Program-Level Assessment: Annual Report

Program Name (no acronyms): Master of Social Work Program	Department: Social Work
Degree or Certificate Level: MSW	College/School: School of Social Work
Date (Month/Year): 10/2022	Assessment Contact: Kristi Richter

In what year was the data upon which this report is based collected? 2021- 2022

In what year was the program's assessment plan most recently reviewed/updated? 2022

Is this program accredited by an external program/disciplinary/specialized accrediting organization? Yes, Council on Social Work Education (CSWE)

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

The nine Community and Organization competencies as identified and defined by the MSW's accrediting body Council on Social Work Education.

Competency 1: Use codes of ethics and human rights principles to guide practice with communities and organizations.
Competency 2: Demonstrate culturally competent practice with communities and organizations.
Competency 3: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to organize and/or sustain advocacy and/or support networks.
Competency 4: Use research and professional expertise to improve practice with communities and organizations.
Competency 5: Provide leadership in a variety of roles in community and organizational practice.
Competency 6: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models.
Competency 7: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to plan and/or conduct an assessment of community or organizational needs and strengths with stakeholders.
Competency 8: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to engage in community and organizational practice.
Competency 9: Use research and professional expertise to evaluate practice with communities and organizations.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Two measures are used to determine if students achieved the stated outcomes:

Measure 1: SWRK 5833 Community and Organization Field Final Evaluation. At the end of each semester, the student's practicum Learning Agreement will be used as a basis for assessing student learning and performance. Field Instructors should use their copy of the student's Learning Agreement to complete the Final Evaluation. Students are assessed on

each competency behavior on a Likert scale from 1 to 5, with 5 being the highest. Students must achieve a combined mean score of 3 or higher on the final evaluation to pass the practicum.

Measure 2: Each of the nine Community and Organization competencies are measured by embedded assignments in a variety of courses using the course assigned rubric to score. Currently there are three off-campus hybrid programs (in Massachusetts, Ohio, and Missouri) that offer the Community and Organization concentration and are shown in a separate table (under #4 - data results).

*Please see Appendix II for assignment descriptions and rubrics.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

Artifact 1: SWRK 5833 Community and Organization Concentration Field evaluation form. Please see Appendix I for the evaluation form. The evaluation is completed by the Field Instructor. The Faculty Field Liaison also reviews the final evaluation for consistency, to include : the ongoing communication with student, semester long communications with the Field Instructor and observations during the mid-semester visit.

Artifact 2: Instructor assessment of assignments in designated courses. Please see Appendix II for assignment descriptions and rubrics. Lead Instructors for referenced courses (along with concentration committees) annually review the artifacts.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Measure 1: Assessment Data Collected during the Academic Year 2021-2022
Program Option #1: Main Campus/ On-Ground Delivery

Community and Organization Concentration 2nd (5833)	**Competency Benchmark**	**STL Campus Total %**
Competency 1: Use codes of ethics and human rights principles to guide practice with communities and organizations	**80.00%**	**87.5%**

Competency 2: Demonstrate culturally competent practice with communities and organizations.	**80.00%**	**100%**
Competency 3: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to organize and/or sustain advocacy and/or support networks.	**80.00%**	**83.3%**
Competency 4: Use research and professional expertise to improve practice with communities and organizations.	**80.00%**	**91.7%**
Competency 5: Provide leadership in a variety of roles in community and organizational practice	**80.00%**	**75%**
Competency 6: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models	**80.00%**	**87.5%**
Competency 7: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to plan and/or conduct an assessment of community or organizational needs and strengths with stakeholders	**80.00%**	**91.7%**

Competency 8: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to engage in community and organizational practice	**80.00%**	**77.8%**
Competency 9: Use research and professional expertise to evaluate practice with communities and organizations	**80.00%**	**83.3%**

Measure 2: Assessment Data Collected during the Academic Year 2021-2022

Program Option #1: Main Campus/On Ground

COMPETENCY	COMPETENCY BENCHMARK Community and Organization	Area of Specialized Practice Community and Organization
Competency 1: Use codes of ethics and human rights principles to guide practice with communities and organizations.	**80%**	**93.7%**
Competency 2: Demonstrate culturally competent practice with communities and organizations.	**80%**	**100%**
Competency 3: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to organize and/or sustain advocacy and/or support networks.	**80%**	**84.65%**

Competency 4: Use research and professional expertise to improve practice with communities and organizations.	**80%**	**95.85**
Competency 5: Provide leadership in a variety of roles in community and organizational practice.	**80%**	***75%**
Competency 6: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models.	**80%**	**93.75%**
Competency 7: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to plan and/or conduct an assessment of community or organizational needs and strengths with stakeholders.	**80%**	**88.85%**
Competency 8: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to engage in community and organizational practice.	**80%**	**88.90%**
Competency 9: Use research and professional expertise to evaluate practice with communities and organizations.	**80%**	**91.65%**

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

The program has learned that the following benchmarks for Community and Organization have not been met:
Measurement I
Competency 5: Provide leadership in a variety of roles in the community and organizational practice
Competency 8: Approach community and organizational planned change using theoretical frameworks and evidence-based practice models to engage in community and organizational practice
Measure II
Competency 5: Provide leadership in a variety of roles in the community and organizational practice

The data tells us that the students have not acquired this competency and we need to determine why to address the issue.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The results were shared via email in August/September with all MSW Faculty, and in October/November discussed within the MSW Program Committee and within the individual concentration committee meetings.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	● Course content ● Teaching techniques ● Improvements in technology ● Prerequisites	● Course sequence ● New courses ● Deletion of courses ● Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	● Student learning outcomes ● Artifacts of student learning ● Evaluation process	● Evaluation tools (e.g., rubrics) ● Data collection methods ● Frequency of data collection

Please describe the actions you are taking as a result of these findings.

As a result of not meeting our benchmarks in the *Community and Organization Competency 5: Engage in Policy Practice* the MSW Program Committee along with Policy instructors are evaluating to determine if this is an issue with content, teaching, or with the measurement tools. The MSW Program Committee is also reviewing measure 1 and measure 2 independently to identify areas of low scoring so we may adjust accordingly.

**However, we believe this is an anomaly. This is inconsistent with previous years. The same academic year the MSW program has an adjunct new to Policy Practice course content (and first time teaching at the graduate level) results in lower Student Learning Outcomes. We eagerly look forward to see if minus these variables there is a positive impact on 2022-2023 SLO for this competency.*

If no changes are being made, please explain why.

N/A

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

As a result of previous year's assessment findings and feedback, the MSW Faculty have changed specific embedded assignments within clinical and research courses to try and improve SLO for specific competencies.

B. How has this change/have these changes been assessed?

The MSW completes an annual accreditation assessment for the Council on Social Work Education using the previously mentioned measure 1 and measure 2.

C. What were the findings of the assessment?

The findings showed that the grades for the newer implemented assignments increased, thus positively raising the SLO percentages of the identified competencies.

D. How do you plan to (continue to) use this information moving forward?

It is an exciting time, as the MSW Faculty are currently reimagining our curriculum. Assessment information and feedback have been (and continue to be) critical in determining what is essential to our competencies for the Social Work profession and what may need to be reworked. The annual assessment allows us to keep our students learning as top priority. This is done by providing opportunities to evaluate and transform our content and teaching.

Thank you for this opportunity.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.

Instructions for Completing the Final Evaluation SWRK 5833 2nd CommunityOrg Concentration Practicum:

At the end of each semester, the Learning Agreement will be used as a basis for assessing student learning and performance. Field Instructors should use their copy of the Learning Agreement form to complete the Final Evaluation. Comments are encouraged.

I have reviewed and approved the Student's Practicum Hours Log.
(Prior to submitting this Final Evaluation you must review and approve the student's Practicum Hours Log.)

- Yes
- No

Field Instructor Last Name

Field Instructor First Name

Field Instructor Email

Agency Name

Student Last Name

Student First Name

Semester

Year

Competency 1

Use codes of ethics and human rights principles to guide practice with communities and organizations

Behavior 1.1
Relate social work values and ethics (e.g. social justice, self determination, democratic participation) in community and organization work.

Behavior 1.2
Engage in advocacy or community awareness activities that focus on eliminating the stigma, discrimination, and oppression faced by vulnerable populations.

Competency 2

Demonstrate culturally competent practice with communities and organizations.

Behavior 2.1

Demonstrate cultural competence and knowledge of populations served in community practice, organizational practice, or policy practice.

Competency 3

Approach community and organizational planned change using theoretical frameworks and evidence based practice models to organize and/or sustain advocacy and/or support networks

Behavior 3.1

Participate in social planning activities such as strategic planning, advocacy campaigns, and/or community efforts.

Behavior 3.2

Participate in task groups, coalitions, task forces, committees, or neighborhood groups in order to enhance communities or organizations.

Competency 4

Use research and professional expertise to improve practice with communities and organizations

Practice Behavior 4.1

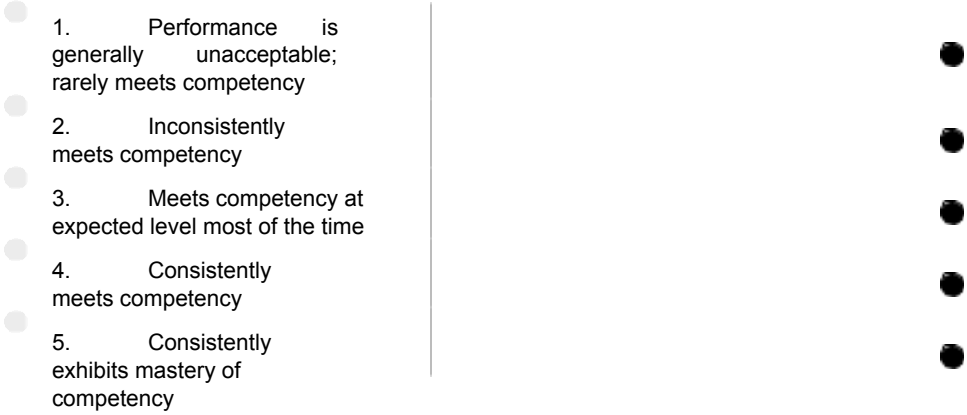
Identify and use research products (e.g. articles, books and clearinghouses) and professional expertise to improve practice with communities and organizations

Competency 5

Provide leadership in a variety of roles in community and organizational practice

Behavior 5.1

Demonstrate professional expertise through public speaking to a community group, board, or policy decision making body.



Behavior 5.2

Provide leadership in community, organizational, or policy practice for a project.

Competency 6

Approach community and organizational planned change using theoretical frameworks and evidence based practice models

Behavior 6.1

Identify and apply theoretical frameworks that guide community and organizational practice.

• Performance is generally unacceptable; rarely meets competency • Inconsistently meets competency • Meets competency at expected level most of the time • Consistently meets competency • Consistently exhibits mastery of competency	Quality of Performance

Behavior 6.2
Understand and engage in community or organizational practice models that are evidencebased.

Competency 7

Approach community and organizational planned change using theoretical frameworks and evidence based practice models to plan and/or conduct an assessment of community or organizational needs and strengths with stakeholders

Behavior 7.1
Participate in community or organizational needs and/or strengths assessment in order to enhance community or organization service delivery.

	Quality of Performance
• Performance is generally unacceptable; rarely meets competency	●
• Inconsistently meets competency	●
• Meets competency at expected level most of the time	●
• Consistently meets competency	●
• Consistently exhibits mastery of competency	●

Competency 8

Approach community and organizational planned change using theoretical frameworks and evidence based practice models to engage in community and organizational practice.

Behavior 8.1
Participate in community organizing or development.

Behavior 8.2
Participate in policy analysis, development, and practice within legislative or organizational bodies.

Behavior 8.3

Participate in resource development activities (e.g. fundraising or grantwriting) and understand budgeting and financial management process.

Competency 9

Use research and professional expertise to evaluate practice with communities and organizations

Behavior 9.1
Generate and/or use empirical research, secondary data, databases, geographic information system (GIS), professional expertise, and/or other forms of evidence in evaluation, and program development in communities or organizations

Professional Work Behaviors

(Completion Only)

1. Professional responsibility/interest in professional development

1. Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

2. Poise and selfcontrol

1. Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

3. Assertiveness

1. Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

4. Personal appearance related to agency standards

1. Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

5. Plan and arrange work/selfmotivated

1. Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

6. Ability to assume responsibility for own learning

1. Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

7. Understands and works within agency structure

1. Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

8. Written and verbal communication

1. Performance is	generally	unacceptable;	rarely meets	competency

1. Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

9. Use of supervision

1. Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

10. Appropriate use of technology (e.g., personal or agency computer or electronic devices)

1. Performance is generally unacceptable; rarely meets competency	2. Inconsistently meets competency	3. Meets competency at expected level most of the time	4. Consistently meets competency	5. Consistently exhibits mastery of competency
○	○	○	○	○

Comments:
(Required)
Please provide a summary of performance including strength and areas for further growth

Field Instructor recommendation of Final Grade:
(Please mark this Evaluation as Satisfactory or Unsatisfactory)

- ● Satisfactory
- ● Unsatisfactory

Field Instructor will provide student with a copy of this Evaluation.

- ● Yes

Student's combined mean score of completion and quality is: _____

If the Combined MeanScore is below a 3, please contact the student's Faculty Liaison

4.0.1 Assessment Measures
MSW Community and Organization Specialization Competencies
Measure 2 - Course Embedded Measures

Competency 1: Use Codes of Ethics and Human Rights Principles to Guide Practice with Communities and Organizations.

Personal Ethical Decision-Making Model and Presentation
Scoring Guide

Student: _____

Assignment Components	Points Possible	Points Earned	Comments
Written Component			
Discuss and describe components of the model	20		
Provides explanation for overall organization of model	10		
Explains your choices for what to include/not include within model	10		
Provides citations for various portions of model pulled from other sources. (Professional behavior involves properly crediting sources)	10		
Provides discussion throughout related to fit with population of interest (clinical – individuals, families, groups; comm/org – communities, organizations) and field of practice	10		

Ethical documentation involves being able to effectively communicate your ideas in writing (this includes overall organization, word choice, spelling/grammar, etc)	10		
Oral Presentation/Activity (Orally communicating ideas effectively is an important component of professional behavior).			
Five-minute presentation of model	10		
Using model in class activity (application of models to case scenarios)	20		
TOTAL:	100		

Competency 1: Use Codes of Ethics and Human Rights Principles to Guide Practice with Communities and Organizations

Personal Ethical Decision-Making Model and Presentation

Personal Ethical Decision-Making Model and Presentation Criteria

Throughout this class you have had the opportunity to read, think about, and respond to ethical dilemmas. Each of you will approach ethical decision making in a different way. The last case scenario assignment asks you to put into a diagram and words how you approach an ethical dilemma, especially given the information in your text related to ethical decision making, in addition to incorporating your personal values, virtue, and background that seem to influence your ethical decision making. One of the points of this assignment is for you to explore your professional use of self.

Written assignment:

Each student will articulate his/her own 'model' of ethical decision-making. This model could contain the possible hierarchy of elements regarding ethical decisions and the influences that the student pulls from to make ethical decisions.

The paper should include:

(1) a one-page diagram of the ethical decision making model
(2) a narrative paper,
    a. *with references from class text or readings* that discusses the components of the model.
    b. This should also describe why you included the components you did and why you ordered them the way you did. How did you make these decisions and why?
    c. Finally, you need to provide discussion about how the model fits your population of interest (clinical – individuals, families, groups; comm/org – communities, organizations) and field of practice
    d. Remember that ethical documentation involves being able to effectively communicate your ideas in writing (this includes overall organization, word choice, spelling/grammar, etc)

In class:

(1) Students will give a 5 minute presentation of their model of ethical decision-making. At the time of the presentation students will show their diagram of the model.
(2) Students will have the opportunity to use and evaluate their decision making model on case examples in class while working as a group with other students.

Resources (not exhaustive):

- Various Codes of Ethics (including UN Declaration of Human Rights; International Federation of Social Worker document)
- Abramson, Knowing Oneself Ethically
- Canda Ch. 5 &6, spiritual perspectives
- Various Ethical Decision Making models
- Ethical theories and ethical principles
- Ethical and Religious Directives for Catholic Health Care Services

- Organizations, Administration, Communities considerations—Hardina, 2004, Berry, 2007

Additional NASW Standards for Practice
http://www.socialworkers.org/practice/standards/index.asp (for example, standards across various practice settings—health care, child welfare, substance abuse, case management, school services, veterans, caregivers, palliative/end-of-life care, adolescents, long-term care, etc…)

Competency 2: Demonstrate Culturally Competent Practice with Communities and Organizations

Organizational Overview
Scoring Guide

Assignment Components	**Points Possible**	**Points Earned**	**Comments**
Written Component			
Identify organization/non-profit and research, including mission, vision, values	3		
Describe other programs, activities, population, and numbers served	3		
Diversity and inclusion initiatives	2		
Presentation	2		
Total Points	10		

Competency 2: Demonstrate Culturally Competent Practice with Communities and Organizations

Organizational Overview

Organizational Overview Criteria

Working in teams, your group will complete Sections A and B of the Missouri Common Grant Application Version 2 *using the User Guide Version 2 for guidance and completion.* These sections combined should not be more than two pages in length. In order to collect accurate and thorough information, teams should conduct interviews, visit the organization's website, read impact and annual reports, newsletters, etc. Additionally, you can review the organization's 990, found here: http://foundationcenter.org/find-funding/990-finder.

Section A: Organization Information

1. Brief summary of organization's history.

    a. Discuss the founding and development of the organization, and the organization's current mission statement. Explain the original issue and/or opportunity the organization was founded to address and how that may have changed over time.

2. Brief description of the organization's current programs, activities, number served annually, and recent accomplishments.

    a. Provide a brief description of the organization's current services. Include population and numbers served, as well as expected results. If this request is for a specific project, then describe that project in Section D; describe the organization's other projects here.

Section B: Diversity, Equity, and Inclusion

3. List any internal or external efforts your organization is currently undertaking to incorporate diversity, equity, and/or inclusion (DEI) into its policies and practices. Are there DEI initiatives your organization hopes to undertake?

4. How are the demographics of the community/clients your organization serves reflected in the composition of your staff, board, and/or volunteers? Are there ways that your organization strives to incorporate the perspective of the community/clients your organization serves?

Competency 3: Approach Community and Organizational Planned Change Using Logical, Scientific, and Theoretical Frameworks to Organize and/or Sustain Advocacy and/or Support Networks

Participation in a Community Practice Effort
Scoring Guides

Option 1

Assignment Components	**Points Possible**	**Points Earned**	**Comments**
Introduce the local effort	5		
Describe major content from first interaction/interview	5		
Describe specific practice effort and skills learned	10		
Total Points	20		

Option 2

Assignment Components	**Points Possible**	**Points Earned**	**Comments**
Introduce the local effort	5		
Describe local community practice effort	5		

Describe community practice theory and models used by the practice effort	10		
Total Points	20		

Competency 3: Approach Community and Organizational Planned Change Using Logical, Scientific, and Theoretical Frameworks to Organize and/or Sustain Advocacy and/or Support Networks

Participation in a Community Practice Effort Paper

Participation in a Community Practice Effort Paper Criteria (2 options)

Option 1

Participate in a community practice effort that organizes and/or sustains advocacy and/or support networks. Using this option, students engage in community practice with a local effort (with a range of 20-25 active service hours). Students may choose to directly engage in community practice efforts in the metropolitan St. Louis area. The instructor can assist to direct students to agencies/ individuals who are directly engaging in community practice of a particular type. This area must be different from an area in which the student has engaged as part of a practicum or prior work experience (i.e., must be new learning). Students can engage in a community practice effort by taking on a role that is stronger than observer/passive participant and involves new graduate-level learning for the student. To obtain permission to engage in work and learn about possibilities, students must interact and informally interview a community practice professional (by attending a meeting and/or interviewing with staff members and volunteering to accomplish a task). Examples of possible community practice tasks in which students could engage include (either assisting to or individually implementing a plan to) develop a membership recruiting plan and/or assist to execute a plan, develop leadership in resident/members, work with community organizing efforts, plan and facilitate meetings, research and speak publicly about an issue, conduct media outreach, assist a board/group to choose an issue and/or develop a strategy, and assist a group/board to set priorities. In short, students assist in the planning or implementation of a community practice activity as a volunteer short-term staff member.

Due to the length of time needed to engage in this option, students must arrange approval for this option by Class #5 by writing a brief proposal. Students must log hours and report activities completed in the community practice activity and turn it in at the end of the semester, with the signature of an individual associated with the effort attesting to the student effort. This option requires a five-six (5-6) page paper at the end that addresses the following areas:

Practice Effort Paper Outline

The chosen book used for this paper is a required reference for the paper, in addition to at least one other source (a total of two is required):

1. Introduce the local effort. (One-half to one full page)
2. Briefly describe the major content from your first interaction/informal interview with a professional member of the community practice effort. (one half to one full page)
3. Describe your (specific) practice effort, skills learned and outcome. (two pages)
4. Compare and contrast the local community practice effort with the national or international information that you wrote about in your first paper. What could the local effort do to become more evidence-based? Based on the information in your first paper, how might the local effort become more effective? (two pages)
5. Reflect on your experience. What motivated you to choose this area of practice? What attracts and repels you from this area of practice? Would you want to engage in this area of community practice? (one page)
6. Conclude (half page)
7. References

Option 2

Provide an analysis of the community practice of a particular local effort that organizes and/or sustains advocacy and/or support networks (10-12 pages).

Students may choose to engage in an analysis of a community practice effort as practiced by a particular agency/organization/coalition that organizes and/or sustains advocacy and/or support networks. The instructor can assist to direct students to agencies/ individuals who are directly engaging in community practice of a particular type (see grid below).

Students should do the following:

1. Interview at least one professional members of the practice effort;
2. Observe/attend at least one event/agency meeting/coalition meeting of the practice effort;
3. Gather printed information about the practice effort produced by the community effort;
4. Search media sources for historical accounts of the local community practice effort;
5. Seek to discover alternative viewpoints of the effectiveness and success of the community practice effort; and
6. Analyze the change effort compared to the national “best practices” about this practice area.

Practice Paper Outline

Students will analyze the community practice effort for particular elements and will include these elements in their paper. The outline of the paper is as follows:

1. Introduction to the local community practice effort. (one full page)
2. Detailed description about the local community practice effort, to include the information from the sources described above. What are the long-term goals, short-term objectives, and activities engaged in to achieve the long-term goals? What tactics are used? (two-three pages)
3. Description of the community practice theory and model(s) that the practice effort utilizes. Provide justification for your choice (two pages). Use the book you read for the previous Practice Effort paper as one of the references for this section.
4. Outcomes of the practice effort. What have been the successes and failures? (one page)
5. Compare and contrast the local community practice effort with the national or international information that you wrote about in your first paper. In this section, answer some of the following questions: What could the local effort do to become more evidence-based? What efforts is the local effort undertaking to become more effective? Based on the information in your first paper, how might the local effort become more effective? How might they utilize "best practices"? Could the practice effort better take advantage of national resources/opportunities? How could the practice effort become more culturally competent? Are there unresolved important ethical issues? In what ways do the characteristics and structures of the practice effort facilitate meeting or inhibiting the goal(s)? (four-five pages)
6. Conclusion (one page)

Competency 4: Use Research and Professional Expertise to Improve Practice with Communities and Organizations

Statement of Need
Scoring Guide

Assignment Components	**Points Possible**	**Points Earned**	**Comments**
Literature review is thorough, accurate, and timely, representing the needs of the client population	4		
Client strengths are highlighted, with an overview of how their strengths will improve practice	4		

Presentation	2		
Total Points	10		

Competency 4: Use Research and Professional Expertise to Improve Practice with Communities and Organizations

Statement of Need

Community/Client Needs and Strengths Criteria

This project consists of completing Section C of MCG 2.0 on community and client needs and strengths. This project will incorporate a literature review, citing scholarly, and peer-reviewed literature, demonstrating the need and addressing the issue your program plans to meet. Section 2 should be no more than 2 pages in length.

From the MCG User Guide 2.0: Section C is the place to highlight an organization's understanding of the need it is addressing through this specific project. This section also provides an opportunity for an organization to acknowledge some of the key strengths, capacities, and assets of their clients/community in need and re-imagine the outcomes of their work using an aspirational, strengths-based perspective.

1. What are the community/client needs or problems that will be addressed by this project? Why is this issue important?
2. Identify 3-5 strengths of the community/clients that your organization serves AND explain how those strengths might contribute to the success of this project.

Competency 5: Provide Leadership in a Variety of Roles in Community and Organizational Practice

Elevator Speech and Final Presentation
SWRK 5707

Community Org Scoring Guide

Assignment Components	Points Possible	Points Earned	Comments
Completeness: Introduction to community issue including Solution, Ask and Complete logic model.	3		
Depth of analysis: Ample detail included in all sections. Logic model is accurate.	6		
Organization: Material presented in a clear manner. Connections between sections is clear.	2		
Timing: Presentation is within time limit	2		

Leadership skills: Content is memorized, includes another person, eye contact is clear, smooth delivery, professional word choice, and professional demeanor and non-verbal behavior.	7		
Total Points	**20**		

Competency 5: Provide Leadership in a Variety of Roles in Community and Organizational Practice

Community Org Elevator Speech and Final Presentation Criteria

Using a bill that addresses a community social issue, students will demonstrate their leadership skills by preparing and giving a 3-minute (maximum) elevator speech about their topic. In addition, they will present the final version of their logic model to describe the community efforts underway to change your chosen policy.

In addition to the elevator speech, students will present the final version of their logic model to describe the overall effort underway to change their chosen policy. Students will present a PowerPoint or Prezi presentation (maximum10 minutes in length) to provide a comprehensive and concise summary of their chosen change effort. Students should highlight what they feel they are most of proud of and what was the toughest challenge.

Competency 6: Approach Community and Organizational Planned Change Using Logical, Scientific, and Theoretical Frameworks

Community Change Model Paper
Scoring Guide

Assignment Components	**Points Possible**	**Points Earned**	**Comments**
Introduction	1		
A description of the community planned change model or method (historical and current)	3		
Key principles guiding the implementation of the model or method	3		

Key capacity building skills associated with the successful application of the model or method	3		
Short description of a “case” (a specific program or initiative) that is NOT local (could be international)	3		
Evaluation data about the practice area (either of the case described above or in general about the method	3		
Future direction/prospects of this type of community practice	3		
Conclusion	1		
Depth of Analysis: Each section contains ample detail and discussion of requested information.	20		
Total Points	40		

Competency 6: Approach Community and Organizational Planned Change Using Logical, Scientific, and Theoretical Frameworks

Community Change Model Paper

Community Change Model Paper Criteria

Using the material from your chosen book and articles that are assigned and recommended for class on your particular topic (if any), research literature and "grey" literature (i.e., agency reports, news briefs, government reports, and other non-refereed sources), write a six to eight (6-8) page double-spaced paper about your chosen area of community practice. The following outline serves as a rough outline for your paper:

- Ø Introduction (required)
- Ø A description of the community change model or method (historical and current) (required)
- Ø Key principles guiding the implementation of the model or method (required)
- Ø Variations in the current use of the model or method (optional)
- Ø Key capacity building skills associated with the successful application of the model or method (required)
- Ø Short description of a "case" (a specific program or initiative) that is NOT local (could be international) (required)
- Ø Evaluation data about the practice area (either of the case described above or in general about the method) (required)
- Ø Examples of funding sources/mechanisms that support the model or method (foundations, public funds, etc.) (optional)
- Ø Future direction/prospects of this type of community practice (required)
- Ø Conclusion (required)
- Ø References (required)

References: In addition to liberally and specifically utilizing the chosen book(s) in the paper, students should have a minimum of five academic references. "Grey" literature and information from Internet websites are in addition to the five academic references. In the paper, it should be very apparent that you have thoroughly read your chosen book.

Competency 7: Approach Community and Organizational Planned Change Using Logical, Scientific, and Theoretical Frameworks to Plan and/or Conduct an Assessment of Community or Organizational Needs and Strengths with Stakeholders

Community Practice Assessment
Scoring Guide

Option 1

Assignment Components	**Points Possible**	**Points Earned**	**Comments**
Describe community planned change effort outcomes, including success and failures	5		

Compare/contrast effort with national/international efforts discussed in previous Practice Effort paper	10		
Conclusion	5		
Depth of Analysis: Each section contains ample detail and discussion of requested information.	35		
Total Points	55		

Option 2

Assignment Components	**Points Possible**	**Points Earned**	**Comments**
Describe community planned change effort outcomes, including successes and failures	5		
Compare/contrast effort with national/international efforts discussed in previous Practice Effort paper	10		
Paper: Conclusion	5		
Depth of Analysis: Each section contains ample detail and discussion of requested information.	35		
Total Points	55		

Competency 7: Approach Community and Organizational Planned Change Using Logical, Scientific, and Theoretical Frameworks to Plan and/or Conduct an Assessment of Community or Organizational Needs and Strengths with Stakeholders

Community Practice Assessment Paper

Community Practice Assessment Paper Criteria

Option 1

Participate in a community practice effort that organizes and/or sustains advocacy and/or support networks. Using this option, students engage in community practice with a local effort (with a range of 20-25 active service hours). Students may choose to directly engage in community practice efforts in the metropolitan St. Louis area. The instructor can assist to direct students to agencies/ individuals who are directly engaging in community practice of a particular type. This area must be different from an area in which the student has engaged as part of a practicum or prior work experience (i.e., must be new learning). Students can engage in a community practice effort by taking on a role that is stronger than observer/passive participant and involves new graduate-level learning for the student. To obtain permission to engage in work and learn about possibilities, students must interact and informally interview a community practice professional (by attending a meeting and/or interviewing with staff members and volunteering to accomplish a task). Examples of possible community practice tasks in which students could engage include (either assisting to or individually implementing a plan to) develop a membership recruiting plan and/or assist to execute a plan, develop leadership in resident/members, work with community organizing efforts, plan and facilitate meetings, research and speak publicly about an issue, conduct media outreach, assist a board/group to choose an issue and/or develop a strategy, and assist a group/board to set priorities. In short, students assist in the planning or implementation of a community practice activity as a volunteer short-term staff member.

Due to the length of time needed to engage in this option, students must arrange approval for this option by Class #5 by writing a brief proposal. Students must log hours and report activities completed in the community practice activity and turn it in at the end of the semester, with the signature of an individual associated with the effort attesting to the student effort. This option requires a five-six (5-6) page paper at the end that addresses the following areas:

Practice Paper Outline

1. The chosen book used for the previous Practice Effort paper is a required reference for the paper, in addition to at least one other source (a total of two is required):
2. Introduce the local effort. (One-half to one full page)
3. Briefly describe the major content from your first interaction/informal interview with a professional member of the community practice effort. (one half to one full page)
4. Describe your (specific) practice effort, skills learned and outcome. (two pages)
5. Compare and contrast the local community practice effort with the national or international information that you wrote about in your first paper. What could the local effort do to become more evidence-based? Based on the information in your first paper, how might the local effort become more effective? (two pages)

6. Reflect on your experience. What motivated you to choose this area of practice? What attracts and repels you from this area of practice? Would you want to engage in this area of community practice? (one page)
7. Conclude (half page)
8. References

Option 2

Provide an analysis of the community practice of a particular local effort (10-12 pages).
Students may choose to engage in an analysis of a community practice effort as practiced by a particular agency/organization/coalition. The instructor can assist to direct students to agencies/ individuals who are directly engaging in community practice of a particular type (see grid below).

Students should do the following:

1. Interview at least one professional members of the practice effort;
2. Observe/attend at least one event/agency meeting/coalition meeting of the practice effort;
3. Gather printed information about the practice effort produced by the community effort;
4. Search media sources for historical accounts of the local community practice effort;
5. Seek to discover alternative viewpoints of the effectiveness and success of the community practice effort; and
6. Analyze the change effort compared to the national "best practices" about this practice area.

Practice Paper Outline

Students will analyze the community practice effort for particular elements and will include these elements in their paper. The outline of the paper is as follows:

1. Introduction to the local community practice effort. (one full page)
2. Detailed description about the local community practice effort, to include the information from the sources described above. What are the long-term goals, short-term objectives, and activities engaged in to achieve the long-term goals? What tactics are used? (two-three pages)
3. Description of the community practice theory and model(s) that the practice effort utilizes. Provide justification for your choice (two pages). Use the book you read for the previous Practice Effort paper as one of the references for this section.
4. Outcomes of the practice effort. What have been the successes and failures? (one page)
5. Compare and contrast the local community practice effort with the national or international information that you wrote about in your first paper. In this section, answer some of the following questions: What could the local effort do to become more evidence-based? What efforts is the local effort undertaking to become more effective? Based on the information in your first paper, how might the local effort become more effective? How might they utilize "best practices"? Could the practice effort better take advantage of national resources/opportunities? How could the practice effort become more culturally competent? Are there unresolved important ethical issues? In what ways do the characteristics and structures of the practice effort facilitate meeting or inhibiting the goal(s)? (four-five pages)
6. Conclusion (one page)

Competency 8: Approach Community and Organizational Planned Change Using Theoretical Frameworks and Evidence-based Practice Models to Engage in Community and Organizational Practice

Scoring Guide

Project Plan, Logic Model, and Evaluation

Assignment Components	**Points Possible**	**Points Earned**	**Comments**
Proposed project plan including activities and interventions are evidenced-based	10		
Logic model outlines a clear theory of change	10		
Outcome statements are clear and measurable	3		
The evaluation plan is sound, strategic, aligned with your program goals, outcomes, and deliverables	5		
Presentation	2		
Total Points	30		

Competency 8: Approach Community and Organizational Planned Change Using Theoretical Frameworks and Evidence-based Practice Models to Engage in Community and Organizational Practice

Project Plan, Logic Model, and Evaluation

Project Plan, Logic Model, and Evaluation Criteria
Project 3 will consist of completing Section D of the MCG 2.0 along with a modified version of the Lutheran Foundation of Saint Louis's logic model template. This assignment forms the basis or foundation of your program that is designed to deal with the problem or condition you seek to address. It establishes the framework for all other components of the program planning process. In order to

complete Section D, the team will need a thorough understanding of the organization and as such, interviews with key stakeholders are recommended and may be necessary in order to obtain accurate information. Be prepared to share your logic model in class. You can develop a PowerPoint and/or use handouts. Section D should be no more than five pages in length excluding the logic model which is typically one page.

SECTION D: Project Information

1. Describe who will be served by this grant. How many will be served?
2. What are your project goals?
3. What activities do you intend to engage in or provide to achieve the aforementioned goals? Please provide an in-depth description of the activities/services, including: 1) how much, 2) how often, 3) how long activities/services will be provided. For expanded project requests, distinguish between current and expanded activities/services.
4. What are the anticipated short-term and long-term measurable outcomes that would be achieved by this grant?
5. What is the timeline for implementing this grant?
6. What are the organization's most significant interactions with other organizations and initiatives? For project requests, address this question with respect to that project only. (e.g., who are the other partners, what is your past experience collaborating with each organization, what is their role in this project, and what is their expertise, etc.?)
7. What other agencies or projects are doing similar work in the region and how are you different?
8. Who are the key staff members, board members, and/or volunteers who will ensure the success of the project/organization and what are their qualifications?
9. What staff, board, or volunteer training and professional development needs are required to implement this project, if any? Please be specific (e.g. trainings on cultural competency, effective use of social media, or fundraising techniques).
10. How does this request fit within your organization's long-term goals? (We define long-term as the time-period beyond this grant). How does this project support your organization's implementation of its strategic plan?
11. What is your long-term funding plan once funding from this funder ends? (For project requests, address this question with respect to that project only).
12. Describe the extent to which your project/organization is based on evidence-based, best, or promising practices.

Logic Model

Using a modified version of the Lutheran Foundation's logic model template, teams will depict their theory of change and program plan in a diagram form. The logic model outlines the core components of your proposed program including inputs, activities, outputs, and outcomes.

**The template is available on blackboard and Lutheran Foundation of Saint Louis User Guide for reference and examples is found here: http://www.lutheranfoundation.org/content/documents/UsersGuideREV10.2018.pdf.

PROJECT 4: Program Evaluation

Project 4 consists of completing Sections E and F of the MCG 2.0 along with the MCG 2.0 budget spreadsheet and an evaluation plan. Project 4 will detail how you will measure your outcomes, impact, and program effectiveness. Additionally, it will outline the costs associated with the project. Section E and F combined should be no more than two pages. The budget spreadsheet and evaluation plan should be one page each.

Section E: Program Evaluation

13. What tools and processes does your organization use to measure whether or not your program is achieving its goals and outcomes? Describe the measurement tools (e.g., intake sheets, participation checklists, pre/post surveys, client questionnaires follow-up surveys, co-design evaluation tools/co-collect data with your clients/community members, etc.).

14. How will the evaluation results be used to inform/strengthen future programming and organizational operations?

Evaluation Plan

Using a modified version of the Lutheran Foundation of Saint Louis's evaluation plan, teams will outline their evaluation narrative in a table format.

From the Lutheran Foundation of Saint Louis User Guide: The evaluation plan contains more detailed information about your proposed outcomes by outlining how you will measure the impact your program has had on the lives of those it serves. Please note, the outcome statements in your evaluation plan should be more specific and measurable statements related to the same outcomes identified in various sections of your logic model.

Each outcome statement specifies four components:

- How many participants will achieve the outcome (#)
- How many participants will be measured on the outcome ("of")
- What percentage of participants will achieve the outcome (%)
- Which participants are expected to achieve the outcome ("who")
- The outcome to be achieved ("will')
- The timeframe in which the outcome will be achieved ("by")

EXAMPLE:

- 90 of 100 (90%) primary caregivers who receive at least 10 sessions of therapy will demonstrate gains in knowledge of positive parenting skills in the first quarter (knowledge change).
- 90 of 100 (90%) primary caregivers who complete the program will demonstrate improved parenting behaviors quarterly (behavior change).
- 95 of 100 (95%) families who complete the program will be free of child abuse and neglect 6-months post discharge (condition change).

The evaluation plan consists of 1) the outcome statement, 2) the type of outcome, and 3) the evaluation method.

**The template is available on blackboard and Lutheran Foundation of Saint Louis User Guide for reference is found here:
http://www.lutheranfoundation.org/content/documents/UsersGuideREV10.2018.pdf.

Section F: Budget and Budget Narrative Justification

You will prepare a budget and budget narrative for your program plan. Your program design forms the basis for your budget. You will identify the line items needed to cover all expenses associated with your programs and justify expenses, making a case for cost-effectiveness and cost-efficiency.

15. Complete the MCG budget template (NOTE: only required to complete "Amount Requested By Funder" in the expense category) and in Section F provide a description of each expense of the program/project budget requested by funder. Indicate whether this is a new expense for your project or if funding is being requested to cover a current/existing expense.

The criteria described here is different from what is stated on the MCG 2.0 application. Follow these guidelines.

Competency 9: Use Research and Professional Expertise to Evaluate Practice with Communities and Organizations

Final Program Evaluation Assignment
Scoring Guide

Student: _____

Assignment Components	Points Possible	Points Earned	Comments
Introduction & Purpose (Community Program Description Paper)	15		
Research Design	15		
Sampling	10		
Measures and Data Collection	20		
Ethical and Cultural Considerations	10		
Standards of Effective Evaluation	10		
Communication and Dissemination Plan	15		
Total Points	100		

Competency 9: Use Research and Professional Expertise to Evaluate Practice with Communities and Organizations

Final Community Program Evaluation Assignment

Community Program Evaluation Assignment Criteria

Students will develop a proposal for evaluating a program using one of four program evaluation designs. This is a two-part assignment to be done in stages, with the Program Evaluation paper building from and including the Program Description paper. Program evaluation is best done in collaboration; thus, this assignment will be completed with a group of 3-4 students. For both papers, you will submit a draft, receive feedback and be given the opportunity to revise and resubmit the paper to improve your score. Resubmission is optional, but highly recommended.

1. **Community Program Description Paper:** Understanding the social problem and the social program aimed at alleviating that problem within your organization is critical to evaluating the program. This assignment requires students to describe the population and problem being targeted, and the program at the agency designed to address that population and problem. It's best if this assignment is based on a program at your field placement. The requirements of the paper include:

    1. Description of the population and problem using (3-5 pages):

a. Census data- to frame the issue or problem or show the scope of the problem

b. Administrative Agency Data- to document the demographic characteristics of the population served, the gaps in service or trends in service

c. Literature review that includes peer-reviewed articles and websites to provide information about the population/issue/problem being addressed by the program, definitions of how the problem/issue is conceptualized

    2. Description of the program you will evaluate (3-5 pages). The description should include:

. Program goals and objectives

a. Theoretical underpinnings of the program

b. A description about how the program works in the agency- provide a clear enough description of the activities that someone could replicate the program in another agency. Include description of stakeholders and context, expected outcomes, and potential (or known) unintended consequences of the program.

c. Logic model

2. **Community Program Evaluation Paper:** Students will develop a program evaluation plan based on the program used for the program description paper. The program evaluation paper will include the program description paper and the following components:

    1. Research/evaluation question(s)
    2. Evaluation Methods- Evaluation design, Sampling, Measurement and data collection, data analysis plan
    3. Ethical and cultural considerations
    4. Standards for effective evaluation (utility, feasibility, propriety, and accuracy)
    5. Limitations of your proposed evaluation plan
    6. Communication and dissemination plan

Team Participation

Midway through the semester and at the end of the semester you will complete a confidential peer evaluation to assess the contribution of the other members of your team. In turn, you will be evaluated by each member of your team. You will be scored by your team members on a rubric that will address questions related to your participation, cooperation, and contribution.