

COUNCIL ON SOCIAL WORK EDUCATION - FORM AS 4(M)
[PROGRAM NAME] MASTER'S SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES

Form AS 4(M) A form required for Reaffirmation, Candidacy, and ongoing compliance per AS 4.0.3.

Submitting Form AS 4 for Reaffirmation Self-Study & Candidacy Benchmarks

This form is used to assist the Commission on Accreditation

accreditation standard below:

4.0.3: The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

All programs (CSWE) Commission on Accreditation (COA) are required to measure and report student learning outcomes. All students are assessed using a minimum of two measuresd

Summary of the Program's Assessment Plan | Generalist Practice

All students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add. Summarize -based assessment plan. Programs may add/delete rows to accurately reflect the number measures included in the data presented.

Assessment Measure #1: [Competencies & Professional Behaviors]

Dimension(s) assessed:

<i>(Add additional rows if Competency Benchmarks are different per competency)</i>	
[optional] Assessment Measure #3: [INSTRUMENT NAME] <i>(Repeat table for each additional measure)</i>	

Summary of the Program’s Assessment Plan | Specialized Practice

Students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and

Assessment Measure #2: [INSTRUMENT NAME]

Dimension(s) assessed:

Knowledge;
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when assessing clients/systems and planning interventions;				
<p>Competency 5: Engage in Policy Practice</p> <p>5.1 Analyze, formulate, and advocate for policies that advance social well-being using clinical/activist practice and the rurality paradigm to focus the social, political, and economic well-being of the diverse populations living in South Texas;</p> <p>5.2 Analyze and compare theories and concepts of leadership and policy practice;</p> <p>5.3 Analyze policy and formulate clinical/activist interventions to change the political structures/policies that marginalize the Mexican heritage populations of the binational/ border regions of South Texas;</p> <p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>6.1 Use culturally sensitive approaches/rurality paradigm to engage</p>	<p>70%</p> <p>of students will demonstrate competence inclusive of 2 measures</p>	<p>80%</p> <p>of students will demonstrate competence inclusive of 2 measures</p>	<p>$+ 3 = 6/2 = 3$</p> <p>100%</p>	<p>$3 + 3.5 = 6.5/2 = 3.25$</p> <p>96%</p>

interventions with a focus on Mexican heritage familial and social systems;
7.2 Assess needs of clients/systems from a strengths-based perspective;
7.3 Attend to the client/system concern as it is defined, perceived, and experienced by the client/system;

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

documentation within a practice context;

Competency 2: Engage Diversity and Difference in Practice

2.1 Assess the cultural, spiritual, and/or ethnic values and beliefs of diverse groups within the context of clinical/activist practice and the rurality paradigm;

<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice</p> <p>4.1 Evaluate the effectiveness of rurality informed clinical/activist practice and programs in achieving intended outcomes with a focus on Mexican heritage;</p> <p>4.2 Design and implement practice evaluation (non-thesis) or original research (thesis, non-thesis);</p> <p>4.3 Critique and apply theoretical assumptions of evidence-based clinical/activist practice and effectiveness when assessing clients/systems and planning interventions;</p>	<p>70%</p> <p>of students will demonstrate competence inclusive of 2 measures</p>	<p>80%</p> <p>of students will demonstrate competence inclusive of 2 measures</p>	<p>100%</p>	<p>96%</p>
<p>Competency 5: Engage in Policy Practice</p> <p>5.1 Analyze, formulate, and advocate</p>				

<p>6.1 Use culturally sensitive approaches/rurality paradigm to engage diverse client systems at the micro, mezzo and macro level;</p> <p>6.2 Establish rapport with rurality</p> <p>effective clinical/activist working relationships with Mexican heritage familial and social systems in the binational/bilingual border regions of South Texas;</p> <p>6.3 Demonstrate ability to foster therapeutic relationships;</p>	<p>of students will demonstrate competence inclusive of 2 measures</p>	<p>competence inclusive of 2 measures</p>		
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