## TABLE E10 - PB 24 Curricular Changes

**Minnesota State University Moorhead**  
School of Social Work  
BSW Program: Spring, 2013 Report  
Fall, 2012 Assessment Cycle

<table>
<thead>
<tr>
<th>Competency</th>
<th>Field=72%; Omnibus=79% (^{(1, 2, 3)})</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7</strong> Apply knowledge of human behavior and the social environment</td>
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<tr>
<td>PB 24: Critique and apply knowledge to understand person and environment.</td>
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</tbody>
</table>

### Curricular Changes in the Field

1. Insert requirement in capstone EBP project that interns identify and discuss specific theories guiding their generalist practice.
2. Insert requirement in capstone EBP project that interns identify and discuss specific theories guiding their research project.
3. Require interns to consult with field instructor as they develop the theoretical basis of their EBP project.
4. Require interns to consult with agency colleagues as they develop the theoretical basis of their EBP project.
5. Require interns to present their EBP project to their field instructor, with written feedback.
6. Require interns to present their EBP project to agency colleagues, with written feedback.

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(1) Imbedded Pct. - *Average percent of classroom students meeting benchmark of 3; ASSESSMENT GOAL=80%.*
(2) Field Pct.-*Average percent of field students meeting/exceeding benchmark of 4; ASSESSMENT GOAL=80%.*
(3) Omnibus PB Pct.-*Grand average percent of all students meeting/exceeding benchmarks; ASSESSMENT GOAL=80%.*