**Explicit Curriculum Measures**

**PRE (Practice Readiness Exam) Examination**

This objective exam will provide an opportunity for the student to demonstrate competency in essential content areas of social work practice with an emphasis in rural settings. The objective exam is a comparable measure of social work competencies and should adequately prepare the student for the Association of Social Work Boards (ASWB) Masters licensure exam. The PRE objective exam contains 100 multiple-choice questions. The content of the exam will include questions in the following areas: human development and behavior in the social environment; cultural competencies; assessment, diagnosis, and treatment planning; direct practice; communication; social worker/client relationship; social work values and ethics; supervision and administration; practice evaluation and research; social work policy, and rural social work practice.

**Rubrics**

Rubrics are one measure used in the generalist year for assessment. Each course has a detailed rubric on the main assignment for the course. This rubric captures several practice behaviors and often times multiple competencies. The applicable portion of the rubric is used for assessment of specific competencies.

Stevens, D. D., & Levi, A. J. (2013).  *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning.* (2nd ed.).  Sterling, VA: Stylus Publishing, LLC.

**Implicit Curriculum Measures**

**Exit Survey**

All MSW students complete a 32 item exit survey prior to graduation. The content of the exit survey ranges from satisfaction with faculty (re: advising, accessibility, teaching quality, and support) to curriculum (re: practice, research, and evidence-based practice preparation) to university services (re. Library, Student Accessibility Resource Center, etc.). Demographic data is gathered as well as cohort information.

**Alumni Survey**

The Alumni survey consists of 35 items related to alumni success and work experience post-graduation. We ask them about their view of preparation for the 9 competencies now that they are practicing social work, and other select outcomes that we seek such as service to the profession in terms of providing continuing education workshops, conducting and publishing research, writing training manuals, and participating in social work professional organizations. Populations, geographic location of practice, and fields of practice are also explored. Post MSW education, licensure status, and primary employment status as well as type of company employed at or owned are asked about.

**Generalist Year**

Competency 5: Measure 1

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| DIMENSION MEASURE IN REAL OR SIMULATED PRACTICE EXPERIENCE  (A performance measure that represents an observable component of the competency and integrates the dimensions of the competency) | | | | | | | |
| Competency | Competency Benchmark | Measures | Performance Description\* | Dimensions | Assessment Procedures | Outcome Measure Benchmark | Assessment Procedures: Competency |
| Competency 5: Engage in Policy Practice | 85% | Measure 1:  Field Instrument | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels | Knowledge; C/A Processes | For Measure 1:  Aggregate student scores on Competency 5 (Engage in Policy Practice). | 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 percentages of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark (See Appendix D). |
| Present themselves as learners and engage clients and constituencies as experts of their own experiences | 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 | Skills; Values |

Competency 5: Measure 2

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| DIMENSION MEASURE IN REAL OR SIMULATED PRACTICE EXPERIENCE  (A performance measure that represents an observable component of the competency and integrates the dimensions of the competency) | | | | | | | |
| Competency | Competency Benchmark | Measures | Performance Description\* | Dimensions | Assessment Procedures | Outcome Measure Benchmark | Assessment Procedures: Competency |
| Competency 5: Engage in Policy Practice | 85% | Measure 2:  Social Policy Analysis/ Formulation Paper (Course-embedded measure)  SWRK 530: Foundation of Social Welfare Policy | Apply an understanding of social work policy practice including community engagement, assessment, planning, and evaluation of policy interventions at the micro, mezzo, and macro levels. | Knowledge; Values; Skills; C/A Processes | For Measure 2:  Aggregate student scores on rubric item #6  (Rubric provided on pp. xx-xx) | For Measure 2:  Students must score a minimum of 4 out of 5 on rubric item (6). | 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 (see Appendix D). |

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| Competency | Competency Benchmark | Outcome Measure Benchmark | Percent Attaining | Percentage of Students Achieving Competency | Competency Attained? |
| Competency 5: Engage in Policy Practice | 85% | Measure 1:  Students must score a minimum of 4 out of 5 points. | Measure 1:  81.8% | (81.8% + 83.7%) / 2 = 165.5 / 2 = 84.3%  **82.75%** | No |
| Measure 2:  Students must score a minimum of 4 out of 5 points. | Measure 2:  83.7% |

**Rubric for Social Policy Analysis/Formulation Paper**

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| **SWRK 530: Social Policy Analysis/Formulation Paper**  **C1:** Demonstrate Ethical and Professional Behavior**; C2:** Engage Diversity and Difference in Practice**;**  **C3:** Advance Human Rights and Social, Economic, and Environmental Justice**;**  **C4:** Engage in Practice-informed Research and Research-informed Practice**; C5:** Engage in Policy Practice | | | | | | |
| **\_\_\_\_\_Timeliness (10% deducted for each day late)** | | | | | | |
| **Dimension** | **1**  **Beginning** | **2**  **Developing** | **3**  **Marginal** | **4**  **Proficient** | **5**  **Exemplary** | **Score/ Comments** |
| ***Note to Instructor:***  ***Items 1 & 2***  C4: Engage in Practice-informed Research and Research-informed Practice | | | | | | |
| 1. **The Nature of the Social Problem** | Vaguely defines and describes the problem ;  AND does not include a discussion of any of the following:  Discusses who suffers from the problem and how;  Identifies at risk groups;  Discusses who defines it as a social problem and who does not define it as a problem;  Provides rationale for those defining it as a problem and those who do not;  Identifies who the key decision makers are, including a discussion of individuals and groups the control distribution of power and resources | Vaguely defines and describes the problem ;  AND does not include a discussion of 3-4 of the following:  Discusses who suffers from the problem and how;  Identifies at risk groups;  Discusses who defines it as a social problem and who does not define it as a problem;  Provides rationale for those defining it as a problem and those who do not;  Identifies who the key decision makers are, including a discussion of individuals and groups the control distribution of power and resources | Thoroughly defines and describes the problem ;  BUT does not include a discussion of 1-2 of the following:  Discusses who suffers from the problem and how;  Identifies at risk groups;  Discusses who defines it as a social problem and who does not define it as a problem;  Provides rationale for those defining it as a problem and those who do not;  Identifies who the key decision makers are, including a discussion of individuals and groups the control distribution of power and resources | Vaguely defines and describes the problem;  AND discusses who suffers from the problem and how;  AND identifies at risk groups;  AND discusses who defines it as a social problem and who does not define it as a problem;  AND provides rationale for those defining it as a problem and those who do not;  AND identifies who the key decision makers are, including a discussion of individuals and groups the control distribution of power and resources | Thoroughly defines and describes the problem ;  AND discusses who suffers from the problem and how;  AND identifies at risk groups;  AND discusses who defines it as a social problem and who does not define it as a problem;  AND provides rationale for those defining it as a problem and those who do not;  AND identifies who the key decision makers are, including a discussion of individuals and groups the control distribution of power and resources | \_\_\_\_  Score earned |
| 1. **Causes of the problem** | Did not discuss at least one of the following:  Social structures;  Sources inherent in those that share problem;  How much verified knowledge | Vague discussion of ALL of the following:  Social structures;  Sources inherent in those that share problem;  How much verified knowledge | Vague discussion of at least two of the following:  Social structures;  Sources inherent in those that share problem;  How much verified knowledge | Vague discussion of at least one of the following:  Social structures;  Sources inherent in those that share problem;  How much verified knowledge | Thorough discussion of ALL three of the following:  Social structures;  Sources inherent in those that share problem;  How much verified knowledge | \_\_\_\_  Score earned |
| ***Note to Instructor:***  ***Items 3 & 4***  C2: Engage Diversity and Difference in Practice | | | | | | |
| 1. **Current Social Policies and Programs** | Thorough discussion of EITHER policies OR programs that currently address problem;  AND includes a discussion regarding evaluation of these policies and programs;  OR provides logical estimation regarding whether the policies and programs are likely to reduce, increase or leave problem unchanged | Thorough discussion of EITHER policies OR programs that currently address problem;  AND includes a discussion regarding evaluation of these policies and programs;  AND provides logical estimation regarding whether the policies and programs are likely to reduce, increase or leave problem unchanged | Thorough discussion of both policies and programs that currently address problem;  AND includes a discussion regarding evaluation of these policies and programs;  OR provides logical estimation regarding whether the policies and programs are likely to reduce, increase or leave problem unchanged | Partial, or vague, discussion of both policies and programs that currently address problem;  AND includes a discussion regarding evaluation of these policies and programs;  AND provides logical estimation regarding whether the policies and programs are likely to reduce, increase or leave problem unchanged | Thorough discussion of both policies and programs that currently address problem;  AND includes a discussion regarding evaluation of these policies and programs;  AND provides logical estimation regarding whether the policies and programs are likely to reduce, increase or leave problem unchanged | \_\_\_\_  Score earned  **X 3**  \_\_\_\_  **Score earned** |
| 1. **Goals, Objectives, and Interventions** | Goal is not appropriate with respect to the problem;  AND does not include a discussion of at least 2of the following:  Includes objectives that are achievable;  Objectives are stated in operational, measurable terms;  Includes interventions at both the structural and individual levels;  Interventions directly link back to the stated objectives | Goal is not appropriate with respect to the problem;  AND does not include a discussion of 1 of the following:  Includes objectives that are achievable;  Objectives are stated in operational, measurable terms;  Includes interventions at both the structural and individual levels;  Interventions directly link back to the stated objectives | Includes an appropriate goal with respect to the problem;  BUT does not include a discussion of 3of the following:  Includes objectives that are achievable;  Objectives are stated in operational, measurable terms;  Includes interventions at both the structural and individual levels;  Interventions directly link back to the stated objectives | Includes an appropriate goal with respect to the problem;  BUT does not include a discussion of 1-2 of the following:  Includes objectives that are achievable;  Objectives are stated in operational, measurable terms;  Includes interventions at both the structural and individual levels;  Interventions directly link back to the stated objectives | Includes an appropriate goal with respect to the problem;  AND includes objectives that are achievable;  AND objectives are stated in operational, measurable terms;  AND includes interventions at both the structural and individual levels;  AND those interventions directly link back to the stated objectives | \_\_\_\_  Score earned  **X 2**  \_\_\_\_  **Score earned** |
| ***Note to Instructor:***  ***Item 5***  C3: Advance Human Rights and Social, Economic, and Environmental Justice | | | | | | |
| 1. **Action Considerations** | Includes a vague discussion of ALL 6;  OR is missing a discussion of at least 3of the following:  Institutions, organizations, and decision-makers who are primarily responsible for resolving the problem;  Sources of support for achieving stated goals and objectives;  Sources of resistance to effecting change;  Knowledge needed to effect change  Strategies to effect change (e.g., consensus, political, conflict strategies)  Discussion of professional social work values | Includes a vague discussion of ALL 6 of the following:  Institutions, organizations, and decision-makers who are primarily responsible for resolving the problem;  Sources of support for achieving stated goals and objectives;  Sources of resistance to effecting change;  Knowledge needed to effect change  Strategies to effect change (e.g., consensus, political, conflict strategies)  Discussion of professional social work values | Includes a thorough discussion of 2-3 of the following:  Institutions, organizations, and decision-makers who are primarily responsible for resolving the problem;  Sources of support for achieving stated goals and objectives;  Sources of resistance to effecting change;  Knowledge needed to effect change  Strategies to effect change (e.g., consensus, political, conflict strategies)  Discussion of professional social work values | Includes a thorough discussion of 4-5 of the following:  Institutions, organizations, and decision-makers who are primarily responsible for resolving the problem;  Sources of support for achieving stated goals and objectives;  Sources of resistance to effecting change;  Knowledge needed to effect change  Strategies to effect change (e.g., consensus, political, conflict strategies)  Discussion of professional social work values | Includes a thorough discussion of ALL 6 of the following:  Institutions, organizations, and decision-makers who are primarily responsible for resolving the problem;  Sources of support for achieving stated goals and objectives;  Sources of resistance to effecting change;  Knowledge needed to effect change  Strategies to effect change (e.g., consensus, political, conflict strategies)  Discussion of professional social work values | \_\_\_\_  Score earned  **X 2**  \_\_\_\_  **Score earned** |
| ***Note to Instructor:***  ***Item 6***  C5: Engage in Policy Practice | | | | | | |
| 1. **Policy Proposal** | Policy proposal does not logically flow from the evidence presented;  AND includes 3 of the 5 following components:   * Policy goals * benefits or services provided * eligibility rules * service delivery system * financing | Policy proposal does not logically flow from the evidence presented;  AND includes 3 of the 5 following components:   * Policy goals * benefits or services provided * eligibility rules * service delivery system * financing | Provides a policy proposal that logically flows from the evidence presented;  AND includes 3 of the 5 following components:   * Policy goals * benefits or services provided * eligibility rules * service delivery system * financing | Provides a policy proposal that logically flows from the evidence presented;  AND includes 4 of the 5 following components:   * Policy goals * benefits or services provided * eligibility rules * service delivery system * financing | Provides a policy proposal that logically flows from the evidence presented;  AND includes ALL of the following components:   * Policy goals * benefits or services provided * eligibility rules * service delivery system * financing | \_\_\_\_  Score earned  **X 3**  \_\_\_\_  **Score earned** |
| ***Note to Instructor:***  ***Item 7***  C1: Demonstrate Ethical and Professional Behavior | | | | | | |
| 1. **Writing and APA** | Paper has more than 10 spelling and/or grammar errors.  OR more than 10 APA errors;  AND includes less than 3 peer-reviewed sources  AND is conceptually and/or logically unsound. | Paper has 7-10 spelling and/or grammar errors;  or 7-10 APA errors;  AND includes at least 3 peer-reviewed sources  AND lacks flow and is not logically presented. | Paper has 4-6 spelling and/or grammar errors;  OR 4-6 APA errors;  AND includes at least 7 peer-reviewed sources  AND lacks flow, but is conceptually sound. | Paper has 2-3 spelling and/or grammar errors;  OR 2-3 APA errors;  AND includes at least 11 peer-reviewed sources;  AND paper is presented logically so that ideas flow nicely. | Paper has 0-1 spelling and/or grammar errors;  OR 0-1 APA errors;  AND includes at least 15 peer-reviewed sources;  AND paper is logically and conceptually sound. | \_\_\_\_  **Score earned** |

Total score: \_\_\_\_\_\_\_\_/ 65 points possible  **Final weighted score: \_\_\_\_\_\_/200**

**Advanced Year**

Competency 2: Measure 1

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| DIMENSION MEASURE IN REAL OR SIMULATED PRACTICE EXPERIENCE  (A performance measure that represents an observable component of the competency and integrates the dimensions of the competency) | | | | | | | |
| Competency | Competency Benchmark | Measures | Performance Description\* | Dimensions | Assessment Procedures | Outcome Measure Benchmark | Assessment Procedures: Competency |
| Competency 2: Engage Diversity and Difference in Practice | 85% | Measure 1:  Field Instrument | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels in rural settings | Knowledge; C/A Processes | For Measure 1:  Aggregate student scores on Competency 2 (Intern engages diversity and difference in practice). | 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 (see Appendix D). |
| Present themselves as learners and engage rural clients and constituencies as experts of their own experiences | C/A Processes; Values |
| Utilize self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse rural clients and constituencies | Skills; Values |
| Analyze the holistic and systemic nature of problems in rural settings taking care to attend to the special factors of rurality such as dual relationships, inadequate transportation, extreme poverty, difficult access to health care, and disenfranchisement from political processes | Knowledge; Skills; Values |

Competency 2: Measure 2

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| DIMENSION MEASURE IN REAL OR SIMULATED PRACTICE EXPERIENCE  (A performance measure that represents an observable component of the competency and integrates the dimensions of the competency) | | | | | | | |
| Competency | Competency Benchmark | Measures | Performance Description\* | Dimensions | Assessment Procedures | Outcome Measure Benchmark | Assessment Procedures: Competency |
| Competency 2: Engage Diversity and Difference in Practice | 85% | Measure 2:  PRE Assessment Items (12 items - #28, #42, #44, #49, #70, #73, #81, #84, #85, #90, #96, #98) | Apply an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels in rural settings | C/A Processes;  Knowledge; Skills; Values | For Measure 2:  Aggregate student scores on 12 items | For Measure 2:  Students must answer at least 10 of the 12 (80%) PRE items correctly. | Determine the percentage of students that attained the benchmark for each outcome measure. Average the percentages together to obtain the percentages of students demonstrating competence. Determine whether this percentage is larger than the Competency Benchmark (See Appendix D). |

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| Competency | Competency Benchmark | Outcome Measure Benchmark | Percent Attaining | Percentage of Students Achieving Competency | Competency Attained? |
| Competency 2: Engage Diversity and Difference in Practice | 85% | Measure 1:  Students must score a minimum of 4 out of 5 points. | Measure 1:  95.7% | (95.7% + 72.9%) / 2 = 168.6 / 2 = 84.3%  **84.3%** | No |
| Measure 2:  Students must answer at least 10 of the 12 (80%) PRE items correctly. | Measure 2:  72.9% |