

SOWK 2271 – Introduction to Social Work *

Hageman

Competency 1: Demonstrate Ethical and Professional Behavior:

- A. Make Ethical decisions by applying the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate.
- B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- C. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- D. Use technology ethically and appropriately facilitate practice outcomes.
- E. Use supervision and consultation to guide professional judgement and behavior.

Competency 2: Engage Diversity and Difference in Practice:

- A. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- B. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- C. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and social, economic, and Environmental Justice:

- A.1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual level.
- A.2. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the system level.

Competency 4: Engage in Practice-informed Research and Research-informed Practice:

- C.1. Use and translate research evidence to inform and improve practice and service delivery.
- C.2. Use and translate research evidence to inform and improve policy

Williams

Course Objectives: By the end of the course, students who actively participate will be able to:

1. Demonstrate familiarity with the nature and function of social work and the social welfare system
2. Describe generalist social work practice
3. Begin to engage, assess, intervene and evaluate individuals, families, groups, organizations and communities in a variety of social welfare contexts
4. Apply social work ethical principles to help guide social work practice
5. Develop and apply critical thinking skills to inform and communicate professional judgments.
6. Begin to identify as a social worker and conduct oneself accordingly.

SOWK 2272 – Human Development and Diversity *

Williams, Olsen

Course Objectives: By the end of the course, students who actively participate will be able to:

1. Apply knowledge of human behavior and social environments
2. Apply critical thinking to inform and communicate personal judgments
3. Apply personal reflection to a biopsychosocial context
4. Recognize how professional ethics and values and the management of personal values and biases guide effective social work practice
5. Identify key biological, psychological, and social systems that influence human development across each age group
6. Recognize differential effects of class, ethnicity, gender, sexual orientation, and culture in the process of human development

SOWK 3308 – Sociological Methods and Social Work Research *

Hageman

Course Outcomes

In actively participating and completing the assignments throughout this course, you will be able to:

1. Explain competently the stages of the research process.
2. Define key terms and concepts.
3. Describe and competently critique the various research methodologies.
4. Explain deductive vs. inductive research methodologies and the strength and weaknesses of each
5. Demonstrate the ability to derive hypotheses from theories, and to operationalize concepts.

6. Explain the strengths and weakness of major types of research designs
7. Produce segments of a research paper that demonstrates mastery of key terms/concepts; deriving hypotheses from theories; and collecting and analyzing data that properly tests study hypotheses.

SOWK 3372 – Practice Interventions with Individuals and Families *

Lee, J. Burnham

1. Demonstrate Ethical and Professional Behavior (Competency 1)

Understand what being a professional social worker means from an ethical and application perspective.

2. Engage Diversity and Difference in Practice (Competency 2)

Utilize understanding of self and the practice of cultural humility to build collaborative working relationships with clients.

3. Advance Human Rights and Social Economic and Environmental Justice (Competency 3)

Engage in roles associated with professional social work practice.

4. Engage in Practice- informed Research and Research-informed Practice (Competency 4)

Demonstrate the use of theory in practice. Apply current research to practice.

5. Engage with Individuals and Families (Competency 6)

Demonstrate the ability to engage micro level clients in collaborate working relationships.

6. Assess Individuals and Families (Competencies 7)

Utilize multiple assessment tools to identify needs of micro level clients.

Execute professional written documentation pertinent to work with micro level clients.

7. Intervene with Individuals and Families (Competency 8)

Implement research-based interventions per client assessment.

8. Evaluate Practice with Individuals and Families (Competency 9)

Evaluate micro practice effectiveness.

SOWK 3373 – Practice Interventions with Groups *

Lee

Course Objectives

Objective 1: Increase understanding of professional behavior and ethical conduct.

Outcome 1: Students will demonstrate understanding of professional behavior and ethical conduct in regards to practice with mezzo level systems. (EPAS Competency 1)

Objective 2: Increase competency in the ability to engage, assess, intervene and evaluate with mezzo systems.

Outcome 2: Students will demonstrate the ability to engage, assess, intervene and evaluate with groups. (EPAS Competencies 6, 7, 8, 9)

Objective 3: Increase ability to critically examine research evidence to inform practice.

Outcome 3: Students will utilize critical thinking and research evidence to inform practice. (EPAS Competencies 4, 9)

Objective 4: Increase ability to engage diversity and difference in practice.

Outcome 4: Students will demonstrate the ability to engage diversity and difference in practice. (EPAS Competencies 2, 3)

SOWK 3375 – Application of Contemporary Social Work Theory *

Jindra, J. Burnham

Course Objectives

Upon completion of this course, students will be able to:

1. Critically analyze professional values, ethical dilemmas and ethical decision making and their impact on service delivery, policy and practice;
2. Identify, critique, apply and evaluate social work theories and methods from a strengths based generalist perspective for effective service delivery to diverse individuals, families, groups, organizations and communities;
3. Apply beginning practice skills in the development, leadership and evaluation of small groups in agency, organization and community settings;
4. Identify aspects of human diversity within and between groups and the implications for this diversity in assessment, planning, intervention and evaluation;
5. Demonstrate knowledge of leadership and advocacy skills, conflict management and interprofessional collaboration at all levels of social work practice to promote social and economic justice;
6. Apply a beginning level of skill in utilizing empirical knowledge to evaluate theoretical frameworks, intervention plans and practice effectiveness;
7. Communicate effectively and professionally, both orally and in writing, assessment, intervention and evaluation plans for diverse client systems that enhance client strengths, capacities, assets and resources.

EPAS Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Outcome 1.1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

Outcome 1.2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

Outcome 1.3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

Outcome 1.4: Use technology ethically and appropriately to facilitate practice outcomes

Outcome 1.5: Use supervision and consultation to guide professional judgment and behavior

Competency 6: Engage with Individuals, Families & Groups

Outcome 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families & Groups

Outcome 7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

Outcome 7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Outcome 7.4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families & Groups

Outcome 8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Outcome 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

Outcome 8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Outcome 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families & Groups

Outcome 9.1: Select and use appropriate methods for evaluation of outcomes

Outcome 9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Outcome 9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

SOWK 4417 – Interdisciplinary Evaluation Team

Thompson

Course Objectives, Relevant Certification Standards (AUD/SLP) & How the Standards are Measured

The objectives and standards below are measured using introductions to professions, professional participation activities, evaluation observations, staffing observation, and a final exam.

Objectives:

1. To provide an introduction to the various models of team assessment processes.
2. To provide an overview of the assessment goals and procedures associated with the disciplines of the course.
3. To develop an appreciation for and describe the various disciplines associated with the course and to recognize the overlap of the disciplines.
4. To integrate the information from the various disciplines into that of the student's own profession.
5. To provide clinical training opportunities in the interdisciplinary team assessment process for advanced students.

Relevant Standards: A12, 14, 16-18; B5, 10; C1, 8-9; D5-7; E2; F2, 13

SOWK 4436 – Elite Deviance and Crime

Hoskin

Course Objectives: This course serves as an introduction to the sociological study of elite deviance and crime. Covered topics include state repression, modern slavery, genocide, police deviance; political corruption; sexual harassment/abuse; and the following types of white-collar crime: sales, health, religious, educational, economic, technological, housing, corporate, and environmental. The course aims to develop an understanding of empirical patterns and theories of elite deviance and society's response to it, as well as developing the skills to be able to analyze elite crimes in a critical fashion.

Learning Objectives: By the end of the course, students should be able to:

1. Compare and contrast the various types of elite deviance.
2. Evaluate key theories in terms of their empirical adequacy.
3. Define key concepts.
4. Describe the basic patterns of various types of elite deviance.
5. Engage in well-informed discussions about explanations and policies.
6. Identify key characteristics of various types of offenders and victims.
7. Explore social responses to elite deviance.

SOWK 4438 – Sexual Crimes

Sharma Gautam

Course Objectives

1. Students will increase their awareness of the diversity of human sexual practices.
2. Students will improve their recognition of the influence of sexuality on identity.
3. Students will learn to examine critically personal and social effects of sexual practices.
4. Students will learn and identify myths and stereotypes surrounding specific forms of sexual deviance.
5. Students will learn effective approaches to understanding and addressing sexual offending and treatment.
6. Students will increase their awareness of difficult clinical and policy issues surrounding human sexuality, law and crime.

SOWK 4471 – Social Justice, Advocacy, and Policy Practice *

Kim

Competency 3: Advance human rights and social, economic and environmental justice

- 3.1 Apply an understanding of social, economic, and environmental justice to advocate for human rights
- 3.2 Engage in practices that advance social, economic and environmental justice.

Competency 5: Engage in policy practice

- 5.1 Identify social policy that impacts well-being, services
- 5.2 Assess how social welfare and economic policies impact social services

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance social justice

SOWK 4476 – Social Work Field Practicum I * and **SOWK 4477 – Social Work Field Practicum II ***
SOWK 4478 – Social Work Field Seminar I * and **SOWK 4479 – Social Work Field Seminar II ***
SOWK 5576 – Field Practicum I * and **SOWK 5577 – Field Seminar I ***
SOWK 5578 – Field Practicum II * and **SOWK 5579 – Field Seminar II ***

Ashley, Lee

1. Demonstrate ethical and professional behavior
 - a. apply NASW standards
 - b. use reflection and self-regulation to manage personal values and maintain professionalism in practice
 - c. professional behavior, appearance and oral, written and electronic communication
 - d. use technology ethically
 - e. use supervision and consultation to guide professional judgment and behavior
2. Engage difference and diversity in practice
 - a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
 - b. Present as learners and engage clients and constituencies as experts of their own experiences
 - c. Apply self-awareness and self regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
3. Advance human rights and social, economic, and environmental justice
 - a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
 - b. Engage in practices that advance social, economic, and environmental justice
4. Social workers engage in research-informed practice and practice-informed research
 - a. Use practice experience and theory to inform scientific inquiry and research
 - b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
 - c. Use and translate research evidence to inform and improve practice, policy, and service delivery
5. Engage in policy practice
 - a. Identify social policy at the local, state, and federal level that impacts well-being, service deliver, and access to social services
 - b. Assess how social welfare and economic policies impact the delivery of and access to social services
 - c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

6. Engage with individuals, groups, families, organizations, and communities
 - a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
 - b. Use empathy, reflections, and interpersonal skills to effectively engage diverse clients and constituencies

7. Assess individuals, groups, families, organizations, and communities
 - a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
 - c. Develop mutually agreed on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
 - d. Select appropriate intervention strategies based on the assessment research, knowledge, and values and preferences of clients and constituencies

8. Intervene with individuals, families, groups, organizations, and communities
 - a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
 - c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
 - d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
 - e. Facilitate effective transitions and endings that advance mutually agreed-on goals

9. Evaluate practice with individuals, families, groups, organizations, and communities
 - a. Select and use appropriate methods for evaluation of outcomes
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
 - c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
 - d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

SOWK 4484 – Title IV-E Scholar Seminar

SOWK 4485 – Living and Dying

SOWK 4487 – Children and Families: Practice Perspectives and Well-Being

Thompson

Course Objectives:

- A. Assist the student to recognize the distinctiveness of child welfare as a field of practice within the social work profession. (EPAS 2015 Competency 1)
- B. Introduce the student to social work practice as it applies to the field of child welfare. (EPAS 2015 Competency 1)
- C. Foster a historical perspective on how and why child welfare services developed and examine the current socioeconomic context in which they operate. (EPAS 2015 Competencies 3 & 5)
- D. Assist students to understand the range of child welfare services currently utilized such as support, both supplementary and substitutive. (EPAS 2015 Competencies 8 & 9)
- E. Increase exposure to child welfare issues which impact the lives of ethnic minority and special needs children, such as health care, adoptions, foster care, mainstreaming and community support services. (EPAS 2015 Competency 2)
- F. Help students operationalize social work knowledge, ethics, values and problem solving skills in the practice settings of child welfare. (EPAS 2015 Competency 1)
- G. Introduce the idea of working with children who have been traumatized and who experience traumatic stress. (EPAS 2015 Competencies 7, 8, 9, & 10)

SOWK 4494 – Practice Interventions with Organizations and Communities *

Kim

Course Objectives:

By the end of the course, students who actively participate will be able to:

1. Begin engaging with organizations and communities to identify and define important client needs and plan for change efforts (EPAS 2.1.6).
2. Develop effective interpersonal and critical thinking skills that are conducive to working effectively with organizations and communities. (EPAS 2.1.6)
3. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individuals and system levels. (EPAS 2.1.3)
4. Apply research skills to gather, organize, and interpret data that can be used to assess organizational and community needs and plan appropriate interventions. (EPAS 2.1.7)
5. Facilitate the development of appropriate macro-level interventions based on the generalist practice model. (EPAS 2.1.8)
6. Develop skills in monitoring, analyzing and evaluating macro-level interventions. (EPAS 2.1.9)

Competency 1: Demonstrate ethical and professional behavior

1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional code of ethics appropriate to context;

Competency 3: Advance human rights and social, economic, and environmental justice

3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Competency 6: Engage with individuals, families, groups, organizations, and communities

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess individuals, families, groups, organizations, and communities

7.4 Select appropriate interventions based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene individuals, families, groups, organizations, and communities

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

8.3 Use inter-personal collaboration as appropriate to achieve beneficial practice outcomes

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities

9.3 Critically analyze, monitor, evaluate intervention/program processes/outcomes

SOWK 4498 – Integration of Social Work Practice, Theory, and Research *

Jindra

Course Objectives: Through active participation, students will follow the CSWE EPAS 2015 competencies according to the table below:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

SOWK 5501 – Foundations of Social Work *

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

SOWK 5510 – Advanced HBSE II and Diversity Issues *

Kim

Competency 1: Demonstrate ethical and professional behavior

Make ethical decisions by applying the NASW Code of Ethics and relevant regulations.

Use reflection and self-regulation to manage personal values and maintain professionalism.

Demonstrate professional demeanor in behavior, appearance, and communication.

Use technology ethically and appropriately to facilitate practice outcomes.

Use supervisor and consultation to guide professional judgment and behavior

Competency 2: Engage diversity and difference in practice

Communicate understanding of the importance of diversity & difference in shaping life experiences.

Present self as learner and engage clients as experts of their own experience.

Apply self-awareness and self-regulation to manage personal bias/values with diverse clients.

Competency 3: Advance human rights and social, economic and environmental justice

Apply an understanding of social, economic, and environmental justice to advocate for

human rights

Engage in practices that advance social, economic and environmental justice.

Competency 4: Engage in practice-informed research and research-informed practice

Use practice experience and theory to inform scientific inquiry and research.

Apply critical thinking to engage in analysis of quantitative/qualitative research methods.

Use/translate research evidence to inform/improve practice, policy and service delivery.

Competency 6: Engage with groups, organizations, and communities.

Apply knowledge of HBSE, person-in-environment, and other multi- disciplinary theoretical frameworks to engage with clients and other constituencies

Competency 7: Assess groups, organizations, and communities

Apply knowledge of HBSE, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data

Competency 8: Intervene with groups, organizations, and communities

Apply knowledge of HBSE, person-in-environment, and other multi- disciplinary theoretical frameworks to intervene with clients

Competency 9: Evaluate practice with groups, organizations, and communities

Apply knowledge of HBSE, person-in-environment, and multi-disciplinary theoretical frameworks to evaluate outcomes

SOWK 5515 – Research in Social Work

Kim

Competency 4: Engage in research-informed practice and practice-informed research

Use practice experience and theory to inform scientific inquiry and research.

Apply critical thinking to engage in analysis of quantitative/qualitative research methods.

Use/translate research evidence to inform/improve practice, policy and service delivery.

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities

Use appropriate methods to evaluate outcomes

Apply HBSE/multidisciplinary evaluation theories

Critically analyze, monitor, and evaluate intervention/program processes/outcomes

Apply evaluation findings to improve effectiveness at all levels.

SOWK 5517 – Interdisciplinary Evaluation Team

Thompson

This course should include the following social work competencies:

#3 Advance human rights and social, economic and environmental justice

#6 Engage with individuals and families

#7 Assess individuals and families

Course Objectives, Relevant Certification Standards (AUD/SLP) & How the Standards are Measured

The objectives and standards below are measured using introductions to professions, professional participation activities, evaluation observations, staffing observation, and a final exam.

Objectives:

6. To provide an introduction to the various models of team assessment processes.
7. To provide an overview of the assessment goals and procedures associated with the disciplines of the course.
8. To develop an appreciation for and describe the various disciplines associated with the course and to recognize the overlap of the disciplines.
9. To integrate the information from the various disciplines into that of the student's own profession.
10. To provide clinical training opportunities in the interdisciplinary team assessment process for advanced students.

Relevant Standards: A12, 14, 16-18; B5, 10; C1, 8-9; D5-7; E2; F2, 13

SOWK 5520 – Direct Practice with Individuals and Families *

Graves

Competency #1: Demonstrate ethical and professional behavior.

Ethics evaluation paper. Students work through an ethical decision-making model and write their decision using the Social Work Code of Ethics.

Competency #2: Engage Diversity and Difference in Practice

Competency #4: Engage in Practice-Informed Research and Research-Informed Practice

Competency #6: Engage with Individuals and Families

Individual and Family Assessment Assignments

Competency #7: Assess individuals and families

Competency #8: Intervene with individuals and families

SOWK 5550 – Direct Practice with Groups *

Hagemen

Competency 1: Demonstrate ethical and professional behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 6: Engage with Individuals and Families

Competency 7: Assess groups, organizations, and communities

Competency 8: Intervene with groups, organizations, and communities

SOWK 5571 – Social Justice, Advocacy, and Policy Practice *

J. Burnham

Competency 1: Demonstrate ethical and professional behavior

Demonstrate professional demeanor in behavior, appearance, and communication

Competency 2: Engage in diversity and difference in practice

Communicate understanding of the importance of diversity & difference in shaping life experiences

Competency 3: Advance human rights and social, economic and environmental justice

Apply an understanding of social, economic, and environmental justice to advocate for human rights

Engage in practices that advance social, economic and environmental justice.

Competency 4: Engage in practice- informed research and research- informed practice

Use practice experience and theory to inform scientific inquiry and research

Apply critical thinking to engage in analysis of research methods and findings

Use/translate research evidence to inform/improve practice, policy, and service

delivery

Competency 5: Engage in policy practice

Identify social policy that impacts well-being, services

Assess how social welfare and economic policies impact social services

Apply critical thinking to analyze, formulate, and advocate for policies that advance social justice

Competency 9: Evaluate Groups, Organizations and Communities

Use appropriate methods to evaluate outcomes

Apply HBSE/multidisciplinary evaluation theories

Critically analyze, monitor, evaluate interventions/ program processes/ outcomes

Apply evaluation findings in improve effectiveness at all levels

SOWK 5594 – Practice Interventions with Organizations and Communities *

Hageman

Competency 2: Engage in difference and diversity practice

Competency 3: Advance human rights and social, economic and environmental justice

Competency 4: Engage in research-informed practice and practice-informed research

Competency 5: Engage in policy practice

Competency 6: Engage with groups, organizations and communities

Competency 7: Assess groups, organizations, and communities

Competency 8: Intervene with groups, organizations and communities

Competency 9: Evaluate groups, organizations and communities

SOWK 5576, SOWK 5577, SOWK 5578 and SOWK 5579 were not included here.

Each of these courses covers all 9 social work competencies

Demonstrated ethical and professional behavior

Engage with diversity and difference in practice

Advance human rights and social, economic, and environmental justice

Engage in research-informed practice and practice-informed research

Engage in policy practice

Engage with individuals, families, groups, organizations and communities

Assess individuals, families, groups, organizations and communities

Intervene with individuals, families, groups, organizations and communities

Evaluate individuals, families, groups, organizations and communities

SOWK 6615 – Applied Research for Social Work *

Giesler

Competency 4: Engage in research-informed practice and practice-informed research

Competency 7: Assess individuals, families, groups, organizations and communities

Competency 9: Evaluate individuals, families, groups, organizations, and communities

SOWK 6620 – Advanced Practice Interventions and Comparative Theories *

Hageman

Competency 1: Ethical and professional behavior

Outcome A.1.1: Accurately apply the social work value base and ethical standards, as well as relevant laws and regulations to the therapeutic relationship.

Competency 2: Engage diversity and difference in practice

Outcome A.2.1: Apply the NASW concept of Cultural Awareness and Social Diversity when working with diverse client systems.

Competency 4: Engage in research-informed practice and practice-informed research.

Outcome A.4.2: Apply theory-based practice interventions and best/evidence-based practices to achieve client goals and outcomes.

Competency 6: Engage with individuals, families, groups, organizations and communities.

Outcome A.6.1: Apply knowledge of human behavior and the social environment, and relevant practice theories to engage with client systems in a culturally competent manner.

Competency 7: Assess individuals, families, groups, organizations and communities.

Outcome A.7.1: Apply appropriate theories of human behavior and the social environment as well as social work practice theories and models in the assessment of diverse clients and constituencies in clinical practice settings.

Competency 8: Intervene with individuals, families, groups, organizations and communities.

Outcome A.8.1: Apply knowledge of appropriate evidence-based clinical practice theories and intervention models.

SOWK 6625 – Evaluation of Mental Disorders and Strengths-Based Assessment *

Graves

Competency 1: Demonstrated ethical and professional behavior

Competency 2: Engage with diversity and difference in practice

Competency 3: Advance human rights and social, economic and environmental justice

Competency 6: Engage with individual and and families

Competency 7: Assess individuals and families

Competency 8: Intervene with individuals and families

Upon completion of this course, students will be able:

1. Competent social workers will demonstrate at least 83% accurate knowledge of the DSM classification model.

Skills: Competent social workers accurately apply diagnosis of children, youth, and adults at least 83% of the time.

2. Values: Competent social workers recognize the potential abuse of diagnostic classification as a means of social control at least 83% of the time.

3. T Cognitive/Affective Process: Competent social workers reflect on their particular contribution to the diagnostic process, and the policies and societal norms that promote and constrain the diagnostic-intervention process at least 83% of the time.

4. Knowledge: Competent social workers demonstrate at least 83% accurate understanding of empirical investigation and the underlying theories concerning mental health and disorders.

6. Knowledge: Competent social workers demonstrate at least 83% accurate understanding of the role of psychopharmacology in the treatment of mental disorders, and their responsibilities and limitations with respect to the use of psychopharmacology in treatment.

7. Cognitive/Affective Process: Competent social workers reflect on the stigmatizing patterns (language, media portrayal, discrimination) that exist in society towards individuals and their families at least 83% of the time. Skill: Competent social workers effectively advocate at least 83% of the time for social justice outcomes in diminishing stigmatizing behaviors, policies and attitudes related to mental disorders.

8. Skill: Competent social workers identify and accurately apply evidence-based, standardized assessment tools/measures at least 83% of the time.

SOWK 6630 – Professional Communication in Practice *

Giesler

Competency 1: Demonstrate ethical and professional behavior

Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may affect the therapeutic relationship.

Use reflection and self-regulation to manage personal values and biases as they make professional judgments and decisions that affect the therapeutic relationship.

Critically analyze ethical dilemmas in the areas of service delivery, research, policy and practice by applying frameworks of ethical decision-making and critical thinking.

Demonstrate understanding of the social work role and interdisciplinary team roles when engaged in inter-professional teams.

Competency 9: Evaluate practice with individuals, families, groups, organizations and communities

Critically analyze, monitor, and evaluate intervention and program processes and outcomes when working with individuals, families, and groups.

Professionally document and communicate these findings with clients, relevant co-workers, and agency.

Competent students will demonstrate the following outcomes: Student grades on written assignments average 87%+ Peers rate student at 87%+ proficient in in-service training

Field supervisor rates student as 87%+ proficient on case documentation. Student demonstrates 87%+ proficiency in clear delivery of training and formal presentation skills.

Student demonstrated effective use of visual aids and media in training and formal presentations

Student has 90%+ knowledge proficiency regarding effective presentation skills.

Student demonstrates 85%+ proficiency with application of APA style formatting, citations and references.

Student demonstrates logical organization of written documents (87%+ score on this aspect of written assignments).

SOWK 6670 – ?? * (This course isn't in the current catalog)

SOWK 6671 – Advanced Policy Legislation and Administration *

Jeehoon

Competency 1: Demonstrate ethical and professional behavior

Demonstrate professional engagement in interdisciplinary team roles.

Demonstrate professional, accurate and effective electronic, written and oral communication appropriate to the clinical practice setting.

Competency 2: Engage diversity and difference in practice

Apply the NASW concept of Cultural Awareness and Social Diversity when working with diverse client systems.

Engage in opportunities to improve cultural awareness and promote social

diversity.

Competency 3: Advance human rights and social, economic and environmental justice

Competency 4: Engage in research-informed practice and practice-informed research

Apply a range of data collection and research methods to assure effective evidence-informed decision making in clinical practice.

Competency 5: Engage in policy practice

Critically analyze the policy and resource contexts of client services at the federal, state, local and agency level and suggest changes to better meet client needs.

Engage in advocacy practice to develop, implement and improve policies that support clients in clinical practice.

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities

Effectively monitor and evaluate intervention processes, and client and program outcomes.

SOWK 6676, SOWK 6677, SOWK 6678 and SOWK 6679 were not included here.

Each of these courses covers all 9 social work competencies

Demonstrated ethical and professional behavior

Engage with diversity and difference in practice

Advance human rights and social, economic, and environmental justice

Engage in research-informed practice and practice-informed research

Engage in policy practice

Engage with individuals, families, groups, organizations and communities

Assess individuals, families, groups, organizations and communities

Intervene with individuals, families, groups, organizations and communities

Evaluate individuals, families, groups, organizations and communities