

Evaluation Report for the Dorothy Day Undergraduate Social Work Program
University of Portland
(Revised 12/28/12)

Introduction

The Dorothy Day Social Work Program at the University of Portland has been fully accredited by the Council on Social Work Education (CSWE) since 2006. After undergoing the reaffirmation process with CSWE in 2010, the Program adopted CSWE's 2008 Educational Policy and Accreditation Standards (EPAS), which outline 41 practice behaviors that students from accredited programs must master upon graduation. These behaviors are grouped under 10 more general competencies of social work practice also articulated by CSWE. Consequently, the Program revised its mission and learning outcomes to better reflect and carry out EPAS in the context of the University of Portland's mission.

This document outlines the Program's mission and learning outcomes and how they are connected to the competencies and practice behaviors outlined in EPAS. It also describes the Program's assessment plan of the mission and outcomes and provides data to demonstrate students' mastery of practice behaviors.

The Mission of the Dorothy Day Social Work Program

The mission of the Program was revised in January of 2011 after successfully completing the reaffirmation process. In keeping with the missions of the University and College of Arts and Sciences, the Dorothy Day Social Work Program offers an academically rigorous program enriched by intensive, educationally-directed field experiences and is committed to service, leadership, and social justice. The goals of the program are to prepare students to become culturally competent, ethical social work practitioners in a wide range of settings and to assume leadership roles in diverse societies. Based upon Catholic social teachings, the social work program is dedicated to work with vulnerable and marginal populations such as women, older adults, and people with disabilities. It affirms the values of human diversity, self-determination, and community and global solidarity and sustainability. To achieve its goals, the social work program integrates a liberal arts foundation with social work values, skills, and knowledge to prepare students for service that is reflective, responsible, informed by scholarly knowledge, and responsive to the communities they serve.

The learning outcomes of the Program were also revised in January of 2011 to flow from the mission and align with the competencies and practice behaviors of the 2008 EPAS. Language for the outcomes was also revised to reflect both EPAS and University of Portland assessment language.

Learning Outcomes for Social Work Majors

Social Work graduates of the University of Portland should be able to:

[1] Articulate social work values that form the foundation of practice such as advocacy for human rights and social and economic justice.

- a. Identify with the social work profession
- b. Advocate for human rights and social and economic justice

[2] Utilize critical thinking and ethical conceptualization skills when addressing social problems and approaches to working with those problems.

- a. Apply ethical principles in practice
- b. Apply critical thinking in practice

[3] Competently apply social work skills that are informed by theory, research, and best practices and that consider the cultural and other contexts in which practice occurs.

- a. Incorporate diversity in practice
- b. Engage in informed research
- c. Apply knowledge of human behavior and the social environment
- d. Engage in policy practice to advance social and economic well being
- e. Respond to contexts that shape practice
- f. Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities

These learning outcomes are used to identify more generally the skills that students from the Program will master upon graduation, and they are used mostly for University of Portland documents and to guide assessment for University purposes. For CSWE accreditation purposes, these learning outcomes are articulated in more detail and more directly related to competencies and practice behaviors. The table on the following page shows the relationship between learning outcomes, competencies, and practice behaviors for the Program.

LEARNING OBJECTIVES, COMPETENCIES (PERFORMANCE INDICATORS), PRACTICE BEHAVIORS

[1] Articulate social work values that form the foundation of practice such as advocacy for human rights and social and economic justice.

Program Outcome Competency 1: Identify with the social work profession

- 1a.) articulate ways to advocate for client access to the services of social work
- 1b.) practice personal reflection and self-correction to assure continual professional development, including attending to professional roles and boundaries
- 1c.) demonstrate professional demeanor in behavior, appearance, and communications, including the appropriate use of supervision and consultation

Program Outcome Competency 5: Advocate for human rights and social and economic justice

- 5a.) identify forms and mechanisms of oppression and discrimination
- 5b.) articulate how to engage in practices that advance social and economic justice

[2] Utilize critical thinking and ethical conceptualization skills when addressing social problems and approaches to working with those problems.

Program Outcome Competency 2: Apply ethical principles in practice

- 2a.) recognize and manage personal values in a way that allows professional values to guide work
- 2b.) make ethical decisions which includes tolerating ambiguity in resolving ethical conflicts and applying strategies of ethical reasoning to arrive at principled decisions

Program Outcome Competency 3: Apply critical thinking in practice

- 3a.) distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
- 3b.) demonstrate effective oral and written communication (communicate effectively in academic and professional environments)

[3] Competently apply social work skills that are informed by theory, research, and best practices and that consider the cultural and other contexts in which practice occurs.

Program Outcome Competency 4: Incorporate diversity in practice

- 4a.) recognize the extent to which a culture's structures and values may shape life experiences as well as oppress, marginalize, alienate, or create or enhance privilege and power
- 4b.) view themselves as learners and engage those with whom they work as informants

Program Outcome Competency 6: Engage in informed research

- 6a.) recognize how practice experience informs scientific inquiry
- 6b.) recognize how research evidence informs practice
- 6c.) critically evaluate research, recognizing its contributions and limitations

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

- 7a.) utilize conceptual frameworks to conceptualize problems, interventions, and evaluation of interventions
- 7b.) demonstrate how to critique and apply knowledge to understand person and environment

Program Outcome Competency 8: Engage in policy practice to advance social and economic well-being

- 8a.) demonstrate how to analyze, formulate, and advocate for policies that advance social well-being
- 8b.) articulate how to collaborate with colleagues and clients for effective policy action

Program Outcome Competency 9: Respond to contexts that shape practice

- 9a.) recognize the importance of continuously appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends

Program Outcome Competency 10: Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities

- 10a.) articulate how to substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- 10b.) use empathy and other interpersonal skills including facilitating transitions and endings
- 10c.) develop appropriate and mutually agreed-on focus of work, desired outcomes, and intervention goals and objectives that help clients resolve problems and capitalize on client strengths
- 10d.) demonstrate how to collect, organize, and interpret client data
- 10e.) demonstrate how to critically analyze, monitor, and evaluate interventions

Note: The numbers above (e.g., 1a, 1b) reflect those listed in EPAS. Certain practice behaviors were modified and in some cases combined to better reflect the Program's context. As such, the practice behaviors above do not add up to 41, but all 41 are represented.

To assess the Program’s mission, learning outcomes, competencies, and practice behaviors, the Program has identified several mechanisms to best evaluate student mastery of skills and to gather evidence from both students and others with regard to student performance. In addition, the Program’s evaluation includes ways to describe and assess both the Program’s explicit and implicit curriculum. The goal of all evaluation efforts is to maintain a continual feedback loop to help the program improve and to create opportunities for students and the community to contribute feedback. Below is a table that describes the Program’s evaluation efforts.

Program Evaluation Grid				
Data Collection Date	Explicit Curriculum	Program Objective One	Program Objective Two	Program Objective Three
End of each semester	Course Evaluations	X	X	X
End of each semester	Field Instructor Evaluation	X	X	X
Every two years	Alumni Survey	X	X	X
Every three years	Independent Rater Reviews of Writing and Oral Presentation Samples		X	
	Implicit Curriculum	Feedback sources to improve implicit curriculum		
At the end of each event	Workshops/Trainings	Job workshop; graduate school workshop; field instructor training; community workshops (e.g., immigration, aging, SWRI events)		
End of each semester/event	Program Activities	Practicum seminar activities (e.g., resume building, post-grad exploration); Chile program; Ice cream social; Legislative day; Senior support night		
Spring semester	Programmatic Evaluations/Feedback	Student evaluations of practicum agency/field instructor; student program evaluations; advisory board comments and input		

Each assessment method is linked to specific mission elements and/or practice behaviors, depending on the purpose of the activity, so that all practice behaviors can be assessed through the Program as a whole. For example, each required course for the social work major and its respective course objectives and assignments are linked to specific practice behaviors, which are evaluated by students at the end of the course. Instructors then review students’ ratings on each objective and revise assignments and other course components based on evaluations and student comments with the goal of constructing the course to help students better master content and practice behaviors. Students are introduced to different practice behaviors throughout the curriculum and given time to practice them so that by the senior year practicum

students should be able to show mastery of all practice behaviors. As another example, to measure the practice behavior of effective oral and written communication, three faculty independently rate samples of students' written and oral assignments from the senior year Theory and Method course. This is conducted every three years.

At the end of this document, some of the assessment tools used for evaluation are included so the reader can see how different evaluation methods assess different practice behaviors. Also included as a separate file is a more detailed grid that shows which practice behaviors are measured through the individual courses in the Program's curriculum. Only the assessment of the required social work courses is included in the results of this document. While specific practice behaviors are linked to elective courses to help students build and reinforce skills, assessment of the elective courses takes place on a more informal basis.

Evaluation Forms and Methods

This section includes information on each Program component is assessed including interpretation of likert-type scales.

Course Evaluations

Practice behaviors specific to each course are listed on course evaluations and students rate the effectiveness of the course with regard to how well it helped students learn specific skills on a scale from 1-5 where 1 = definitely false, 2 = more false than true, 3 = in between, 4 = more true than false, and 5 = definitely true. For the full-year practicum, students rate objectives of the course at the end of spring only (vs at the end of fall and spring) since students are practicing skills for a full year. Students' learning contracts are the mechanism by which faculty members assess how well students are on track with skill mastery.

Field Instructor Evaluation

**UNIVERSITY OF PORTLAND SOCIAL WORK PRACTICUM
SEMESTER EVALUATION (FALL/SPRING)**

Student Name: _____ Date: _____

Supervisor Name: _____ Agency: _____

We would like to have your comments on the following items related to the student's activities in your agency. Please comment in the space provided on this form, or attach additional pages as needed. The format directly matches the Learning Contract goals and objectives as well as those for the course. Please rate each objective on the five-point scale provided.

Program Outcome Competency 1: Identify with the social work profession

1a. Student can articulate ways to advocate for client access to the services of social work.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

1b. Student can practice personal reflection and self-correction to assure continual professional development, including attending to professional roles and boundaries.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

1c. Student can demonstrate professional demeanor in behavior, appearance, and communications, including the appropriate use of supervision and consultation.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

Program Outcome Competency 2: Apply ethical principles in practice

2a. Student can recognize and manage personal values in a way that allows professional values to guide work.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

2b. Student can make ethical decisions, which includes tolerating ambiguity in resolving ethical conflicts and applying strategies of ethical reasoning to arrive at principled decisions.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

Program Outcome Competency 3: Apply critical thinking in practice

3a. Student can distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

3b. Student can demonstrate effective oral and written communication.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

Program Outcome Competency 4: Incorporate diversity in practice

4a. Student can recognize the extent to which a culture's structures and values may shape life experiences as well as oppress, marginalize, alienate, or create or enhance privilege and power.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

4b. Student can view him/herself as a learner and engage those with whom he/she works as informants.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

Program Outcome Competency 5: Advocate for human rights and social and economic justice

5a. Student can identify forms and mechanisms of oppression and discrimination.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

5b. Student can articulate how to engage in practices that advance social and economic justice.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

Program Outcome Competency 6: Engage in informed research

6a. Student can recognize how practice experience informs scientific inquiry.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

6b. Student can recognize how research evidence informs practice.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

6c. Student can critically evaluate research, recognizing its contributions and limitations.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

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

7a. Student can utilize conceptual frameworks to conceptualize problems, interventions, and evaluation of interventions.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

7b. Student can demonstrate how to critique and apply knowledge to understand person and environment.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

Program Outcome Competency 8: Engage in policy practice to advance social and economic well-being

8a. Student can demonstrate how to analyze, formulate, and advocate for policies that advance social well-being.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

8b. Student can articulate how to collaborate with colleagues and clients for effective policy action.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

Program Outcome Competency 9: Respond to contexts that shape practice

9a Student can recognize the importance of continuously appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

Program Outcome Competency 10: Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities

10a. Student can articulate how to substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

10b. Student can use empathy and other interpersonal skills including facilitating transitions and endings.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

10c. Student can develop appropriate and mutually agreed-on focus of work, desired outcomes, and intervention goals and objectives that help clients resolve problems and capitalize on client strengths.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

10d. Student can demonstrate how to collect, organize, and interpret client data.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

10e. Student can demonstrate how to critically analyze, monitor, and evaluate interventions.

Not demonstrated **1** **2** **3** **4** **5** **Demonstrated** **N/A**

Please comment on student's strengths in any or all of the above areas (continue on the back if necessary):

What specific activities and/or behaviors need to be demonstrated to raise the above rating on the next practicum evaluation (if applicable)?

Any other comments:

Suggested Grade (Please Circle): A B C D F

Note: This suggested grade will be included as one of many activities evaluated by the Practicum Director who will assign the transcript course grade.

Please Sign

Field Instructor: _____ Date: _____

Student: _____ Date: _____

Alumni Survey

**University of Portland
Social Work Program
BSW ALUMNI SURVEY (revised 12/2012)**

1. What is your gender?
 - a. Male
 - b. Female
 - c. Other _____

 2. Age: _____

 3. Ethnicity: _____

 4. Year graduated from UP BSW Program: _____

 5. Have you applied to MSW programs? Yes/No been accepted? Yes/No

 6. Have you enrolled in an MSW program? Yes/No
If yes:
 - a. Enrollment dates: _____
 - b. Name of school: _____
 - c. Area of concentration: _____
 - d. Anticipated graduation date or date completed: _____

 7. Have you enrolled in another graduate program? Yes/No
If yes:
 - a. Name of school: _____
 - b. Please specify the program, degree, and anticipated graduation date or date completed: _____

 8. Do you hold any social work licenses? Yes/No
If yes:
 - a. Specify level(s): BSW level MSW level
 - b. Type(s): Clinical Non-clinical

 9. Are you currently working? Yes/No
If yes:
 - a. Name of employer: _____
 - b. Please describe the field in which you are working and the title of your position: _____
- If no, are you actively seeking employment?*
- c. Yes, actively seeking employment in the field of social work.
 - d. Yes, actively seeking employment NOT in the field of social work.
 - e. No, not seeking employment.

10. Are you currently involved in any volunteer, service, or internship work outside of a graduate program? Yes/No

If yes, please describe: _____

If employed:

(If working in an unpaid service or volunteer position only, skip to item 16)

11. What is your current employment status (full time, part time)? _____

12. Is your current position a social work position? Yes/No

If not, please describe the type of employment: _____

13. Does your position require that you hold a social work license? Yes/No

14. Which reflects your current salary range (in thousands)?

- a. 0 - 10
- b. 10 - 20
- c. 20 - 30
- d. 30 - 40
- e. 40 - 50
- f. 50 +

15. Please circle the area(s) that best describes your current position:

- | | |
|---|--------------------------------|
| a. Administration/Management | e. Policy analysis/Development |
| b. Generalist practice | f. Research |
| c. Direct practice with individuals, families or groups | g. Supervision |
| d. Practice with communities and organizations | h. Teaching |
| | i. Training |
| | j. Other _____ |

16. Does your work or service involve service delivery to persons in the following special population? (Circle all that apply).

- a. Lesbian, Gay, Bisexual, Transgender, Questioning and Queer
- b. Persons with Physical Disabilities and/or Developmental Disabilities
- c. Homeless Persons
- d. Women
- e. Children/Youth at Risk
- f. Persons with Severe and Persistent Mental Illness
- g. Persons Affected by Substance Abuse
- h. Survivors of Domestic and/or Family Violence
- i. Vulnerable Populations
- j. Veterans and Families of Veterans
- k. People Experiencing Problems with Poverty, Unemployment, etc.
- l. Immigrants and/or Refugees
- m. Older Adults
- n. Other _____

17. Since graduation from the BSW program at UP, does your work or service involve leadership positions including (circle all that apply):

- a. Serving as a supervisor, team leader, manager, etc.
- b. Serving as a committee chair, leader of a task force
- c. Providing consultation to any social welfare agencies or programs
- d. Serving on an advisory board/board of directors of any community agency
- e. Holding any offices in a professional organization
- f. Serving on a working committee of a professional organization
- g. Providing leadership on legislative or public policy issues
- h. Coordinating community mobilizing efforts
- i. Other: _____

18. Does your work include any international efforts or work with international communities or interests and issues? (Immigrant/refugee populations, policy work around global issues, second or third generation families, etc.) Yes/No

If yes, in what capacity?

- a. Service abroad
- b. Work locally or nationally

Briefly explain the type of work or service: _____

19. Please briefly describe any professional opportunities (paid or unpaid) in which you have been able to use the following:

a. Social work practice learned in the UP BSW program. _____

b. Cultural competence skills learned in the UP BSW program. _____

c. Social work ethics learned in the UP BSW program. _____

20. Please describe any activities in which you have engaged with respect to social justice since graduating from the UP BSW program. Describe the situation or event and the role you played. _____

21. How well do you feel the BSW program at UP prepared you for your SW job, other job, graduate school, or other service and volunteer work? Please explain your answer briefly in the space provided below.

	1 - Not at all	2 - Poorly	3 - Adequately	4 - Well	5 - Very Well	
a. Social Work Job	1	2	3	4	5	NA
b. Other Job	1	2	3	4	5	NA
c. Graduate School	1	2	3	4	5	NA
d. Service/Volunteer	1	2	3	4	5	NA

The following is a list of practice behaviors established by the Council on Social Work Education, the accrediting body for the UP BSW program. We would like to know to what degree you feel you were prepared and are able to complete each task based on the education you received through the UP BSW program.

Please rate your preparedness/ability where:

1 = you were not prepared to complete the task and

5 = you were prepared very well to complete the task.

	Not Prepared					Prepared Very Well
1. Identify with the social work profession						
1a. I can articulate ways to advocate for client access to the services of social work.	1	2	3	4	5	N/A
1b. I practice personal reflection and self-correction to assure continual professional development, including attending to professional roles and boundaries.	1	2	3	4	5	N/A
1c. I demonstrate professional demeanor in behavior, appearance, and communications, including the appropriate use of supervision and consultation.	1	2	3	4	5	N/A
2. Apply ethical principles in practice						
2a. I recognize and manage personal values in a way that allows professional values to guide work.	1	2	3	4	5	N/A
2b. I make ethical decisions, which include tolerating ambiguity in resolving ethical conflicts and applying strategies of ethical reasoning to arrive at principled decisions.	1	2	3	4	5	N/A
3. Apply critical thinking in practice						
3a. I distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.	1	2	3	4	5	N/A
3b. I demonstrate effective oral and written communication.	1	2	3	4	5	N/A
4. Incorporate diversity in practice						
4a. I recognize the extent to which a culture's structures and values may shape life experiences as well as oppress, marginalize, alienate, or create or enhance privilege and power.	1	2	3	4	5	N/A
4b. I view myself as a learner and engage those with whom I work as informants.	1	2	3	4	5	N/A

	Not Prepared					Prepared Very Well
5. Advocate for human rights and social and economic justice						
5a. I can identify forms and mechanisms of oppression and discrimination.	1	2	3	4	5	N/A
5b. I can articulate how to engage in practices that advance social and economic justice.	1	2	3	4	5	N/A
6. Engage in informed research						
6a. I can recognize how practice experience informs scientific inquiry.	1	2	3	4	5	N/A
6b. I can recognize how research evidence informs practice.	1	2	3	4	5	N/A
6c. I can critically evaluate research, recognizing its contributions and limitations.	1	2	3	4	5	N/A
7. Apply knowledge of human behavior and the social environment						
7a. I can utilize conceptual frameworks to conceptualize problems, interventions, and evaluation of interventions.	1	2	3	4	5	N/A
7b. I can demonstrate how to critique and apply knowledge to understand person and environment.	1	2	3	4	5	N/A
8. Engage in policy practice to advance social and economic well-being						
8a. I can demonstrate how to analyze, formulate, and advocate for policies that advance social well-being.	1	2	3	4	5	N/A
8b. I can articulate how to collaborate with colleagues and clients for effective policy action.	1	2	3	4	5	N/A
9. Respond to contexts that shape practice						
9a. I can recognize the importance of continuously appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends.	1	2	3	4	5	N/A
10. Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities						
10a. I can articulate how to substantively and affectively prepare for action with individuals and families.	1	2	3	4	5	N/A
10b. I can use empathy and other interpersonal skills including facilitating transitions and endings.	1	2	3	4	5	N/A
10c. I can develop appropriate and mutually agreed-on focus of work, desired outcomes, and intervention goals and objectives that help clients resolve problems and capitalize on client strengths.	1	2	3	4	5	N/A

Not Prepared **Prepared Very Well**

10d. I can demonstrate how to collect, organize, and interpret client data.

1 2 3 4 5 N/A

10e. I can demonstrate how to critically analyze, monitor, and evaluate interventions.

1 2 3 4 5 N/A

Are there any specific ways in which the UP BSW Program either prepared you exceptionally well or could have prepared you better for work in the field? _____

Thank you for taking the time to complete the UP BSW Alumni survey. We hope you will stay in touch with us to let us know what you are doing. Please return this survey as soon as possible.

Finally:

If you would like to contribute a brief quote/statement about the UP BSW program for possible inclusion on the Program’s website, please include it below or refer to a quote above that you would like us to use. Please let us know if it is **OK** to use your name and graduation date with your quote or if you’d like your quote to remain anonymous.

Effective Communication

Descriptors for effective written communication practice behavior (Program Objective 2, Competency 3[b])

Revised, November 2012

Diversity Paper, Theory and Methods I course University of Portland

Title of Paper:

Five Point Scale: 1 = weakest, 5 = strongest

Ability to locate an acceptable source on which to base the paper

1. Source unknown
2. Used an unacceptable source (e.g., magazine, biased source)
3. Source is questionable
4. Source is acceptable, but it could be stronger, more appropriate
5. Source is acceptable

Summarizes the author's suggestion for main clinical issues facing chosen population

1. Does not include
2. Mentions with little to no discussion
3. Includes but is not well fleshed-out; no structure or thought behind ideas
4. Includes and is better fleshed out but needs more discussion and articulation
5. Includes and is well articulated, thought-out

Describes the approach suggested by the author(s)

1. Does not include
2. Mentions with little to no discussion
3. Includes but is not well fleshed-out; no structure or thought behind ideas
4. Includes and is better fleshed out but needs more discussion and articulation
5. Includes and is well articulated, thought-out

Summarizes whether the author cites any research or study that supports his/her suggestions

1. Does not include
2. Mentions with little to no discussion
3. Includes but is not well fleshed-out; no structure or thought behind ideas
4. Includes and is better fleshed out but needs more discussion and articulation
5. Includes and is well articulated, thought-out

Identifies limitations to using this approach, particularly for this population (e.g., is it appropriate? Might it reinforce stereotypes/oppression? Is it an evidence-based approach?)

1. Does not include
2. Mentions with little to no discussion
3. Includes but is not well fleshed-out; no structure or thought behind ideas
4. Includes and is better fleshed out but needs more discussion and articulation
5. Includes and is well articulated, thought-out

Articulates any ethical considerations in using this approach

1. Does not include
2. Mentions with little to no discussion
3. Includes but is not well fleshed-out; no structure or thought behind ideas
4. Includes and is better fleshed out but needs more discussion and articulation
5. Includes and is well articulated, thought-out

Discusses why or why not they would be comfortable using this approach. (should include any critique based on knowledge of the population, research methods, theory, etc. or any personal values conflicts)

1. Does not include
2. Mentions with little to no discussion
3. Includes but is not well fleshed-out; no structure or thought behind ideas
4. Includes and is better fleshed out but needs more discussion and articulation
5. Includes and is well articulated, thought-out

Discusses what they learned about the population including whether what they learned changed any previous held beliefs, values, ideas, stereotypes etc. about the population

1. Does not include
2. Mentions with little to no discussion
3. Includes but is not well fleshed-out; no structure or thought behind ideas
4. Includes and is better fleshed out but needs more discussion and articulation
5. Includes and is well articulated, thought-out

Included a full citation for the article used

1. Doesn't include citation
2. Includes partial citation, not in APA style or with errors
3. Includes partial citation, APA style
4. Includes full citation, not in APA style or with errors
5. Includes full citation, APA style

Organization/Structure/Coherence

1. No discernible structure
2. Disorganized
3. Discernible, but with problems
4. Mostly cohesive
5. Cohesive, with good transitions, logical signposting

Grammar/Mechanics/Lower-order Concerns

1. Ungrammatical, little or no correct punctuation, etc.
2. Many unclear sentence structure, many incorrect mechanics, etc.
3. Distracting lower-order problems, but not fatal
4. Generally error free; errors not too distracting or confusing
5. Virtually no errors or lower-order concerns.

The Assignment

Students will research diversity competent practice with a diverse and disadvantaged and/or oppressed population (students' definition of this can be broad – e.g., some groups that could be considered include those with developmental or other physical/mental challenges; sexual or ethnic minorities; older adults; men—because they often aren't a focus of practice). The goal of this assignment is to assist students in using the social work literature to identify techniques and strategies supported by research in working with diverse groups.

What you need to do:

1. Locate one journal article, book, or professional paper that describes some aspect of social work practice addressing your chosen population. You might begin by looking at the bibliography for the text. In addition, you can consult with the computerized databases in the library (e.g., ageline, social sciences abstracts).
2. Read the article and identify one technique or strategy that the author(s) suggests will be helpful in working with this population.
3. Prepare a brief (two to three pages) written summary of the technique and a critique of the author's research. In your review, address the following:
 - a.) What does the author suggest are the main clinical or other issues facing this population?
 - b.) Describe the approach suggested by the author(s).
 - c.) Does the author cite any research or study that supports his/her suggestions?
 - d.) What are some of the limitations to using this approach, particularly for this population (e.g., is it appropriate? Might it reinforce stereotypes/oppression? Is it an evidence-based approach)?
 - e.) Are there any ethical considerations in using this approach?
 - f.) Would you be comfortable using this approach? Why or why not? Include in this any critique you might have of the approach based on your knowledge of the population, research methods, theory, etc. or any values conflicts you might have personally.
 - g.) What did you learn about this population? Did what you learn change any previous held beliefs, values, ideas, stereotypes etc. about this population? How?
 - h.) Be sure to include a full citation for the article you used.

Field Instructor Trainings

Hosting trainings is the responsibility of three different schools who collaborate on the efforts. Thus, the evaluation forms for the training differ each year.

Students' Evaluation of Placements

STUDENT EVALUATION OF FIELD INSTRUCTOR AND AGENCY (To be completed at the end of spring semester)

Agency _____ Field Instructor _____

Student _____ Year _____

This evaluation is intended to provide you, the student, with an opportunity to rate the overall effectiveness of your field instructor and the agency in which you were placed in helping you to achieve your learning objectives. Please feel free to expand on any question or to add any information that you think is important to convey.

Field Instructor	5	4	3	2	1
Please rate your field instructor on the following:	Outstanding	Above Average	Average	Below Average	Poor
1. Creates confidence in knowledge of subject matter.	_____	_____	_____	_____	_____
2. Arouses enthusiasm in subject.	_____	_____	_____	_____	_____
3. Encourages student's questions and opinions.	_____	_____	_____	_____	_____
4. Is well prepared in subject matter.	_____	_____	_____	_____	_____
5. Interprets abstract ideas and themes clearly.	_____	_____	_____	_____	_____
6. Relates subject to matter to broader contexts.	_____	_____	_____	_____	_____
7. Stresses important material.	_____	_____	_____	_____	_____
8. Makes good use of examples and illustrations.	_____	_____	_____	_____	_____
9. Is concerned about students.	_____	_____	_____	_____	_____
10. Motivates me to try to do my best work.	_____	_____	_____	_____	_____
11. Is consistent in providing weekly instruction on specific learning objectives.	_____	_____	_____	_____	_____
12. Provides a good model of a professional social worker.	_____	_____	_____	_____	_____

13. Provides orientation to the agency and makes agency resources available to the student, i.e., staff meetings, in-service training, physical facilities, etc. _____
14. Overall rating of instructor. _____
15. Overall rating of the agency in providing a good learning environment. _____

Exit Interviews

1. Curriculum and assignments

Area of Program	Most useful	Suggestions
Curriculum and assignments		
Extra-curricular activities		
Graduate school prep		
Job market		
Professional development opps		
Volunteer/community service opps		
Other themes/elements of program		

Advisory Board Questionnaire

UNIVERSITY OF PORTLAND SOCIAL WORK PROGRAM ADVISORY SURVEY

Advisory Board Member Name:

Agency or other affiliation/field of practice, etc.

CSWE has articulated accreditation standards that focus upon practice competencies (practice behaviors) rather than content objectives (what students were expected to know). We have captured these competencies in the survey questions below. We would like your comments on the following items in terms of how relevant you feel they are to social work practice.

Please comment in the space provided on this form, or attach additional pages as needed. Also please be specific as possible in the opened questions so that we can better curriculum for the students. The format directly matches the Learning Contract goals and objectives that we use for the Social Work curriculum. Please rate each objective on the five-point scale provided.

You may download this MS Word document and type your responses directly on the survey. You can then save it and send it by e-mail (fastest), print it and fax it to 503 943-7802 (next fastest), or mail it to University of Portland Social Work Program, 5000 N. Willamette Blvd., Portland, Oregon 97203.

Program Outcome Competency 1: Identify with the social work profession

1a. Student can articulate ways to advocate for client access to the services of social work.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

1b. Student can practice personal reflection and self-correction to assure continual professional development, including attending to professional roles and boundaries.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

1c. Student can demonstrate professional demeanor in behavior, appearance, and communications, including the appropriate use of supervision and consultation.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

Program Outcome Competency 2: Apply ethical principles in practice

2a. Student can recognize and manage personal values in a way that allows professional values to guide work.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look played out in practice?

2b. Student can make ethical decisions, which includes tolerating ambiguity in resolving ethical conflicts and applying strategies of ethical reasoning to arrive at principled decisions.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

Program Outcome Competency 3: Apply critical thinking in practice

3a. Student can distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

3b. Student can demonstrate effective oral and written communication.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

Program Outcome Competency 4: Incorporate diversity in practice

4a. Student can recognize the extent to which a culture's structures and values may shape life experiences as well as oppress, marginalize, alienate, or create or enhance privilege and power.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

4b. Student can view him/herself as a learner and engage those with whom he/she works as informants.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

Program Outcome Competency 5: Advocate for human rights and social and economic justice

5a. Student can identify forms and mechanisms of oppression and discrimination.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

5b. Student can articulate how to engage in practices that advance social and economic justice.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

Program Outcome Competency 6: Engage in informed research

6a. Student can recognize how practice experience informs scientific inquiry.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

6b. Student can recognize how research evidence informs practice.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

6c. Student can critically evaluate research, recognizing its contributions and limitations.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

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

7a. Student can utilize conceptual frameworks to conceptualize problems, interventions, and evaluation of interventions.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

7b. Student can demonstrate how to critique and apply knowledge to understand person and environment.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

Program Outcome Competency 8: Engage in policy practice to advance social and economic well-being

8a. Student can demonstrate how to analyze, formulate, and advocate for policies that advance social well-being.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

8b. Student can articulate how to collaborate with colleagues and clients for effective policy action.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

Program Outcome Competency 9: Respond to contexts that shape practice

9a Student can recognize the importance of continuously appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

Program Outcome Competency 10: Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities

10a. Student can articulate how to substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

10b. Student can use empathy and other interpersonal skills including facilitating transitions and endings.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

10c. Student can develop appropriate and mutually agreed-on focus of work, desired outcomes, and intervention goals and objectives that help clients resolve problems and capitalize on client strengths.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

10d. Student can demonstrate how to collect, organize, and interpret client data.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

10e. Student can demonstrate how to critically analyze, monitor, and evaluate interventions.

No relevance 1 2 3 4 5 Very relevant

If relevant what would this skill look like in practice?

Dorothy Day Social Work Program Evaluation Results

All of the explicit curriculum evaluation is conducted through quantitative and qualitative methods. Implicit curriculum evaluation has some components that are assessed through quantitative means, but many of the activities are evaluated using narratives about program processes. The accompanying excel spreadsheet displays the results for each major program evaluation component.

At the end of each academic year, the Program faculty members meet to review data from evaluations. For the quantitative likert-type scale items, if any ratings for any item fall below a mean of 4, that item is flagged and discussed to develop ways to improve students' mastery that particular skill. For example, if a practice behavior in a particular class receives a mean of 3.5 on the course evaluations, then the faculty would examine the assignments and methods used to teach that skill. These can be revised or replaced with new assignments to facilitate learning and mastery of the skill. Similarly, if a student receives a rating lower than 4 on a particular item on the field instructor evaluations, the Practicum Director develops a plan with the student and field instructor to improve performance on that skill, and the student revises the learning contract to reflect that plan. We expect to see scores around the 3 range for students in the fall, and then higher scores in the spring as students have the opportunity to practice skills. The advisory board feedback is used in much the same way to give the Program feedback on ways it can improve the curriculum to facilitate students' learning of skills. In addition, all qualitative data is reviewed to help guide changes that can be made in the Program to improve student mastery of skills.