I. COURSE RATIONALE

Fundamentals of Social Work Practice (SW 510) is designed to begin the preparation of students for service delivery within the model of practice. It builds upon the foundation created by SW 220 Professional Socialization, which is the preparatory course for entry into the Social Work BSW program. This course provides students with a beginning understanding of the social work frame of reference and clarifies the unique focus of social work intervention. Students are introduced to the strengths perspective as a lens through which to guide their work toward social justice with vulnerable people.

The primary focus is on understanding the nature of social work practice; professional knowledge and value components, specific skill development such as interviewing, assessment, critical thinking, problem-solving, and the professional use of the self with individuals, families, groups and communities.

The rationale in individual instructors’ syllabi should be exactly the same as in the master syllabus.

II. EDUCATIONAL OUTCOMES

After taking this course, students should be able to:

A. Critically analyze client situations demonstrating the ability to identify internal and external strengths of the client system (individual, family, organization, community and/or society).

B. Critically analyze client situations with attention to individual system interactions (biopsychosocial) and interactions among the systems in the environment of the “client.”

C. Demonstrate the ability to identify a range of possible strengths-based interventions for client systems spanning the micro to macro continuum with particular attention to the strategies for mobilizing strengths.

D. Critically analyze and articulate social work values relating them to social work practice.

E. Identify personal biases and prejudices as well as strategies for dismantling them in favor of social justice thinking and social work values.
F. Articulate an understanding of reflective practice and critical thinking through self-reflective writing, responding to critical feedback, and demonstration of critical thinking in class assignments.

G. Demonstrate through written class assignments as well as in class participation an understanding of oppression and discrimination in addition to the identification of strategies to counter both such that social and economic justice are sought.

H. Demonstrate initial development of professional level communication in speaking and writing appropriate for communication with multiple system members as well as across disciplines.

I. Understand both the limits and the possibilities of the role of the social worker with particular attention to professional boundaries.

J. Understand the need for lifelong learning to obtain emerging knowledge and skills to provide social work services to diverse groups.

III. CURRICULUM THEMES

The overarching themes that guide the total curriculum of the School of Social Welfare are integrated throughout the practice-oriented curriculum. This practice course provides a venue for students to learn, apply, and demonstrate a competency in social work practice settings. The School themes include:

A. Strengths. The strengths perspective is central to our work as social workers. It provides a lens through which to see consumers’ difficulties as well as their inherent strengths – those resources that build resilience. Strengths are evident in all types of client systems and their environments. This class will focus on not only the identification of strengths, but it will pay particular attention to learning to build the capacity of natural supports and strengths of client systems. The strengths perspective leads naturally to empowerment work. Students will gain an understanding of the process by which client systems empower themselves to reach client centered goals.

B. Critical Perspective. A critical perspective is necessary to understand the interwoven nature of power and systems. Vulnerable and disenfranchised individuals and groups experience oppression in our society. By understanding the interplay of systems (i.e. people, policies, and power) social workers emerge as change agents working toward social and economic justice. This course will operationalize the critical perspective by conducting an ongoing investigation of system interactions that includes an analysis of power and development of justice interventions.

C. Social Justice. Understanding social justice is fundamental to social work. It involves a critical perspective and social work values. At the heart of this foundation is the belief that privilege experienced when oppression exists must be spent in action to bring about justice. This class will heighten students’ awareness of power, privilege, and justice. Students will gain greater understanding of society’s forces upon vulnerable groups. Resilience of individuals and groups will be explored along with a critique of the role social institutions play with vulnerable groups. Students will identify ways to shift
society toward social and economic justice creating access and equity for marginalized citizens within our social structure.

D. **Diversity.** The theme of diversity calls for understanding of diverse peoples and differences. In gaining a better understanding of society and social justice, attention must be paid to the specific groups of people who experience disenfranchisement. This class will promote understanding of difference and strategies to work in a culturally sensitive manner with client systems, colleagues, and other persons. Furthermore, appreciation for difference will be cultivated. Students will gain greater understanding of people based on their race, ethnicity, gender, sexual orientation, class, age, physical and mental abilities, spiritual traditions, and size.

IV. **THE LIBERAL ARTS PERSPECTIVE**
Because practice requires the creative blending of knowledge, skills and values, students need a broad based focus. The liberal arts perspective call for inclusion of scholarly work across disciplines. This contributes knowledge from social, biological, and behavioral sciences that is integrated into understanding the intra-interpersonal environmental factors undergirding intervention. Furthermore, the liberal arts perspective contributes to knowledge and skills toward thinking, writing, and speaking clearly and effectively. Students must be able to communicate at the various levels in interactions with client systems, supervisors, colleagues, and other community members.

V. **PROFESSIONAL PURPOSE AND VALUES**
Throughout the BSW program students will develop their professional skills and understanding of social work values. This course focuses on a developing understanding of the ecological systems perspective and the person – environment framework. Social work practice is framed within client centeredness, consumer driven goals and interventions with self-directedness and empowerment at the forefront. Students are exposed to social work values and ethical dilemmas that can occur in practice.

VI. **PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS**
SW 510 will include readings, assignments, and class discussions that all address human diversity. Social work values call for an understanding of unequal power and the perpetuation of institutionalized oppression. Vulnerable groups experience oppression on the basis of difference from the dominant group. Social work’s mission is to counter this oppression which takes the form of institutionalized racism, heterosexism and homophobia, ableism, ageism, size bias, ethnocentrism, spiritual tradition prejudice, sexism, classism, and economic injustice. This class will present directed at countering the general disenfranchisement of these vulnerable groups from individual empowerment to structural interventions.

VII. **TOPICS**

**Required Topics:**
- Applying Social Work Values and Ethics, especially confidentiality
- Culturally Competent Social Work Practice with Vulnerable Groups
Strengths-Based Practice
Engagement Process
Empowerment Practice

Recommended Topics:
Social work practice and the appropriate/inappropriate use of social media
Animal assisted social work practice
Note writing in social work practice

VIII. REQUIRED AND RECOMMENDED READINGS

Required Text (use most current edition)

(The use of another text must be approved by your mentor)

Recommended Supplemental Texts

Sample Articles and Book Chapters appropriate for this course


It is suggested that you use a mix of current readings and historically seminal articles & book chapters.

**IX. REQUIRED AND RECOMMENDED ASSIGNMENTS**

**Required Assignments:**

Two assignments are **required** for this class as they are “signature assignments” which serve to measure student attainment of competencies and practice behaviors established in the Council of Social Work 2008 Education’s Educational Policy and Accreditation Standards. These assignments are included in Attachments A and B and must be used as outlined. Instructors must evaluate each student on this assignment using the scoring guide that is included with the assignment. However, do not include the scoring guide in the syllabus. This evaluation is not shared with the student, as it is gathered only for the purposes of evaluating program data and is aggregated with other student’s data—no scores on the embedded measures will be shared with anyone other than those working on the outcome data. Instead, instructors provide the students with feedback as you would on any other assignment. They must also provide this confidential data for each student enrolled in the class to the BSW Program Director by the end of the semester. A form to submit this information will be given to each SW 510 instructor.

**Do not include the above language in the syllabus—only include the attached signature/embedded assignments.**

**Recommended Assignments**

**Suggested Assignment #1--Reflection and Understanding Self**
Genogram, Ecomap and Timeline (Educational Objectives 1 & 3)

Assignment #1 affords students an opportunity to practice seeing individuals within their contexts (of families, resources, communities, and histories).
Using the Cournoyer social work workbook as a guide, students will increase their understanding of self by doing a genogram, ecomap, and timeline. Through each exercise, students will examine the information as it is arranged with each tool.

Students will respond to the following general questions, in addition to those within the activities:

- How might this type of tool be used by a consumer?
- What kinds of patterns emerge?
- How might these patterns emerge in student – consumer interactions?
- How can the student mobilize support when necessary.

Suggested Assignment #2—Personal Narrative
Personal Narrative (Educational Objectives 2, 3, 9)

Assignment #2 is a natural extension of the Timeline activity. The purpose of this assignment is to engage the student in the active process of understanding social work values, the experiences of vulnerable people, as well as understanding the use of self in practice. One additional purpose for this assignment is to allow students to demonstrate their writing abilities.

The assignment should contain the following elements:

- Identification of the important events in the student’s life history which contributed to her/his choice of social work as a profession.
- The student will describe her/his understanding of social work values.
- The student will describe specific intersections between her/his life experience, social work values, and her/his interest in working with vulnerable persons.

Suggested Assignment #3—Videotaped Role Plays
Another way to use video-taped role plays

This assignment is designed to give students the opportunity to demonstrate learned interviewing skills. This assignment asks students to use reflective listening, reflexive questioning, seek to understand the contexts in which the consumer system lives, societal influences and the strengths from all involved systems.

This assignment involves four role play sessions for each student during which the student will “play” the social worker twice and a member of the client system twice. The students will write two scenarios to use in the role plays – including a consumer system with vulnerable and a social problem those persons experience. These scenarios will be used by other students for the role-play activity. They will include substantial description to do the assignment.

Students not involved in the role play will provide active feedback after the role play. The student will then write a reflection paper that includes a review of the assignment process and experiences of self as social worker and consumer.
X. **GRADING**  

A. **What Grades Mean** (plus and minuses are assigned at instructors’ discretion)

A = Exceptional work/Outstanding: This grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice.

B = Fully meets undergraduate standards: this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.

C = Overall performance is unsatisfactory, below undergraduate standards, although all aspects of assignments were completed.

D= Overall quality of work is marginal, or some aspects of assignments not done.

F = Failure: Overall quality of work is unsatisfactory, or some aspect of assignments not done.

**Plus and minus grades are assigned at the instructor’s discretion. A grading point table such as the example below, must be included in course syllabi.**

Please note: While an instructor may assign a “D” in a BSW course, a student receiving this grade will not receive credit toward the completion of degree requirements and will have to retake the class in order to proceed in the program.

The numbers below are the letter grade equivalents based upon percentages of total class points obtained by a student:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

**Incomplete grades.** A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. It is the student’s responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. A student may not enroll in a course sequential to one in which he or she has an I or F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.

B. **Attendance policy.** Attendance will affect grades in this course. (Instructors: Be specific about how many points will be deducted from student grades for missing class, tardiness, leaving early, etc.) Any student missing more than two classes, or more than
one blended class, will need to contact the instructor to discuss implications regardless of
the circumstances that led to these absences. Students who miss more than three classes,
or more than two blended classes, may be assigned a failing grade in this course. If this
rare circumstance should occur, the instructor will consult with the BSW Program
Director regarding failing the student on the basis of excessive absences. The decision of
the instructor in consultation with the BSW Program Director shall be final.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**Individual instructors’ syllabi should specify the following:**

A.  The weighting of each assignment in the course and the dates by which they
are done.

B.  For every assignment, explain the standards used for grading.

C.  If class participation is part of the grade indicate what this means. For
example, if 10 points are awarded for class participation, one point will be
deducted for every class missed.

D.  Indicate the policy on late assignments, e.g., they are not accepted and treated
as an “F” grade or the grade is reduced by ___ for each day, week, etc.

E.  Indicate how final grades will be determined

**C. Academic Misconduct and Plagiarism.** The University Senate Rules and
Regulations defines academic misconduct in Article II, Section 6, stating:

*Academic misconduct by a student shall include, but not be limited to, disruption of
classes; threatening an instructor or fellow student in an academic setting; giving or
receiving of unauthorized aid on examinations or in the preparation of notebooks,
themes, reports or other assignments; knowingly misrepresenting the source of any
academic work; unauthorized changing of grades; unauthorized use of University
approvals or forging of signatures; falsification of research results; plagiarizing of
another’s work; violation of regulations or ethical codes for the treatment of human and
animal subjects; or otherwise acting dishonestly in research.*

One form of academic misconduct is plagiarism, or taking credit for work produced by
someone else. This is a serious ethical violation. As a participant in this class, you are
required to review the section on Academic Misconduct in the Student Handbook in
order to familiarize yourself with what constitutes plagiarism. You must also review this
section in order to help you to understand the efforts you can make to avoid engaging in
plagiarism. Remember that faithfully using the citation and reference guidelines outlined
in the APA style guide will serve as an excellent way to avoid plagiarism.

Additionally, KU subscribes to a digital plagiarism detection program called “Safe
Assign” which may be used to check papers submitted in this course. You may be asked
to submit your papers in a digital format so that your paper can be checked against web
pages and databases of existing papers.
If a student commits plagiarism, with or without intention, the instructor for this course can, after consultation with the academic program director, assign a failing grade for the academic activity in question. If the plagiarism is severe or repeated, the instructor can, after consultation with the academic program director, assign a failing grade for the course in which the behavior occurred. An instructor may also request that the program director convene an Academic Review Committee meeting, which could result in a recommendation to the Dean of the School of Social Welfare for formal admonition, censure, suspension, or expulsion of the student.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XI. SPECIAL CONSIDERATIONS

a. Any student in this course who has a disability that may prevent him/her from satisfactorily completing course requirements should contact the KU’s Academic Achievement and Access Center (AAAC) as soon as possible in order to begin the process of determining reasonable and appropriate accommodations. This process must be initiated by the student. University regulations do not require that accommodations be offered retroactively, so it is important that students begin this process as early as possible. Information on how to contact AAAC can be found at [http://www.disability.ku.edu/~disability/students/guidelines.shtml](http://www.disability.ku.edu/~disability/students/guidelines.shtml)

b. Please notify the instructor in advance if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements, including alternative assignments to cover missed classroom content if necessary.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XII. RECORDING AND SHARING RECORDINGS OF LECTURES

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.
XIII. CONFIDENTIALITY AND PRIVACY CONSIDERATIONS

The NASW Code of Ethics requires that social workers protect client confidentiality and privacy. Various state and federal regulations, including the HIPPA Privacy Rule, may also protect the confidentiality of client information in settings where social work students are engaged in practicum placements. In order to safeguard these client rights:

- Always disguise the name and other personal identifying information when you speak or write about a client.
- If writing in great detail about a client, ask permission from that client.
- Share nothing discussed in class about specific clients, agencies, or other students outside of this classroom.
- Any information shared with the instructor will be confidential, within the limits defined by the NASW Code of Ethics and relevant legal guidelines.
- Information regarding your performance or behavior as a student is protected by the Federal Education Rights and Privacy Act. However, student information can be shared between KU faculty, staff, administration, or field instructors when there is a compelling educational or safety reason to do so.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XIV. INSTRUCTOR AVAILABILITY

Provide students with information on how to see and/or reach you.

XV. INCLEMENT WEATHER POLICY

In the event of inclement weather students should call to determine if classes have been cancelled. In Lawrence you may contact the University at (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, at (800) 766-3777. For the Edwards Campus you may call (913) 897-8499, and for the KCKCC Campus the number is (913) 334-1100. Classes will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.

XVI. EPAS COMPETENCY TABLE

A table must be included in the class syllabus which links EPAS Competencies, practice behaviors, and course educational outcomes with their coverage in specific sessions and in specific assignments. The table is included as the final Appendix of this document. Instructors must customize the columns which focus on the location of content and relevant assignments to their own syllabi. However the content of the first three columns and the signature assignments must be included in the table as stated in this document.
Attachment 1: Signature Assignment

Video-taped role plays

**Rationale:** These assignments are designed to give students the opportunity to learn and demonstrate interviewing and data collection skills. Both assignments require students to use reflective listening and reflexive questioning and prompts you to understand the contexts in which the consumer system lives, how societal influences impact those systems and how understanding strengths contribute to effective problem resolution. It will also provide you with the opportunity to demonstrate professional comportment as a social worker, with particular attention to boundary issues.

**Note To Instructors:** The BSW program committee decided that role plays should be a required part of this course. Some instructors will choose to do 2 while others may choose to have the students do more. You may choose to view them individually and give feedback or incorporate them into the class. A review of course syllabi will show you how individual SW510 instructors have developed this assignment. Below is one example.

**Directions:** You are required to participate in two 10-15 minute (approximate length) video-taped role plays. In each role play you will be the social worker. The first role play, completed at the beginning of the semester, involves you and a “client”. The second role play, completed at the end of the semester, will require you to include another classmate or friend as an observer. Preferably the “client” will be a BSW student from our class or another SW 510 class. Please talk with me if this is a problem.

The first video tape will be turned in along with a 2 page reflection of your strengths and weaknesses. 25 points are attached to video-taped role play #1. Your second video tape will be turned in along with a 7-10 page reflection on your experience playing the social worker. In addition to discussing the strengths and areas for improvement identified in your 2nd videotape you should include a comparative analysis of the two tapes. The student playing the client in the role play and the individual who is the objective observer should be prepared to give you verbal or written feedback after viewing the video. This feedback should be included in your reflection. Fifty points are attached to video-taped role play #2.

Grading criteria for this assignment is largely based on the 7-10 page reflection. The instructor will be looking for statements describing what you learned, integration of feedback from the client and observer, and a discussion of how you expect to apply this information to practice. A grading rubric and additional information for this assignment will be placed on Blackboard.
<table>
<thead>
<tr>
<th>Summary of Video Taping Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role Play #1</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Role Play #2</strong></td>
</tr>
</tbody>
</table>

**Accepted Submission Formats**

Videos can be submitted on a CD or a flash drive, which will be returned to you. You can also upload your video to YouTube and send me the link. Directions for doing so can be found below. [http://lifehacker.com/5804501/how-to-upload-videos-to-youtube-for-beginners](http://lifehacker.com/5804501/how-to-upload-videos-to-youtube-for-beginners)

**Resources**

If you do not have access to a video-taping equipment, the School of Social Welfare has flip cameras available for check out on a limited basis. Go to: [http://www.socwel.ku.edu/video](http://www.socwel.ku.edu/video) for information on how to check a camera out. On that page is a link for how to use the camera.

---

**Instructor Scoring Guide for Embedded Assignment for PC 2.1.1**

5 = Excellent understanding of practice behavior  
4 = Adequate understanding of practice behavior  
3 = Partial understanding of practice behavior  
2 = Very limited understanding of practice behavior  
1 = No clear understanding of practice behavior

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice personal reflection and self-correction to assure continual professional development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use supervision and consultation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attachment 2: Signature Assignment
Team Project & Presentation

Purpose: This assignment is intended to help students learn to apply research to understand how to work on behalf of a particular client population, and to explain the roles and boundaries of social workers in doing so.

Team Project & Presentation Assignment Example
This two part assignment asks students to team up to develop a presentation on a topic from the following list. Please specify a child or adult focus—not both.

- Health Care and Chronic Illness
- Mental Health Care and Chronic Illness
- Substance Addictions
- Child Welfare
- Geriatrics
- Criminal Justice
- Domestic Violence
- Physical Disabilities
- Immigrants
- Refugees
- Human Trafficking
- Military families

You can focus on adults, teens, or children but don’t attempt to cover the entire life cycle. Other topics can be suggested but must be first discussed with the professor.

Oral part of the assignment
The length of the presentation should be between 40 and 45 minutes concluding with a 10-15 minute question and answer period lead by presenters. The final grade will reflect feedback received from your co-presenters and peers. *This should be a professional presentation. It should meet professional standards of comportment, preparation, and knowledge.

Your presentation should use power point slides OR other methods to cover the following:
- Definition of the vulnerable population discussed;
- What case managers do with this population (micro-mezzo-macro);
- Examples of case manager roles, responsibilities, and goals;
- Challenges case managers may face in working with this special population
- Identify ways in which social workers could gain skills, knowledge, and values to work with this population that would demonstrate a commitment to life-long learning
Written Part of the Assignment

- Prepare a 2-3 page handout, for your classmates (and future colleagues), containing the resources used to do this assignment. Include at least 3 reputable websites (Wikipedia is not appropriate) and at least 5 articles/book chapters (written within the last 5 years, from peer review journals)

- Hand in a copy of your presentation along with a copy of the resource page.
  - Note: You may find Grobman (2006) and/or Frankel & Gelman (2012), books on the supplemental texts list, a useful place to start.

Instructor Scoring Guide for Embedded Assignment for Signature Assignment
BSW-5

5=Excellent understanding of practice behavior
4=Adequate understanding of practice behavior
3=Partial understanding of practice behavior
2=Very limited understanding of practice behavior
1=No clear understanding of practice behavior

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocate for client access to the services of social work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend to professional roles and boundaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in career long learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EPAS Competency Table for use in Class Syllabus. (Note that you must include as provided here but insert session numbers and assignments specific to your class. If the Master Syllabus includes a signature assignment for this course, that assignment must appear in column 5 exactly as stated in the Master Syllabus.

<table>
<thead>
<tr>
<th>EPAS Competency</th>
<th>KUSSW BSW Level Practice Behaviors</th>
<th>Related Educational Outcomes</th>
<th>Session number of Content Coverage</th>
<th>Related Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly</td>
<td>Advocate for client access to the services of social work.</td>
<td><strong>Outcome C:</strong> Demonstrate the ability to identify a range of possible strengths-based interventions for client systems spanning the micro to macro continuum with particular attention to the strategies for mobilizing strengths.</td>
<td></td>
<td><strong>Signature Assignment Team Project and Presentation</strong></td>
</tr>
<tr>
<td></td>
<td>Practice personal reflection and self-correction to assure continual professional development</td>
<td><strong>Outcome E:</strong> Identify personal biases and prejudices as well as strategies for dismantling them in favor of social justice thinking and social work values.</td>
<td></td>
<td><strong>Signature Assignment Video Taped Role Plays</strong></td>
</tr>
<tr>
<td></td>
<td>Attend to professional roles &amp; boundaries</td>
<td><strong>Outcome I:</strong> Understand both the limits and the possibilities of the role of the social worker with particular</td>
<td></td>
<td><strong>Signature Assignment Team Project and Presentation</strong></td>
</tr>
<tr>
<td>Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td><strong>Outcome H:</strong> Demonstrate initial development of professional level communication in speaking and writing appropriate for communication with multiple system members as well as across disciplines.</td>
<td>Signature Assignment Video Taped Role Plays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use supervision and consultation</td>
<td><strong>Outcome E:</strong> Identify personal biases and prejudices as well as strategies for dismantling them in favor of social justice thinking and social work values.</td>
<td>Signature Assignment Video Taped Role Plays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage in career-long learning</td>
<td><strong>Outcome J:</strong> Understand the need for lifelong learning to obtain emerging knowledge and skills to provide social work services to diverse populations.</td>
<td>Signature Assignment Team Project and Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.1.2 Apply social work ethical principles to guide professional practice.</strong></td>
<td>Recognize and manage personal values in a way that allows professional values to guide</td>
<td><strong>Outcome E:</strong> Identify personal biases and prejudices as well as strategies for dismantling them in favor of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td>Social Justice Thinking and Social Work Values.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome D:</td>
<td>Critically analyze and articulate social work values relating them to social work practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.3 Apply critical thinking to inform and communicate professional judgments</td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome A:</td>
<td>Critically analyze client situations demonstrating the ability to identify internal and external strengths of the client system (individual, family, organization, community, and/or society).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome F:</td>
<td>Articulate an understanding of reflecting practice and critical thinking through self-reflective writing, responding to critical feedback and demonstration of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.4 Engage in diversity and difference in practice</td>
<td>Outcome F: Articulate an understanding of reflecting practice and critical thinking through self-reflective writing, responding to critical feedback and demonstration of critical thinking in class assignments.</td>
<td>Signature Assignment Team Project and Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
<td>Outcome E: Identify personal biases and prejudices as well as strategies for dismantling them in favor of social justice thinking and social work values.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>Outcome G: Demonstrate through written class assignments as well as in class participation an understanding of oppression and discrimination in addition to the identification of strategies to counter both such that social and economic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.5 Advance human rights and social and economic justice</td>
<td>Understand the forms and mechanisms of oppression and discrimination</td>
<td><strong>Outcome G:</strong> Demonstrate through written class assignments as well as in class participation an understanding of oppression and discrimination in addition to the identification of strategies to counter both such that social and economic justices are sought.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2.1.7 Apply knowledge of human behavior and the social environment | Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation | **Outcome B:** Critically analyze client situations with attention to individual system interactions (biopsychosocial) and interactions among the systems in the environment of the “client.”  
**Outcome C:** Demonstrate the ability to identify a range of possible strengths-based interventions for client systems spanning the micro to macro continuum with particular attention to the strategies for mobilizing |
<table>
<thead>
<tr>
<th>Outcome B:</th>
<th>Critically analyze client situations with attention to individual system interactions (biopsychosocial) and interactions among the systems in the environment of the “client.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGAGE</td>
<td><strong>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</strong></td>
</tr>
<tr>
<td>Assess client strengths and limitations</td>
<td><strong>Outcome C:</strong> Demonstrate the ability to identify a range of possible strengths-based interventions for client systems spanning the micro to macro continuum with particular attention to the strategies for mobilizing strengths.</td>
</tr>
<tr>
<td>Signature Assignment Video Taped Role Plays</td>
<td>Select <strong>Outcome C:</strong></td>
</tr>
<tr>
<td>appropriate intervention strategies</td>
<td>Demonstrate the ability to identify a range of possible strengths-based interventions for client systems spanning the micro to macro continuum with particular attention to the strategies for mobilizing strengths.</td>
</tr>
</tbody>
</table>