

FINAL RUBRICS FOR HUMAN SERVICES PROGRAM
STUDENT OUTCOMES ASSESSMENT AT GRADUATION APPLICATION

A faculty committee of a minimum of three persons, including the department chair, practicum instructor(s), and one additional faculty member will be assembled during each semester to assess student outcomes at the end of the practicum experience and prior to graduation completion.

A set of materials will be compiled by the student to include a transcript, a set of assignments from early coursework outlined in “gateway 2” requirements, a completed portfolio evaluated and graded by the course instructor(s) from the practicum experience, and any other pertinent materials describing competency in the field of study.

The following rubric is to be used to determine the student’s competency in the field of study using knowledge, skills, and applied training. A final score should be given assuring the student has met the program competencies and is able to graduate with the associate degree. Areas of evidence used will be delineated for each student assessed.

PROGRAM COMPETENCIES

PROGRAM COMPETENCY #1: PARTICIPANT EMPOWERMENT AND ASSESSMENT.

The student will use formal and informal assessment practices to respond to the needs, desires, and interests of participants receiving information and support from a Human Services organization. This will enhance the ability of participants to lead a self-determining life, which builds self-esteem, assertiveness, and decision-making skills.

Key element 1a: Knowing and understanding of strengths-based assessment and its use in social service agencies.

Proof of competency has been shown by:

- 1) Completion of HSV 101, with field experience, with grade of C or better.
- 2) Completion of case study project in PSY 115 showing understanding of multiple domains of development and their connection to social service delivery system.
- 3) Completion of interview assignment in PSY 124 with clear evidence of understanding of diversity and its impact on principles of development and strengths-based assessment.

Key element 1b: Knowing and understanding the principles of family development training.

Proof of competency has been shown by:

- 1) Evidence in portfolio strengths-based work in placement and understanding of principles of FDT through journal entries, mini-case assignment, and agency analysis.
- 2) Planning completed and documented for participants over time using FDT principles, which reflects a strong understanding of use with actual social service agency families.

Key element 1c: Using developmental knowledge to create healthy, respectful, supportive services for participants in social service organizations.

Proof of competency has been shown by:

- 1) Completion of planning, implementing, and evaluation service delivery plans in practicum with collaborative team evidenced by seminar discussion, journals, and evaluations of faculty.
- 2) Completion of course projects in human services coursework (i.e., HSV 101) showing understanding of planning, implementing and evaluation of services done which strengths-based, empowering participants to move toward self-defined goals.
- 3) Completion of a paper or project outlining ethical arising in the social service agency and roles played by staff in confronting and successfully meeting these challenges.

PROGRAM COMPETENCY #2: COMMUNICATION, COLLABORATION, AND FACILITATION OF SERVICES.

The student will communicate effectively and demonstrate skills needed to establish collaborative relationships with participants. This will allow for participatory planning, the matching of specific supports and interventions, and the effective implementation of plans to enhance the needs of participants through partnerships with family, friends and community service supports.

Key element #2a: Knowing, understanding, and using positive communication to develop supportive relationships and interactions.

Proof of competency has been shown by:

- 1) Direct observation and interaction with student in practicum field advisement, documenting ability to create and sustain relationships with children and adults receiving adults in a social service agency.
- 2) Evidence of growth from beginning of practicum experience to end is seen as proof of understanding role of human services worker in sustaining relationships.
- 3) Completion of a case study of integrative processes used in social services, which combine all areas of learning in a real life situation in the practicum setting.

Key element #2b: Knowing and understanding the importance, central concepts, policy, procedures, and agency structures for delivery of best practices in social services.

Proof of competency has been shown by:

- 1) Completion of general education courses with relating to general understanding of broad based content knowledge through general education subject matter.
- 2) Observation of the student in the seminar, training and field advising sessions which show appropriate activity in carrying strengths-based human service delivery using an integration of knowledge, skills development, and applied training.

Key element #2c: Knowing, understanding, and using effective approaches, strategies, and tools in human services to obtain and utilize resources.

- 1) Completion of comprehensive analysis agency and its resources for those participants needing services.
- 2) Completion of a course project designed to analyze use of services and the integration of multiple services for participant empowerment (i.e., HSV 112, HSV 117).
- 3) Descriptions of successful approaches in the agency which empower the participants to move toward meeting of goals and achieve healthy self reliance using journals, field advising discussions, and seminar activities.

Key element #2d: Using own knowledge and other resources to design, implement, and evaluate meaningful service delivery to promote positive outcomes.

- 1) Performance in field experience has shown growth over time evidenced by assignments completed, observations done by faculty, and conferences held.
- 2) Professional development plan is complete with appropriate goals set with respect to level of skill observed and next steps to be completed.

PROGRAM COMPETENCY #3 SERVICE NETWORKING, ADVOCACY, AND SUPPORT SERVICES.

The student will demonstrate knowledge about formal and informal supports available, as well as the diverse challenges facing participants (human rights, legal, administrative, financial, etc.). Participants will be assisted in identifying and gaining access to these supports, when available. The student will use advocacy strategies to overcome challenges in order to mobilize resources to support participants in reaching their goals, particularly through education and community supports.

Key element #3a: Knowing and understanding family and community supports available.

- 1) Completion of agency analysis with respect to a program's characteristics providing supports for families from within their own circles and from the broader community.
- 2) Completion of social policy project in HSV 117, which considers multi-national issues involving family and community involvement in social service delivery.

Key element #3b: Supporting and empowering families and communities through respectful, reciprocal relationships.

- 1) Completion of a mini-case in the practicum experience that examines family contributions to child's growth and development and evidences respectful, reciprocal relationships in planning for child's growth and development.
- 2) Completion of a case study of social service system and its impact on participants which considers the needs of the family and the use of the community in aiding participant empowerment (i.e., PSY 115 and HSV 117).

Key element #3c: Involving families and participants in advocacy for themselves and their community.

- 1) Completion of an advocacy project in HSV 101 and/or HSV 117 that shows and understanding of the use of family empowerment in advocacy to influence the broader political, social, and economic issues effecting social service participants.
- 2) Completion of HSV 101 and HSV 117 with a grade of C or better.

PROGRAM COMPETENCY #4: CRISIS INTERVENTION AND DOCUMENTATION.

The student will demonstrate knowledge and skill in handling crisis prevention, intervention, and resolution techniques and is able to match such techniques to particular circumstances and individuals. Skills are present which provide for detailed documentation of his/her work with participants in the human service organization .

Key element #4a: Understanding the goals, benefits, and uses of assessment

- 1) Use of group activities throughout coursework shows students can use assessment to clarify the possibilities of crisis intervention before such begins.
- 2) Grade of C or better in HSV 112, PSY 115 and PSY 124.

Key element #4b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches in crisis intervention and resolution.

- 1) Grade of C or better in HSV 112, PSY 115, and PSY124, using observation and other methods of documentation to assess, plan, and implement appropriate strategies for intervention.
- 2) Clear understanding is seen of observation, documentation, and assessment that are objective, in-depth, and connected to service plan strategies through the family development projects in practicum.

Key element #4c: Understanding and practicing responsible assessment

- 1) Practicum experience shows understanding of confidentiality in discussing participants from social service agency.
- 2) Work throughout course shows and understanding of the need for objectivity, fairness, and absence of bias in interactions and assessment of participants.

Key element #4d: Knowing about assessment partnerships with families and other professionals

- 1) Completion of case project in HSV 117 utilizing a group of other students to document the collaboration in a team simulation of participant, agency, and community resource assessment.
- 2) Observation of knowledge in discussions and journal entries in practicum seminar about participant development and the use of staff and programs to aid in these areas.

PROGRAM COMPETENCY #5 PROFESSIONALISM AND ORGANIZATIONAL INVOLVEMENT WITH “BEST PRACTICES”.

The student will be familiar with the mission and practices of the human services organization, participate in the life of the agency as a professional, and will be able to identify areas for self-improvement. This might involve pursuit of necessary education and training, participation in professional development activities, and/or sharing knowledge with other Human Services professionals.

Key element #5a: Identifying and involving oneself with the human service field.

- 1) Completion of a personal philosophy of human service work and involvement in the profession.
- 2) Completion of a professional development plan for one’s growth as a professional in the field.

Key element #5b: Knowing about and upholding ethical standards and other professional guidelines.

- 1) Observation of appropriate behavior as evidences through journals, discussions in the seminar, and conferences.
- 2) Grade of C or better in HSV 101 and HSV 117 where extensive discussion of ethics is completed.

Key element #5c: Engaging in continuous, collaborative learning to inform practice.

- 1) Continual attendance and participation in coursework, which reflects an ongoing interest in learning new and informed practice throughout the program’s offerings.
- 2) Observation of student’s ability to work with a team or group to make decisions about agency participants, their development, and service needs and implementation.

Key element #5d: Integrating knowledgeable, reflective and critical perspectives on human services.

- 1) Completion of a reflective set of exercises in the practicum that centers on the students growth over time in strengths and concerns about practice, about personality profiles aiding or hindering work, professional development evaluation, and other similar activities.
- 2) Observation of student’s discussions in seminar during practicum and feedback from faculty observations, and journal entries.

Key element #5e: Engaging in informed advocacy for profession.

- 1) Completion of advocacy project in HSV 117 where advocacy is discussed and practiced.
- 2) Completion of plans for professional growth through a plan for professional development during practicum.

SUPPORTIVE SKILLS AREAS

The student has shown growth in areas outside of professional coursework in early care and education in the following areas:

SKILLS IN SELF-ASSESSMENT AND SELF-ADVOCACY

Student has shown growth in ability to use knowledge to assess skills and abilities and to advocate for aid when needed and to work independently when able.

SKILLS IN MASTERING AND APPLYING FOUNDATIONAL CONCEPTS FROM GENERAL EDUCATION

Student has completed general education coursework with a growing ability to be successful and to apply knowledge to other areas of work with human services.

WRITTEN AND VERBAL COMMUNICATION SKILLS

The student has completed English and other verbal and written communication skills courses successfully and is able to perform competently in developing a portfolio of evidence of his/her skills, knowledge, and applied training in the program.

SKILLS IN MAKING CONNECTIONS BETWEEN PRIOR KNOWLEDGE, EXPERIENCE, AND NEW LEARNING

The student shows increasing skill in connecting course requirements both in professional and general education areas to next tasks assigned and is able to connect this learning principle with greater success as program progresses.

SKILLS IN IDENTIFYING AND USING PROFESSIONAL RESOURCES

Student is aware of the broadness of the profession and the presence of social service influences in the community and society at large. He/she is able to use professional resources to gain information about these areas of professional inquiry and enhance growth and development as a long term professional in the field.

RUBRIC ASSESSMENT FORM
HUMAN SERVICES PROGRAM

STUDENT NAME _____

DATE _____

PROGRAM COMPETENCIES **DOES NOT MEET** **MEETS** **EXCEEDS**

**#1: PARTICIPANT EMPOWERMENT
AND ASSESSMENT**

**1a: Knowing and understanding
strengths based assessment and its use in
social service agencies** _____

**1b: Knowing and understanding the
principles of family development training.** _____

**1c: Using developmental knowledge to create
healthy, respectful, supportive services for
participants in social service agency** _____

**#2: COMMUNICATION, COLLABORATION,
AND FACILITATION OF SERVICES**

**#2a: Knowing, understanding, and using
communications to develop supportive
relationships and interactions** _____

**#2b: Knowing and understanding the importance,
central concepts, inquiry tools, and structures for
delivery of best practices in social services** _____

**#2c: Knowing, understanding, and using effective
approaches, strategies, and tools in human services
to obtain and utilize resources** _____

**#2d: Using own knowledge and other resources to
design, implement, and evaluate meaningful,
service delivery to promote positive outcomes.** _____

**#3 SERVICE NETWORKING, ADVOCACY,
AND SUPPORT SERVICES**

**#3a: Knowing and understanding
community supports available** _____

**#3b: Supporting and empowering families
and communities through respectful,
reciprocal relationships.** _____

**#3c: Involving families and communities in -
advocacy for themselves and community.** _____

**#4: CRISIS INTERVENTION AND
DOCUMENTATION**

**#4a: Understanding the goals, benefits, and
uses of assessment** _____

#4b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches in crisis intervention

#4c: Understanding and practicing responsible assessment

#4d: Knowing about assessment partnerships with families and other professionals

#5: PROFESSIONAL AND AGENCY INVOLVEMENT WITH BEST PRACTICES

#5a: Identifying and involving oneself with the human services field.

#5b: Knowing about and upholding ethical standards and other professional guidelines.

#5c: Engaging in continuous, collaborative learning to inform practice.

#5d: Integrating knowledgeable, reflective and critical perspectives on human services

#5e: Engaging in informed advocacy for the profession.

SUPPORTIVE SKILLS AREAS
SKILLS IN SELF-ASSESSMENT AND SELF-ADVOCACY

SKILLS IN MASTERING AND APPLYING FOUNDATIONAL CONCEPTS FROM GENERAL EDUCATION

WRITTEN AND VERBAL COMMUNICATION SKILLS

SKILLS IN MAKING CONNECTIONS BETWEEN PRIOR KNOWLEDGE, EXPERIENCE, AND NEW LEARNING

SKILLS IN IDENTIFYING AND USING PROFESSIONAL RESOURCES

STUDENT HAS SHOWN COMPETENCE FOR GRADUATION BASED ON THE ABOVE RATING AND ATTACHED COMPETENCIES.

DEPARTMENT CHAIR

PRACTICUM FACULTY SUPERVISOR

FACULTY MEMBER