

**Undergraduate Degree Program Assessment Plan Cover Sheet (rev. 09):**  
**UNIVERSITY OF ARKANSAS AT LITTLE ROCK** Plan No. \_\_\_\_\_

Degree Program: Bachelor of Social Work Program

Department and College: School of Social Work, College of Professional Studies

Degree type (AA, AS, BA, BS, BBA, BSE, BSW): BSW

Prepared by: Shannon Collier-Tenison, Ph.D., BSW Program Coordinator

Submitted to College Assessment Committee on April 2, 2012

Approved on \_\_\_\_\_

Submitted to Provost Assessment Advisory Group on \_\_\_\_\_

Approved on \_\_\_\_\_

## **BSW Undergraduate Degree Program 5 Year Assessment Plan 2012-2017**

### **Brief Description of the Program**

The mission of the Bachelor of Social Work program at the University of Arkansas at Little Rock is to produce knowledgeable beginning-level professionals who are skilled generalist social work practitioners, to contribute to the knowledge base of the profession, and to develop and improve human service delivery systems. The program's primary focus is on developing and advancing the knowledge base, practice skills, and value system of students so they are able to further the well-being and functioning of people, especially those who live in poverty or have been otherwise marginalized in society, and to work to promote both social and economic justice. The program seeks to prepare social work professionals who can meet the human service needs of diverse client populations.

BSW students begin social work course work in their junior year. The curriculum consists of 70 credit hours of social work and related field courses that include 50 hours of core social work, 14 hours of electives, and six hours of required courses from other programs. Six hours of a foreign language is also required. No minor is required. Core social work studies build upon a liberal arts base to provide social work knowledge, values, skills, as well as a supervised experience in generalist practice, and prepare students to work with diverse populations at micro, mezzo, and macro system levels. Core social work studies are organized around 4 primary areas: Human Behavior and Diversity, Research, Policy, and Practice. These areas of study provide social work students with the necessary competencies to perform the entry level of generalist social work practice.

Six hours of required courses from other programs include developmental psychology and Writing for the Workplace. Students are expected to enroll in a variety of electives, nine hours of which can be from any program of their choice with six hours to be upper level. Students are encouraged to seek elective courses in advanced writing. The remaining twelve hours of electives are limited to courses offered in social work and other related fields that can enhance students' understanding of human interactions and behavior, such as criminal justice, sociology, psychology, gerontology, political science, anthropology, human services administration, and/or public administration.

Consistent with the Council on Social Work Education (CSWE), our accrediting body for social work, the BSW program integrates ten competencies for generalist practice as required. These competencies (detailed below) are defined by 41 practice behaviors, which are assessed each year in our program. The linkages between BSW curriculum and the CSWE competencies for generalist practice are shown in Appendix A.

### **The Five-year Plan**

The five-year assessment plan was adopted in spring 2012, following a two year process of self-study in preparation for reaccreditation. Through this process of self-study, the BSW faculty and key stakeholders (adjunct faculty members, field instructors, community stakeholders and students) examined the program's mission and development of student learning objectives that

lead to measureable outcomes. These outcomes are based primarily on the ten competencies and 41 practice behaviors established through CSWE, although they are compatible with the UALR core competencies as well. As the BSW program successfully completed the self-study document in June 2011 and the subsequent accreditation site visit in January 2012, the BSW assessment plan utilizes the competencies required for our accreditation as a foundation. According to CSWE, the social work curriculum has two distinct components: the **explicit** curriculum includes the program's formalized educational structure and courses that make up the BSW curriculum. The **implicit** curriculum is the educational context or environment in which the explicit curriculum is presented. It includes such things as diversity, admissions, policies, advising, retention and termination policies, student participation in governance, faculty, administrative structure, and other resources. CSWE requires that programs assess the implicit learning environment as well as the explicit curriculum, so this has been incorporated into our five year plan as well.

## **D) STUDENT LEARNING GOALS FOR THE BSW PROGRAM**

The UALR BSW program prepares students to:

1. Engage in generalist practice at the micro, mezzo, and macro levels  
(Supports CSWE generalist competencies 1, 9, & 10).
2. Engage in culturally affirming practice with diverse populations.  
(Supports CSWE generalist competencies 4, 5, & 9).
3. Engage in practice that is consistent with the NASW Code of Ethics.  
(Supports CSWE generalist competencies 2 & 8).
4. Evaluate individual, group, and community practice.  
(Supports CSWE generalist competencies 3, 6 & 10).
5. Identify client strengths and challenges.  
(Supports CSWE generalist competencies 7 & 9).
6. Utilize the knowledge of human development in a social environment to guide assessment, intervention and evaluation.  
(Supports CSWE generalist competencies 7 & 10).
7. Advocate and promote social justice.  
(Supports CSWE generalist competencies 5 & 8).
8. Advocate on behalf of policy change.  
(Supports CSWE generalist competencies 2, 8, & 9).
9. Contribute to the knowledge base of the profession.  
(Supports CSWE generalist competencies 3 & 6)
10. Engage in life long learning, including the pursuit of graduate study.  
(Supports CSWE generalist competency 1).

## II) COMPETENCIES FOR GENERALIST PRACTICE AND ASSOCIATED PRACTICE BEHAVIORS

The BSW Program has chosen to use the competencies and practice behaviors suggested by CSWE in the 2008 EPAS as they are consistent with our program mission and goals:

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

Social workers serve as representatives of the profession, its mission, and its core values. They know the history of the profession. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Social workers:

- 1.1 advocate for client access to the services of social work;
- 1.2 practice personal reflection and self-correction to assure continual professional development;
- 1.3 attend to professional roles and boundaries;
- 1.4 demonstrate professional demeanor in behavior, appearance, and communication;
- 1.5 engage in career-long learning; and,
- 1.6 use supervision and consultation

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

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Social workers:

- 2.1 recognize and manage personal values in a way that allows professional values to guide practice;
- 2.2 make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles;
- 2.3 tolerate ambiguity in resolving ethical conflicts; and,
- 2.4 apply strategies of ethical reasoning to arrive at principled decisions.

*3: Apply critical thinking to inform & communicate professional judgments.*

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Social workers:

- 3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- 3.2 analyze models of assessment, prevention, intervention, and evaluation; and,
- 3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities.

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

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, and sexual orientation. Social workers appreciate 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:

- 4.1 recognize the extent to which a culture's structures and values may opposes, marginalize, alienate, or create or enhance privilege and power;
- 4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- 4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences; and,
- 4.4 view themselves as learners and engage those with whom they work as informants.

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

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnectedness of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Social workers:

- 5.1 understand the forms and mechanisms of oppression and discrimination;
- 5.2 advocate for human rights and social and economic justice; and
- 5.3 engage in practices that advance social and economic justice.

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

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Social workers:

- 6.1 use practice experiences to inform scientific inquiry; and
- 6.2 use research evidence to inform practice.

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

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter [people in

maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Social workers:

- 7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and,
- 7.2 critique and apply knowledge to understand person and environment.

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

Social work practitioners understand that policy affects service delivery, and they engage actively in policy practice. Social workers know the history of current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Social workers:

- 8.1 analyze, formulate, and advocate for policies that advance social well-being; and
- 8.2 collaborate with colleagues and clients for effective policy action.

*9: Respond to contexts that shape practice.*

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Social workers:

- 9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and,
- 9.2 provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

*10(a) – Engagement*

Social workers:

- 10a.1 substantively & affectively prepare for action with individuals, families, groups, organizations, and communities;
- 10a.2 use empathy and other interpersonal skills; and
- 10a.3 develop mutually agreed-upon focus of work & desired outcomes.

*10(b) – Assessment*

Social workers:

- 10b.1 collect, organize, and interpret client data;
- 10b.2 assess client strengths and limitations;
- 10b.3 develop mutually agreed-upon intervention goals & objectives; and
- 10b.4 select appropriate intervention strategies.

*10(c) – Intervention*

Social workers:

- 10c.1 initiate actions to achieve organizational goals;
- 10c.2 implement prevention interventions that enhance client capacities;
- 10c.3 help clients resolve problems;
- 10c.4 negotiate, mediate, and advocate for clients; and
- 10c.5 facilitate transitions and endings.

*10(d) – Evaluation*

- 10d.1 Social workers critically analyze, monitor, and evaluate interventions.

**III) LEARNING OBJECTIVES IN THE CURRICULUM**

The four primary areas of focus in the BSW program, along with the corresponding course and generalist competencies, are shown below.

<b>Area</b>	<b>Courses</b>	<b>Competencies</b>
Human Behavior	Human Behavior I, Human Behavior II, & Social Work Social Work and Diversity	1, 2, 4, & 7
Research	Social Work Research & Social Work Statistics	1, 2, & 6
Policy	Policy I, Policy II, & Policy Practice	1, 2, 3, 8, & 9
Practice	Practice I, Practice II, Practice III, Field Experience I, Field Experience II, Field Seminar I, & Field Seminar II	1, 2, 4, 5, 6, 9, & 10a-d

As noted in the previous section, each competency is measured by the ability to perform specific practice behaviors. The Curriculum Assessment Map (Appendix A) shows in what courses the knowledge, skills and values measured by the practice behaviors will be located. It also provides information about the assignments that are used to assess each of the practice behaviors throughout the BSW program curriculum. Because there are 41 practice behaviors assessed as part of the ten CSWE competencies, only courses in which the practice behaviors are emphasized as “extensive,” “somewhat,” or “little” are included in the assessment map.

Previously, the BSW assessment included use of course assignments, student evaluations, an exit survey for graduating seniors, a Social Work Values Inventory, and field evaluations in order to measure the mastery of knowledge, skills and values. Many of these components have been retained, but have been (or are being) revised to promote direct measurement of each practice behavior identified in the core competencies of the EPAS. The Council on Social Work requires assessment of both the explicit and the

#### **IV) ASSESSMENT**

##### **Methods for Assessing Each Objective and Assessment Design**

**Core Competencies and Self-Efficacy:** Two separate measures, the self-efficacy assessment and the field evaluation assessment are used to assess the 41 practice behaviors (submitted as attachments along with this document). This ensures that each practice behavior is measured at least twice, once in the junior year and again at the end of the senior year. Both of these measures were reported in the BSW program self-study and reaccreditation report and were well received by our accrediting body.

**Field Evaluations:** The field evaluation is completed during the students’ senior year in the BSW program. Toward the end of each semester of the field experience (internship), both fall and spring, both the internship students and their field instructors complete this evaluation. It is used to assess students’ mastery of the 41 practice behaviors in their field experience. This scale, revised in the Fall 2010 semester, rates each practice behavior on a 4-point Likert scale as follows: (1) Does not meet expectations; (2) Somewhat meets expectations; (3) Meets expectations; (4) Does not meet expectations. An option of “no opportunity to engage in the practice behavior” is also offered. The benchmark expectation for graduating BSW students is that 80% of this group will have mastered the 10 generalist competencies, as indicated by a score of 3 or 4 on each competency. For purposes of this 5-year assessment plan, only the final field evaluation, completed by the field instructors in the spring, will be used in data analysis.

**Self-Efficacy Scale:** All BSW students, both juniors and seniors, complete a self-efficacy measure used to assess students’ confidence in their own mastery of the 10 competencies as operationalized by the 41 practice behaviors. For this measure, students rate their perceived ability to demonstrate each of the practice behaviors on a 4-point Likert scale as follows: (1) Not at all confident; (2) Somewhat confident; (3) Confident; and (4) Very confident. Again, the benchmark expectation for graduating BSW students is that 80% of this group will show



confidence in their own mastery of the 10 generalist competencies, as indicated by a score of 3 or 4 on each competency.

Beginning in the fall 2012 semester, the self-efficacy scale will be given to students (juniors) in their first semester of the BSW program as a pre-test of confidence in mastery of the competencies. The same measure will be administered as a post-test with students (seniors) at the end of their time in the program in the spring 2014 semester. The lead instructors for two required courses, Practice III (seniors) and HBSE I (juniors), will coordinate the administration of this scale to all current students across all sections of these courses. After the data from each year has been cleaned and entered into a database, assigned faculty will run a pre-post comparison of the confidence scores to see how these have changed over the course of the 2 years.

For the senior students completing their social work internship, self efficacy scores will be compared with the final field evaluations completed by the Field Supervisor. This will allow BSW faculty to determine if student's confidence in their own mastery of the 41 practice behaviors is in line with the social work practitioner's evaluation of the student's skills and knowledge.

Advising Survey: BSW faculty consistently carry an advising load of approximately 50+ students each, with the Program Coordinator carrying a slightly smaller advising load of around 40 students. This includes both students who are admitted to the BSW program (in the junior year) and students who have declared social work as their major but have not yet been accepted into the program. In some cases, social work advisees have never actually had a class in Social Work, and thus contact with a BSW faculty advisor is their first, and perhaps only, direct contact with the program. In order to assess quality of advising offered by BSW faculty, a survey on academic advising will be conducted every two years.

The advising survey consists of 11 items regarding students' academic advising experience (both in group and individual settings). Items 1 – 8 ask about students' experience with their advisor, while items 9 - 11 asks about students' own responsibility for their advising appointments. Students rate their experience with advising using a 5 point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

The survey will be administered on-line through SurveyMonkey. The Program Coordinator will send an email message to the BSW student listserv, an official form of communication for the BSW program, to all students who have a declared social work major during the current advising period. Students will be able to respond confidentially to the survey, which will remain open for a 2 week period following the end of the advising period for that semester. At least one reminder email will be sent to the listserv and faculty advisors will encourage students to complete the survey as well. At the end of the survey period, data will be summated from the SurveyMonkey tool and/or analyzed by an appropriate faculty member to determine where students' experiences with the advising process could be improved.

Employer Survey: In order to include more stakeholders in assessment, and to gain a different, and perhaps longer term, perspective, the BSW faculty will also develop and implement an employer survey to determine if graduates are carrying their knowledge, skills and values out into the profession. The sampling frame of employers to be included will be the pool of social work or non-profit agencies available in central Arkansas and some outlying counties from which we draw students, agencies that serve as field or internship sites, agencies that attend the annual School of Social Work Career Fair to recruit, and other agencies identified through the exit survey as hiring our graduates. This survey will be conducted every 3 – 5 years.

Exit Survey: The BSW program has consistently conducted a short exit survey with our graduating students. In the spring 2012 semester, the survey was been expanded to include demographic information, the admissions and orientation process, diversity issues, curriculum and field experience experiences, and overall strengths and challenges of the program. A copy of the survey, to be piloted at the end of the spring 2012 semester, is attached with this report. While the survey will be initially piloted by providing a hard copy to senior level students in Practice III classes, a required course for BSW students in their last semester of Field Experience, the survey will likely be moved on-line, similar to the advising survey, in the future..

Evaluation of Internship Sites: In the fall semester, students in social work internships complete an evaluation of their internship site. The purpose of this evaluation is to inform the BSW program of agency strengths, agency compatibility with social work goals and objectives, and areas where improvements might be made in order to provide a better learning environment for the student. This evaluation also provides an opportunity for students to gain experience in providing constructive feedback in a professional manner. Students are encouraged to share their evaluation of the agency with their field instructor, if they believe they can do so without repercussions. In cases where students do not feel safe sharing their evaluations, the Field Coordinator will address the issues raised by the student without identifying specific students. These evaluations also provide another avenue for addressing concerns about the placement site before the end of the internship.

### **Assessment Cycle**

The table below summarizes the areas of assessment, data sources and types of outcomes measured for the BSW program over the next five years. While some areas are assessed annually, not all will be reported through this process each year. With some new tools to be created, others will be piloted as part of this assessment and then put into regular rotation in the program assessment. The actual assessment cycle is detailed, by year, below.

<i>Assessment Timeline for the BSW Program</i>				
<b>Area of Assessment</b>	<b>When</b>	<b>Responsibility</b>	<b>Data Source</b>	<b>Outcomes Measured</b>
Field Evaluation of Core Competencies	Annually-Spring Semester beginning 2011	Program Coordinator	Field Students/Field Instructors	All practice behaviors
Self efficacy in competencies	Spring Semester beginning 2011	Assigned Faculty	Both Junior and Senior level students	Self-efficacy with practice behaviors
Internship Evaluations	Every year	Internship Coordinator	Students/Field Instructors/Field Liaisons	Satisfaction with internship experience
Advising Survey	Every 2 years in the Fall semester	Assigned faculty	All BSW students and declared social work majors advised by the BSW program	Satisfaction with academic advising and advisors
Employer Survey	Every 3-5 years	Assigned Faculty	Employers of BSW Program Graduates	Satisfaction with BSW graduates
Exit Survey	Annually	Program Coordinator or assigned faculty	Graduating senior level students	Satisfaction with BSW program overall
End of Course Evaluations	End of each course	Program Coordinator/ University	Student feedback on Course/Instructor	Teaching effectiveness

### Reporting Cycle

#### *Year 1: Fall 2012- Spring, 2013*

- 1) Development of an employer survey
- 2) Analyze and present data from graduating senior exit survey piloted in Spring 2012
  - a) Make revisions (if necessary) to the exit survey.
- 3) Self-efficacy survey administered to incoming juniors and graduating seniors
- 4) Field evaluation of core competencies administered to Field Supervisors
- 5) Exit survey and internship evaluations administered to graduating seniors

#### *Year 2: Fall, 2013-Spring, 2014*

- 1) Administer employer survey. Analyze and report data from this survey.

- 2) Administer and report data from advising survey
- 3) Self-efficacy survey administered to incoming juniors and graduating seniors
- 4) Field evaluation of core competencies administered to Field Supervisors
- 5) Feedback from the analysis of core competencies presented to faculty, adjuncts, students, and field instructors
- 6) Exit survey and internship evaluations administered to graduating seniors

*Year 3: Fall, 2014-Spring 2015*

- 1) Analyze data and report findings on the pre-post comparison of measures of core competencies from the previous two year academic cycle.
- 2) Provide feedback from this analysis to faculty, adjuncts, students, and field instructors
- 3) Analyze and present data from graduating senior exit survey
- 4) Self-efficacy survey administered to incoming juniors and graduating seniors
- 5) Field evaluation of core competencies administered to Field Supervisors
- 6) Exit survey and internship evaluations administered to graduating seniors

*Year 4: Fall, 2015-Spring, 2016*

- 1) Administer and report data from advising survey
- 2) Analyze and report data from internship evaluations from previous two academic years
- 3) Self-efficacy survey administered to incoming juniors and graduating seniors
- 4) Field evaluation of core competencies administered to Field Supervisors
- 5) Exit survey and internship evaluations administered to graduating seniors

*Year 5: Fall 2016-Spring 2017*

- 1) Analyze data and report findings on the pre-post comparison of measures of core competencies from the previous two year academic cycle.
- 2) Provide feedback from this analysis to faculty, adjuncts, students, and field instructors
- 3) Self-efficacy survey administered to incoming juniors and graduating seniors
- 4) Field evaluation of core competencies administered to Field Supervisors
- 5) Exit survey administered to graduating seniors
- 6) Review 5 year assessment plan and prepare to make revisions based on curricular needs and changes.

## **Stakeholder Involvement**

Each year, the BSW Program Assessment Plan or Follow-up Report is submitted each spring to faculty, relevant stakeholders, and the University as part of the program's ongoing assessment responsibilities. This report is also posted on the BSW webpage to make it easily accessible to students and other relevant parties.

Data collected from the field evaluations will be reviewed annually by the BSW Internship Coordinator and faculty, who will, in conjunction with faculty liaisons, use this information to make adjustments and recommendations to the program related to student mastery of the practice behaviors. This review process (in conjunction with our recent self-study) has already resulted in some program changes where classroom deficiencies were noted in the Fall 2009-10 field evaluations. As a result of these assessment tools and the resulting findings, BSW faculty have now increased the emphases on these areas in course curricula that fell below the established benchmarks. The faculty also determined that a revision of the rating scales used in these measures was necessary in order to provide comparable and consistent measures.

Results from the employer, exit, and advising surveys will be shared with the BSW faculty initially, then presented to other stakeholders in the School of Social Work, including the full faculty, students, field instructors and other community faculty. Following this dissemination of information, the BSW program coordinator is responsible for ensuring that plans of action, as determined by the faculty, regarding needed changes are created and carried out.

## Appendix A: Curriculum Assessment Map

### BSW Practice Behavior and Course Content Matrix

Competency:	Practice Behavior:	Courses :	Emphasis	Assessed
<b>Competency 1:</b> Identify as a professional social worker and conduct one's self accordingly.	1.1. Advocate for client access to the services of social work	Practice II	Extensive	Exercise 1 / Quiz 1
		Policy Practice	Somewhat	Readings, Final exam, Assignment 9
		Field Seminar I/II	Extensive	Portfolio - Bi-Weekly logs / Process Recordings (PR)
		Field Experience I/II	Extensive	Portfolio - Bi-Weekly logs / PR; Field evaluation; Self efficacy scale
	1.2 Practice personal reflection and self-correction to assure continual professional development	Social Work and Diversity	Extensive	Values ID & Impact paper; Reaction paper
		Policy I	Somewhat	Panel discussion groups
	Field Seminar I/II	Extensive	Portfolio - Bi-Weekly logs / PR	
	Field Experience I/II	Extensive	Portfolio / Field evaluation; Self-efficacy scale	

**Appendix A: Curriculum Assessment Map**

<p><b>Competency 1:</b> Identify as a professional social worker and conduct one's self accordingly. (continued)</p>	<p>1.3 Attend to professional roles and boundaries</p>	<p>Introduction to Social Work</p>	<p>Extensive</p>	<p>Volunteer Experience</p>
		<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio - Bi-Weekly logs/PR/Evals/Individual assessments</p>
		<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Portfolio - Bi-Weekly logs/PR/Evals/Individual assessments/ Field evaluation; Self-efficacy scale</p>
	<p>1.4 Demonstrate professional demeanor in behavior, appearance, and communication</p>	<p>Introduction to Social Work</p>	<p>Extensive</p>	<p>Volunteer Experience</p>
		<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio - Bi-Weekly logs/PR/Evals/Individual assessments</p>
		<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Portfolio - Bi-Weekly logs/PR/Evals/Individual assessments/Field evaluation; Self-efficacy scale</p>
	<p>1.5 Engage in career-long learning</p>	<p>Policy I Practice II</p>	<p>Somewhat Somewhat</p>	<p>Analytic paper Quiz 2</p>
		<p>Research</p>	<p>Extensive</p>	<p>Critical thinking exercises, Exams</p>
		<p>Field Seminar I/II</p>	<p>Somewhat</p>	<p>Portfolio - agency assessment/Community assessment/ Integrative paper</p>
		<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Portfolio - agency assessment/Community assessment/ Integrative paper/ Field evaluation; Self-efficacy scale</p>
<p>1.6 Use supervision and consultation</p>	<p>Practice II</p>	<p>Extensive</p>	<p>Exercise 2</p>	
	<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio - Process recordings</p>	
	<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Portfolio - Process recordings / Field evaluation; Self-efficacy scale</p>	

## Appendix A: Curriculum Assessment Map

<p><b>Competency 2:</b> Apply social work ethical principles to guide professional practice.</p>	<p>2.1 Recognize and manage personal values in a way that allows professional values to guide practice.</p>	Introduction to Social Work	Somewhat	Values & ethics papers, Values and Impact paper
		Policy I	Somewhat	Analytic paper
		Policy II	Somewhat	Policy debates; advocacy project
		HBSE I	Extensive	Critical thinking exercises, Exams
		HBSE II	Extensive	CTE, Exams, Discussion
		Statistics	Somewhat	IRB Training Exams
		Social Work and Diversity	Extensive	Values id & impact paper
	<p>2.2 Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/Int'l Association of Schools of Social Work Ethics in Social Work, Statement of Principles.</p>	Field Seminar I/II	Extensive	Portfolio - Process recordings
		Field Experience I/II	Extensive	Portfolio - Process recordings / Field evaluation; Self-efficacy scale
		Social Work and Diversity	Extensive	Values paper
		Policy I	Extensive	Analytic paper; panel discussions
		HBSE I	Extensive	Critical thinking exercises, Exams
		HBSE II	Somewhat	CTE, Exams, Quizzes, Homework, Discussion
		Statistics	Somewhat	IRB Training Article Critique Exams
Practice III	Somewhat	Final paper		
Research	Extensive	Exams; Assigned review of readings.		
Field Seminar I/II	Extensive	Portfolio - Bi-Weekly logs / PR / Evals		



## Appendix A: Curriculum Assessment Map

<p><b>Competency 2:</b> Apply social work ethical principles to guide professional practice. (cont.)</p>		Field Experience I/II	Extensive	Portfolio - Bi-Weekly logs / PR / Evals / Field evaluation; Self-efficacy scale
	<p>2.3 Tolerate ambiguity in resolving ethical conflicts</p>	Practice II	Extensive	Exercise 2 / Quiz 2
		Policy Practice Practice III	Somewhat Somewhat	Readings; Final exam; Assignments 7 & 10 Final paper
		Field Seminar I/II	Extensive	Portfolio - Bi-Weekly logs/PR/Evals/supervision
		Field Experience I/II	Extensive	Portfolio - Bi-Weekly logs/PR/Evals/supervision /Field evaluation; Self-efficacy scale
	<p>2.4 Apply strategies of ethical reasoning to arrive at principled decisions</p>	HBSE I	Extensive	IRB training, quizzes, homework, CTE & Exams
HBSE II		Somewhat	CTE, Exams, Discussion	
Statistics		Somewhat	Exams	
Policy Practice Practice I		Somewhat Extensive	Readings, Final exam, Assignment 10. Test 1	
Practice II		Extensive	Exercise 1 / Quiz 1	
Practice III		Extensive	Final paper	
Field Seminar I/II	Extensive	Portfolio Bi-Weekly logs/PR/Evals/supervision		
Field Experience I/II	Extensive	Portfolio Bi-Weekly logs/PR/Evals/supervision / Field evaluation; Self-efficacy scale		

**Appendix A: Curriculum Assessment Map**

<p><b>Competency 3:</b> Apply critical thinking to inform and communicate professional judgments.</p>	<p>3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom</p>	Policy I	Extensive	Group panel discussions; Quizzes
		Policy II	Extensive	Policy analysis; debates
		Practice III	Extensive	Agency problem paper, organizational assessment, final paper
		Policy Practice	Somewhat	Readings, Midterm exam, Assignment 5.
		Research	Extensive	Literature reviews, Exam, Assignment 3.
		HBSE I	Somewhat	Group presentation, Analytic Reaction Paper, Social History Assessment Paper
		HBSE II	Extensive	Ecomap, CTE, Family Assessment
		Field Seminar I/II	Extensive	Portfolio-agency assess./Community assessment/ Integrative paper
	Field Experience I/II	Extensive	Portfolio-agency assess./Community assessment/ Integrative paper / Field evaluation; Self-efficacy scale	
	<p>3.2 Analyze models of assessment, prevention, intervention and evaluation</p>	Policy I	Extensive	Panel discussions; Analytical reaction paper; quizzes
		Policy II	Somewhat	Policy analysis
		Practice II	Somewhat	Exercise 2 / Quiz 2
		Practice III	Extensive	Final paper
		Policy Practice	Extensive	Readings, Midterm exam, Assignment 5. Group presentation, Analytic reaction, Social history
HBSE I		Somewhat		

## Appendix A: Curriculum Assessment Map

<p><b>Competency 3:</b> Apply critical thinking to inform and communicate professional judgments. (cont.)</p>	<p>3.2 Analyze models of assessment, prevention, intervention and evaluation (continued)</p>	<p>HBSE II</p> <p>Field Seminar I/II</p> <p>Field Experience I/II</p>	<p>Extensive</p> <p>Extensive</p> <p>Extensive</p>	<p>Family Assessment , Ecomap, CTE, Exams</p> <p>Portfolio-agency assess./Community assessment/ Integrative paper</p> <p>Portfolio-agency assess./Community assessment/ Integrative paper / Field evaluation; Self-efficacy scale</p>
	<p>3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.</p>	<p>Policy I</p> <p>HBSE I</p> <p>HBSE II</p> <p>Policy Practice</p> <p>Practice II</p> <p>Research</p> <p>Field Seminar I/II</p> <p>Field Experience I/II</p>	<p>Extensive</p> <p>Somewhat</p> <p>Somewhat</p> <p>Somewhat</p> <p>Extensive</p> <p>Somewhat</p> <p>Extensive</p> <p>Extensive</p>	<p>Panel Discussions</p> <p>Analytic reaction paper, social history assessment paper, Group Presentation</p> <p>Family Assessment , Ecomap</p> <p>Written assignments</p> <p>Family / Group papers</p> <p>Written assignments</p> <p>Portfolio-agency assess./Community assessment/ Integrative paper</p> <p>Portfolio-agency assess./Community assessment/ Integrative paper / Field evaluation; Self-efficacy scale</p>

## Appendix A: Curriculum Assessment Map

<p><b>Competency 4:</b> Engage diversity and difference in practice.</p>	<p>4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p>	<p>Social Work and Diversity Policy I</p>	<p>Extensive Somewhat</p>	<p>KAS papers; in class discussions Quizzes, Analytic paper</p>
		<p>Policy II</p>	<p>Somewhat</p>	<p>Quizzes, Advocacy project</p>
		<p>Policy Practice</p>	<p>Somewhat</p>	<p>Readings, Questions on midterm exam, assignments 1 - 2.</p>
		<p>HBSE I</p>	<p>Extensive</p>	<p>Analytic reaction paper, social history paper, group presentations, exams</p>
		<p>HBSE II Practice II</p>	<p>Somewhat Somewhat</p>	<p>Exams, CTE, Family Assessment &amp; Ecomap Exercise 2 / Quiz 2</p>
		<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio-Community assessment/ Integrative paper</p>
		<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Portfolio-Community assessment/ Integrative paper / Field evaluation; Self-efficacy scale</p>
		<p>Social Work and Diversity Policy I</p>	<p>Extensive Somewhat</p>	<p>KAS paper Analytical reaction paper; quizzes</p>
		<p>Policy II Practice II</p>	<p>Little Extensive</p>	<p>Advocacy project Exercise 2 / Quiz 2</p>
		<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio - process recordings / supervision Portfolio - process recordings / supervision / Field evaluation; Self-efficacy scale</p>
<p>4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p>	<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Extensive</p>	
	<p>Social Work and Diversity Practice II</p>	<p>Extensive Somewhat</p>	<p>KAS Paper Exercise 2</p>	
	<p>Practice III</p>	<p>Somewhat</p>	<p>Termination paper &amp; final paper</p>	
	<p>Policy Practice</p>	<p>Somewhat</p>	<p>Readings, midterm exam, Assignment 1.</p>	
	<p>Policy I</p>	<p>Somewhat</p>	<p>Panel discussions</p>	
<p>4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences</p>	<p>HBSE I</p>	<p>Somewhat</p>	<p>Analytic Reaction Paper, CTE, Group</p>	

**Appendix A: Curriculum Assessment Map**

<p><b>Competency 4:</b> Engage diversity and difference in practice (cont.)</p>		HBSE II	Extensive	Presentation, Social History, Exams Exams, Social History, Ecomaps Portfolio - Ind. Assessment/Process Recording/Supervision Portfolio - Ind. Assess/Process Recording/Supervision / Field evaluation; Self-efficacy scale
		Field Seminar I/II	Extensive	
	Field Experience I/II	Extensive		
	4.4 View themselves as learners and engage those with whom they work as informants.	Policy I	Extensive	Panel discussions Group Presentation, Analytic Reaction Paper, CTE, Social History, Exams Ecomap, Family Assessment Survey training, homeless count & survey Portfolio - Ind. Assess/Process Recording/Supervision  Portfolio - Ind. Assessment/Process Recording/ Supervision / Field evaluation; Self-efficacy scale
		HBSE I	Somewhat	
		HBSE II	Somewhat	
		Statistics	Somewhat	
		Field Seminar I/II	Extensive	
		Field Experience I/II	Extensive	

## Appendix A: Curriculum Assessment Map

<p><b>Competency 5:</b> Advance human rights and social and economic justice.</p>	<p>5.1 Understand the forms and mechanisms of oppression and discrimination</p>	<p>Introduction to Social Work Social Work and Diversity</p>	<p>Somewhat Extensive</p>	<p>Exams, class discussions KAS paper Analytic paper; group panel discussions, quizzes Quizzes; debates</p>
		<p>Policy I Policy II</p>	<p>Extensive Extensive</p>	<p>Analytic reaction paper, Critical thinking exercises, Social history assessment, exam</p>
		<p>HBSE I</p>	<p>Extensive</p>	<p>CTE, Ecomap, exams, Social history assessment, Exam Exercise 2, Quiz 2</p>
		<p>HBSE II Practice II</p>	<p>Somewhat Somewhat</p>	<p>Portfolio - Community assessment/ Integrative paper</p>
		<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio - Community assessment/ Integrative paper / Field evaluation; Self-efficacy scale</p>
		<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Panel discussions Advocacy project; debates Readings, Midterm exam, Assignments 1 &amp; 2. Exercise 2</p>
		<p>Policy I</p>	<p>Somewhat</p>	<p>Portfolio - Community assessment/ Integrative paper</p>
		<p>Policy II</p>	<p>Extensive</p>	<p>Portfolio - Field evaluation; Self-efficacy scale</p>
		<p>Policy Practice Practice II</p>	<p>Extensive Somewhat</p>	
		<p>Field Seminar I/II</p>	<p>Extensive</p>	
<p>Field Experience I/II</p>	<p>Extensive</p>			
<p>5.2 Advocate for human rights and social and economic justice</p>	<p>Policy I</p>	<p>Somewhat</p>	<p>Panel discussions</p>	
<p>Policy II</p>	<p>Extensive</p>	<p>Advocacy project; debates</p>		
<p>Policy Practice Practice II</p>	<p>Extensive Somewhat</p>	<p>Readings, Midterm exam, Assignments 1 &amp; 2. Exercise 2</p>		
<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio - Community assessment/ Integrative paper</p>		
<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Portfolio - Field evaluation; Self-efficacy scale</p>		

**Appendix A: Curriculum Assessment Map**

	5.3 Engage in practices that advance social and economic justice	Policy I	Somewhat	Analytical reaction paper; panel discussions
		Policy II	Extensive	Advocacy assignment; policy debates
		Policy Practice	Extensive	Readings, final exam, Assignment 3-9, Policy advocacy action plan.
		Field Seminar I/II	Extensive	Portfolio - Bi-weekly logs/process recordings /supervision
		Field Experience I/II	Extensive	Portfolio - Bi-weekly logs/process recordings/supervision / Field evaluation; Self-efficacy scale

## Appendix A: Curriculum Assessment Map

<p><b>Competency 6:</b> Engage in research-informed practice and practice-informed research.</p>	<p>6.1 Use practice experience to inform scientific inquiry</p>	Policy I	Somewhat	Analytic paper
		Policy II	Somewhat	Debates, research paper
		Research Methods	Somewhat	Assignment 2
		Field Seminar I/II	Extensive	Portfolio -Community assessment/ Integrative paper
		Field Experience I/II	Extensive	Portfolio - Community assessment/ Integrative paper/ Field evaluation; Self-efficacy scale
	<p>6.2 Use research evidence to inform practice</p>	Policy I	Extensive	Analytic paper, quizzes
		Policy II	Somewhat	Debates
		Practice III	Somewhat	Final paper
		Statistics	Extensive	Chapter reflections, Quizzes, Homework
		Research Methods	Extensive	Research Design Narrative, Assignment 6
Field Seminar I/II	Somewhat	Portfolio - community assessment/Integrative paper		
Field Experience I/II	Somewhat	Portfolio -Community assessment/ Integrative paper/ Field evaluation; Self-efficacy scale		



## Appendix A: Curriculum Assessment Map

<p><b>Competency 7:</b> Apply knowledge of human behavior and the social environment.</p>	<p>7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</p>	<p>Policy II</p>	<p>Somewhat</p>	<p>Policy analysis; debates</p>
		<p>HBSE I</p>	<p>Extensive</p>	<p>CTE, Group presentations, Exams</p>
		<p>HBSE II</p>	<p>Extensive</p>	<p>Ecomaps, Family Assessment</p>
		<p>Practice II</p>	<p>Extensive</p>	<p>Case plan exercise 3 - 4, Group / Family Assessment</p>
		<p>Practice III</p>	<p>Extensive</p>	<p>Organizational assessment, final paper</p>
		<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio - Ind. &amp; Agency Assessment, Integrative paper</p>
		<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Portfolio - Ind. Assess/Process Recordings/Supervision / Field evaluation; Self-efficacy scale</p>
	<p>7.2 Critique and apply knowledge to understand person and environment.</p>	<p>HBSE I</p>	<p>Extensive</p>	<p>Ecomaps, Family Assessment</p>
		<p>HBSE II</p>	<p>Extensive</p>	<p>Group Presentation, Social History</p>
		<p>Policy II</p>	<p>Somewhat</p>	<p>Quizzes, research paper, debates</p>
		<p>Field Seminar I/II</p>	<p>Extensive</p>	<p>Portfolio - Ind. &amp; community assessment</p>
		<p>Field Experience I/II</p>	<p>Extensive</p>	<p>Portfolio - Ind &amp; community assessment / Field evaluation; Self-efficacy scale</p>

## Appendix A: Curriculum Assessment Map

<p><b>Competency 8:</b> Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p>	<p>8.1 Analyze, formulate, and advocate for policies that advance social well-being.</p>	Policy I	Extensive	<p>Group panel discussions Policy Analysis; advocacy project, debates Midterm &amp; final exams. Assignments 3 - 8. Portfolio - agency &amp; community assessment Portfolio - agency &amp; community assessment / Field evaluation; Self-efficacy scale</p>
		Policy II	Extensive	
		Policy Practice Field Seminar I/II	Extensive Somewhat	
		Field Experience I/II	Extensive	
<p>8.2 Collaborate with colleagues and clients for effective policy action.</p>	<p>8.2 Collaborate with colleagues and clients for effective policy action.</p>	Policy II	Extensive	<p>Advocacy project; debates  Readings, Final exam, assignment 9, Policy Advocacy Action Plan.  Portfolio - bi-weekly logs / supervision  Portfolio - bi-weekly logs / supervision / Field evaluation; Self-efficacy scale</p>
		Policy Practice Field Seminar I/II	Extensive Somewhat	
		Field Experience I/II	Extensive	

## Appendix A: Curriculum Assessment Map

<b>Competency 9:</b> Respond to contexts that shape practice.	9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Introduction to Social Work Policy II Practice III  Research Field Seminar I/II  Field Experience I/II	Somewhat Somewhat Somewhat  Extensive Extensive  Extensive	Exams, volunteer experience Advocacy project Class discussion  Exams on chapters 11 & 12. Portfolio - process recordings / supervision  Portfolio - process recordings / supervision / Field evaluation; Self-efficacy scale
	9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Policy I  Policy II  Policy Practice Practice III Field Seminar I/II  Field Experience I/II	Somewhat  Extensive  Somewhat Extensive  Extensive  Extensive	Discussion groups  Policy debates; advocacy project  Exams Agency problem paper Portfolio - agency & community assessment/ integrative paper  Portfolio - agency & community assessment/ integrative paper / Field evaluation; Self-efficacy scale

## Appendix A: Curriculum Assessment Map

<p><b>Competency 10:</b> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. 10a. Engagement 10b. Assessment 10c. Intervention 10d. Evaluation</p>	<p>10a.1 Substantively &amp; effectively prepare for action with individuals, families, groups, organizations, and communities</p>	Practice I	Extensive	Individual Assessment	
		Practice II	Extensive	Case plan / Group	
		Practice III	Extensive	Family papers	
		Field Seminar I/II	Somewhat	Final paper	
	<p>10.a.2 Use empathy and other interpersonal skills.</p>	<p>10a.1 Substantively &amp; effectively prepare for action with individuals, families, groups, organizations, and communities</p>	Field Seminar I/II	Somewhat	Portfolio - process recordings / integrative paper
			Field Experience I/II	Extensive	Portfolio - process recordings / integrative paper / Field evaluation; Self-efficacy scale
			Practice I	Extensive	Test 1
			Practice II	Extensive	Quiz 1 / Exercise 1
	<p>10.a.3 Develop mutually agreed-upon focus of work &amp; desired outcomes.</p>	<p>10.a.2 Use empathy and other interpersonal skills.</p>	Field Seminar I/II	Somewhat	Portfolio - process recordings / supervision
			Field Experience I/II	Extensive	Portfolio - process recordings / supervision / Field evaluation; Self-efficacy scale
			Practice I	Extensive	Quiz 2
			Practice II	Extensive	Quiz 1 / Exercise 1
	<p>10.b.1 Collect, organize and interpret client data.</p>	<p>10.a.3 Develop mutually agreed-upon focus of work &amp; desired outcomes.</p>	Field Seminar I/II	Somewhat	Portfolio - Learning contract / supervision
			Field Experience I/II	Extensive	Portfolio - Learning contract / supervision / Field evaluation; Self-efficacy scale
			Practice I	Extensive	Individual Assessment
			Practice II	Somewhat	In class exercises
<p>10.b.1 Collect, organize and interpret client data.</p>	<p>10.b.1 Collect, organize and interpret client data.</p>	Research	Somewhat	Exam over chapter 9, Assignment 5.	
		Field Seminar I/II	Somewhat	Portfolio - Individual Assessment / Integrative paper	
		Field Experience I/II	Extensive	Portfolio - Individual Assessment/Integrative paper / Field evaluation; Self-efficacy scale	

## Appendix A: Curriculum Assessment Map

<b>Competency 10:</b> (continued) . 10b. Assessment 10c. Intervention 10d. Evaluation	10.b.2 Assess client strengths and limitations	Practice I Practice II  Research Field Seminar I/II  Field Experience I/II	Extensive Extensive  Somewhat Somewhat  Extensive	Quiz 1 Exercise 1 / Quiz 1  Exam over Chapters 7 - 10  Portfolio  Portfolio / Field evaluation; Self-efficacy scale
	10.a.3: Develop mutually agreed-upon intervention goals and objectives.	Practice I Practice II  Field Seminar I/II  Field Experience I/II	Extensive Extensive  Extensive  Extensive	Quiz 2 Quiz 1  Portfolio - Learning Contract / bi-weekly logs  Portfolio / Field evaluation; Self-efficacy scale
	10.c.4 Select appropriate intervention strategies	Practice I Practice II Field Seminar I/II  Field Experience I/II	Extensive Extensive  Extensive  Extensive	Quiz 2 Quiz 1 / Exercise 1  Portfolio  Portfolio/Field evaluation; Self-efficacy scale
	10.c.1 Initiate actions to achieve organizational goals.	Practice III  Field Seminar I/II  Field Experience I/II	Extensive  Extensive  Extensive	Agency problem paper  Portfolio - Agency assessment/ Integrative paper  Portfolio - Agency assessment/ Integrative paper / Field evaluation; Self-efficacy scale
	10.c.2 Implement prevention interventions that enhance client capacities.	Practice II  Field Seminar I/II  Field Experience I/II	Somewhat  Somewhat  Extensive	Quiz 2 / Exercise 2  Portfolio - Agency assessment/ Integrative paper  Portfolio / Field evaluation; Self-efficacy scale

**Appendix A: Curriculum Assessment Map**

<b>Competency 10:</b> (continued) . 10c. Intervention 10d. Evaluation	10c.3 Help clients resolve problems.	Practice II Practice III Field Seminar I/II  Field Experience I/II	Extensive Extensive Extensive  Extensive	Quiz 2 / Exercise 2 Agency problem paper Portfolio - bi-weekly logs/ process recordings  Portfolio / Field evaluation; Self-efficacy scale
	10.c.4 Negotiate, mediate and advocate for clients.	Practice II  Policy Practice  Field Seminar I/II  Field Experience I/II	Extensive  Extensive  Extensive  Extensive	Quiz 2 / Exercise 2  Readings, Final exam, Assignment 9, Policy advocacy action plan.  Portfolio -bi-weekly logs/process recordings/ supervision  Portfolio / Field evaluation; Self-efficacy scale
	10.c.5 Facilitate transitions and endings.	Practice II Practice III  Field Seminar I/II  Field Experience I/II	Somewhat Extensive  Extensive  Extensive	Quiz 3 / Exercise 3 Final paper  Portfolio - Integrative paper / Learning Contract  Portfolio / Field evaluation; Self-efficacy scale
	10.d.1 Critically analyze, monitor, and evaluate interventions.	Practice II  Practice III  Policy Practice  Research  Field Seminar I/II  Field Experience I/II	Somewhat  Somewhat  Somewhat  Extensive  Extensive  Extensive	Quiz 3 / Exercise 3  Final paper  Readings, question on final exam, Assignment 6. Single-case evaluation project; Program evaluation  Portfolio - Mid & Final semester evals / agency & community assessment / integrative paper  Portfolio / Field evaluation; Self-efficacy scale

