

# Program Assessment Plan

**Program:** Bachelor of Science in Social Work (BSSW)  
**Department:** School of Social Work  
**College/School:** College for Public Health & Social Justice  
**Date:** August, 2022  
**Primary Assessment Contact:** Vithya Murugan, MSW/PHD

*Note: Each cell in the table below will expand as needed to accommodate your responses.*

#	<b>Program Learning Outcomes</b> What do the program faculty expect all students to know, or be able to do, as a result of completing this program? <ul style="list-style-type: none"> <li><i>Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).</i></li> </ul>	<b>Assessment Mapping</b> From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	<b>Assessment Methods</b> What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? <ul style="list-style-type: none"> <li><i>Note: the majority should provide direct, rather than indirect, evidence of achievement.</i></li> </ul> Please note if a rubric is used and, if so, include it as an appendix to this plan.	<b>Use of Assessment Data</b> How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes <i>made in previous years</i> ?
1	Demonstrate ethical and professional behavior	SWRK 3300: Social Work Practice with Individuals  SWRK 4250: Practicum/Integrative Seminar	BSSW Master Measure Exam & Learning Agreement:  This comprehensive exam, administered at the end of BSSW students' final semester of course work and practicum, is similar to a professional credentialing exam and is structured (in draft form currently) to assess students' achievement of each of the nine required social work competencies (as required by social work's accreditation body: the Council on Social Work Education (CSWE)). These competencies are articulated here, in this Program Assessment Plan, as the BSSW Program's nine PLOs (Program Learning Outcomes). There are five	Data will be collected from the Master Measure Exam & Student Learning Agreement during the last/second semester of the BSSW practicum/integrative seminar – this is typically in May, however, BSSW students may take their second semester integrative seminar during the summer or winter semesters if they are graduating in August or December. Regardless, all data collected from the Master Measure Exam (for each of the nine competencies/PLOs) will be organized for the entire academic year (summer, fall, spring) at the end of May and reviewed by the BSSW Program Director over the summer. Upon commencement of the next academic year, the BSSW Program Committee (all

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2	Engage diversity and difference in practice	<p>SWRK 3200: Diversity &amp; Anti-Oppression Practice</p> <p>SWRK 4250: Practicum/Integrative Seminar</p>	<p>BSSW Master Measure Exam &amp; Learning Agreement:</p> <p>This comprehensive exam, administered at the end of BSSW students’ final semester of course work and practicum, is similar to a professional credentialing exam and is structured (in draft form currently) to assess students’ achievement of each of the nine required social work competencies (as required by social work’s accreditation body: the Council on Social Work Education (CSWE). These competencies are articulated here, in this Program Assessment Plan, as the BSSW Program’s nine PLOs (Program Learning Outcomes). There are five questions per each of the nine competencies/PLOs in the Master Measure Exam (for a total of 45 questions). The BSSW Program piloted this Master Measure Exam in Spring 2021 with our graduating BSSW cohort – they completed the Exam as part of the course requirements in the final</p>	<p>Data will be collected from the Master Measure Exam and the final scores of the Learning Agreement during the last/second semester of the BSSW practicum/integrative seminar – this is typically in May, however, BSSW students may take their second semester integrative seminar during the summer or winter semesters if they are graduating in August or December. Regardless, all data collected from the Master Measure Exam (for each of the nine competencies/PLOs) will be organized for the entire academic year (summer, fall, spring) at the end of May and reviewed by the BSSW Program Director over the summer. Upon commencement of the next academic year, the BSSW Program Committee (all faculty teaching in the BSSW Program) will review and discuss the data obtained from the previous year’s Master Measure Exam. Discussion will focus both on what appears to be going well (i.e., students performing consistently well on the corresponding questions) and what does not (i.e., students consistently underperforming</p>

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3	<p>Advance human rights and social, economic, and environmental justice</p>	<p>SWRK 3400: Social Work Practice with Families and Groups</p> <p>SWRK 4250: Practicum/Integrative Seminar</p>	<p>BSSW Master Measure Exam:</p> <p>This comprehensive exam, administered at the end of BSSW students' final semester of course work and practicum, is similar to a professional credentialing exam and is structured (in draft form currently) to assess students' achievement of each of the nine required social work competencies (as required by social work's accreditation body: the Council on Social Work Education (CSWE)). These competencies are articulated here, in this Program Assessment Plan, as the BSSW Program's nine PLOs (Program Learning Outcomes). There are five questions per each of the nine competencies/PLOs in the Master Measure Exam (for a total of 45 questions). The BSSW Program piloted this Master Measure Exam in Spring 2021 with our graduating BSSW cohort – they completed the Exam as part of the course requirements in the final practicum/integrative seminar course (SWRK 4250).</p> <p>Student practicum learning agreement scores will be included as a measure to assess behaviors and skill application. This assessment is collected at the end of the Senior year.</p>	<p>Data will be collected from the Master Measure Exam &amp; Student Learning Agreement Exam during the last/second semester of the BSSW practicum/integrative seminar – this is typically in May, however, BSSW students may take their second semester integrative seminar during the summer or winter semesters if they are graduating in August or December. Regardless, all data collected from the Master Measure Exam (for each of the nine competencies/PLOs) will be organized for the entire academic year (summer, fall, spring) at the end of May and reviewed by the BSSW Program Director over the summer. Upon commencement of the next academic year, the BSSW Program Committee (all faculty teaching in the BSSW Program) will review and discuss the data obtained from the previous year's Master Measure Exam. Discussion will focus both on what appears to be going well (i.e., students performing consistently well on the corresponding questions) and what does not (i.e., students consistently underperforming on certain questions or groups of questions). Discussion and reflection on the competencies/PLOs in which students <b>have met</b> our 4/5 questions correct goal will likely result in little, if any, changes to the course(s) in which the material is covered/learned, the field practicum where the material is applied, and the corresponding</p>

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4	Engage in practice-informed research and research-informed practice	<p>SWRK 3400: Introduction to Social Work Research</p> <p>SWRK 4250: Practicum/Integrative Seminar</p>	<p>BSSW Master Measure Exam:</p> <p>This comprehensive exam, administered at the end of BSSW students' final semester of course work and practicum, is similar to a professional credentialing exam and is structured (in draft form currently) to assess students' achievement of each of the nine required social work competencies (as required by social work's accreditation body: the Council on Social Work Education (CSWE)). These competencies are articulated here, in this Program Assessment Plan, as the BSSW Program's nine PLOs (Program Learning Outcomes). There are five questions per each of the nine competencies/PLOs in the Master Measure Exam (for a total of 45 questions). The BSSW Program piloted this Master Measure Exam in Spring 2021 with our graduating BSSW cohort – they completed the Exam as part of the course requirements in the final practicum/integrative seminar course (SWRK 4250).</p> <p>Student practicum learning agreement scores will be included as a measure to assess behaviors and skill application. This assessment is collected at the end of the Senior year.</p> <p>***The Master Measure Exam is attached at the end of this Assessment Plan</p> <p>***The BSSW student learning agreement is attached at the end of this plan.</p>	<p>Data will be collected from the Master Measure Exam &amp; Student Learning Agreement during the last/second semester of the BSSW practicum/integrative seminar – this is typically in May, however, BSSW students may take their second semester integrative seminar during the summer or winter semesters if they are graduating in August or December. Regardless, all data collected from the Master Measure Exam (for each of the nine competencies/PLOs) will be organized for the entire academic year (summer, fall, spring) at the end of May and reviewed by the BSSW Program Director over the summer. Upon commencement of the next academic year, the BSSW Program Committee (all faculty teaching in the BSSW Program) will review and discuss the data obtained from the previous year's Master Measure Exam. Discussion will focus both on what appears to be going well (i.e., students performing consistently well on the corresponding questions) and what does not (i.e., students consistently underperforming on certain questions or groups of questions). Discussion and reflection on the competencies/PLOs in which students <b>have met</b> our 4/5 questions correct goal will likely result in little, if any, changes to the course(s) in which the material is covered/learned, the field practicum where the material is applied, and the corresponding questions on the Master Measure Exam. Discussion and reflection on the areas and competencies/PLOS in which students <b>are not meeting</b> the 4/5 questions correct benchmarks will likely result in further discussion and potential changes to: 1) breadth/depth of coverage of the material in the</p>
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5	Engage in policy practice	<p>SWRK 3100: The American Social Welfare System</p> <p>SWRK 4250: Practicum/Integrative Seminar</p> <p>SWRK 4200/4250</p>	<p>BSSW Master Measure Exam:</p> <p>This comprehensive exam, administered at the end of BSSW students' final semester of course work and practicum, is similar to a professional credentialing exam and is structured (in draft form currently) to assess students' achievement of each of the nine required social work competencies (as required by social work's accreditation body: the Council on Social Work Education (CSWE)). These competencies are articulated here, in this Program Assessment Plan, as the BSSW Program's nine PLOs (Program Learning Outcomes). There are five questions per each of the nine competencies/PLOs in the Master Measure Exam (for a total of 45 questions). The BSSW Program piloted this Master Measure Exam in Spring 2021 with our graduating BSSW cohort – they completed the Exam as part of the course requirements in the final practicum/integrative seminar course (SWRK 4250).</p> <p>Student practicum learning agreement scores will be included as a measure to assess behaviors and skill application. This assessment is collected at the end of the Senior year.</p> <p>***The Master Measure Exam is attached at the end of this Assessment Plan</p> <p>***The BSSW student learning agreement is attached at the end of this plan.</p>	<p>Data will be collected from the Master Measure Exam &amp; Student Learning Agreement during the last/second semester of the BSSW practicum/integrative seminar – this is typically in May, however, BSSW students may take their second semester integrative seminar during the summer or winter semesters if they are graduating in August or December. Regardless, all data collected from the Master Measure Exam (for each of the nine competencies/PLOs) will be organized for the entire academic year (summer, fall, spring) at the end of May and reviewed by the BSSW Program Director over the summer. Upon commencement of the next academic year, the BSSW Program Committee (all faculty teaching in the BSSW Program) will review and discuss the data obtained from the previous year's Master Measure Exam. Discussion will focus both on what appears to be going well (i.e., students performing consistently well on the corresponding questions) and what does not (i.e., students consistently underperforming on certain questions or groups of questions). Discussion and reflection on the competencies/PLOs in which students <b>have met</b> our 4/5 questions correct goal will likely result in little, if any, changes to the course(s) in which the material is covered/learned, the field practicum where the material is applied, and the corresponding questions on the Master Measure Exam. Discussion and reflection on the areas and competencies/PLOS in which students <b>are not meeting</b> the 4/5 questions correct benchmarks will likely result in further discussion and potential changes to: 1) breadth/depth of coverage of the material in the</p>
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6	Engage with individuals, families, groups, organizations, and Communities	<p>SWRK 3300: Social Work Practice with Individuals</p> <p>SWRK 4250: Practicum/Integrative Seminar</p>	<p>BSSW Master Measure Exam &amp; Learning Agreement:</p> <p>This comprehensive exam, administered at the end of BSSW students' final semester of course work and practicum, is similar to a professional credentialing exam and is structured (in draft form currently) to assess students' achievement of each of the nine required social work competencies (as required by social work's accreditation body: the Council on Social Work Education (CSWE)). These competencies are articulated here, in this Program Assessment Plan, as the BSSW Program's nine PLOs (Program Learning Outcomes). There are five questions per each of the nine competencies/PLOs in the Master Measure Exam (for a total of 45 questions). The BSSW Program piloted this Master Measure Exam in Spring 2021 with our graduating BSSW cohort – they completed the Exam as part of the course requirements in the final practicum/integrative seminar course (SWRK 4250).</p> <p>Student practicum learning agreement scores will be included as a measure to assess behaviors and skill application. This assessment is collected at the end of the Senior year.</p> <p>***The Master Measure Exam is attached at the end of this Assessment Plan</p> <p>***The BSSW student learning agreement is attached at the end of</p>	<p>Data will be collected from the Master Measure Exam &amp; Student Learning Agreement during the last/second semester of the BSSW practicum/integrative seminar – this is typically in May, however, BSSW students may take their second semester integrative seminar during the summer or winter semesters if they are graduating in August or December. Regardless, all data collected from the Master Measure Exam (for each of the nine competencies/PLOs) will be organized for the entire academic year (summer, fall, spring) at the end of May and reviewed by the BSSW Program Director over the summer. Upon commencement of the next academic year, the BSSW Program Committee (all faculty teaching in the BSSW Program) will review and discuss the data obtained from the previous year's Master Measure Exam. Discussion will focus both on what appears to be going well (i.e., students performing consistently well on the corresponding questions) and what does not (i.e., students consistently underperforming on certain questions or groups of questions). Discussion and reflection on the competencies/PLOs in which students <b>have met</b> our 4/5 questions correct goal will likely result in little, if any, changes to the course(s) in which the material is covered/learned, the field practicum where the material is applied, and the corresponding questions on the Master Measure Exam. Discussion and reflection on the areas and competencies/PLOS in which students <b>are not meeting</b> the 4/5 questions correct benchmarks will likely result in further discussion and potential changes to: 1) breadth/depth of coverage of the material in the</p>
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7	Assess individuals, families, groups, organizations, and communities	<p>SWRK 3400: Social Work Practice with Families and Groups</p> <p>SWRK 4250: Practicum/Integrative Seminar</p>	<p>BSSW Master Measure Exam:</p> <p>This comprehensive exam, administered at the end of BSSW students' final semester of course work and practicum, is similar to a professional credentialing exam and is structured (in draft form currently) to assess students' achievement of</p>	<p>Data will be collected from the Master Measure Exam &amp; Student Learning Agreement during the last/second semester of the BSSW practicum/integrative seminar – this is typically in May, however, BSSW students may take their second semester integrative seminar during the summer or winter semesters if they</p>

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8	Intervene with individuals, families, groups, organizations, and communities	<p>SWRK 3500: Social Work Practice with Organizations and Communities</p> <p>SWRK 4250: Practicum/Integrative Seminar</p>	<p>BSSW Master Measure Exam:</p> <p>This comprehensive exam, administered at the end of BSSW students’ final semester of course work and practicum, is similar to a professional credentialing exam and is structured (in draft form currently) to assess students’ achievement of each of the nine required social work competencies (as required by social work’s accreditation body: the Council on Social Work Education (CSWE)). These competencies are articulated here, in this Program Assessment Plan, as the BSSW Program’s nine PLOs (Program Learning Outcomes). There are five</p>	<p>Data will be collected from the Master Measure Exam &amp; Student Learning Agreement Data during the last/second semester of the BSSW practicum/integrative seminar – this is typically in May, however, BSSW students may take their second semester integrative seminar during the summer or winter semesters if they are graduating in August or December. Regardless, all data collected from the Master Measure Exam (for each of the nine competencies/PLOs) will be organized for the entire academic year (summer, fall, spring) at the end of May and reviewed by the BSSW Program Director over the summer. Upon commencement of the next academic</p>

			<p>questions per each of the nine competencies/PLOs in the Master Measure Exam (for a total of 45 questions). The BSSW Program piloted this Master Measure Exam in Spring 2021 with our graduating BSSW cohort – they completed the Exam as part of the course requirements in the final practicum/integrative seminar course (SWRK 4250).</p> <p>Student practicum learning agreement scores will be included as a measure to assess behaviors and skill application. This assessment is collected at the end of the Senior year.</p> <p>***The Master Measure Exam is attached at the end of this Assessment Plan</p> <p>***The BSSW student learning agreement is attached at the end of this plan.</p>	<p>year, the BSSW Program Committee (all faculty teaching in the BSSW Program) will review and discuss the data obtained from the previous year’s Master Measure Exam. Discussion will focus both on what appears to be going well (i.e., students performing consistently well on the corresponding questions) and what does not (i.e., students consistently underperforming on certain questions or groups of questions). Discussion and reflection on the competencies/PLOs in which students <b>have met</b> our 4/5 questions correct goal will likely result in little, if any, changes to the course(s) in which the material is covered/learned, the field practicum where the material is applied, and the corresponding questions on the Master Measure Exam. Discussion and reflection on the areas and competencies/PLOS in which students <b>are not meeting</b> the 4/5 questions correct benchmarks will likely result in further discussion and potential changes to: 1) breadth/depth of coverage of the material in the course(s) in which the material is initially covered, 2) breadth/depth of the coverage/application of the material during students’ field practicum, and/or 3) re-thinking and revision of the questions corresponding to the particular competencies/PLOs as drafted in the Master Measure Exam.</p> <p>Any changes made to any of the three areas identified above would be automatically reviewed during the next assessment discussion, regardless of where the competency/PLO placed in the assessment plan review. More specifically, although all data will be collected every year, the BSSW Program will review and focus only on</p>
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				<p>the results of three (3) competencies/PLOs annually. As this is a newly revised/updated plan and new data collection approach, the cycle for review is as follows – again, this is barring any re-review of changes made to the curriculum, field/practicum experience, and/or Master Measure Exam questions due to below-benchmark assessment results from the preceding year.</p> <p>Assessment review cycle:  Year 1 (2021): Competency/PLOs 1-3  Year 2 (2022): Competency/PLOs 4-6  Year 3 (2023): Competency/PLOs 7-9</p> <p>Repeat, Ongoing</p>
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9	Evaluate practice with individuals, families, groups, organizations, and communities	<p>SWRK 3700: Introduction to Social Work Research</p> <p>SWRK 4250: Practicum/Integrative Seminar SWRK 3700</p> <p>SWRK 4200/4250</p>	<p>BSSW Master Measure Exam:</p> <p>This comprehensive exam, administered at the end of BSSW students' final semester of course work and practicum, is similar to a professional credentialing exam and is structured (in draft form currently) to assess students' achievement of each of the nine required social work competencies (as required by social work's accreditation body: the Council on Social Work Education (CSWE)). These competencies are articulated here, in this Program Assessment Plan, as the BSSW Program's nine PLOs (Program Learning Outcomes). There are five questions per each of the nine competencies/PLOs in the Master Measure Exam (for a total of 45 questions). The BSSW Program piloted this Master Measure Exam in Spring 2021 with our graduating BSSW cohort – they completed the Exam as part of the course requirements in the final practicum/integrative seminar course (SWRK 4250).</p> <p>Student practicum learning agreement scores will be included as a measure to assess behaviors and skill application. This assessment is collected at the end of the Senior year.</p> <p>***The Master Measure Exam is attached at the end of this Assessment Plan</p> <p>***The BSSW student learning agreement is attached at the end of</p>	<p>Data will be collected from the Master Measure Exam &amp; Student Learning Agreement Data during the last/second semester of the BSSW practicum/integrative seminar – this is typically in May, however, BSSW students may take their second semester integrative seminar during the summer or winter semesters if they are graduating in August or December. Regardless, all data collected from the Master Measure Exam (for each of the nine competencies/PLOs) will be organized for the entire academic year (summer, fall, spring) at the end of May and reviewed by the BSSW Program Director over the summer. Upon commencement of the next academic year, the BSSW Program Committee (all faculty teaching in the BSSW Program) will review and discuss the data obtained from the previous year's Master Measure Exam. Discussion will focus both on what appears to be going well (i.e., students performing consistently well on the corresponding questions) and what does not (i.e., students consistently underperforming on certain questions or groups of questions). Discussion and reflection on the competencies/PLOs in which students <b>have met</b> our 4/5 questions correct goal will likely result in little, if any, changes to the course(s) in which the material is covered/learned, the field practicum where the material is applied, and the corresponding questions on the Master Measure Exam. Discussion and reflection on the areas and competencies/PLOS in which students <b>are not meeting</b> the 4/5 questions correct benchmarks will likely result in further discussion and potential changes to: 1) breadth/depth of coverage of the material in the</p>
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			<p>this plan.</p>	<p>course(s) in which the material is initially covered, 2) breadth/depth of the coverage/application of the material during students' field practicum, and/or 3) re-thinking and revision of the questions corresponding to the particular competencies/PLOs as drafted in the Master Measure Exam.</p> <p>Any changes made to any of the three areas identified above would be automatically reviewed during the next assessment discussion, regardless of where the competency/PLO placed in the assessment plan review. More specifically, although all data will be collected every year, the BSSW Program will review and focus only on the results of three (3) competencies/PLOs annually. As this is a newly revised/updated plan and new data collection approach, the cycle for review is as follows – again, this is barring any re-review of changes made to the curriculum, field/practicum experience, and/or Master Measure Exam questions due to below-benchmark assessment results from the preceding year.</p> <p>Assessment review cycle:  Year 1 (2021): Competency/PLOs 1-3  Year 2 (2022): Competency/PLOs 4-6  Year 3 (2023): Competency/PLOs 7-9</p> <p>Repeat, Ongoing</p>
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## Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (*It is not recommended to try to assess every outcome every year.*)

Data on all nine BSSW learning outcomes will be collected every year through the completion of a master measure/exam immediately preceding students' graduation from the program, after nearly all program requirements have been met for graduation. Although all of the data collected may be discussed by the BSSW Program upon commencement of the fall semester/new academic year (August/September), each year the BSSW Program will examine and explicitly review/discuss only three (3) of the nine (9) BSSW competencies/PLOs. In the table above, we have identified the proposed cycle – which will repeat every three years – and plan to conduct an in-depth review of the master measure/exam results for competencies/PLOs 1-3 in AY 2020/2021, 4-6 in AY 2021/2022, and 7-9 in AY 2022/2023. This annual, in-depth review will focus both on what appears to be going well (i.e., students performing consistently well on the corresponding questions for the 3 competencies/PLOs under review) and what does not (i.e., students consistently underperforming on certain questions or groups of questions for each of the 3 competencies/PLOs under review). Discussion and reflection on the competencies/PLOs in which students **have met** our 4/5 questions correct goal will likely result in little, if any, changes to the course(s) in which the material is covered/learned, the field practicum where the material is applied, and the corresponding questions on the Master Measure Exam. Discussion and reflection on the areas and competencies/PLOs in which students **are not meeting** the 4/5 questions correct benchmark will likely result in further discussion and potential changes to: 1) breadth/depth of coverage of the material in the course(s) in which the material is initially covered, 2) breadth/depth of the coverage/application of the material during students' field practicum, and/or 3) re-thinking and revision of the questions corresponding to the particular competencies/PLOs as drafted in the Master Measure Exam. Any changes made to any of the three areas identified above would be automatically reviewed during the next assessment discussion, regardless of where the competency/PLO placed in the ongoing assessment plan cycle. More specifically, although all data will be collected every year, the BSSW Program will review and focus only on the results of three (3) competencies/PLOs annually. As this is a newly revised/updated plan and new data collection approach, the cycle for review is as follows – again, this is barring any re-review of changes made to the curriculum, field/practicum experience, and/or Master Measure Exam questions due to below-benchmark assessment results from the preceding year. We will also utilize the annually collected data to inform our eight (8) year cycle review as mandated by our accrediting body the Council on Social Work Education (CSWE).

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

All BSSW Program Committee members participated in the development of our BSSW Program's assessment plan, including: discussion to replace previous course-embedded data collection procedures with the development of a master measure/exam and the identification and development of the DRAFT master measure/exam question pool, from which our final set of questions will be pulled. The BSSW Program Committee, consisting of all SWRK faculty who teach and mentor BSSW students, was instrumental in this re-development of our assessment plan.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

Based on feedback from UAC, the program has decided to add the Learning Agreement as an evaluation method to better assess practice behaviors. The BSSW Program Committee commits to an ongoing review of this plan. However, since this is a completely new plan and process for us, we'd like to give the plan two full cycles (6 years) prior to any kind of substantial modification to the plan. To be sure, we will discuss the plan, the data collected from our master measure/exam, and the competencies/PLOs in an ongoing manner – and we will use each year's assessment data to inform the direction of our program and its assessment (or re-assessment if we find results indicating BSSW had not obtained one/more assessed competencies – i.e., scores below the 4/5 benchmark).

**IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.**

## Master Measure Exam

*We are asking you to do your best on this assessment which is in the design of a test with multiple choice answers. The purpose is to assess how the overall program's curriculum is addressing the competencies. The assessment is anonymous. The results of the assessment will only be reported out to our accrediting boards and the BSSW committee in an aggregate form. No individual names or assessment results will be reported. Your overall performance on the assessment is for evaluation purposes only and is NOT a part of the seminar or any other course grade or your graduation. Thank you in advance for helping us assess our curriculum. You will have 60 minutes to complete it.*

### *Competency #1: Demonstrate ethical and professional behavior*

*1. Which of the following does not demonstrate ethical practice in protecting confidentiality and privacy?*

- A. Informing clients at the first meeting that as a social worker, they will break confidentiality for any report of child abuse or neglect*
- B. Searching on google and social media to gain assessment data on the client prior to a meeting*
- C. Asking clients to sign off on a "release of information" so that the social worker can discuss the client's case with another agency*
- D. Using a work cell phone and laptop vs. one's personal technology*

*2. In honoring the ethical principle of "self-determination", the social worker*

- A. Directs the client in how to handle their crisis*
- B. Instructs the client that it is a family systems issue to resolve*
- C. Informs the client how other clients have successfully handled the crisis*
- D. Promotes that the client has the right to make any choice, good or bad, for themselves*

*3. Which of the following is not an ethical violation in the use of technology?*

- A. Allowing family to use work laptop*
- B. taking a phone call and talking to another client in front of client*
- C. using own cell phone for client work with a separate phone number*
- D. leaving computer screen open with client information while taking a break*

*4. The social worker has gotten behind on documenting the client's progress. In this situation, the most ethical action the social worker should take would be:*

- A. use the current date and enter the note*
- B. use the date/backdate that you visited the client and enter the date*
- C. do not document the visit since it is after the time-period*
- D. use the current date but include the actual date of the client visit*

**5. A year after your practicum, you run into a client from your practicum. The client is near your age and asks you if you want to meet up. What is the best ethical practice in this scenario?**

- A. let the client know you will get back to them**
- B. thank them for the invite but express that you have had a professional relationship**
- C. set up a time to meet up since it is a year later and not a dual relationship**
- D. ask the client if they are still a client with the practicum agency**

**COMPETENCY #2: Engage diversity and difference in practice**

**1. Racism is more effectively described as:**

- a) the categorization and stereotyping of groups by racial characteristics or ethnic origins**
- b) discrimination that occurs because of compartmentalization by income and wealth**
- c) discrimination that oppresses people who have mental, emotional, and physical disabilities**
- d) Prejudice when combined with power creates a system of advantage based on race.**

**2. Groups that hold the power and authority in a society and determine how that power and authority may be acceptably used are:**

- a. Subordinate groups**
- b. Dominant groups**
- c. Targeted groups**
- d. Spontaneous groups**

**3. Which definition best fits the statement: "White people can assume that when they go shopping, they will be treated as serious customers and not as potential shoplifters or people without the money to make a purchase."**

- a. Stereotype**
- b. Oppression**
- c. Privilege**
- d. Racism**

**4. What is the definition of feminism:**

- a. A movement to end sexist oppression that recognizes systems of domination and the relationship between sex, race, and class.**
- b. A struggle that challenges philosophical structures**
- c. For females only**
- d. The exploration of sexual rights for women**

**5. Many assumptions we have are not based on universal truths but instead are assumptions that society has defined as truth describes what?**

- a. Social Construction**
- b. Socialization**
- c. Intersectionality**

**d. Oppression**

**COMPETENCY # 3: Advance human rights and social, economic, and environmental justice**

1. Which of the following may result in an individual, previously at low risk, experiencing poverty during their lifetime?
  - a) Federal economic recession
  - b) Corporate downsizing
  - c) Short-term disability
  - d) All of the above
2. Which is the BEST definition of "social welfare"?
  - a) the collective well-being of a community or a society
  - b) physical health, emotional comfort, and economic security
  - c) our country's system of programs, benefits, and services that support those in need of financial, social, and health care support
  - d) a subset of social policies that determine the distribution of resources
3. For social workers, promoting social justice
  - a) Is a central tenet of social work
  - b) Is a core value and ethical principle
  - c) Began in settlement houses
  - d) All of the above
4. Which of the following is a basic premise of social justice?
  - a) All humans have the right to live fulfilling lives
  - b) All humans should be afforded access to appropriate resources
  - c) All humans should be able to live free from discrimination.
  - d) All of the above
5. Social workers need to be aware of the relationship between, culture, income and healthcare because
  - a) Healthcare access is often tied to jobs, so if a mother has multiple part time jobs, she may not have access to health insurance coverage
  - b) Latinx, black, and American Indian/Alaska Native individuals are more likely to be uninsured, face barriers to care, and receive worse care than Caucasian individuals
  - c) A lack of access to affordable, quality prenatal care in the U.S. has resulted in high rates of hemorrhage, hypertension, and other preventable problems among women during delivery, causing death and permanent injury to both the mother and the baby
  - d) Social workers need to be aware of all of the above

**COMPETENCY # 4: Engage in practice-informed and research-informed practice**

1. Which one of the following statements is correct about evidence-based practice?
  - a. It is mainly a cost cutting tool.
  - b. It does not allow room for practitioner expertise to overrule the best evidence.
  - c. It calls for practitioners to make practice decisions based on the integration of their practice expertise, their knowledge of client attributes, and the best research evidence.
  - d. Assures practice effectiveness.

**2. A barrier to implementing evidence-based programs is:**

- a. *Lack of evidence-based programs*
- b. *Costs can be high*
- c. *Staffing needs and requirements*
- d. *Organizational resistance to change*
- e. *All can be barriers to implementing evidence-based programs*

**3. Reasons for using mixed data collecting methods include:**

- a. *collecting richer, more comprehensive data.*
- b. *generating a broader range of research questions.*
- c. *corroborating findings.*
- d. *All of the above*

**4. How should you choose whether to use qualitative or quantitative research methods?**

- a. *It depends on the conditions and purposes of your inquiry. (add the “y)*
- b. *It depends on what type of research the IRB says you can do.*
- c. *It depends on what population you are generalizing to.*
- d. *It depends on what research methods you are more skilled to use.*

**5. Which one of the following is true about a theory in social work research?**

- a. *Predicts behavior or attitudes likely to occur given certain conditions*
- b. *Connects implications of findings to other research*
- c. *Helps identify what to look for in a study*
- d. *All are true of theories*

**COMPETENCY: Engage in policy practice**

**1. Which is the BEST definition of "social policy"?**

- a) *the collective well-being of a community or a society*
- b) *good health, prosperity, and social respect*
- c) *a subset of social policies that determine the distribution of resources*
- d) *principles, procedures, and courses of action established in statute, administrative code, and agency regulation that affect people's well being*

**2. "Policy practice" refers to:**

- a) *social work practice involving program development with an agency.*
- b) *social work practice that is in accordance with the worker's agency policies*
- c) *professional efforts to influence the development, enactment, implementation, modification, or assessment of social policies*
- d) *social work done by those working for government agencies*

**3. A residual approach to social welfare policy:**

- a. *calls for the prevention of social problems through the implementation of social welfare programs*
- b. *emphasizes collective responsibility*

- c. *calls for organized public intervention only when the resources of family and the marketplace break down*
- d. *uses residence of recipients to determine eligibility*

4. *An institutional approach to social welfare policy:*

- a. *calls for organized public intervention in emergency situations*
- b. *calls for the existence of social welfare programs outside of the social structure*
- c. *calls for the existence of social welfare programs as part of the normal function of society*
- d. *emphasizes individual responsibility*

5. *To get an issue on the policy agenda, social work advocates must:*

- a) *attract enough attention to convince a policymaker to move on the item*
- b) *call the committee secretary to request it*
- c) *get an article on the front page of a major newspaper*
- d) *hold a large rally*

**COMPETENCY #6: Engage with individuals, families, groups, organizations, and communities**

1. *The engagement stage is:*

- a. *Is the first phase and is the process of establishing and maintaining a meaningful working relationship between the family social worker and family.*
- b. *The phase which involves identifying repetitive patterns and issues within the family that relate directly to the problem as well as identifying issues related to the nature of family relationships with the social environment.*
- c. *Providing a clear intervention in order to help meet the family's goals.*
- d. *The phase in which the family has clearly met the goal and are ready to terminate the intervention.*

2. *Once a social worker and their client establish goals, the worker should engage the client in the process of \_\_\_\_.*

- a. *reflecting goals*
- b. *conducting an assessment*
- c. *developing action plans*
- d. *planning an evaluation*

3. *As a social worker who is beginning to work on a neighborhood challenge, the most important people to engage FIRST are:*

- A. *residents of the neighborhood*
- B. *elected officials*
- C. *businesses in the area*
- D. *consultants*

4. *Social service organizations can best engage client input into by:*

- A. *Selecting clients to serve on the Board of Directors*
- B. *Seeking on-going client evaluation of services*
- C. *Developing client peer or volunteer support positions in providing services*



*D. all the above*

*5. Applying systems theory to community practice, means that*

*A. The social worker will research evidenced-based practices*

*B. Leadership of the agency will set forth a strategic plan*

*C. All groups involved in the community effort need to be a part of the task group*

*D. Funding is the prime concern*

*COMPETENCY #7: Assess individuals, families, groups, organizations, and communities*

*1. Hearing or receiving others' words, speech and language; observing their nonverbal gestures and positions; encouraging them to express themselves fully; and remembering why they communicate are elements of the social work skill of*

*a. Listening*

*b. Registering*

*c. Understanding*

*d. Reflecting*

*2. Which of the following statements is true of community needs assessments?*

*a. They need to be done by government only.*

*b. They are subjective in nature, depending on the preconceived notions of social workers, and fail to mirror research practices.*

*c. They can be used by a social worker working with community members seeking to enhance conditions in their neighborhood.*

*d. They are limited to certain communities.*

*3. Hearing or receiving others' words, speech and language; observing their nonverbal gestures and positions; encouraging them to express themselves fully; and remembering why they communicate are elements of the social work skill of*

*a. Listening*

*b. Registering*

*c. Understanding*

*d. Reflecting*

*4. During the exploration process, a social worker should:*

*a. avoid asking open-ended questions.*

*b. ask multiple questions one after the other.*

*c. Intersperse their questions with active-listening responses.*

*d. use leading or suggestive questions to encourage people to express themselves expansively.*

*5. Which of the following demonstrates using a strengths and assets-based approach to assessing a neighborhood community?*

*A. youth recreation opportunities*

*B. number of vacant houses*

*C. low voting turn out*

*D. incidence of car break -ins*

**COMPETENCY 8: Intervene with individuals, families, groups, organizations, and communities**

**1. Macro interventions include all the following except:**

- A. family counseling**
- B. Organizing a public awareness event**
- C. Writing a letter to an elected representative**
- D. Designing a new social program**

**2. In addressing and planning community-based interventions, the most important approach is to:**

- A. develop a social program**
- B. work together with people in the community on their goal**
- C. ask the elected official to do something to address the issue**
- D. apply an evidenced-based model from another community**

**3. While co-constructing SMART goals for the resolution of a client's problem, which of the following rules should be followed?**

- a. Goals should appear as processes rather than accomplishments.**
- b. Goals should not be time-specific.**
- c. Goals should be established after developing action plans.**
- d. Goals should be well-stated in easily understood, measurable, or verifiable terms.**

**4. In the \_\_\_\_\_ role, a worker is involved in intervention in disputes between parties while remaining neutral, to help them find compromises, reconcile differences, or reach mutually satisfactory agreements.**

- a. Negotiator**
- b. Broker**
- c. Empowerer**
- d. Mediator**

**5. According to the guidelines for leading groups, addressing individual goals of the members should be discussed when:**

- a. Establishing the group goals**
- b. Selecting potential members**
- c. Orienting members to the group**
- d. Holding the first meeting**

**COMPETENCY #9: Evaluate practice with individuals, families, groups, organizations, and communities**

**1. Which of the following can be a purpose of program evaluation?**

- a. To assess program success.**
- b. To obtain information needed in program planning.**

- c. *To examine the costs of programs.*
- d. *All of the above*

*Which one of the following is the strongest design for evaluating outcomes?*

- a. *Classical experimental design*
- b. *Posttest-only comparison group design*
- c. *Single case design*
- d. *One-group pretest-posttest design*

*A graphic portrayal that depicts theory of change upon which the program is built and lists the essential components of an intervention, program, or policy is:*

- a. *an experimental design.*
- b. *a concept map.*
- c. *a logic model.*
- d. *a formative evaluation.*

*As a social work tool, single subject design can be used with:*

- a. *a single client*
- b. *a single agency*
- c. *a single Family*
- d. *all of the above*

*Which of the following is a legitimate data source in a program evaluation?*

- a. Youth in a group care setting*
- b. Case files from an agency*
- c. Teachers in a school*
- d. All of the above*