



WEST VIRGINIA STATE UNIVERSITY

Find *Your* Passion.

Academic Affairs Assessment of Student Learning Report for Academic Year 2017 - 2018

Department/Program Social Work

Assessment Coordinator's Name: Kerri Steele

Assessment Coordinator's Email Address: ksteele1@wvstateu.edu

1. Which learning outcomes did you measure this past year?

Council on Social Work Education (CSWE) requires evaluation of all accreditation competencies each year. The competencies are reflected in student outcomes and are as follows:

- Identify as a professional social worker
- Apply Ethical Principles
- Apply Critical Thinking
- Engage in Diversity in Practice
- Advance Human Rights, Social, and Economic Justice
- Engage in Research Informed Practice and Practice Informed Research
- Apply Knowledge of Human Behavior and the Social Environment
- Engage in Policy Practice to Advance Well-Being and Deliver Services
- Respond to Contexts that Shape Practice
- Practice Engagement
- Practice Assessment
- Practice Evaluation

Each competency details practice behaviors to be measured and assessed. See 8. For detailed behaviors and scores.

2. In which course(s) were assessments conducted?

Assessment of the above competencies occurred in SWK 404 Field Instruction and SWK 406 Advanced Field Instruction. SWK 404 is taken by seniors in their fall semester and is a pre-requisite to SWK 406 which is taken by seniors in their spring semester.

3. How did you assess the selected program learning outcomes? (i.e., what did you assess – group project, skills demonstration, presentation, performance, debate, lab experiment, online discussion, etc. *and*- what tool (measure) did you use - rubric, nationally or state-normed exam, item analysis, pre-posttest design, skills inventory, survey, etc.)

Assessment occurred through scoring of Field Experience Evaluation which is a scale used for students and supervisors to rate students demonstration of practice behaviors in the field setting. The Field Experience Evaluation lists all competencies and practice behaviors with a rating for the behavior on a scale of 1-5 with 1 being the lowest level of skill/comfort/knowledge etc. and 5 being the highest (See Field Final Evaluation in Appendix I). At the end of each field course, one evaluation is completed by self-report from the student, one is completed from the field supervisor.

4. How many students were included in the assessment(s) of each PLO in a course?

There were 18 students in SWK 404 in Fall 2017. There were the same 18 students in SWK 406 in Spring 2018.

5. How were students selected to participate in the assessment of each outcome (Helpful details might include- whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)?

All students in the field courses were included in the assessment, and the assessment included both the self-report scored evaluation and the scored evaluation from their field instructors.

6. In general, describe how each assessment tool (measure) was constructed (i.e. in-house, national, adapted).

The Final Field Evaluation was constructed in the WVSU Department of Social Work but it uses the wording of the CSWE accreditation competencies and practice behaviors. CSWE also recommends a 1-5 point evaluation scale, but our department decided on the wording to use for each practice behavior rating of 1-5.

7. Who analyzed results and how were they analyzed

Data is entered into SPSS software by the Field Instructor, Rita Brown. The data is then analyzed by the Department Chair, which was Dr. Brenda Wamsley for 2017-2018. Data is aggregated and an overall mean for each competency and practice behavior is reported for both fall and spring (See Appendix II). Finally, the data from both semesters is aggregated to determine an overall mean for each competency based on practice behavior scores for each student in SPSS. This data is then analyzed to report the percent of students who's aggregate scores on each competency over the 2 semester period is a 3.5 or higher. The benchmark being a 3.5 or higher for at least 85% of students.

8. Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome. Report scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

The benchmark was met in 10 of the 13 competencies (See Appendix III). For those that did not meet the benchmark of at least 85% of students having a mean of 3.5 or higher for the competency, all 3 were in in the 81-84% range but did not meet the minimum standard of 85%. The assessment shows that students and supervisor felt students were well-prepared to identify as a professional social worker, apply ethical principle, and engage in diversity in practice with 98% of students achieving a 3.5 or higher aggregate mean for the competencies. We also have several other competencies with 90+% of students with an aggregate mean score of 3.5 or higher. The 3 competencies that did not meet the benchmark are advancing human right, social and economic justice (84% of students with mean of 3.5 or higher), engaging in policy practice to advance well-being and deliver services (83% of students with mean of 3.5 or higher) and responding to contexts that shape practice (81% of students with a 3.5 or higher). Over the past several years, these same three competencies have been areas of concern in assessment but the scores for 2017-2018 are higher than they have been in previous years suggesting that our efforts to improve students' knowledge and abilities in these competencies are working but need further improvement.

Based on these scores, our department will meet and discuss what further steps can be taken in the curriculum to improve students aptitude to advance rights, practice policy, and respond to practice contexts. Additionally, we will bring these results to the Social Work Field and Advisory Committee at our annual meeting in October to discuss ways that these areas can be improved in both the curriculum and the field experience.

9. **What are next steps?** (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)

For 2018-2019, we will measure the same outcomes as competencies in the exact same manner. As noted above, 3 competencies are not hitting the benchmarks and both the department and our Advisory Committee will work to improve these scores over the current year.

For 2019-2020, we will be moving to new standards and competencies. We are in the process of changing syllabi and assessment tools now but will not implement the new ones until Fall of 2019 so that we can move the program to the new standards as a whole. Additionally, with the new competencies, CSWE requires that the program assess standards in multiple ways at multiple levels of courses, so the current year will be the last year that we assess only with the field evaluation and only in the field courses.

10. **Please attach an example of the assessment tool used to measure your PLO(s).** These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

See Appendix I for the Field Final Evaluation which is the tool we use to assess. See Appendix II for the aggregate mean of each practice behavior and standard for fall and spring. See Appendix III for CSWE reporting form for yearly benchmark results of each competency.

Appendix I: WVSU Social Work Field Final Evaluation

WVSU SOCIAL WORK FIELD FINAL EVALUATION

STUDENT NAME	
FIELD SUPERVISOR	
COURSE	
TODAY'S DATE	

COURSE:	<input type="radio"/> S WK 404	<input type="radio"/> S WK 406
ARE YOU A:	<input type="radio"/> STUDENT	<input type="radio"/> SUPERVISOR

Instructions: Choose the item which best reflects the student's level of achievement.

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

- 1.1 Advocate for client access to the services of social work
- Extremely passive or inappropriate, unaware of services
 - Generally too passive or too aggressive, sometimes aware of/informs clients of services
 - Appropriate in routine situations, adapts well to some difficult situations, seeks information about community services, identifies gaps in services
 - Consistently appropriate in routine and difficult situations, identifies solutions for gaps in services
 - Goes above and beyond to appropriately advocate for client access to services, seeks to develop services when needed
 - Not Applicable
- 1.2 Practice personal reflection and self-correction to assure continual professional development.
- Appears bored; self-interests primary, superficial discussions with field instructor or weekly logs
 - Some self-reflection evident, sometimes accepts and uses feedback
 - Demonstrates insight regarding professional development, solicits and uses feedback appropriately
 - Solicits and incorporates feedback into practice on a regular basis
 - Shows insight in identifying areas of strength and improvement, makes constructive use of feedback and weekly logs or supervisory meetings, shows in-depth self-analysis
 - Not Applicable

- 1.3 Attend to professional roles and boundaries
- Fails to maintain calm and objective manner, does not maintain appropriate boundaries
 - Difficulty remaining calm, generally maintains boundaries
 - Generally poised and in control, consistently adheres to boundaries
 - Maintains poise and control, identifies potential boundary issues and responds appropriately
 - Consistent poise and control even under stress, consistently handles situations in professional manner, discusses and adheres to boundary issues appropriately
 - Not Applicable
- 1.4 Demonstrate professional demeanor in behavior, appearance, & communication
- Consistently tardy or absent, appearance interferes with work or relationships, or shows poor attitude
 - Occasionally late or absent, appearance usually consistent with agency standards, or occasional poor attitude
 - Consistently on time and attendance is good, appearance is consistent with agency standards, and generally positive attitude, and communicates respectfully
 - Consistently on time with excellent attendance, appearance meets standard, consistent positive attitude and communicates respectfully
 - Always on time or early, volunteers for extra work or extra hours, does not complain, is always positive & respectful in communication with others
 - Not Applicable
- 1.5 Engage in career-long learning
- Apathetic about learning, not self-critical
 - Seldom recognizes limitation, no effort to read literature or attend training
 - Initiates efforts in continuing education (readings, workshops, etc.)
 - Reads and discusses relevant professional literature, seeks training and personal growth opportunities
 - Continually reads relevant professional research and discusses with others, seeks out continuing education activities
 - Not Applicable

- 1.6 Use supervision and consultation
- Resents supervisions, ignores instructions
 - Sometimes avoids supervisory help, sometimes defensive
 - Meets regularly with supervisor, identifies areas for self-improvement, asks appropriate questions, is tactful in disagreements
 - Initiates supervisory meetings, appropriately asks for feedback and uses feedback constructively
 - Initiates supervisory meetings, is appropriately assertive in seeking help from relevant professionals in addition to field instructor, is insightful and things critically about feedback
 - Not Applicable

Additional Comments about Section 1: Identify as a professional social workers and conduct oneself accordingly:

Competency 2: Apply social work ethical principles to guide professional practice

- 2.1 Recognize and manage personal values in a way that allows professional values to guide practice
- No or limited evidence of affiliation with social work values and ethics
 - Generally able to manage personal values, occasionally judgmental, sometimes considers client strengths
 - Identifies and discusses value conflicts with supervisor, has non-judgmental approach, identifies client strengths, values client self-determination
 - Identifies value or potential value conflicts and develops effective strategies to manage these, encourages others to be non-judgmental, identifies strengths not easily seen by others, advocates for client self-determination
 - Values are in complete alliance with social work values, helps others be non0judgmental see client strengths, advocates for client self-determination and identify policies or practices that conflict with social work values
 - Not Applicable

- 2.2 Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, the IFSW/IASSW Ethics
- Violates ethical standards or fails to use standards to guide practice
 - Some ability to make ethical decisions, some understanding of NASW or other relevant Codes of Ethics
 - Uses a strengths-based approach, maintains and explains confidentiality, uses NASW or other relevant Codes consistently in practice
 - Consistently applies appropriate ethical standards, seeks to gain greater understanding by attending trainings or using collaborative problem-solving processes
 - Trains others regarding ethical decision making, analyzes agency policies/practices to determine alignment with NASW Code of Ethics and proposes ways to ethical practice in the agency
 - Not Applicable
- 2.3 Tolerate ambiguity in resolving ethical dilemmas
- Demonstrates rigidity (right/wrong) in thinking, does not consider various perspectives
 - Sometimes has difficulty seeing more than one side to an issue, is often uncomfortable with no clear cut answer to ethical dilemmas
 - Identifies real or potential ethical dilemmas and can identify pros and cons of various options for action/thinks about ethical dilemmas
 - Seeks information from others and from the literature on resolving ethical dilemmas, is able to see multiple options and possible outcomes
 - Continually engages in self-reflection as well as seeking research and practice wisdom in resolving ethical dilemmas, helps others see
 - Not Applicable
- 2.4 Apply strategies of ethical reasoning to arrive at principled decisions
- Shows no understanding of how to apply ethical reasoning
 - Sometimes arrives at decisions without completely thinking through all aspects
 - Applies a systematic problem solving process/model to identify issues involved, identify possible decisions and consequences, and select the best option
 - On arriving at decisions, uses a systematic process, and as appropriate, explores alternatives with other appropriate professionals and/or through literature review
 - Engages in systematic problem solving process and informs others regarding models of ethical reasoning, helps other colleagues/professionals arrive at principled decisions
 - Not applicable

Additional Comments about Section 2: Apply social work ethical principles to guide professional practice:

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

- 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
- Has difficulty applying sources of knowledge
 - On occasion, demonstrates the ability to draw upon various knowledge bases including observation
 - Consistently integrates knowledge from various sources after carefully appraising each, good observational skills
 - Initiates to enhance by investigating additional sources of knowledge appropriate for various clients
 - Has extensive knowledge appropriate for various clients, including research-based knowledge, and assists others through varied sources of information
 - Not Applicable
- 3.2 Analyze models of assessment, prevention, intervention, and evaluation
- Very limited knowledge of models and applicability
 - On occasion, has shown some knowledge of models
 - Is informed on and appropriately applies the models used in the agency, seeks information on other models as appropriate
 - Seeks out opportunities to become knowledgeable and proficient in using a variety of models, initiates discussions of prevention
 - Conducts research related to various models, informs others of evidence based models, seeks to discover the effectiveness of various models
 - Not Applicable

- 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, and organizations
- Oral communication is generally not effective and/or written communication skills are poor, does not meet deadlines
 - Limited ability to communicate and/or document in a clear and timely manner
 - Written work is acceptable and on-time, oral communication is clear, concise, respectful, and timely
 - Documentation is good and consistently on time, oral communication is clear, concise, respectful, and timely
 - Documentation is excellent and consistently on time, oral communication is clear, concise, respectful, and timely
 - Not Applicable

Additional Comments about Section 3: Apply critical thinking to inform and communicate professional judgments:

Competency 4: Engage diversity and difference in practice

- 4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power
- Can identify some oppressed/marginalized populations, but does not see the connection between cultural values/structures and determination of power and/or overlooks the impact of cultural values/structure
 - Identifies cultural values/structures that have served to enhance or reduce power/privilege for a client population
 - Good understanding of cultural differences and uses that knowledge in dealing with clients
 - Strong understanding of power/privilege and has initiated discussion on ways in which client's diversity relates to power/privilege
 - Uses understanding of power/privilege to identify/propose or implement ways to enhance services delivery and/or educates others about power/privilege
 - Not Applicable

- 4.2 Gain sufficient self-awareness to eliminate the influence
- Shows limited awareness of own biases that affects client interactions, judgmental
 - Acknowledges biases when pointed out by supervisor, but occasionally has difficulty separating own values in working with diverse groups
 - Identifies biases and values and is able to discuss ways of eliminating their influence in practice, nonjudgmental approach
 - Nonjudgmental approach, seeks out assistance in managing biases and values in best interest of clients
 - Solicits feedback from others, initiates learning experiences to eliminate biases
 - Not Applicable
- 4.3 Recognize and communicate understanding of the importance of difference in shaping life experiences
- Cannot identify the importance of difference in shaping life experiences
 - Has some superficial recognition of the importance of difference
 - Can identify how diversity has shaped the lives of clients and identifies the elements of human diversity in assessment interviews
 - Goes beyond the recognition of diversity with clients served and seeks to understand a wider range of diversity or engages in additional activities to understand a diverse population in more depth
 - Educates others about a diverse population group and how difference shapes life experiences or conducts in-depth research about a client population
 - Not Applicable
- 4.4 Views themselves as learners and engage those with whom they work as informants
- Does not make effort to learn clients' stories, assumes information, over-generalizes, stereotypes, or is disinterested in learning about differences from clients
 - Occasionally seeks to understand the client perspective/story
 - Asks appropriate questions in client interviews or organizational or community assessments to gain cultural competence, demonstrates awareness that the client is the expert on him/her self
 - Initiates efforts to learn more about diverse client systems from those systems through attending cultural experiences, or reading literature from diverse groups
 - Initiates efforts to learn more about diverse client systems by implementing focus groups or conducting needs assessments or surveys and incorporates findings into practice
 - Not Applicable

Additional Comments about Section 4: Engage diversity and difference in practice:

Competency 5: Advance human rights and social and economic justice.

- 5.1 Understand the forms and mechanisms of oppression and discrimination
- Minimizes presence of oppression or discrimination
 - Acknowledges societal inequity and is able to identify groups who have experienced oppression and discrimination
 - Able to explain or cite examples of oppression and discrimination in past and modern society and/or with a particular client
 - Able to explain and cite examples that demonstrate the privilege of certain groups over others and relate it to clients
 - Can explain and cite examples of institutional systematic forms of oppression and discrimination as well as the implication of those policies
 - Not Applicable
- 5.2 Advocate for human rights and social and economic justice
- Minimizes human rights and social and economic justice issues or shows no interest in issues
 - Expresses interest in human rights issues and the changes he/she would like to see
 - Researches path to change and understands steps and point of contact to take some action toward change
 - Identifies key players and a plan for change to present to key players/ lobbies for change; participates with others in change effort; or raises awareness
 - Presented or implemented plan and prepares to follow-up
 - Not Applicable

- 5.3 Engage in practices that advance social and economic justice
- Does not recognize social and economic justice issues
 - Is able to explain concepts of social and economic justice by citing examples
 - Can identify a particular policy, regulation, law intended to advance social and economic justice and explain why the policy was needed, who it serves and how it has advanced social and economic justice
 - Able to identify where policies fall short of their goals of promoting social and economic justice and the unintended consequences to the population, can articulate needed changes and path to further development
 - Identifies an area of need and develops strategy for addressing the issue on micro/macro level and follows through with action (may include political campaign involvement, lobbying, etc)
 - Not Applicable

Additional Comments about Section 5: Advance human rights and social and economic justice:

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

- 6.1 Use practice experience to inform scientific inquiry
- Is not able to articulate the connection between practice and research
 - Identifies a research question related to practice
 - Identifies a research question related to practice and develops an approach to studying the problem (i.e. single system design, program evaluation, etc)
 - Analyzes client data, conducts surveyor leads focus group, or uses single system design or other scientific method to explore a research question based on practice experience
 - Thoroughly analyzes results of scientific inquiry related to practice and proposes and presents recommendations to appropriate agency personnel, and/or informs other relevant professionals of results
 - Not Applicable

- 6.2 Use research evidence to inform practice
- Does not consult research literature
 - Occasionally reads credible research articles and discusses with field instructor
 - Reviews credible research and applies to client situation and/or agency practices
 - Analyzes models of practice in the agency based on use of credible research and uses findings to improve practice
 - Educates others regarding evidence informed practice after thorough review of literature, makes recommendations to improve practice
 - Not Applicable

Additional Comments about Section 6: Engage in research-informed practice and practice-informed research:

Competency 7: Apply knowledge of human behavior and the social environment

- 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- No understanding of eco-systems or use of conceptual frameworks
 - Some use of frameworks with one type systems (micro, mezzo, macro) but not with all size systems
 - Appropriate use of conceptual frameworks with all sized systems, in conducting assessments or interventions considers the connections between these systems
 - Thoroughly considers micro, mezzo, and macro systems in assessment, intervention, and evaluation
 - Thoroughly considers all size systems in all of processes and helps others to see how conceptual frameworks are used
 - Not Applicable

- 7.2 Critique and apply knowledge to understand person and environment
- Assessments, interventions, and evaluations do not reflect understanding of person and environment
 - Shows minimal understanding and application of person and environment
 - Assessments/interventions strategies show clear understanding of relevant bio-psycho-social elements and application of theory
 - Goes beyond the minimal service expectations with clients by identifying other possible systems for change
 - Demonstrates thorough understanding of a problem, applies knowledge of human behavior and the social environment and goes beyond expectations in targeting systems for change and takes appropriate actions for change
 - Not Applicable

Additional Comments about Section 7: Apply knowledge of human behavior and the social environment:

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

- 8.1 Analyze, formulate, and advocate for polices that advance social well-being
- Does not show understanding or adherence to polices
 - Reviews agency policies and understands rationale, adheres to policies
 - Discusses and understands impact of policy or legislative changes with field supervisor, discusses advocacy activities
 - Recommends policy changes or assists in policy development, analyzes how proposed changes will advance social well-being
 - Lobbies for particular legislative action or advocates for policy change to advance social well-being
 - Not Applicable

- 8.2 Collaborate with colleagues and clients for effective policy action
 - Does not participate in efforts to collaborate relative to policy action
 - Reviews and discusses agency, NASW or other organization's political action/legislative agenda
 - Participates actively, provides information/suggestions/asks appropriate questions; and/or participates with others in lobbying or political campaigning
 - Initiates/facilitates on collaborative activities to bring about policy change
 - Initiates/facilitates policy action, develop appropriate strategies, and implement plan
 - Not Applicable

Additional Comments about Section 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services:

Competency 9: Respond to contexts that shape practice

- 9.1 Continually discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
 - Shows no interest in learning about trends/populations; unable to use technology effectively
 - Reads materials provided by supervisor to learn of trends
 - Reads appropriate literature to understand latest developments, identifies trends related to population served and/or new technologies, participates in NASW meetings or other informative workshops/meetings
 - Provides relevant information to agency regarding latest developments, makes suggestions/develops plan
 - Develops and implements and plan to respond to changing developments and/or technologies
 - Not Applicable

- 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve quality of social services
- Overly dependent on others to provide direction, displays apathy or overly-aggressive behaviors in meetings
 - Listens attentively in meetings but does not speak up; sometimes passively mentions ideas for change
 - Provides some ideas or information related to improvement in quality of services, respects others ideas, provides input, demonstrates teamwork
 - Proposes evidence- informed, sustainable changes, educates others regarding updated research/technologies or pending changes, thinks creatively and collaborates well
 - Plans, facilitates, coordinates, and/or implements a change effort demonstrating appropriate leadership skill
 - No Applicable

Additional Comments about Section 9: Respond to contexts that shape practice:

Competency 10: Ability to assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

- 10.1 Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities
- No attempt to prepare for interviews, meetings, does not understand purpose of interviews/meetings or role
 - Reviews some materials prior to interviews, has general understanding of purpose/goals of interview/meeting, understands role
 - Reviews all relevant information prior to interviews/meetings and communicates clear understanding of purpose and role, discusses any concerns with supervisor
 - Reviews all materials, asks appropriate questions about the purpose/goals beyond a superficial level
 - Reviews all materials, identifies specific approaches, identifies additional goals or strategies, locates additional appropriate information beyond usual expectations
 - Not Applicable

- 10.2 Uses empathy and other interpersonal skills
- O Lacks responsiveness to clients; ignores client's feelings; does not use active listening skills; inappropriate in non-verbal expressions, lectures
 - O Minimal response to client's communication/feelings; use of short encouraging responses, can identify examples of empathy/interpersonal skills in other workers
 - O Demonstrates empathy, respect for client, and other active listening skills; nonverbal communication is appropriate, begins "where the client is" and forms effective working relationships with clients and colleagues
 - O Goes beyond basic empathic responses and able to identify and communicate client's underlying emotions; is sought out by others as a "good listener"; "disarming"
 - O Models effective interpersonal skills to other workers; is able to effectively communicate empathy and use active listening skills even with "hostile" clients
 - O Not Applicable
- 10.3 Develop a mutually agreed-on focus of work with desired outcomes
- O Purpose of engagement with client unclear; no attempt to gain agreement with client
 - O Asks questions to obtain minimal information, able to identify some of client's (or group's) needs, some explanation of purpose
 - O Clearly explains to clients the purpose of services, obtains client's feedback about purpose, ask appropriate questions and identifies client (or group) needs and goals
 - O Clearly explains role and purpose, asks appropriate questions that go beyond the minimal, identifies and helps client prioritize needs
 - O Able to obtain mutual agreement in hostile or difficult situations; able to answer difficult questions from clients about purpose/role and adjust focus as needed
 - O Not Applicable
- 10.4 Collect, organize and interpret client data
- O Poor, disorganized collection/interpretation of information
 - O Obtains minimal information, some tendency to misinterpret, or may have tendency to include irrelevant information or leave out important details
 - O Collects most information, demonstrates understanding of the data; generally includes adequate information and detail, includes client strengths
 - O Thorough collection and documentation of information, shows ability to interpret and analyze information appropriately
 - O Initiates data collection and analysis for the agency, improves agency forms or data collections processes
 - O Not Applicable

- 10.5 Assess client strengths and limitations
- Does not identify strengths and limitations, poor assessment
 - Identifies some strengths and limitations, but generally superficial
 - Good assessment of strengths and limitations, ask client appropriate questions to obtain the information
 - Goes beyond the “obvious” to identify underlying strengths or concerns relevant to the situation
 - Continuously and consistently identifies multiple strengths at all system levels (micro, mezzo, and macro)
 - Not Applicable
- 10.6 Develop mutually agreed-on intervention goals and objectives
- Poor assessment; inaccurate planning strategies; fails to engage the client in the planning process; objective not measurable and/or do not match assess needs
 - Develops goals and objectives with the client but sometimes not specific enough or sometimes does not match client needs
 - Is able to work with client in developing goals and objectives
 - Consistent ability to engage client in arriving at appropriate and measurable objectives based on client needs and strengths
 - Ability to arrive at appropriate and measurable objectives based on client needs even with difficult clients
 - Not Applicable
- 10.7 Select appropriate intervention strategies
- Does not select appropriate intervention strategies
 - Shows limited understanding of intervention strategies
 - Usually identifies appropriate intervention strategies with help from others
 - Consistently selects appropriate intervention strategies with minimal supervisory guidance
 - Consistently engages in evidence informed practice to weigh options of various intervention strategies and select the most appropriate or educates others about appropriate intervention strategy
 - Not Applicable

- 10.8 Initiate actions to achieve organizational goals
- Does not understand agency mission and goals; actions inconsistent with mission
 - Limited understanding of mission; attempts actions to achieve goals although actions may sometimes be inconsistent
 - Understands agency mission and goals; demonstrates some actions to help achieve the goals
 - Understands agency goals and consistently acts in ways and suggest ways to help achieve those goals
 - Initiates actions to assist the agency in meeting goals, fundraising, grants, etc.
 - Not Applicable
- 10.9 Implement prevention interventions that enhance client capabilities
- Does not engage in prevention interventions
 - Identifies primary, secondary, or tertiary prevention interventions
 - Identifies and participates in evidence informed strategies of prevention relative to the agency mission/ client population
 - Limited ability to engage in prevention intervention
 - Advanced ability to identify and participate in evidence informed strategies of prevention relative to the agency mission/client population
 - Not Applicable
- 10.10 Help clients resolve problems
- Shows no interest or ability to help client resolve problems
 - Demonstrates interest in helping clients but may take too much control or is easily frustrated
 - Effectively and appropriately engages the client in resolution of problems
 - Goes above and beyond in exploring options and seeking to help client
 - Effectively engages the client in resolution of problems and also sees the “bigger picture” in identifying other targets for change in an effort to prevent future problems
 - Not Applicable
- 10.11 Negotiate, mediate, and advocate for clients
- Does not make an effort to engage in these behaviors
 - Makes some effort to engage in these behaviors, but shows discomfort with conflict
 - Acts appropriately on behalf of client, works out agreement
 - Is persistent and thorough in pursuing resources for clients and/or in negotiating
 - Demonstrates skills in conflict resolution and ability to secure resources or services for clients in difficult situations
 - Not Applicable

10.12 Facilitate transitions and endings

- Endings/transitions are abrupt without closure
- Endings/transitions are brief and minimal in content
- Appropriately discusses termination or transitions with clients, field supervisor, colleagues
- Identifies appropriate resources for client transfer, shows good documentation skills in transfer or termination summaries
- Fully prepares clients for termination or transitions, manages own feelings relative to this, follows up with clients after transitions/termination
- Not Applicable

10.13 Critically analyze, monitor, and evaluate interventions

- No ability to evaluate practice; apathetic about learning; not self-critical for growth
- Reviews client outcomes or agency data and analyzes at superficial level
- Analyzes and evaluates outcomes (single system design or program evaluation) with single client or program objective and identifies implications for practice
- Consistently and systematically engages in evaluation of interventions, discusses with supervisor and improves practice accordingly
- Clear sense of understanding for ongoing client evaluation; shares appropriate information with others to enhance services; initiates evaluation activities for the agency or trains others in evaluation tools/methods
- Not Applicable

Additional Comments about Section 10: Ability to assess, intervene, and evaluate with individuals, families, groups, organizations, and communities:

Field Instructor Information and Forms

PREREQUISITES FOR BEING A FIELD INSTRUCTOR IN SOCIAL WORK

1. The agency-based practitioner must want to supervise a student.
2. The potential field instructor should participate in an orientation, which presents the responsibilities and benefits of field instruction. This will help the potential instructor to determine if this is a role that he or she wishes to pursue.
3. The field instructor should be willing to participate in seminars, workshops, and other programs designed to enhance the field instructor's role.
4. A field instructor must have basically positive feelings toward students and toward social work education as a process. The field instructor may disagree strongly with the philosophy and approach of the social work department, but must be able to refrain from any adversarial relationship with the program that would involve the student. The field instructor must feel sufficiently positive toward the school's program so as to join with the school in educating the student.
5. The field instructor must be performing at a satisfactory or better level in the job and must have basically positive feelings toward the agency and the work environment. The field instructor may be critical of agency administration or of certain procedures and policies; however, the field instructor must not unloaded these feelings on the student. There must be a sense of loyalty to the agency or department and a willingness to help the student develop an identity with the program.
6. A field instructor must be willing and reasonably prepared to deal with difficult as well as outstanding students. The potential field instructor must have a realistic awareness that student supervision can be frustrating, anxiety-producing, stressful, and time consuming as well as rewarding, energizing, educational, and self-fulfilling. The beginning field instructor may lack the specific skills necessary for dealing with problem situations, but must, at least, have an intellectual commitment to working with a problem student if necessary.
7. There must be strong desire to learn and grow both personally and professionally. Students constantly challenge the "old way of doing things." Students can be a positive resource-offering a different perspective. The instructor must possess a willingness to listen.
8. A field instructor must be scheduled for work at least 95% of the same hours that the student is scheduled for placement.
9. An agency-based field instructor must have sufficient time to devote to the student to

provide a meaningful learning experience. The field instructor will have to spend time planning assignments, reviewing recording and other work produced by the student, finding appropriate reading materials, and perhaps seeking consultation from other agency staff, other field instructors or the faculty director regarding the best approach to work with the student.

Wilson, Suanna J. (1981) Field Instruction Techniques for Supervisors. New York: The Free Press, pp. 18, 19.

Appendix II: 2017-2018 WVSU Social Work Field Experience Evaluation

2017-18 AY Social Work Field Experience Evaluation Supervisors and Students Scores range from 1 (low) to 5 (high)	Fall 2017 Mean Scores		Spring 2018 Mean Scores	
Competencies & Practice Behaviors (Benchmark = 3.5)	Super- visor (N=19)	Student (N=18)	Super- Visor (N=17)	Student (N=18)
2.1.1 Identify as a professional social worker and conduct oneself accordingly. (Overall Mean = 4.19)	3.99	4.13	4.31	4.34
a. Advocate for client access to the services of social work.	3.63	4.11	4.25	4.12
b. Practice personal reflection and self-correction to assure continual professional development.	3.79	4.11	4.24	4.33
c. Attend to professional roles and boundaries.	4.74	4.61	4.76	4.72
d. Demonstrate professional demeanor in behavior, appearance, & communication.	3.95	3.89	4.29	4.22
e. Engage in career-long learning.	3.75	3.88	4.24	4.44
f. Use supervision and consultation.	4.05	4.18	4.06	4.22
2.1.2 Apply social work ethical principles to guide professional judgments. (Overall Mean = 4.06)	3.85	4.02	4.23	4.12
a. Recognize & manage personal values in a way that allows professional values to guide practice.	4.17	4.33	4.44	4.41
b. Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, the IFSW/IASSW Ethics.	3.56	3.76	3.93	3.94
c. Tolerate ambiguity in resolving ethical dilemmas.	3.79	4.06	4.08	4.00
d. Apply strategies of ethical reasoning to arrive a principled decisions.	3.89	3.94	4.46	4.12
2.1.3 Apply critical thinking to inform and communicate professional judgments. (Overall Mean = 3.93)	3.64	3.79	4.26	4.03
a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.	3.63	3.76	4.06	3.89
b. Analyze models of assessment, prevention, intervention, and evaluation.	3.50	3.56	4.19	3.76
c. Demonstrate effective oral and written communication in working with individuals, families, groups, and organizations.	3.79	4.06	4.53	4.44
2.1.4 Engage diversity and difference in practice. (Overall Mean = 3.91)	3.66	3.86	4.14	3.96
a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power.	3.50	4.00	4.19	3.65
b. Gain sufficient self-awareness to eliminate the influence of	4.11	4.11	4.53	4.44

personal biases and values in working with diverse groups.				
c. Recognize and communicate understanding of the importance of difference in shaping life experiences.	3.56	3.67	4.00	3.61
d. View themselves as learners and engage those with whom they work as informants.	3.47	3.67	3.82	4.12
2.1.5 Advance human rights and social and economic justice. (Overall Mean = 3.86)	3.68	3.81	4.10	3.83
a. Understand the forms and mechanisms of oppression and discrimination.	3.86	4.06	4.56	4.12
b. Advocate for human rights and social and economic justice.	3.31	3.38	3.47	3.38
c. Engage in practices that advance social and economic justice.	3.86	4.00	4.27	4.00
2.1.6 Engage in research-informed practice and practice-informed research. (Overall Mean = 3.66)	3.44	3.30	4.09	3.80
a. Use practice experience to inform scientific inquiry.	3.50	3.40	4.25	3.71
b. Use research evidence to inform practice.	3.38	3.20	3.92	3.88
2.1.7 Apply knowledge of human behavior and the social environment. (Overall Mean = 4.04)	3.88	3.84	4.32	4.12
a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	3.65	3.67	4.13	3.88
b. Critique and apply knowledge to understand person & environment.	4.11	4.00	4.50	4.35
2.1.8 Engage in policy practice to advance social & economic well-being & to deliver effective social work services. (Overall Mean = 3.20)	3.13	3.02	3.09	3.56
a. Analyze, formulate, and advocate for policies that advance social well-being.	3.36	3.11	3.07	3.56
b. Collaborate with colleagues and clients for effective policy action.	2.90	2.92	3.10	3.56
2.1.9 Respond/contexts that shape practice. (Overall Mean = 3.30)	3.06	3.03	3.45	3.65
a. Continually discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	3.00	3.06	3.18	3.65
b. Provide leadership in promoting sustainable changes in service delivery & practice to improve quality of social services.	3.11	3.00	3.71	3.65

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, communities. (Overall Mean= 3.99)	3.80	3.90	4.18	4.09
a. Substantively & effectively prepare for action with individuals, families, groups, organizations.	3.84	3.83	4.25	4.18
b. Use empathy & other interpersonal skills.	3.95	4.39	4.28	4.18
c. Develop a mutually agreed-on focus of work & desired outcomes.	3.75	3.78	4.21	4.19
d. Collect, organize & interpret client data.	3.56	3.65	4.07	3.94
e. Assess client strengths and limitations.	3.63	3.83	4.13	4.00
f. Develop mutually agreed-on intervention goals and objectives.	3.79	4.06	4.33	4.06
g. Select appropriate intervention strategies.	4.06	3.71	4.20	4.12
h. Initiate actions to achieve organizational goals.	3.68	3.78	3.93	3.83
i. Implement prevention interventions enhancing client capabilities.	4.00	3.87	4.21	4.38
j. Help clients resolve problems.	4.13	4.20	4.50	4.06
k. Negotiate, mediate, and advocate for clients.	3.76	3.93	4.21	4.38
l. Facilitate transitions and endings.	3.64	3.82	3.80	4.07
m. Critically analyze, monitor, & evaluate interventions.	3.67	3.81	4.27	3.82

Appendix III: Yearly Benchmark Results

WEST VIRGINIA STATE UNIVERSITY BACCALAUREATE SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED May 2018 for 2017-18 AY

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards below:

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4 *The program uses Form AS 4 (B) and/or AS4 (M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Identify as a Professional Social Worker	Aggregate Mean of 3.5 ≥85% of students reach benchmark	98%
Apply Ethical Principles	Aggregate Mean of 3.5 ≥85% of students reach benchmark	98%
Apply Critical Thinking	Aggregate Mean of 3.5 ≥85% of students reach benchmark	96%
Engage Diversity in Practice	Aggregate Mean of 3.5 ≥85% of students reach benchmark	98%
Advance Human Rights/ Social and Economic Justice	Aggregate Mean of 3.5 ≥85% of students reach benchmark	84%
Engage Research Informed Practice/ Practice Informed Research	Aggregate Mean of 3.5 ≥85% of students reach benchmark	89%
Apply Human Behavior Knowledge	Aggregate Mean of 3.5 ≥85% of students reach benchmark	97%
Engage Policy Practice to Advance Well-Being and Deliver Services	Aggregate Mean of 3.5 ≥85% of students reach benchmark	83%
Respond to Practice Contexts	Aggregate Mean of 3.5 ≥85% of students reach benchmark	81%
Practice Engagement	Aggregate Mean of 3.5 ≥85% of students reach benchmark	94%
Practice Assessment	Aggregate Mean of 3.5 ≥85% of students reach benchmark	97%
Practice Intervention	Aggregate Mean of 3.5 ≥85% of students reach benchmark	97%
Practice Evaluation	Aggregate Mean of 3.5 ≥85% of students reach benchmark	87%