**MSW Program Generalist Year Assessment Plan: 2020-21\***

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.
* An explanation of how the program determines the percentage of students achieving the benchmark.

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| **MSW Generalist Year****Measure 1: Field Education End-of-Year Evaluation****Measure 2: Embedded Course assignments** |
| Competency | Measures | CompetencyBenchmark | Behavior | Dimension(s) | Assessment Procedures | Outcome Measure Benchmark | Assessment Procedures: Competency  |
| 1.Demonstrate Ethical and Professional Behavior | Measure 1Field 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 ethics as appropriate to context (Field instrument item 1) | Knowledge; values;C/A Processes | For Measure 1:Aggregate student scores on questions 1-5.  | 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  |
| 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 courseSW 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 ProcessesValuesSkills; | 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 | * 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  |
| * present themselves as learners and engage clients and constituencies as experts of their own experiences (field instrument item 7)
 | C/A Processes;Values |
| * 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)SW 511 HBSE II: Difference, Diversity, Oppression | 85% of students will demonstrate competence by meeting the outcome measure benchmarks | 1.Students complete a detailed personal positionality assignment and reflect on the implications for practice.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; values,C/A Processes | 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 each outcome measure. Determine whether this percentage is larger than the competency Benchmark. |
| Knowledge, Skills, C/A processes |

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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 StudySW 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, valuesC/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 4Engage 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) | KnowledgeC/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 2SW 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 ProcessesSkills | 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 |

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| 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;ValuesC/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;ValuesC/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 theoreticalframeworks 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 ProcessesSkills |

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| Competency 6: Engage with individuals, Families, Groups, Organizations and Communities | Measure 2: (3)SW 515 Practice with Individuals and Families in a Community ContextPeer review of interview SW 525 Practice with Groups and CommunitiesGroup 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;ValuesC/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 within clients and constituencies (Field Instrument #21) | Skills;C/A processes |
| 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 ReviewSW 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 skillsThe 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 processThe community intervention project provides students an opportunity to engage in assessment of community housing needs and needs/strengths of persons experiencing homelessness | 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  |
| Knowledge, skills |
| 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. 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 interventions with clients and constituencies (Field instrument #24) | Knowledge, skills |
| 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) SW 515 Practice with Individuals and FamiliesPeer ReviewSW 525 Practice with Group and CommunitiesGroup Work ProposalCommunity Analysis/Intervention | 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 skillsThe group work project provides students the opportunity to develop a comprehensive group proposal, including the intervention strategies appropriate to the type of group proposedThe 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 | SkillsC/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  |
| Knowledge, skills |
| 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 | SkillsC/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 ContextSW 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 practiceSW 525 Group Project requires students to develop an evaluation plan relevant to their proposed groupSW 525 Community Analysis/Intervention project includes a component address evaluation of the intervention.  | C/A ProcessesKnowledge, skillsSkillsC/A ProcessesSkillsC/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  |
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* The MSW Program will pilot a generalist exam at the start of Fall semester, 2022 to replace course-embedded measures.