable to assess. |
| 7a. Collect, organize, and critically analyze and interpret information from clients and constituencies. 1 2 3 4 5 6 |
| 7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. 1 2 3 4 5 6 |
| 7c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.  1 2 3 4 5 6 |
| 7d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.  1 2 3 4 5 6 |

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| **Generalist Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve client system goals. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client system goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines.  **Generalist Social workers:** | **Rating of Practice Behavior Achievement**  1 = Consistently fails to meet basic requirements of practice behavior.  2 = Inconsistently meets basic requirements of practice behavior.  3 = Consistently meets basic requirements of practice behavior.  4 = Consistently meets basic requirements of practice behavior and occasionally exceeds expectations.  5 = Consistently exceeds basic requirements of practice behavior.  6 = Unable to assess. |
| 8a. Implement interventions to achieve practice goals and enhance capacities of clients and constituencies. 1 2 3 4 5 6 |
| 8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.  1 2 3 4 5 6 |
| 8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.  1 2 3 4 5 6 |
| 8d. Negotiate, mediate, and advocate with and on behalf of clients and constituencies.  1 2 3 4 5 6 |
| 8e. Facilitate effective transitions and endings that advance mutually agreed-on goals.  1 2 3 4 5 6 |
| **Generalist Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness.  **Generalist Social Workers:** | **Rating of Practice Behavior Achievement**  1 = Consistently fails to meet basic requirements of practice behavior.  2 = Inconsistently meets basic requirements of practice behavior.  3 = Consistently meets basic requirements of practice behavior.  4 = Consistently meets basic requirements of practice behavior and occasionally exceeds expectations.  5 = Consistently exceeds basic requirements of practice behavior.  6 = Unable to assess. |
| 9a. Select and use appropriate methods for evaluation of outcomes. 1 2 3 4 5 6 |
| 9b.Critically analyze, monitor, and evaluate intervention and program processes and outcomes.  1 2 3 4 5 6 |
| 9c. Apply evaluation findings to improve practice effectiveness at the micro and macro levels.  1 2 3 4 5 6 |

# Appendix B: BSW Master Rubric

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| **Competency 1: Demonstrate Ethical and Professional Behavior**  Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. |
| **1 - Unacceptable**: The student demonstrates minimal understanding or application of the competency.  **2 - Needs Improvement (Not sufficient progress for the competency with some concerns)**: The student demonstrates an emerging understanding of the competency but application is minimal.  **3 - Developing Competence (Performance is on track and moving forward)**: The student demonstrates full understanding of the competency and application is emerging.  **4 - Competence (Strong Performance):** The student demonstrates full understanding of the competency with a high level of critical thinking and application is consistent with professional standards. |
| Competency 2 –Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, ethnicity, gender, gender identity and expression, immigration status, marital status, physical and mental ability, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers: |
| **1 - Unacceptable**: The student demonstrates minimal understanding or application of the competency.  **2 - Needs Improvement (Not sufficient progress for the competency with some concerns)**: The student demonstrates an emerging understanding of the competency but application is minimal.  **3 - Developing Competence (Performance is on track and moving forward)**: The student demonstrates full understanding of the competency and application is emerging.  **4 - Competence (Strong Performance):** The student demonstrates full understanding of the competency with a high level of critical thinking and application is consistent with professional standards. |
| **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**  Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. |
| **1 - Unacceptable**: The student demonstrates minimal understanding or application of the competency.  **2 - Needs Improvement (Not sufficient progress for the competency with some concerns)**: The student demonstrates an emerging understanding of the competency but application is minimal.  **3 - Developing Competence (Performance is on track and moving forward)**: The student demonstrates full understanding of the competency and application is emerging.  **4 - Competence (Strong Performance):** The student demonstrates full understanding of the competency with a high level of critical thinking and application is consistent with professional standards. |
| **Competency 4: Engage In Practice-informed Research and Research-informed Practice**  Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice**.** |
| **1 - Unacceptable**: The student demonstrates minimal understanding or application of the competency.  **2 - Needs Improvement (Not sufficient progress for the competency with some concerns)**: The student demonstrates an emerging understanding of the competency but application is minimal.  **3 - Developing Competence (Performance is on track and moving forward)**: The student demonstrates full understanding of the competency and application is emerging.  **4 - Competence (Strong Performance):** The student demonstrates full understanding of the competency with a high level of critical thinking and application is consistent with professional standards. |
| **Competency 5: Engage in Policy Practice**  Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro and macro levels and how social workers may effect change within those settings. Social workers recognize and understand the historical, social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation |
| **1 - Unacceptable**: The student demonstrates minimal understanding or application of the competency.  **2 - Needs Improvement (Not sufficient progress for the competency with some concerns)**: The student demonstrates an emerging understanding of the competency but application is minimal.  **3 - Developing Competence (Performance is on track and moving forward)**: The student demonstrates full understanding of the competency and application is emerging.  **4 - Competence (Strong Performance):** The student demonstrates full understanding of the competency with a high level of critical thinking and application is consistent with professional standards. |
| **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. |
| **1 - Unacceptable**: The student demonstrates minimal understanding or application of the competency.  **2 - Needs Improvement (Not sufficient progress for the competency with some concerns)**: The student demonstrates an emerging understanding of the competency but application is minimal.  **3 - Developing Competence (Performance is on track and moving forward)**: The student demonstrates full understanding of the competency and application is emerging.  **4 - Competence (Strong Performance):** The student demonstrates full understanding of the competency with a high level of critical thinking and application is consistent with professional standards. |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. |
| **1 - Unacceptable**: The student demonstrates minimal understanding or application of the competency.  **2 - Needs Improvement (Not sufficient progress for the competency with some concerns)**: The student demonstrates an emerging understanding of the competency but application is minimal.  **3 - Developing Competence (Performance is on track and moving forward)**: The student demonstrates full understanding of the competency and application is emerging.  **4 - Competence (Strong Performance):** The student demonstrates full understanding of the competency with a high level of critical thinking and application is consistent with professional standards. |
| **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines. |
| **1 - Unacceptable**: The student demonstrates minimal understanding or application of the competency.  **2 - Needs Improvement (Not sufficient progress for the competency with some concerns)**: The student demonstrates an emerging understanding of the competency but application is minimal.  **3 - Developing Competence (Performance is on track and moving forward)**: The student demonstrates full understanding of the competency and application is emerging.  **4 - Competence (Strong Performance):** The student demonstrates full understanding of the competency with a high level of critical thinking and application is consistent with professional standards. |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness. |
| **1 - Unacceptable**: The student demonstrates minimal understanding or application of the competency.  **2 - Needs Improvement (Not sufficient progress for the competency with some concerns)**: The student demonstrates an emerging understanding of the competency but application is minimal.  **3 - Developing Competence (Performance is on track and moving forward)**: The student demonstrates full understanding of the competency and application is emerging.  **4 - Competence (Strong Performance):** The student demonstrates full understanding of the competency with a high level of critical thinking and application is consistent with professional standards. |