



**School of Social Work  
2022 Assessment Report**

*All areas shaded in gray are to be completed by the department/program.  
This document will be posted online and must be [accessible electronically](#) (including appendices).*

## **MISSION STATEMENT**

Please note, as a component of our upcoming Council of Social Work Education reaffirmation cycle, our School is updating our School and program missions. The below language has been through initial school and committee reviews and will be finalized at the start of the Spring 2023 semester.

### **UM School of Social Work Mission Statement:**

The University of Montana School of Social Work is committed to the transformation of inequitable social structures through the creation and dissemination of knowledge and active preparation of skilled social work practitioners who advance human rights and promote the well-being of individuals, families and communities within Montana, the United States and across the globe.

### **MSW Program – Mission Statement:**

The Master of Social Work program prepares trauma-informed, anti-racist social workers who embody the profession's commitment to social, racial, environmental, and economic justice. The program educates students to be collaborative and integrated practitioners, advocates, community leaders, and researchers. Graduates of UM's Master of Social Work program are prepared to disrupt systems of oppression, promote diversity, equity, and inclusion, and partner in community-based efforts within rural, indigenous, and global contexts.

### **UM BSW Program Mission Statement:**

The mission of the UM BSW program is to prepare generalist social workers, grounded in a person-in-environment perspective, who can practice at multiple levels and assume a variety of social work roles. Social work students will gain the knowledge and skills to address social issues, promoting and advocating for social, economic, environmental, racial, and reproductive justice. The program educates students to be ethical, reflective,

collaborative, innovative, and promote cultural safety. Graduates will engage in lifelong learning, promote the dignity, rights and well-being of others, and contribute toward a more just and humane world.

## DEPARTMENT ALIGNMENT WITH PRIORITIES FOR ACTION

After listing each departmental objective, indicate which of the five [Priorities for Action](#) the objective supports. In this section, you may also briefly describe any innovative or noteworthy programs/initiatives that support the Priorities for Action.

\*We plan to review and if needed, update program objectives in Spring of 2023.

BSW Program Goals	Aligned Core Theme
Possess the requisite ethical, knowledge, and skill base for effective generalist social work practice that requires critical thinking and a variety of professional perspectives, theoretical foundations, and evidence-informed approaches.	Drive excellence and innovation in teaching, learning, and research
Enhance the social functioning and quality of life of individuals, families, groups, organizations, and communities.	Partner with place
Grounded in a strengths-based perspective, students will serve diverse, underserved, and marginalized populations with a commitment to social, racial, economic, environmental, and reproductive justice and human rights.	Drive excellence and innovation in teaching, learning and research; Partner with place
Commit to career-long professional development to enhance effectiveness of social work practice.	Drive excellence and innovation in teaching, learning and research; Partner with place
Base their practice on the core values of the profession, including service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence.	Drive excellence and innovation in teaching, learning and research; Partner with place

MSW Program Objectives	Aligned Core Theme
Prepare social workers to integrate and evaluate direct level practice with community and social change practice	Drive excellence and innovation in teaching, learning, and research

Prepare social workers to utilize substantive knowledge, skills, values/ethics base, and critical thinking necessary for effective social work practice in both rural and global contexts	Place student success at the center of all we do; Drive excellence and innovation in teaching, learning, and research; Partner with place
Prepare social workers to advance professional knowledge, to promote best practices, and to be aware of historical context, cultural diversity, and the political and economic challenges at the intersection of rural and global environments	Place student success at the center of all we do; Invest in people; Drive excellence and innovation in teaching, learning, and research; Partner with place
Prepare social workers to engage in life-long professional learning and to promote innovative practice responsive to emergent social conditions and human needs	Place student success at the center of all we do; Partner with place
Prepare social workers to assume leadership positions in the profession, public and nongovernmental human- service organizations, and community action and social policy making arenas in the state of Montana and beyond	Place student success at the center of all we do; Drive excellence and innovation in teaching, learning, and research
Prepare social workers to promote democratic participation, human rights, and social justice through collaboration with policy makers, service providers, community members, and those affected by inequitable social conditions	Place student success at the center of all we do; Drive excellence and innovation in teaching, learning, and research; Partner with place
Promote program development and partnerships that enhance the quality of human services and social work education in the state of Montana	Partner with place; Drive excellence and innovation in teaching, learning, and research; Proudly tell the UM story
Promote scholarly inquiry and professional development to advance social work knowledge and practice	Drive excellence and innovation in teaching, learning, and research

## STUDENT LEARNING OUTCOMES and MEASUREMENT TOOLS

### Summary of the Program's Assessment Plan | Generalist Practice at the BSW Level

All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education. Below is a summary of the BSW program's competency-based assessment plan.

<b>Assessment Measure #1: (End of Year Field Education Evaluation)</b>	
Competency(ies) assessed:	Competencies 1-9 -measured at behavioral level and averaged
Dimension(s) assessed:	Knowledge, Skills, Values, and Cognitive and Affective Processes
When/where students are assessed:	Spring 2022 end of year field evaluation
Who assessed student competence:	Agency Field Instructors (AFIs)
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Students will receive a minimum score of 4 on a 5-point scale indicating successful performance
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	80% of students will achieve benchmark of minimum score of 4 out of 5 averaged per competency
<b>Assessment Measure #2: (BSW Capstone Competency Project)</b>	
Competency(ies) assessed:	1-9
Dimension(s) assessed:	Knowledge, Skills, Values, and Cognitive and Affective Processes
When/where students are assessed:	Fall and Spring, 2021-22 via

	designated competency-based assignments in SW 487 and 488 – Advanced Practice courses
Who assessed student competence:	Course instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	Students will earn a grade of 80% or better on each of the designated assignments
Competency Benchmark (percent of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	85% of students will achieve the minimum grade of 80% for each competency measure

**BSW Assessment Data Collected during the Academic Year (2021-2022)**

COMPETENCY	COMPETENCY BENCHMARK (%)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK		
		Aggregate of Students from All Program Options  n = (25)	Program Option #1 (Missoula Campus-based)  n = (12)	Program Option #2 (2+2 Online)  n = (15)
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	80% of students will demonstrate competence inclusive of 2 or more measures	95.8%	100% + 97%. Ave = 98.5%	94% + 92% Ave = 93%

<b>Competency 2: Engage Diversity and Difference in Practice</b>	80% of students will demonstrate competence inclusive of 2 or more measures	90.3%	100% + 92% Ave = 96%	86% + 83% Ave = 84.5%
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	80% of students will demonstrate competence inclusive of 2 or more measures	95.8%	100% + 96% Ave = 98%	95% + 92% Ave = 93.5%
<b>Competency 4: Engage in Practice- informed Research and Research- informed Practice</b>	80% of students will demonstrate competence inclusive of 2 or more measures	93.5%	97% + 96% Ave = 96.5%	93% + 88% Ave = 90.5%
<b>Competency 5: Engage in Policy Practice</b>	80% of students will demonstrate competence inclusive of 2 or more measures	93.5%	97% + 96% Ave = 96.5%	93% + 88% Ave = 90.5%
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	80% of students will demonstrate competence inclusive of 2 or more measures	92.5%	96% + 96% Ave = 96%	90% + 88% Ave = 89%
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	80% of students will demonstrate competence inclusive of 2 or more measures	95.3%	98% + 100% Ave = 99%	90% + 93% Ave = 91.5%
<b>Competency 8: Intervene with</b>	80% of students will	95.8%	98% + 100% Ave = 99%	92% + 93% Ave = 92.5%

<b>Individuals, Families, Groups, Organizations, and Communities</b>	demonstrate competence inclusive of 2 or more measures			
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	80% of students will demonstrate competence inclusive of 2 or more measures	94.5%	95% + 100% Ave = 97.5%	90% + 93% Ave = 91.5%

### Summary of the Program’s Assessment Plan | Generalist Practice at the MSW Level

The UM MSW Program Assessment Plan for the generalist and specialization years includes the following elements:

- Description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- Description of two measures used to assess each competency, one of which is based on real or simulated practice from field education
- An explanation of how the assessment plan measures multiple dimensions of each competency, benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.

MSW Generalist Year							
Measure 1: Field Education End-of-Year Evaluation							
Measure 2: Embedded Course assignments							
Competency	Measures	Competency Benchmark	Behavior	Dimension(s)	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures: Competency
1. Demonstrate Ethical and Professional Behavior	Measure 1 Field Instrument	85% of students will receive a minimum score of 4 out of 5	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of	Knowledge; values; Cognitive and Affective (C/A) Processes	For Measure 1: Aggregate student scores on questions 1-5.	For Measure 1: Students must score a minimum of 4	Determine the percentage of students that attained the benchmark for each outcome measure.

			ethics as appropriate to context (Field instrument item 1)			out of 5 points.	Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2.Engage in critical self-reflection, and ongoing reflection on positionality to understand ways in which personal values, beliefs, and experiences may affect practice and address those that interfere with professionalism and effective practice. (Field instrument item 2)	C/A Processes; Values			
			3.Demonstrate professional demeanor in behavior; appearance; oral, written, and electronic communication; use of social media; and adherence to agency policies and procedures. (Field instrument item 3)	Skills; Values			
			4.Use technology ethically and appropriately to facilitate effective practice. (Field instrument item 4)	Skills, values			
			5. Use supervision and consultation to guide professional judgment and behavior. (Field instrument item 5)	Skills, C/A processes			



Competency 1: Demonstrate Ethical and Professional Behavior	Measure 2: Assessment embedded in course  SW 505 Foundation of Social Work	85% of students will demonstrate competence by meeting the outcome measure benchmarks	Students demonstrate understanding of NASW Code of ethics, practice of ethical decision making, and cognizance of personal and professional values by developing and analyzing an ethical dilemma using the NASW Code and one additional Code or set of Ethical Principles (e.g. NABSW Code of Ethics, Universal Declaration of Human Rights, IFSW Statement of Ethical Principles)	Knowledge; C/A Processes Values Skills;	For Measure 2: Assessed by instructor following assignment grading criteria	For Measure 2: Students must earn grade of B or better	Determine the percentage of students that attained the benchmark for the assignment. Determine whether this percentage is larger than the competency Benchmark
Competency 2: Engage Diversity and Difference in Practice	Measure 1: Field instrument	85% of students will demonstrate competence by meeting the outcome measure benchmarks	o apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (field instrument item 6)	Knowledge; C/A Processes	Aggregate student scores on questions 6, 7, 8.	Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			o present themselves as learners and engage clients and constituencies as experts of their own experiences (field instrument item 7)	C/A Processes; Values			
			o apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (field instrument item 8)	Skills; Values			
Competency 2: Engage Diversity and Difference in Practice	Measure 2: Course embedded assignments (2)	85% of students will demonstrate	1.Students complete a detailed personal positionality assignment and reflect on the implications for practice.	Knowledge; values, C/A Processes	For Measure 2: Assessed by instructor following	For Measure 2: Students must earn	Determine the percentage of students that attained the benchmark for each

	SW 511 HBSE II: Difference, Diversity, Oppression	competence by meeting the outcome measure benchmarks	2. Students work in teaching-learning teams to prepare and present unit on diversity and difference in practice. They conduct background research, develop a lesson plan, and carry out an interactive in-class teaching activity	Knowledge, Skills, C/A processes	assignment grading criteria	grade of B or better	outcome measure. Determine whether this percentage is larger than the competency Benchmark.
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Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Measure 1: Field Instrument	85% of students will demonstrate competence by meeting the outcome measure benchmarks	1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. (Field instrument item 9)	Knowledge; values	For Measure 1: Aggregate student scores on questions 9 and 10.	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Engage in practices that advance social, economic, and environmental justice. (Field instrument item 10)	Values, skills			

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Measure 2: Final Case Study  SW 505 Foundations of Social Work Practice	85% of students will demonstrate competence by meeting the outcome measure benchmarks	Students prepare a detailed case for analysis in which they apply the Just Practice framework, demonstrate knowledge and skills of planned change process, and address human rights and social, economic, and environmental justice elements relevant to the case.	Knowledge; Skills, values C/A Processes	Assessed by instructor following assignment grading criteria	For Measure 1: Students must receive a minimum grade of B	Determine the percentage of students that attained the benchmark for each outcome measure. Determine whether this percentage is larger than the competency Benchmark
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Competency 4: Engage in Practice-informed Research and Research-informed Practice	Measure 1 Field Instrument	85% of students will demonstrate competence by meeting the outcome measure benchmarks	1. Use practice experience and theory to inform scientific inquiry and research (Field instrument # 11)	Knowledge; C/A Processes	For Measure 1: Aggregate student scores on questions 11, 12, 13.	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (Field instrument # 12)	Knowledge C/A Processes;			
			3. Use and translate research evidence to inform and improve practice, policy, and service delivery. (Field instrument #13)	Skills; Knowledge			

Competency 4: Engage in practice-informed research and research informed practice	Measure 2 SW 520 Social Work Research assignment	85% of students will demonstrate competence by meeting the outcome measure benchmarks	Student complete a literature review paper addressing the Grand Challenges, incorporating descriptive, correlational, and effectiveness studies, and considering implications for practice.	Knowledge; C/A Processes Skills	Assessed by instructor following assignment grading criteria	Students must receive a minimum grade of B.	Determine the percentage of students that attained the benchmark for each outcome measure. Determine whether this percentage is larger than the competency Benchmark
			○	Skills; Values			

Competency 5: Engage in Policy Practice	Measure 1: Field Instrument	85% of students will demonstrate competence by meeting the outcome measure benchmarks	1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; (field instrument #14)	Knowledge;	For Measure 1: Aggregate student scores on questions 14, 15, 16	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. assess how social welfare and economic policies impact the delivery of and access to social services; (Field Instrument #15)	C/A Processes;			
			3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (Field Instrument #16)	Skills; Values C/A processes			

Competency 5: Engage in Policy Practice	Measure 2: SW 530 Social Welfare Policy History Research Paper	85% of students will demonstrate competence by meeting the outcome measure benchmarks	Students complete a semester-long project in which they 1) identify a policy, institution, or policy advocate; 2) conduct research using primary and secondary sources; 3) examine the interplay of policy, institutions, and advocacy; 4) identify strategies for change; and 5) address implications for contemporary policy practice to further the goal of social justice	Knowledge; Skills; Values C/A processes	Assessed by instructor following assignment grading criteria	Student must receive a minimum grade of B	Determine the percentage of students that attained the benchmark for each outcome measure. Determine whether this percentage is larger than the competency Benchmark
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Measure 1: Field Instrument	85% of students will demonstrate competence by meeting the outcome measure benchmarks	1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; (Field instrument #17)	Knowledge	For Measure 1: Aggregate student scores on questions 17, 18	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (Field Instrument #18)	C/A Processes Skills			

Competency 6: Engage with individuals, Families, Groups, Organizations and Communities	Measure 2: (3) SW 515 Practice with Individuals and Families in a Community Context  Peer review of interview  SW 525 Practice with Groups and Communities  Group work project and community intervention project	85% of students will demonstrate competence by meeting the outcome measure benchmarks	The SW 515 peer reviews provide students both with opportunities to practice skills of engagement in simulated setting and to practice giving feedback on skills	Knowledge; skills	Assessed by instructor following assignment grading criteria	Student must receive a minimum grade of B	Determine the percentage of students that attained the benchmark for each outcome measure. Determine whether this percentage is larger than the competency Benchmark
			The SW 525 group work projects provide students the opportunity to develop a comprehensive proposal for a group, including all facets from planning to engagement, assessment, intervention, termination, and evaluation	Knowledge, skills			
			The community intervention project provides students with community-based experience in engagement and assessment as part of a project addressing housing and homelessness	Knowledge, Skills; Values C/A processes			
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Measure 1: Field Instrument	85% of students will demonstrate competence by meeting the outcome measure benchmarks	1.collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (Field instrument #19)	Knowledge; C/A processes	For Measure 1: Aggregate student scores on questions 19, 20, 21, 22	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2.apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (Field instrument #20)	Knowledge			
			3.develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges	Skills; C/A processes			

			within clients and constituencies (Field Instrument #21)				
			4.select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (Field instrument #22)	Skills, Values			
Competency 7: Assess individuals, families, groups, organizations, and communities	Measure 2 (3) SW 515 Practice with Individuals and Families in Community Context Peer Review  SW 525 Practice with Groups and Communities Community Analysis/Intervention project	85% of students will demonstrate competence by meeting the outcome measure benchmarks	The peer review assignment provides students opportunity to carry out a simulated assessment and to provide feedback on a colleague's assessment skills	Skill, C/A processes	Assessed by instructor following assignment grading criteria	Student must receive a minimum grade of B	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			The group work project provides students the opportunity to develop a comprehensive group proposal, including how they would incorporate assessment into group development and as an ongoing part of the group process	Knowledge, skills			
			The community intervention project provides students an opportunity to engage in assessment of community housing needs and needs/strengths of persons experiencing homelessness	Knowledge, skills, values			
Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities	Measure 1: Field Instrument	85% of students will demonstrate competence by meeting the outcome measure benchmarks	1.critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (Field instrument #23)	Knowledge; C/A Processes	For Measure 1: Aggregate student scores on questions 23, 24, 25, 26, 27	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence.
			2.apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with	Knowledge, skills			

			clients and constituencies (Field instrument #24)				Determine whether this percentage is larger than the competency Benchmark
			3.use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (Field instrument #25)	Skills; C/A processes			
			4.negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (Field instrument #26)	Skills			
			• facilitate effective transitions and endings that advance mutually agreed-on goals (Field instrument # 27)	Skills			
Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities	Measure 2 (3)	85% of students will demonstrate competence by meeting the outcome measure benchmarks	The peer review assignment provides students opportunity to carry out a simulated intervention and to provide feedback on a colleague's assessment skills	Skills C/A Processes	Assessed by instructor following assignment grading criteria	Student must receive a minimum grade of B	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
	SW 515 Practice with Individuals and Families Peer Review		The group work project provides students the opportunity to develop a comprehensive group proposal, including the intervention strategies appropriate to the type of group proposed	Knowledge, skills			
	SW 525 Practice with Group and Communities Group Work Proposal Community Analysis/Intervention		The community intervention project provides students an opportunity to observe and engage in a one-day interventions to address community housing needs and needs/strengths of persons experiencing homelessness	Skills, C/A Processes, values			



Competency 9 Evaluate practice with Individuals, Families, Groups, Organizations, and Communities	Measure 1: Field Instrument	85% of students will demonstrate competence by meeting the outcome measure benchmarks	1. select and use appropriate methods for evaluation of outcomes	Knowledge; C/A Processes	For Measure 1: Aggregate student scores on questions	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Knowledge, skills			
			3. critically analyze, monitor, and evaluate intervention and program processes and	Skills; C/A processes			
			4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Skills C/A processes			
Competency 9 Evaluate Practice Individuals, Families, Groups, Organizations, and Communities	Measure 2 (3) SW 515 Practice with Individuals and Families in a Community Context  SW 525 Practice with Groups and Communities	85% of students will demonstrate competence by meeting the outcome measure benchmarks	The SW 515 peer review provides students the opportunity to give and receive evaluation feedback related to practice	C/A Processes Knowledge, skills	Assessed by instructor following assignment grading criteria	Student must receive a minimum grade of B	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			SW 525 Group Project requires students to develop an evaluation plan relevant to their proposed group	Skills C/A Processes			
			SW 525 Community Analysis/Intervention project includes a component address evaluation of the intervention.	Skills C/A Processes			

- The MSW Program will pilot a generalist exam at the start of Fall semester, 2022 to replace course-embedded measures.

**Summary of the Program's Assessment Plan | Specialization Year at the MSW Level**

**MSW Specialization Year: Advanced Integrated Practice  
Measure 1: Field Education End-of-Year Evaluation  
Measure 2: Capstone Portfolio Project and Presentation**

Competency	Measures	Competency Benchmark	Behavior/Learning Activities	Dimension(s)	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures: Competency
1. Demonstrate Ethical and Professional Behavior	Measure 1 Field Instrument	90% of students will receive a minimum score of 4 out of 5	1.6 Utilize critical and anti-racist principles in assessing and evaluating complex ethical situations and decisions.	Knowledge; values; C/A Processes	For Measure 1: Aggregate student scores on questions 1.6- 1.7	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			1.7 Utilize collaborative approaches to ethical decision-making that ensure the participation or representation of those most directly affected.	C/A Processes; Values Skills;			
				Skills, C/A processes			

Competency 1: Demonstrate Ethical and Professional Behavior	Measure 2: Assessment via final portfolio project and presentation	90% of students will demonstrate competence by meeting the outcome measure benchmarks	Students demonstrate advanced knowledge, values, and skills regarding ethical and professional behavior in portfolio documents, examples in portfolio narrative, and/or via responses to questions by committee in final portfolio presentation and Q & A.	Knowledge; C/A Processes Values Skills;	For Measure 2: Assessed by 3-member faculty committee who reviews student portfolio narrative, accompanying documents, and oral presentation and engages in question posing as part of final oral presentation	For Measure 2: Students must earn score of 1 or better on final portfolio	Determine the percentage of students that attained the benchmark for the assignment. Determine whether this percentage is larger than the competency Benchmark
Competency 2: Engage Diversity and Difference in Practice	Measure 1: Field instrument	90% of students will demonstrate competence by meeting the outcome measure benchmarks	2.4 Demonstrate cultural humility while integrating an understanding of culture; experiences with historical, intergenerational, and racial trauma; as well as common trauma responses in individuals, families, groups, organizations, and communities	Knowledge; skills, C/A Processes	Aggregate student scores on questions 2.4 and 2.5	Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			2.5 Integrate critical understanding of White supremacy; histories, epistemologies, and practices of colonization; and the lasting impacts of settler policies and practices in addressing persistent inequities and disparities in the Rocky Mountain West.	Knowledge, C/A Processes; Values			

Competency 2: Engage Diversity and Difference in Practice	Measure 2: Assessment via final portfolio project and presentation	90% of students will demonstrate competence by meeting the outcome measure benchmarks	Students demonstrate advanced knowledge, values, and cognitive and affective processes regarding engagement of difference and diversity in practice in portfolio documents, examples in portfolio narrative, and/or via responses to questions by committee in final portfolio presentation and Q & A.	Knowledge; values, C/A Processes	For Measure 2: Assessed by 3-member faculty committee who reviews student portfolio narrative, accompanying documents, and oral presentation and engages in question posing as part of final oral presentation	For Measure 2: Students must earn score of 1 or better on final portfolio	Determine the percentage of students that attained the benchmark for each outcome measure. Determine whether this percentage is larger than the competency Benchmark.
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Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Measure 1: Field Instrument	90% of students will demonstrate competence by meeting the outcome measure benchmarks	3.3 Integrate critical understanding of specific environmental, social, and economic justice issues affecting rural and Indigenous communities into justice-oriented practice.	Knowledge; values	For Measure 1: Aggregate student scores on questions 3.4 and 3.5.	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			3.4 Utilize anti-racist, anti-colonial strategies to challenge racism and other forms of oppression that compromise human rights or create impediments to socially just policies, programs, and practices.	Values, skills			

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Measure 2: Assessment via final portfolio project and presentation	90% of students will demonstrate competence by meeting the outcome measure benchmarks	Students demonstrate advanced knowledge, values, and cognitive and affective processes related to advancing human rights and social, economic, and environmental justice in portfolio documents, examples in portfolio narrative, and/or via responses to questions by committee in final portfolio presentation and Q & A.	Knowledge; values C/A Processes	For Measure 2: Assessed by 3-member faculty committee who reviews student portfolio narrative, accompanying documents, and oral presentation and engages in question posing as part of final oral presentation	For Measure 2: Students must earn score of 1 or better on final portfolio	Determine the percentage of students that attained the benchmark for each outcome measure. Determine whether this percentage is larger than the competency Benchmark
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Competency 4 Engage in Practice-informed Research and Research-informed Practice	Measure 1 Field Instrument	90% of students will demonstrate competence by meeting the outcome measure benchmarks	4.4 Integrate knowledge and skills of program evaluation (including Indigenous evaluation frameworks), critical participatory action research, and advocacy to address identified concerns of rural and Indigenous communities.	Knowledge; skills, C/A Processes	For Measure 1: Aggregate student scores on questions 4.4 and 4.5	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			4.5 Utilize multiple ways of knowing, including Indigenous and decolonizing methodologies, to inform research and practice.	Skills; Knowledge			

Competency 4: Engage in practice-informed research and research informed practice	Measure 2 Assessment via final portfolio project and presentation	90% of students will demonstrate competence by meeting the outcome measure benchmarks	Students demonstrate advanced knowledge, values, and skills related to practice-informed research and research-informed practice in portfolio documents, examples in portfolio narrative, and/or via responses to questions by committee in final portfolio presentation and Q & A.	Knowledge; skills, Values	For Measure 2: Assessed by 3-member faculty committee who reviews student portfolio narrative, accompanying documents, and oral presentation and engages in question posing as part of final oral presentation	For Measure 2: Students must earn score of 1 or better on final portfolio	Determine the percentage of students that attained the benchmark for each outcome measure. Determine whether this percentage is larger than the competency Benchmark
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Competency 5: Engage in Policy Practice	Measure 1: Field Instrument	90% of students will demonstrate competence by meeting the outcome measure benchmarks	5.4 Apply frameworks for critical, anti-racist, and intersectional policy analyses, design, implementation, and evaluation that integrate a commitment to wellness, trauma-informed, culturally safe, and culturally grounded practices and policies.	Knowledge; skills, C/A Processes;	For Measure 1: Aggregate student scores on questions 5.4 and 5.5	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			5.5 Demonstrate knowledge of the historic and contemporary significance of the Indian Child Welfare Act in decolonizing or Indigenizing practices with families, communities, and nations.	Knowledge, Skills; Values C/A processes			

Competency 5: Engage in Policy Practice	Measure 2: Assessment via final portfolio project and presentation	90% of students will demonstrate competence by meeting the outcome measure benchmarks	Students demonstrate advanced knowledge, values, skills and cognitive and affective processes related to policy practice in portfolio documents, examples in portfolio narrative, and/or via responses to questions by committee in final portfolio presentation and Q & A.	Knowledge; Skills; Values C/A processes	For Measure 2: Assessed by 3-member faculty committee who reviews student portfolio narrative, accompanying documents, and oral presentation and engages in question posing as part of final oral presentation	For Measure 2: Students must earn score of 1 or better on final portfolio	Determine the percentage of students that attained the benchmark for each outcome measure. Determine whether this percentage is larger than the competency Benchmark
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Measure 1: Field Instrument	90% of students will demonstrate competence by meeting the outcome measure benchmarks	6.3 Apply critical understanding of positionality, intersectionality, cultural humility, and anti-racist principles to inform the engagement process.	Knowledge C/A processes	For Measure 1: Aggregate student scores on questions 6.3 and 6.4	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			6.4 Implement culturally grounded and trauma-informed principles of engagement with clients and client systems that reflect understanding of and sensitivity to multiple forms of trauma, including historical, intergenerational, racial, and secondary trauma.	Knowledge C/A Processes Skills			

Competency 6: Engage with individuals, Families, Groups, Organizations and Communities	Measure 2: Assessment via final portfolio project and presentation	90% of students will demonstrate competence by meeting the outcome measure benchmarks	Students demonstrate advanced knowledge, values, skills and cognitive and affective processes related to engagement at multiple levels of practice in portfolio documents, examples in portfolio narrative, and/or via responses to questions by committee in final portfolio presentation and Q & A.	Knowledge; skills, values C/A processes	For Measure 2: Assessed by 3-member faculty committee who reviews student portfolio narrative, accompanying documents, and oral presentation and engages in question posing as part of final oral presentation	For Measure 2: Students must earn score of 1 or better on final portfolio	Determine the percentage of students that attained the benchmark for each outcome measure. Determine whether this percentage is larger than the competency Benchmark
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Measure 1: Field Instrument	90% of students will demonstrate competence by meeting the outcome measure benchmarks	7.4 Critically examine assessment tools and processes for inherent biases and advocate for use of anti-racist principles and intersectional experiences to guide assessment processes.	Knowledge; C/A processes, skills	For Measure 1: Aggregate student scores on questions 7.4 and 7.5	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			7.5 Incorporate a teaching-learning approach when conducting trauma-informed assessments that consider the contexts, histories, experiences, and effects of trauma and works collaboratively with clients to assess for risks, strengths, and protective factors.	Knowledge Skills, C/A processes			



Competency 7: Assess individuals, families, groups, organizations, and communities	Measure 2: Assessment via final portfolio project and presentation	90% of students will demonstrate competence by meeting the outcome measure benchmarks	Students demonstrate advanced knowledge, skills and cognitive and affective processes related to assessment at multiple levels of practice in portfolio documents, examples in portfolio narrative, and/or via responses to questions by committee in final portfolio presentation and Q & A.	C/A processes Knowledge, skills	For Measure 2: Assessed by 3-member faculty committee who reviews student portfolio narrative, accompanying documents, and oral presentation and engages in question posing as part of final oral presentation	For Measure 2: Students must earn score of 1 or better on final portfolio	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities	Measure 1: Field Instrument	90% of students will demonstrate competence by meeting the outcome measure benchmarks	8.6 Demonstrate understanding of intervention as a collaborative process of action and accompaniment with, and on behalf of, diverse individuals, families, groups, organizations, and communities that honors their knowledge, experience, and expertise.	Knowledge; C/A Processes	For Measure 1: Aggregate student scores on questions 8.6 and 8.7	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			8.7 Advocate for the advancement of trauma-informed systems of care, expanded access to effective trauma-focused interventions, and social justice for marginalized and oppressed people who are most at risk for experiencing trauma, including historical, racial, and secondary trauma	Knowledge, skills, values			

Competency 8 Intervene with Individuals, Families, Groups, Organizations, and Communities	Measure 2: Assessment via final portfolio project and presentation	90% of students will demonstrate competence by meeting the outcome measure benchmarks	Students demonstrate advanced knowledge, skills and cognitive and affective processes related to intervention at multiple levels of practice in portfolio documents, examples in portfolio narrative, and/or via responses to questions by committee in final portfolio presentation and Q & A.	Skills C/A Processes Knowledge,	For Measure 2: Assessed by 3-member faculty committee who reviews student portfolio narrative, accompanying documents, and oral presentation and engages in question posing as part of final oral presentation	For Measure 2: Students must earn score of 1 or better on final portfolio	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
Competency 9 Evaluate practice with Individuals, Families, Groups, Organizations, and Communities	Measure 1: Field Instrument	90% of students will demonstrate competence by meeting the outcome measure benchmarks	9.5 Engage in critical self-evaluation and evaluation of practice to further goals of anti-racist, anti-oppressive practices that disrupt coloniality.	Values, C/A Processes	For Measure 1: Aggregate student scores on questions 9.5 and 9.6	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			9.6 Demonstrate ability to engage in collaborative, knowledge building, and empowering processes where those most affected/impacted are meaningful stakeholders in the decision-making and change efforts.	Knowledge, skills			

Competency 9 Evaluate Practice Individuals, Families, Groups, Organizations, and Communities	Measure 2: Assessment via final portfolio project and presentation	90% of students will demonstrate competence by meeting the outcome measure benchmarks	Students demonstrate advanced knowledge, skills and cognitive and affective processes related to intervention at multiple levels of practice in portfolio documents, examples in portfolio narrative, and/or via responses to questions by committee in final portfolio presentation and Q & A.	C/A Processes Knowledge, skills	For Measure 2: Assessed by 3-member faculty committee who reviews student portfolio narrative, accompanying documents, and oral presentation and engages in question posing as part of final oral presentation	For Measure 2: Students must earn score of 1 or better on final portfolio	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
Competency 10: Apply forms of leadership to support collaborative, interdisciplinary or transdisciplinary relationships, and active community participation in addressing the intersection of local and global issues impacting the Rocky Mountain West.	Measure 1: Field Instrument	90% of students will demonstrate competence by meeting the outcome measure benchmarks	10.1 Apply understanding of the relationships among local, state, federal, and Indigenous governments to inform effective advocacy for the rights and well-being of residents of the Rocky Mountain West.	Knowledge, skills	For Measure 1: Aggregate student scores on questions 10.1, 10.2, and 10.3	For Measure 1: Students must score a minimum of 4 out of 5 points.	Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark
			10.2 Demonstrate capacity to facilitate critical dialogue around diversity, equity and inclusion.	Skills, Values			
			10.3 Demonstrate ability to bring a social justice perspective to interprofessional settings.	Skills, values			

<p>Competency 10: Apply forms of leadership to support collaborative , interdisciplinary or transdisciplinary relationships , and active community participation in addressing the intersection of local and global issues impacting the Rocky Mountain West.</p>	<p>Measure 2: Assessment via final portfolio project and presentation</p>	<p>90% of students will demonstrate competence by meeting the outcome measure benchmarks</p>	<p>Students demonstrate advanced knowledge, skills and cognitive and affective processes related to regionally-informed leadership and interdisciplinary practice in portfolio documents, examples in portfolio narrative, and/or via responses to questions by committee in final portfolio presentation and Q &amp; A.</p>	<p>Knowledge, skills, C/A processes</p>	<p>For Measure 2: Assessed by 3-member faculty committee who reviews student portfolio narrative, accompanying documents, and oral presentation and engages in question posing as part of final oral presentation</p>	<p>For Measure 2: Students must earn score of 1 or better on final portfolio</p>	<p>Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentage of students demonstrating competence. Determine whether this percentage is larger than the competency Benchmark</p>
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**Assessment Data Collected during the Academic Year (2020-2021)  
MSW Program Option #1: (UM-Missoula Campus-based program)**

Please note, our MSW Online program welcomed its first cohort of students in the fall of 2020. The MSW Online program is part-time, therefore, the first cohort of students will not graduate until August of 2024. In addition, no cohort of students has yet completed the generalist year curriculum. Therefore, no student outcome data for the MSW Online program is included in this report.

**OVERALL ASSESSMENT OF STUDENT LEARNING OUTCOMES  
(Aggregate Findings for All Students from All Program Options Combined)**

**Assessment Data Collected during the Academic Year (2020-2021):**

COMPETENCY	COMPETENCY BENCHMARK (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	Percentage of Students Achieving Benchmark	
			Generalist Practice N=31	Area of Specialized Practice #1: Advanced Integrated Practice N=28
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	85% of students will demonstrate competency inclusive of 2 or more measures	90% of students will demonstrate competency inclusive of 2 or more measures	95%	100%
<b>Competency 2: Engage Diversity and Difference in Practice</b>	85% of students will demonstrate competency inclusive of 2 or more measures	90% of students will demonstrate competency inclusive of 2 or more measures	95%	98%
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	85% of students will demonstrate competency inclusive of 2 or more measures	90% of students will demonstrate competency inclusive of 2 or more measures	92%	98%
<b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b>	85% of students will demonstrate competency inclusive of 2 or more measures	90% of students will demonstrate competency inclusive of 2 or more measures	91.5%	98%
<b>Competency 5: Engage in Policy Practice</b>	85% of students will demonstrate competency inclusive of 2 or more measures	90% of students will demonstrate competency inclusive of 2 or more measures	91.5%	96%
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	85% of students will demonstrate competency inclusive of 2 or more measures	90% of students will demonstrate competency inclusive of 2 or more measures	95.5%	98%
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	85% of students will demonstrate competency inclusive of 2 or more measures	90% of students will demonstrate competency inclusive of 2 or more measures	93%	98%

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	85% of students will demonstrate competency inclusive of 2 or more measures	90% of students will demonstrate competency inclusive of 2 or more measures	92.5%	98%
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	85% of students will demonstrate competency inclusive of 2 or more measures	90% of students will demonstrate competency inclusive of 2 or more measures	96.5%	96%
<b>Competency 10: Apply forms of leadership to support collaborative, interdisciplinary or transdisciplinary relationships, and active community participation in addressing the intersection of local and global issues impacting the Rocky Mountain West.</b>	N/A	90% of students will demonstrate competency inclusive of 2 or more measures	N/A	98%

Competency	Percentage of Students meeting the Competency Benchmark					
	Generalist Measure 1	Generalist Measure 2	Aggregate Average	Specialization Measure 1	Specialization Measure 2	Aggregate Average
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	100%	90%	95%	100%	100%	100%
<b>Competency 2: Engage Diversity and Difference in Practice</b>	100%	90%	95%	100%	96%	98%
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	97%	87%	92%	100%	96%	98%
<b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b>	93%	90%	91.5%	100%	96%	98%

<b>Competency 5: Engage in Policy Practice</b>	93%	90%	91.5%	100%	92%	96%
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	98%	93%	95.5%	100%	96%	98%
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	96%	90%	93%	100%	96%	98%
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	98%	87%	92.5%	100%	96%	98%
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	96%	97%	96.5%	100%	92%	96%
<b>Competency 10: Apply forms of leadership to support collaborative, interdisciplinary or transdisciplinary relationships, and active community participation in addressing the intersection of local and global issues impacting the Rocky Mountain West.</b>	N/A	N/A	N/A	100%	96%	98%

## **RESULTS and MODIFICATIONS**

The Council on Social Work Education (CSWE) requires all learning outcomes to be reached at 80 percent or higher. All BSW and MSW course outcomes are above this range. Despite strong achievement on student learning outcomes the School, via the BSW and MSW Committees, consistently evaluate curricula to ensure content is meeting our accreditation standards while preparing social workers who are able to respond to the evolving needs of the client we serve. Essentially, these committees serve as a quality management improvement system.

As a result of this quality management process, during the 2021-2022 year, the School critically examined all learning objectives for each course across the BSW and MSW programs to ensure they were aligned with our anti-racism commitments. This review resulted in some edits to course learning objectives across the programs and notably, a change to practice behaviors which are evaluated as a component of our Field Education assessment. These modifications ensure that our content is preparing social workers who understand the value of anti-racist practice and are provided skills to translate a commitment to anti-racism from theory to practice.

## **FUTURE PLANS FOR CONTINUED ASSESSMENT**

- A. The School is currently in the first year of our two-year reaffirmation cycle. We will submit our self-study August 1, 2024 with a site visit in the Spring of 2025. As a component of that process, we have updated all learning objectives and practice behaviors and some assignments to align with revised competencies issues by CSWE, our accrediting body. Our assessment measures will remain largely the same at the BSW level. At the MSW level, rather than course level data, we will implement assessment through an exam issued at the end of the Generalist year, a portfolio at the end of the Specialization year, and through data collected on student's field education experience (i.e. practicum).

## **APPENDICIES**

- B. MSW Curriculum Map- Please note, the attached Curriculum Map reflects the Schools revised plan (as noted directly above) for introducing and measuring program competencies based upon our newly issued accreditation standards which guide our current reaffirmation cycle. For that reason, there are slight differences between the curriculum map and the assessment plan above.
- C. BSW Curriculum Matrix



## UM Curriculum Mapping Template Masters in Social work (MSW) Degree

Required Course (Name and Number)	Outcome 1: Demonstrate ethical and professional behavior	Outcome 2: Advance human rights and social, racial, economic, and environmental justice	Outcome 3: Engage anti-racism, diversity, equity, and inclusion in practice	Outcome 4: Engaged in practice-informed research and research-informed practice	Outcome 5: Engage in policy practice	Outcome 6a: Engage with individuals and families	Outcome 6b: Engage with groups, organizations, and communities	Outcome 7a: Assess individuals and families	Outcome 7b: Assess groups, organizations, and communities
SW 505: Foundations of Social Work Practice	I/D/M	I/D/M	I						
SW 510: Human Behavior and Social Environment I						I	I	I	I
SW 515: Practice with Individuals and Families						I	I	I	I
SW 530: History of Social Policy, Justice and Change			D		I/D				
SW 532: Indian Child Welfare Act			D		D				
SW 576: Foundation Integrative Seminar I	I		I						
SW 586: Foundation Practicum	A	A	A	A	A	A	A	A	A
SW 511: Human Behavior and Social Environment II			M						
SW 520: Social Work Research Methods				I/D					
SW 525: Practice with Groups and Communities						D	D	D	D
SW 577: Foundation Integrative Seminar II	D		D						
SW 587: Foundation Practicum II	A	A	A	A	A	A	A	A	A
SW 521: Advanced Research and Program Evaluation				M					
SW 535: Advanced Integrated Practice						M	M	M	M
SW 578: Advanced Integrated Seminar I	D	D	D						
SW 588: Concentration Practicum I	A	A	A	A	A	A	A	A	A
SW 531: Methods of Social Policy Analysis					M				
SW 545: Practice of Organizational Leadership									
SW 579: Advanced Integrative Seminar II	D	D	D						
SW 589: Concentration Practicum II	A	A	A	A	A	A	A	A	A
SW 593: Professional Portfolio	A	A	A	A	A	A	A	A	A

**KEY:**

I = Introduced

D = Developed/reinforced, with opportunities to practice

M = Mastery

A = Assessment evidence collected



Required Course (Name and Number)	Outcome 8a: Intervene with individuals and families	Outcome 8b: Intervene with groups, organizations , and communities	Outcome 9a: Evaluate practice with individuals and families	Outcome 9: Evaluate practice with groups, organizations, and communities	Outcome 10:
SW 505: Foundations of Social Work Practice					
SW 510: Human Behavior and Social Environment I					
SW 515: Practice with Individuals and Families	I/D	I/D			
SW 530: History of Social Policy, Justice and Change					
SW 532: Indian Child Welfare Act					
SW 576: Foundation Integrative Seminar I					
SW 586: Foundation Practicum	A	A	A	A	
SW 511: Human Behavior and Social Environment II			I/D	I/D	
SW 520: Social Work Research Methods					
SW 525: Practice with Groups and Communities	M	M			I
SW 577: Foundation Integrative Seminar II	D	D			
SW 587: Foundation Practicum II	A	A	A	A	
SW 521: Advanced Research and Program Evaluation			M	M	
SW 535: Advanced Integrated Practice					D
SW 578: Advanced Integrated Seminar I					D
SW 588: Concentration Practicum I	A	A	A	A	A
SW 531: Methods of Social Policy Analysis					
SW 545: Practice of Organizational Leadership					M
SW 579: Advanced Integrative Seminar II					D
SW 589: Concentration Practicum II	A	A	A	A	A
SW 593: Professional Portfolio	A	A	A	A	A

**KEY:**

- I = Introduced
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- M = Mastery
- A = Assessment evidence collected

## UM Curriculum Mapping Template Bachelor in Social work (BSW) Degree

Required Course (Name and Number)	Outcome 1: Demonstrate ethical and professional behavior	Outcome 2: Advance human rights and social, racial, economic, and environmental justice	Outcome 3: Engage anti-racism, diversity, equity, and inclusion in practice	Outcome 4: Engaged in practice-informed research and research-informed practice	Outcome 5: Engage in policy practice	Outcome 6a: Engage with individuals and families
SW 100: Introduction to Social Welfare	I	I	I	I		I
SW 200: Introduction to Social Work Practice	D	D	D	D	I	D
W 300: Human Behavior in the Social Environment	D	D	D	D		D
SW 310: Social Welfare Policies and Services	D	D	D	D	D	
SW 350: Social Work Intervention I	D	D	D	D		D
SW 360: Social Work Intervention II	D	D	D	D		
SW 400: Social Work Research	D	D	D	D		D
SW 464: Cultural Humility in Social Work	D	D	D	D		
SW 487: Advanced Social Work Practice I	D, A	D, A	D, A	D, A	D, A	D, A
SW 410: Social Work Ethics	D	D	D	D		
SW 488: Advanced Social Work Practice II	D	D, A	D, A	D, A	D, A	
SW 495: Field Work Practicum	M, A	M, A	M, A	M, A	M, A	M, A

**KEY:**

I = Introduced

D = Developed/reinforced, with opportunities to practice

M = Mastery

A = Assessment evidence collected

Required Course (Name and Number)	Outcome 6b: Engage with groups, organizations , and communities	Outcome 7a: Assess individuals and families	Outcome 7b: Assess groups, organizations , and communities	Outcome 8a: Intervene with individuals and families	Outcome 8b: Intervene with groups, organizations , and communities	Outcome 9a: Evaluate practice with individuals and families	Outcome 9b: Evaluate practice with groups, organizations, and communities
SW 100: Introduction to Social Welfare	I						
SW 200: Introduction to Social Work Practice	D	I	I	I	I	I	I
W 300: Human Behavior in the Social Environment		D		D		D	
SW 310: Social Welfare Policies and Services							
SW 350: Social Work Intervention I		D		D		D	
SW 360: Social Work Intervention II	D		D		D		D
SW 400: Social Work Research	D				D	D	D
SW 464: Cultural Humility in Social Work							
SW 487: Advanced Social Work Practice I	D, A						
SW 410: Social Work Ethics							
SW 488: Advanced Social Work Practice II		D, A	D, A	D, A	D, A	D, A	D, A
SW 495: Field Work Practicum	M, A	M, A	M, A	M, A	M, A	M, A	M, A

**KEY:**

I = Introduced

D = Developed/reinforced, with opportunities to practice

M = Mastery

A = Assessment evidence collected