

STUDENT OUTCOMES ASSESSMENT PLAN (SOAP)

I. Mission Statement

The mission of the Bachelor of Social Work program in the Department of Social Work Education at California State University, Fresno is to educate social workers for supervised entry-level social welfare practice in the San Joaquin Valley. Rooted in the values and ethics of the social work profession, graduates of the bachelor's program are prepared to be beginning generalist practitioners. They have the skills to work from a generalist perspective with individuals, families, groups, and communities in a variety of public, nonprofit and private settings in this socially and culturally diverse region with a focus on diversity, empowerment, and social justice.

II. Goals, Objectives, and Student Learning Outcomes

- A. Goal: To gain beginning level generalist knowledge and skills in social work, which integrates course content in practice, policy, research, and human behavior into field experiences using generalist framework.
1. Objective: Identify as a professional social worker and conduct oneself accordingly.
 - a. Student Learning Outcome: Demonstrate professional behavior, appearance and communication (Professionalism in Conduct – SWRK 182 – Professional Identify #6).
 2. Objective: Apply social work ethical principles to guide professional practice.
 - a. Student Learning Outcome: Apply beginning strategies of ethical reasoning and existing social work ethical code to arrive at principled decisions (Apply NASW Code of Ethics – SWRK 182 #1).
 3. Objective: Apply critical thinking to inform and communicate professional judgments.
 - a. Student Learning Outcome: Identify models of assessment, prevention, intervention and evaluation to practice at all levels of practice. (Life Summary: Understanding Development over the Life Span – SWRK 135)
 4. Objective: Engage in research-informed practice and practice-informed research.
 - a. Begin to use practice experience to inform scientific inquiry. (Article Analysis – SWRK 171)
 5. Objective: Apply knowledge of human behavior and the social environment.
 - a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. (Client Consumer Assessment – SWRK 182 #3)
 6. Objective: Policy Practice – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
 - a. Identify and articulate societal values reflected in social welfare policies and programs. (Final Group Activity/Presentation – SWRK 123)

7. Objective: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
 - a. Use empathy, reflective listening, and other interpersonal skills to effectively engage individuals, families, groups, organizations, and communities. (Ability to engage populations at risk – SWRK 181 –GP#3)
 - b. Collect, organize, analyze, and interpret assessment information from identified system levels. (Agency Analysis Paper – SWRK 180)
 - c. Implement direct and indirect practice interventions, including those that are evidence based, to address mutually agreed upon goals/objectives at identified systems. (Problem Solving Model – SWRK 182 GP #3)
 - d. Monitor, analyze and evaluate professional behavior and interventions at identified systems levels. (Intervention and Evaluation – SWRK183)
- B. Goal: To prepare beginning level social work practitioners to work effectively in increasingly complex culturally, racially, socially and gender diverse communities.
1. Objective: Engage diversity and difference in practice.
 - a. Student Learning Outcome: Recognize and understand how diverse factors intersect and assist in understanding experiences of oppression, marginalization, alienation, or creation or enhancement of privilege and power. (Life Summary: Understanding Development over the Life Span – SWRK 135)
 2. Objective: Respond to contexts that shape practice.
 - a. Student Learning Outcome: Understand changing locales, population scientific and technological developments, and emerging societal trends to assess the relevance of service (International Agency – SWRK 181 GP#5).
- C. Goal: To prepare beginning level generalist social work practitioners to advocate for an inclusive and just society.
1. Objective: Advance human rights and social and economic justice.
 - a. Student Learning Outcome: Understand the forms and mechanisms of oppression and discrimination at all system levels (Final Group Activity/Presentation – SWRK 123)

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

See Table 1 for Curriculum Map

The primary goal of the undergraduate program is to prepare baccalaureate-level students for

beginning generalist social work practice in public and private agencies. The curriculum prepares students in a sequential manner for this experience by building on the liberal arts base of general education content required by California State University, Fresno. A sound liberal arts base is crucial to understanding and responding to the complex issues and dynamics of human need. This is especially important when working with vulnerable, oppressed and impoverished populations in Central California, whose circumstances are heavily influenced by sociopolitical and economic circumstances.

The intent of the general education program at California State University, Fresno is to ensure, through a broad exposure to humanities and natural and social sciences that students acquire the knowledge perspectives, and values and abilities of liberally educated individuals. The undergraduate social work program interacts with and builds upon that strong liberal arts commitment.

Students must complete all of the following courses for a total of 42 units.

SOCIAL WORK MAJOR REQUIREMENTS

42 Units

| Fall | Spring |
|---|--------------------------------------|
| JUNIOR YEAR | |
| SWRK 123 Social Welfare Policy | SWRK 136 Diversity |
| SWRK 135 Human Behavior/Social Environment | SWRK170 Quantitative Research |
| SWRK 160 Practice Processes 1 | SWRK 161 Practice Processes 2 |
| UDGE/Additional Major Requirements** | UDGE/Additional Major Requirements** |
| Econ 25/40/50* or HS 90* | Upper Division Writing Skills |
| 12 - 15 units | 12-15 units |

| Fall | Spring |
|----------------------------|------------------------------------|
| SENIOR YEAR | |
| SWRK 181 Field 1 | SWRK 182 Field 2 |
| SWRK 180 Macro Practice | SWRK 183 Micro Practice |
| SWRK 171 | UDGE/Additional Major Requirements |

| | | |
|------------------------------------|---------------|--|
| Qualitative Research | | |
| UDGE/Additional Major Requirements | SWRK Elective | |
| | | |
| 12-15 units | 12- 15 units | |

IV. Assessment Methods

A. Direct Measures

1. Standard Assignment – SWRK 123 (Final Group Activity/Presentation; Reflection Paper: Critical Thinking and Integration of Social Welfare Policy – Attachment A). 85% of students must score a minimum of 3.0 on a scale of 0-4.0
2. Standard Assignment – SWRK 135 (Life Summary: Understanding Development over the Life Span) – Attachment B). 85% of students must score a minimum of 3.0 on a scale of 0-4.0
3. Standard Assignment – SWRK 171 (Article Analysis – Attachment C). 85% of students must score a minimum of 3.0 on a scale of 0-4.0.
4. Standard Assignment – SWRK 180 (Agency Analysis Paper – Attachment D). 85% of students must score a minimum of 3.0 on a scale of 0-4.0.
5. Standard Learning Experience – Field Instruction A – SWRK 181 – (Undergraduate Field Student Performance Evaluation – Attachment E). 85% of students must score a minimum of 3 on a scale of 1-5.
6. Standard Learning Experience – Field Instruction B - SWRK 182 – (Undergraduate Field Student Performance Evaluation – Attachment F). 85% of students must score a minimum of 3 on a scale of 1-5.
7. Standard Assignment – SWRK 183 (Intervention & Evaluation – Attachment G). 85% of students must score a minimum of 3.0 on a scale of 0-4.0.

B. Indirect Measures

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

V. Student Learning Outcomes X Assessment Methods Matrix

See Table 2 for Assessment Methods Matrix

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

Every Year (2014-2015, 2015-2016, 2016-2017etc.)

Standard Assignment – SWRK 123

Standard Assignment – SWRK 135

Standard Assignment – SWRK 171

Standard Assignment - SWRK 180

Standard Assignment – SWRK 183

Standard Learning Experience – Field Instruction A - SWRK 181

Standard Learning Experience – Field Instruction B – SWRK 182

End of Year Student Survey

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

Alumni Survey

Employer/Supervisor Survey

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

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

Table 1: Curriculum Map
 Matrix of BA Social Work Courses X Learning Outcomes

| | <i>Social Work Courses</i> | | | | | | | | | | |
|--------------------------|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|---------|-----|
| <i>Learning Outcomes</i> | 20 | 123 | 135 | 136 | 160 | 161 | 170 | 171 | 180 | 181/182 | 183 |
| A.1.a | I | I | I | R | I | R | I | I | A | A | A |
| A.2.a. | I | I | I | R | I | R | I | R | A | A | A |
| A.3.a. | I | I | I | R | I | R | I | R | A | A | A |
| A.4.a. | I | I | I | R | I | R | I | R | A | A | A |
| A.5.a. | I | I | I | R | I | R | I | R | A | A | A |
| A.6.a. | I | I | I | R | I | R | I | R | A | A | A |
| A.7.a. | I | I | I | R | I | R | I | R | A | A | A |
| A.7.b. | I | I | I | R | I | R | I | R | A | A | A |
| A.7.c. | I | I | I | R | I | R | I | R | A | A | A |
| A.7.d | I | I | I | R | I | R | I | R | A | A | A |
| B.1.a. | I | I | I | R | R | R | I | R | A | A | A |
| B.2.a. | I | I | I | R | R | R | I | R | A | A | A |
| C.1.a. | I | I | I | R | R | R | I | R | A | A | A |

I-Introduced; R-Reinforced; A-Advanced

Table 2: Assessment Methods Matrix

Matrix of Student Learning Outcomes X Assessment Methods

| <i>Learning Outcomes</i> | Standard Assignment (SWRK 123: Final Group Activity/ Presentation Reflection Paper: Critical Thinking & Integration of Social Welfare Policy) | Standard Assignment (SWRK 135: Life Summary: Understanding Development over the Life Span) | Standard Assignment (SWRK 171: Article Analysis) | Undergraduate Field Instructed Practice (SWRK 181, 182) | Standard Assignment (SWRK 180: Agency Analysis Paper) | Standard Assignment (SWRK 183: Intervention & Evaluation) | Student Surveys | Alumni Survey | Employer/Supervisor Survey |
|--------------------------|---|--|--|---|---|---|-----------------|---------------|----------------------------|
| A.1.a. | | | | X | | | X | X | X |
| A.2.a. | | | | X | | | X | X | X |
| A.3.a. | | X | | X | | | X | X | X |
| A.4.a. | | | X | X | | | X | X | X |
| A.5.a | | | | X | | | X | X | X |
| A.6.a. | | X | | X | | | X | X | X |
| A.7.a | | | | X | | | X | X | X |
| A.7.b. | | | | X | X | | X | X | X |

| <i>Learning Outcomes</i> | Standard Assignment (SWRK 123: Final Group Activity/ Presentation Reflection Paper: Critical Thinking & Integration of Social Welfare Policy) | Standard Assignment (SWRK 135: Life Summary: Understanding Development over the Life Span) | Standard Assignment (SWRK 171: Article Analysis) | Undergraduate Field Instructed Practice (SWRK 181, 182) | Standard Assignment (SWRK 180: Agency Analysis Paper) | Standard Assignment (SWRK 183: Intervention & Evaluation) | Student Surveys | Alumni Survey | Employer/ Supervisor Survey |
|--------------------------|---|--|---|---|---|---|-----------------|---------------|-----------------------------|
| A.7.c. | | | | X | | | X | X | X |
| A.7.d. | | | | X | | X | X | X | X |
| B.1.a | | X | | X | | | X | X | X |
| B.2.1. | | | | X | | | X | X | X |
| C.1.a. | X | | | X | | | X | X | X |

Attachment A: Standard Assignment – SWRK 123 (Final Group Activity/Presentation: Reflection Paper: Critical Thinking and Integration of Social Welfare Policy

Common Assignment Description

For the second part of the final examination, students will draft an individual written response that critically appraises a selected social welfare problem and an associated social welfare policy meant to address it. The intent of this assignment is to demonstrate what you have learned about the social problem and policy, populations that are impacted as the result of the problem and policy, and what steps would you take to address issues of concern respective to the social problem and policy.

This short assignment is really a critical thinking assignment. In your paper, respond to all of the following prompts:

1. Identify a social welfare issue or problem and the populations affected. Why is it an issue or problem?
2. What are the societal trends or technological developments that help shape the issue or problem and are there unique characteristics of the issue or problems manifested here in the San Joaquin Valley?
3. Identify an ideological stance you would take to best address the social issue or problem.
4. What policy changes would you advocate for to help alleviate the social issue or problem? What is your rationale for the change?
5. At what level of policy would you intervene; federal, state, local or administrative? Why would you intervene at that level(s)?
6. From whom and why do think you could receive support? Who might oppose?
7. In which way does your policy change promote a “Just Society”?

Attachment B: Standard Assignment – SWRK 135 Life Summary: Understanding Development over the Life Span

Purpose: This exercise introduces the student to one strategy for organizing information about an individual's experiences over the life span and applying theories from HBSE to offer some possible ways of "understanding" the individual. The goal is to facilitate integration of material on individual bio-psycho-social-spiritual development.

- In class: We will each create our own developmental timelines
- You should note major developmental "milestones" and life events
- In class discussion, we will apply the various theories and viewpoints as to the importance and meaning of these milestones and events to individual development
- Because this is personal material, you may wish to limit what you share with the class, or, for that matter, with me. Note: I will be the only person reading your paper and it will be returned to you in class.

Written assignment (5 - 7 pages, plus your timeline):

- Summarize the bio-psycho-social-spiritual spheres of your development OVER the life span (that is, your history of development to date). How would you explain who/what you are today and how you function using theories we have discussed? What are the relevant bio-psycho-social-spiritual influences contributing to your strengths and challenges?
- Apply 1 theory of personality development (global or specific aspect) and 1 theory of social learning to your developmental history.
- Expand your discussion on two (2) points. Select one point that has been/become a strength and one that has been/become a challenge:
 - Select 1 developmental milestone or psychological "task" (e.g., an Erikson psychosocial crisis, other theoretical "stages") that you feel has made an important contribution (strength or challenge) to who you are today and how you function (i.e., discuss how you did negotiating that milestone or "task" and why this was/is important). Explain why this is so, drawing on theories and concepts from the text and class discussions.
 - Select 1 important external influence (i.e., environmental/other system influence) that you feel has made an important contribution (strength or challenge) to who you are today and how you function. Explain why this is so, drawing on theories and concepts from the text and class discussions.
- You will draw primarily upon your text and class discussions. Refer to and cite applicable concepts and principles from the text/class in above discussions (cite using the form, "Rogers 2010, p. #"). I encourage you to supplement this with additional professional literature (i.e., primary sources from professional texts or journals; generally not course textbooks or non-academic Internet sites). Literature should be referenced according to APA style. Such extra library research efforts can earn one (1) additional point on the assignment.

Attachment C: Standard Assignment – SWRK 171 Article Analysis: Research Informed Practice / Practice Informed Research (Using Practice Experience to Inform Scientific Inquiry)

Students will select a qualitative research journal article that is related to your current internship. Evaluate this journal article using the following outline. Length of the paper needs to be between 2-3 pages, typed, using a professional writing style. Attach the article to your paper.

A. Title of Article

B. Author(s) and Author (s) Qualifications

C. Introduction

1. State the Research Problem – include the reason the current study is being conducted.
2. State the Purpose – explain how this study is going to fill a current gap in the existing research.

D. Research Question(s) – restate the research question.

E. Methods

1. Participants – who were the participants? How many were there? How were they recruited?
2. Data Collection Method – how was the data collected?
3. Procedures Used – what procedures were used to complete the research project?

F. Results – what were the results of the study?

G. Summary and Discussion

1. Conclusions – what were the final conclusions of the study?
2. Practice, Policy and/or Research Implications – what practice, policy, and/or research implications were suggested as a result of this study?

H. Ethical Issues – what ethical issues could you see that could be raised during the study?

I. Overall Impression of the Report

1. Strengths – how does this study add to the social work knowledge base?
2. Weakness – what limitations did the study have?

J. Research Informed Practice / Practice Informed Research – how would you use these findings to improve practice, policy and social service delivery? How would you use practice, policy and social service delivery to inform research?

Attachment D: Standard Assignment – SWRK 180: Agency Analysis Paper

Write a paper about your field agency. The paper should consist of 6-10 pages. In your paper, include the following information:

| | Agency Information to be Included in the Presentation | Percentage of Content Grade for the Paper |
|----|---|--|
| 1. | Outline of agency mission and goals | 10% |
| 2. | Information on specific populations-at-risk whose needs the agency addresses. | 10% |
| 3. | A description of the community context of the agency. What geographic community is served by the organization? What is the income level of most of the people who live in the community and what demographic groups tend to live in the community served by the agency? How do most people travel to the agency? Is the agency actively involved in the community? With what other agencies and organizations does the agency interact? | 10% |
| 4. | Describe the services provided by the organization. If the organization does not provide health, mental health, or social services, describe those activities undertaken by the organization on a regular basis. | 10% |
| 5. | A description of the organizational structure of the agency or organization. Is it a public, nonprofit, or for-profit organization? Does it have a board of directors? If not who is ultimately responsible for this organization? What are the top management positions in the organization? What are the job positions held by people who are not in the top management positions? Who supervises front-line workers and interns? Describe the role of clients/consumers/constituents in this organization. | 20% |
| 6. | Describe how this organization functions in terms of social work values, social justice cultural competence, empowerment, and human rights. | 20% |

Attachment E: Standard Learning Experience – Field Instruction A – SWRK 181 – Undergraduate Field Student Performance Evaluation

Professional Identity:

1. Completed agency orientation and reviewed agency manuals covering: mission; goals; structure; and, roles of agency personnel. Presented understanding of these components to field instructor/agency supervisor in supervision.
2. Demonstrated appropriate professional boundary setting with colleagues and clients/consumers by observing staff during their contacts with clients and agency personnel and discussing observations in supervision with field instructor/agency supervisor.
3. Interviewed two (2) social workers/professional staff to gain information about their roles in the agency.
4. Student met with field instructor/agency supervisor for weekly supervision and prepared an agenda for supervision with a minimum of 2 items each week.
5. Met with faculty liaison to discuss learning progress in field placement.
6. Demonstrated professionalism in dress, attendance, and time management by completing monthly Internship Hours Log, providing notice for any absences or schedule adjustments, and discussing professionalism with field instructor/agency supervisor during weekly supervision.

Professional Values and Ethics:

1. Read the NASW Code of Ethics and applied two of its principles to observations of an agency activity and discussed with the field instructor/agency supervisor in supervision.
2. Examined the value base of the agency culture and your own biases and personal values. Discussed findings in supervision with the field instructor/agency supervisor.
3. Identify a minimum of three state and/or federal guidelines associated with the field placement agency and discussed with field instructor/agency supervisor their impact upon service delivery for clients/consumers.

Generalist Practice:

1. Demonstrated beginning ability to engage, establish rapport, listens, and develops a professional relationship with diverse clients/constituents and agency staff, including populations at risk, as observed by the field instructor and/or agency supervisor.
2. Utilized the problem solving model (assessment, planning, intervention, evaluation and termination) to address identified needs at the following systems levels: a minimum of 2 individuals (at least one culturally different from self), and one larger system (i.e. group, agency, community).

3. Utilized the social systems model to address an identified need in the placement agency and the community served by the agency.
4. Conducted an assessment of the field placement agency using information from SWRK 180 and shared it with the field instructor.
5. Made web-based contact outside the U.S. via the internet and/or the international chat room assignment in SWRK 180 and gathered information about an international agency and its delivery of services. Provided information to the same agency about the field placement setting based on the agency analysis. Discussed findings in supervision.
6. Attended a staff, community and/or a Board of Directors meeting related to the field placement agency and analyzed the group and decision-making processes utilizing guidelines from SWRK180 and shared the final paper with the field instructor.
7. Observed and/or co-facilitated a task group: helped set the agenda or goals; kept the group focused; facilitated the input of group members, took minutes, and summarized the meeting.
8. Gathered information from the placement agency for the SWRK 180 grant proposal assignment: needs statement, project description, budget, etc.
9. Visited 2 agencies that provide services for the clients/consumers of the field placement agency and gathered information about those services and relevant contact persons.
10. Developed a community assets map for a community served by your field placement agency using information from SWRK 180.
11. Completed the following documentation requirements following agency standards: email; memo; minutes; assessment; etc.

Evaluation of Practice:

1. Analyzed administrative data to identify characteristics of the agency's service area and reported finding in supervision with the field instructor/agency supervisor.
2. Conducted a community/constituent needs assessment.
3. Developed and implemented a survey of constituent satisfaction.
4. Reflected on practice performance through the use of journal writing or recording (process, audio, video) and discussed in supervision with field instructor/agency supervisor.
5. Participated in the discussion and completion of the mid-semester and final semester performance evaluation for SWRK 181

Attachment F: Standard Learning Experience – Field Instruction B – SWRK 182 – Undergraduate Field Student Performance Evaluation

Professional Identity:

1. Articulated with field instructor / agency supervisor how agency policies impact client services, particularly with populations at risk.
2. Discussed appropriate professional boundary setting with field instructor / agency supervisor, colleagues and clients / consumer, observed staff during their contacts with clients and agency personnel and discussed observations and experiences in supervision with field instructor / agency supervisor.
3. Discussed use of multiple roles of a social worker in the professional setting in supervision with field instructor / agency supervisor.
4. Met with field instructor / agency supervisor for weekly supervision and prepared agenda for supervision with a minimum of 2 items each week.
5. Met with faculty liaison to discuss learning progress.
6. Demonstrated professionalism in dress, attendance, and time management by completing monthly internship hours log, providing notice for any absences or scheduled adjustments, and discussing professionalism with field instructor / agency supervisor during weekly supervision.
7. Demonstrated initiative, diplomacy, and professional courtesy in carrying out all field placement responsibilities.
8. Attended one professional training or conference that is approved by the field instructor / agency.

Professional Values and Ethics:

1. Reviewed the NASW Code of Ethics and discuss in supervision each of the six categories of standards as they apply to your experiences as a social work intern in your field placement agency.
2. Presented in supervision one practice situation from internship that required you to address an ethical dilemma. Explain the ethical decision making process used.
3. Met with two professionals from two different professional backgrounds outside of social work. Prepared an outline comparing the value orientation of social work to these two other professions and present your findings in supervision.

4. Applied the concepts of mutually, respect, collaboration, and professional use of self in the development of professional relationships and discuss on an ongoing basis in weekly supervision.

Generalist Practice:

1. Demonstrated ability to engage, establish rapport, listens and develops a professional relationship with diverse clients / constituents and agency staff, including populations at risk, as observed by a field instructor and/or agency supervisor.

2. Utilized the problem solving approach from the Generalist Practice Model (assessment, planning, intervention, evaluation and termination) to address identified needs at the following systems levels: a minimum of 2 individuals (at least one culturally different from self), one family, and one small group. Discussed your work in supervision with the field instructor agency supervisor.

3. Conducted an assessment of a client / consumer using content learning in SWRK 183 and shared it with your field instructor.

4. Developed a culturally relevant intervention plan mutually with an identified client/consumer to address the needs identified in an assessment using content learned in SWRK 183 and shared it with your field instructor.

5. Met with an individual client/consumer and developed a three generational genogram as part of the assessment process.

6. Met with an individual client/consumer and developed an eco-map as part of the assessment process.

7. Attended a case staffing or multidisciplinary/team meeting in which client/consumer needs were addressed and shared your observations in supervision with the field instructor.

8. Observed and/or co-facilitated a small group utilizing course content with SWRK 183: helped set the agenda or goals; kept the group focused; facilitated the input of group members, and discussed the facilitation process in supervision.

9. Visited 2 agencies that provide services for the clients/consumers of your field placement agency and gathered information about those services and relevant contact persons.

10. Completed documentation requirements following agency standards. These requirements may include assessments; service/case plan/ narratives/notes, etc.

Evaluation of Practice:

1. Selected 2 clients/consumers and conducted an evaluation of the outcome of your intervention using an appropriate systematic study approach (i.e. single system design, Goal Attainment

scaling, etc.). The evaluation plan included the study design and plans to address ethical issues. Discussed the plan and your findings in supervision.

2. Identified an issues presented by a client/consumer. Reviewed a total of 4 professional articles – two articles can be descriptions of the issues (e.g., describing a policy, theories about the issues, a case example); at least 2 articles should be research/empirical articles that study some aspect (e.g., incidence, cause, treatment) of the issues. Presented your review in supervision for discussion.

3. Completed two process recordings of interventions with 2 clients/consumers using guidelines from the Undergraduate Field Manual.

4. Wrote your own mid-term and final semester self-evaluation and discussed your perceptions in supervision with your field instructor/agency supervisor.

Attachment G: Standard Assignment – SWRK 183: Intervention and Evaluation Plan

Based on the interview conducted for the Filmed Interview Assignment, complete the following assignment regarding intervention and evaluation.

1. Intervention Plan

a. Goals – Write an intervention plan that includes three (3) specific and measureable goals for the client.

b. How – Write a clear discussion of how the you and the consumer/client agreed on the goals.

c. Who - Write a clear discussion of who will be involved in the plan and a rationale for inclusion of that entity. The plan includes a detailed discussion of how other systems/people affect the client and whether family or friends or other professionals should be included in the plan.

d. Roles – Write a clear discussion of the specific roles each person involved in the plan will be expected to complete; at least one of these roles must include advocate, behavior changes, broker, caregiver, case manager, facilitator, mobilizer, and peer advisor / counselor.

e. Tasks – Write a clear discussion of the tasks necessary for carrying out the intervention plan.

f. Client's Uniqueness - Write about how the client's culture, values, social status, and strengths are incorporated into the intervention plan.

g. Plan Completion – Plan for the completion of all the tasks. A time line would be helpful.

(EPAS 2.1.10 (c) Intervention PB 2. Develop mutually agreed upon intervention goals, objectives, and strategies at identified systems levels)

2. Evaluation Plan – Explain how each goal will be evaluated and what steps will be taken when goals are met or are not met.

(EPAS 2.1.10 (d) Evaluation PB 1. Monitor, analyze and evaluate professional behavior and interventions at identified systems level.

Attachment H: Alumni Survey and Employer / Supervisor Survey Questions

| |
|---|
| 1. Identify as a professional social worker and conduct myself accordingly. |
| 2. Apply social work ethical principles to guide my professional practice. |
| 3. Apply critical thinking to inform and communicate professional judgments. |
| 4. Understand how diversity and individual differences characterize and shape the human experience and are critical to the formation of identity. |
| 5. Advance human rights, and social and economic justice. |
| 6. Engage in research-informed practice and practice-informed research. |
| 7. Apply knowledge of human behavior and the social environment. |
| 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. |
| 9. Respond to contexts (such as evolving organizational, community, and societal situations) that shape practice. |
| 10. Engage individuals, families, groups, organizations, and communities. |
| 11. Assess individuals, families, groups, organizations, and communities. |
| 12. Intervene with individuals, families, groups, organizations, and communities. |
| 13. Evaluate my practice with individuals, families, groups, organizations, and communities. |
| 14. Practice generalist social work practice. |
| 15. Work with populations-at-risk. |
| 16. Use developmental theories. |
| 17. Understand international social work and global issues. |
| 18. Analyze existing or proposed policies designed to address social problems and conditions. |
| 19. Recognize individual and institutionalized forms of oppression. |
| 20. Willingness and ability to participate in social action to correct injustice. |
| 21. Engage in social work practice informed by an empowerment perspective. |
| 22. Participate in social work practices that collaborate with clients in an atmosphere of equality and mutuality. |
| 23. Awareness of my personal values and biases and understand how they impact my practice. |
| 24. Understand social work research tools and techniques in interpreting and evaluating research studies. |
| 25. Use data analysis to answer specific research questions that arise from either my own social work practice or from evaluating a social program. |
| 26. Prepare written reports that include graphic and/or narrative presentations appropriate to the research question or topic being considered. |

Attachment I: End of Year Student Survey Questions

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

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

Q3 – Other Comments: