

Program: Social WorkDate: May 20, 2013Completed by: William FolkestadAssessment contributors (other faculty involved in this program's assessment): Patricia Higginbotham

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and return it to Erin Frew, [erin.frew@colostate-pueblo.edu](mailto:erin.frew@colostate-pueblo.edu) as an email attachment before June 1, 2013. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. Thank you.

**I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.**

| A. Which of the program SLOs were assessed during this cycle? <b>Please include the outcome(s) verbatim from the assessment plan.</b> | B. When was this SLO last assessed? | C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b> | D. Who was assessed? Please fully describe the student group.                                   | E. What is the expected achievement level and how many students should be at it? | F. What were the results of the assessment?      | G. What were the department's conclusions about student performance? | H. What changes/improvements to the <u>program</u> are planned based on this assessment? |
|---|-------------------------------------|--|---|--|--|--|--|
| All 10 program competencies and 41 practice behaviors were assessed.<br><br>This year we concentrated on one                          | AY 11-12                            | 1. Pre- and Post-Test, Competency Self-Report Survey   | 1. items on post-test competency survey/self-report – Juniors at SW 320 and same people in last | 85% of student will score at or above the 3.0 level – "Agree" – on the post-test | 99% of students scored at or above the benchmark | Within boundaries  |  |

|  |  |                                    |  |  |  |  |  |
|--|--|------------------------------------|--|--|--|--|--|
| <p>competency:<br/><b>Ethics</b></p> <p>2.1.2 Apply social work ethical principles to guide professional practice.</p> |  |                                    | course, SW 482 – 6 questions.  |  |  |  |  |
|  |  | 2. Portfolio Artifact Blind review | 2. Rating Scale for Academic Work – Seniors in last course, SW 482 (see attached rubrics). | 2. 85% of students will score at or above the 2.0 level – “Competent”. | 2. The Theory, SSD, Multi-Level Assessment, Agency Assessment and Personal Reflection papers all were below benchmark. | 2. Continued problem in writing about ethics and writing in general.   | 2. Examine assignments and grading rubrics for consistency. Design new rubrics. As a designated problem on last years report, this was to be a project worked on this year. However, this was not accomplished and a new committee was formed to tackle this project AY 2013-2014. |
|  |  | 3. ACAT                            | 3. Items on Standardized Test – Seniors in their final course SW 482.                      | 3. Overall score will be above the 50 <sup>th</sup> percentile.        | 3. ACAT score was at the 30 <sup>th</sup> percentile for values & ethics in summer 2011.                               | 3. The ACAT overall score is a function of the qualities of the individual learners; this class was a weaker class than usual. However, we continue to be concerned. | Monitor ACAT scores. Examine values & ethics content in courses to ensure breadth and depth.   |
|  |  | 4. Direct Measure/Field            | 4. Item on Field   | 4. 85% of students will  | 4. 99.25% SW 488   | 4. Within boundaries   |  |

|  |  |  |   |  |  |  |  |
|--|--|--|---|--|--|--|--|
|  |  | Evsluation, completed by field supervisor. | Evaluation – seniors for SW 488 after ½ of field placement and final at SW 489 – 4 questions. | score at or above the 2.0 level – “competent”. | students scored at or above the benchmark.<br><br>100% SW 489 studetns scored above benchmark. |  |  |
|--|--|--|---|--|--|--|--|

Comments: Our assessment cycle ends in August. Data reported here is for AY 2011-2012.

**B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.**

| A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan. | B. When was this SLO last assessed? | C. What were the recommendations for change from the previous assessment?  | D. Were the recommendations for change acted upon? If not, why? | E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?                     |
|--|-------------------------------------|--|---|---|
| Ethics   | 2010-2011                           | Additional coursework. Make sure ethical considetrations are included in the assignments for the portfolio. Revise the portfolio rubrics used for assessment of the artifacts. | No  | Changes have not been made this year. A new social work chair has been hired and this should move the department forward with our assessment piece. |

Comments: Attached are the portfolio rubrics used in this assesement period. Our complete summary of frequencies for all 10 competency areas can be reviewed on the social work web page under assessments.

Rating Scale for Evaluation of Performance Criteria in Written Academic Content – **THEORY PAPER**

Department of Social Work

Colorado State University - Pueblo

Portfolio # \_\_\_\_\_

***Instructions for Rating Students on the 10 Competencies in the Evaluation of written or oral academic content:***

The standard by which a student is to be compared is that of a new beginning-level social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria, in general. Developed criteria appear for each practice behavior.

|    |   |
|----|---|
| 3  | The student exceeds expectations for students in this area  |
| 2  | The student meets the expectations for students in this area                                      |
| 1  | The student does not met the expectations for students in this area                               |
| NA | Not applicable; content is absent or not observed (may not be present in each assignment—so note) |

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This process is completed through blind review of collected artifacts from field.

Circle the area that most closely describes your assessment of the field portfolio artifact.

**Competence #1: Student identifies as a professional social worker and conducts himself/herself accordingly.**

|     |   | <b>Exceeds Expectations</b><br><b>3</b>                             | <b>Meets Expectations</b><br><b>2</b>  | <b>Doesn't Meet Expectations</b><br><b>1</b>   |
|-----|---|---|--|--|
| 1.7 | Demonstrates professional demeanor in written communication | <b>Speaks clearly and uses appropriate terminology and grammar.</b> | <b>Usually uses appropriate terminology and grammar but public speaking skills need work; OR speaks clearly in public but fails to use appropriate terminology or correct grammar.</b> | <b>Public speaking skills are rudimentary.</b> |

**Competence #2: Student applies social work ethical principles to guide his or her professional practice.**

|  |  | <b>Exceeds Expectations</b> | <b>Meets Expectations</b> | <b>Doesn't Meet Expectations</b> |
|--|--|-----------------------------|---------------------------|----------------------------------|
|--|--|-----------------------------|---------------------------|----------------------------------|

|     |   |   |   |   |
|-----|---|---|---|---|
| 2.4 | Applies strategies of ethical reasoning to arrive at principled decisions | <b>Uses ethical problem-solving model as a matter of practice when dilemmas or potential dilemmas arise</b> | <b>Uses ethical problem-solving model with assistance</b> | <b>Difficulty in using and/or understanding ethical problem-solving model</b> |
|-----|---|---|---|---|

**Competence #3: Student applies critical thinking to inform and communicate professional judgments.**

|     |   | <b>Exceeds Expectations</b>   | <b>Meets Expectations</b>   | <b>Doesn't Meet Expectations</b>  |
|-----|---|---|---|---|
| 3.1 | Distinguishes multiple sources of knowledge, including research-based knowledge and practice wisdom | Uses deductive or inductive reasoning to arrive at principled decisions                 | Occasionally needs assistance in using logic and scientific inquiry to gather and/or assess information | Frequently needs assistance in using logic and scientific inquiry to gather and/or assess information |
| 3.2 | Appraises multiple sources of knowledge, including research-based knowledge and practice wisdom     | Relies on credible sources of information but maintains a critical attitude toward them | Relies solely on credible sources of information, accepting them without question                       | Relies on personal experience rather than credible sources  |
| 3.3 | Integrates multiple sources of knowledge, including research-based knowledge and practice           | Assignment shows personal creativity and curiosity as well                              | Assignment shows some creativity but is largely based on  | Assignment shows little creativity or curiosity; critical thinking is at a                            |

|      |                |  |  |   |
|------|----------------|--|--|---|
|      | wisdom         | as reasoned thought  | critical analysis                              | minimum   |
| 3.10 | Uses APA Style | Demonstrates accurate, error-free usage of APA style throughout the given document | Usually demonstrates APA style with few errors | Demonstrates inability to use APA consistently and accurately |

**Competence #4: Student engages diversity and difference in practice.**

|     |   | <b>Exceeds Expectations</b>  | <b>Meets Expectations</b>  | <b>Doesn't Meet Expectations</b>                                       |
|-----|---|--|--|--|
| 4.1 | Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | Explains how diversity impacts life experiences of self and client | Occasionally fails to explain how diversity impacts life experiences, either in self or client | Typically fails to explain the impact of diversity on life experiences |

**Competence #5: Student advances human rights and social and economic justice.**

|     |   | <b>Exceeds Expectations</b>   | <b>Meets Expectations</b>      | <b>Doesn't Meet Expectations</b> |
|-----|---|-------------------------------|--------------------------------|----------------------------------|
| 5.1 | Recognizes the potential for advocacy for human rights and social and | Consistently recognizes basic | Usually recognizes basic human | Rarely recognizes basic human    |



|     |  |   |  |   |
|-----|--|---|--|---|
|     | economic justice   | human rights  | rights   | rights  |
| 5.2 | Explains the forms and mechanisms of oppression and discrimination | Consistently identifies the forms and mechanisms of oppression and discrimination | Usually identifies the forms and mechanisms of oppression and discrimination | Rarely identifies the forms and mechanisms of oppression and discrimination |

**Competence #6: Student engages in research-informed practice and practice-informed research.**

|      |  |  |  |  |
|------|--|--|--|--|
| 6.8  | Uses scientific and ethical approaches to building knowledge             | Consistently uses scientific and ethical approaches to building knowledge            | Usually uses scientific and ethical approaches to building knowledge | Has difficulty using scientific and ethical approaches to building knowledge |
| 6.9  | Evaluates current literature utilizing a scientific and ethical approach | Consistently evaluates current literature including ethical concerns and limitations | Usually evaluates current literature                                 | Had difficulty evaluating current literature                                 |
| 6.10 | Explains the link between theory and practice                            | Easily explains the link between theory and practice                                 | Explains the link between theory and practice with some difficulty   | Struggles to explain the link between theory and practice; explain may be    |

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  |  | inaccurate,<br>shallow,<br>inconsistent, etc. |
|--|--|--|--|---|

**Competence #7: Student applies knowledge of human behavior and the social environment.**

|     |  | <b>Exceeds Expectations</b>  | <b>Meets Expectations</b>  | <b>Doesn't Meet Expectations</b>  |
|-----|--|--|--|---|
| 7.4 | Applies theories of biological variables, social variables, cultural variables, psychological variables, and spiritual development across the lifespan | Consistently and accurately applies theories of biological variables, social variables, cultural variables, psychological variables, and spiritual development across the lifespan | Usually applies theories of biological variables, social variables, cultural variables, psychological variables, and spiritual development across the lifespan with accuracy | Rarely applies theories of biological variables, social variables, cultural variables, psychological variables, and spiritual development across the lifespan |
| 7.5 | Uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation  | Consistently uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation   | Usually uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation  | Rarely uses conceptual frameworks to guide the processes of assessment, intervention, and   |

|  |  |   |  |   |
|--|--|---|--|---|
|  |  |   |  | evaluation  |
| 7.10   | Recognizes theory as a guide from assessment to intervention | Consistently recognizes theory as a guide from assessment to intervention | Usually recognizes theory as a guide from assessment to intervention | Rarely recognizes theory as a guide from assessment to intervention |
| <b>Competence #10: Student engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.</b> |  |   |  |   |

|      |  |   |  |   |
|------|--|---|--|---|
| 10.4 | Links interventions to theoretical model appropriate for client system (Implements prevention interventions that enhance client capacities.) | Consistently links interventions to theoretical model appropriate for client system | Usually links interventions to theoretical model appropriate for client system | Rarely links interventions to theoretical model appropriate for client system |
|------|--|---|--|---|

Rating Scale for Evaluation of Performance Criteria in Written Academic Content – **AGENCY ASSESSMENT ASSIGNMENT**

Department of Social Work

Colorado State University - Pueblo

Portfolio # \_\_\_\_\_

***Instructions for Rating Students on the 10 Competencies in the Evaluation of written or oral academic content:***

The standard by which a student is to be compared is that of a new beginning-level social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria, in general. Developed criteria appear for each practice behavior.

|    |   |
|----|---|
| 3  | The student exceeds expectations for students in this area  |
| 2  | The student meets the expectations for students in this area                                      |
| 1  | The student does not met the expectations for students in this area                               |
| NA | Not applicable; content is absent or not observed (may not be present in each assignment—so note) |

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This process is completed through blind review of collected artifacts from field.

Circle the area that most closely describes your assessment of the field portfolio artifact.

|  |
|--|
| <b>Competence #1: Student identifies as a professional social worker and conducts himself/herself accordingly.</b> |
|--|

|     |   |  |   |   |
|-----|---|--|---|---|
| 1.2 | Advocates for client access to the services of social work  | Designs and carries out advocacy activities.   | Either designs OR carries out advocacy activities.  | Either design OR carrying out of activities is poorly done.   |
| 1.4 | Attends to professional roles and boundaries                | Identifies role and boundary issues and demonstrates appropriate management of them. | Identifies role and boundary issues but has difficulty managing them OR has difficulty identifying them but when pointed out knows how to manage them.                          | Has difficulty identifying role and boundary issues and is unclear about how to manage them OR demonstrates lack of clarity and competence in both areas. |
| 1.7 | Demonstrates professional demeanor in written communication | Speaks clearly and uses appropriate terminology and grammar.                         | Usually uses appropriate terminology and grammar but public speaking skills need work; OR speaks clearly in public but fails to use appropriate terminology or correct grammar. | Public speaking skills are rudimentary.   |

|     |  |   |   |   |
|-----|--|---|---|---|
| 1.8 | Discusses need to use supervision and consultation effectively | Verbalizes need to ask for and receive effective supervision; demonstrates this principle by asking for feedback from peers and professors. | May ask for feedback but has difficulty accepting it; OR is reluctant to ask for feedback until situation demands it. | Rarely asks for assistance; fails to make use of feedback provided. |
|-----|--|---|---|---|

**Competence #2: Student applies social work ethical principles to guide his or her professional practice.**

|     |   | <b>Exceeds Expectations</b>  | <b>Meets Expectations</b>  | <b>Doesn't Meet Expectations</b>  |
|-----|---|--|--|---|
| 2.1 | Makes ethical decisions by applying standards of the NASW 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 | Identifies the Code of Ethics primary areas of responsibility and can identify concerns within each area, using them to make ethical decisions | Identifies the Code of Ethics primary areas of responsibility, and usually applies them to decision-making | Lacks awareness of the full range of responsibilities contained within the Code of Ethics |
| 2.3 | Tolerates ambiguity in resolving ethical conflicts  | Recognizes that resolution of ethical conflicts may not result in clearly defined outcomes   | Resolves ethical conflicts but continues to struggle with perceived ambiguities in resolution              | Tends to see resolution of ethical conflict in concrete oppositional terms                |

|     |   |  |  |  |
|-----|---|--|--|--|
| 2.4 | Applies strategies of ethical reasoning to arrive at principled decisions | Uses ethical problem-solving model as a matter of practice when dilemmas or potential dilemmas arise | Uses ethical problem-solving model with assistance | Difficulty in using and/or understanding ethical problem-solving model |
|-----|---|--|--|--|

**Competence #3: Student applies critical thinking to inform and communicate professional judgments.**

|     |   | <b>Exceeds Expectations</b>   | <b>Meets Expectations</b>   | <b>Doesn't Meet Expectations</b>  |
|-----|---|---|---|---|
| 3.1 | Distinguishes multiple sources of knowledge, including research-based knowledge and practice wisdom | Uses deductive or inductive reasoning to arrive at principled decisions                 | Occasionally needs assistance in using logic and scientific inquiry to gather and/or assess information | Frequently needs assistance in using logic and scientific inquiry to gather and/or assess information |
| 3.2 | Appraises multiple sources of knowledge, including research-based knowledge and practice wisdom     | Relies on credible sources of information but maintains a critical attitude toward them | Relies solely on credible sources of information, accepting them without question                       | Relies on personal experience rather than credible sources  |
| 3.3 | Integrates multiple sources of knowledge, including research-based knowledge and practice wisdom    | Assignment shows personal creativity and curiosity as well                              | Assignment shows some creativity but is largely based on  | Assignment shows little creativity or curiosity; critical thinking is at a                            |

|      |                                 |  |   |   |
|------|---------------------------------|--|---|---|
|      | wisdom                          | as reasoned thought  | critical analysis   | minimum   |
| 3.5  | Analyzes models of prevention   | Demonstrates generation of outcomes, options, and consequences                     | Demonstrates generation of outcomes, options, and consequences but with weaknesses in one or more areas | Has difficulty generating outcomes, options, or consequences                |
| 3.6  | Analyzes models of intervention | Demonstrates multiple forms of information-gathering with thoroughness             | Information-gathering skills show a pattern of reliance on a few sources                                | Information-gathering skills focus on only the client as the primary source |
| 3.7  | Analyzes models of evaluation   | Critically analyzes complex material and explains content                          | Analyzes complex material only partially and may have difficulty explaining content                     | Has difficulty analyzing and explaining complex material                    |
| 3.10 | Uses APA Style                  | Demonstrates accurate, error-free usage of APA style throughout the given document | Usually demonstrates APA style with few errors  | Demonstrates inability to use APA consistently and accurately               |

**Competence #4: Student engages diversity and difference in practice.**



|     |   | <b>Exceeds Expectations</b>  | <b>Meets Expectations</b>  | <b>Doesn't Meet Expectations</b>                                       |
|-----|---|--|--|--|
| 4.1 | Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | Explains how diversity impacts life experiences of self and client   | Occasionally fails to explain how diversity impacts life experiences, either in self or client                     | Typically fails to explain the impact of diversity on life experiences |
| 4.4 | Views self as learner and engages those with whom they work as informants   | Indicates self-awareness of need to continue to seek information regarding "difference" from those with whom they work in a holistic way | Evidences self as a learner and attempts to seek information from those with whom they work in discrete situations | Views self as an expert  |

**Competence #5: Student advances human rights and social and economic justice.**

|     |  | <b>Exceeds Expectations</b>                         | <b>Meets Expectations</b>                      | <b>Doesn't Meet Expectations</b>              |
|-----|--|---|--|---|
| 5.1 | Recognizes the potential for advocacy for human rights and social and economic justice | Consistently recognizes basic human rights          | Usually recognizes basic human rights          | Rarely recognizes basic human rights          |
| 5.2 | Explains the forms and mechanisms of oppression and discrimination                     | Consistently identifies the forms and mechanisms of | Usually identifies the forms and mechanisms of | Rarely identifies the forms and mechanisms of |

|     |  |  |   |   |
|-----|--|--|---|---|
|     |  | oppression and discrimination  | oppression and discrimination   | oppression and discrimination   |
| 5.3 | Develops strategies that advance social and economic justice | Consistently demonstrates development of strategies that advance social and economic justice | Usually demonstrates development of strategies that advance social and economic justice | Has difficulty developing strategies that advance social and economic justice |

**Competence #6: Student engages in research-informed practice and practice-informed research.**

|     |   |   |  |   |
|-----|---|---|--|---|
|     |   | <b>Exceeds Expectations</b>   | <b>Meets Expectations</b>                                  | <b>Doesn't Meet Expectations</b>  |
| 6.1 | Uses practice experience to inform scientific inquiry | Consistently uses practice experience to inform research                | Usually uses practice experience to inform research        | Had difficulty using practice experience to inform research                       |
| 6.2 | Develops evidence-based practice questions            | Thoroughly and independently develops evidence-based practice questions | Develops evidence-based practice questions with assistance | Has difficulty developing evidence-based practice questions, even with assistance |

|      |   |  |   |   |
|------|---|--|---|---|
| 6.4  | Identifies program evaluation   | Independently designs program evaluation   | Designs program evaluation with assistance  | Has difficulty designing program evaluation, even with assistance                               |
| 6.5  | Identifies research findings to improve practice, policy, and social service delivery | Consistently uses research findings to improve practice, policy, and social service delivery | Usually uses research findings to improve practice, policy, and social service delivery | Has difficulty using research findings to improve practice, policy, and social service delivery |
| 6.8  | Uses scientific and ethical approaches to building knowledge                          | Consistently uses scientific and ethical approaches to building knowledge                    | Usually uses scientific and ethical approaches to building knowledge                    | Has difficulty using scientific and ethical approaches to building knowledge                    |
| 6.9  | Evaluates current literature utilizing a scientific and ethical approach              | Consistently evaluates current literature including ethical concerns and limitations         | Usually evaluates current literature  | Had difficulty evaluating current literature  |
| 6.10 | Explains the link between theory and practice   | Easily explains the link between theory and practice   | Explains the link between theory and practice with some difficulty                      | Struggles to explain the link between theory and practice; explain may be inaccurate,           |

|  |  |  |  |                                |
|--|--|--|--|--------------------------------|
|  |  |  |  | shallow,<br>inconsistent, etc. |
|--|--|--|--|--------------------------------|

**Competence #7: Student applies knowledge of human behavior and the social environment.**

|     |   | <b>Exceeds Expectations</b>  | <b>Meets Expectations</b>   | <b>Doesn't Meet Expectations</b>   |
|-----|---|--|---|--|
| 7.5 | Uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation | Consistently uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation | Usually uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation | Rarely uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation |
| 7.8 | Identifies systemic strengths in systems of all sizes   | Consistently identifies systemic strengths in systems of all sizes   | Usually identifies systemic strengths in systems of all sizes   | Rarely identifies systemic strengths in systems of all sizes   |

**Competence #8: Student engages in policy practice to advance social and economic well-being and to deliver effective social work services.**

|     |   |   |   |   |
|-----|---|---|---|---|
| 8.1 | Explains the effects of social policy on service delivery systems | Thoroughly explains the effects of policy on service delivery systems | Explains the effects of policy on service delivery systems, but may leave out some pieces | Has difficulty explaining the effects of policy on service delivery systems |
|-----|---|---|---|---|

Rating Scale for Evaluation of Performance Criteria in Written Academic Content – **MULTI-LEVEL ASSESSMENT**

Department of Social Work

Colorado State University - Pueblo

Portfolio # \_\_\_\_\_

***Instructions for Rating Students on the 10 Competencies in the Evaluation of written or oral academic content:***

The standard by which a student is to be compared is that of a new beginning-level social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria, in general. Developed criteria appear for each practice behavior.

|    |   |
|----|---|
| 3  | The student exceeds expectations for students in this area  |
| 2  | The student meets the expectations for students in this area                                      |
| 1  | The student does not met the expectations for students in this area                               |
| NA | Not applicable; content is absent or not observed (may not be present in each assignment—so note) |

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This process is completed through blind review of collected artifacts from field.

Circle the area that most closely describes your assessment of the field portfolio artifact.

|  |
|--|
| <b>Competence #1: Student identifies as a professional social worker and conducts himself/herself accordingly.</b> |
|--|

|     |  | <b>Exceeds Expectations</b><br><b>3</b>                      | <b>Meets Expectations</b><br><b>2</b>   | <b>Doesn't Meet Expectations</b><br><b>1</b>                |
|-----|--|--|---|---|
| 1.2 | Advocates for client access to the services of social work | Designs and carries out advocacy activities.                 | Either designs OR carries out advocacy activities.  | Either design OR carrying out of activities is poorly done. |
| 1.7 | Demonstrates professional demeanor in communication        | Speaks clearly and uses appropriate terminology and grammar. | Usually uses appropriate terminology and grammar but public speaking skills need work; OR speaks clearly in public but fails to use appropriate terminology or correct grammar. | Public speaking skills are rudimentary.                     |

|   |
|---|
| <b>Competence #2: Student applies social work ethical principles to guide his or her professional practice.</b> |
|---|

|     |   | <b>Exceeds Expectations</b>  | <b>Meets Expectations</b>  | <b>Doesn't Meet Expectations</b>  |
|-----|---|--|--|---|
| 2.1 | Makes ethical decisions by applying standards of the NASW 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 | Identifies the Code of Ethics primary areas of responsibility and can identify concerns within each area, using them to make ethical decisions | Identifies the Code of Ethics primary areas of responsibility, and usually applies them to decision-making | Lacks awareness of the full range of responsibilities contained within the Code of Ethics |
| 2.4 | Applies strategies of ethical reasoning to arrive at principled decisions   | Uses ethical problem-solving model as a matter of practice when dilemmas or potential dilemmas arise   | Uses ethical problem-solving model with assistance   | Difficulty in using and/or understanding ethical problem-solving model                    |

**Competence #3: Student applies critical thinking to inform and communicate professional judgments.**

|     |   | <b>Exceeds Expectations</b>   | <b>Meets Expectations</b>   | <b>Doesn't Meet Expectations</b>  |
|-----|---|---|---|---|
| 3.1 | Distinguishes multiple sources of knowledge, including research-based knowledge and practice wisdom | Uses deductive or inductive reasoning to arrive at principled decisions | Occasionally needs assistance in using logic and scientific inquiry to gather and/or assess | Frequently needs assistance in using logic and scientific inquiry to gather and/or assess information |



|      |  |  |  |   |
|------|--|--|--|---|
|      |  |  | information  |   |
| 3.3  | Integrates multiple sources of knowledge, including research-based knowledge and practice wisdom | Assignment shows personal creativity and curiosity as well as reasoned thought     | Assignment shows some creativity but is largely based on critical analysis | Assignment shows little creativity or curiosity; critical thinking is at a minimum            |
| 3.4  | Analyzes models of assessment  | Assessments show depth, breadth, and meaning-making                                | Assessments occasionally are absent a critical factor                      | Assessments tend to be “surface” materials without depth and/or breadth and/or meaning-making |
| 3.6  | Analyzes models of intervention  | Demonstrates multiple forms of information-gathering with thoroughness             | Information-gathering skills show a pattern of reliance on a few sources   | Information-gathering skills focus on only the client as the primary source                   |
| 3.10 | Uses APA Style   | Demonstrates accurate, error-free usage of APA style throughout the given document | Usually demonstrates APA style with few errors                             | Demonstrates inability to use APA consistently and accurately                                 |

**Competence #4: Student engages diversity and difference in practice.**

|  |  |                             |                           |                                  |
|--|--|-----------------------------|---------------------------|----------------------------------|
|  |  | <b>Exceeds Expectations</b> | <b>Meets Expectations</b> | <b>Doesn't Meet Expectations</b> |
|--|--|-----------------------------|---------------------------|----------------------------------|

|     |   |  |  |   |
|-----|---|--|--|---|
| 4.1 | Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | Explains how diversity impacts life experiences of self and client   | Occasionally fails to explain how diversity impacts life experiences, either in self or client                     | Typically fails to explain the impact of diversity on life experiences                                  |
| 4.3 | Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences                              | Recognizes and communicates importance of difference in shaping life experiences   | Usually recognizes and communicates importance of difference in shaping life experiences                           | Occasionally fails to recognize and/or communicate importance of difference in shaping life experiences |
| 4.4 | Views self as learner and engages those with whom they work as informants   | Indicates self-awareness of need to continue to seek information regarding "difference" from those with whom they work in a holistic way | Evidences self as a learner and attempts to seek information from those with whom they work in discrete situations | Views self as an expert   |

**Competence #5: Student advances human rights and social and economic justice.**

|     |  | <b>Exceeds Expectations</b>                | <b>Meets Expectations</b>             | <b>Doesn't Meet Expectations</b>     |
|-----|--|--|---------------------------------------|--------------------------------------|
| 5.1 | Recognizes the potential for advocacy for human rights and social and economic justice | Consistently recognizes basic human rights | Usually recognizes basic human rights | Rarely recognizes basic human rights |

|     |  |  |   |   |
|-----|--|--|---|---|
| 5.2 | Explains the forms and mechanisms of oppression and discrimination | Consistently identifies the forms and mechanisms of oppression and discrimination            | Usually identifies the forms and mechanisms of oppression and discrimination            | Rarely identifies the forms and mechanisms of oppression and discrimination   |
| 5.3 | Develops strategies that advance social and economic justice       | Consistently demonstrates development of strategies that advance social and economic justice | Usually demonstrates development of strategies that advance social and economic justice | Has difficulty developing strategies that advance social and economic justice |

**Competence #6: Student engages in research-informed practice and practice-informed research.**

|     |  | <b>Exceeds Expectations</b>   | <b>Meets Expectations</b>  | <b>Doesn't Meet Expectations</b>   |
|-----|--|---|--|--|
| 6.8 | Uses scientific and ethical approaches to building knowledge             | Consistently uses scientific and ethical approaches to building knowledge | Usually uses scientific and ethical approaches to building knowledge | Has difficulty using scientific and ethical approaches to building knowledge |
| 6.9 | Evaluates current literature utilizing a scientific and ethical approach | Consistently evaluates current  | Usually evaluates  | Had difficulty evaluating current  |

|      |   |   |  |   |
|------|---|---|--|---|
|      |   | literature including ethical concerns and limitations | current literature   | literature  |
| 6.10 | Explains the link between theory and practice | Easily explains the link between theory and practice  | Explains the link between theory and practice with some difficulty | Struggles to explain the link between theory and practice; explain may be inaccurate, shallow, inconsistent, etc. |

**Competence #7: Student applies knowledge of human behavior and the social environment.**

|     |  |  |  |   |
|-----|--|--|--|---|
| 7.4 | Applies theories of biological variables, social variables, cultural variables, psychological variables, and spiritual development across the lifespan | Consistently and accurately applies theories of biological variables, social variables, cultural variables, psychological variables, and spiritual development across the lifespan | Usually applies theories of biological variables, social variables, cultural variables, psychological variables, and spiritual development across the lifespan with accuracy | Rarely applies theories of biological variables, social variables, cultural variables, psychological variables, and spiritual development across the lifespan |
| 7.5 | Uses conceptual frameworks to guide the processes of   | Consistently uses conceptual frameworks to   | Usually uses conceptual frameworks to guide the  | Rarely uses conceptual  |

|     |   |  |   |  |
|-----|---|--|---|--|
|     | assessment, intervention, and evaluation  | guide the processes of assessment, intervention, and evaluation  | processes of assessment, intervention, and evaluation   | frameworks to guide the processes of assessment, intervention, and evaluation  |
| 7.6 | Conducts thorough and accurate assessments on individuals, families, groups, organizations, and communities (circle which system is pertinent to this assignment) | Consistently conducts thorough and accurate assessments on individuals, families, groups, organizations, and communities (circle which system is pertinent to this assignment) | Usually conducts thorough and accurate assessments on individuals, families, groups, organizations, and communities (circle which system is pertinent to this assignment) | Rarely conducts thorough and accurate assessments on individuals, families, groups, organizations, and communities (circle which system is pertinent to this assignment) |
| 7.7 | Uses the ecological framework to support assessments  | Consistently uses the ecological framework to support assessments  | Usually uses the ecological framework to support assessments  | Rarely uses the ecological framework to support assessments  |
| 7.8 | Identifies systemic strengths in systems of all sizes   | Consistently identifies systemic strengths in systems of all sizes   | Usually identifies systemic strengths in systems of all sizes   | Rarely identifies systemic strengths in systems of all sizes   |

|      |   |  |   |  |
|------|---|--|---|--|
| 7.9  | Recognizes self as one system of interaction  | Consistently recognizes self as one system of interaction  | Usually recognizes self as one system of interaction  | Rarely recognizes self as one system of interaction  |
| 7.10 | Recognizes theory as a guide from assessment to intervention  | Consistently recognizes theory as a guide from assessment to intervention  | Usually recognizes theory as a guide from assessment to intervention  | Rarely recognizes theory as a guide from assessment to intervention  |
| 7.11 | Develops appropriate plans of intervention for systems of all sizes using HBSE theory and knowledge | Consistently develops appropriate plans of intervention for systems of all sizes using HBSE theory and knowledge | Usually develops appropriate plans of intervention for systems of all sizes using HBSE theory and knowledge | Rarely develops appropriate plans of intervention for systems of all sizes using HBSE theory and knowledge |

**Competence #10: Student engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.**

|      |   | <b>Exceeds Expectations</b>   | <b>Meets Expectations</b>   | <b>Doesn't Meet Expectations</b>                                       |
|------|---|---|---|--|
| 10.1 | Collects, organizes, and interprets client data | Thoroughly and accurately gathers information for assessment and intervention | Gathers information for assessment and intervention, but may omit some elements | Gathers either inaccurate or inadequate information for assessment and |

|      |  |  |  |   |
|------|--|--|--|---|
|      |  |  |  | intervention  |
| 10.2 | Writes (SMART) goals and objectives chosen in concert with client (Develops a mutually agreed-upon focus of work and desired outcomes.)      | Writes (SMART) goals and objectives chosen in concert with client                                | Writes (SMART) goals and objectives chosen in concert with client, but has some difficulty in doing so | Has significant difficulty writing (SMART) goals and objectives chosen in concert with client |
| 10.3 | Develops intervention plan/action plan based on goals and objectives (Initiates actions to achieve organizational goals.)                    | Consistently and accurately develops intervention plan/action plan based on goals and objectives | Usually develops intervention plan/action plan based on goals and objectives                           | Has difficulty developing intervention plan/action plan based on goals and objectives         |
| 10.4 | Links interventions to theoretical model appropriate for client system (Implements prevention interventions that enhance client capacities.) | Consistently links interventions to theoretical model appropriate for client system              | Usually links interventions to theoretical model appropriate for client system                         | Rarely links interventions to theoretical model appropriate for client system                 |
| 10.5 | Assesses client strengths and limitations to select intervention (Selects appropriate intervention strategies.)                              | Consistently identifies and uses client strengths and limitations to select intervention         | Usually identifies and uses client strengths and limitations to select intervention                    | Rarely identifies and uses client strengths and limitations to select intervention            |
| 10.7 | Prepares client(s) for termination, including referral (Facilitate transitions and endings.)   | Adequately prepares client(s) for termination, including referral                                | Prepares client(s) for termination, including referral, but not in a                                   | Inadequately prepares client(s) for termination,  |

|      |   |   |  |   |
|------|---|---|--|---|
|      |   |   | timely manner  | including referral  |
| 10.8 | Assesses individuals, families, groups, organizations, and communities (circle system appropriate for this assignment)                                      | Thoroughly assesses individuals, families, groups, organizations, and communities (circle system appropriate for this assignment) | Assesses individuals, families, groups, organizations, and communities (circle system appropriate for this assignment), but may omit some elements | Inaccurately or inadequately assesses individuals, families, groups, organizations, and communities (circle system appropriate for this assignment) |
| 10.9 | Utilizes ongoing assessment and outcome evaluations in order to assure appropriate interventions (Critically analyze, monitor, and evaluate interventions.) | Consistently utilizes ongoing assessment and outcome evaluations in order to assure appropriate interventions                     | Usually utilizes ongoing assessment and outcome evaluations in order to assure appropriate interventions   | Rarely utilizes ongoing assessment and outcome evaluations in order to assure appropriate interventions   |



Rating Scale for Evaluation of Performance Criteria in Written Academic Content – **PERSONAL REFLECTION ASSIGNMENT**

Department of Social Work

Colorado State University - Pueblo

Portfolio # \_\_\_\_\_

***Instructions for Rating Students on the 10 Competencies in the Evaluation of written or oral academic content:***

The standard by which a student is to be compared is that of a new beginning-level social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria, in general. Developed criteria appear for each practice behavior.

|    |   |
|----|---|
| 3  | The student exceeds expectations for students in this area  |
| 2  | The student meets the expectations for students in this area                                      |
| 1  | The student does not met the expectations for students in this area                               |
| NA | Not applicable; content is absent or not observed (may not be present in each assignment—so note) |

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This process is completed through blind review of collected artifacts from field.

Circle the area that most closely describes your assessment of the field portfolio artifact.

|  |
|--|
| <b>Competence #1: Student identifies as a professional social worker and conducts himself/herself accordingly.</b> |
|--|

|     |  | <b>Exceeds Expectations</b><br><b>3</b>  | <b>Meets Expectations</b><br><b>2</b>  | <b>Doesn't Meet Expectations</b><br><b>1</b>   |
|-----|--|--|--|--|
| 1.1 | Has a plan for professional development/career-long learning and growth                        | Has a detailed plan for professional development.<br><br>Has attended conferences and/or workshops as a student. | Identifies area of practice and is considering graduate school.<br><br>Is aware of need to attend conferences and workshops to stay current with practice information. | Unsure of practice area and has no plans to attend graduate school.<br><br>Uninterested in attending conferences or workshops. |
| 1.3 | Practices personal reflection and self-correction to assure continual professional development | Is highly self-aware and demonstrates ongoing self-awareness activities.   | Is somewhat self-aware; takes direction from others better than self-identifying and self-   | Low level of self-awareness; has difficulty either self-identifying and/or accepting   |

|     |   |  |   |   |
|-----|---|--|---|---|
|     |   |  | correcting.   | feedback from others.   |
| 1.4 | Attends to professional roles and boundaries                | Identifies role and boundary issues and demonstrates appropriate management of them. | Identifies role and boundary issues but has difficulty managing them OR has difficulty identifying them but when pointed out knows how to manage them.                          | Has difficulty identifying role and boundary issues and is unclear about how to manage them OR demonstrates lack of clarity and competence in both areas. |
| 1.7 | Demonstrates professional demeanor in written communication | Speaks clearly and uses appropriate terminology and grammar.                         | Usually uses appropriate terminology and grammar but public speaking skills need work; OR speaks clearly in public but fails to use appropriate terminology or correct grammar. | Public speaking skills are rudimentary.   |

**Competence #2: Student applies social work ethical principles to guide his or her professional practice.**

|     |  | <b>Exceeds Expectations</b>   | <b>Meets Expectations</b>  | <b>Doesn't Meet Expectations</b>  |
|-----|--|---|--|---|
| 2.1 | Makes ethical decisions by applying standards of the NASW 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 | Identifies the Code of Ethics primary areas of responsibility and can identify concerns within each area, using | Identifies the Code of Ethics primary areas of responsibility, and usually applies them to | Lacks awareness of the full range of responsibilities contained within the Code of Ethics |

|     |   |   |   |  |
|-----|---|---|---|--|
|     | Principles  | them to make ethical decisions  | decision-making   |  |
| 2.2 | Recognizes and manages personal values in a way that allows professional values to guide practice | Recognizes potential conflicts between personal and professional values and manages them well | Recognizes potential conflicts between personal and professional values most of the time and is usually able to separate them | Difficulty in separating personal and professional values                  |
| 2.3 | Tolerates ambiguity in resolving ethical conflicts  | Recognizes that resolution of ethical conflicts may not result in clearly defined outcomes    | Resolves ethical conflicts but continues to struggle with perceived ambiguities in resolution                                 | Tends to see resolution of ethical conflict in concrete oppositional terms |

**Competence #3: Student applies critical thinking to inform and communicate professional judgments.**

|      |                | <b>Exceeds Expectations</b>  | <b>Meets Expectations</b>                      | <b>Doesn't Meet Expectations</b>                              |
|------|----------------|--|--|---|
| 3.10 | Uses APA Style | Demonstrates accurate, error-free usage of APA style throughout the given document | Usually demonstrates APA style with few errors | Demonstrates inability to use APA consistently and accurately |

**Competence #4: Student engages diversity and difference in practice.**

|     |   | <b>Exceeds Expectations</b>  | <b>Meets Expectations</b>  | <b>Doesn't Meet Expectations</b>                                       |
|-----|---|--|--|--|
| 4.1 | Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | Explains how diversity impacts life experiences of self and client   | Occasionally fails to explain how diversity impacts life experiences, either in self or client                     | Typically fails to explain the impact of diversity on life experiences |
| 4.4 | Views self as learner and engages those with whom they work as informants   | Indicates self-awareness of need to continue to seek information regarding "difference" from those with whom they work in a holistic way | Evidences self as a learner and attempts to seek information from those with whom they work in discrete situations | Views self as an expert  |

**Competence #5: Student advances human rights and social and economic justice.**

|     |  | <b>Exceeds Expectations</b>   | <b>Meets Expectations</b>      | <b>Doesn't Meet Expectations</b> |
|-----|--|-------------------------------|--------------------------------|----------------------------------|
| 5.1 | Recognizes the potential for advocacy for human rights and social and economic justice | Consistently recognizes basic | Usually recognizes basic human | Rarely recognizes basic human    |

|     |  |   |  |   |
|-----|--|---|--|---|
|     |  | human rights  | rights   | rights  |
| 5.2 | Explains the forms and mechanisms of oppression and discrimination | Consistently identifies the forms and mechanisms of oppression and discrimination | Usually identifies the forms and mechanisms of oppression and discrimination | Rarely identifies the forms and mechanisms of oppression and discrimination |

**Competence #7: Student applies knowledge of human behavior and the social environment.**

|     |  |   |  |   |
|-----|--|---|--|---|
|     |  | <b>Exceeds Expectations</b>                               | <b>Meets Expectations</b>                            | <b>Doesn't Meet Expectations</b>                    |
| 7.9 | Recognizes self as one system of interaction | Consistently recognizes self as one system of interaction | Usually recognizes self as one system of interaction | Rarely recognizes self as one system of interaction |

**Competence #10: Student engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.**

|      |  |   |  |   |
|------|--|---|--|---|
|      |  | <b>Exceeds Expectations</b>                                       | <b>Meets Expectations</b>  | <b>Doesn't Meet Expectations</b>                                    |
| 10.7 | Prepares client(s) for termination, including referral (Facilitate transitions and endings.) | Adequately prepares client(s) for termination, including referral | Prepares client(s) for termination, including referral, but not in a timely manner | Inadequately prepares client(s) for termination, including referral |

**Rating Scale for Evaluation of Performance Criteria in Written Academic Content – SINGLE SUBJECT DESIGN ASSIGNMENT**

**Department of Social Work**

**Colorado State University - Pueblo**

**Portfolio #** \_\_\_\_\_

***Instructions for Rating Students on the 10 Competencies in the Evaluation of written or oral academic content:***

The standard by which a student is to be compared is that of a new beginning-level social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria, in general. Developed criteria appear for each practice behavior.

|    |   |
|----|---|
| 3  | The student exceeds expectations for students in this area  |
| 2  | The student meets the expectations for students in this area                                      |
| 1  | The student does not met the expectations for students in this area                               |
| NA | Not applicable; content is absent or not observed (may not be present in each assignment—so note) |

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This process is completed through blind review of collected artifacts from field.

Circle the area that most closely describes your assessment of the field portfolio artifact.

|  |
|--|
| <b>Competence #1: Student identifies as a professional social worker and conducts himself/herself accordingly.</b> |
|--|

|     |  | <b>Exceeds Expectations</b><br><b>3</b>                                  | <b>Meets Expectations</b><br><b>2</b>   | <b>Doesn't Meet Expectations</b><br><b>1</b>   |
|-----|--|--|---|--|
| 1.3 | Practices personal reflection and self-correction to assure continual professional development | Is highly self-aware and demonstrates ongoing self-awareness activities. | Is somewhat self-aware; takes direction from others better than self-identifying and self-correcting.   | Low level of self-awareness; has difficulty either self-identifying and/or accepting feedback from others. |
| 1.7 | Demonstrates professional demeanor in written communication                                    | Speaks clearly and uses appropriate terminology and grammar.             | Usually uses appropriate terminology and grammar but public speaking skills need work; OR speaks clearly in public but fails to use appropriate terminology or correct grammar. | Public speaking skills are rudimentary.  |



**Competence #2: Student applies social work ethical principles to guide his or her professional practice.**

|     |   | <b>Exceeds Expectations</b>  | <b>Meets Expectations</b>                          | <b>Doesn't Meet Expectations</b>                                       |
|-----|---|--|--|--|
| 2.4 | Applies strategies of ethical reasoning to arrive at principled decisions | Uses ethical problem-solving model as a matter of practice when dilemmas or potential dilemmas arise | Uses ethical problem-solving model with assistance | Difficulty in using and/or understanding ethical problem-solving model |

**Competence #3: Student applies critical thinking to inform and communicate professional judgments.**

|     |   | <b>Exceeds Expectations</b>   | <b>Meets Expectations</b>   | <b>Doesn't Meet Expectations</b>  |
|-----|---|---|---|---|
| 3.1 | Distinguishes multiple sources of knowledge, including research-based knowledge and practice wisdom | Uses deductive or inductive reasoning to arrive at principled decisions | Occasionally needs assistance in using logic and scientific inquiry to gather and/or assess information | Frequently needs assistance in using logic and scientific inquiry to gather and/or assess information |
| 3.2 | Appraises multiple sources of knowledge, including research-based knowledge and practice wisdom     | Relies on credible sources of information but                           | Relies solely on credible sources of information,   | Relies on personal experience rather than credible sources  |

|      |  |  |   |  |
|------|--|--|---|--|
|      |  | maintains a critical attitude toward them  | accepting them without question   |  |
| 3.3  | Integrates multiple sources of knowledge, including research-based knowledge and practice wisdom | Assignment shows personal creativity and curiosity as well as reasoned thought     | Assignment shows some creativity but is largely based on critical analysis          | Assignment shows little creativity or curiosity; critical thinking is at a minimum |
| 3.6  | Analyzes models of intervention  | Demonstrates multiple forms of information-gathering with thoroughness             | Information-gathering skills show a pattern of reliance on a few sources            | Information-gathering skills focus on only the client as the primary source        |
| 3.7  | Analyzes models of evaluation  | Critically analyzes complex material and explains content                          | Analyzes complex material only partially and may have difficulty explaining content | Has difficulty analyzing and explaining complex material                           |
| 3.10 | Uses APA Style   | Demonstrates accurate, error-free usage of APA style throughout the given document | Usually demonstrates APA style with few errors                                      | Demonstrates inability to use APA consistently and accurately                      |

**Competence #4: Student engages diversity and difference in practice.**

|     |   | <b>Exceeds Expectations</b>  | <b>Meets Expectations</b>  | <b>Doesn't Meet Expectations</b>                                       |
|-----|---|--|--|--|
| 4.1 | Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | Explains how diversity impacts life experiences of self and client | Occasionally fails to explain how diversity impacts life experiences, either in self or client | Typically fails to explain the impact of diversity on life experiences |

**Competence #5: Student advances human rights and social and economic justice.**

|     |  | <b>Exceeds Expectations</b>   | <b>Meets Expectations</b>  | <b>Doesn't Meet Expectations</b>  |
|-----|--|---|--|---|
| 5.1 | Recognizes the potential for advocacy for human rights and social and economic justice | Consistently recognizes basic human rights  | Usually recognizes basic human rights  | Rarely recognizes basic human rights  |
| 5.2 | Explains the forms and mechanisms of oppression and discrimination                     | Consistently identifies the forms and mechanisms of oppression and discrimination | Usually identifies the forms and mechanisms of oppression and discrimination | Rarely identifies the forms and mechanisms of oppression and discrimination |
| 5.3 | Develops strategies that advance social and economic justice                           | Consistently demonstrates development of strategies that advance social and       | Usually demonstrates development of strategies that advance social           | Has difficulty developing strategies that advance social and economic       |

|  |  |                  |                      |         |
|--|--|------------------|----------------------|---------|
|  |  | economic justice | and economic justice | justice |
|--|--|------------------|----------------------|---------|

**Competence #6: Student engages in research-informed practice and practice-informed research.**

|     |  | <b>Exceeds Expectations</b>   | <b>Meets Expectations</b>                                  | <b>Doesn't Meet Expectations</b>  |
|-----|--|---|--|---|
| 6.1 | Uses practice experience to inform scientific inquiry                | Consistently uses practice experience to inform research                | Usually uses practice experience to inform research        | Had difficulty using practice experience to inform research                       |
| 6.2 | Develops evidence-based practice questions                           | Thoroughly and independently develops evidence-based practice questions | Develops evidence-based practice questions with assistance | Has difficulty developing evidence-based practice questions, even with assistance |
| 6.3 | Designs practice evaluation (SSR)                                    | Independently designs practice evaluation (SSR)                         | Designs practice evaluation (SSR) with assistance          | Has difficulty designing practice evaluation (SSR), even with assistance          |
| 6.5 | Identifies research findings to improve practice, policy, and social | Consistently uses   | Usually uses   | Has difficulty  |

|      |  |  |   |   |
|------|--|--|---|---|
|      | service delivery   | research findings to improve practice, policy, and social service delivery           | research findings to improve practice, policy, and social service delivery                                    | using research findings to improve practice, policy, and social service delivery                                  |
| 6.6  | Uses quantitative and qualitative research methods where appropriate     | Uses quantitative research methods where appropriate                                 | Uses quantitative research methods where appropriate with assistance; decides appropriateness with assistance | Has difficulty using quantitative research methods and in recognizing their appropriateness, even with assistance |
| 6.9  | Evaluates current literature utilizing a scientific and ethical approach | Consistently evaluates current literature including ethical concerns and limitations | Usually evaluates current literature  | Had difficulty evaluating current literature  |
| 6.10 | Explains the link between theory and practice                            | Easily explains the link between theory and practice                                 | Explains the link between theory and practice with some difficulty  | Struggles to explain the link between theory and practice; explain may be inaccurate, shallow, inconsistent, etc. |

|      |   |   |  |   |
|------|---|---|--|---|
| 6.11 | Conducts research and presents written findings in ethical manner | Conducts research and disseminates findings in ethical manner | Conducts research and disseminates findings in ethical manner, with assistance | Has difficulty conducting research and disseminating findings in ethical manner, even with assistance |
|------|---|---|--|---|

**Competence #7: Student applies knowledge of human behavior and the social environment.**

|      |   | <b>Exceeds Expectations</b>  | <b>Meets Expectations</b>   | <b>Doesn't Meet Expectations</b>   |
|------|---|--|---|--|
| 7.5  | Uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation | Consistently uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation | Usually uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation | Rarely uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation |
| 7.10 | Recognizes theory as a guide from assessment to intervention                                  | Consistently recognizes theory as a guide from assessment to intervention                                  | Usually recognizes theory as a guide from assessment to intervention                                  | Rarely recognizes theory as a guide from assessment to intervention                                  |

**Competence #10: Student engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.**

|      |   | <b>Exceeds Expectations</b>   | <b>Meets Expectations</b>  | <b>Doesn't Meet Expectations</b>  |
|------|---|---|--|---|
| 10.1 | Collects, organizes, and interprets client data   | Thoroughly and accurately gathers information for assessment and intervention                                 | Gathers information for assessment and intervention, but may omit some elements                          | Gathers either inaccurate or inadequate information for assessment and intervention                     |
| 10.9 | Utilizes ongoing assessment and outcome evaluations in order to assure appropriate interventions (Critically analyze, monitor, and evaluate interventions.) | Consistently utilizes ongoing assessment and outcome evaluations in order to assure appropriate interventions | Usually utilizes ongoing assessment and outcome evaluations in order to assure appropriate interventions | Rarely utilizes ongoing assessment and outcome evaluations in order to assure appropriate interventions |