

# Assessment and the Competent Field Education Student: A Rubric for Learning Decolonized Social Work Practice

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## Statement of Need

Field education is the signature pedagogy of social work education. This is where students apply the social work knowledge, values, and skills they learn in the classroom to hands-on work at their field education sites.

The field education is also anchored by the nine social work competency areas set forth by the Education Policy and Accreditation Standards (EPA) from the Council on Social Work Education (CSWE). In 2011 the Thompson School's Department of Social Work created an additional competency (aka "10th Competency," addressing the importance of decolonized practice.

Student evaluations and feedback indicated students would benefit from more resources in regard to and understanding of the 10th Competency.

## Assessment Project At-A-Glance

### Goal 1

Add the 10th competency as a required component of the final semester assignment.

### Goal 2

Create tools and resources to help students apply the 10th competency to their generalist field practice.

### Goal 3

Create a rubric for the final semester assignment to assess progress towards attainment of Competency 10.

## Student Final Assignment

Students, individually or in groups, present a summary of their learning experience at their field site. Presentations, in a modified PechaKucha format, include:

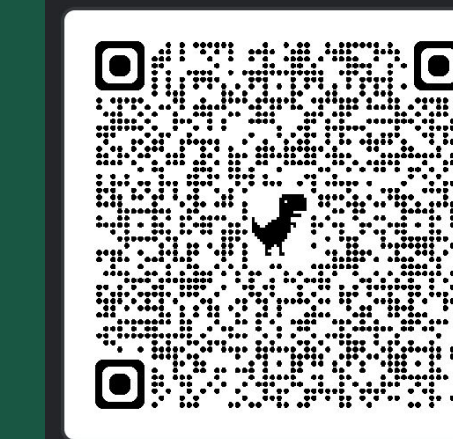
- Field Site: name, brief overview of services, and population served.
- Focus one slide on Competency 10 - to engage, honor, and respect Indigenous culture towards decolonized professional practice.
- Describe how you applied or did not apply this competency in the field. If you have not applied it, explain how it could be applied. Briefly describe a memorable moment or learning experience at your field site.

## 10th Competency

**Engage, honor, and respect Indigenous culture towards decolonized professional practice.**

Fairness and justice for indigenous people and respect for traditional ways of knowing requires understanding processes that actively seek to decolonize dominant cultural hegemony. Social workers are informed about institutional barriers and cultural intolerance; strive to eliminate all forms of injustice; and, acknowledge the inalienable rights of indigenous people to self-determine. (Thompson School, Department of Social Work)

## Decolonized Social Work Practice Resources



Rubric: Modified PechaKucha Presentation					
Total Points: 5	5 (100%)	4 (90-99%)	3 (70-89%)	2 (50-69%)	1 (<50%)
<b>Technical: Modified PechaKucha Format (Weight: 1)</b>	Completely met modified PechaKucha format requirements	Mostly met modified PechaKucha format requirements	Somewhat met modified PechaKucha format requirements	Narrowly met modified PechaKucha format requirements	Presentation did not follow modified PechaKucha format requirements
<b>Field Site Experience (Weight: 3)</b>	Comprehensively covered the site, services, population served, and field activities competed.	Mostly covered the site, services, population served, and field activities competed.	Somewhat covered the site, services, population served, and field activities completed	Covered the site, services, population served, and field activities completed in limited detail.	Did not cover the site, services, population served, and field activities completed.
<b>Competency 10 (Weight: 1)</b>	Clearly explained how Competency 10 was (or could be) applied at the field site.	Explanation of how Competency 10 was (or could be) applied at the field site was not as clear as it could have been.	Explanation of how Competency 10 was (or could be) applied at the field site was somewhat clear.	Explanation of how Competency 10 was (or could be) applied at the field site was vague.	Did not explain how Competency 10 was (or could be) applied at the field site.

## Student Learning Outcomes

1

Students articulate theory to practice through their field experience, as presented in a modified PechaKucha format

2

Students provide and receive peer feedback that encourages learning, growth, and decolonized practice through a 360 evaluation tool

3

Students understand how decolonized practice applies to social work practice as experienced at their field education site

## Assessment Methods

### Pre-Assessment

- Student evaluator is trained on how to read the rubric and rates a sample presentation prior to evaluating a peer
- Student presenter has access to asynchronous resources on decolonizing social work practice and a template for presentation

### Assessment

- Student presents in field integration seminar
- Student evaluator and course instructor use rubric and Google form to evaluate and provide feedback
- Student presenter evaluates themselves

## Use of Results

### Post-Assessment

- 360 degree assessment: Instructor compiles student presenter's self, peer evaluation, and instructor assessment data and provides final average score and feedback to the student
- 360 degree assessment allows the opportunity for personal development, support, and mutual growth for students
- Results help us improve classroom participation and understanding of the 10th competency as applied to social work practice. In other words, applying theory to practice and practice to theory.

## Action Plan

- Consult with community of social workers and educators about more decolonized social work practice resources to add to repertoire
- Look into additional 360 assessment tool options
- Gather feedback from students on their 360 assessment tool experience
- Continue 360 assessment approach in PechaKucha Assignment based on student feedback
- Continue to find way to model decolonized practice in the classroom and encourage continuous learning and application of the 10th Competency



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