**UAA Logo**

Master of Social Work Program

Academic Assessment Plan

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# UAA MSW Program Mission

To develop a community of MSW professionals located across rural and urban Alaska who are dedicated to advancing human rights, engaging in anti-racist and anti-oppressive social work practice, while pursuing justice, equity, and inclusion for all. Social work students engage in a collaborative online learning environment and practicum to develop advanced generalist social work values, knowledge, and skills in direct practice, leadership, critical inquiry, and policy advocacy to address the health and social welfare needs in Alaska, the Circumpolar North, and beyond.

# UAA MSW Student Learning Outcomes

The UAA Master of Social Work program prepares advanced generalist social workers who:

1. Demonstrate ethical and professional behavior in advanced generalist practice.
2. Advance human rights and social, racial, economic, and environmental justice in advanced generalist practice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in advanced generalist practice.
4. Engage in practice-informed research and research-informed practice in advanced generalist practice.
5. Engage in policy practice in advanced generalist practice.
6. Engage with individuals, families, groups, organizations, and communities in advanced generalist practice.
7. Assess individuals, families, groups, organizations, and communities in advanced generalist practice.
8. Intervene with individuals, families, groups, organizations, and communities in advanced generalist practice.
9. Evaluate practice with individuals, families, groups, organizations, and communities in advanced generalist practice.
10. Integrate the context of Alaska in advanced generalist practice.

# UAA MSW Program Introduction

The UAA School of Social Work Master of Social Work (MSW) program is a distance-delivered, advanced generalist MSW program. The advanced generalist concentration is the ideal curriculum model to meet the significant and complex needs spanning across remote, rural, and small metropolitan community needs of Alaska. Social workers in Alaska are required to assume multiple roles and responsibilities in their work, frequently serving as the only social worker in their agencies, and quite possibly, the only social worker in their geographic region. As a result, an advanced generalist social worker needs to be able to perform multiple roles in the direct, organizational and community practice arenas. Through distance education technology, faculty and students across Alaska are highly engaged in a community of collaborative learning.

The UAA MSW advanced generalist curriculum is divided into the generalist curriculum and the advanced generalist curriculum, and it includes five course sequences across the curriculum: social work practice, policy, human behavior in the social environment, research, and practicum. The generalist curriculum prepares students to engage in generalist social work practice, and the advanced generalist curriculum prepares students to engage in leadership and advanced social work practice. MSW students complete two social work practicum placements: one during the generalist curriculum and one during the advanced generalist curriculum. Both practicum placements are a year-long, and they are completed across the fall and spring semesters. While in practicum, students receive supervision from a practicum instructor, who is typically employed by the practicum education agency, and they attend a 3-credit practicum seminar taught by a UAA faculty member.

The Council on Social Work Education (CSWE) Commission on Accreditation is recognized as the accrediting agency for social work education by the Council for Higher Education Accreditation. The 2022 Educational Policy and Accreditation Standards (2022 EPAS) are the standards under which MSW programs are evaluated for accreditation. In the 2022 EPAS, assessment involves the systematic gathering of data that serve as evidence of student learning outcomes (the explicit curriculum), anti-racism, diversity, equity, and inclusion (the implicit curriculum), and program outcomes at the generalist and advanced generalist levels of practice. The UAA MSW program assessment plan details how the program engages in program assessment to meet the assessment requirements of the 2022 EPAS. Below are some of the key requirements of the 2022 EPAS that inform the UAA MSW Program Assessment Plan:

* The program has a systematic plan for ongoing assessment of student achievement of the nine social work competencies of generalist and specialized practice for master’s social work programs. The program assesses each competency, using at least two instruments, at least one of which is based in real or simulated demonstration of student achievement in field education. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each competency are determined by the program. Student competence must be assessed by program faculty or field personnel.
* The program has a method of analyzing outcomes for the nine social work competencies (and any additional competencies added by the program) in its assessment plan. The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program).
* The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS 5.01(d). The findings are updated every two years, at minimum.
* The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program’s implicit curriculum.
* The program has a process to formally review its ADEI assessment plan and outcomes. The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.
* The program monitors its program outcomes through graduation rates and at least one additional outcome (i.e., employment rates, higher education acceptance rates, time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are determined by the program.

UAA MSW program has full CSWE accreditation from 2018-2025.

# UAA MSW Program Assessment Methods

The UAA MSW Program Assessment systematically gathers data to evaluate generalist and advanced generalist student learning outcomes; the implicit curriculum and anti-racism, diversity, equity, and inclusion (ADEI); and program outcomes (CSWE, 2022). The assessment results are used by faculty for intentional and continuous improvement of the MSW explicit and implicit curriculum and ADEI in the student learning environment.

The UAA MSW program assesses student achievement of the nine social work competencies in the explicit generalist curriculum, and the ten competencies in the advanced generalist curriculum. There are two direct measures of student achievement of the generalist competencies: the Generalist Practicum Instructor Practicum Assessment Tool (G-PIPAT), and the Social Work Education Assessment Project (SWEAP) Curriculum Instrument. There are also two direct measures of student achievement of the advanced generalist competencies: the Advanced Generalist Practicum Instructor Practicum Assessment Tool (AG-PIPAT), and the Advanced Generalist ePortfolio rubric. The MSW program distributes all assessment measures at the end of the final spring semester of the generalist and advanced generalist curriculum.

The UAA MSW program also assesses the implicit curriculum, which refers to the learning environment provided by the program and includes anti-racism, diversity, equity, and inclusion; student development; student participation; and advising, retention, and termination. To assess program anti-racism, diversity, equity, and inclusion (ADEI) efforts and the implicit curriculum, the MSW distributes the Implicit Curriculum Survey to all MSW students at the beginning of the spring semester.

The UAA MSW program monitors program outcomes through MSW graduation rates, student retention rates, employment rates, and social work licensure exam pass rates. Data for student retention and graduation rates are provided by UAA Institutional Research. The employment rates are measured in an Alumni Survey distributed to alumni at the beginning of fall semester two years post-graduation from the MSW program. Data on licensure exam pass rates are provided by the Association of Social Work Boards.

# UAA MSW Program Assessment Plan

## Overview and Timeline

MSW Program Assessment provides for the regular, systematic, and continued collection of direct empirical evidence for use in an annual evaluation of student learning and demonstration of program-level generalist and advanced generalist competencies (i.e., explicit curriculum assessment), anti-racism, diversity, equity, and inclusion (ADEI; implicit curriculum), and program outcomes. Through this process, the program identifies needed curricular, program, and assessment revisions and enhancements (see Figure 1). The MSW Academic Assessment Plan was developed to provide meaningful and rigorous data-driven program-level evaluation feedback to faculty while remaining feasible and sustainable in its regular and continuous implementation.

Figure 1

*Use of MSW Assessment Data in Continuous Program Improvement*

The MSW Program Chair is responsible for coordinating and managing all aspects of the MSW program assessment process. The MSW Program Chair ensures that the MSW Assessment Plan reflects the current CSWE EPAS, that the plan is updated as needed based on assessment information, and that any changes or updates are approved by the faculty and submitted for review and approval following the process in the UAA Academic Assessment Handbook. The MSW Program Chair is responsible for ensuring that assessment data is collected, analyzed, and summarized in the UAA MSW Assessment Report, Form AS 5.0.1(b), and any additional reporting required by CSWE or UAA Academic Assessment. The MSW Program Chair is responsible for sharing the assessment results with students and faculty and facilitating a discussion to identify specific curricular or program changes with clear links to the data. Collectively, the faculty of the School of Social Work review the assessment report, and they recommend program, curricular, and / or assessment revisions based on the results. The MSW Program Chair is responsible for ensuring that the assessment plan is publicly accessible on the UAA MSW program website. Table 1 provides a timeline of the UAA MSW program assessment activities, and it details who is responsible for completing each task.

Table 1

*Annual UAA MSW Generalist and Specialization (Advanced Generalist - AG) Annual Academic Year Assessment Procedures and Timeline*

| Annual Academic Year Assessment Activities | Responsible | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Analyze Assessment Data from Previous AY | MSW Chair | X | X | X | - | - | - | - | - | - | X | X | X |
| Write Annual MSW Assessment Report and Complete CSWE Assessment Forms | MSW Chair | X | X | X | - | - | - | - | - | - | X | X | X |
| Faculty Review and Approve Prior AY Assessment Results | All Faculty | X | X | X | - | - | - | - | - | - | - | - | - |
| Revise Annual MSW Assessment Report - *Final* | MSW Chair | X | X | X | - | - | - | - | - | - | - | - | - |
| Post Summary Outcomes (Form AS 5.0.1(d)) on MSW Program Website | MSW Chair | - | X | X | - | - | - | - | - | - | - | - | - |
| MSW Curricular, Program, and/or Assessment Revisions Based on Assessment Results | All Faculty | - | X | X | X | X | X | X | X | - | - | - | - |
| Distribute/Collect PIPAT to All Practicum Instructors | MSW Practicum Coordinator | - | - | - | - | - | - | - | X | X | - | - | - |
| Distribute/Collect AG- PIPAT to All Practicum Instructors | MSW Practicum Coordinator | - | - | - | - | - | - | - | X | X | - | - | - |
| Administer/Collect Implicit Curriculum  Survey to all MSW | MSW Chair | - | - | - | - | - | X | - | - | - | - | - | - |
| Administer/Collect SWEAP-FCAI to Students Completing Generalist Curriculum | MSW Chair | - | - | - | - | - | - | - | - | X | - | - | - |
| Review AG Student ePortfolios & Evaluate Using Rubric | MSW Practicum Faculty | - | - | - | - | - | - | - | - | X | X | - | - |
| Collect UAA Institutional Research data on graduation & student retention rates | MSW Chair | X | X |  |  |  |  |  |  |  |  | X | X |
| Distribute Alumni survey to alumni 1 year after graduation | MSW Chair | X | X |  |  |  |  |  |  |  |  |  |  |

## MSW Generalist Curriculum Assessment Plan

The UAA MSW Generalist Curriculum has two direct assessment measures of student competence: The Generalist Practicum Instructor Practicum Assessment Tool (G-PIPAT) and the Social Work Education Assessment Project (SWEAP) Curriculum Instrument. Table 2 provides a summary of the generalist competencies, the assessment instruments, the expected level of achievement for each instrument and competency, and the total expected level of achievement for each competency.

Table 2

*Summary of Assessment Plan*

| **Competency** | **Instrument** | **Instrument:**  Expected Level of Achievement | **Competency:**  Expected Level of Achievement for Competency |
| --- | --- | --- | --- |
| **Competency 1:** Demonstrate Ethical and Professional Behavior | Instrument 1: Generalist Field Instructor Field Assessment Tool (G-PIPAT) | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the G-PIPAT and the SWEAP is ≥80% |
| Instrument 2: Social Work Education Assessment Project (SWEAP) | ≥ 80% of students answered 50% or more of questions correct |
| **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice | Instrument 1: G-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the G-PIPAT and the SWEAP is ≥80% |
| Instrument 2: SWEAP | ≥ 80% of students answered 50% or more of questions correct |
| **Competency 3:**  Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice | Instrument 1: G-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the G-PIPAT and the SWEAP is ≥80% |
| Instrument 2: SWEAP | ≥ 80% of students answered 50% or more of questions correct |
| **Competency 4:** Engage in Practice-informed Research and Research-informed Practice | Instrument 1: G-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the G-PIPAT and the SWEAP is ≥80% |
| Instrument 2: SWEAP | ≥ 80% of students answered 50% or more of questions correct |
| **Competency 5:** Engage in Policy Practice | Instrument 1: G-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the G-PIPAT and the SWEAP is ≥80% |
| Instrument 2: SWEAP | ≥ 80% of students answered 50% or more of questions correct |
| **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: G-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the G-PIPAT and the SWEAP is ≥80% |
| Instrument 2: SWEAP | ≥ 80% of students answered 50% or more of questions correct |
| **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities | Instrument 1: G-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the G-PIPAT and the SWEAP is ≥80% |
| Instrument 2: SWEAP | ≥ 80% of students answered 50% or more of questions correct |
| **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: G-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the G-PIPAT and the SWEAP is ≥80% |
| Instrument 2: SWEAP | ≥ 80% of students answered 50% or more of questions correct |
| **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: G-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the G-PIPAT and the SWEAP is ≥80% |
| Instrument 2: SWEAP | ≥ 80% of students answered 50% or more of questions correct |

### Generalist Practicum Instructor Practicum Assessment Tool (G-PIPAT)

The Generalist Practicum Instructor Practicum Assessment Tool (G-PIPAT) is a measure developed by School of Social Work faculty that measures the degree to which MSW students demonstrate competence in nine areas of generalist social work practice: ethical and professional behavior; anti-racism, diversity, equity, and inclusion (ADEI); human rights and social, economic, and environmental justice; practice-informed research and research-informed practice; policy practice; engaging, assessing, intervening, and evaluating practice with individuals, families, groups, and organizations. The PIPAT is completed by the student’s practicum instructor at the end of the last semester of the generalist practicum placement. See Appendix A for a copy of the G-PIPAT.

The practicum measure uses a four-point Likert-scale:

1 – Unable to Demonstrate: The quality of student performance is inadequate and shows little or no improvement. Knowledge, skills, and abilities have not been demonstrated at appropriate levels.

2 – Emerging Demonstration: Student is developing in this area; has a general understanding of key principles but limited or no ability to apply this competency. Is capable of demonstrating this competency with close supervision in less complex situations.

3 – Solid Demonstration: Student has sufficient understanding and experience to operate at a full generalist student level with this broad range of moderately complex situations. Can generalize basic principles to effectively function as a beginning professional.

4 – Strong Demonstration: Student has a broad and deep understanding and skills and can apply the competency regularly and independently. Displays this competency in complex, varied situations.

For analysis, a scale score is created for each of the nine generalist social work competencies, which is operationalized as the average of the scores for the practice behaviors within each competency. Students demonstrate competence if they achieve a score of 3.0 or higher on each of the nine competencies. The program also reports the mean and standard deviation for each generalist competency.

**Expected level of achievement:** The MSW program expected level of achievement is that 80% of the students will obtain a scale score of 3.0 or higher for each competency.

### Social Work Education Assessment Project (SWEAP) Curriculum Instrument

The UAA MSW program utilizes the SWEAP Curriculum Instrument as a direct measure of student competency, as it evaluates students’ knowledge across the MSW generalist curriculum. The SWEAP Curriculum Instrument is a valid and reliable standardized direct measure of students’ competence that provides programs utilizing the measure with national score comparisons. The SWEAP Curriculum Instrument consists of multiple-choice questions that evaluate student knowledge across all nine of the MSW core competency areas of the 2022 EPAS. See Appendix B for an example of questions from the SWEAP Curriculum Instrument.

**Expected level of achievement:** The UAA MSW program uses the SWEAP definition of competence as the expected level of achievement for student performance, which is that students meet or exceed competency if they answered 50% or more of the questions correctly in each curricular area (See Table 1). Further, the UAA MSW program expected level of achievement for the SWEAP Curriculum Instrument is that 80% or more of MSW students will meet or exceed competency (i.e., answer 50% or more of the total number of questions correct) for each competency area.

The two selected measures of generalist competence are holistic measures of competence that evaluate students’ knowledge, values, skills, and cognitive and affective processes and behaviors. Table 3 illustrates how the measures address each dimension.

Table 3

*Measurement of MSW Generalist Competency Dimensions*

| Competency | PIPAT | SWEAP |
| --- | --- | --- |
| 1. Demonstrate ethical and professional behavior | K, V, S, CAPB | K |
| 2. Advance human rights and social, racial, economic, and environmental justice | K, V, S, CAPB | K |
| 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice | K, V, S, CAPB | K |
| 4. Engage in practice-informed research and research-informed practice | K, V, S, CAPB | K |
| 5. Engage in policy practice | K, V, S, CAPB | K |
| 6. Engage with individuals, families, groups, organizations, and communities | K, V, S, CAPB | K |
| 7. Assess individuals, families, groups, organizations, and communities | K, V, S, CAPB | K |
| 8. Intervene with individuals, families, groups, organizations, and communities | K, V, S, CAPB | K |
| 9. Evaluate practice with individuals, families, groups, organizations, and communities | K, V, S, CAPB | K |

*Key:* K=Knowledge; V=Values; S=Skills; CAPB=Cognitive and affective processes and behaviors

## UAA MSW Advanced Generalist Curriculum Assessment Plan

The MSW Advanced Generalist has two direct measures of advanced generalist student competence: The Advanced Generalist Practicum Instructor Assessment Tool (AG-PIPAT) and the Advanced Generalist Student Learning ePortfolio. Table 4 provides a summary of the advanced generalist competencies, the assessment instruments, the expected level of achievement for each instrument and competency, and the total expected level of achievement for each competency. The measures are included in the Appendix.

Table 4

*Advanced Generalist Practice: Summary of Assessment Plan*

| **Competency** | **Instrument** | **Instrument:**  Expected Level of Achievement | **Competency:**  Expected Level of Achievement for Competency |
| --- | --- | --- | --- |
| **Competency 1:** Demonstrate Ethical and Professional Behavior | Instrument 1: Advanced Generalist Field Instructor Field Assessment Tool (AG-PIPAT) | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the AG-PIPAT and the AG Portfolio rubric is ≥80% |
| Instrument 2: Advanced Generalist (AG) ePortfolio Rubric | ≥80% of students score 3 or higher |
| **Competency 2:** Advance Human Rights and Social, Racial, Economic, and Environmental Justice | Instrument 1: AG-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the AG-PIPAT and the AG Portfolio rubric is ≥80% |
| Instrument 2: AG ePortfolio Rubric | ≥80% of students score 3 or higher |
| **Competency 3:**  Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice | Instrument 1: AG-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the AG-PIPAT and the AG Portfolio rubric is ≥80% |
| Instrument 2: AG ePortfolio Rubric | ≥80% of students score 3 or higher |
| **Competency 4:** Engage in Practice-informed Research and Research-informed Practice | Instrument 1: AG-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the AG-PIPAT and the AG Portfolio rubric is ≥80% |
| Instrument 2: AG ePortfolio Rubric | ≥80% of students score 3 or higher |
| **Competency 5:** Engage in Policy Practice | Instrument 1: AG-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the AG-PIPAT and the AG Portfolio rubric is ≥80% |
| Instrument 2: AG ePortfolio Rubric | ≥80% of students score 3 or higher |
| **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: AG-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the AG-PIPAT and the AG Portfolio rubric is ≥80% |
| Instrument 2: AG ePortfolio Rubric | ≥80% of students score 3 or higher |
| **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities | Instrument 1: AG-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the AG-PIPAT and the AG Portfolio rubric is ≥80% |
| Instrument 2: AG ePortfolio Rubric | ≥80% of students score 3 or higher |
| **Competency 8:** Intervene with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: AG-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the AG-PIPAT and the AG Portfolio rubric is ≥80% |
| Instrument 2: AG ePortfolio Rubric | ≥80% of students score 3 or higher |
| **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | Instrument 1: AG-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the AG-PIPAT and the AG Portfolio rubric is ≥80% |
| Instrument 2: AG ePortfolio Rubric | ≥80% of students score 3 or higher |
| **Competency 10:** Integrate the Context of Social Work Practice in AK | Instrument 1: AG-PIPAT | ≥80% of students score 3 or higher | The average % of students meeting the expected level of achievement for the AG-PIPAT and the AG Portfolio rubric is ≥80% |
| Instrument 2: AG ePortfolio Rubric | ≥80% of students score 3 or higher |

### Advanced Generalist Practicum Instructor Practicum Assessment Tool (AG-PIPAT)

The Advanced Generalist Practicum Assessment Tool is a measure developed by School of Social Work faculty that measures the degree to which MSW students demonstrate competence in ten areas of advanced generalist social work practice: ethical and professional behavior; anti-racism, diversity, equity, and inclusion (ADEI); human rights and social, economic, and environmental justice; practice-informed research and research-informed practice; policy practice; engaging, assessing, intervening, evaluating practice with individuals, families, groups, and organizations; and the Alaska context. The AG-PIPAT is completed by the student’s practicum instructor at the end of the last semester of the advanced generalist practicum placement. See Appendix C for a copy of the AG-PIPAT.

The advanced generalist PIPAT uses a four-point Likert-scale:

1 – Unable to Demonstrate: Student has not demonstrated autonomous application of knowledge, values, skills, and cognitive and affective processes related to the competency. Student performance is inadequate and shows little or no improvement.

2 – Emerging Demonstration: Student demonstrates autonomous application of knowledge, values, skills, and cognitive and affective processes of the competency in routine situations and with close support and supervision.

3 – Solid Demonstration: Student demonstrates autonomous application of knowledge, values, skills, and cognitive and affective processes of the competency across a broad range of moderately complex situations.

4 – Strong Demonstration: Student demonstrates leadership and autonomous application of knowledge, values, skills, and cognitive and affective processes of the competency across complex, multidimensional, and novel situations.

For analysis, a scale score is created for each of the ten advanced generalist social work competencies, which is operationalized as the average of the scores for the practice behaviors within each competency. Students demonstrate competence if they achieve a score of 3.0 or higher on each of the ten competencies. The program also reports the mean and standard deviation for each advanced generalist competency.

**Expected level of achievement:** The MSW program expected level of achievement is that 80% of the students will obtain a scale score of 3.0 or higher for each competency.

### Advanced Generalist Student Learning ePortfolio

The Learning ePortfolio is a direct measure of MSW students’ achievement of the advanced generalist competencies. Students complete a cumulative ePortfolio across two semesters in which they present and reflect on artifacts that document their attainment of the knowledge, values, and skills in each of the 10 advanced generalist social work competencies while in the advanced generalist practicum placement. See Appendix C for a copy of the ePortfolio Assessment Rubric.

The advanced generalist ePortfolio is evaluated for program assessment by the advanced generalist practicum seminar instructors (who are UAA School of Social Work faculty) using an ePortfolio Assessment Rubric, which has a four-point Likert scale:

1 – Unable to Demonstrate: Student has not demonstrated autonomous application of knowledge, values, skills, and cognitive and affective processes related to the competency. Student performance is inadequate and shows little or no improvement.

2 – Emerging Demonstration: Student demonstrates autonomous application of knowledge, values, skills, and cognitive and affective processes of the competency in routine situations and with close support and supervision.

3 – Solid Demonstration: Student demonstrates autonomous application of knowledge, values, skills, and cognitive and affective processes of the competency across a broad range of moderately complex situations.

4 – Strong Demonstration: Student demonstrates leadership and autonomous application of knowledge, values, skills, and cognitive and affective processes of the competency across complex, multidimensional, and novel situations.

For analysis, a scale score is created for each of the ten advanced generalist social work competencies, which is operationalized as the average of the scores for the practice behaviors within each competency. Students demonstrate competence if they achieve a score of 3.0 or higher on each of the ten advanced generalist competencies. The program also reports the mean and standard deviation for each advanced generalist competency.

**Expected level of achievement:** The MSW program expected level of achievement is that 80% of the students will obtain a scale score of 3.0 or higher for each competency.

The two selected measures of advanced generalist competence are holistic measures of competence that evaluate students’ knowledge, values, skills, and cognitive and affective processes and behaviors (see Table 5).

Table 5

Measurement of MSW Advanced Generalist Competency Dimensions & Program Student Learning Outcomes

| Competency | AG-PIPAT | *e*-Portfolio |
| --- | --- | --- |
| 1. Demonstrate ethical and professional behavior in advanced generalist practice | K, V, S, CAPB | K, V, S, CAPB |
| 2. Advance human rights and social, racial, economic, and environmental justice in advanced generalist practice | K, V, S, CAPB | K, V, S, CAPB |
| 3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in advanced generalist practice | K, V, S, CAPB | K, V, S, CAPB |
| 4. Engage in practice-informed research and research-informed practice in advanced generalist practice | K, V, S, CAPB | K, V, S, CAPB |
| 5. Engage in policy practice in advanced generalist practice | K, V, S, CAPB | K, V, S, CAPB |
| 6. Engage with individuals, families, groups, organizations, and communities in advanced generalist practice | K, V, S, CAPB | K, V, S, CAPB |
| 7. Assess individuals, families, groups, organizations, and communities in advanced generalist practice | K, V, S, CAPB | K, V, S, CAPB |
| 8. Intervene with individuals, families, groups, organizations, and communities in advanced generalist practice | K, V, S, CAPB | K, V, S, CAPB |
| 9. Evaluate practice with individuals, families, groups, organizations, and communities in advanced generalist practice | K, V, S, CAPB | K, V, S, CAPB |
| 10. (AG only) Integrate the context of Alaska in advanced generalist practice | K, V, S, CAPB | K, V, S, CAPB |

*Key:* K=Knowledge; V=Values; S=Skills; CAPB=Cognitive and affective processes and behaviors

## UAA MSW ADEI and Implicit Curriculum Assessment Plan

The UAA School of Social Work faculty created the Implicit Curriculum Survey to assess the MSW program’s efforts to foster anti-racism, diversity, equity, and inclusion (ADEI) in the student learning environment and to assess the larger implicit curriculum, including student development; advising, retention, and termination; student participation; and connection and belonging. The Implicit Curriculum Survey is distributed to all generalist and advanced generalist MSW students using Qualtrics at the beginning of spring semester. See Appendix D for a copy of the Implicit Curriculum Survey.

The survey consists of five subscales: diversity, which has three items; student development, which has five items; advising, retention, and termination, which has five items; student participation, which has two items; and connection and belonging, which has six items. The survey is measured on a four-point Likert scale: 1 – strongly disagree; 2 – disagree; 3 – agree; 4 strongly agree. Each subscale also includes an open-ended question for comments and suggestions. The assessment report provides the mean and standard deviation for each subscale and individual item, and a summary of all comments in each of the subscales.

The survey also includes four open-ended questions to assess students’ perceptions of ways the School of Social Work could: solicit and receive feedback from students; engage students in decision making about the MSW program; involve students in addressing justice, equity, diversity and inclusion in the UAA School of Social Work; and continue efforts to be anti-racist, anti-oppression, decolonizing, and inclusive. There is one final question for additional comments or suggestions. The assessment report provides a summary of all responses to each question.

## UAA MSW Program Outcomes Monitoring Assessment Plan

The UAA MSW Program monitors program outcomes through four measures: MSW Program Graduation Rates; MSW Program Retention Rates; Employment Rates; and Licensure exam pass rates.

### Graduation Rates

The MSW graduation rate is calculated by the percentage of students expected to graduate who graduate. The expected level of achievement will be that 90% of students expected to graduate will graduate. Data will be provided by the MSW program chair.

The MSW program will also track time to degree completion, which will be calculated by the percentage of students each year who graduate in four years or less. This expected level of achievement reflects that the part-time MSW program is completed in four years, so most students should graduate in four years or less. The expected level of achievement for this outcome is that 90% of students will graduate in four years or less. To protect student privacy and confidentiality, data is not disaggregated by race. Data will be provided by UAA Institutional Research.

### Retention Rates

The MSW program retention rate is calculated by the percentage of MSW students enrolled in the fall semester who were still enrolled in the spring semester. The expected level of achievement for this outcome is that 90% of students will be retained from fall semester to spring semester. The rationale for this expected level of achievement is that while we hope all students will return to the MSW program each semester, there is a small number of students who may request a leave of absence or who may not return due to personal reasons or because they failed to make adequate progress in the program. We believe that 90% is the lowest acceptable retention rate. To protect student privacy and confidentiality, data is not disaggregated by race. It is also important to note that although most MSW students graduate in the spring semester, a small number of students every year take a class in fall semester and graduate in fall semester. Data will be provided by UAA Institutional Research.

### Employment Rates

The MSW program will administer an MSW Alumni Survey that measures current employment, current social work employment, amount of time to finding employment, current fields of practice, and demographic information. The Alumni Survey will be distributed to alumni at the beginning of fall semester two years post-graduation from the MSW program.

### Licensure Exam Pass Rates

The Association of Social Work Boards (ASWB) provides data on the pass rates of UAA graduates who take the ASWB Masters and Clinical licensure examinations. The content of the exams addresses the knowledge, skills, and abilities required for safe and competent practice. It is important to note that UAA graduates who take the exams are identified according to the school code provided by the candidates when they registered to take the examination. This information is voluntary, and many candidates do not list a school code. It is also possible that a give candidate may have listed an inaccurate school code, or may have earned his/her degree in a field other than social work. In addition, the graduation dates of the exam candidates is not provided.

# Appendix A: Generalist PIPAT

| UAA Generalist Practicum Rating Scale | | | |
| --- | --- | --- | --- |
| Student Demonstration of Practice Behavior: | | | |
| 1  Unable to Demonstrate | 2 Emerging Demonstration | 3  Solid Demonstration | 4  Strong Demonstration |
| The quality of student performance is inadequate and shows little or no improvement. Knowledge, skills, and abilities have not been demonstrated at appropriate levels. | Student is developing in this area; has a general understanding of key principles but limited or no ability to apply this competency. Is capable of demonstrating this competency with close supervision in less complex situations. | Student has sufficient understanding and experience to operate at a full generalist student level with this broad range of moderately complex situations. Can generalize basic principles to effectively function as a beginning professional. | Student has a broad and deep understanding and skills and can apply the competency regularly and independently. Displays this competency in complex, varied situations. |

| **Competency** | **Student Competence Score** | | | | |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| **Generalist Competency 1: Demonstrate Ethical and Professional Behavior** | | | | | |
| G 1a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. |  |  |  |  |  |
| G 1b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication. |  |  |  |  |  |
| G 1c. Use technology ethically and appropriately to facilitate practice outcomes. |  |  |  |  |  |
| G 1d. Use supervision and consultation to guide professional judgment and behavior. |  |  |  |  |  |
| Comments: | | | | | |
| **Generalist Competency 2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice** | | | | | |
| G 2a. Advocate for human rights at the individual, family, group, organizational, and community system levels. |  |  |  |  |  |
| G 2b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice. |  |  |  |  |  |
| Comments: | | | | | |
| **Generalist Competency 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice** | | | | | |
| G 3a. Demonstrate anti-racist and anti-oppressive social work practice at the  individual, family, group, organizational, community, research, and policy levels. |  |  |  |  |  |
| G 3b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. |  |  |  |  |  |
| Comments: | | | | | |
| **Generalist Competency 4. Engage in Practice-Informed Research and Research-Informed Practice** | | | | | |
| G 4a. Apply research findings to inform and improve practice, policy, and programs. |  |  |  |  |  |
| G 4b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work. |  |  |  |  |  |
| Comments: | | | | | |
| **Generalist Competency 5. Engage in Policy Practice** | | | | | |
| G 5a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. |  |  |  |  |  |
| G 5b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice. |  |  |  |  |  |
| Comments: | | | | | |
| **Generalist Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities** | | | | | |
| G 6a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies. |  |  |  |  |  |
| G 6b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies. |  |  |  |  |  |
| Comments: | | | | | |
| **Generalist Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities** | | | | | |
| G 7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies. |  |  |  |  |  |
| G 7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan. |  |  |  |  |  |
| Comments: | | | | | |
| **Generalist Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities** | | | | | |
| G 8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. |  |  |  |  |  |
| G 8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. |  |  |  |  |  |
| Comments: | | | | | |
| **Generalist Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** | | | | | |
| G 9a. Select and use culturally responsive methods for evaluation of outcomes. |  |  |  |  |  |
| G 9b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. |  |  |  |  |  |
| Comments: | | | | | |

# Appendix B: SWEAP

Example questions from [Social Work Education Assessment Project](https://www.sweapinstruments.org/resources/)

Competency 1: Demonstrate Ethical and Professional Behavior

1. Making clients aware of their choices is inherent in which social work ethical obligation?
2. Janna's social worker, Ed, is moving to a new agency and asks her if she would like to continue to see him after the move. According to the NASW Code of Ethics, Ed's offer could be considered:
3. The NASW Code of Ethics offers a set of values, principles and standards related to all but one of the following:
4. When a social worker's colleague is displaying incompetence during service to his clients, the social worker should discuss this matter with the:
5. A social worker offers her unemployed client a job cleaning the worker's home. This is an example of a:
6. What is the difference between privileged communication and confidentiality?
7. Which of the following is an ethical violation of a client's rights to privacy and confidentiality?

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

1. A belief that those with the greatest wealth have an obligation to help provide for those with the least wealth is part of which perspective?
2. Benefits that accrue to members of the dominant U.S. population because of their skin color are referred to as:
3. Which explanation of poverty is the most consistent with a social justice perspective?
4. Which of the following is not evidence of a social justice deficiency in the American political-economic system?
5. Which of the following statements describes the concept of feminization of poverty?
6. Social activism and other social change efforts are often resisted by:

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

1. Terms like: police officers, postal workers, spokesperson, and chairperson are examples of:
2. A recent refugee from Syria displays anxiety and fear toward the social worker assigned to help him learn to cope in his new home community. The social worker wonders whether the client might be better served by another colleague and questions his own ability to work with the client. The worker's supervisor suggests another reason the client may be reluctant to engage with the social worker. Which of the following explanations might be most relevant to the case?
3. Engaging in diversity and difference in social work practice means:
4. Which of the following statements is not accurate regarding women?
5. John, a 16-year-old high school student, was diagnosed with cerebral palsy before turning two years old. John's condition is chronic and most likely will remain permanent. Which of the following best defines John's condition?
6. Police reports in a community indicate that African-Americans are the most frequently arrested group for crimes such as drug abuse, petty theft, and similar minor offenses. These reports may indicate which of the following:

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

1. The requirements for a "classical experimental" design include:
2. Using random sampling (based upon probability theory)
3. Which of the following is not a level of measurement?
4. Using subjects that are available, such as students in a classroom or patients in a wing of a nursing home, without random selection, illustrates which of the following approaches to sampling?
5. Which of the following sampling strategies increases the opportunity for making sure all groups of interest in the population are represented in the sample?
6. Which of the following represents a well-known single subject design?
7. Which of the following can survey research not establish?

Competency 5: Policy Practice Policy

1. The Elizabethan Poor Laws are important for understanding social welfare in the US because:
2. In a capitalistic economic system one of the purposes of social welfare is to:
3. The principle of "social insurance" is best defined as:
4. The major social welfare program to emerge from the New Deal was:
5. In which category (ies) does the U.S. fall below other developed nations?
6. The enactment of the Personal Responsibilities Act and Work Opportunity Reconciliation Act of 1996 (TANF) resulted in:
7. The Earned Income Tax Credit (EITC) is considered by policy analysts to be:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

1. A (An) links clients with needed resources.
2. Listening empathetically means:
3. Effective work skills, the ability to get along with others, and support of one's family
4. are examples of:
5. Mandated clients:
6. Self-determination:

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

1. Within the Person-in environment system: Familial roles, interpersonal roles,
2. occupational roles, and special life tools are considered to be categorized under:
3. Risk factors for child abuse include all except the following:
4. Community assessment includes:
5. A common assessment tool used to determine addictions is:
6. A strengths-based assessment focuses on:

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

1. Which of the following techniques are common to advocacy?
2. When a social worker's personal values/beliefs clash with a client's values/beliefs:
3. Social learning theory places an emphasis on which of the following:
4. Believing that social work practice is conducted at the interface between people and their environments is associated with which perspective?
5. The concept "person-in-environment" includes which of the following:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations,

and Communities

1. Which of the following is (are) (a) method(s) of conducting a community needs assessment?
2. Which of the following applies to program evaluation
3. This evaluation model compares repeated measurements from a single subject over time
4. Action research is:
5. In relation to termination which statement is NOT true:

# Appendix C: Advanced Generalist PIPAT & ePortfolio Rubric

Please consider the following rubric to assess the student’s competence in demonstrating each practice behavior:

| UAA Advanced Generalist Practicum Rating Scale | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Demonstration of Practice Behavior: | | | | | | | | |
| 1  Unable to Demonstrate | 2 Emerging Demonstration | 3  Solid Demonstration | | 4  Strong Demonstration | | | | |
| Student has not demonstrated autonomous application of knowledge, values, skills, and cognitive and affective processes related to the competency. Student performance is inadequate and shows little or no improvement. | Student demonstrates autonomous application of knowledge, values, skills, and cognitive and affective processes of the competency in routine situations and with close support and supervision. | Student demonstrates autonomous application of knowledge, values, skills, and cognitive and affective processes of the competency across a broad range of moderately complex situations. | | Student demonstrates leadership and autonomous application of knowledge, values, skills, and cognitive and affective processes of the competency across complex, multidimensional, and novel situations. | | | | |
| **Competency** | | | **Student Competence Score** | | | | | |
|  | | 1 | 2 | 3 | 4 |
| **Advanced Generalist Competency 1: Demonstrate Ethical and Professional Behavior in Advanced Generalist Practice** | | | | | | | | |
| AG 1a. Engage in reflective practice, problem solving, and critical thinking to address complex situations with multiple value conflicts or ethical challenges by applying the standards of the NASW Code of Ethics and all other relevant laws and regulations in practice. | | |  | |  |  |  |  |
| AG 1b. Engage in the role of mentor and/or role model to transmit knowledge and information within the profession while recognizing the inevitability of ambiguity and uncertainty in an ever-changing environment. | | |  | |  |  |  |  |
| AG 1c. Demonstrate leadership and innovation in the ethical and appropriate use of accessible technology across multiple domains and platforms to address complex micro, mezzo, and macro social work practice issues. | | |  | |  |  |  |  |
| AG 1d. Engage in reflective practice and creative problem-solving during supervision and consultation to guide professional judgment and behavior and to manage complex situations with multiple value conflicts or ethical challenges. | | |  | |  |  |  |  |
| Comments: | | | | | | | | |
| **Advanced Generalist Competency 2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice in Advanced Generalist Practice** | | | | | | | | |
| AG 2a. Apply trauma-informed leadership skills to advocate for human rights and to promote social, racial, economic, and environmental justice at the individual, family, group, organizational, and community system levels. | | |  | |  |  |  |  |
| AG 2b. Apply knowledge of the complex history of social, racial, economic, and environmental injustices in Alaska and the Circumpolar North while advocating for eliminating oppressive practices at multiple systems levels. | | |  | |  |  |  |  |
| Comments: | | | | | | | | |
| **Advanced Generalist Competency 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Advanced Generalist Practice** | | | | | | | | |
| AG 3a. Demonstrate leadership in promoting and implementing anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels. | | |  | |  |  |  |  |
| AG 3b. Demonstrate leadership in promoting system-wide critical reflective practice that promotes, identifies, manages, and addresses the influence of personal bias, power, privilege, and values when working with clients and constituents. | | |  | |  |  |  |  |
| Comments: | | | | | | | | |
| **Advanced Generalist Competency 4. Engage in Practice-Informed Research and Research-Informed Practice in Advanced Generalist Practice** | | | | | | | | |
| AG 4a. Critically apply research findings to transmit knowledge and information within the profession and to inform and improve practice, policy, and programs. | | |  | |  |  |  |  |
| AG 4b. Apply ethical, culturally informed, anti-racist, and anti-oppressive qualitative, quantitative, and mixed methods research methods to better understand complex social work practice issues. | | |  | |  |  |  |  |
| Comments: | | | | | | | | |
| **Advanced Generalist Competency 5. Engage in Policy Practice in Advanced Generalist Practice** | | | | | | | | |
| AG 5a. Use social justice, anti-racist, and anti-oppressive lenses to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice. | | |  | |  |  |  |  |
| AG 5b. Evaluate social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for people living in rural and urban communities in Alaska. | | |  | |  |  |  |  |
| Comments: | | | | | | | | |
| **Advanced Generalist Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice** | | | | | | | | |
| AG 6a. Engage in critical thinking to identify and apply appropriate theories of human behavior and the social environment and other multidisciplinary and multicultural theoretical frameworks to engage with complex clients and constituencies. | | |  | |  |  |  |  |
| AG 6b. Use empathy, reflection, and advanced practice skills to effectively engage diverse clients and constituencies in complex practice situations. | | |  | |  |  |  |  |
| Comments: | | | | | | | | |
| **Advanced Generalist Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice** | | | | | | | | |
| AG 7a. Apply appropriate theories of human behavior and the social environment and other multidisciplinary and multicultural theoretical frameworks for assessing complex clients and constituencies and in analyzing that assessment data. | | |  | |  |  |  |  |
| AG 7b. Collaborate with clients and constituencies to develop mutually agreed-upon plans that promote self-determination and integrate assessment, research knowledge, and client values and preferences. | | |  | |  |  |  |  |
| Comments: | | | | | | | | |
| **Advanced Generalist Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice** | | | | | | | | |
| AG 8a. Collaborate with clients and constituents to implement advanced and feasible micro, mezzo, or macro interventions to achieve practice goals and enhance capacities of clients and interdisciplinary constituencies in complex practice situations. | | |  | |  |  |  |  |
| AG 8b. Engage in anti-racist and anti-discriminatory reflective practice to address how bias, power, privilege, personal values, and experiences intersect with micro, mezzo, and macro interventions with diverse clients and interdisciplinary constituencies. | | |  | |  |  |  |  |
| Comments: | | | | | | | | |
| **Advanced Generalist Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities in Advanced Generalist Practice** | | | | | | | | |
| AG 9a. Select and use appropriate and culturally-responsive qualitative, quantitative, or mixed methods for evaluation of complex outcomes at the micro, mezzo, or macro level. | | |  | |  |  |  |  |
| AG 9b. Critically analyze outcomes and apply evaluation findings to improve system-wide practice effectiveness and to promote policy change with individuals, families, groups, organizations, and communities. | | |  | |  |  |  |  |
| Comments: | | | | | | | | |
| **Advanced Generalist Competency 10. Integrate the Context of Alaska in Advanced Generalist Practice** | | | | | | | | |
| AG 10a. Identify the strengths and complex challenges experienced by urban and rural communities in Alaska and engage in a variety of advanced generalist social work roles at the micro, mezzo, and macro levels of practice to address those challenges through multidimensional and innovative interventions. | | |  | |  |  |  |  |
| AG 10b. Integrate contextual knowledge of urban and rural communities in Alaska into developing, implementing, and evaluating advanced generalist social work service delivery in Alaska. | | |  | |  |  |  |  |
| Comments: | | | | | | | | |

# Appendix D: Implicit Curriculum Survey

Are you currently a:  BSW Senior  BSW Junior  MSW Generalist  MSW Adv. Generalist

| For the items below, please rate if you (0) do not know, (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree. Please also share any comments or suggestions that you have for each topic. The information that you provide will be used in program evaluation that is intended to improve the UAA School of Social Work. Thank you for participating. |  | *Strongly Disagree* | *Disagree* | *Agree* | *Strongly Agree* |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
| **Diversity** | | | | | |
| 1. The program provides a learning environment that models affirmation and respect for diversity and difference. |  |  |  |  |  |
| Comments and Suggestions? | | | | | |
| 2. The program provides a supportive and inclusive learning environment. |  |  |  |  |  |
| Comments and Suggestions? | | | | | |
| 3. The program continually improves the learning environment to affirm and support persons with diverse identities. |  |  |  |  |  |
| Comments and Suggestions? | | | | | |
| **Admission** | | | | | |
| 1. The program’s admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups. |  |  |  |  |  |
| 2. The program provided me with adequate information about the criteria for admission to the MSW program in the admissions materials. |  |  |  |  |  |
| 3. The program provided me with adequate information about the policies and procedures for evaluating applications and notifying applicants of admissions decisions. |  |  |  |  |  |
| 4. The program provided me with adequate information about the policies and procedures used for awarding advanced standing in the admissions materials *(MSW only)*. |  |  |  |  |  |
| 5. The program provided me with adequate information about its policies and procedures concerning the transfer of credits in the student handbook. |  |  |  |  |  |
| 6. The program provided me with adequate information about its policy indicating that it does not grant social work course credit for life experience or previous work experience in the student handbook. |  |  |  |  |  |
| Comments and Suggestions? | | | | | |
| **Advising, Retention, and Termination** | | | | | |
| 1. The program provided me with adequate information about its academic and professional advising policies and procedures in the student handbook. |  |  |  |  |  |
| 2. The program provided me with adequate information about its policies and procedures for evaluating student’s academic and professional performance, including its policies and procedures for grievance in the student handbook. |  |  |  |  |  |
| 3. The program provided me with adequate information about its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance in the student handbook. |  |  |  |  |  |
| 4. The program provided me with professional advising that met my needs. |  |  |  |  |  |
| 5. The program provided me with academic advising that met my needs. |  |  |  |  |  |
| Comments and Suggestions? | | | | | |
| **Student Participation** | | | | | |
| 1. The program invites students to participate in formulating and modifying policies affecting academic and student affairs through student surveys and forums. |  |  |  |  |  |
| 2. The program provides students opportunities and encourages students to organize in their interests through the School of Social Work Student Coalition. |  |  |  |  |  |
| Comments and Suggestions? | | | | | |
| **Student sense of community, connection, & belonging** |  |  |  |  |  |
| 1. I feel connected to other social work students. |  |  |  |  |  |
| 1. I feel connected to the School of Social Work faculty. |  |  |  |  |  |
| 1. I feel a sense of belonging in the School of Social Work. |  |  |  |  |  |
| 1. I feel a sense of belonging at UAA. |  |  |  |  |  |
| 1. I feel connected to the social work profession. |  |  |  |  |  |
| 1. I feel like I belong in the social work profession. |  |  |  |  |  |
| Other Comments and Suggestions? | | | | | |
| **Anti-Racism, Anti-oppression, Decolonization, and Inclusivity** The UAA School of Social Work is seeking student feedback to assist in developing an action plan to guide our school in becoming a more anti-racist, anti-oppressive, decolonizing, and inclusive program for students with diverse identities, experiences, and perspectives.   1. Provide suggestions for improved ways that the School of Social Work could solicit and receive feedback from students. 2. Provide suggestions for improved ways that the School of Social Work could engage students in decision making about the BSW and MSW programs. 3. What type of involvement would you like students to have in addressing justice, equity, diversity, and inclusion in the UAA School of Social Work? 4. What changes would you suggest to assist the School of Social Work in its continued efforts to be anti-racist, anti-oppressive, decolonizing, and inclusive? 5. Any other comments or suggestions for the School of Social Work? | | | | | |