

General Education Assessment 2013-3014

Learning Outcome Principle 3 Critical Thinking

Bachelor of Social Work Program

This Learning Outcome is met in the BSW Program Capstone course SWK S402 Integrative Practicum Seminar II, taken in the final semester of the program. The assessment method was an assignment that was already part of the course syllabus. The assignment is described below.

Case Analysis Paper - After completing the individual process recording, analyzing the interview and discussing it with the agency-based field instructor, students will submit a paper to the questions below. Responses are NOT to be opinions but grounded in the academic content and theoretical knowledge from social work and other social science courses that the student has completed in the BSW program. References to academic content MUST be cited and a reference page /slide included, all in proper APA format.

1. In way ways has this client experienced oppression, marginalization or alienation? How did you communicate your understanding of these experiences with this client? What did you learn about diversity and difference from this client?
2. In what way did professional research inform your practice with this client? (CITE IT!) How did you use this research with the client?
3. What knowledge did you use to identify appropriate intervention strategies with this client? What plan did you have to assess your work with this client?
4. What theories or conceptual frameworks guided your assessment, intervention and evaluation of your practice with this client? How did you use the theories or conceptual frameworks to guide your assessment, intervention and evaluation in practice with the client?

A rubric to assess critical thinking skills was utilized to assess critical thinking skills including. The chart below identifies the rubric and the outcomes. Insert the spreadsheet here.

In summary all students demonstrated some critical thinking skills. Out of 25 students 40% (n = 10) of the students always or nearly always demonstrated critical thinking skills. Of the 25 students, 48 % (n = 12) of them consistently demonstrated critical thinking skills. Three of the 25 students (12%) occasionally demonstrated critical thinking skills.

Plan to improve:

Many of the social work courses incorporate the expectation, activities, and assignments that help students develop critical thinking skills. For example, in SWK S 102 Understanding Diversity students are introduced to multiple perspectives and various cultures. SWK S141 Introduction to Social Work, acquaints students to the social welfare system and generalist social work practice, which works with various systems sizes such as individuals, families, groups, and communities. In SWK S251 History and Analysis of Social Welfare Policy and SWK 352 Social Welfare Policy and Practice, students learn how to form arguments and analyze social welfare policies based on evidence. In the latter course they apply this analysis toward social change. Critical thinking is incorporated into the learning modules of these courses. In SWK S371 Social Work Research students learn to critique quantitative research articles, which incorporate critical thinking. SWK S402 Integrative Practicum Seminar II, the capstone course,

incorporates explicit discussions about and application of critical thinking utilizing the Universal Standards of Critical Thinking. During their internship experience, students provide services to clients in social service agencies. The incorporation of critical thinking is essential when working with people. The capstone course further reinforces the need for critical thinking, as described above.

However three out of 25 students were not able to consistently demonstrate critical thinking skills on the assignment. A more explicit discussion of critical thinking skills will be introduced earlier in the curriculum in SWK S251 History and Analysis of Social Welfare Policy. We will continue to emphasize the importance of critical thinking skills and identify students in SWK S371 and SWK S352 who are struggling with critical thinking skills, and through feedback, ensure they understand the importance of taking the time to incorporate these skills.

1 point = A	.75 point = B	.5 point = C	0 points = D
student always or nearly always raises vital questions and problems, formulating them clearly and precisely	student consistently raises vital questions and problems, formulating them clearly and precisely	student only occasionally raises vital questions and problems, formulating them clearly and precisely	student almost never raises vital questions and problems, formulating them clearly and precisely
student always or nearly always gathers and assesses relevant information, using abstract ideas to interpret it effectively	student consistently gathers and assesses relevant information, using abstract ideas to interpret it effectively	student only occasionally gathers and assesses relevant information, using abstract ideas to interpret it effectively	student almost never gathers and assesses relevant information, using abstract ideas to interpret it effectively
student always or nearly always comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards	student consistently comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards	student only occasionally comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards	student almost never comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
student always or nearly always thinks open-mindedly about alternative systems of thought or beliefs, recognizing and assessing, as need be, their assumptions, implications, and practical consequences;	student consistently thinks open-mindedly about alternative systems of thought or beliefs, recognizing and assessing, as need be, their assumptions, implications, and practical consequences;	student only occasionally thinks open-mindedly about alternative systems of thought or beliefs, recognizing and assessing, as need be, their assumptions, implications, and practical consequences;	student almost never thinks open-mindedly about alternative systems of thought or beliefs, recognizing and assessing, as need be, their assumptions, implications, and practical consequences;
student always or nearly always communicates effectively with others in figuring out solutions to complex problems	student consistently communicates effectively with others in figuring out solutions to complex problems	student only occasionally communicates effectively with others in figuring out solutions to complex problems	student almost never communicates effectively with others in figuring out solutions to complex problems