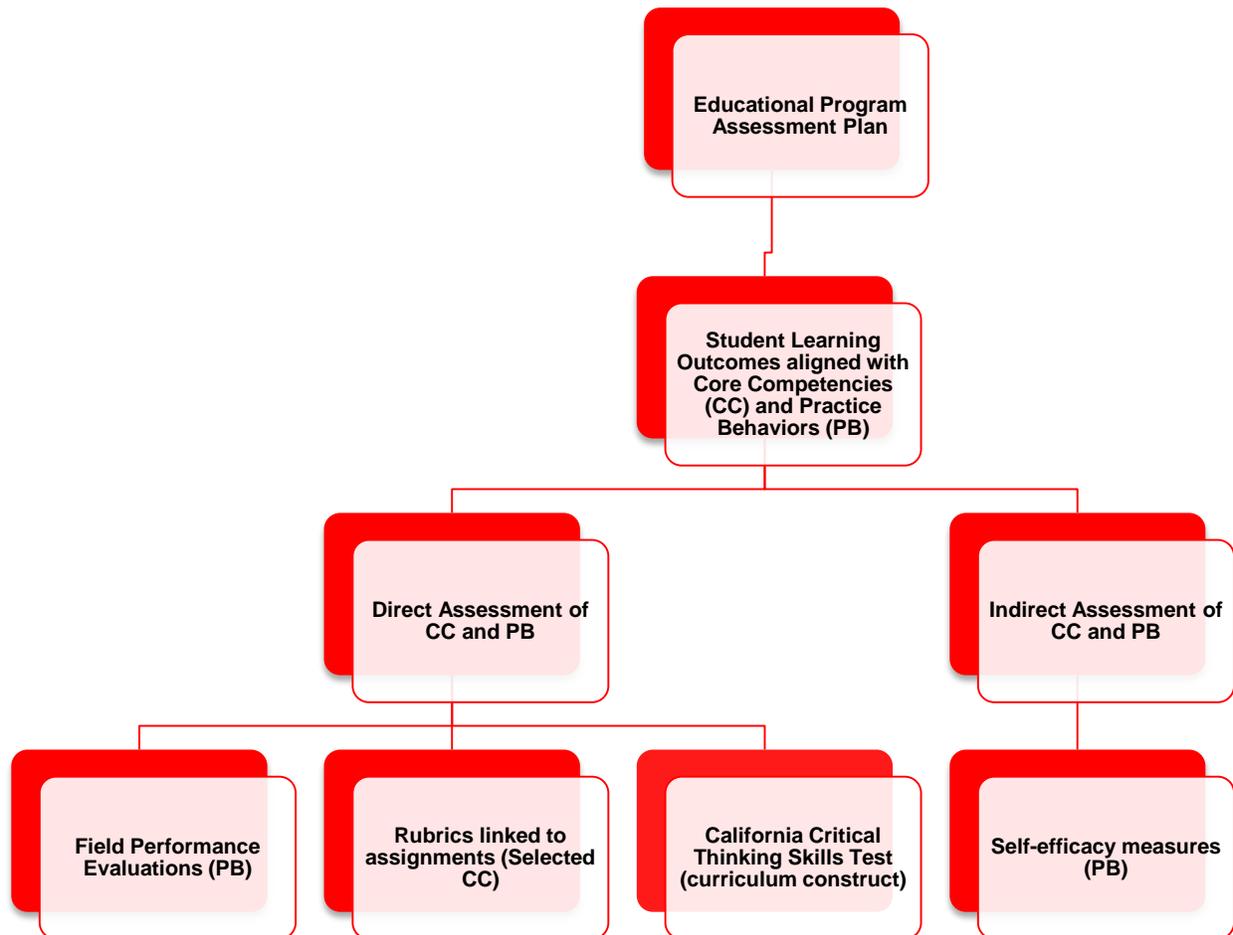


Measurement Protocol

Kent School faculty built a curriculum model, using an agreed upon theoretical construct that serves as the building block of the curriculum. Critical thinking and evidence-based constructs provided an infrastructure around which to build this curriculum. After the curriculum model was built, an Educational Program Assessment Plan was designed and approved by faculty. The Educational Program Assessment Plan is shown below:



Assessment Measures for Core Competencies and Practice Behaviors

As illustrated in our Educational Program Assessment Plan, the faculty decided to use three direct assessment measures of competencies and two indirect assessment measures of competencies. Specifically, these measures are:

Direct Measures:

1. Assessment (pre and post) of Critical Thinking with the California Critical Thinking Skills Standardized Test (CCTST)– Overall Program Construct
2. Field Performance Evaluations of practice behaviors
3. Rubrics linked to assignments for selected core competencies

Indirect Measures:

1. Self-Efficacy related to practice behaviors measured with a self-efficacy measure that was based on the Foundation Practice Self-Efficacy (FPSE) tool developed by Holden, Anastas & Meenaghan (2003), but adapted to align with the advanced practice behaviors adopted by the School.

The following tables shows how the core competencies and practice behaviors are measured. To prevent assessment fatigue, each core curriculum class is asked to assess no more than three core competencies.

BSW Program

CSWE Competencies and Practice Behaviors	Direct Assessment	Indirect Assessment
C1: Identify as a professional social worker and conduct oneself accordingly	Rubrics 304, 473	
C1-1: Advocate for client access to the services of social work;	Practicum Evaluation 470 & 471	Self-Efficacy 405
C1-2: Practice personal reflection and self-correction to assure continual professional development;		
C1-3: Attend to professional roles and boundaries;		
C1-4: Demonstrate professional demeanor in behavior, appearance, and communication;		
C1-5: Engage in career-long learning; and		
C1-6: Use supervision and consultation.		
CSWE Competencies and Practice Behaviors	Direct Assessment	Indirect Assessment
C2: Apply social work ethical principles to guide professional practice	Rubrics 304, 405	
C2-1: Recognize and manage personal values in a way that allows professional values to guide practice		Self-Efficacy 405

C2-2: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	Practicum Evaluation 470 & 471	
C2-3: Tolerate ambiguity in resolving ethical conflicts		
C2-4: Apply strategies of ethical reasoning to arrive at principled decisions		
C3: Apply critical thinking to inform and communicate professional judgments	Rubrics 201, 301, 302, 319, 473	
C3-1: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;	Practicum Evaluation 470 & 471	Self-Efficacy 405
C3-2: Analyze models of assessment, prevention, intervention, and evaluation; and		
C3-3: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.		
C4: Engage diversity and difference in practice	Rubrics 303, 472	
C4-1: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;	Practicum Evaluation 470 & 471	Self-Efficacy 405
C4-2: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;		
C4-3: Recognize and communicate their understanding of the importance of difference in shaping life experiences; and		
C4-4: View themselves as learners and engage those with whom they work as informants.		
C5: Advance human rights and social and economic justice	Rubrics 302, 472	
C5 -1: Understand the forms and mechanisms of oppression and discrimination	Practicum Evaluation 470 & 471	Self-Efficacy 405
C5-2: Advocate for human rights and social and economic justice		
C5-3: Engage in practices that advance social and economic justice		
C6: Engage in research-informed practice and practice-informed research	Rubrics 303, 426	
C6-1: Use practice experience to inform scientific inquiry	Practicum Evaluation 470 & 471	Self-Efficacy 405
C6-2: Use research evidence to inform practice.		
C7: Apply knowledge of human behavior and the social environment	Rubrics 301, 319, 405	
C7-1: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and	Practicum Evaluation 470 & 471	Self-Efficacy 405
C7-2: Critique and apply knowledge to understand person and environment.		
C8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services	Rubrics 322, 472	
C8-1: Analyze, formulate, and advocate for policies that advance social well-being	Practicum Evaluation 470 & 471	Self-Efficacy 405
C8-2: Collaborate with colleagues and clients for effective policy action		
C9: Respond to contexts that shape practice	Rubrics 322, 406	
C9 -1: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Practicum Evaluation 470 & 471	Self-Efficacy 405
C9-2: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.		
C10: a) Engage, b) Assess, c) Intervene, and d) Evaluate with individuals, families, groups, organizations, and communities	Rubrics 304, 406	
C10a-1: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	Practicum Evaluation 470 & 471	Self-Efficacy 405
C10a-2: Use empathy and other interpersonal skills		

C10a-3: Develop a mutually agreed-on focus of work and desired outcomes		
C10b-1: Collect, organize, and interpret client data		
C10b-2: Assess client strengths and limitations		
C10b-3: Develop mutually agreed-on intervention goals and objectives		
C10b-4: Select appropriate intervention strategies		
C10c-1: Initiate actions to achieve organizational goals		
C10c-2: Implement prevention interventions that enhance client capacities		
C10c-3: Help clients resolve problems		
C10c-4: Negotiate, mediate, and advocate for clients		
C10c-5: Facilitate transitions and ending		
C10d-1: Critically analyze, monitor, and evaluate interventions		

MSW Program

CSWE Competencies and Practice Behaviors		Direct Assessment	Indirect Assessment
C1: Identify as a professional social worker and conduct oneself accordingly		Rubrics 604, 677	
Foundation	Advanced	Practicum Evaluation 670, 671, 672, 673	Self-Efficacy 677
C1-1: Advocate for client access to the services of social work;	C1.1: Distinguish between various roles of advocacy in order to bring clarity to the purposes of using advocacy to access the services of social work;		
C1-2: Practice personal reflection and self-correction to assure continual professional development;			
C1-3: Attend to professional roles and boundaries;	C1.2: Practice personal reflection and self-correction by incorporating various points of view and applying the standard of fairness when examining thoughts and feelings to assure continual professional development.		
C1-4: Demonstrate professional demeanor in behavior, appearance, and communication;			
C1-5: Engage in career-long learning; and			
C1-6: Use supervision and consultation.			
C2: Apply social work ethical principles to guide professional practice		Rubrics 604,677	
Foundation	Advanced	Practicum Evaluation 670, 671, 672, 673	Self-Efficacy 677
C2-1: Recognize and manage personal values in a way that allows professional values to guide practice	C2.1: Identify all the assumptions embedded in each ethical decision made while utilizing the standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; and explain how the chosen ethical issue addressed is the most significant of the problems to consider;		
C2-2: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles			
C2-3: Tolerate ambiguity in resolving ethical conflicts			

C2-4: Apply strategies of ethical reasoning to arrive at principled decisions	C2.2: Describe the concepts utilized to guide your reasoning in making ethical decisions, and trace the flow of logic throughout to the final conclusion.		
C3: Apply critical thinking to inform and communicate professional judgments		Rubrics 601, 602, 619, 668	
Foundation	Advanced		
C3-1: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;	C3.1: Identify, evaluate and integrate the similarities and differences of the inferences based on the breadth of research and practice wisdom evidence;	Practicum Evaluation 670, 671, 672, 673	Self-Efficacy 677
C3-2: Analyze models of assessment, prevention, intervention, and evaluation;			
C3-3: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.			
C3.2: Illustrate an understanding of the purpose of questioning the relevance of each model of assessment, prevention, intervention and evaluation for client well being.			
C4: Engage diversity and difference in practice		Rubrics 603 641	
Foundation	Advanced		
C4-1: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;	C4.1: Critically analyze relevant information to evaluate the breadth of complexities of cultural structures and values and how these complexities may oppress and marginalize or enhance privilege and power;	Practicum Evaluation 670, 671, 672, 673	Self-Efficacy 677
C4-2: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;			
C4-3: Recognize and communicate their understanding of the importance of difference in shaping life experiences; and			
C4-4: View themselves as learners and engage those with whom they work as informants.			
C4.2: Clearly community the main concepts behind their understanding of differences and how they shape life experiences.			
C5: Advance human rights and social and economic justice		Rubrics 603, 677	
Foundation	Advanced		
C5 -1: Understand the forms and mechanisms of oppression and discrimination	C5.1: Understand and accurately differentiate the forms and mechanisms of oppression and discrimination in order to draw the most appropriate inferences about their cause and eradication;	Practicum Evaluation 670, 671, 672, 673	Self-Efficacy 677
C5-2: Advocate for human rights and social and economic justice			
C5-3: Engage in practices that advance social and economic justice			
C5.2 Engage in practices considered from multiple points of view that advance social and economic justice with fairness and without privileging one's position.			
C6: Engage in research-informed practice and practice-informed research		Rubrics 626, 668	
Foundation	Advanced		

C6-1: Use practice experience to inform scientific inquiry	C6.1: Demonstrate an understanding of the value to explore the assumptions held by practitioners to ensure the resultant scientific inquiry is logically related to the thinking and reasoning of the practitioner;	Practicum Evaluation 670, 671, 672, 673	Self-Efficacy 677
C6-2: Use research evidence to inform practice.	C6.2: Demonstrate a precise synthesis of research evidence for the goal of developing relevant and accurate practice implications.		
C7: Apply knowledge of human behavior and the social environment		Rubrics 601, 619, 677	
Foundation	Advanced		
C7-1: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and	C7.1: Use relevant information including conceptual frameworks to guide processes of assessment, intervention and evaluation;	Practicum Evaluation 670, 671, 672, 673	Self-Efficacy677
C7-2: Critique and apply knowledge to understand person and environment.	C7.2: Apply inferences from knowledge of sufficient depth to understand person in environment.		
C8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services		Rubrics 622, 669	
Foundation	Advanced		
C8-1: Analyze, formulate, and advocate for policies that advance social well-being	C8.1: Demonstrate the understanding of the purpose of analyzing, formulating and advocating for policies and discuss the most significant aspects of each process to affect social well-being;	Practicum Evaluation 670, 671, 672, 673	Self-Efficacy 677
C8-2: Collaborate with colleagues and clients for effective policy action	C8.2: Demonstrate the value of capturing the breadth of perspectives from colleagues and clients and discuss the enrichment of the implications for effective policy action due to the varying perspectives.		
C9: Respond to contexts that shape practice		Rubrics 622, 669	
Foundation	Advanced		
C9 -1: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	C9.1: Continuously seek to discover and respond to the ever-evolving changes in organizations and society (i.e., population shifts, technological and scientific developments, social trends) so as to provide effectively relevant services; identify and ensure all points of view are considered in strategizing for services;	Practicum Evaluation 670, 671, 672, 673	Self-Efficacy 677
C9-2: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	C9.2: Explain the data justifying the information used to support your leadership toward improving the quality of services provided, and assess the biases reflected in the data to ensure fairness in the resources used in selecting which services to provide.		
C10: a) Engage, b) Assess, c) Intervene, and d) Evaluate with individuals, families, groups, organizations, and communities		Rubrics 605, 640, 641	
Foundation	Advanced		
C10a-1: Substantively and affectively prepare for action with		Practicum Evaluation	Self-Efficacy 677

individuals, families, groups, organizations, and communities.	C10a.1: Identify the issues in engaging client systems in change and describe different perspectives of preparing for action with one of the following: individuals, families, groups, organizations, or communities;	670, 671, 672, 673	
C10a-2: Use empathy and other interpersonal skills			
C10a-3: Develop a mutually agreed-on focus of work and desired outcomes	C10a.2: Describe the core concepts to consider when developing a detailed mutually agreed-on focus of work and desired outcomes.		
C10b-1: Collect, organize, and interpret client data	C10b.1: Specify key concepts in a mutually agreed-on intervention goal, and describe detailed and specific objectives;		
C10b-2: Assess client strengths and limitations			
C10b-3: Develop mutually agreed-on intervention goals and objectives	C10b.2: Select appropriate intervention strategies, and outlined the implications of these strategies by showing a logical sequence of your argument that connects implications to interventions.		
C10b-4: Select appropriate intervention strategies			
C10c-1: Initiate actions to achieve organizational goals	C10c.1: Make accurate assumptions to implement interventions that enhance client capacities;		
C10c-2: Implement prevention interventions that enhance client capacities			
C10c-3: Help clients resolve problems	C10c.2: Define relevant purposes to guide our efforts to help clients resolve problems.		
C10c-4: Negotiate, mediate, and advocate for clients			
C10c-5: Facilitate transitions and ending			
C10d-1: Critically analyze, monitor, and evaluate interventions	C10d.1: Articulate the right complex questions to analyze, monitor, and evaluate interventions with precision.		