



UNIVERSIDAD CENTRAL DE BAYAMÓN
COLEGIO DE EDUCACIÓN Y
PROFESIONES DE LA CONDUCTA

Plan de Avalúo 2014-2015

Programa de Trabajo Social

Diciembre 2014

[Table 17]: Assessment Plan

Population	Measure	Description	Time of application of measure
Freshman	The Freshman Survey	Identify the socio-demographic characteristics of the student, his academic background, aspirations, preferences and needs to formally start their higher education.	In the first year of study
Sophomore Junior	The Sophomore and Junior Survey	Identify the degree of satisfaction with the expectations, knowledge about social work competencies and academic needs of services.	In the second and the third year of study
Graduates/Seniors	Exit Survey	Self-assessment in relation to the mastery of professional competencies and satisfaction of graduate students with the program.	In the last semester of senior year
Alumni	The Alumni survey	Assess socio-demographic status, degrees acquired, status and job satisfaction or studies, and recommendations to improve services and academic offerings provided by UCB.	Every five years
Course students	Assessment of Student Learning in a Course (Rubrics)	Templates for course assessment	Per academic term

[Table 1]: Alignment of Competencies, Practice Behaviors and Assessment

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
<p>EP 2.1.1</p> <p>Identify as a professional social worker and behavior himself herself accordingly.</p>	<ul style="list-style-type: none"> Advocate for client access to services of social work 	<p>Conceptual Basis</p> <p>Direct Services in Social Work</p>	<p>TSOC 346 Diversity and Social Marginalization</p> <p>TSOC 340 Models in Social Work</p> <p>Items on Junior and Sophomore Survey</p>	<p>C1 Identifies the conceptual basis of human diversity.</p> <p>C1.1 Define the basic concepts used in the direct intervention of Social Work. C 1.2 Mention the roles carried out by the social worker in direct intervention.</p>	<p>Unit II</p> <p>Unit VI</p>	<p>Rubric (part A) for preparing an action campaign based on case study</p> <p>Special assignment on the implementation of one model. (Part A)</p> <p>Items on Junior and Sophomore Survey</p>
	<ul style="list-style-type: none"> Practice personal reflection and self – correction to assure continual professional development. 	<ul style="list-style-type: none"> Cultural diversity and professional intervention 	<p>TSOC 340 Models in Social Work</p>	<p>A4 Assesses self-reflection as a tool to achieve effective professional</p>	<p>Unit X</p>	<p>Special assignment on the implementation of one model.</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> Conceptual basis related to human diversity and social marginalization 	TSOC 346 Diversity and Social Marginalization Items on Junior and Sophomore Survey	intervention. C1 Identifies the conceptual basis of human diversity.	Unit II	(Part B) Rubric (rubric for self-reflection, part B) for preparing an action campaign based on case study Items on Junior and Sophomore Survey
	<ul style="list-style-type: none"> Attend to professional roles and boundaries. 	<ul style="list-style-type: none"> Processes of professional social work intervention 	TSOC 342 Social Intervention II	C5 Validates social intervention processes established in the practice of social work. P3 Builds work plans with goals, objectives, activities and resources. P4 Constructs genograms and	Unit VI	Rubric for expert report (Written) in Family Court.

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> • Social Work as a profession 	TSOC 215 Introduction to Social Work	<p>eco building maps for professional intervention. P5 Designs a presentation on the implementation of the concepts and theories of social work intervention. A1 Utilizes intervention theories used in the writing of histories and records.</p> <p>C1 Develop a better understanding of the Social Work Profession and its scope and through educational experiences clarify their expectations.</p> <p>P4 Prepare a report about the</p>	Unit III	Rubric for interviewing a social worker

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
			Items on Junior and Sophomore Survey	<p>importance of the role played by the Social Worker, utilizing as references writings related to the topic, either in hard copies or online.</p> <p>A5 Value the role carried out by a Social Worker in promoting social change, the resolution of physical and mental health problems, social situations, and relationship problems to better the welfare of individuals, families, and communities.</p>		Items on Junior and Sophomore Survey

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
	<ul style="list-style-type: none"> Demonstrate professional demeanor in behavior, appearance, and communication. 	<ul style="list-style-type: none"> Introduction Course Historical trajectory of collective work in Puerto Rico 	<p>TSOC 342 Social Intervention II</p> <p>TSOC 360 Social Work for Community and Group</p> <p>Items on Junior and Sophomore Survey</p>	<p>C5 Validate social intervention processes established in the practice of social work.</p> <p>C 1.2 Evaluate the historical trajectory of the agencies and public institutions, Community civics, labor, and religious org. that have arisen in collective work in Puerto Rico.</p>	<p>Unit I</p> <p>Unit II</p>	<p>Rubric for expert report (oral) in Family Court</p> <p>Rubric for written work of the trajectory of community movements in Puerto Rico</p> <p>Items on Junior and Sophomore Survey</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
	<ul style="list-style-type: none"> Engage in career-long learning. 	<ul style="list-style-type: none"> Social Work as a profession Introduction to Research 	<p>TSOC 215 Introduction to Social Work</p> <p>TSOC 311 Qualitative Social Research Techniques I</p>	<p>C3 Develop knowledge, abilities, and attitudes to practice the profession of social work in accordance to professional standards.</p> <p>C 1.3 Describes the usefulness of research in the context of the growing field of social work and of the sound practice of the profession when based on evidence.</p> <p>A2 Values the importance and usefulness of qualitative research within the field of social work.</p>	<p>Unit III</p> <p>Unit I</p>	<p>Rubric for oral and written presentation regarding a visit to a Social Work Agency</p> <p>Rubric (Part A) for Research proposal</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
	<ul style="list-style-type: none"> • Uses supervision and consultation. 	<ul style="list-style-type: none"> • Social Services provided by public agencies and private and community-based organizations • Processes of professional social work intervention 	<p>Items on Junior Survey</p> <p>TSOC 215 Introduction to Social Work</p> <p>TSOC 342 Social Intervention II</p>	<p>A 3 Develop knowledge, abilities, and attitudes to practice the profession of social work in accordance to professional standards.</p> <p>C 4 Discuss the fundamental purposes of drafting records under section five of the Code of Ethics of the College of Social Workers of PR.</p> <p>A7 Exert professional behavior committed with the use of the instruments needed in writing correctly the intervention</p>	<p>Unit XIII:</p> <p>Unit VI</p>	<p>Items on Junior Survey</p> <p>Rubric for essay on the code of ethics</p> <p>Rubric for case study</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
	<ul style="list-style-type: none"> Makes ethical decisions by applying standards of the National Association of Social Worker's 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. 	<ul style="list-style-type: none"> Ethical principles in social work research Legal and ethical principles in social work research 	<p>TSOC 311 Qualitative Social Research Techniques I</p> <p>TSOC 314 Qualitative Social Research Techniques II</p>	<p>C8 Examines the main controversies and ethical recommendations in the field of research to be used by social work professionals. A4 Integrates the Christian ethics principles of his/her formation, into a dignified and responsible treatment of human beings who will be participants in the research. A5 Acts with ethical responsibility in the design, implementation, dissemination, and interpretation of research results.</p> <p>C6 Analyzes the main legal and ethical controversies</p>	<p>Unit VIII</p> <p>Unit IV</p>	<p>National Institutes of Health Protecting Human Subject Course</p> <p>Rubric for developing an Informed Consent</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
			Items on Junior and Sophomore Survey	related to the field of research, such as confidentiality, consent and voluntariness, professional honesty, and copyrights, among others. A4 Acts critically when reading and interpreting research results.		Items on Junior and Sophomore Survey
	<ul style="list-style-type: none"> Tolerates ambiguity in resolving ethical conflicts. 	<ul style="list-style-type: none"> Intervention in Social Work 	TSOC 340 Models in Social Work	P 9 Follow the steps of assessing the effectiveness of professional intervention in simulated cases. C7 Identify the existence of diversity in the processes of social	Unit II	Rubric (Part B) for case study

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
			Items on Junior and Sophomore Survey	group work and community.		Items on Junior and Sophomore Survey
	<ul style="list-style-type: none"> • Applies strategies of ethical reasoning to arrive at principled decisions. 	<ul style="list-style-type: none"> • Descriptive Statistics 	TSOC 220 Statistical Methods	A3 Takes responsibility for his/her learning. A4 Develops the value of ethical responsibility when dealing with the interpretation of the results and statistical procedures and the design of descriptive graphics. A5 Assumes a critical attitude when reading and interpreting statistical results and interpretations to be drawn from them.	Unit I	Rubric for examining statistics and determining whether the use was appropriate

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> • Legal and ethical issues in social work intervention 	TSCO 341 Social Intervention I Items on Junior and Sophomore Survey	A6 Integrates Christian ethical principles in his/her training to improve the quality of life. C 3.3 Evaluate the ethical implications and the steps to follow before an ethical dilemma.	Unit III	Rubric for applying model to resolve ethical conflicts Items on Junior and Sophomore Survey
EP 2.1.3 Apply critical thinking to inform and communicate professional judgments.	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	<ul style="list-style-type: none"> • Finding information and relevant literature. • The role and relevance of the Theoretical Model. • Characteristics of qualitative research questions. 	TSOC 311 Qualitative Social Research Techniques I	C3 Relates the establishment of qualitative research question with the review of literature and the establishment of a theoretical framework for research.	Unit III	Rubric for Literature review of theoretical model and characteristics of qualitative research questions

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> Review of professional literature 	TSOC 314 Qualitative Social Research Techniques II I Items on Junior and Sophomore Survey		Unit II	Rubric for Annotated Bibliography Items on Junior and Sophomore Survey
	<ul style="list-style-type: none"> Analyzes models of assessment, prevention, intervention, and evaluation. 	<ul style="list-style-type: none"> Social Work Group and community 	TSOC 360 Social Work of Community and Group	C3 Distinguishes between the profession of Social Work and the Social Welfare System. P3 Determines the methods and intervention models suitable to combat social problems. A4 Defends the study of theories and models applicable to an effective intervention in community groups.	Unit III Unit IV	Rubric for Group activity (Part B)

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> Generalist Intervention Models 	TSOC 340 Models in Social Work	<p>A5 Explains the importance of the application of theories and models in the intervention of groups and community.</p> <p>C6 Identify social intervention models and theories applicable to Generalist Social Work.</p> <p>P3 Select methods and intervention models more suitable to be used to combat social problems</p> <p>P8 Select the most appropriate methods and models of intervention when facing social problems.</p>	Unit VIII	Rubric (Part A) for case study of intervention models

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
			Items on Junior and Sophomore Survey	A5 Investigate theories and models applicable to professional intervention.		Items on Junior and Sophomore Survey
	<ul style="list-style-type: none"> • Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues 	<ul style="list-style-type: none"> • Application of Communication Theory in the professional interview 	TSOC 341 Social Intervention I	C5 Apply communication and interviewing techniques in the practice of social work. P5 Participate, with peers at work, in a social drama of one of the subjects studied. A2 Differentiate the techniques and strategies for social intervention applicable to the profession of social work in	Unit V	Rubric for audio and video recordings of professional interviews and intervention in social work

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> Processes of professional social work intervention 	TSOC 342 Social Intervention II Items on Junior and Sophomore Survey	Puerto Rico. P7 Organize an extracurricular activity in coordination with the university and the agency providing social work services. A5 Compromise their professional agenda with volunteer work	Unit VI	Rubric for community service (Part A) Items on Junior and Sophomore Survey
EP 2.1.4 Engage diversity and difference in practice.	<ul style="list-style-type: none"> Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. 	<ul style="list-style-type: none"> Cultural Diversity and Professional Practice 	TSOC 316 Social Policy and Planning in the Welfare System	C6 Identifies the existence of diversity in the processes of social policy. A10 Respects human diversity without discriminating by gender, ethnicity, education, social	Unit VI	Rubric for the presentation of news

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	<p>personal biases and values in working with diverse groups.</p>	<ul style="list-style-type: none"> • Introduction 	<p>TSOC 360 Social Work of Community and Group</p> <p>Items on Junior and Sophomore Survey</p>	<p>essay as to the motivation behind entering the social work profession and how this profession contributes to society.</p> <p>P4 Demonstrates ability for self-analysis and self-criticism.</p>	<p>Unit I</p>	<p>related to personal values vs. professional values in the book: <i>Las Grandes Virtudes</i>.</p> <p>Rubric for self-analysis of personal prejudices and values</p> <p>Items on Junior and Sophomore Survey</p>
	<ul style="list-style-type: none"> • Recognizes and communicates understanding the importance of difference in shaping life experiences. 	<ul style="list-style-type: none"> • Sensitivity and respect for human diversity in professional intervention. 	<p>TSOC 341 Social Intervention I</p>	<p>C4 Explains the importance of respect for human diversity in all its dimensions.</p> <p>A7 Acts with sensitivity and respect for human diversity.</p>	<p>Unit IV</p>	<p>Rubric for critical reflection on human diversity and the importance of respecting differences in the process of intervention</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> Cultural Competency Model 	TSOC 346 Diversity and Social Marginalization Items on Junior and Sophomore Survey	C4 Distinguishes the Model of Cultural Competence in Social Work intervention. A4 Applies the Cultural Competency Model.	Unit V	Rubric for oral presentation of the Cultural Competency Model applied to a movie or situation, real or fictional group Items on Junior and Sophomore Survey
	<ul style="list-style-type: none"> View themselves as learners and engage those with whom they work as informants. 	<ul style="list-style-type: none"> Legal Basis of Social Work interventions and human diversity Social Work and Community Groups 	TSOC 342 Social Intervention II TSOC 360 SOCIAL Work of Community and Group	A6 Act with sensitivity and respect for human diversity. C1.1 Explain the basic concepts used in the direct intervention of Social Work.	Unit VII Unit IV	Rubric for community service (Part B) Rubric for design a group activity (Part C)

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
			Items on Junior and Sophomore Survey			Items on Items on Junior and Sophomore Survey
EP 2.1.5 Advance human rights and social and economic justice.	<ul style="list-style-type: none"> Understands the forms and mechanisms of oppression and discrimination. 	<ul style="list-style-type: none"> Concepts related to human diversity and social marginalization Marginalization of the individual, the group, and society Universal Declaration of Human Rights and Ethics Codes 	TSOC 346 Diversity and Social Marginalization	C5 Explains the importance of intervention with the marginalized and oppressed.	Unit II	Rubric for critical reflection of forms and mechanisms of oppression and discrimination
			TSOC 346 Diversity and Social Marginalization	C2 Analysis of social and institutional policies related to discrimination and oppression.	Unit VI	Rubric for conceptual map.
	<ul style="list-style-type: none"> Advocates for human rights and social and economic justice. 	<ul style="list-style-type: none"> Issues and Ethical Dilemmas of the Profession 	TSOC 316 Social Policy and Planning in the Welfare System	C7 Specifies the importance of the existing codes of ethics of the profession in	Unit VII	Rubric for assignment in which students have to identify the most important

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> Representative groups of human diversity 	TSOC 346 Diversity and Social Marginalization	<p>Puerto Rico and the United States. A7 Defends the importance of knowledge and dedication when applying the Code of Ethics in professional intervention. A8 Advocates the importance of the principles and values of the social work profession.</p> <p>C5 Explains the importance of intervention with the marginalized and oppressed. P5 Investigate a case for presentation in the classroom. A5 Denounces the oppression of human diversity and marginalized</p>	Unit V	<p>aspects about social policy contained in the codes of ethics of social work</p> <p>Exposition of a roundtable discussion with an individual, family, group or community representative of human diversity. A scale or rubric</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
			Items on Junior and Sophomore Survey	groups.		will be given. Items on Junior and Sophomore Survey
	<ul style="list-style-type: none"> Engages in practices that advance social and economic justice. 	<ul style="list-style-type: none"> The study of human development. 	TSOC 333 Human Development and Social Behavior I	<p>C5 Distinguish human needs in each stage of development and how it serves Puerto Rican society considering the ethical dimension of life.</p> <p>A8 Demonstrate sensitivity to human dignity, social justice, and human diversity.</p> <p>A9 Practice the values, principles, and ethics of social work.</p>	Unit II	Rubric for a social impact activity.
		<ul style="list-style-type: none"> Reporting the results of 	TSOC 314 Qualitative	P 5 Write a research	Unit VIII:	Rubric for research report

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		qualitative research	Social Research Techniques II Items on Junior and Sophomore Survey	proposal to the trustees of the scenario to be studied or investigated. A 4 Integrate his/her Christian ethical formation in a dignified and responsible manner toward those who will be participants in a given study.		(Part A) Items on Junior and Sophomore Survey
EP 2.1.6 Engage in research-informed practice and practice-informed research.	• Uses practice experience to inform scientific inquiry.	• Reporting the results of qualitative research	TSOC 314 Qualitative Social Research Techniques II	P5 Writes a research proposal to the trustees of the scenario to be studied or investigated. P12 Writes a qualitative research report. P13 Prepares an oral presentation of	Unit VIII	Rubric (Part B) for research report

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> Review of the professional literature and development of qualitative research question 	TSOC 311 Qualitative Social Research Techniques I Items on Junior and Sophomore Survey	research results. C3 .Relates the establishment of qualitative research question with the review of literature and the establishment of a theoretical framework for research.	Unit III	Rubric (Part B) for Research proposal Items on Junior and Sophomore Survey
	<ul style="list-style-type: none"> Use research evidence to inform practice. 	<ul style="list-style-type: none"> Research Models 	TSOC 311 Qualitative Social Research Techniques	C2 Describes the theoretical differences of approach to the phenomena to be studied between the qualitative and quantitative research models and the model which integrate	Unit II	Rubric for comparison of quantitative and qualitative research

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		<ul style="list-style-type: none"> <li data-bbox="730 451 961 548">• Social Work and Community Groups 	<p data-bbox="993 435 1157 613">TSOC 360 Social Work for Community and Group</p> <p data-bbox="993 727 1140 863">Items on Junior and Sophomore Survey</p>	<p data-bbox="1213 272 1409 337">the different points of view.</p> <p data-bbox="1213 435 1430 695">P2 Identify electronic databases to search for resources needed in the intervention groups and the community.</p>	<p data-bbox="1461 443 1556 475">Unit IV</p>	<p data-bbox="1717 435 1913 581">Rubric for design a group activity. (Part A)</p> <p data-bbox="1717 695 1913 841">Items on Junior and Sophomore Survey</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
<p>EP 2.1.7 Apply knowledge of human behavior and the social environment.</p>	<ul style="list-style-type: none"> Utilizes conceptual frameworks to guide the process of assessment, intervention, and evaluation. 	<ul style="list-style-type: none"> Theory and research epigenetic theory, psycho social theory Cognitive development theory , theory of moral development, psychosocial theory 	<p>TSOC 333 Human Development and Social Behavior I</p> <p>TSOC 334 Human Development and Social Behavior II</p>	<p>C1.3 Mentions the theorists studied in each stage.</p> <p>C1.4 Recognizes the events of human development from different theoretical perspectives.</p> <p>C1.5 Specifies the theoretical and conceptual considerations for understanding the cognitive development of humans exposed by Jean Piaget, David Elkind, K. Shaie Warner, and Robert J. Sternberg.</p> <p>C1.6 Contrasts the theories of emotional development of adolescents, adults, and the elderly.</p> <p>C1.7 Summarizes the theoretical contributions of the psychosocial theory of Erik</p>	<p>Unit II</p> <p>Unit II Unit III Unit IV Unit V Unit VI</p>	<p>Rubric for Monograph of Developmental Stages</p> <p>Rubric for identifying theoretical principles related to physical, psychological and moral adulthood in a case (Part A)</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
	<ul style="list-style-type: none"> • Critiques and applies knowledge to understand the person and environment. 	<ul style="list-style-type: none"> • Human development today • Influences and controversies in human development 	<p>Items on Junior and Sophomore Survey</p> <p>TSOC 333 Human Development and Social Behavior I</p>	<p>C5 Identifies human needs in each stage of development and how the social worker addresses these needs in Puerto Rico considering the ethical dimension of life.</p> <p>P1 Writes an essay on the importance of the role of social worker in addressing the needs of the human being from conception to middle childhood.</p> <p>A4 Values the importance of</p>	<p>Throughout the course</p>	<p>Items on Junior and Sophomore Survey</p> <p>Rubric for writing an essay on the importance of the role of social worker in addressing the needs of the human being from conception to middle childhood</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> • Adolescence • The young adult • The Mid Adulthood • Late adulthood • The Elderly 	TSOC 334 Human Development and Social Behavior II	<p>knowledge of the stages of human development in Social Work professional intervention.</p> <p>A5 Demonstrates sensitivity to human needs in each stage of human development.</p> <p>C2 Describe how the various individual, family, groups, community, organizational and spiritually involved in human development are manifested in the different stages, from adolescence to death.</p> <p>P4</p>	Throughout the course	Oral report Rubric for identifying theoretical principles related to physical, psychological and moral adulthood in a case (Part B)

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
			Items on Junior and Sophomore Survey	<p>Prepare a presentation for the class on one of the topics included in the course content.</p> <hr/>		Items on Junior and Sophomore Survey
<p>EP 2.1.8 Engage in policy practice to advance social and economic well-being and deliver effective social work services.</p>	<ul style="list-style-type: none"> Analyze, formulate, and advocate for policies that advance social well-being. 	<ul style="list-style-type: none"> Political and social planning 	<p>TSOC 316 Social Policy and Planning in the Welfare System</p>	<p>C4 Explains the concept and social planning process concerning its implementation. P1 Reviews professional literature, in addition to those assigned, which will allow a deeper and a more documented understanding of Social Policy and Planning in the social welfare system of the</p>	<p>Unit IV</p>	<p>Rubric for annotated bibliography on social planning in the social welfare system</p>

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		<ul style="list-style-type: none"> Legal Basis of Social Work interventions and human diversity 	TSOC 342 Social Intervention II Items on Junior and Sophomore Survey	country. A3 Advocate the importance of confidentiality in the handling of cases taking the Code of Ethics of the College of Social Workers of Puerto Rico as a reference.	Unit VII:	Rubric for social policy analysis Items on Junior and Sophomore Survey
	<ul style="list-style-type: none"> Collaborates with colleagues and clients for effective policy action. 	<ul style="list-style-type: none"> Debate on privatization vs. public services 	TSOC 316 Social Policy and Planning in the Welfare System	C 2.5 Is critical of privatization trends state welfare and its impact on the marginalized groups. P4 Points out socio-existential problems to be faced as a social worker.	Unit II	Rubric for essay of experience

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		<ul style="list-style-type: none"> Processes of professional social work intervention 	TSOC 342 Social Intervention II	<p>A7 Defends the importance of knowledge and dedication when applying the Code of Ethics in professional intervention.</p> <p>A9 Acts with a high sense of commitment towards proactive social policies and programs that promote social justice, human dignity, and self-determination in oppressed groups.</p> <p>P7 Organize an extracurricular activity in coordination with the university and the agency providing social work services.</p> <p>A5 Compromise their</p>	Unit VI	Rubric for community service (Part C)

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			Items on Junior and Sophomore Survey	professional agenda with volunteer work.		Items on Junior and Sophomore Survey
EP 2.1.9 Respond to contexts that shape practice	<ul style="list-style-type: none"> Continuously discovers, values, and addresses local changes, populations, scientific and technological developments, and emerging societal trends to provide relevant services. 	<ul style="list-style-type: none"> Social services offered by public, private, and community-based agencies 	TSOC 316 Social Policy and Planning in the Welfare System Items on Junior and Sophomore Survey	C8 Identifies social services offered by public, private, and community-based social welfare systems in Puerto Rico. A4 Values the contributions of public, private, and community agencies that offer welfare for the individual, family and society.	VIII	Rubric for examining the services provided by public, private and community-based social welfare agencies Items on Junior and Sophomore Survey
	<ul style="list-style-type: none"> Provides leadership in promoting sustainable changes in service 		Items on Junior and			Items on Junior and

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	delivery and practice to improve the quality of social services.		Sophomore Survey			Sophomore Survey
EP 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	<ul style="list-style-type: none"> Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities. 	<ul style="list-style-type: none"> Field Practice 	TSOC 446 Field Practice in Social Work I	C5 Distinguish the Generalist Social Work intervention approach during the Field Practice. A4 Work the Field Practice in light of the generalist approach.	Unit V	Items on Practice Evaluation I
		<ul style="list-style-type: none"> Generalist Approach 	TSOC 447 Field Practice in Social Work II	C4 Generalist approach to implementing interventions. P6 Properly organizes activities associated with the generalist approach. A4 Values the generalist approach in interventions.	Unit V	Items on Practice Evaluation II

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
			Items on an exit survey			Items on an exit survey
	<ul style="list-style-type: none"> • Uses empathy and other interpersonal skills. 	<ul style="list-style-type: none"> • Applying the Generalist Approach 	TSOC 446 Field Practice in Social Work I	C5 Distinguishes the Generalist Social Work intervention approach during the Field Practice. A4 Works the Field Practice in light of the generalist approach.	Unit V	Items on Practice Evaluation I
		<ul style="list-style-type: none"> • Professional Behavior 	TSOC 447 Field Practice in Social Work II	C 1.4 Support their professional practice in the values and principles of the profession.	Unit VI	Items on Practice Evaluation II
	<ul style="list-style-type: none"> • Develops a mutually agreed-on focus of work and desired outcomes. 	<ul style="list-style-type: none"> • Field Practice 	TSOC 446 Field Practice in Social Work I	C5 Distinguishes the Generalist Social Work intervention approach during the Field Practice. A4 Works the Field Practice in light of	Unit V Applying the Generalist Approach	Items on Practice Evaluation I

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> • Generalist Approach <p>Discussion and Presentation of Experiences in the Practice Centers</p>	<p>TSOC 447 Field Practice in Social Work II</p> <p>TSOC 448 Seminar in Social Work Practice I</p>	<p>the generalist approach.</p> <p>C4 Generalist approach to implementing interventions. P6 Properly organizes activities associated with the generalist approach.</p> <p>A4 Values the generalist approach in the interventions.</p> <p>C4 Apply general model phases in a case study.</p> <p>P3 Demonstrate mastery of intervention levels - micro, mezzo and macro.</p>	<p>Unit V Generalist Approach</p> <p>Unit V</p>	<p>Items on Practice Evaluation II</p> <p>Rubric for case presentation</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
			Items on an exit survey	<p>A2 Appreciate the importance of a generalist practice in discussions of some of their cases</p> <p>A5 Integrate general model phases in case discussions.</p>		Items on an exit survey
	<ul style="list-style-type: none"> Collects, organizes, and interprets client data. 	<ul style="list-style-type: none"> Applying the Generalist Approach 	TSOC 446 Field Practice in Social Work I	<p>C5 Distinguish the Generalist Social Work intervention approach during the Field Practice.</p> <p>P2 Proceed to design work plans, logs, records, minutes, and records for effective management of cases</p>	Unit V	Items on Practice Evaluation I

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> Generalist Approach 	TSOC 447 Field Practice in Social Work II	C4 Generalist approach to implementing interventions. P6 Properly organizes activities associated with the generalist approach. A4 Values the generalist approach in interventions	Unit V	Items on Practice Evaluation II
	<ul style="list-style-type: none"> Assesses client strengths and limitations. 	<ul style="list-style-type: none"> Field Practice 	TSOC 446 Field Practice in Social Work I	C5 Distinguishes the Generalist Social Work intervention approach during the Field Practice . A4 Works the Field Practice in light of the generalist approach.	Unit V	Items on Practice Evaluation I
		<ul style="list-style-type: none"> Applying the Generalist Approach 	TSOC 447 Field Practice in Social Work II	C4 Generalist approach to implementing interventions.	Unit V	Items on Practice Evaluation II

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> Intervention models recommended in general practice 	TSOC 449 Seminar in Social Work Practice II Items on an exit survey	P6 Properly organizes activities associated with the generalist approach. A4 Values the generalist approach in interventions. C2 Identify recommended intervention models in general practice	Unit II	Case presentation Items on an exit survey
	<ul style="list-style-type: none"> Develops mutually agreed-on intervention goals and objectives. 	<ul style="list-style-type: none"> Field Practice 	TSOC 446 Field Practice in Social Work I	C5 Distinguishes the Generalist Social Work intervention approach during the Field Practice . A4 Works the Field Practice in light of the generalist approach.	Unit V	Items on Practice Evaluation I

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> • Generalist Approach 	TSOC 447 Field Practice in Social Work II Items on an exit survey	C4 Generalist approach to implementing interventions. P6 Properly organizes activities associated with the generalist approach. A4 Values the generalist approach in their interventions.	Unit V	Items on Practice Evaluation II Items on an exit survey
	<ul style="list-style-type: none"> • Initiates actions to achieve organizational goals. 	<ul style="list-style-type: none"> • Field Practice • Generalist 	TSOC 446 Field Practice in Social Work I	C5 Distinguishes the Generalist Social Work intervention approach during the Field Practice. A4 Works the Field Practice in light of the generalist approach. C4 Generalist	Unit V	Items on Practice Evaluation I

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		Approach	TSOC 447 Field Practice in Social Work II	<p>approach to implementing interventions. P6 Properly organizes activities associated with the generalist approach. A4 Values the generalist approach in their interventions.</p> <p>Items on an exit survey</p>	Unit V	<p>Items on Practice Evaluation II</p> <p>Items on an exit survey</p>
	<ul style="list-style-type: none"> Implements prevention interventions to enhance client capacities. 	<ul style="list-style-type: none"> Field Practice Generalist Approach 	<p>TSOC 446 Field Practice in Social Work I</p> <p>TSOC 447 Field Practice in Social Work II</p>	<p>C5 Distinguishes the Generalist Social Work intervention approach during the Field Practice. A4 Works the Field Practice in light of the generalist approach.</p> <p>C4 Generalist approach to implementing interventions.</p>	<p>Unit V</p> <p>Unit V</p>	<p>Items on Practice Evaluation I</p> <p>Items on Practice Evaluation II</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
			Items on an exit survey	<p>P6 Properly organizes activities associated with the generalist approach.</p> <p>A4 Value the generalist approach in their interventions.</p>		Items on an exit survey
	<ul style="list-style-type: none"> • Helps clients resolve problems. 	<ul style="list-style-type: none"> • Field Practice • Generalist Approach 	<p>TSOC 446 Field Practice in Social Work I</p> <p>TSOC 447 Field Practice in Social Work II</p>	<p>C5 Distinguish the Generalist Social Work intervention approach during the Field Practice.</p> <p>A4 Works the Field Practice in light of the generalist approach.</p> <p>C4 Generalist approach to implementing interventions.</p> <p>P6 Properly organizes</p>	<p>Unit V</p> <p>Unit V</p>	<p>Items on Practice Evaluation I</p> <p>Items on Practice Evaluation II</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
			Items on an exit survey	activities associated with the generalist approach. A4 Values the generalist approach in their interventions.		Items on an exit survey
	<ul style="list-style-type: none"> Negotiates, mediates, and advocates for clients. 	<ul style="list-style-type: none"> Field Practice Generalist Approach 	<p>TSOC 446 Field Practice in Social Work I</p> <p>TSOC 447 Field Practice in Social Work II</p>	<p>C5 Distinguishes the Generalist Social Work intervention approach during the Field Practice. A4 Works the Field Practice in light of the generalist approach.</p> <p>C4 Generalist approach to implementing interventions. P6 Properly organizes activities associated with the generalist</p>	<p>Unit V Applying the Generalist Approach</p> <p>Unit V Generalist Approach</p>	<p>Items on Practice Evaluation I</p> <p>Items on Practice Evaluation II</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
			Items on an exit survey	approach. A4 Values the generalist approach in interventions.		Items on an exit survey
		<ul style="list-style-type: none"> Generalist Approach 	TSOC 447 Field Practice in Social Work II Items on an exit survey	C4 Generalist approach to implementing interventions. P6 Properly organizes activities associated with the generalist approach. A4 Values the generalist approach in interventions.	Unit V	Items on Practice Evaluation II Items on an exit survey
	<ul style="list-style-type: none"> Critically analyzes, monitors, and evaluates interventions. 	<ul style="list-style-type: none"> Field Practice 	TSOC 446 Field Practice in Social Work I	C5 Distinguish the Generalist Social Work intervention approach during the Field Practice. A4	Unit V Applying the Generalist Approach	Items on Practice Evaluation I

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> • Generalist Approach 	TSOC 447 Field Practice in Social Work II Items on an exit survey	Work the Field Practice in light of the generalist approach. C4 Generalist approach to implementing interventions. P6 Properly organizes activities associated with the generalist approach. A4 Values the generalist approach in interventions.	Unit V	Items on Practice Evaluation II Items on an exit survey

[Table 1]: Alignment of Competencies, Practice Behaviors and Assessment of Field Practice

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
<p>EP 2.1.1 Identify as a professional social worker and behavior oneself accordingly</p>	<ul style="list-style-type: none"> Demonstrates respect for clients and colleagues through appropriate professional behavior, appearance, and Communication. 	<ul style="list-style-type: none"> Professional behavior 	<p>TSOC 446 Supervised Practice in Social Work I</p>	<p>C6 Judge their professional conduct in light of the Code of Ethics of the College of Social Workers of Puerto Rico and the Council of Social Work Education (CSWE). C 6.1 Explain the importance of the use of the Code of Ethics of the College of Social Workers of Puerto Rico and the Council of Social Work Education (CSWE) in the ethical dilemma. C 6.2 Defend and respect the rules and procedures of the practice center and self-determination of the participant. 6.3 Evaluate the consequences of the violation of the statutes of the</p>	<p>Unit VI</p>	<p>Items on partial practice evaluation I</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> Professional Conduct Critical reflection on performance in the professional practice; considering: professional projection, 	TSOC 447 Supervised Practice in Social Work II	<p>regulation of supervised practice. P7 Construct an appropriate image for the social work profession, guided by the codes and authorities that govern the profession.</p> <p>A6 Integrate professional practice statutes and provisions of the Code of Ethics of the College of Social Workers of Puerto Rico.</p> <p>C 5. Appraise professional conduct in the light of ethical principles included in the codes of ethics of the College of Social Work Professionals of</p>	Unit VI	Items on partial practice evaluation II

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		behavior, and management of conflicting, ethical situations.		<p>Puerto Rico Council on Social Work Education (CSWE), the National Association of Social Workers (NASW), and the Federation of International Social Work (FITS).</p> <p>C 5.1 Recognize the importance of ethical guidelines in the professional execution.</p> <p>C 5.2 Explain the requirements for ethical behavior in the social work profession.</p> <p>C 5.3 Correct professional conduct in light of the code of ethics of the profession.</p> <p>P7. Demonstrate a professional practice consistent with social work</p>		

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
				ethics. A 7. Act according to Christian ethical principles described in the mission and vision of the Central University of Bayamón.		
	<ul style="list-style-type: none"> • Uses supervision and consultation. 	<ul style="list-style-type: none"> • Discussion of documents and competencies related to the Professional Practice I • Discussion of documents and competencies related to the Professional Practice II. 	<p>TSOC 446 Supervised Practice in Social Work I</p> <p>TSOC 447 Supervised Practice in Social Work II</p> <p>TSOC 448 Seminar in Social Work Practice I</p>	<p>P2 Design work plans, logs, records, minutes, and records for effective management of cases.</p> <p>A3 Recognize knowledge gained in the training process</p> <p>P1 Uses the techniques, strategies and interpersonal skills with peers, Supervisor of</p>	<p>Unit II (During the semester) Discussion of documents and competencies related to the Professional Practice I</p> <p>Unit (During the semester) Course Requirements and Procedures</p> <p>Unit I (During the semester)</p>	<p>Items on partial practice evaluation I</p> <p>Items on partial practice evaluation II</p> <p>Rubric for participation in Practice Seminar</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
<p>EP 2.1.2 Apply social work ethical principles to guide professional practice</p>				<p>Practice and Practice Center staff. A5 Complements professional practice with discussion and critical analysis of case experiences.</p>		
	<ul style="list-style-type: none"> • Tolerates ambiguity in resolving ethical conflicts. 	<p>Discussion of what constitutes an ethical dilemma in the profession</p> <p>Discussion of ethical dilemmas in professional practice</p> <p>Strategies to address ethical dilemmas</p>	<p>TSOC 449 Seminar in Social Work Practice II</p>	<p>C 5 Validate the principles and ethical values of the profession.</p> <p>P 5 Follow a practice consistent with the principles and ethical values of the profession.</p> <p>A7 Act according to the principles and ethics of the profession.</p> <p>A8 Share roles and responsibilities following the</p>	<p>Unit V</p> <p>Ethical dilemmas ("Issues") in the profession</p>	<p>Rubric for participation in Practice Seminar II</p>

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
				ethical principles of the profession.		
EP 2.1.3 Apply critical thinking to inform and communicate professional judgments.	<ul style="list-style-type: none"> Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. 	<p>Selection of theories, perspective or model for the situation of your participant's system.</p> <p>Development and implementation of the intervention plan</p>	TSOC 447 Social Work Practice II	<p>C1 Analyze knowledge gained in the training process.</p> <p>A3 Recognize knowledge gained in the training process.</p>	Unit II Analysis of knowledge gained in the training process	Rubric for the presentation of their experiences at the Practice Center
EP 2.1.4 Engage diversity and difference in practice.	<ul style="list-style-type: none"> View themselves as learners and engage those with whom they work as informants. 	<ul style="list-style-type: none"> Human Diversity and Professional Practice Concept of human diversity Intervention 	TSOC 446 Supervised Practice in Social Work I	<p>C3.1 Identifies the limitations of practical scenarios in terms of institutional and social policies.</p> <p>C3.2 Discusses the services offered in the practice scenario.</p> <p>C3.3 Makes recommendations in light of the policies and the reality in the</p>	Unit IV Respect for Human Diversity	Items on partial practice evaluation I

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
		<ul style="list-style-type: none"> -Human Diversity and Professional Practice 	TSOC 447 Supervised Practice in Social Work II	Practice Center. C3.3 Integrate cultural competencies in the intervention process.	Unit IV Human Diversity and Professional Practice	Items on partial practice evaluation II
EP 2.1.5 Advance human rights and social and economic justice.	<ul style="list-style-type: none"> Engages in practices that advance social and economic justice. 	<ul style="list-style-type: none"> Intervention with non-traditional families and other diverse groups. 	TSOC 446 Supervised Practice in Social Work I	A5 Denounces the oppression of human diversity and marginalized groups	Unit IV (theme 3) Intervention plan with non-traditional families and other diverse groups.	Rubric for Intervention
EP 2.1.6 Engage in research-informed practice and practice-informed research.	<ul style="list-style-type: none"> Uses research evidence to inform practice 	<ul style="list-style-type: none"> Literature for Evidence-Based Practice 	TSOC 446 Supervised Practice in Social Work I	C. 1 Literature for Evidence-Based Practice	Unit II	Items on partial practice evaluation I
EP 2.1.7 Apply knowledge of human behavior and the social environment.	<ul style="list-style-type: none"> Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation 	Selection of theory, perspective or model suitable for the participant	TSOC 447 Supervised Practice in Social Work II	C 1.2 Apply theories, models, strategies, and intervention techniques in harmony with general practice: Systemic Theory, Eco-systemic perspective, social constructivism,	Unit II	Items on partial practice evaluation II

Competency	Practice Behavior	Course Content	Courses	Course Objective in Syllabus	Course Unit Week Covered	Assignments (Measures)
				Problem Solving Model, and Strengths Model.		
EP 2.1.8 Engage in policy practice to advance social and economic well-being and deliver effective social work services.	<ul style="list-style-type: none"> Collaborate with colleagues and clients for effective policy action. 	Intervention levels	TSOC 447 Supervised Practice in Social Work II	C3.2 Discusses policy issues their participating systems face in the light of the Universal Declaration of Human Rights.		Items on practice evaluation II
EP 2.1.9 Respond to contexts that shape practice.	<ul style="list-style-type: none"> Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. 	Recommendations for improving services or new or new policies to improve social work services in the Practice Center.	TSOC 446 Supervised Practice in Social Work I	A5 Denounces the oppression of human diversity and marginalized groups. A6 Integrates professional practice statutes and provisions of the Code of Ethics of the College of Social Workers of Puerto Rico.	Unit III (theme 2) Recommendations for improving services or policies to improve social work services in the Practice Center. Unit IV Respect for Human Diversity	Items on partial practice evaluation I

[Table __]: Benchmark to Assess the Attainment of Each Competency in the Program

Competency 1						
Code/Course	PB1	PB2	PB3	PB4	PB5	PB6
TSOC 340 Models in Social Work	✓	✓				
TSOC 346 Diversity and Social Marginalization	✓	✓				
TSOC 215 Introduction to Social Work			✓		✓	✓
TSOC 333 Human Development and Social Behavior I						
TSOC 334 Human Behavior and Social Behavior II						
TSOC 316 Social Policy and Planning in Welfare System						
TSOC 220 Statistical Methods						
TSOC 311 Qualitative Social Research Techniques I					✓	
TSOC 314 Qualitative Social Research Techniques II						
TSOC 341 Social Intervention I						
TSOC 342 Social Intervention II			✓	✓		✓
TSOC 360 Social Work of Community and Group				✓		
TSOC 446 Supervised Practice in Social Work I	✓	✓	✓	✓	✓	✓
TSOC 448 Sem						✓

Competency 1

Code/Course	PB1	PB2	PB3	PB4	PB5	PB6
nar in Social Work Practice I						
TSOC 447Supervised Practice in Social Work II	✓	✓	✓	✓	✓	✓
TSOC 449 Seminar in Social Work Practice II						
Students Survey (Sophomore survey, Junior survey and Exit interview)	✓	✓	✓	✓	✓	✓

Competency 2

Code/Course	PB1	PB2	PB 3	PB 4
TSOC 340 Models in Social Work	✓		✓	
TSOC 346 Diversity and Social Marginalization				
TSOC 215 Introduction to Social Work				
TSOC 333 Human Development and Social Behavior I	✓			
TSOC 334 Human Behavior and Social Behavior II				
TSOC 316 Social Policy and Planning in Welfare System				
TSOC 220 Statistical Methods				✓
TSOC 311 Qualitative Social Research Techniques I		✓		
TSOC 314 Qualitative Social Research Techniques II		✓		
TSOC 341 Social Intervention I				✓
TSOC 342 Social Intervention II				
TSOC 360 Social Work of Community and Group				
TSOC 446 Supervised Practice in Social Work I	✓	✓	✓	✓
TSOC 448 Seminar in Social Work Practice I				
TSOC 447 Supervised Practice in Social Work II	✓	✓	✓	✓
TSOC 449 Seminar in Social Work Practice II			✓	
Students Survey (Sophomore survey, Junior survey and Exit interview)	✓	✓	✓	✓

Competency 3

Code/Course	PB1	PB2	PB3
TSOC 340 Models in Social Work		✓	
TSOC 346 Diversity and Social Marginalization			
TSOC 215 Introduction to Social Work			
TSOC 333 Human Development and Social Behavior I			
TSOC 334 Human Behavior and Social Behavior II			
TSOC 316 Social Policy and Planning in Welfare System			
TSOC 220 Statistical Methods			
TSOC 311 Qualitative Social Research Techniques I	✓		
TSOC 314 Qualitative Social Research Techniques II	✓		
TSOC 341 Social Intervention I			✓
TSOC 342 Social Intervention II			✓
TSOC 360 Social Work of Community and Group		✓	
TSOC 446 Supervised Practice in Social Work I	✓	✓	✓
TSOC 448 Seminar in Social Work Practice I			
TSOC 447 Supervised Practice in Social Work II	✓	✓	✓
TSOC 449 Seminar in Social Work Practice II			
Students Survey (Sophomore survey, Junior survey and Exit interview)	✓	✓	✓

Competency 4

Code/Course	PB1	PB2	PB3	PB4
TSOC 340 Models in Social Work				
TSOC 346 Diversity and Social Marginalization	✓		✓	
TSOC 215 Introduction to Social Work		✓		
TSOC 333 Human Development and Social Behavior I				
TSOC 334 Human Behavior and Social Behavior II				
TSOC 316 Social Policy and Planning in Welfare System	✓			
TSOC 220 Statistical Methods				
TSOC 311 Qualitative Social Research Techniques I				
TSOC 314 Qualitative Social Research Techniques II				
TSOC 341 Social Intervention I			✓	
TSOC 342 Social Intervention II				✓
TSOC 360 Social Work of Community and Group		✓		✓
TSOC 446 Supervised Practice in Social Work I	✓	✓	✓	✓
TSOC 448 Seminar in Social Work Practice I				
TSOC 447 Supervised Practice in Social Work II	✓	✓	✓	✓
TSOC 449 Seminar in Social Work Practice II				
Students Survey (Sophomore survey, Junior survey and Exit interview)	✓	✓	✓	✓

Competency 5			
Code/Course	PB1	PB2	PB3
TSOC 340 Models in Social Work			
TSOC 346 Diversity and Social Marginalization	✓	✓	✓
TSOC 215 Introduction to Social Work			
TSOC 333 Human Development and Social Behavior I			✓
TSOC 334 Human Behavior and Social Behavior II			
TSOC 316 Social Policy and Planning in Welfare System		✓	
TSOC 220 Statistical Methods			
TSOC 311 Qualitative Social Research Techniques I			
TSOC 314 Qualitative Social Research Techniques II			✓
TSOC 341 Social Intervention I			
TSOC 342 Social Intervention II			
TSOC 360 Social Work of Community and Group			
TSOC 446 Supervised Practice in Social Work I	✓	✓	✓
TSOC 448 Seminar in Social Work Practice I			
TSOC 447 Supervised Practice in Social Work II	✓	✓	✓
TSOC 449 Seminar in Social Work Practice II			
Students Survey (Sophomore survey, Junior survey and Exit interview)	✓	✓	✓

Competency 6

Code/Course	PB1	PB2
TSOC 340 Models in Social Work		
TSOC 346 Diversity and Social Marginalization		
TSOC 215 Introduction to Social Work		
TSOC 333 Human Development and Social Behavior I		
TSOC 334 Human Behavior and Social Behavior II		
TSOC 316 Social Policy and Planning in Welfare System		
TSOC 220 Statistical Methods		
TSOC 311 Qualitative Social Research Techniques I	✓	✓
TSOC 314 Qualitative Social Research Techniques II	✓	
TSOC 341 Social Intervention I		
TSOC 342 Social Intervention II		
TSOC 360 Social Work of Community and Group		✓
TSOC 446 Supervised Practice in Social Work I	✓	✓
TSOC 448 Seminar in Social Work Practice I		
TSOC 447 Supervised Practice in Social Work II	✓	✓
TSOC 449 Seminar in Social Work Practice II		
Students Survey (Sophomore survey, Junior survey and Exit interview)	✓	✓

Competency 7

Code/Course	PB1	PB2
TSOC 340 Models in Social Work		
TSOC 346 Diversity and Social Marginalization		
TSOC 215 Introduction to Social Work		
TSOC 333 Human Development and Social Behavior I	✓	✓
TSOC 334 Human Behavior and Social Behavior II	✓	✓
TSOC 316 Social Policy and Planning in Welfare System		
TSOC 220 Statistical Methods		
TSOC 311 Qualitative Social Research Techniques I		
TSOC 314 Qualitative Social Research Techniques II		
TSOC 341 Social Intervention I		
TSOC 342 Social Intervention II		
TSOC 360 Social Work of Community and Group		
TSOC 446 Supervised Practice in Social Work I	✓	✓
TSOC 448 Seminar in Social Work Practice I		
TSOC 447 Supervised Practice in Social Work II	✓	✓
TSOC 449 Seminar in Social Work Practice II		
Students Survey (Sophomore survey, Junior survey and Exit interview)	✓	✓

Competency 8

Code/Course	PB1	PB2
TSOC 340 Models in Social Work		
TSOC 346 Diversity and Social Marginalization		
TSOC 215 Introduction to Social Work		
TSOC 333 Human Development and Social Behavior I		
TSOC 334 Human Behavior and Social Behavior II		
TSOC 316 Social Policy and Planning in Welfare System	✓	✓
TSOC 220 Statistical Methods		
TSOC 311 Qualitative Social Research Techniques I		
TSOC 314 Qualitative Social Research Techniques II		
TSOC 341 Social Intervention I		
TSOC 342 Social Intervention II	✓	✓
TSOC 360 Social Work of Community and Group		
TSOC 446 Supervised Practice in Social Work I	✓	✓
TSOC 448 Seminar in Social Work Practice I		
TSOC 447 Supervised Practice in Social Work II	✓	✓
TSOC 449 Seminar in Social Work Practice II		
Students Survey (Sophomore survey, Junior survey and Exit interview)	✓	✓

Competency 9

Code/Course	PB1	PB2
TSOC 340 Models in Social Work		
TSOC 346 Diversity and Social Marginalization		
TSOC 215 Introduction to Social Work		
TSOC 333 Human Development and Social Behavior I		
TSOC 334 Human Behavior and Social Behavior II		
TSOC 316 Social Policy and Planning in Welfare System	✓	
TSOC 220 Statistical Methods		
TSOC 311 Qualitative Social Research Techniques I		
TSOC 314 Qualitative Social Research Techniques II		
TSOC 341 Social Intervention I		
TSOC 342 Social Intervention II		
TSOC 360 Social Work of Community and Group		
TSOC 446 Supervised Practice in Social Work I	✓	✓
TSOC 448 Seminar in Social Work Practice I		
TSOC 447 Supervised Practice in Social Work II	✓	✓
TSOC 449 Seminar in Social Work Practice II		
Students Survey (Sophomore survey, Junior survey and Exit interview)	✓	✓



[Table __]: Course Assessment Template

Professor Name: _____ Course: _____ Section: _____ Term: ____ Semester ____ Part of Term ____ Weekend Period ____ On Line

College: Education and Behavior Professions Program: Social Work Professor Office #: _____ DaysOffice Hours: _____ E-mail: _____

Date	Objetivo	Activity	Discussion Topic	Assessment Criteria	Practice Behavior	Assessment Instruments		Minimum Execution Percent	Number of students achieving the expected behavior	%Achieved Domain Comments or Adjustments
						Direct	Indirect			
									# Masters= # No Masters=	
									# Masters= # No Masters=	
									# Masters= # No Masters=	
									# Masters= # No Masters=	
									# Masters= # No Masters=	

[Table __]: Plan for Assessment of Individual Practice Behaviors Associated with Practice Competencies

Educational Policy	Competency Benchmark	Practice Behavior	Measures	Percentage Contribution to Benchmark	Analysis Procedure(s)
EP 2.1.1 Identify as a professional social worker and behavior himself herself accordingly.	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Advocate for client access to services of social work 	1. TSOC 346 Rubric (part A) for preparing an action campaign based on case study. 2. TSOC 340 Special assignment on the implementation of one model. (Part A) 3.Items on Junior Survey	20%	1.Aggregate Mean 2.Aggregate Mean 3. Interviewer ranking strong or very strong
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Practice personal reflection and self – correction to assure continual professional development. 	1. TSOC 340 Special assignment on the implementation of one model. (Part B). 2. TSOC 346 Rubric (rubric for self-reflection, part B) for preparing an action campaign based on case study. 3.Items on Sophomore Survey 4.Items on Junior Survey	20%	1.Aggregate Mean 2.Aggregate Mean 3. Interviewer ranking strong or very strong 4. Interviewer ranking strong or very strong

Educational Policy	Competency Benchmark	Practice Behavior	Measures	Percentage Contribution to Benchmark	Analysis Procedure(s)
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Attend to professional roles and boundaries. 	<ol style="list-style-type: none"> TSOC 342 Rubric for expert report (Written) in Family Court. TSOC 215 Rubric for interviewing a social worker. Items on Sophomore Survey Items on Junior Survey 	20%	<ol style="list-style-type: none"> Aggregate Mean Aggregate Mean Interviewer ranking strong or very strong Interviewer ranking strong or very strong
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Demonstrate professional demeanor in behavior, appearance, and communication. 	<ol style="list-style-type: none"> TSOC 342 Rubric for expert report (oral) in Family Court. TSOC 360 Rubric for written work of the trajectory of community movements in Puerto Rico. Items on Sophomore Survey Items on Junior Survey 	15%	<ol style="list-style-type: none"> Aggregate Mean Aggregate Mean Interviewer ranking strong or very strong Interviewer ranking strong or very strong
	A mean of 4.0 (Average	<ul style="list-style-type: none"> Engage in career-long 	1. TSOC 215	10%	1. Aggregate Mean

Educational Policy	Competency Benchmark	Practice Behavior	Measures	Percentage Contribution to Benchmark	Analysis Procedure(s)
	or better 80%)	learning.	Rubric for oral and written presentation regarding a visit to a Social Work Agency. 2. TSOC 311 Rubric (Part A) for Research proposal 3.Items on Junior Survey		2.Aggregate Mean 3. Interviewer ranking strong or very strong
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> • Uses supervision and consultation. 	1. TSOC 215 Rubric for essay on the code of ethics. 2. TSOC 342 Rubric for case study. 3.Items on Sophomore Survey 4.Items on Junior Survey	15%	1.Aggregate Mean 2.Aggregate Mean 3. Interviewer ranking strong or very strong 4. Interviewer ranking strong or very strong
EP 2.1.2 Apply social work ethical principles to guide professional practice.	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> • Recognizes and manages personal values in a way that allows professional values to guide practice. 	1. TSOC 333 Rubric for self-knowledge Exercise. 2. TSOC 340 Rubric for analysis of personal issues that may cause conflict in the profession.	25%	1.Aggregate Mean 2.Aggregate Mean 3. Interviewer ranking

Educational Policy	Competency Benchmark	Practice Behavior	Measures	Percentage Contribution to Benchmark	Analysis Procedure(s)
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Makes ethical decisions by applying standards of the National Association of Social Worker’s Code of Ethics and, as applicable, of the International Federation of Social WorkersInternational Association of Schools of Social Work Ethics in Social Work, Statement of Principles. 	3.Items on Sophomore Survey 4.Items on Junior Survey 1. TSOC 311 National Institutes of Health Protecting Human Subject Course. 2. TSOC 314 Rubric for developing an Informed Consent. 3.Items on Sophomore Survey 4.Items on Junior Survey	20%	strong or very strong 4. Interviewer ranking strong or very strong 1.Aggregate Mean 2.Aggregate Mean 3. Interviewer ranking strong or very strong 4. Interviewer ranking strong or very strong
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Tolerates ambiguity in resolving ethical conflicts. 	1. TSOC 340 Rubric (Part B) for case study. 2.Items on Sophomore Survey 3.Items on Junior Survey	20%	1.Aggregate Mean 2.Aggregate Mean 3. Interviewer ranking strong or very strong

Educational Policy	Competency Benchmark	Practice Behavior	Measures	Percentage Contribution to Benchmark	Analysis Procedure(s)
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Applies strategies of ethical reasoning to arrive at principled decisions. 	<ol style="list-style-type: none"> TSOC 220 Rubric for examining statistics and determining whether the use was appropriate. TSCO 341 Rubric for applying model to resolve ethical conflicts. Items on Sophomore Survey Items on Junior Survey 	35%	<ol style="list-style-type: none"> Aggregate Mean Aggregate Mean Interviewer ranking strong or very strong Interviewer ranking strong or very strong
EP 2.1.3 Apply critical thinking to inform and communicate professional judgments.	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Distinguish ,appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom 	<ol style="list-style-type: none"> TSOC 311 Rubric for Literature review of theoretical model and characteristics of qualitative research questions. TSOC 314 Rubric for Annotated Bibliography. Items on Sophomore Survey Items on Junior Survey 	25%	<ol style="list-style-type: none"> Aggregate Mean Aggregate Mean Interviewer ranking strong or very strong Interviewer ranking strong or very strong
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Analyzes models of assessment, prevention, intervention, 	<ol style="list-style-type: none"> TSOC 360 Rubric for Group activity (Part B). 	35%	<ol style="list-style-type: none"> Aggregate Mean

Educational Policy	Competency Benchmark	Practice Behavior	Measures	Percentage Contribution to Benchmark	Analysis Procedure(s)
		and evaluation.	2. TSOC 340 Rubric (Part A) for case study of intervention models. 3.Items on Sophomore Survey 4.Items on Junior Survey		2.Aggregate Mean 3. Interviewer ranking strong or very strong 4. Interviewer ranking strong or very strong
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> .Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues 	1. TSOC 341 Rubric for audio and video recordings of professional interviews and intervention in social work. 2. TSOC 342 Rubric for community service (Part A). 3.Items on Sophomore Survey 4. Items on Junior Survey	40%	1.Aggregate Mean 2.Aggregate Mean 3. Interviewer ranking strong or very strong 4. Interviewer ranking strong or very strong

Educational Policy	Competency Benchmark	Practice Behavior	Measures	Percentage Contribution to Benchmark	Analysis Procedure(s)
EP 2.1.4 Engage diversity and difference in practice.	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. 	1. TSOC 316 Rubric for the presentation of news. 2. TSOC 346 Rubric for the analysis of a song or media and its relationship to the perpetuation of marginalization and oppression. 3.Items on Sophomore Survey 4.Items on Junior Survey	30%	1.Aggregate Mean 2.Aggregate Mean 3. Interviewer ranking strong or very strong 4. Interviewer ranking strong or very strong
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. 	1. TSOC 215 Rubric for completing the assignments related to personal values vs. professional values in the book: Las Grandes Virtudes. 2. TSOC 360 Rubric for self-analysis of personal prejudices and values. 3.Items on Sophomore Survey	20%	1.Aggregate Mean 2.Aggregate Mean 3. Interviewer ranking strong or very strong

Educational Policy	Competency Benchmark	Practice Behavior	Measures	Percentage Contribution to Benchmark	Analysis Procedure(s)
			4.Items on Junior Survey		4. Interviewer ranking strong or very strong
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Recognizes and communicates understanding the importance of difference in shaping life experiences. 	1. TSOC 341 Rubric for critical reflection on human diversity and the importance of respecting differences in the process of intervention. 2. TSOC 346 Rubric for oral presentation of the Cultural Competency Model applied to a movie or situation, real or fictional group. 3.Items on Sophomore Survey 4.Items on Junior Survey	30%	1.Aggregate Mean 2.Aggregate Mean 3. Interviewer ranking strong or very strong 4. Interviewer ranking strong or very strong
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> View themselves as learners and engage those with whom they work as informants. 	1. TSOC 342 Rubric for community service (Part B). 2. TSOC 360 Rubric for design a group activity (Part C). 3.Items on Sophomore Survey 4.Items on Junior Survey	20%	1.Aggregate Mean 2.Aggregate Mean 3. Interviewer ranking strong or very strong 4. Interviewer ranking

Educational Policy	Competency Benchmark	Practice Behavior	Measures	Percentage Contribution to Benchmark	Analysis Procedure(s)
					strong or very strong
EP 2.1.5 Advance human rights and social and economic justice.	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Understands the forms and mechanisms of oppression and discrimination. 	1. TSOC 346 Rubric for critical reflection of forms and mechanisms of oppression and discrimination. 2. TSOC 346 Rubric for conceptual map. 3. Items on Sophomore Survey 4. Items on Junior Survey	25%	1. Aggregate Mean 2. Aggregate Mean 3. Interviewer ranking strong or very strong 4. Interviewer ranking strong or very strong
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Advocates for human rights and social and economic justice. 	1. TSOC 316 Rubric for assignment in which students have to identify the most important aspects about social policy contained in the codes of ethics of social work. 2. TSOC 346 Rubric for round table. 3. Items on Sophomore Survey 4. Items on Junior Survey	35%	1. Aggregate Mean 2. Aggregate Mean 3. Interviewer ranking strong or very strong 4. Interviewer ranking strong or very strong

Educational Policy	Competency Benchmark	Practice Behavior	Measures	Percentage Contribution to Benchmark	Analysis Procedure(s)
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Engages in practices that advance social and economic justice. 	<ol style="list-style-type: none"> TSOC 333 Rubric for a social impact activity. TSOC 314 Rubric for research report (Part A). Items on Sophomore Survey Items on Junior Survey 	40%	<ol style="list-style-type: none"> Aggregate Mean Aggregate Mean Interviewer ranking strong or very strong Interviewer ranking strong or very strong
EP 2.1.6 Engage in research-informed practice and practice-informed research.	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Uses practice experience to inform scientific inquiry. 	<ol style="list-style-type: none"> TSOC 314 Rubric (Part B) for research report. TSOC 311 Rubric (Part B) for Research proposal. Items on Sophomore Survey Items on Junior Survey 	65%	<ol style="list-style-type: none"> Aggregate Mean Aggregate Mean Interviewer ranking strong or very strong Interviewer ranking strong or very strong
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Use research evidence to inform practice. 	<ol style="list-style-type: none"> TSOC 311 Rubric for comparison of quantitative and qualitative research. TSOC 360 Rubric for design a group activity. (Part A) 	35%	<ol style="list-style-type: none"> Aggregate Mean Aggregate Mean

Educational Policy	Competency Benchmark	Practice Behavior	Measures	Percentage Contribution to Benchmark	Analysis Procedure(s)
			3.Items on Sophomore Survey 4.Items on Junior Survey		3. Interviewer ranking strong or very strong 4. Interviewer ranking strong or very strong
EP 2.1.7 Apply knowledge of human behavior and the social environment.	A mean of 4.0 (Average or better 80%)	Utilizes conceptual frameworks to guide the process of assessment, intervention, and evaluation.	1. TSOC 333 Rubric for Monograph of Developmental Stages. 2. TSOC 334 Rubric for identifying theoretical principles related to physical, psychological and moral adulthood in a case (Part A). 3.Items on Sophomore Survey 4.Items on Junior Survey	55%	1.Aggregate Mean 2.Aggregate Mean 3. Interviewer ranking strong or very strong 4. Interviewer ranking strong or very strong

Educational Policy	Competency Benchmark	Practice Behavior	Measures	Percentage Contribution to Benchmark	Analysis Procedure(s)
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> • Critiques and applies knowledge to understand the person and environment. 	<p>1. TSOC 333 Rubric for writing an essay on the importance of the role of social worker in addressing the needs of the human being from conception to middle childhood.</p> <p>2. TSOC 334 Oral report Rubric for identifying theoretical principles related to physical, psychological and moral adulthood in a case (Part B).</p> <p>3.Items on Sophomore Survey</p> <p>4.Items on Junior Survey</p>	45%	<p>1.Aggregate Mean</p> <p>2.Aggregate Mean</p> <p>3. Interviewer ranking strong or very strong</p> <p>4. Interviewer ranking strong or very strong</p>
<p>EP 2.1.8 Engage in policy practice to advance social and economic well-being and deliver effective social work services.</p>	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> • Analyze, formulate, and advocate for policies that advance social well-being. 	<p>1. TSOC 316 Rubric for annotated bibliography on social planning in the social welfare system.</p> <p>2. TSOC 342 Rubric for social policy analysis.</p> <p>3.Items on Sophomore Survey</p>	50%	<p>1.Aggregate Mean</p> <p>2.Aggregate Mean</p> <p>3. Interviewer ranking strong or very strong</p>

Educational Policy	Competency Benchmark	Practice Behavior	Measures	Percentage Contribution to Benchmark	Analysis Procedure(s)
			4.Items on Junior Survey		4. Interviewer ranking strong or very strong
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Collaborates with colleagues and clients for effective policy action. 	1. TSOC 316 Rubric for essay of experience. 2. TSOC 342 Rubric for community service (Part C). 3.Items on Sophomore Survey 4.Items on Junior Survey	50%	1.Aggregate Mean 2.Aggregate Mean 3.Interviewer ranking strong or very strong 4. Interviewer ranking strong or very strong
EP 2.1.9 Respond to contexts that shape practice	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Continuously discovers, values, and addresses local changes, populations, scientific and technological developments, and emerging societal trends to provide relevant services. 	1. TSOC 316 Rubric for examining the services provided by public, private and community-based social welfare agencies. 2.Items on Sophomore Survey 3.Items on Junior Survey	80%	1.Aggregate Mean 2. Interviewer ranking strong or very strong 3. Interviewer ranking strong or very strong

Educational Policy	Competency Benchmark	Practice Behavior	Measures	Percentage Contribution to Benchmark	Analysis Procedure(s)
	A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. 	<ol style="list-style-type: none"> Items on Sophomore Survey Items on Junior Survey 	20%	<ol style="list-style-type: none"> Interviewer ranking strong or very strong Interviewer ranking strong or very strong
EP 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	Engagement A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities. 	<ol style="list-style-type: none"> TSOC 446 Items on Practice Evaluation I. TSOC 447 Items on Practice Evaluation II. TSOC 448 Rubric for case presentation. Items on an exit survey 	15%	<ol style="list-style-type: none"> Interviewer ranking strong or very strong Interviewer ranking strong or very strong Aggregate Mean Interviewer ranking strong or very strong
		<ul style="list-style-type: none"> Uses empathy and other interpersonal skills. 			
		<ul style="list-style-type: none"> Develops a mutually agreed-on focus of work and desired outcomes. 			
	Assessment A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> Collects, organizes, and interprets client data. 	<ol style="list-style-type: none"> TSOC 446 Items on Practice Evaluation I. TSOC 447 Items on Practice Evaluation II. TSOC 449 Case presentation. 	35%	<ol style="list-style-type: none"> Interviewer ranking strong or very strong Interviewer ranking strong or very strong Aggregate Mean
<ul style="list-style-type: none"> Assesses client strengths and limitations. 					
<ul style="list-style-type: none"> Develops mutually agreed-on intervention goals and objectives. 					
<ul style="list-style-type: none"> Selects appropriate 					

Educational Policy	Competency Benchmark	Practice Behavior	Measures	Percentage Contribution to Benchmark	Analysis Procedure(s)
		intervention strategies.	4.Items on an exit survey		4. Interviewer ranking strong or very strong
	Intervention A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> • Initiates actions to achieve organizational goals. • Implements prevention interventions to enhance client capacities. 	1. TSOC 446 Items on Practice Evaluation I. 2. TSOC 447 Items on Practice Evaluation II.	40%	1.Interviewer ranking strong or very strong 2. Interviewer ranking strong or very strong
		<ul style="list-style-type: none"> • Helps clients resolve problems. • Negotiates, mediates, and advocates for clients. • Facilitates transitions and endings. 	3.Items on an exit survey		
	Evaluation A mean of 4.0 (Average or better 80%)	<ul style="list-style-type: none"> • Critically analyzes, monitors, and evaluates interventions. 	1. TSOC 446 Items on Practice Evaluation I. 2. TSOC 447 Items on Practice Evaluation II. 3.Items on an exit survey	10%	1.Interviewer ranking strong or very strong 2. Interviewer ranking strong or very strong 3. Interviewer ranking strong or very strong

[Table __]: Results for Assessment of Practice Competencies

Competency 1 : Identify as a professional social worker and behavior oneself accordingly			
Competency Benchmark	Practice Behavior	Mean for Practice Behavior Measures	Percentage Contribution to Benchmark
	1.Advocate for client access to services of social work		20%
	2.Practice personal reflection and self – correction to assure continual professional development.		20%
	3.Attend to professional roles and boundaries.		20%
	4. Demonstrate professional demeanor in behavior, appearance, and communication.		15%
	5.Engage in career-long learning.		10%
	6.Uses supervision and consultation.		15%
Results for Competency:		Mean Score	Percentage of Students Achieving Competency
			100%

Competency 2: Apply social work ethical principles to guide professional practice			
Competency Benchmark	Practice Behavior	Mean for Practice Behavior Measures	Percentage Contribution to Benchmark
	1.Recognizes and manages personal values in a way that allows professional values to guide practice.		25%
	2.Makes ethical decisions by applying standards of the National Association of Social Worker’s Code of Ethics and, as applicable, of the International Federation of Social WorkersInternational Association of Schools of Social Work Ethics in Social Work, Statement of Principles.		20%
	3.Tolerates ambiguity in resolving ethical conflicts.		20%
	4.Applies strategies of ethical reasoning to arrive at principled decisions.		35%
Results for Competency:		Mean Score	Percentage of Students Achieving Competency
			100%

Competency 3: Apply critical thinking to inform and communicate professional judgments			
Competency Benchmark	Practice Behavior	Mean for Practice Behavior Measures	Percentage Contribution to Benchmark
	1.Distinguish,appraise,and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom		25%
	2. Analyze models of assessment, prevention, intervention, and evaluation.		35%
	3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.		40%
Results for Competency:		Mean Score	Percentage of Students Achieving Competency
			100%

Competency 4: Engage diversity and difference in practice			
Competency Benchmark	Practice Behavior	Mean for Practice Behavior Measures	Percentage Contribution to Benchmark
	1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.		30%
	2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.		20%
	3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.		30%
	4. View themselves as learners and engage those with whom they work as informants.		20%
Results for Competency:		Mean Score	Percentage of Students Achieving Competency
			100%

Competency 5: Advance human rights and social and economic justice			
Competency Benchmark	Practice Behavior	Mean for Practice Behavior Measures	Percentage Contribution to Benchmark
	1. Understand the forms and mechanisms of oppression and discrimination.		25%
	2. Advocate for human rights and social and economic justice.		35%
	3. Engage in practices that advance social and economic justice.		40%
Results for Competency:		Mean Score	Percentage of Students Achieving Competency
			100%

Competency 6: Engage in research-informed practice and practice-informed research			
Competency Benchmark	Practice Behavior	Mean for Practice Behavior Measures	Percentage Contribution to Benchmark
	1. Use practice experience to inform scientific inquiry.		65%
	2. Use research evidence to inform practice.		35%
Results for Competency:		Mean Score	Percentage of Students Achieving Competency
			100%

Competency 7: Apply knowledge of human behavior and the social environment			
Competency Benchmark	Practice Behavior	Mean for Practice Behavior Measures	Percentage Contribution to Benchmark
	1. Understand social systems and how they promote or deter people in maintaining or achieving health and wellness.		55%
	2. Critique and apply knowledge to understand person and environment.		45%
Results for Competency:		Mean Score	Percentage of Students Achieving Competency
			100%
Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services			
Competency Benchmark	Practice Behavior	Mean for Practice Behavior Measures	Percentage Contribution to Benchmark
	1. Analyze, formulate, and advocate for policies that advance social well-being.		50%
	2. Collaborate with colleagues and clients for effective policy action.		50%
Results for Competency:		Mean Score	Percentage of Students Achieving Competency
			100%

Competency 9: Respond to contexts that shape practice			
Competency Benchmark	Practice Behavior	Mean for Practice Behavior Measures	Percentage Contribution to Benchmark
	1. Continuously discover, appraise, and attend to local changes, populations, scientific and technological developments, and emerging societal trends to provide relevant services.		25%
	2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.		25%
Results for Competency:		Mean Score	Percentage of Students Achieving Competency
			100%

Competency 10: (a) – (d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities			
Competency Benchmark	Practice Behavior	Mean for Practice Behavior Measures	Percentage Contribution to Benchmark
Engagement	1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.		15%
	2. Use empathy and other interpersonal skills.		
	3. Develop a mutually agreed-on focus of work and desired outcomes.		
Assessment	4. Collect, organize, and interpret client data.		35%
	5. Assess client strengths and limitations.		
	6. Develop mutually agreed-on intervention goals and objectives.		
	7. Select appropriate intervention strategies.		
Intervention	8. Social workers initiate actions to achieve organizational goals.		40%
	9. Social workers implement prevention interventions that enhance client capacities.		
	10. Social workers help clients resolve problems.		
	11. Social workers negotiate, mediate, and advocate for clients.		
	12. Social workers facilitate transitions and endings.		
Evaluation	13. Social workers critically analyze, monitor, and evaluate interventions.		10%

Competency 10: (a) – (d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Competency Benchmark	Practice Behavior	Mean for Practice Behavior Measures	Percentage Contribution to Benchmark
Results for Competency:		Mean Score	Percentage of Students Achieving Competency
			100%

[Table __]:

**UCBSWP Assessment of Student Learning Outcomes
For Completed on 2014**

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Identify as a Professional Social Worker		
Apply Ethical Principles		
Apply Critical Thinking		
Engage Diversity in Practice		
Advance Human Rights Social and Economic Justice		
Engage Research Informed Practice Practice Informed Research		
Apply Human Behavior Knowledge		
Engage Policy Practice to Advance Well-Being and Deliver Services		
Respond to Practice Contexts		
Practice Engagement		
Practice Assessment		
Practice Intervention		
Practice Evaluation		

