### UNIVERSITY OF ALASKA FAIRBANKS

**Student Learning Outcomes Assessment Plan**

**Bachelor of Arts Social Work**

**College of Liberal Arts**

8/4/2020

<table>
<thead>
<tr>
<th>Expanded Statement of Institutional Purpose</th>
<th>Intended Objectives/Outcomes</th>
<th>Assessment Criteria and Procedures</th>
<th>Implementation (what, when, who)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MISSION STATEMENT:</strong> Rooted in core social work values we educate generalist social work practitioners to promote the health and well-being of individuals, families and communities, emphasizing the diversity and uniqueness of rural Alaska</td>
<td>1. Demonstrate Ethical and Professional Behavior</td>
<td>Foundation Curriculum Assessment Instrument (FCAI) – Measure #1</td>
<td>Administered end of fall semester in SWK 463, by instructor, online</td>
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| 1. For generalist social work practice with individuals, families, groups, organizations and communities. 
2. To integrate the values and ethics of the social work profession into generalist practice. 
3. To apply critical thinking to inform and | | Field Practicum Placement Assessment Instrument (FPPAI) – Measure #2 | Measure #1 – Instrument assesses student’s ability to integrate and apply social work knowledge in a hypothetical practice situation. |
| **GOAL STATEMENT:** The UAF BASW program is committed to creating a community of critical thinkers dedicated to becoming competent, culturally sensitive, professionals engaged in lifelong learning. The goals are to prepare students | 2. Engage Diversity and Difference in Practice | Foundation Curriculum Assessment Instrument (FCAI) – Measure #1 | Administered end of fall semester, SWK 461, by Field Liaison |
| | | Field Practicum Placement Assessment Instrument (FPPAI) – Measure #2 | Measure #2 – Field Instructors assess seniors on the extent to which they believe student has mastered each competency. |
| | | | Aggregate score of the 2 measures is used to determine the percentage of students meeting competency (intended objective #1) |

*Completed by: Carol Renfr. Program Assessment Coordinator*
communicate professional judgments.
4. To engage diversity in generalist practice to advance human rights and social and economic justice
5. To understand bio-psycho-social, spiritual and cultural functioning and apply it to all client systems.
6. To conduct research and scholarship, applicable to the Alaskan context, that contributes to individual and community well-being.

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<th>Objective</th>
<th>Assessment Instrument</th>
<th>Measure/Instrumentation Details</th>
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<td>3. Advance Human Rights and Social, Economic, and Environmental Justice</td>
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<td>4. Engage in Practice-informed Research and Research-informed Practice</td>
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<td>5. Engage in Policy Practice</td>
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| 7. Assess Individuals, Families, Groups, Organizations, and Communities | **Field Practicum Placement Assessment Instrument (FPPAI) – Measure #2** | Administered end of fall semester in SWK 461, by Field Liaison, online  
Measure #2 – Field Instructors assess seniors on the extent to which they believe student has mastered each competency.  
Aggregate score of the 2 measures is used to determine the percentage of students meeting competency (intended objective #6). |
| 8. Intervene with Individuals, Families, Groups, | **Foundation Curriculum Assessment Instrument (FCAI) – Measure #1** | Administered end of fall semester in SWK 463, by instructor, online  
Measure #1 – Instrument assesses student’s ability to integrate and apply social work knowledge in a hypothetical practice situation. |
|  | **Field Practicum Placement Assessment Instrument (FPPAI) – Measure #2** | Administered end of fall semester in SWK 461, by Field Liaison, online  
Measure #2 – Field Instructors assess seniors on the extent to which they believe student has mastered each competency.  
Aggregate score of the 2 measures is used to determine the percentage of students meeting competency (intended objective #7). |
| Organizations, and Communities | Field Practicum Placement Assessment Instrument (FPPAI) – Measure #2 | Measure #1 – Instrument assesses student’s ability to integrate and apply social work knowledge in a hypothetical practice situation. Administered end of fall semester in SWK 461, by Field Liaison, online  

Measure #2 – Field Instructors assess seniors on the extent to which they believe student has mastered each competency. Aggregate score of the 2 measures is used to determine the percentage of students meeting competency (intended objective #8.). |
|---|---|---|
| 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | Foundation Curriculum Assessment Instrument (FCAI) – Measure #1 | Administered end of fall semester in SWK 463, by instructor, online  

Measure #1 – Instrument assesses student’s ability to integrate and apply social work knowledge in a hypothetical practice situation.  

Field Practicum Placement Assessment Instrument (FPPAI) – Measure #2  

Measure #2 – Field Instructors assess seniors on the extent to which they believe student has mastered each competency. Aggregate score of the 2 measures is used to determine the percentage of students meeting competency (intended objective #9.) |
Competency 1: Demonstrate Ethical and Professional Behavior

1.1 Student will 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;
1.2 Student will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
1.3 Student will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
1.4 Student will use technology ethically and appropriately to facilitate practice outcomes; and
1.5 Student will use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

2.1 Student will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2.2 Student will present themselves as learners and engage clients and constituencies as experts of their own experiences; and
2.3 Student will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

3.1 Student will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
3.2 Student will engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

4.1 Student will use practice experience and theory to inform scientific inquiry and research;
4.2 Student will apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
4.3 Student will use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

5.1 Student will identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
5.2 Student will assess how social welfare and economic policies impact the delivery of and access to social services;
5.3 Student will apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
6.1 Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and  
6.2 Students will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

7.1 Students will collect and organize data, and apply critical thinking to interpret information from clients and constituencies;  
7.2 Students will 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;  
7.3 Students will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and  
7.4 Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

8.1 Students critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;  
8.2 Students will apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;  
8.3 Students will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;  
8.4 Students will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and  
8.5 Students will facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

9.1 Students will select and use appropriate methods for evaluation of outcomes;  
9.2 Students will apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;  
9.3 Students will critically analyze, monitor, and evaluate intervention and program processes and outcomes; and  
9.4 Students will apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.