Academic Program Assessment Plan: Department of Social Work, Colorado State University Pueblo

Identification:
The Department of Social Work maintains national accreditation through the Council on Social Work Education, Commission on Accreditation. The plan was prepared through departmental deliberations according to the new Educational and Policy Accreditation Statements effective in January, 2010. The primary contact for assessment questions or concerns is Dr. Arlene Reilly-Sandoval, Department Chair. She can be reached at 719-549-2691 or at
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Mission, Goals, and Student Learning Outcomes:

Colorado State System Mission Statement
Colorado State University was established by state law:
"There is hereby established a University at Pueblo, to be known as Colorado State University Pueblo, which shall be a regional, comprehensive university with moderately selective admissions standards. The University shall offer a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts and sciences. The University shall also offer selected masters level graduate programs" (Colorado Statutes 23-55-101, as cited in Colorado State University Pueblo Catalog, 2020-2021).

Colorado State University Pueblo Mission Statement
The Board of Governors of the Colorado State University System adopted a complementary, focused mission statement for the University that stresses its distinctiveness and central commitments:
"CSU Pueblo's success will be measured by the resilience, agility, and problem-solving abilities of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world" (Colorado State University Pueblo Catalog, 2020-2021).

College of Humanities and Social Sciences Mission Statement
The college's mission statement is:
"The College of Humanities, Arts and Social Sciences offers students opportunities to become ethical, socially responsible, engaged learners who are prepared to assume leadership in a dynamic global context" (Colorado State University Pueblo Catalog, 2020-2021).

Department Mission Statement
The department mission statement is:

The Department of Social Work at CSU Pueblo prepares BSW generalist practitioners to engage in a global society across diverse systems of all sizes, including individuals, families, groups, organizations, and communities with interventions grounded in scientific inquiry. Students will utilize an anti-racist, anti-oppressive perspective to enhance life and dignity for all people in a rapidly changing world.

Areas of commonality include professional preparation, acknowledgement of a diverse environment, and awareness of challenges within such an ever-changing environment. In addition, the department clearly situates itself within a regional, comprehensive university and a multi-faceted college.

The new assessment standards are termed competencies and practice behaviors and have been established by the Council on Social Work Education, Commission on Accreditation. They are:

1. Demonstrate ethical and professional behavior;
2. Engage diversity and difference in practice;
3. Advance human rights, and social, economic, and environmental justice;
4. Engage in practice-informed research and research-informed practice;
5. Engage in policy practice;
6. Engage with individuals, families, groups, organizations, and communities;
7. Assess individuals, families, groups, organizations, and communities;
8. Intervene with individuals, families, groups, organizations, and communities; and
9. Evaluate practice with individuals, families, groups, organizations, and communities.

Proficiency
The standard definition for the bachelor of social work is that 80% of our students will meet or exceed the benchmark set for each measure. We use our own assessment tool to measure student knowledge, values, and cognitive and affective processes, which is reported in aggregate form. We say that 80% of our students should score at or above 80% on the assessment instrument. Likewise, 80% of our students will score "meets" or "exceeds" proficiency on the field evaluation.

Assessment Methods
The department of social work assesses nine competencies and accompanying 28 practice behaviors every year. Each behavior is measured at least twice, including one direct and one indirect measure, and summative assessments are conducted.

The department will utilize a standardized test of content area knowledge developed by program faculty. This test is administered at the end of the second seminar and field experience, SW 482 and SW 489. They are given in the seminar, SW 482. This typically occurs every spring.

Assessment of competencies during field placement will occur at two intervals: during the first semester in SW 481/488 and during the final placement, SW 482/489 (Appendix C). This assessment will occur at the end of the fall semester session and again at the end of the spring semester session. Assessments are completed by the field site supervisor for each student. The final assessment in SW489 Field Placement II, is used for our assessment data.

Assessment Results
Assessment results will be summarized by the department chair and presented to the faculty during department meetings. The fall department meetings will be the primary times during which discussion of assessment results will be discussed. They will be discussed early in the semester in case there is a need to make changes in the catalog or curriculum. The results are

used for program planning and improvement, strategic planning, and identification of areas of growth.

Continuous Process
The process of assessment is guaranteed to be continuous because we have institutionalized the process and the measures. The department chair will bring all data to the attention of the faculty, and all reviews, evaluations, and changes will be approved by the department prior to any changes being made anywhere within the curriculum or the assessment procedures. Reports are provided to the faculty during the beginning weeks of every fall semester. Annual reports to the university will be made utilizing a process of standardized reporting. We will report on all nine competencies and both of our assessment measures. Finally, assessment results are posted on the social work webpage on a yearly basis.

Appendix B – BSW Curriculum Map

Competency	Competency Description	Courses	Course Content	Competency Dimension
1: Demonstrate Ethical and Professional Behavior	Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.	SW100	Chapter Quiz over each chapter Chapter 1 – Social Work: A Helping Profession • Qualities of a Social Worker • Generalist Social Work Practice • Empowerment • Strengths • Micro, mezzo, & macro levels of intervention Chapter 2: An Evolving Profession • Almshouses • Worthy and unworthy poor/institutional and residual viewpoints • Charity Organization Society & Mary Richmond • Settlement House Movement & Jane Addams • Medical Model Chapter 3 – Social Work and Social Systems • Systems Theory • Person-in-their-environment • Abraham Flexner • Viewpoints of sociologists, social workers, and psychologists • Knowledge, values, skills of social work Chapter 5 – Values and Ethics in Social Work • Values and ethics • Six core values of social work	K K K K

Competency	Competency Description	Courses	Course Content	Competency Dimension
			• Six standards of social work. • Review of the Code of Ethics Chapter 8 – Empowering Processes for Social Work • Characteristics of the professional relationship • Interpersonal skills • Importance and differences with a genogram and an eco-map • The helping relationship stages	K
			Chapter 9 – Social Work Functions and Roles • Consultancy • Resource management • Education • Micro, mezzo, and macro roles	K
			Paper examining ethics from a scholarly journal: Read an article regarding ethics from a scholarly journal and summarize. State what you learned. Use APA.	K, V, CA
			Personal social justice paper: Identify and expand upon your own personal understanding of what components make up social justice (include economic and environmental).	K, V, CA
			Personal values paper: Consider the professional social work values and your personal "fit" with them. Are there some with which	V

Competency	Competency Description	Courses	Course Content	Competency Dimension
			you would struggle? If so, why? How did your value system developed? Does it differ from your parental/familial values system? Where do you think you need to continue to grow?	
			Social worker interview paper: Interview a social worker to discover their joys and challenges in the profession. Discover why social work was a chosen profession, discuss ethical issues, and add other questions to which you want answers.	K, V CA
			Licensure summary paper: Review the standards for social work licensure in CO online. Compare with one other state.	K
			Historical figure discussion: Research one historical figure in the social work field. Post important points of information about the person and add what contributions you believe this person made to social work. Use the discussion board rubric to respond to at least 2 peers. Please do not wait until the last minute to do this assignment so that both you and your peers have time to respond.	K, V
			Paper on EBP from scholarly journal: Read a scholarly journal article that addresses the use of EBP in either mental health or	K, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			addictions. Summarize what you learned.	
		SW201	Readings: Chs. 1-9	K
			Chapter Quizzes	K
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW202	Readings: Chs. 10-16	K
			Chapter Quizzes	K
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW205	Readings, oral history paper, short papers, book or movie review, avatar analysis, exams, discussion boards	K,V,CA
			Pierce Veto Discussion Board: Discuss the work of Dorothea Dix and the resulting Pierce veto. Determine what value system was at work for Dix and for Pierce. How might welfare services be different today if Dix had been successful? What struggles are present in contemporary times for those with mental illness that are equivalent or comparable to what Dix experienced?	K
			Introduction, Ch. 1-- Read historical documents about the Elizabethan Poor Laws. Review the avatars created for you and	K

Competency	Competency Description	Courses	Course Content	Competency Dimension
			posted with the syllabus; you will choose 5 out of the 6 for each historical era.	
			Prepare an avatar analysis that details how each of 5 avatars would have fared during the time of the Elizabethan Poor Laws.	K,V,CA
			Exam over Ch. 1	K
			Short paper #1, TOPIC: Values reflection on COS and Settlement House movements; which is most aligned with your social work values orientation?	K,V,CA
			Short Paper #2 Topic: Go to the Holocaust Museum's website. Take a tour. Choose a particular exhibit or posting to which to respond. Reflect on your values as they relate to the exhibit or posting you've chosen. Example: they've had exhibits about the "bystander effect." Why did more people not step forward and do something to stop what was happening?	K,V,CA
		SW225	Modules on the NASW Code of Ethics and on Ethical Decision Making (read the Code, read 5 articles on technological standards and ethical decision making, take 2 quizzes)	K, V, CA
		SW301	Plagiarism module: Complete a module on plagiarism	K, V, CA
			Case Notes Assignment: View the provided video and write case notes in	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			two different formats. Pay attention to correct grammar and spelling, and especially use the NASW Press Guidelines for Describing people. Document only pertinent information, taking care to protect the confidentiality of others who are not your client	
			Annotated Bibliography: Be sure to utilize the NASW Code of Ethics when summarizing strengths, weaknesses, and limitations. Is the study compatible with the Code?	K, V
			Literature Review: The literature review is your opportunity to demonstrate your ability to use APA format and professional writing skills. Take advantage of opportunities to demonstrate this by using as many of the components of APA writing as you can, and using NASW approved descriptions of people as often as possible, and this will increase your grade.	K, V
		SW310	Chapter Quiz for each chapter	K, CA
			Discussion Board: Based only upon what you've read up to this point, post your thoughts on the following: 1. Does one theory "work" for every client and every issue? 2. If not, how can you pick and choose from	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			each theory? Wouldn't that interfere with intervention?	
			3. What are the elements of theory that guide our thinking? Do we create hypotheses?	
			4. What are some potential weaknesses in theory, in general?	
			5. Why is it fundamentally important for social workers to be informed about theory?	
			Humanism and SW Values Discussion Board:	K, V, CA
			1. What about humanism and client-centered theory is consistent with the social work mission and values?	
			2. What are the "necessary core conditions" that Rogers asserts are fundamental to the helping process? Do you agree that these aspects of helping are essential?	
			3. Client-centered theory is nondirective, thereby giving the power back to the client about how the helping process will proceed. What are the advantages and disadvantages of being nondirective?	
			4. Rogers asserts that all people are inclined toward self-actualization. What is	

Competency	Competency Description	Courses	Course Content	Competency Dimension
			self-actualization, and do you agree that this concept is relevant for all people?	
			Influential Quotes (empowerment): Examine the most influential leaders throughout history. Some of their speeches and quotations are easily available to us. Find one that means the most to you and write a 2-page paper about the significance of the quotation to your profession as a social worker.	K, V, CA
		SW320	Self-Assessment (use information from the NASW Code of Ethics to support your assertion of your strengths or why you believe an specific areas is an area for improvement; Be sure to use specific principles or standards from the Code of Ethics, not just the values)	K,V, CA
		SW322	Video Interviews: Demonstrate skills with a client in stages of introduction, assessment, intervention, monitoring, evaluation, and termination using professional demeanor and ethical decision making.	K, V, CA, S
			Social History Report: Write a detailed social history report on a family based on the information provided in the case study. Include in your report demographics and history on each member of the family, describe	K, V, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			the presenting situation, and provide a summary, conclusion, and recommendations. Evidence must be utilized to support recommendations.	
		SW323	Family Assessment (suggested course of intervention; self-assessment of learning section)	K, V, CA, S
			Group Curriculum Project (avoid copyright violations, utilize groups skills in work with others, utilize theoretical framework)	K, V, CA, S
			Chapter Presentation (dress professionally; professional demeanor in behavior, appearance, and oral communication)	K, V, CA, S
			Chapter readings (1, 2, 3, 4, 5, 6, 9, 10, 11, 12)	K
		SW324	Annotated Bibliography - Write-up on ten sources (for those that have never done an annotated bibliography, a sample will be distributed in class). Your write-up should highlight the importance or insignificance of each source and if it will/will not be helpful to your project. Use of relevant sources such as journals, books, newspapers, agency web sites such as NASW, CSWE, etc.	K, CA, V
			Group Project – As a group you are tasked with deciding on a community engagement project. You will develop this	K, V, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			project and carry it out through the semester as a group. Use the Code of Ethics to ensure you are engaging with the community ethically.	
			Process Recording – Use at least one encounter in your group project and right down exactly what happened as you recall it. Pay attention to details that may go against the NASW Code of Ethics or simply something that didn't feel right to you.	K, V, CA, S
			Quiz	K
		SW350	Readings, think sheets, discussion boards, current events, policy analysis paper	K K,V,CA K,V,CA K,V,CA K,V,CA,S
		SW481	Classroom Discussion, Exercise and Weekly Journal to address Social Work Code of Ethics	K, V, CA
			Multi-level Case Assessment -- Students are required to complete a multi-level assessment (bio-psycho-social-spiritual-cultural and mezzo, macro, and diversity). Remember the social work code of ethics and your obligation to confidentiality. Protect all clients and their rights to confidentiality. Do not use any identifiable information. Disguise the material to protect confidentiality	K, V, CA
			Self-Assessment Paper Assignment-- Self-reflective discussion of social work values and ethics and goodness of	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			fit with the student's personal values and ethics. Detailed discussion of changes or confirmation of personal values in relation to social work values and ethics.	
			Weekly Journals • I learned about myself - strengths/ challenges • I integrated the code of ethics into my practice when I: • I addressed professional boundaries • I used supervision to address: • Other (not addressed above):	K, V, CA
			Book discussion on Rose's Story • Boundaries • Core values of SW • Social Work roles • Self-awareness • Unethical SW practice	K, V, CA
			Self-Care Plan • Self-awareness • Separation of work/home • Burnout • Develop a plan of self-care	K, V, CA, S
		SW482	Weekly Journals 1. I learned about myself	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			(strengths/challenges): 2. I integrated the code of ethics into my practice when I: 3. I addressed professional boundaries: 4. I used supervision to address: 5. I practiced self-care: Book discussion on *Evicted* • Self-awareness • Core values of SW • Ethical dilemmas • Ethical decision-making	K, V, CA
			Case presentation • Identify challenges and strengths you faced with the case • Address areas you have identified that need further development as a social work student getting ready to enter the profession	K, V, CA, S
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Response--from Chapters 1, 2, 5, 6, 7, 11, and 12	K CA V K K, CA K, V, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			and Human Subjects Certification and Informed Consent paperwork	
		SW499	Ethics section of research procedures and paper	K,V,CA,S
2: Engage Diversity and Difference in Practice	Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	SW100	Chapter 6--Social Work and Social Justice • Human rights • Social justice, theories • The "isms" • Darwinism, social and psychological theories, blaming the victim • Just World Beliefs Chapter 7 – Diversity and Social Work • Definitions of prejudice, discrimination, stereotypes, and oppression • Ethnicity • General information re: Black Americans, Asian Americans, Native Americans, Hispanic Americans • Religious diversity & spirituality • Sexual diversity to include: sex, gender identity, gender expression, transgender, coming out, and homophobia Chapter 11 – Social Work in the Public Domain • Head Start • Poverty	K K K

Competency	Competency Description	Courses	Course Content	Competency Dimension
			• Homelessness • Unemployment Criminal Justice Addictions Chapter 12 – Social Work in Health, Rehabilitation, and Mental Health • Public healthcare • Hospice • HIV/AIDS • Vocational Rehabilitation • Physical and developmental disabilities Mental Health (DSM, multidisciplinary teams)	K
			Chapter 13 – Social Work and Family Issues • Family Forms to include: nuclear, single, blended, gay/lesbian, multigenerational, and grandparent • Child abuse & neglect and reporting laws (physical, emotional, sexual, neglect) • Services to assist families to include: foster care, kinship care, independent living, residential treatment • School social work • Specialized adolescent services	K
			Chapter 14 – Social Work Across the Life Span • Infertility counseling • Bereavement	K

Competency	Competency Description	Courses	Course Content	Competency Dimension
			• EAPs • Veterans' services • Intimate partner violence • Elder abuse (physical, psychological, sexual, financial, neglect) Services to assist seniors	
			Paper on social work with immigrants or refugees: Read an article about social work with immigrants or refugees in a scholarly journal. Summarize and state what you have learned. What social work knowledge, values, attitudes, and skills are necessary? Cite sources. Use APA.	K, V, CA
			Discussion board on poverty in America: Discuss poverty in America. What surprises you? What doesn't surprise you? Why/why not? Respond to at least 2 peers. Use the discussion board rubric. Do not wait until the last minute to post so that you and your peers have time to respond.	K, V. CA
			Childhood indicators paper: Consult the Annie E. Casey Foundation's website. Examine childhood indicators regarding poverty for CO for the last 10 years. Look at changes. Compare to 2 other states regarding what you have learned about CO children.	K

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Elder abuse indicators paper: Research mandated reporting for elder abuse in CO. Summarize what you have learned.	K
			Discussion board on addiction and mental health: Read several scholarly journals about social work in addictions. Summarize your understanding of the knowledge a social worker would need in order to best serve this population. Respond to at least 2 peers. Use the discussion board rubric. Do not wait until the last minute to post so that you and your peers have time to respond.	K, V, CA
			Paper on environmental press: Read a scholarly journal article that deals with environmental press. Summarize the article and make sure you understand the concept itself.	K
			Eco-map paper: Use the template attached to create an eco-map of you or someone you know OR of yourself, as the PowerPoint indicates. Reveal only what you that with which you feel comfortable, if you do your own. Make sure that the name of the client and date are on the map.	K, CA, S
		SW201	Readings: Chs. 1,3,4-7,9	K
			Chapter Quizzes	K

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW202	Readings: Chs. 13	K
			Chapter Quizzes	K
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW205	Readings, oral history paper, short papers, book or movie review, avatar analysis, exams, discussion boards 1. Review the avatars created for you and posted with the syllabus; you will choose 5 out of the 6 for each historical era. 2. Prepare an avatar analysis that details how each of 5 avatars would have fared during each of the historical eras as divided in the text 3. Exams over each chapter	K, V, CA
			Social history paper: Read the instructions for the oral history project. Be thinking about a person you'd like to interview. It should be a person who is aware of life experiences that	K, V, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			pertain to the sections of the text. Examples: someone who fought in Vietnam, someone who lived during the Depression, someone who was involved in the Civil Rights Movement. Identify the historical era you'd like to cover and submit to instructor. You must include scholarly articles in your submission. From the scholarly works and the text you will derive the questions you would like to ask your interviewee. Short Paper #2 Topic: Go to the Holocaust Museum's website. Take a tour. Choose a particular exhibit or posting to which to respond. Reflect on your values as they relate to the exhibit or posting you've chosen. Example: they've had exhibits about the "bystander effect." Why did more people not step forward and do something to stop what was happening?	K, V, CA
		SW310	Quiz over each chapter.	K
			Case study and SMART Goals: After watching the video on the ABCs of CBT, read the two documents attached. Write SMART goals, which are specific, measurable, attainable, realistic, and timely for individuals in the unhelpful thinking document. Remember that goals have smaller steps called objectives. Feel free to write objectives for at	K, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			least one goal so that you make sure you understand the process.	
			Case study that includes diversity for each chapter. Some are used in specific assignments, such as an ecomap.	K, V, CA, S
		SW320	Journal April 1 (In contemporary society, we often hear about religious discrimination with Muslims who practice Islam and people of the Jewish faith. How can you ensure culturally competent services to people from these religious backgrounds in particular?)	K, V, CA
			Journal April 8 (Diversity in social work is often taught to students as being culturally competent with clients. However, it is very important that professional social workers also conduct themselves culturally competently within their organizations)	K, V, CA
		SW322	Intervention Plan: Use critical thinking skills, cultural competency, and the NASW code of ethics to assess and intervene with the family in the provided case study	K, V, S
		SW323	Family Assessment (describe family characteristics)	K, V, CA
			Group Curriculum Project (describe contraindications of group, describe clients who may and who may not be appropriate for group)	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Final Exam	K
			Chapter readings (2, 4, 5, 7)	K
		SW324	Annotated Bibliography - Write-up on ten sources (for those that have never done an annotated bibliography, a sample will be distributed in class). Your write-up should highlight the importance or insignificance of each source and if it will/will not be helpful to your project. Use of relevant sources such as journals, books, newspapers, agency web sites such as NASW, CSWE, etc.	K, CA
			Group Project – As a group you are tasked with deciding on a community engagement project. You will develop this project and carry it out through the semester as a group. Use the Code of Ethics to ensure you are engaging with the community ethically.	K, CA, V, S
			Process Recording – Use at least one encounter in your group project and right down exactly what happened as you recall it. Pay attention to details that may go against the NASW Code of Ethics or simply something that didn't feel right to you.	K, CA, S
			Quiz	K
		SW350	Readings, think sheets, discussion boards, current events,	K K,V,CA K,V,CA K,V,CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			policy analysis paper	K,V,CA,S
		SW481	Multi-level Case Assessment--Students are required to complete a multi-level assessment (bio-psycho-social-spiritual-cultural and mezzo, macro, and diversity)**; Diversity** "Isms": Racism, Ageism, Etc.: Race, Ethnicity, Gender, Age, Physical and Mental Ability, Sexual Orientation, Religious, Geography, Social Class, Physical Appearance, Etc.	K, V, CA
			Weekly Journals • I learned about myself (strengths/challenges) • I integrated the code of ethics into my practice when I: • Other (not addressed above):	K, V, CA
			Book discussion on *Rose's Story* • Socio-economic status	K, V, CA
			Process Recording A **verbatim** process recording will be completed on an interaction that has taken place with your field agency. Use specific examples regarding how one theory can be applied in the situation you are describing during your practice interaction. Cite all sources. **You must have at least five scholarly sources integrated in**	K, V, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			this process recording. The process recording should include the following: 1. Introduction (background information on the interaction that you will base your process recording). 2. Examples of how the theory applies to the situation. 3. Conclusion (summarize your learning). 4. References (five scholarly sources).	
		SW482	Weekly Journals • I learned about myself (strengths/challenges) • I integrated the code of ethics into my practice when I:	K, V, CA
			Book discussion on *Evicted* • Socio-economic status • Political viewpoints • African-American/Hispanic oppression	K, V, CA
			Case presentation • Diversity addressed in the engagement, assessment, plan	K, V, CA, S
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Response--from Chapters 2 and 6	K CA V K, V, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
		SW499	Possible during research process and final paper	K,CA
3: Advance Human Rights and Social, Economic, and Environmental Justice	Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.	SW100	Chapter 6--Social Work and Social Justice • Human rights • Social justice, theories • The "isms" • Darwinism, social and psychological theories, blaming the victim • Just World Beliefs Chapter 9 – Social Work Functions and Roles • Consultancy • Resource management • Education • Micro, mezzo, and macro roles Chapter 10 – Social Work and Social Policy • Description of social policy and its importance • Political ideologies • Street-level services • Public welfare policies • Current programs/changes coming • TANF, Personal Responsibility and Work Opportunity Reconciliation Act Chapter 11 – Social Work in the Public Domain • Head Start • Poverty • Homelessness • Unemployment • Criminal Justice • Addictions	K, V, CA K, V K, V, S K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Paper on social justice Identify and expand upon your own personal understanding of what components make up social justice (include economic and environmental).	K, V, CA
			Client bill of rights discussion board: Decide and post what you believe should be in a client' bill of rights. Respond to at least 2 peers. Use the discussion board rubric. Do not wait until the last minute to post so that you and others have time to respond.	K, V, CA
			Advocacy project: Choose a social problem or cause near and dear to your heart. Present a plan to advocate for changes to existing policy or for new policy to address the problem. It can be as simple as writing a letter. Provide a copy of the letter or other communications that are part of your plan.	K, V, CA
			TANF discussion board: Discuss the pros and cons of this legislation. Post your thoughts. Respond to at least 2 peers. (For example, do you think that work and receipt of welfare benefits should be tied together?) Use the discussion board rubric. Do not wait until the last minute to post so that you and your peers have time to respond.	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Paper on environmental press: Read a scholarly journal article that deals with environmental press. Summarize the article and make sure you understand the concept itself.	K, V, CA
		SW201	Readings: Chs. 1,5,9	K
			Chapter Quizzes	K
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW202	Readings: Ch, 13	K
			Chapter Quizzes	K
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW205	Readings, oral history paper, short papers, book or movie review, avatar analysis, exams, discussion boards	K K,V,CA,S K,V,CA K,V,CA K,V,CA K K,V,CA
			Social Justice Papers: **Social Justice:** use APA style, use references (more than 1), 12-point Times New Roman, no abstract is needed, may be 1-5 pages in length. Directions: Choose a social justice issue of your choice. Examples include disproportionate incarceration of minorities in America, wage inequalities, lack of affordable housing, homelessness, etc.	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Include the following components: 1. Introduction to the social issue 2. What the literature says about the issue (use scholarly sources, if available) 3. State your position regarding the issue (you may use first person) 4. Identify social work values that influence 1) the current policy surrounding the issue and 2) your position regarding the issue 5. Identify 1 way that you could become socially engaged to affect this issue. 6. Conclusion	
		SW320	Journal Entry April 8: How is cultural competence related to advancing human rights and social, economic, and environmental justice? How does contemporary policy impact well-being, service delivery, and access to social services for this population? How can policy help this population?	K, V, CA
			Self Assessment (How can you use your strengths to advance human rights and social, economic, and environmental justice?)	K, V, CA
		SW322	Intervention Plan: Use critical thinking skills along with the NASW code of ethics to assess and intervene with	K, V, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			the family in the provided case study.	
		SW323	Group Curriculum Project (group is likely to advance human rights and social, economic, or environmental justice)	K, V, CA
			Final Exam	K
			Chapter readings (2, 7)	K
		SW324	Group Project – As a group you are tasked with deciding on a community engagement project. You will develop this project and carry it out through the semester as a group. Use the Code of Ethics to ensure you are engaging with the community ethically.	K, CA, S, V
			Process Recording – Use at least one encounter in your group project and right down exactly what happened as you recall it. Pay attention to details that may go against the NASW Code of Ethics or simply something that didn't feel right to you.	K, CA, S
		SW350	Readings, think sheets, discussion boards, current events, policy analysis paper	K K,V,CA K,V,CA K,V,CA K,V,CA,S
		SW481	Classroom Discussion, Exercise and weekly Journal; apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice.	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Weekly Journals • I learned about myself (strengths/challenges) • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: • Other (not addressed above):	K, V, CA
			Rose's Story Discussion • Oppression • Human Rights • Justice (in the case of Rose, lack of) • Historical oppression	K, V, CA
			Agency Inquiry • What is the name of the agency, the purpose, clients served and geographical location? • What is the history of the agency? • What is the agency mission statement? • How is the agency funded? • What is the organizational culture? • Where is the agency handbook/polic	K, V

Competency	Competency Description	Courses	Course Content	Competency Dimension
			y procedure manual located? Regarding the contents of the manual, what is explained well? Is there information that should be included in the manual that is not? Please explain. • Where is the organizational chart located? What key people will you be working with during your time in field? What are their positions? • How does the agency address social and economic justice issues? • What management style is predominately used within the agency? Please explain.	
		SW482	Weekly Journals • I learned about myself (strengths/challenges) • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice:	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Book discussion on *Evicted* • Human Rights • Social and economic justice • Advocacy for the population of our society that are homelessness	K, V, CA
			Case presentation • Obstacles to success…client environment, community, service delivery system, etc.	K, V, CA, S
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Response--from Chapters 3, 18, and 19	K CA V K K, V CA, S
		SW499	Possible during final paper	K,CA
4: Engage in Practice-informed Research and Research-informed Practice	Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes	SW201	Readings: Ch. 1 Chapter Quizzes Self-Assessment Self-Reflection Video/Case Studies	K K K, CA V, CA K, V, CA, S
		SW202	None	None
		SW205	Readings, oral history paper, short papers, book or movie review, avatar analysis, exams, discussion boards	K K,V,CA,S K,V,CA K,V,CA K,V,CA K K,V,CA K

Competency	Competency Description	Courses	Course Content	Competency Dimension
	for translating research findings into effective practice.		Social History Paper: must include 10 scholarly articles	
		SW301	Annotated Bibliography: Write an annotated bibliography, using at least six sources. Each entry should have an APA 6th edition compliant reference followed by the summary of the article, the strengths and weaknesses of the article, limitations, and relevance to your topic. Be sure to utilize the NASW Code of Ethics when summarizing strengths, weaknesses, and limitations.	K, V, CA
			Case Notes Assignment: View the provided video and write case notes in two different formats. Pay attention to correct grammar and spelling, and especially use the NASW Press Guidelines for Describing people. Document only pertinent information, taking care to protect the confidentiality of others who are not your client.	K, V, CA
			Literature Review: The literature review is your opportunity to demonstrate your ability to use APA format and professional writing skills. Take advantage of opportunities to demonstrate this by using as many of the components of APA writing as you can, and using NASW approved descriptions of people as often as possible, and this will increase your	K, V, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			grade. If the student uses websites, the "Assessing Website Validity" worksheet must be filled out and submitted with the paper for each website used. The worksheet can be found on Blackboard, in the "Modules" section. The only exception to this is the NASW website page which contains the NASW Code of Ethics. The paper should have a coversheet, abstract, and references pages. Plagiarism Module:	K, V, S
		SW310	Discussion Board on CSID and CBT: n the world of real practice, it is important for us to keep our pulse on what is going on in the practice community. Here is your task and discussion. You **MUST** respond to at least 2 other peers in this discussion. CBT has been used historically to alleviate traumatic stress symptoms, but we have learned that it may increase stress. EMDR came into being as an effective way to manage PTSD, but we have since learned that it is also not as effective as we thought. In some cases, it is being combined with CBT to increase effectiveness. There are some recent studies in the scholarly literature that crisis intervention, and Critical Incident	K, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Stress Debriefing in particular, may not be as effective as we have thought. In fact, some studies suggest that it could be harmful. Between the lines of this research, there are some recommendations. Here is what you are to do: read 3 articles since 2012 that discuss CISD/crisis intervention. Examine the strength and quality of the research. Examine the findings and read the discussion. Based on your reading, post a summary of what you've learned and what recommendations you might have for use of crisis intervention and CISD. I will use the rubric to score your posts, so make sure you follow the criteria as posted.	
			CBT Study Guide: Combining two major theoretical perspectives into one, cognitive behavioral theory and its concomitant interventions is one of the most used in the field of social work, no matter area of practice. Yes, behavior is purposeful, according to this theory; it is also wrapped in a thinking component. Some say, "It's not what happens to you that is the issue; it is what you think about what happens to you that is the issue." This theory is more than Dr. Phil's comment, "How's that	K, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			workin' for you?" It is fascinating and has EBP standards. As always, our goal is to understand as much as we can from the client's perspective, but what we do with that awareness is the work of theory. Make sure you read the case study!	
		SW320	Diversity grid (You should use the literature to describe oppressed populations. This assignment is not designed for you to describe your opinion, you must utilize the literature on dominant and oppressed populations in order to get full credit for those portions of the grid.)	K, V, CA
			Self-Assessment (Use the literature to ensure your strategies for self-improvement and support are peer-reviewed and/or evidence-based)	K, CA
		SW322	Social History Report: Write a detailed social history report on a family based on the information provided in	K, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			the case study. Include in your report demographics and history on each member of the family, describe the presenting situation, and provide a summary, conclusion, and recommendations. Evidence must be utilized to support recommendations.	
		SW323	Family Assessment (select structural, strategic, or family systems intervention and use peer-reviewed literature to describe why)	K, V, CA
			Group Curriculum Project (use peer-reviewed literature and social work theory to develop group; all sessions of group are consistent with overarching theory)	K, V, CA
			Chapter readings (2, 12, 14)	K
		SW324	Annotated Bibliography - Write-up on ten sources (for those that have never done an annotated bibliography, a sample will be distributed in class). Your write-up should highlight the importance or insignificance of each source and if it will/will not be helpful to your project. Use of relevant sources such as journals, books, newspapers, agency web sites such as NASW, CSWE, etc.	K, V, CA
			Group Project – As a group you are tasked with deciding on a community	K, CA, S, V

Competency	Competency Description	Courses	Course Content	Competency Dimension
			engagement project. You will develop this project and carry it out through the semester as a group. Use the Code of Ethics to ensure you are engaging with the community ethically.	
		SW350	Readings, think sheets, discussion boards, current events, policy analysis paper	K K,V,CA K,V,CA K,V,CA K,V,CA,S
		SW481	Multi-level Case Assessment: Conduct a literature review that relates to practice(s) and/or intervention(s) the agency uses. As well as a literature review on an issue/social problem that relates to the client situation.	K, V, CA
			Assessment Statement This section assimilates the information that has been gathered in the assessment. <u>The body</u> the student is to use professional knowledge of theory, human behavior, effects of discrimination and oppression, substance abuse, domestic violence, family structure, etc., to summarize relevant information, identify strengths, and determine the relative "wellness" of the focal system.	K, V, CA
			Weekly Journals • I used theory in my practice (discuss at least one theory): • Other (not addressed above):	K, V, CA
			Process Recording	K, V, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			A **verbatim** process recording will be completed on an interaction that has taken place with your field agency. Use specific examples regarding how one theory can be applied in the situation you are describing during your practice interaction. Cite all sources. **You must have at least five scholarly sources integrated in this process recording**. The process recording should include the following: 1. Introduction (background information on the interaction that you will base your process recording). 2. Examples of how the theory applies to the situation. 3. Conclusion (summarize your learning). 4. References (five scholarly sources).	
		SW482	Weekly Journals - I used theory in my practice (discuss at least one theory): Book discussion on *Evicted* - Author provided extensive ethnographic research on homelessness and inequity. Case presentation Using research to assist with establishing goals and interventions.	K, V, CA K, V, CA K, V, CA, S
		SW488	Field Instructor's evaluation of student	S

Competency	Competency Description	Courses	Course Content	Competency Dimension
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Response--from Chapters 1-18, and 20-23 and Research Proposal	K CA V K K, V CA, S
		SW499	Research procedures and final paper	K,V,CA,S
5: Engage in Policy Practice	Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.	SW202	Readings: Ch. 16 Chapter Quizzes Self-Assessment Self-Reflection Video/Case Studies	K K K, CA V, CA K, V, CA, S
		SW205	Readings, oral history paper, short papers, book or movie review, avatar analysis, exams, discussion boards Social Justice Papers	K K,V,CA K,V,CA, S K,V,CA K,CA K K, V, CA K,V,CA
		SW320	Journal Entry 3/1/19 & 3/25 (Social workers generally work with people who have mental and emotional challenges. Examine your own beliefs and stereotypes about people with mental and emotional challenges. For example, are people ever "cured" of mental health issues? Do people with mental and emotional challenges even want help? Is there actually such a thing as mental health problems? (ie., Szasz); How does contemporary policy impact well-being,	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			service delivery, and access to social services for this population? How can policy help this population?)	
			What does it mean to be multicultural? This journal entry asks you to consider the stereotypes of gay, lesbian, bisexual, and/or transgendered people. As you know, stereotypes lead to prejudiced thoughts, and prejudiced thoughts can lead to discrimination. What stereotypes have you been taught, and what steps have you taken (or that you can take) to overcome these stereotypes? How does contemporary policy impact well-being, service delivery, and access to social services for this population? How can policy help this population?)	K, V, CA
		SW324	Annotated Bibliography - Write-up on ten sources (for those that have never done an annotated bibliography, a sample will be distributed in class). Your write-up should highlight the importance or insignificance of each source and if it will/will not be helpful to your project. Use of relevant sources such as journals, books, newspapers, agency web sites such as NASW, CSWE, etc.	K, V, CA
			Group Project – As a group you are tasked with deciding on a community	K, CA, S, V

Competency	Competency Description	Courses	Course Content	Competency Dimension
			engagement project. You will develop this project and carry it out through the semester as a group. Use the Code of Ethics to ensure you are engaging with the community ethically.	
			Process Recording – Use at least one encounter in your group project and right down exactly what happened as you recall it. Pay attention to details that may go against the NASW Code of Ethics or simply something that didn't feel right to you.	K, CA, S
			Quiz	K, CA
		SW350	Readings, think sheets, discussion boards, current events, policy analysis paper	K K,V,CA K,V,CA K,V,CA K,V,CA,S
		SW481	*Book discussion on Rose's Story* Consider mezzo & macro levels of social work interventions, professional roles of social work	K, V, CA
			Agency Inquiry: What is the agency purpose? How does the agency address and economic justice issues? What management style is predominately used within the agency?	K, V, CA
			Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: • Other (not addressed above):	
		SW482	*Book discussion on Evicted* Consider mezzo & macro levels of social work intervention, social policy.	K, V, CA
			Case presentation Are there any aspects of how they become a client that may impact service delivery?	K, V, CA, S
			Weekly Journals • I learned about myself (strengths/chall enges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: Other (not addressed above):	K, V, CA
		SW488	Field Instructor's evaluation of student	S

Competency	Competency Description	Courses	Course Content	Competency Dimension
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Response--from Chapters 2. 4, 11, 12, and 14	K CA V K K, V, CA, S
		SW499	Possible during final paper	K,V,CA,S

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency	Competency Description	Courses	Course Content	Competency Dimension
	Individuals	SW201	Readings: Ch. 1-9	K
			Chapter Quizzes	K
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW202	Readings: Ch. 10-16	K
			Chapter Quizzes	K
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW205	Readings, oral history paper, short papers, book or movie review, avatar analysis, exams, discussion boards	K K,V,CA,S K,V,CA,S K,V,CA,S K,V,CA K K,V,CA
			Oral History Paper	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
		SW310	Ecomap	K, CA, S
			SMART goals	K, CA, S
			Task Sequencing for diverse situations and people and target task	K, CA, S
			Narrative—writing your own story	K, V, CA, S
			Strengths identification: website analysis and reflection; apply to case	K, V, CA, S
			Identifying readiness for change in MI: 3 examples	K, CA
			Sexual assault case study	K
			Rogers' Client-centered videos—Gloria case study--use microskills worksheet	K, CA, S
		SW322	Video Interviews: Demonstrate skills with a client in stages of introduction, assessment, intervention, monitoring, evaluation, and termination using professional demeanor and ethical decision making.	K, S
			Intervention Plan: Use critical thinking skills along with the NASW code of ethics to assess and intervene with the family in the provided case study.	K, S
			Social History Report: Write a detailed social history report on a family based on the information provided in the case study. Include in your report demographics and history on each member	K, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			of the family, describe the presenting situation, and provide a summary, conclusion, and recommendations. Evidence must be utilized to support recommendations.	
		SW350	Readings, think sheets, discussion boards, current events, policy analysis paper	K K,V,CA K,V,CA K,V,CA K,V,CA,S
		SW481	Weekly Journal • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: • I addressed professional boundaries: • I handled conflict: • Other (not addressed above):	K, V, CA
		SW482	Weekly Journal • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory):	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			• I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: • I addressed professional boundaries: • I handled conflict: • I practiced self-care: Case Presentation • Source of Referral • How did the client get to be a client of your agency? • Is this a new client or continuing? • Are there any aspects of how they became a client that may impact service delivery/client-worker relationship, etc. (involuntary vs. voluntary)	K, V, CA, S
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	NONE	

Competency	Competency Description	Courses	Course Content	Competency Dimension
		SW499	Possible during final paper	K,V,CA,S
	Families	SW201	Readings: Ch. 1-9	K
			Chapter Quizzes	K
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW202	Readings: Ch. 10-16	K
			Chapter Quizzes	K
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW205	Readings, oral history paper, short papers, book or movie review, avatar analysis, exams, discussion boards	K K,V,CA K,V,CA, S K,V,CA K,CA K K, V, CA
		SW310	Ecomap in final case study	K, CA, S
			TSIP	K, CA, S
		SW323	Final Exam	K
			Chapter readings (2)	K
		SW350	Readings, think sheets, discussion boards, current events, policy analysis paper	K K,V,CA K,V,CA K,V,CA K,V,CA,S
		SW481	Multi-level Case Assessment : **Use of ecomap** as a visual tool that students use with families and individuals as a participatory way to involve clients in describing and organizing the various elements impacting their lives.	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Classroom Discussion, Exercise and weekly Journal. focus on tools for engagement and assessment., Empathic communication and use of ecomap as a visual tool that students use with families and individuals as a participatory way to involve clients in describing and organizing the various elements impacting their lives.	K, V, CA
		SW482	Case Presentation How does the client present her/himself (for example, general behavior, attitude, congruence between verbal and non-verbal messages)? Are there any aspects of how they became a client that may impact service delivery/client-worker relationship, etc. (involuntary vs. voluntary)	K, V, CA, S
			Weekly Journals - I learned about myself (strengths/challenges) - I integrated the code of ethics into my practice when I: - I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice:	K, V, CA
		SW488	Field Instructor's evaluation of student	S

Competency	Competency Description	Courses	Course Content	Competency Dimension
		SW489	Field Instructor's evaluation of student	S
		SW492	NONE	
		SW499	Possible during final paper	K,V,CA,S
	Groups	SW202	Readings: Ch. 10-16	K
			Chapter Quizzes	K
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW205	Readings, oral history paper, short papers, book or movie review, avatar analysis, exams, discussion boards	K K,V,CA,S K,V,CA,S K,V,CA K,V,CA K K,V,CA
		SW323	Group Curriculum Project (use social work skills to manage conflict and collaborate with peers)	K, V, CA, S
			Chapter presentation (conduct a group activity)	K, V, CA, S
			Final Exam	K
			Chapter reading (2)	K
		SW350	Readings, think sheets, discussion boards, current events, policy analysis paper	K K,V,CA K,V,CA K,V,CA K,V,CA,S
		SW481	Multi-level Case Assessment Students are required to complete a multi-level assessment (bio-psycho-social-spiritual-cultural and mezzo, macro, and diversity). **Mezzo** Group Interactions: Family, School Peers, Siblings, Co-Workers, Social	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Worker, Extended Kin, Neighbors	
			Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I learned about group dynamics: Other (not addressed above):	K, V, CA
		SW482	Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I learned about group dynamics: Case presentation	K, V, CA K, V, CA, S
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	NONE	
		SW499	Possible during final paper	K,V,CA,S
	Organizations	SW202	Readings: Ch. 10-16	K

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Chapter Quizzes	K
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW205	Readings, oral history paper, short papers, book or movie review, avatar analysis, exams, discussion boards	K K,V,CA,S K,V,CA,S K,V,CA K,V,CA K K,V,CA
		SW324	Group Project – As a group you are tasked with deciding on a community engagement project. You will develop this project and carry it out through the semester as a group. Use the Code of Ethics to ensure you are engaging with the community ethically. The group will have to work collaboratively with the community to do a project that will benefit the targeted community ethically and as useful as possible.	K, V, CA, S
		SW350	Readings, think sheets, discussion boards, current events, policy analysis paper	K K,V,CA K,V,CA K,V,CA K,V,CA,S
		SW481	Multi-level Case Assessment Students are required to complete a multi-level assessment (bio-psycho-social-spiritual-cultural and mezzo, macro, and diversity). Macro Agency/Community: School, Church, Social Services, YMCA, Gov't., Police/Probation/Parole,	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Court Diversity "Isms": Racism, Ageism, Etc Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: • I learned about agency dynamics/policies: • I learned about group dynamics: • I used supervision to address: • I handled conflict: • Other (not addressed above):	K, V, CA
		SW482	Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I:	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			• I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: • I learned about agency dynamics/policies: • I learned about group dynamics: • I used supervision to address: • I handled conflict: Case Presentation	 K, V, CA, S
		SW488	Field Instructor's evaluation of student	S
		SW492	NONE	
		SW489	Field Instructor's evaluation of student	S
	Communities	SW202	Readings: Ch. 10-16	K
			Chapter Quizzes	K
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW324	Group Project – As a group you are tasked with deciding on a community engagement project. You will develop this project and carry it out through the semester as a group. Use the Code of Ethics to ensure you are engaging with the community ethically. The group will have to	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			work collaboratively with the community to do a project that will benefit the targeted community ethically and as useful as possible	
		SW350	Readings, think sheets, discussion boards, current events, policy analysis paper	K K,V,CA K,V,CA K,V,CA K,V,CA,S
		SW481	Multi-level Case Assessment Students are required to complete a multi-level assessment (bio-psycho-social-spiritual-cultural and mezzo, macro, and diversity). Mezzo Group Interactions: Family, School Peers, Siblings, Co-Workers, Social Worker, Extended Kin, Neighbors Macro Agency/Community: School, Church, Social Services, YMCA, Gov't., Police/Probation/Parole, Court Diversity "Isms": Racism, Ageism, etc.	K, V, CA
			Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			setting and my practice: • Other (not addressed above):	
		SW482	Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice:	K, V, CA
			Case Presentation	K, V, CA, S
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	NONE	
		SW499	Possible during research	K,V,CA,S

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency	Competency Description	Courses	Course Content	Competency Dimension
	Individuals	SW201	Readings: Ch. 1-9	K
			Chapter Quizzes	K
			Self-Assessment	K, CA
			Self-Reflection	V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Video/Case Studies	K, V, CA, S
		SW202	Readings: Ch. 10-16	K
			Chapter Quizzes	K
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW205	Readings,	K
			oral history paper,	K,V,CA,S
			short papers,	K,V,CA,S
			book or movie review,	K.V.CA
			avatar analysis,	K,V,CA
			exams,	K
			discussion boards	K,V,CA
		SW310	Every chapter addresses these areas along with case studies and stories from the field	K
			Ecomap	K, CA, S
			SMART goals	K, CA, S
			Task Sequencing for diverse situations and people and target task	K, CA, S
			Narrative—writing your own story	K, V, CA, S
			Strengths identification: website analysis and reflection; apply to case	K, V, CA, S
			Identifying readiness for change in MI: 3 examples	K, CA
			Sexual assault case study	K
			Rogers' Client-centered videos—Gloria case study--use microskills worksheet	K, CA, S
		SW322	Video Interviews: Demonstrate skills with a client in stages of introduction, assessment, intervention, monitoring,	K, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			evaluation, and termination using professional demeanor and ethical decision making.	
			Intervention Plan: Use critical thinking skills along with the NASW code of ethics to assess and intervene with the family in the provided case study.	K, S
			Social History Report: Write a detailed social history report on a family based on the information provided in the case study. Include in your report demographics and history on each member of the family, describe the presenting situation, and provide a summary, conclusion, and recommendations. Evidence must be utilized to support recommendations.	K, CA, S
		SW481	Weekly Journal • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice:	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			• I addressed professional boundaries: • I handled conflict: • Other (not addressed above): *Rose's Story* Discussion • Rose was abused and neglected by multiple systems—from childhood to adulthood.	K, V, CA
			Process Recording A **verbatim** process recording will be completed on an interaction that has taken place with your field agency. Use specific examples regarding how one theory can be applied in the situation you are describing during your practice interaction. Cite all sources. **You must have at least five scholarly sources integrated in this process recording**. The process recording should include the following: 1. Introduction (background information on the interaction that you will base your process recording). 2. Examples of how the theory applies to the situation. 3. Conclusion (summarize your learning). 4. References (five scholarly sources).	K, V, CA, S
		SW482	Weekly Journals	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			• I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: • I addressed professional boundaries: • I handled conflict: • I practiced self-care	
			Case Presentation Engagement/Assessment /Plan Demographics/Client History Name (focus on one client only)—USE A FICTICIOUS NAME Gender Age Diversity Employment Housing situation (type of dwelling and neighborhood) Household composition Marital/partnership status Atmosphere of home Community (where client lives) strengths and challenges School history	K, V, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Accomplishments/strengths History of relationships/marriage(s) Description of current relationship-when they met, power differential, how conflicts are resolved Family ties (who is important to the client) Significant history of children of this client Physical health Other pertinent information Client Presentation How does the client present her/himself (for example, general behavior, attitude, congruence between verbal and non-verbal messages)?	
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Responses from Chapters 1, 8, 9, 10, 19, 21, 22	K CA V K K,V,CA,S
		SW499	Possible during research	K,V,CA,S
	Families	SW201	Readings: Ch. 1-9 Chapter Quizzes Self-Assessment Self-Reflection Video/Case Studies	K K K, CA V, CA K, V, CA, S
		SW202	Readings: Ch. 10-16 Chapter Quizzes	K K

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW310	Ecomap on final case study	K, CA, S
		SW323	Family Assessment (conduct assessment on movie family; select appropriate intervention)	K, V, CA, S
			Chapter readings (2, 12, 14)	K
		SW481	Multi-level Case Assessment : **Use of ecomap** as a visual tool that students use with families and individuals as a participatory way to involve clients in describing and organizing the various elements impacting their lives.	K, V, CA, S
			Classroom Discussion, Exercise and weekly Journal. focus on tools for engagement and assessment., Empathic communication and use of ecomap as a visual tool that students use with families and individuals as a participatory way to involve clients in describing and organizing the various elements impacting their lives.	K, V, CA
			Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory):	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			• I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: Other (not addressed above):	
		SW482	Multi-level Case Assessment : **Use of ecomap** as a visual tool that students use with families and individuals as a participatory way to involve clients in describing and organizing the various elements impacting their lives.	K, V, CA, S
			Classroom Discussion, Exercise and weekly Journal. focus on tools for engagement and assessment., Empathic communication and use of ecomap as a visual tool that students use with families and individuals as a participatory way to involve clients in describing and organizing the various elements impacting their lives.	K, V, CA
			Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory):	K ,V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			• I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice:	
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Responses from Chapters 1, 8, 9, 10, 19, 21, 22	K CA V K K,V,CA,S
		SW499	Possible during research	K,V,CA,S
	Groups	SW201	Readings: Ch. 1-9	K
			Chapter Quizzes	K
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW202	Readings: Ch. 10-16	K
			Chapter Quizzes	K
			Self-Assessment	K, CA
			Self-Reflection	V, CA
			Video/Case Studies	K, V, CA, S
		SW310	Empowerment Theory: groups	K
		SW323	Group Curriculum Project (select appropriate theory and intervention for group issue; describe appropriate and	K, V, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			inappropriate members for group) Chapter readings (2, 12, 14)	K
		SW481	Multi-level Case Assessment Students are required to complete a multi-level assessment (bio-psycho-social-spiritual-cultural and mezzo, macro, and diversity). **Mezzo** Group Interactions: Family, School Peers, Siblings, Co-Workers, Social Worker, Extended Kin, Neighbors	K, V, CA, S
			Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I learned about group dynamics: Other (not addressed above):	K, V, CA
		SW482	Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I:	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			• I learned about group dynamics: Case Presentation	K, V, CA, S
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Responses from Chapters 1, 8, 9, 10, 19, 21, 22	K CA V K K,V,CA,S
		SW499	Possible during research	K,V,CA,S
	Organizations	SW202	Readings: Ch. 10-16 Chapter Quizzes Self-Assessment Self-Reflection Video/Case Studies	K K K, CA V, CA K, V, CA, S
		SW310	Conflict case study Conflict study guide Discussion: Using the conflict perspective, discuss the current climate regarding health care in the United States. Write your thoughts in a short 2-3 page paper.	K K K, V, CA
		SW324	Group Project – As a group you are tasked with deciding on a community engagement project. You will develop this project and carry it out through the semester as a group. Use the Code of Ethics to ensure you are engaging with the community ethically. The group will have to work collaboratively	K, V, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			with the community to do a project that will benefit the targeted community ethically and as useful as possible.	
		SW481	Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: • I learned about agency dynamics/policies: • I learned about group dynamics: • I used supervision to address: • I handled conflict: • Other (not addressed above):	K, V, CA
			Agency Inquiry • What is the name of the agency, the purpose, clients served and geographical location? • What is the history of the agency?	K, V

Competency	Competency Description	Courses	Course Content	Competency Dimension
			• What is the agency mission statement? • How is the agency funded? • What is the organizational culture? • Where is the agency handbook/policy procedure manual located? Regarding the contents of the manual, what is explained well? Is there information that should be included in the manual that is not? Please explain. • Where is the organizational chart located? What key people will you be working with during your time in field? What are their positions? • How does the agency address social and economic justice issues? What management style is predominately used within the agency? Please explain.	
		SW482	Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			structural factors (macro areas) influencing clients, the field setting and my practice: • I learned about agency dynamics/policies: • I learned about group dynamics: • I used supervision to address: • I handled conflict: Case Presentation	
				K, V, CA, S
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Responses from Chapters 1, 8, 9, 10, 19, 21, 22	K CA V K K,V,CA,S
		SW499	Possible during research	K,V,CA,S
	Communities	SW202	Readings: Ch. 10-16 Chapter Quizzes Self-Assessment Self-Reflection Video/Case Studies	K K K, CA V, CA K, V, CA, S
		SW310	Conflict discussion: Using the conflict perspective, discuss the current climate regarding health care in the United States. Write your thoughts in a short 2-3 page paper.	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Empowerment case study	K
		SW324	Group Project – As a group you are tasked with deciding on a community engagement project. You will develop this project and carry it out through the semester as a group. Use the Code of Ethics to ensure you are engaging with the community ethically. The group will have to work collaboratively with the community to do a project that will benefit the targeted community ethically and as useful as possible.	K, CA, S, V
		SW481	Multi-level Case Assessment Students are required to complete a multi-level assessment (bio-psycho-social-spiritual-cultural and mezzo, macro, and diversity). Mezzo Group Interactions: Family, School Peers, Siblings, Co-Workers, Social Worker, Extended Kin, Neighbors Macro Agency/Community: School, Church, Social Services, YMCA, Gov't., Police/Probation/Parole, Court Diversity "Isms": Racism, Ageism, etc.	K, V, CA, S
			Weekly Journals - I learned about myself (strengths/challenges): - I used theory in my practice (discuss at least one theory):	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			• I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: • Other (not addressed above):	
		SW482	Multi-level Case Assessment Students are required to complete a multi-level assessment (bio-psycho-social-spiritual-cultural and mezzo, macro, and diversity). Mezzo Group Interactions: Family, School Peers, Siblings, Co-Workers, Social Worker, Extended Kin, Neighbors Macro Agency/Community: School, Church, Social Services, YMCA, Gov't., Police/Probation/Parole, Court Diversity "Isms": Racism, Ageism, etc.	K, V, CA, S
			Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			structural factors (macro areas) influencing clients, the field setting and my practice:	
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Responses from Chapters 1, 8, 9, 10, 19, 21, 22	K CA V K K,V,CA,S
		SW499	Possible during research	K,V,CA,S

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency	Competency Description	Courses	Course Content	Competency Dimension
	Individuals	SW310	Every chapter addresses these areas along with case studies and stories from the field	K
			SMART Goals	K, CA, S
			TSIP, central tasks written assignment from case study	K, CA, S
			Crisis: case study, written assignment	K, CA, S
			MI case study, identify steps in intervention, OARS	K, CA, S
		SW322	Video Interviews: Demonstrate skills with a client in stages of introduction, assessment, intervention, monitoring,	K, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			evaluation, and termination using professional demeanor and ethical decision making.	
			Intervention Plan: Use critical thinking skills along with the NASW code of ethics to assess and intervene with the family in the provided case study.	K, S
			Social History Report: Write a detailed social history report on a family based on the information provided in the case study. Include in your report demographics and history on each member of the family, describe the presenting situation, and provide a summary, conclusion, and recommendations. Evidence must be utilized to support recommendations.	K, CA, S
		SW481	Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice:	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			• I addressed professional boundaries: • I handled conflict: • Other (not addressed above): Process Recording A **verbatim** process recording will be completed on an interaction that has taken place with your field agency. Use specific examples regarding how one theory can be applied in the situation you are describing during your practice interaction. Cite all sources. **You must have at least five scholarly sources integrated in this process recording**. The process recording should include the following: 1. Introduction (background information on the interaction that you will base your process recording). 2. Examples of how the theory applies to the situation. 3. Conclusion (summarize your learning). 4. References (five scholarly sources).	K, V, CA, S
		SW482	Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: • I addressed professional boundaries: • I handled conflict: • I practiced self-care: Case Presentation **Intervention** • Goals established • What intervention activities occurred to achieve the goals with this client? • Worker role with the client? Progress on goals to date, obstacles to success (within client, client environment, community, service delivery system, etc.)?	K, V, CA, S
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Response from Chapters 2, 4	K CA V K K,V,CA,S
		SW499	Possible during research procedure	K,V,CA,S
	Families	SW310	Case study Final paper with ecomap	K K, V, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
		SW323	Family Assessment (critically choose intervention; apply knowledge of HBSE and theoretical frameworks)	K, V, CA
			Chapter readings (2, 12, 14)	K
		SW481	Multi-level Case Assessment : **Use of ecomap** as a visual tool that students use with families and individuals as a participatory way to involve clients in describing and organizing the various elements impacting their lives.	K, V, CA, S
			Classroom Discussion, Exercise and weekly Journal. focus on tools for engagement and assessment., Empathic communication and use of ecomap as a visual tool that students use with families and individuals as a participatory way to involve clients in describing and organizing the various elements impacting their lives.	K, V, CA
			Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			(macro areas) influencing clients, the field setting and my practice: • Other (not addressed above):	
		SW482	Multi-level Case Assessment : **Use of ecomap** as a visual tool that students use with families and individuals as a participatory way to involve clients in describing and organizing the various elements impacting their lives.	K, V, CA, S
			Classroom Discussion, Exercise and weekly Journal. focus on tools for engagement and assessment., Empathic communication and use of ecomap as a visual tool that students use with families and individuals as a participatory way to involve clients in describing and organizing the various elements impacting their lives.	K, V, CA
			Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas)	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			influencing clients, the field setting and my practice:	
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Response from Chapters 2, 4	K CA V K K,V,CA,S
		SW499	Possible during research procedure	K,V,CA,S
	Groups	SW310	Empowerment case study Conflict case study	K K
		SW323	Group Curriculum project (critically choose interventions, apply knowledge of HBSE and other theoretical frameworks) Class activities (engage with group and intervene with acting out group member) Chapter readings (2, 12, 14)	K, V, CA K, V, CA, S K
		SW481	Multi-level Case Assessment Students are required to complete a multi-level assessment (bio-psycho-social-spiritual-cultural and mezzo, macro, and diversity). **Mezzo** Group Interactions: Family, School Peers, Siblings, Co-Workers, Social Worker, Extended Kin, Neighbors Weekly Journals • I learned about myself	K, V, CA, S K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			(strengths/chall enges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I learned about group dynamics: • Other (not addressed above):	
		SW482	Weekly Journals • I learned about myself (strengths/chall enges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I learned about group dynamics: Case Presentation	K, V, CA K, V, CA, S
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Response from Chapters 2, 4	K CA V K K,V,CA,S
		SW499	Possible during research procedure	K,V,CA,S
	Organizations	SW310	Conflict case study	K
		SW324	Group Project – As a group you are tasked with deciding on	K ,V, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			a community engagement project. You will develop this project and carry it out through the semester as a group. Use the Code of Ethics to ensure you are engaging with the community ethically. The group will have to work collaboratively with the community to do a project that will benefit the targeted community ethically and as useful as possible.	
		SW481	Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: • I learned about agency dynamics/policies: • I learned about group dynamics: • I used supervision to address: • I handled conflict: • Other (not addressed above):	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
		SW482	Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: • I learned about agency dynamics/policies: • I learned about group dynamics: • I used supervision to address: • I handled conflict: Case Presentation	K, V, CA K, V, CA, S
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Response from Chapters 2, 4	K CA V K K,V,CA,S
		SW499	Possible during research procedure	K,V,CA,S
	Communities	SW310	Conflict case study	K
		SW324	Group Project –	K, CA, S, V

Competency	Competency Description	Courses	Course Content	Competency Dimension
			As a group you are tasked with deciding on a community engagement project. You will develop this project and carry it out through the semester as a group. Use the Code of Ethics to ensure you are engaging with the community ethically. The group will have to work collaboratively with the community to do a project that will benefit the targeted community ethically and as useful as possible.	
		SW481	Multi-level Case Assessment Students are required to complete a multi-level assessment (bio-psycho-social-spiritual-cultural and mezzo, macro, and diversity). Mezzo Group Interactions: Family, School Peers, Siblings, Co-Workers, Social Worker, Extended Kin, Neighbors Macro Agency/Community: School, Church, Social Services, YMCA, Gov't., Police/Probation/Parole, Court Diversity "Isms": Racism, Ageism, etc.	K, V, CA, S
			Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I:	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			• I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: • Other (not addressed above):	
		SW482	Multi-level Case Assessment Students are required to complete a multi-level assessment (bio-psycho-social-spiritual-cultural and mezzo, macro, and diversity). Mezzo Group Interactions: Family, School Peers, Siblings, Co-Workers, Social Worker, Extended Kin, Neighbors Macro Agency/Community: School, Church, Social Services, YMCA, Gov't., Police/Probation/Parole, Court Diversity "Isms": Racism, Ageism, etc.	K, V, CA, S
			Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			clients, the field setting and my practice:	
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Response from Chapters 2, 4	K CA V K K,V,CA,S
		SW499	Possible during research procedure	K,V,CA,S

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Competency	Competency Description	Courses	Course Content	Competency Dimension
	Individuals	SW310	Every chapter addresses these areas along with case studies and stories from the field—chapter quizzes are included	K
			Goal attainment scaling	K
			Self-report through session assessment and final assessment	K, CA, S
		SW322	Video Interviews: Demonstrate skills with a client in stages of introduction, assessment, intervention, monitoring, evaluation, and termination using professional demeanor and ethical decision making.	K, S
			Intervention Plan: Use critical thinking skills along with the NASW code of ethics to assess and intervene with the family in the provided case study.	K, S
			Social History Report:	K, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			Write a detailed social history report on a family based on the information provided in the case study. Include in your report demographics and history on each member of the family, describe the presenting situation, and provide a summary, conclusion, and recommendations. Evidence must be utilized to support recommendations.	
		SW481	Weekly Journals - I learned about myself (strengths/challenges): - I used theory in my practice (discuss at least one theory): - I integrated the code of ethics into my practice when I: - I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: - I addressed professional boundaries: - I handled conflict: - Other (not addressed above):	K, V, CA
		SW482	Weekly Journals - I learned about myself (strengths/challenges): - I used theory in my practice	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			(discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: • I addressed professional boundaries: • I handled conflict:	
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Response from Chapters 1-17, 20-23 and Research Proposal	K CA V K K,V,CA,S
		SW499	Possible in Final Paper	K,V,CA,S
	Families	SW310	Final case study	K, CA, S
		SW323	Family Assessment (How will you terminate with this family? When will you know you are "done" with the intervention?) Chapter readings (2, 12, 14)	K, V, CA K
		SW481	Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: • Other (not addressed above)	
		SW482	Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: Case Presentation **Evaluation** • What type of evaluation of intervention occurred or will occur with this client to know that they will have or have achieved their goals? **Termination/Follow-up**	K, V, CA K, V, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			• If termination has occurred, under what circumstances? How was it handled? • If termination has not occurred, how do you plan to professionally end the relationship with the client? • Are follow-up services recommended or provided? • What might you or your agency have done differently?	
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Response from Chapters 1-17, 20-23 Research Proposal	K CA V K K,V,CA,S K, V, CA, S
		SW499	Possible in Final Paper	K,V,CA,S
	Groups	SW310	Empowerment Crisis First-responders	K K, CA
		SW323	Group Curriculum Project (provide a group evaluation for "clients" of the group; evaluate your peers) Chapter readings (2, 12, 14)	K, V, CA, S K
		SW481	Multi-level Case Assessment Students are required to complete a multi-level assessment (bio-psycho-social-spiritual-cultural and	K, V, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			mezzo, macro, and diversity). **Mezzo** Group Interactions: Family, School Peers, Siblings, Co-Workers, Social Worker, Extended Kin, Neighbors Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I learned about group dynamics: • Other (not addressed above):	K, V, CA
		SW482	Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I learned about group dynamics: Case Presentation	K, V, CA K, V, CA, S
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S

Competency	Competency Description	Courses	Course Content	Competency Dimension
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Response from Chapters 1-17, 20-23	K CA V K K,V,CA,S
			Research Proposal	K,V,CA,S
		SW499	Possible in Final Paper	K,V,CA,S
	Organizations	SW310	Conflict case study, paper	K, CA, S
		SW324	Group Project – As a group you are tasked with deciding on a community engagement project. You will develop this project and carry it out through the semester as a group. Use the Code of Ethics to ensure you are engaging with the community ethically. The group will have to work collaboratively with the community to do a project that will benefit the targeted community ethically and as useful as possible.	K, V, CA, S
		SW481	Weekly Journals • I learned about myself (strengths/chall enges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice:	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			- I learned about agency dynamics/policies: - I learned about group dynamics: - I used supervision to address: - I handled conflict: Other (not addressed above):	
		SW482	Weekly Journals - I learned about myself (strengths/challenges): - I used theory in my practice (discuss at least one theory): - I integrated the code of ethics into my practice when I: - I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: - I learned about agency dynamics/policies: - I learned about group dynamics: - I used supervision to address: - I handled conflict: Case Presentation	K, V, CA K, V, CA, S
		SW488	Field Instructor's evaluation of student	S

Competency	Competency Description	Courses	Course Content	Competency Dimension
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Response from Chapters 1-17, 20-23 and Research Proposal	K CA V K K,V,CA,S
		SW499	Possible in Final Paper	K,V,CA,S
	Communities	SW310	Conflict analysis	K
		SW324	Group Project – As a group you are tasked with deciding on a community engagement project. You will develop this project and carry it out through the semester as a group. Use the Code of Ethics to ensure you are engaging with the community ethically. The group will have to work collaboratively with the community to do a project that will benefit the targeted community ethically and as useful as possible.	K, CA, S, V
			Annotated Bibliography - Write-up on ten sources (for those that have never done an annotated bibliography, a sample will be distributed in class). Your write-up should highlight the importance or insignificance of each source and if it will/will not be helpful to your project. Use of relevant sources such as journals, books, newspapers, agency web sites such as NASW, CSWE, etc.	K, V, CA
		SW481	Multi-level Case Assessment Students are required to complete a multi-level assessment (bio-psycho-social-	K, V, CA, S

Competency	Competency Description	Courses	Course Content	Competency Dimension
			spiritual-cultural and mezzo, macro, and diversity). Mezzo Group Interactions: Family, School Peers, Siblings, Co-Workers, Social Worker, Extended Kin, Neighbors Macro Agency/Community: School, Church, Social Services, YMCA, Gov't., Police/Probation/Parole, Court Diversity "Isms": Racism, Ageism, etc.	
			Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: • Other (not addressed above):	K, V, CA
		SW482	Weekly Journals • I learned about myself (strengths/challenges): • I used theory in my practice (discuss at least one theory): • I integrated the code of ethics	K, V, CA

Competency	Competency Description	Courses	Course Content	Competency Dimension
			into my practice when I: • I identified the politics and structural factors (macro areas) influencing clients, the field setting and my practice: Case Presentations	K, V, CA, S
		SW488	Field Instructor's evaluation of student	S
		SW489	Field Instructor's evaluation of student	S
		SW492	Quiz, Self-assessment, Self-reflection, Video/Case Study Response from Chapters 1-17, 20-23 Research Proposal	K CA V K K,V,CA,S K,V,CA,S
		SW499	Possible in Final Paper	K,V,CA,S