SW 515 Skills for the Helping Process – Groups (3 credits)

Course Objectives

Students in this course will be assisted in developing the following social work competencies as they relate to social work practice with groups:

CSWE Core Competency 7 (Assessment), and 8 (Intervention) are the sources of the primary practice behaviors that students will engage in for program assessment purposes during this class. Demonstrating these practice behaviors are steps toward attaining competence in the areas of assessment and intervention. Of course, student learning will include other essential objectives to social work practice education, including engagement, ethics, social justice, and issues of diversity.

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

• Practice Behavior 7e. Work collaboratively with client systems to select appropriate intervention strategies based on the assessment, research knowledge, and values.

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

• Practice Behavior 8a. Implement interventions to achieve practice goals and enhance capacities of client systems.

• Practice Behavior 8e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

SW 520 Social Welfare History and Policy (3 credits)

Course Objectives:

Students in this course will be assisted in developing the following social work competencies and practice behaviors:

CSWE Competency 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 recognize and understand the social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, and implementation.

5a. Assess how social welfare and economic policies impact the delivery of and access to social services

5b. Critically analyze and promote policies that advance human rights and social and economic justice
SW 530 Skills for the Helping Process — Individuals and Families

Course Objectives

Students in this course will be assisted in developing the following social work competency and practice behaviors as they relate to social work practice with individual and families:

CSWE Core Competency 2.1.6 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.

6a. Apply knowledge of human behavior and the social environment and practice context to engage with client systems

6b. Listens and communicates with a wide range of individuals using unconditional positive regard, warmth, genuineness, and a nonjudgmental, empathic style; attending effectively to verbal, nonverbal, and implicit communication and able to tolerate and work with conflict and strong emotions

CSWE Core Competency 2.1.7 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.

7c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within client systems
CSWE Core Competency 2.1.8 Assess 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.

8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and client systems

SW 539 Social Justice in Social Work (3 credits)

Course Objectives

Students in this course will be assisted in developing the following social work competency and practice behaviors as they relate to social work practice with individual, families, and groups:

CSWE Core Competency 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 interprofessional 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.

- 1b. Recognizes how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice

CSWE Core Competency 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.

- **2a.** Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels

- **2c.** Demonstrate self-awareness and an ability to recognize and reduce the influence of personal bias, privilege, and participation in systems of oppression and the forces that reinforce these systems

**CSWE Core Competency 3: Advance Human Rights and Social and Economic 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.

- **3b.** Understand systemic oppression and privilege and engages in practices to dismantle oppression and advance social, economic, and environmental justice

**SW 550 Social Work Research and Evaluation I**

**Course Objectives**

Students in this course will be assisted in developing the following social work competencies and practice behaviors:

**Competency 4—Engage in Practice-informed Research and Research-Informed Practice**

Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice. Social workers:

- **4a.** Use practice experience to inform scientific inquiry and research;

- **4b.** Engage in critical analysis of quantitative and qualitative research methods and research findings;
Competency 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, individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness. Social workers:

9a. Select and use appropriate methods for evaluation of outcomes;
9b. Critically analyze, monitor, and evaluate intervention processes and outcomes.

Furthermore, this course will contribute to students' abilities to perform these practice behaviors:

1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context;
2b. Present themselves as learners and engages with others as informants and experts on their lives;
3a. Work in the service of client systems to advocate for social and economic justice and human rights;
5a. Assess how social welfare and economic policies impact the delivery of and access to social services;
5b. Critically analyze and promote policies that advance human rights and social and economic justice;
7e. Work collaboratively with client systems to select appropriate intervention strategies based on the assessment, research knowledge, and values.
9c. Apply evaluation findings to improve practice effectiveness.

SW 551 Social Work Research and Evaluation II

Course Objectives

Students in this course will be assisted in developing the following social work competencies and practice behaviors:

Competency 4—Engage in Practice-informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice. Social workers:
4b. Engage in critical analysis of quantitative and qualitative research methods and research findings;

4c. Use and translate research findings to inform and improve practice, policy, and service delivery.

**Competency 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, individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness. Social workers:

9c. Apply evaluation findings to improve practice effectiveness.

Furthermore, this course will contribute to students' abilities to perform these practice behaviors:

1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context;

2b. Present themselves as learners and engage with others as informants and experts on their lives;

3a. Work in the service of client systems to advocate for social and economic justice and human rights;

4a. Use practice experience to inform scientific inquiry and research;

5a. Assess how social welfare and economic policies impact the delivery of and access to social services;

5b. Critically analyze and promote policies that advance human rights and social and economic justice;

7e. Work collaboratively with client systems to select appropriate intervention strategies based on the assessment, research knowledge, and values.

9a. Select and use appropriate methods for evaluation of outcomes; and

9b. Critically analyze, monitor, and evaluate intervention processes and outcomes.

**SW 564 Social Work in Schools**

**Course Objectives**

At the completion of the term, students will be able to:

- Demonstrate understanding of a historical perspective of school social work practice.
• Understand and apply the multiple roles and responsibilities of the school social worker in practice, including collaboration and partnerships with other disciplines and systems.

• Demonstrate an understanding of and sensitivity to cultural, racial, ethnic, and gender diversity.

• Identify educational and social welfare policies and the impact of those policies on children, families, schools, and communities. Implement knowledge of and adherence to local, state, and federal legislation, regulations, and policies.

• Identify the diverse needs of at-risk children, gifted children, and children with special education needs. Understand the impact of biological or societal pressures that impact children’s experience in the school setting

• Serve as a liaison between the school and families, and assist family members with understanding their child’s needs, their rights, and available resources.

• Utilize an ecological perspective for developing and implementing effective school social work practices that address the needs of children, families, school personal, and communities.

• Work collaboratively with local educational agencies and communities to identify, implement, and evaluate activities and programs that address institutional barriers to school success, school safety, and gaps in services.

• Understand school social work practice within the context of social work values and ethics.

SW 586 Children, Youth, and Families I (3 credits)

**Course Objectives**

**Competency Areas and Learning Objectives:**

At the completion of the term, students will be able to:

**CSWE Core Competency 1. Demonstrate ethical and professional behavior.**

**Practice Behaviors:**

• Examine personal beliefs and assumptions and develop a plan for continuous learning aimed at ethical practice that promotes well-being for children, youth, and families (micro)

• Assess practices and policies that present ethical dilemmas working with children, youth, and families (macro)

**CSWE Core Competency 2. Engage diversity and differences in practice.**

**Practice Behaviors:**

• Articulate how one’s identity, self-affiliation, and social location affect practice with children, youth, and families (micro)
• Identify policies and practices that are culturally responsive for diverse and marginalized children, youth, and families (macro)

CSWE Core Competency 7. Assess individuals, families, groups, organizations, and communities.

Practice Behaviors:

• Assess children, youth, and families from a multidimensional theory or framework (i.e., multi-systemic, multi-level, multi-disciplinary, client-worker). (micro)

• Identify contextual factors that influence (a) children, youth, and families’ well-being, (b) effectiveness and cultural responsiveness of service systems, and (c) social and economic equity. (macro)