CHAPTER 2: EXPLICIT CURRICULUM

2011 College of Applied Arts
Awards Banquet
Top: Terry Pacheco (far left), Mary Jo Garcia Biggs, Mary Tijerina, Angela Ausbrooks (far right)
Center left: Dave Henton and Amy Russell
Others pictured are Social Work student awardees, including Arnie Williams (top left), named Outstanding Graduate Student in College of Applied Arts
Building a Dynamic, Successful Explicit MSW Curriculum

Crafting an Learning Program that Works

Social work is caught on the fast track of massive social change. Financial constraints and ideological pressures are transforming social policy. Different frameworks for delivering social services are recasting our service systems, while technological advances are straining our traditional ethics. These changes put bumps, turns, and holes in our way. The next generations of advanced social workers must know how to negotiate these obstacles by creatively, ethically developing new service streams and intervention methods that mesh with laws and values and make society more just. Our School has developed explicit foundation and concentration MSW curricula to prepare MSW students for the fast track.

Educational Policy 2.0. The explicit curriculum constitutes the School’s formal educational structure and includes the courses and the curriculum. The Schools curriculum is grounded in and informed by the liberal arts, the intellectual basis for social work curriculum and design. The School achieves its explicit curriculum by teaching competencies through an intentional design that includes the foundation offered at the baccalaureate level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies.
EDUCATIONAL POLICY M2. Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Accreditation Standard M2.0-Curriculum. The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program M2.0.1 Identifies its concentration(s) (EP M2.2).
M2.0.2 Discusses how its mission and goals are consistent with advanced practice (EP M2.2).
M2.0.3 Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.
M2.0.4 Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].
M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Overview of the MSW Degree

Our MSW degree is offered with several options:
- **On-campus**, either part-time or full-time
- **Online**, only part-time
- For either on-campus or online, **Regular Track** (to students who hold a baccalaureate degree in a discipline other than social work), or **Advanced Standing** (to students who hold a BSW from a CSWE-accredited program)
- Two advanced concentrations on campus, which are **Administrative Leadership** and **Direct Practice**;
- One advanced concentration online, which is **Administrative Leadership**

The MSW degree, whether delivered on-campus or online, follows the same set of master course syllabi, using the same textbooks and core assignments. The same core faculty deliver courses online and on-campus. The only difference between on-campus and online offerings is method of delivery.
The Online Delivery of the MSW

In 2003, Drs. Ted Watkins (now retired) and Dorinda Noble received a one-million-dollar grant from Administration for Children and Families to translate the MSW curriculum to online format for rural child welfare workers. From that beginning, the School has built a high-quality, technologically-sophisticated, very effective delivery of our MSW curriculum. The University has been extremely supportive of this effort, hiring educational programmers to work with us. Developing the online course delivery is a rigorous task, for which faculty receive a one-course workload release over two semesters before offering the course. Faculty work closely with Instructional Design Team Members in the Instructional Technology Department to develop the courses and to carefully evaluate them after the first offering of each course. Faculty then refine and improve the courses.

- We accept cohorts of both Regular Track and Advanced Standing students into the online program, which offers the AL concentration on a part-time basis.

- Admission requirements are the same for on-campus and online students.

- Online students, however, live outside of a 50-mile radius of San Marcos, and they are required to have the computer equipment (which we specify) to support online learning. All students have on-computer cameras and microphones. The University uses TRACS electronic learning platform, so students, once they are enrolled, simply log on to TRACS to access the course, receive course mail, announcements, quizzes, assessments, polls, audio recordings, drop boxes for assignment submissions, blogs, calendar, chat rooms, discussion forums, podcasting, and many other teaching tools. To organize the courses, we use Adobe Connect.

- Because Texas State is a state institution, we reserve the majority of our online spaces for Texas citizens. We have served, however, students in states across the union, as well as military personnel stationed abroad.

- Students, whether online or on-campus, follow the same curriculum, use the same textbooks, complete the same assignments with the same goals. The effectiveness of the curriculum is measured by the same outcome measures.

- Online students are eligible for all scholarships available to on-campus students.

- Online students have access to technological help through the University Information Technology Assistance Center as a live chat session, call center, e-mail, or walk-in facility. Faculty post email office hours and virtual office hours via webcam, so students can reach faculty regularly and frequently. The School also employs a part-time administrative assistant to help online students with any problem.

- Online cohorts are limited to 20-25 students.

- All online courses are taught by our core, full-time, doctoral-level faculty. We do not hire adjuncts to teach online. Typically, a faculty person will teach an online
section and an on-campus section of the same course, so they can, if they wish, link online and on-campus students in certain activities. This broadens the students’ exposure to other learners.

- Online courses are carefully constructed, using various activities which last only about 15 minutes apiece, so that students are never bogged down with, for instance, a seemingly-endless talking-head lecture. Faculty video “mini-lectures”, interspersed with chat room discussions on focused questions or case situations, videos of guest speakers, videos of simulated case situations, quizzes, etc.

- Online courses are also carefully reviewed. Students formally assess the courses, just as on-campus students do. Our educational programmers also assess the effectiveness each course using a matrix similar to Sloan-C scorecard for measuring and quantifying quality elements in our courses. They work with faculty to refine and improve courses.

- Online students can replay class material as often as they want.

- The School develops appropriate field placement settings and supervision in the student’s home community. The Field Office visits the placement setting in person as part of the preliminary process, as well as making a personal visit during the placement experience. If needed, School will provide on-computer cameras and microphones to agency-based field supervisors so that they can have remote face-to-face interviews with the Field Office.

- Outcome measures for online students are very solid. In fact, the online outcome numbers are often a little stronger than the on-campus measures.

- Online students do a great deal of writing, and their writing skills tend to improve markedly.

- While only about one-fourth of on-campus students participate regularly in class discussion, online students must participate, since their participation is graded and is counted as attendance. If a student is not participating, the faculty can address this with the student right away.

- Online cohorts develop a real sense of community and bonding with each other. They talk to one another frequently and work together on group projects. At times, an on-campus student who has gotten out of synch with his/her degree plan will ask to merge into a core online course, but at this point, we do not allow on-campus students to randomly take an online course, other than electives.

- We typically visit every placement in which our online students are placed at least once a semester, even though this is a costly endeavor. We believe it makes field much stronger as a learning exercise.

- Online students participate in student organizations via web or chatrooms or discussion forums. Online students receive School support to attend conferences and present their research.

---

Betty, an online student, lost her son in an accident while she was in the midst of her degree program. Though her online cohort did not know her face-to-face, they rallied round her in her grief, giving all kinds of support.

Jennifer, the spouse of a deployed service member, completed her concentration field placement with Army Community Services at Fort Eustis, Virginia. Now that she has earned her MSW online, she plans to continue serving military families as a social worker.
One of our MSW online students, Lori, completed her concentration field placement with the USO Warrior Center in Kaiserslauten, Germany. She is still serving active duty service members and their families.

The University is an institutional member of Sloan-C, a consortium of individuals and organizations committed to quality online education. Our faculty participate in workshops, webinars, and trainings that keep their online teaching skills sharp.

**MSW Foundation**

*Liberal Arts Perspective.* We examine the MSW applicants’ course work to ensure that they have taken a variety of courses in physical sciences (such as human biology), social and behavioral sciences (such as sociology), ethnographic studies (such as government), languages (such as English), and speculative studies (such as philosophy). These courses prepare foundation (Regular Track) students to delve into the breadth and richness of professional generalist knowledge: values and ethics and law, diversity, vulnerable populations, social and economic justice, human behavior and the social environment, social policy and services, social work practice, research, and field education.

MSW foundation (or Regular Track) students complete the graduate foundation curriculum of 29 credit hours. MSW foundation courses are somewhat similar in content to BSW upper-level courses, but the MSW content is more theoretical, more concentrated, and meets the higher-order learning demands of graduate students. When students complete foundation, they are prepared for advanced concentration coursework and fieldwork, which, though more specialized, is built upon the generalist perspective.

**Foundation Courses in Review**

**SOWK 5310 Social Welfare Policy and Services.** This course studies the United States’ social welfare system, emphasizing how social welfare policies affect diverse populations. Topics include social welfare history; and policy development, implementation, evaluation, and values. Prerequisite: Instructor approval.

**SOWK 5311 Human Behavior and Social Environment: Birth Through Adolescence.** This course focuses on human functioning from birth through adolescence, using eco-systems and development frameworks. It builds knowledge for practice with individuals, families, and organizations; develops analytical reasoning and assessment skills; and applies content to diverse populations. Prerequisite: Graduate standing or instructor approval.

**SOWK 5313 Foundation Social Work Practice I.** This course explores generalist social work theory and practice methods in problem-solving with individuals, families, and groups, emphasizing data collection, assessment, intervention planning, and evaluation. Prerequisite: Admission to the M.S.W. degree program.

**SOWK 5314 Foundation Social Work Practice II.** This skill-development course emphasizes generalist social work practice with task groups, organizations, and communities. Prerequisite: Admission to the M.S.W. degree program.
SOWK 5316 Foundation Social Work Practice III. This course develops the student’s interpersonal and communication skills with clients and other professionals. Students must demonstrate competence in interviewing, assessment, and planning skills. Students learn to collect data to support assessment, plan intervention, and evaluate practice. Prerequisites: SOWK 5313.

SOWK 5317 Social Work Research. This course builds introductory scientific research skills in critical thinking and knowledge of program and practice evaluation. It prepares students to read, interpret, and critique research with skepticism and rigor and to perform various research and social work practice activities. Prerequisite: Graduate standing or instructor approval.

SOWK 5318 Human Behavior and Social Environment: Adulthood to End of Life. This course focuses on human functioning from adulthood to end of life, using eco-systems and development frameworks. It builds knowledge and values for practice with individuals, families, and organizations; develops analytical reasoning and assessment skills; and applies content to diverse populations. Prerequisite: SOWK 5311 or instructor approval.

SOWK 5410 Foundation Field I. This course consists of supervised beginning generalist social work practice in agencies for a minimum of 250 clock hours, applying classroom knowledge to work with individuals, families, groups, and communities. Prerequisites: Admission to MSW degree program and completed field application process.

SOWK 5411 Foundation Field II. This second foundation course continues supervised generalist social work practice in agencies for at least 250 clock hours, applying classroom knowledge to work with individuals, families, groups, and communities. Prerequisites: SOWK 5410 and Field Coordinator approval.

**Rationale for the MSW Foundation Curriculum Design**

The MSW foundation curriculum is built on eight strong foundation pillars of knowledge, values, and skills which are generally accepted in social work education. We adapt our teaching to incorporate real-world learning that emerges from the diverse and changing demographic and social context of our University. The foundation pillars of our curriculum which form the rationale of our MSW foundation curriculum follow.

1. **Integrity Built on Values, Ethics, and Law**

We emphasize integrity by weaving values, ethics, and law into every course in the curriculum. Students learn to distinguish between values, ethics, and legal mandates, and we push them to apply these concepts to case situations. Field students include values and ethics in their learning objectives and do a paper on an ethical dilemma they have experienced in field. Here are examples of how we cover this material in foundation classes.

- One focus in **SOWK 5316 Practice III** is the ethics of communicating with both clients and with other constituents (such as collateral professionals and boards of directors). Students learn that professionals are accountable for their work behavior. They learn how to use social media, for example, in ways that protect client confidentiality.
In SOWK 5311 and 5318, HBSE I and II respectively, students explore the ethical dimensions of such developmental issues as end-of-life care, and divergent ways that families are structured.

- SOWK 5310 Policy students spend the semester investigating a specific policy issue, such as health care for people with HIV, or human trafficking. Students examine the social values that shape policies in their area of study, and they look at the ways professional social work values are incorporated into policy—or violated by policy.

2. Respect for Diverse People and Their Human Rights

All our courses present material on the amazingly broad range of human diversity and how diversity affects human interactions. Field students include diversity learning as part of their educational contracts and learning objectives. Read examples of how our foundation students learn about diversity.

- SOWK 5313 Social Work Practice I foundation students review cases, focusing on issues concerning such diverse factors as age, gender, culture, ethnicity, sexual orientation, and practice with vulnerable populations.

- SOWK 5310 Social Welfare Policy and Services, faculty help foundation students grasp the nature of bureaucratic processes and grapple with how those processes meet diverse clients’ needs. Students consider how reality differs for people because of contextual factors such as religion and educational level. They study a particular policy area (such as health care delivery), and think about how policy affects diverse client populations.

- SOWK 5410 & 5411 MSW Foundation Field focuses on how foundation students can work in agency settings to ensure effective, just, and humane services. They study diversity, particularly as they conduct psychosocial assessments, and as they assess their agency’s service delivery policies and practices.

3. Social and Economic Justice, and the Dignity and Worth of the Person

Our foundation students learn about vulnerable populations, and about social and economic justice. Field students critique their placement agencies for ADA compliance, outreach efforts, and accessibility to vulnerable populations. Here are other examples of how foundation students learn this important information.

- In SOWK 5317 Research, foundation students develop a research plan for studying issues that affect practice with marginalized populations.

- SOWK 5313 Practice I foundation students watch several movies, such as Color of Fear, which gives them a forum to discuss how people have experienced racism.

- Students in SOWK 5410-5411 Foundation Field study how to implement strategies that help marginalized populations access and use services.

4. Human Behavior and the Social Environment
Understanding how human beings interact with their environments is core to being able to untangle and intervene in complex case situations. Foundation students are required to complete an anatomy and physiology course, which supports HBSE learning. The foundation has two specific HBSE courses, though HBSE information incorporating the bio-psycho-social-spiritual perspective emerges in policy and practice courses.

- **SOWK 5311 HBSE I** and **SOWK 5318 HBSE II** takes students through human development. Students examine how various size systems, such as family and school and religious organizations, affect a person’s physical, psychological, emotional, mental, and spiritual development.
- Field students assess and apply HBSE content by conducting psychosocial assessments.

### 5. Social Welfare Policy and Services

The foundation curriculum has one primary policy course.

- **SOWK 5310 Policy** provides an in-depth examination of the history of social welfare institutions and policies and takes students through the policy-making process. Students learn real-life applications of policy, such as studying not only how laws are made, but also how implementation rules of the law are crafted. Students study ways to influence policy and advocate for marginalized groups, considering how to compensate for the unanticipated. They study the laws and implementations of a certain policy area, devising a policy brief in that area. They also write a blog or a letter to a legislator about that policy issue.

- Matters of policy are also spread throughout other foundation courses. We frequently discuss legal issues as they affect client services. For instance, students in **5316 Practice III** examine how policy affect interventions in duty-to-warn, since Texas (like most states) does not have a Tarasoff law specifically protecting the social worker to breach confidentiality in danger.

### 6. Competent Practice Built on Meaningful Relationships

We offer these opportunities for foundation MSW students to learn relationship and practice skills with systems of all sizes in three practice courses.

- **SOWK 5313 Social Work Practice I** teaches students to gather data about clients/client systems, assess problems, devise and implement interventions, and prepare to evaluate those interventions. Through role plays, they practice interviewing with individuals and families and small group communication.

- **SOWK 5314 Social Work Practice II** examines intervention with task groups and other larger groups and with larger systems. Students devise and implement community interventions to assist vulnerable people. Projects that 5314 students start often take on lives of their own and continue to operate long after the class is history.

- **SOWK 5316 Social Work Practice III** covers interpersonal and communication skills with clients and other professionals. Students do numerous exercises and role plays that make them more self-aware and more sensitive to the ethical and legal nuances of their work, as well as to their personal cultural values. Students learn how to conduct themselves in court hearings and legal depositions. They discuss how to be good agency.
citizens and leaders, being accountable for their work through written and spoken documentation, and through effective use of supervision.

7. **Scientific Inquiry and Research**

Generalist students must be comfortable with research, since it informs practice. Foundation students are required to have taken a course in basic statistics, such as a psychology or sociology statistics offering. This prepares them for their specific research course, which is:

- **SOWK 5317 Social Work Research**, in which they learn the basics of scientific research, the ethics of research, and how research should guide and inform practice. They cover program and practice evaluation, and examine both qualitative and quantitative methods of research.
- **Field** students do a macro project which contains an evaluation section.

8. **Field Education**

Field education is a capstone experience for our generalist students and a signature pedagogy for the School. Students integrate all their classroom learning with an intensive agency-based work experience in Field. We offer our generalist students the following field experiences.

- **SOWK 5410 and 5411: Foundation Field I and II**, respectively, puts students in generalist agencies under qualified supervision. Students perform 500 supervised hours as block placement so that they get a concentrated exposure to the agency, along with an integrative seminar to link classroom knowledge with practice reality.
- Foundation students intern in a wide variety of generalist agencies, such as Child Protective Services (many with IV-E stipends), Communities in Schools, Salvation Army, mental health centers, drug and alcohol centers, hospitals, police victim advocacy centers, juvenile probation, nursing homes, and hospice centers.

**Foundation Competencies and Practice Behavior**

The Texas State MSW foundation is based on the ten over-arching competencies (the tenth one being subdivided into four) and forty-one general practice behaviors identified by CSWE. We informally call this scheme the 10-41. Over the last two years, faculty have identified many foundation knowledge areas which operationalize the 10-41. We have also articulated numerous generalist practice behaviors that Texas State uses to further operationalize the 10-41. We have established core measures of each overarching competency and practice behavior and placed them in the most appropriate core courses, and measured each overarching competency and practice behavior at least twice in the foundation curriculum, as well as the advanced concentrations. These elements of knowledge, specific practice behavior, and measures constitute our definition of the overarching competencies and practice behaviors (the 10-41).
COMPETENCY 2.1.1 IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY

Overarching Practice Behaviors Which Operationalize Competency 2.1.1:

⇒ Advocate for client access to services
⇒ Personal reflection and self-correction for professional development
⇒ Attend to professional roles and boundaries
⇒ Demonstrate professional demeanor
⇒ Engage in career-long learning
⇒ Use supervision and consultation

<table>
<thead>
<tr>
<th>Examples of Foundation Knowledge: 2.1.1</th>
<th>Examples of Practice Behaviors: 2.1.1</th>
<th>Examples of Measures: 2.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Social work ethical standards and codes of conduct</td>
<td>--Articulate social work values as identified in NASW Code of Ethics, and Code of Conduct of Texas State Board of Social Worker Examiners as required for social work practice</td>
<td>--SOWK 5410/5411 Field I and II: Field Instructor Evaluations (80% of students receive rating of 3)</td>
</tr>
<tr>
<td>--Professionalism: professional conduct and roles</td>
<td>--Identify boundary issues and deal with them ethically</td>
<td>--SOWK 5410/5411 Field I and II: Macro Project (80% of students complete with score of 80%)</td>
</tr>
<tr>
<td>--Cultural competence: ethnicity and characteristics of each; role of culture in development, behavior, decision-making; psychosocial functioning</td>
<td>--Understand how to use supervision</td>
<td></td>
</tr>
<tr>
<td>--Organizations: public, non-profit, bureaucracies</td>
<td>--Evaluate professional growth, participate in supervision, demonstrate commitment to professional development</td>
<td></td>
</tr>
<tr>
<td>--Role of supervisor. how to use supervisor, advisor for information, guidance, decision-making</td>
<td>--Understand the effects of social welfare history on modern events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--Use critical thinking skills to address policy issues</td>
<td></td>
</tr>
</tbody>
</table>

COMPETENCY 2.1.2 APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE

Overarching Practice Behaviors Which Operationalize Competency 2.1.2:

⇒ Recognize and manage personal values to allow professional values to guide practice
⇒ Make ethical decisions by applying NASW Code of Ethics (if applicable, AFSW/IASSW ethical principles)
⇒ Tolerate ambiguity in resolving ethical dilemmas
⇒ Apply strategies of ethical reasoning to arrive at principled decisions

Patty, an online MSW student living in Welch, Texas, participated with Drs. Mary Jo Garcia Biggs and Dorinda Noble in a session called “Taking it to the Streets: Online Social Work Education” for the Children’s Bureau. The School supported her trip.
### Examples of Knowledge: 2.1.2

- Self-reflection and self-awareness
- Personal values and how they affect practice: know how to minimize imposing personal values on clients
- Ethical dilemmas: how to address and resolve them

### Examples of Practice Behaviors which further exhibit 2.1.2

- Apply principals of ethical practice as covered in NASW Code of Ethics and Texas social work regulatory law in case analysis and simulated situations
- Demonstrate understanding of how values and ethics, and commitment to 1) diversity, 2) populations-at-risk, 3) social and economic justice apply to micro and macro practice and to policy
- Exhibit responsibility for personal action guided by social work values and ethics

### Examples of Measures used to incorporate 2.1.2

- SOWK 5410/ 5411 Field I and II Ethics Paper (80% of students complete with score of 80% as measured by instructor)
- SOWK 5410/ 5411 Field I and II: Field Instructor Evaluations (80% of students receive rating of 3)

### Competency 2.1.3 Apply Critical Thinking to Inform and Communicate Professional Judgments

**Overarching Practice Behaviors Which Operationalize Competency 2.1.3:**

- Draw on multiple sources of knowledge
- Analyze models of assessment, prevention, intervention, and evaluation
- Demonstrate effective oral and written communication

<table>
<thead>
<tr>
<th>Examples of Knowledge: 2.1.3</th>
<th>Examples of Practice Behaviors which further exhibit 2.1.3</th>
<th>Examples of Measures: 2.1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Knowledge of resources (research, theories, supervisors, course content) that can be used to assess client issues, develop appropriate interventions, evaluate efficacy of practice</td>
<td>--Think critically and creatively about social work knowledge and additional knowledge needs regarding various client systems (including diverse populations)</td>
<td>SOWK 5317 Research Research Project (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
<tr>
<td>--Formal and technical communication formats</td>
<td>--Assess the scientific merit, strengths, weaknesses, values, and ethics of empirically based knowledge that social workers can use</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--Use research knowledge to examine social issues, intervention methods, and practice evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--Apply abstract concepts to practice situations</td>
<td></td>
</tr>
</tbody>
</table>

### Competency 2.1.4 Engage Diversity and Difference in Practice

**Overarching Practice Behaviors Which Operationalize Competency 2.1.4:**

- Recognize how a culture’s structure and values may affect privilege and power
- Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups
⇒ Recognize and communicate understanding of the importance of difference in shaping life experiences
⇒ View selves as learners and engage those with whom they work as informants

<table>
<thead>
<tr>
<th>Examples of Knowledge: 2.1.4</th>
<th>Examples of Practice Behaviors which further exhibit 2.1.4</th>
<th>Examples of Measures used to incorporate 2.1.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Knowledge of cultural competence</td>
<td>--Recognize and address prejudice</td>
<td>--SOWK 5311 HBSE 1 Case Analysis Paper (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
<tr>
<td>--Knowledge of continuing education and its role in personal and professional development</td>
<td>--Challenge personal responses to people’s cultures and backgrounds; develop awareness of populations that are vulnerable to refine assessment and practice skills while embracing diversity</td>
<td>--SOWK 5313 Practice I Immersion Project (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
<tr>
<td>--Understanding of how culture affects personal development</td>
<td>--Describe how cultural and social values affect personal development</td>
<td>--SOWK 5318 HBSE II Research Paper (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
</tbody>
</table>

**COMPETENCY 2.1.5 ADVANCE HUMAN RIGHTS AND SOCIAL ECONOMIC JUSTICE**

Overarching Practice Behaviors Which Operationalize Competency 2.1.5:
⇒ Understand the forms and mechanism of oppression and discrimination
⇒ Advocate for human rights and social and economic justice
⇒ Engage in practices that advance social and economic justice

<table>
<thead>
<tr>
<th>Examples of Knowledge: 2.1.5</th>
<th>Examples of Practice Behaviors which further exhibit 2.1.5</th>
<th>Examples of Measures used to incorporate 2.1.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Advocacy processes appropriate for individual client rights and social work practice</td>
<td>--Recognize and address prejudice</td>
<td>--SOWK 5310 Policy Brief (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
<tr>
<td>--Social and economic justice issues facing clients</td>
<td>--Explain discrimination, social stigma, social justice</td>
<td>--SOWK 5310 Policy Analysis (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
<tr>
<td></td>
<td>--Describe the interdependence of policy and practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--Describe global interconnections of oppression, and develop strategies to promote human rights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--Assess barriers to help for involuntary clients and develop strategies for reducing barriers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--Describe techniques of advocacy</td>
<td></td>
</tr>
</tbody>
</table>

“When I first began teaching here, I didn’t have a broad perspective of the curriculum. Through this accreditation process, I now have a clear understanding of our whole curriculum and how each course builds on another. Faculty have talked a lot about curriculum and competencies and standards of excellence.”

--Dr. Christine Norton

**SCHOOL OF SOCIAL WORK**
**TEXAS STATE UNIVERSITY-SAN MARCOS, 2011**
COMPETENCY 2.1.6 ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH

Overarching Practice Behaviors Which Operationalize Competency 2.1.6:
⇒ Use practice experiences to inform scientific inquiry
⇒ Use research evidence to inform practice

<table>
<thead>
<tr>
<th>Examples of Knowledge: 2.1.6</th>
<th>Examples of Practice Behaviors which further exhibit 2.1.6</th>
<th>Examples of Measures used to incorporate 2.1.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Knowledge of research as a tool to determine practice efficacy, and to conduct research on clients and organizations</td>
<td>--Assemble information guided by social work principles and methods; convert this knowledge into practical, measurable interventions with client systems, as well as to evaluate those interventions</td>
<td>--SOWK 5317 Research Research Critique and Prospectus (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
<tr>
<td></td>
<td>--Demonstrate proficiency in using and applying research content that will contribute to continued learning and professional growth after completing the program</td>
<td></td>
</tr>
</tbody>
</table>

COMPETENCY 2.1.7 APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

Overarching Practice Behaviors Which Operationalize Competency 2.1.7:
⇒ Use conceptual frameworks to guide assessment, intervention, evaluation
⇒ Critique and apply knowledge to understand person and environment

<table>
<thead>
<tr>
<th>Examples of Knowledge: 2.1.7</th>
<th>Examples of Practice Behaviors which further exhibit 2.1.7</th>
<th>Examples of Measures used to incorporate 2.1.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Human development</td>
<td>--Apply knowledge of human development in assessment, and uses a bio-psycho-social approach</td>
<td>--SOWK 5311 HBSE I Case Analysis Paper (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
<tr>
<td>--Bio-psycho-social functioning and (micro and macro perspectives)</td>
<td>--Assess and appreciate human diversity; identify contextual factors (such as race, age); apply principles of social justice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--Demonstrate understanding of the physical, social, emotional, and cognitive aspects of each developmental phase in the human life cycle</td>
<td>--SOWK 5318 HBSE II Case Analysis (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
<tr>
<td></td>
<td>--Identify and articulate contextual features (such as gender and race) in mezzo and micro level systems</td>
<td></td>
</tr>
</tbody>
</table>

Lily, a foundation MSW student, worked with two groups of wounded warriors in the adaptive scuba divers program at the Center for the Intrepid at San Antonio. She earned her adaptive scuba diver certification in the process.
COMPETENCY 2.1.8 ENGAGE IN POLICY PRACTICE TO ADVANCE WELL-BEING AND DELIVER SERVICES

Overarching Practice Behaviors Which Operationalize Competency 2.1.8:

⇒ Analyze, formulate, advocate for policies that advance social well-being
⇒ Collaborate with colleagues and clients for effective policy action

<table>
<thead>
<tr>
<th>Examples of Knowledge: 2.1.8</th>
<th>Examples of Practice Behaviors which further exhibit 2.1.8</th>
<th>Examples of Measures used to incorporate 2.1.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Social work practice and organizational policies, and their impact on clients and groups and organizations</td>
<td>--Describe advocacy techniques with agencies and communities</td>
<td>--SOWK 5310 Policy Legislative Testimony Project (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
<tr>
<td></td>
<td>--Demonstrate awareness of how major social welfare programs are developed and implemented</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--Articulate a coherent position on social policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--Understand legislative processes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--Identify and evaluate resources and techniques that can create effective policy changes to benefit clients</td>
<td></td>
</tr>
</tbody>
</table>

COMPETENCY 2.1.9 RESPOND TO CONTEXTS THAT SHAPE PRACTICE

Overarching Practice Behaviors Which Operationalize Competency 2.1.9:

⇒ Discover, appraise, and attend to changing contexts to provide relevant services
⇒ Provide leadership in promoting changes in service delivery and practice to improve service quality

<table>
<thead>
<tr>
<th>Examples of Foundation Knowledge: 2.1.9</th>
<th>Examples of Practice Behaviors which further exhibit 2.1.9</th>
<th>Examples of Measures: 2.1.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Importance of intra-organizational advocacy for clients and social work practice</td>
<td>--Assess the relationship between community organization and institutionalized societal attitudes</td>
<td>--SOWK 5314 Practice II Macro Project (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
<tr>
<td></td>
<td>--Analyze macro practice, (with values, ethics and law)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--Conduct a community assessment for a project relating to children and families, attending to 1) community strengths, weaknesses, 2) developing intervention strategies and 3) identifying beneficiaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--Propose and implement community intervention; a report on project, goals, strategy, tactics (timeline, evaluation, and termination or transfer of action)</td>
<td></td>
</tr>
</tbody>
</table>

COMPETENCY 2.1.10 ENGAGEMENT

Esther, who lives in Muleshoe, TX, is a Native American and an online MSW student. The Native American Student Association on campus invited Esther to join, and she was thrilled to share information on her culture and to participate in the group’s annual conference.
Dr. Raphael Travis, Jr., studies the intersection of Hip-Hop culture and adolescent well-being. He has made numerous presentations about “10 Things Every Adult Can Learn about Hip-Hop Music”.

**COMPETENCY 2.1.10A OVERARCHING PRACTICE BEHAVIORS WHICH OPERATIONALIZE COMPETENCY 2.1.10A:**

- Substantively and affectively prepare for action at all levels of practice
- Use empathy and other interpersonal skills
- Develop a mutually agreed-on focus and desired outcomes

<table>
<thead>
<tr>
<th>Examples of Knowledge: 2.1.10a</th>
<th>Examples of Practice Behaviors which further operationalize 2.1.10a</th>
<th>Examples of Measures used to incorporate 2.1.10a</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Process of client engagement, intervention, and evaluation in improving maladaptive functioning</td>
<td>--Articulate generalist knowledge base about practice theories and elements of the helping process</td>
<td>--SOWK 5314 Practice II Macro Group Project (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
<tr>
<td>--Empathy and interpersonal skills</td>
<td>--Practice with respect, knowledge, and skills related to client’s contextual factors (age, class, race, religion, etc.)</td>
<td>--SOWK 5313 Practice I Psychosocial Assessment (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
<tr>
<td>--Developing focus and outcomes</td>
<td>--Describe and display communication skills to engage client or group; and to explore and define problems, establish goals, initiate action, evaluate results, terminate work</td>
<td>--SOWK 5316 Practice III Psychosocial Assessment (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
<tr>
<td></td>
<td>--Recognize the relationship between theory, knowledge, and practice</td>
<td></td>
</tr>
</tbody>
</table>

**COMPETENCY 2.1.10B ASSESSMENT**

Overarching Practice Behaviors Which Operationalize Competency 2.1.10b:

- Collect, organize, interpret client data
- Assess client strengths and limitations
- Develop mutually agree-on intervention goals and objectives
- Select appropriate intervention strategies

<table>
<thead>
<tr>
<th>Examples of Knowledge: 2.1.10b</th>
<th>Examples of Practice Behaviors: 2.1.10b</th>
<th>Examples of Measures used to operationalize 2.1.10b</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Process to fully assess client and client groups</td>
<td>--Identify problems, collect data, complete assessments, develop plans, manage and review cases, and evaluate interventions</td>
<td>--SOWK 5313 Practice I Psychosocial Assessment (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
<tr>
<td>--Developing goals</td>
<td></td>
<td>--SOWK 5314 Practice II Macro Project (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
<tr>
<td>--Collecting, organizing, interpreting data</td>
<td>--Develop skills and interventions that are sensitive to diversity and to vulnerable populations</td>
<td>--SOWK 5316 Practice III Psychosocial Assessment (80% of students complete with score of 80%, measured by instructor)</td>
</tr>
<tr>
<td>--Selecting intervention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMPETENCY 2.1.10C INTERVENTION ASSESSMENT**

Overarching Practice Behaviors Which Operationalize Competency 2.1.10c:
⇒ Initiate actions to achieve organizational goals
⇒ Implement prevention intervention that enhances client capacities
⇒ Help clients resolve problems
⇒ Negotiate, mediate, and advocate for clients
⇒ Facilitate transitions and endings

<table>
<thead>
<tr>
<th>Examples of Knowledge: 2.1.10c</th>
<th>Examples of Practice Behaviors which further operationalize 2.1.10c</th>
<th>Examples of Measures used to incorporate 2.1.10c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice interventions</td>
<td>--Observe and participate in structured group experiences with multicultural populations and selected topics</td>
<td>--SOWK 5314 Practice II Macro Project (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
<tr>
<td>--Process involved in selecting appropriate intervention to address specific client issues</td>
<td>--Analyze and intervene in problems using solution-focused techniques, applications that highlight strengths, systems theory, and ecological perspectives</td>
<td>--SOWK 5316 Practice III Video Interviewing (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
</tbody>
</table>

COMPETENCY 2.1.10D EVALUATION

Overarching Practice Behaviors Which Operationalize Competency 2.1.10d:

⇒ Critically analyze, monitor, and evaluate intervention

<table>
<thead>
<tr>
<th>Examples of Knowledge: 2.1.10d</th>
<th>Examples of Practice Behaviors which further operationalize 2.1.10d</th>
<th>Examples of Measures used to incorporate 2.1.10d</th>
</tr>
</thead>
<tbody>
<tr>
<td>--Critically analyze, monitor, evaluate interventions --Conducting client and practice evaluations</td>
<td>--Display communication skills which engage client or group, and which explore the problem, establish goals, initiate action, evaluate results, and terminate work --Use research concepts to plan and evaluate services</td>
<td>--SOWK 5314 Practice II Macro Project (80% of students complete with score of 80% as measured by instructor) --SOWK 5316 Practice III Video Interviewing (80% of students complete with score of 80% as measured by instructor)</td>
</tr>
</tbody>
</table>

Our Rationale for MSW Concentrations

Regular-Track students in their second year of courses join Advanced Standing students in the concentration or advanced year. The School gives full credit for the BSW from an accredited program, and advanced standing students move directly into the concentration.

The rationale for our advanced concentration is built on our commitment to teach advanced students a broader, deeper understanding of social work which
is focused on either practice through administration with professional and support staff, boards, task groups, agencies, law-making bodies, communities, and society; or focused on practice directly with individuals, families, and groups. We build this teaching on these pillars:

- Solid integrity built on values, ethics, and law
- Nuanced respect for diverse people and their human rights
- Deep commitment to social and economic justice, and to the dignity and worth of the person
- Advanced understanding of how human behavior interacts with the context of the social environment
- Sophisticated grasp of social welfare policy and how to use policies to build more humane services
- Strong ability to build meaningful relationships and practice competently in administration or direct practice
- Facility in understanding and conducting scientific inquiry and research, tying research to practice and practice to research
- Competence in administrative or direct practice field education

We structure advanced concentration studies to give students a perspective on social work that builds on foundation studies, but is significantly more mature than foundation material. Advanced concentration students develop knowledge that is more complex than foundation knowledge. They learn skills that are more nuanced and adaptable than foundation skills. They learn to organize their knowledge and skills in ways that are shaped by theoretical understandings. They can make decisions about how and when to apply various interventions, and explain those decisions. They are sensitive and responsive to ethical and legal issues, and are fully grounded in professional values. They are on the road to becoming competent, autonomous professionals.

**How We Conceptualize Our Advanced Curriculum**

Students enter the advanced curriculum with a solid foundation of basic social work skills and knowledge upon which to build a specialized, focused, more sophisticated and complex approach to practice in either Administrative Leadership or Direct Practice, both of which are 36 semester credit hours. In the concentrations, students build on foundation knowledge, hone their expertise in social work, and develop confidence as competent professionals with knowledge and skills that are deeper, broader, and more specific than generalist work.

**Administrative Leadership (AL) concentration** students learn how to work effectively with people in agencies and in social service projects, in leadership positions, and in policy-making roles. AL students become skilled at:

- assessing agency and community needs; developing plans based on needs
- supervising and developing professionals and other staff
- managing task groups, project, agencies, and larger entities
- enhancing communication with internal and external constituents
- developing resources
- crafting, refining, and marketing policies

---

Sally Hill Jones and Angela Ausbrooks did a service learning project for SOWK 5311 HBSE. It was called Legacies and Lessons. Students took oral histories of residents in a long-term care facility, and Dr. Ausbrooks wove these histories into her class presentations. At the end of the semester, students and faculty had a reception for the residents in the facility’s chapel. Each student presented a Life Book, containing the older adult’s story. There were many tears. One gentleman said, “Thank you for listening.”
Bill, a DP student, was a non-traditional student who had retired from a military career. He did his internship at Texas Neuro Rehab Center. His research project focused on improving quick screening protocols in initial assessments with older adults. Clinical staff at the time were not screening older adults for use of substances other than alcohol, but Bill convinced them that they should screen for additional substances. The facility is still using Bill’s expanded protocol.

Direct Practice (DP) concentration students learn how to work with individuals, families, and groups of clients, becoming skilled at:
- assessing client needs and diagnosing problems
- developing goals with clients
- advocating for client access to services
- developing clear, concise verbal and written communication and focused interviewing skills
- developing efficient use of time and resources
- being guided by ethics, values, and the law
- using various intervention strategies based on theories and evidence
- evaluating interventions and using research to inform practice
- developing culturally competent ways of behaving
- building networks of referral sources
- use supervision and consultation appropriately
- providing leadership to build more humane services and encourage life-long learning

Curriculum. All AL and DP students take two advanced courses together:
- SOWK 5323 Advanced Social Work Research centers on evaluation “without borders”, in which students learn both to evaluate their own practice, and to evaluate programs. AL students benefit from knowing how to conduct practice evaluation, since they will be supervising staff who need to conduct such evaluations. DP students benefit from learning program evaluation skills, since most grants and many agency governing boards require practitioners to engage in program evaluation. Students develop and carry out a research project consistent with graduate-level expectations.
- SOWK 5322 Advanced Social Policy and Social Justice is another opportunity for AL and DP students to blend together and share perspectives. Students learn together about how to research, assess, and design effective social policy. AL students learn from DP students how seriously policies affect service delivery, while DP students learn from AL students the intricacies of developing just and fair policies while negotiating highly political environments. All students develop a policy or policy refinement and must “sell” it to an appropriate policy entity, such as the Legislature.
Both AL and DP students take an advanced 3-credit-hour HBSE course specific to their concentration:

- **AL students take SOWK 5329 Organizational Development**, in which they learn how organizations grow, develop, and change; how agency funding patterns and mandates operate; and how to direct the growth of the agency to improve services.
- **DP students take SOWK 5319 Diagnostic Assessment**, in which they learn about how people with mental and emotional problems interact with their environments; they study theories of etiology and diagnostic decision-making; and study clinical scenarios to formulate and justify diagnoses.

**AL students take three practice courses specific to AL (3 credit hours each, totaling 9 hours):**

- **SOWK 5320 Introduction to Management**, in which students study practice skills (such as conducting needs assessments and planning programs) in managing organizations
- **SOWK 5325 Challenges and Innovations**, in which students specifically study supervision skills, as well as managing and leading organizations to meet the organizational mission, within professional ethics and relevant laws.
- **SOWK 5334 Resource Development**, in which students center on creating logic models, developing resources, and writing grants to help develop and market the agency and the program; students prepare an actual proposal in conjunction with area agencies.

**DP students take three practice courses specific to DP (3 credit hours each, for a total of 9 hours):**

- **SOWK 5326 Advanced Direct Practice with Individuals**, in which students study diagnosis and intervention with individuals; interview a “client” (community volunteers); create a psychosocial assessment; and develop a treatment plan based on a variety of intervention theories
- **SOWK 5324 Advanced Direct Practice with Families**, in which students learn systems orientation to dealing with families; examine family dynamics and successful strategies to intervene with families.
- **SOWK 5327 Advanced Direct Practice with Groups**, in which students divide into groups and function as task groups; analyze group interaction and group leadership.

**AL students take two Field practicum courses specific to AL (6 credit hours each for a total of 12):**

- **SOWK 5622 Administration Field I**, in which students work in agencies dealing with administration, management, and policy for 300 supervised hours; they develop a macro research project and present it in a public Research Forum at the end of 5323.
- **SOWK 5623 Administration Field II**, in which students continue in agency and field seminar activities for 300 more hours. Students are placed in such public, private, and non-profit agencies as Legislative offices, Victims’ assistance programs in Police Departments, Texas Youth Commission, State hospital Quality Assurance Office, Public child
Students in SOWK 5313 Practice I do an Immersion Project to understand another culture. Jose studied the Cuban culture and took away what he called “profound understandings” of how repressed Cuban people have been under “communismo”. Lyndsey studied the Wicca culture. “I had a false understanding of Wicca before I did this project. Now I understand it much better.”

Students in SOWK 5313 Practice I do an Immersion Project to understand another culture. Jose studied the Cuban culture and took away what he called “profound understandings” of how repressed Cuban people have been under “communismo”. Lyndsey studied the Wicca culture. “I had a false understanding of Wicca before I did this project. Now I understand it much better.”

DYNAMIC MSW CURRICULUM CHAPTER 2, PAGE 20

welfare management offices, and Office of Attorney General—Sexual Abuse Prevention Program.

- **DP students take two field practicum courses serving DP students** (6 credit hours each for a total of 12):
  - **SOWK 5612 Direct Practice Field I**, in which students are placed in agencies offering DP experience for 300 supervised hours; write a comprehensive paper integrating content from their DP courses and present their work to instructor and peers.
  - **SOWK 5313 Direct Practice Field II**, in which students continue the agency placement and field seminar activities for an additional 300 hours. Students are placed in such public, private, and non-profit agencies as Communities in Schools, Children’s Hospital, Veterans’ Affairs Hospitals, Child protection agencies, Mental health clinics and hospitals, and agencies dealing with family violence.

**Electives which Augment Competencies**

Students augment their professional competencies by learning knowledge and skills in various electives. On-campus graduate students take 1-2 electives, either in the School or in related disciplines, such as Psychology or Child Development. The faculty encourage concentration students to take a core course in the other concentration as an elective. For example, an Administrative Leadership student may take Diagnostic Assessment as an elective to learn more about the DSM, while a Direct Practice student may take Challenges and Innovations to learn more about supervision. Online students take 1-2 electives, such as Diagnostic Assessment, Professionalism, or Family Systems.

School graduate electives include such offerings as **SOWK 5312 Social Work Intervention in Drug Addiction & Abuse**, in which students learn about the dynamics of addiction and how to intervene in situations involving commonly used and abused drugs as well as alcohol; **SOWK 5315 Social Work Intervention in Child Abuse & Neglect**, in which students learn the policies and services that address the needs of abused and neglected children; and **SOWK 5339 Special Topics**, which offers various topics of study and may be repeated for credit if the topic is different. For instance, one of our most popular electives is **Helping Troops and Veterans Transition Back to Family and Community**, in which students investigate the issues and difficulties faced by military troop members and their families, and learn skills to deal with active military and veteran issues. Other courses which we offer periodically as SOWK 5339 sections include **Aging, Social Work in Health Care, Diversity and Social Justice, Spirituality in Social Work**, and **Professionalism**.

Increasingly we are offering electives online; these courses are open to any student. One course which is under development now is **SOWK 5339 Advanced Professional Development**, in which students do in-depth study of ethics, values, law, professional use of self, professional communication, and other issues. Currently, we are offering **SOWK 5339 Group Work in Administration**, which covers major group models and approaches to
organizing and facilitating groups in a variety of fashions to diverse populations in organizations and communities.

**AL Competencies, Practice Behaviors, and Measures**

Following are the competencies and examples of the 47 practice behaviors that we measure in our Administrative Leadership concentration, with examples of critical knowledge we have identified, and examples of measures we use to determine whether students are learning the competency. The 47 practice behaviors include the 41 specified by CSWE, with a few additions that emerged from field instructor feedback. In this manner, we define the competencies and practice behaviors.

**COMPETENCY 2.1.1 IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY**

**Practice Behaviors Which Operationalize Competency 2.1.1:**

- Advocate for client access to services
- Personal reflection and self-correction for professional development
- Attend to professional roles and boundaries
- Demonstrate professional demeanor
- Engage in career-long learning
- Use supervision and consultation

<table>
<thead>
<tr>
<th>Examples of AL Knowledge that operationalizes 2.1.1</th>
<th>Examples of Practice Behaviors which further exhibit 2.1.1</th>
<th>Examples of Measures: 2.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>5622/5623 Field I &amp; II: Advanced knowledge about professional social work conduct</td>
<td>5622/5623 Field I &amp; II: Apply effective contemporary administrative practices with attention to professional boundaries in the design and management of programs to provide clients access to services</td>
<td>5622/5623 Field I &amp; II: Field instructor rating (Benchmark: 80% of students receive rating of 3)</td>
</tr>
<tr>
<td>5622/5623: Advanced knowledge about personal reflection and continuing professional development</td>
<td>5622/5623: Identify and develop in contract form self-selected personal educational opportunities and continuing professional development through the use of supervision and consultation</td>
<td></td>
</tr>
<tr>
<td>5622/5623: Advanced attention to professional roles and boundaries</td>
<td>5622/5623: Demonstrate a self-directed work style that makes efficient and effective use of time and resources</td>
<td></td>
</tr>
<tr>
<td>5622/5623: Advanced knowledge about the use of supervision and consultation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMPETENCY 2.1.2 APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE**
Practice Behaviors Which Operationalize Competency 2.1.2:
- Recognize and manage personal values to allow professional values to guide practice
- Make ethical decisions by applying NASW Code of Ethics (if applicable, AFSW/IAASSW ethical principles)
- Tolerate ambiguity in resolving ethical dilemmas
- Apply strategies of ethical reasoning to arrive at principled decisions

<table>
<thead>
<tr>
<th>Examples of AL Knowledge: 2.1.2</th>
<th>Examples of Practice Behaviors: 2.1.2</th>
<th>Examples of Measures used to operationalize 2.1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>5323: Advanced knowledge about identifying and assessing ethical issues</td>
<td>5323: Comply with Human subjects review through the University’s Institutional Review Board (IRB), if required for the student’s research project.</td>
<td>5323: IRB training (Benchmark: 80% successful completion of IRB certification if required at end of course)</td>
</tr>
<tr>
<td>5325: Advanced knowledge about professional licensure and accountability to the public</td>
<td>5325: Analyze contemporary supervision and management issues in the broader context of effective, ethical leadership</td>
<td>5325: Case analysis of ethics with supervision and management issues (Benchmark: 80% of students complete with a grade of 80%)</td>
</tr>
<tr>
<td>5622/5623: Advanced knowledge of ethical reasoning</td>
<td>5622/5623: Apply social work ethical principles in agency setting</td>
<td>5622/5623: Field instructor rating (Benchmark: 80% of students receive rating of 3)</td>
</tr>
</tbody>
</table>

COMPETENCY 2.1.3 APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS

Practice Behaviors Which Operationalize Competency 2.1.3:
- Draw on multiple sources of knowledge
- Analyze models of assessment, prevention, intervention, and evaluation
- Demonstrate effective oral and written communication

<table>
<thead>
<tr>
<th>Examples of AL Knowledge: 2.1.3</th>
<th>Examples of Practice Behaviors which further exhibit 2.1.3</th>
<th>Examples of Measures used to incorporate 2.1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>5323: Familiarity with designing and implementing</td>
<td>5323: Conceptualize and measure</td>
<td>5323: Evaluation project methodology and instrument sections. (Benchmark: 80%)</td>
</tr>
</tbody>
</table>
research investigations for program and practice evaluations

5320: Program design and planning knowledge

5320: Human service management knowledge

5323: Lead program and practice evaluations.

5323: Communicate with diverse populations and through multi-and interdisciplinary collaboration

5323: Report and disseminate results orally and in writing.

5320: Use critical thinking skills to analyze program design.

5320: Prepare a problem analysis plan using a needs assessment, review of evidence-based literature, and logic model.

of students complete methodology and instrument design with score of 80%

5323: Evaluation Project literature critique.

(Benchmark: 80% of students complete literature critique with score of 80%)

5320: Program Plan Problem analysis, Goals & Objectives, and Data Management Plans.

(Benchmark: 80% of students complete with score of 80%)

COMPETENCY 2.1.4 ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Practice Behaviors Which Operationalize Competency 2.1.4:
⇒ Recognize how a culture’s structure and values affect privilege and power
⇒ Gain self-awareness to eliminate personal biases and values in working with diverse groups
⇒ Recognize and communicate understanding of how important differences are in shaping life experiences
⇒ View selves as learners and engage those with whom they work as informants

<table>
<thead>
<tr>
<th>Examples of AL Knowledge: 2.1.4</th>
<th>Examples of Practice Behaviors which further exhibit 2.1.4</th>
<th>Examples of Measures used to incorporate 2.1.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5322: Advanced knowledge of policy focused on a vulnerable group, and that group’s structure and needs</td>
<td>5322: Demonstrate policy leadership in formulating ethical social policy for diverse populations.</td>
<td>5322: Policy project/ policy formulation with participants-driven strengths based modification. (Benchmark: 85% of students complete policy formulation with score of 80%)</td>
</tr>
<tr>
<td>5322: How to make policies about vulnerable populations more just</td>
<td>5322: Engage diversity in change that addresses the needs of vulnerable populations.</td>
<td>5322: Creative project/ policy project enhancement. (Benchmark: 80% of students complete creative project with score of 80%)</td>
</tr>
<tr>
<td>5322: Advanced understanding of human needs, particularly of vulnerable populations, and how those needs are affected by policies</td>
<td>5322: Apply policy practice as collaboration.</td>
<td></td>
</tr>
<tr>
<td>5325: Specialized</td>
<td>5325: Consider ways to encourage open, appropriate communication in the organization on matters of tolerance and justice.</td>
<td></td>
</tr>
</tbody>
</table>

DYNAMIC MSW CURRICULUM  CHAPTER 2, PAGE 23
### COMPETENCY 2.1.5 ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE

**Practice Behaviors Which Operationalize Competency 2.1.5:**
- Understand the forms and mechanism of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic justice

<table>
<thead>
<tr>
<th>Examples of AL Knowledge that operationalizes 2.1.5</th>
<th>Examples of Practice Behaviors: 2.1.5</th>
<th>Examples of Measures: 2.1.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5322: Advanced knowledge of leadership strategies for making systems more just.</td>
<td>5322: Identify current social policies and issues of economic and social justice that affect oppressed and vulnerable populations.</td>
<td>5322: Policy project/policy analysis. (Benchmark: 80% of students complete policy analysis with score of 80%)</td>
</tr>
<tr>
<td>5322: Advanced understanding of policies addressing social justice, particularly affecting vulnerable populations.</td>
<td>5322: Analyze the impact and importance of the social policy on diverse groups.</td>
<td>5322: Policy project/debate. (Benchmark: 80% of students complete debate with score of 80%).</td>
</tr>
<tr>
<td>5322: Advanced familiarity with how to create policy which addresses injustice.</td>
<td>5322: Advocate for and advance human rights in the midst of oppressive mechanisms.</td>
<td></td>
</tr>
</tbody>
</table>

### COMPETENCY 2.1.6 ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH

**Practice Behaviors Which Operationalize Competency 2.1.6:**
- Use practice experiences to inform scientific inquiry
- Use research evidence to inform practice

<table>
<thead>
<tr>
<th>Examples of AL Knowledge: 2.1.6</th>
<th>Examples of Practice Behaviors: 2.1.6</th>
<th>Examples of Measures used to incorporate 2.1.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5323: Knowledge of direct practice interventions.</td>
<td>5323: Design conceptual framework of evaluation practice.</td>
<td>5323: Research project/methodology and instrument. (Benchmark: 80% of students complete methodology</td>
</tr>
</tbody>
</table>
COMPETENCY 2.1.7 APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

Practice Behaviors Which Operationalize Competency 2.1.7:
⇒ Use conceptual frameworks to guide assessment, intervention, evaluation
⇒ Critique and apply knowledge to understand person and environment

<table>
<thead>
<tr>
<th>Examples of AL Knowledge: 2.1.7</th>
<th>Examples of Practice Behaviors which further exhibit 2.1.7</th>
<th>Examples of Measures: 2.1.7</th>
</tr>
</thead>
</table>
| 5329: Advanced knowledge of organizational development theories, culture, structure, governance, and change | 5329: Explicate theories of organizational development | 5329: Organizational assessment assignment (Benchmark: 80% of students complete with score of 80%)
| 5329: Advanced understanding of how employees, work groups, and teams function | 5329: Explain how organizations function as systems | 5329: Study of organizational culture special topic (Benchmark: 80% of students complete with score of 80%).
| 5329: Elaborate on understanding of how employees, work groups, and teams function | 5329: Analyze how organizations operate and change within organizational cultures | 5329: Describe and evaluate how diverse individuals and groups behave in organizations |
| 5329: Explain how organizations function as systems | 5329: Describe and evaluate how diverse individuals and groups behave in organizations | |
| 5329: Analyze how organizations operate and change within organizational cultures | 5329: Describe and evaluate how diverse individuals and groups behave in organizations | |
| 5329: Discuss and evaluate how diverse individuals and groups behave in organizations | 5329: Organizational assessment assignment (Benchmark: 80% of students complete with score of 80%)
| 5329: Study of organizational culture special topic (Benchmark: 80% of students complete with score of 80%). | |

COMPETENCY 2.1.8 ENGAGE IN POLICY PRACTICE TO ADVANCE WELL-BEING AND DELIVER SERVICES

Practice Behaviors Which Operationalize Competency 2.1.8:
⇒ Analyze, formulate, advocate for policies that advance social well-being
⇒ Collaborate with colleagues and clients for effective policy action

<table>
<thead>
<tr>
<th>Examples of AL</th>
<th>Examples of Practice Behaviors</th>
<th>Examples of Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Knowledge: 2.1.8 which further exhibit 2.1.8

| 5322: Advanced knowledge of service delivery systems and how just those systems are to vulnerable people | 5322: Develop and implement advocacy strategies that influence the power structure(s) to institute the recommended effective policy action. | 5322: Policy project/policy action. (Benchmark: 80% of students complete policy action with score of 80%). |
| 5322: Specific understanding of a group’s needs and service structures which meet those needs holistically, systemically | 5322: Identify and advocate for reform that will enhance the welfare of vulnerable populations. -- Describe techniques of advocacy on behalf of marginalized clients with agencies and communities | 5322: Policy project/ final evaluation. (Benchmark: 80% of students complete policy evaluation with score of 80%) |

**COMPETENCY 2.1.9 RESPOND TO CONTEXTS THAT SHAPE PRACTICE**

Practice Behaviors Which Operationalize Competency 2.1.9:

- Discover, appraise, and attend to changing contexts to provide relevant services
- Provide leadership in promoting changes in service delivery and practice to improve service quality

| Examples of AL Knowledge that operationalizes 2.1.9 | Examples of Practice Behaviors: 2.1.9 | Examples of Measures used to incorporate 2.1.9 |
| 5329: Advanced understanding of the role of context in an organization’s development | 5329: Examine the history, purpose, mission of the organization and its changing internal and external environment | 5329: Organizational assessment assignment (Benchmark: 80% of students complete with score of 80%) |
| 5329: Advanced analysis of an organization’s internal and external environment | 5329: Explicate how leaders plan for and implement changes to improve service quality with vulnerable populations | 5329: Study of organizational culture on special topic (Benchmark: 80% of students complete with score of 80%) |
| 5329: Advanced understanding of decision making processes and leadership styles to improve service quality with vulnerable populations | |

**COMPETENCY 2.1.10a ENGAGEMENT**

Practice Behaviors Which Operationalize Competency 2.1.10a:

- Substantively and affectively prepare for action at all levels of practice
- Use empathy and other interpersonal skills
- Develop a mutually agreed-on focus and desired outcomes
<table>
<thead>
<tr>
<th>Examples of AL Knowledge: 2.1.10a</th>
<th>Examples of Practice Behaviors: 2.1.10a</th>
<th>Examples of Measures used to incorporate 2.1.10a</th>
</tr>
</thead>
<tbody>
<tr>
<td>5334: Advanced knowledge of agency mission, programs, goals</td>
<td>5334: Develop relationship with agency staff using appropriate interpersonal skills</td>
<td>5334: Agreement of organization to work with student on grant proposal (Benchmark: 100% of students obtain signed agreement)</td>
</tr>
<tr>
<td>5334: Advanced knowledge of interpersonal skills</td>
<td>5334: Communicate appropriately with agency staff</td>
<td>5622/5623: Field Contract (80% of students complete field contract with rating of 3).</td>
</tr>
<tr>
<td>5334: Advanced knowledge of communication techniques and tools</td>
<td>5622/5623: Demonstrate an understanding of human resource issues pertaining to an ethnically, culturally, and economically diverse work force.</td>
<td>5622/5623: Field Research Project (Benchmark: 80% of students complete with rating of 3)</td>
</tr>
</tbody>
</table>

**COMPETENCY 2.1.10b ASSESSMENT**

**Practice Behaviors Which Operationalize Competency 2.1.10b:**

- Collect, organize, interpret client data
- Assess client strengths and limitations
- Develop mutually agree-on intervention goals and objectives
- Select appropriate intervention strategies

<table>
<thead>
<tr>
<th>Examples of AL Knowledge: 2.1.10b</th>
<th>Examples of Practice Behaviors: 2.1.10b</th>
<th>Examples of Measures: 2.1.10b</th>
</tr>
</thead>
<tbody>
<tr>
<td>5334: Advanced knowledge of how to collect, organize, interpret data</td>
<td>5334: Collect and organize needs assessment data</td>
<td>5334: Problem Identification and Needs Assessment of grant proposal (Benchmark: 80% of students complete with score of 80%)</td>
</tr>
<tr>
<td>5334: Advanced understanding of needs assessment data and its relationship to agency strengths and limitations</td>
<td>5334: Analyze needs assessment data within the framework of agency’s strengths and limitations</td>
<td>5622/5623: Field Research Project (Benchmark: 80% of students complete with rating of 3)</td>
</tr>
<tr>
<td>5334: Advanced understanding of goal setting</td>
<td>5334: Develop mutually agreed-on goals, process objectives, and outcome objectives</td>
<td></td>
</tr>
<tr>
<td>5334: Advanced knowledge of intervention methods and how to select appropriate ones</td>
<td>5334: Select appropriate intervention strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5622/5623: Collect, organize and interpret research in completing a literature review.</td>
<td></td>
</tr>
</tbody>
</table>
COMPETENCY 2.1.10C INTERVENTION ASSESSMENT

Practice Behaviors Which Operationalize Competency 2.1.10c:

⇒ Initiate actions to achieve organizational goals
⇒ Implement prevention intervention that enhances client capacities
⇒ Help clients resolve problems
⇒ Negotiate, mediate, and advocate for clients
⇒ Facilitate transitions and endings

<table>
<thead>
<tr>
<th>Examples of AL Knowledge: 2.1.10c</th>
<th>Examples of Practice Behaviors which further exhibit 2.1.10c</th>
<th>Examples of Measures: 2.1.10c</th>
</tr>
</thead>
<tbody>
<tr>
<td>5334: Advanced knowledge of planning, program development, problem-solving skills</td>
<td>5334: Crafts a work plan to develop programs that effectively serve vulnerable client populations 5334: Negotiates roles and strategies 5334: Considers sustainability issues and future implications of program 5622/5623: Initiates and implements a research-based project to enhance organizational goals</td>
<td>5334: Work plan in the grant proposal (Benchmark: 80% of students complete with score of 80%) 5622/5623: Field Research Project (Benchmark: 80% of students complete with rating of 3)</td>
</tr>
</tbody>
</table>

COMPETENCY 2.1.10D EVALUATION

Practice Behaviors Which Operationalize Competency 2.1.10d:

⇒ Critically analyze, monitor, and evaluate intervention

<table>
<thead>
<tr>
<th>Examples of AL Knowledge: 2.1.10d</th>
<th>Examples of Practice Behaviors: 2.1.10d</th>
<th>Examples of Measures used to incorporate 2.1.10d</th>
</tr>
</thead>
<tbody>
<tr>
<td>5334: Advanced knowledge of how to develop an evaluation plan for a grant</td>
<td>5334: Develop an evaluation plan for a grant proposal 5334: Analyze the findings</td>
<td>5334: Evaluation plan of grant proposal (Benchmark: 80% of students complete with score of 80%)</td>
</tr>
</tbody>
</table>
5334: Advanced understanding of how to analyze research findings and their implications for program development with vulnerable populations

5622/5623: Critically analyze, monitor and evaluate agency-based research project

5622/5623: Field Research Project (Benchmark: 80% of students complete with rating of 3)

**DP Competencies, Practice Behaviors, Measures**

Following are the competencies and 45 practice behaviors that we measure in our Direct Practice concentration, with examples of critical knowledge and of measures we use to determine whether students are learning the competency. The 45 practice behaviors include the 41 specified by CSWE, in addition to a few others recommended by field instructors. In this manner, we define the competencies and practice behaviors.

**COMPETENCY 2.1.1 IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY**

*Practice Behaviors Which Operationalize Competency 2.1.1:*

⇒ Advocate for client access to services
⇒ Personal reflection and self-correction for professional development
⇒ Attend to professional roles and boundaries
⇒ Demonstrate professional demeanor
⇒ Engage in career-long learning
⇒ Use supervision and consultation

<table>
<thead>
<tr>
<th>Examples of DP Knowledge: 2.1.1</th>
<th>Examples of Practice Behaviors: 2.1.1</th>
<th>Examples of Measures used to incorporate 2.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>5612/5613: Advanced knowledge of connections between self-awareness and professional growth, conduct, and presentation.</td>
<td>5612/13: Identify and reflect on professional strengths and areas to be developed, to enhance effectiveness in practice</td>
<td>5612/5613: Field Instructor rating of Behavioral Competency 5: Self-Directed Work Style (Benchmark: 80% of students rated at a 3 or better) (Spring) Narrative self-evaluations (Benchmark: 80% of students complete with score of 80% or better) Field Instructor rating (part of Behavioral Competency 3: Professional Role) (Benchmark: 80% of students rated at a 3 or better) Spring Field Instructor rating of Behavioral Competency 5: Self-Directed Work Style (Benchmark: 80% of students rated at a 3 or better) Spring</td>
</tr>
</tbody>
</table>
5612/5613: Advanced knowledge of professionally advocating for clients.

5612/13: Use supervision for professional growth, balancing autonomy with supervision

Field Instructor rating (part of Behavioral Competency 1: Values & Ethics) (Benchmark: 80% of students rated at a 3 or better)

**COMPETENCY 2.1.2 APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE**

Practice Behaviors Which Operationalize Competency 2.1.2:

⇒ Recognize and manage personal values to allow professional values to guide practice
⇒ Make ethical decisions by applying NASW Code of Ethics (if applicable, AFSW/IASSW ethical principles)
⇒ Tolerate ambiguity in resolving ethical dilemmas
⇒ Apply strategies of ethical reasoning to arrive at principled decisions

<table>
<thead>
<tr>
<th>Examples of AL Knowledge: 2.1.2</th>
<th>Examples of Practice Behaviors: 2.1.2</th>
<th>Examples of Measures used to incorporate 2.1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>5326: Advanced knowledge of ethical decision-making in specialized practice. 5612/5613: Advanced integration of professional values and ethics and their use in addressing ethical issues in practice</td>
<td>5326: Develop a philosophy of counseling that is effective, ethical and aligned with client’s needs 5612/13: Identify, analyze, address ethical dilemmas and conflicts in practice 5612/13: Integrate social work values, ethics in using diagnostic instruments, clinical interventions, practice evaluation</td>
<td>5326: Philosophy of Counseling Paper (Benchmark: 80% of students complete with score of 80% or better) 5612/5613: Ethical Issue Analysis (Benchmark: 80% of students complete with score of 80% or better) 5612/5613: Field instructor rating of Behavioral Competency Values and Ethics (Benchmark: 80% of students rated at a 3 or better).</td>
</tr>
</tbody>
</table>

**COMPETENCY 2.1.3 APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS**

Practice Behaviors Which Operationalize Competency 2.1.3:

⇒ Draw on multiple sources of knowledge
⇒ Analyze models of assessment, prevention, intervention, and evaluation
⇒ Demonstrate effective oral and written communication

<table>
<thead>
<tr>
<th>Examples of DP Knowledge: 2.1.3</th>
<th>Examples of Practice Behaviors which further exhibit 2.1.3</th>
<th>Examples of Measures used to incorporate 2.1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>5323: Familiarity with design and</td>
<td>5326: Apply principles of conceptualization and measurement in</td>
<td>5323: Evaluation project methodology and</td>
</tr>
</tbody>
</table>
implementation of research investigations for program and practice evaluations

5326: Specialized knowledge of major models of assessment, intervention, and evaluation.

planning, delivering, evaluating advanced direct practice

5326: Critically analyze intervention approaches and their effectives in advanced direct practice

5326: Create advanced intervention plans to facilitate change based on client strengths and abilities

5323: Communicate effectively with diverse populations and through interdisciplinary collaboration

5323: Report and disseminate results orally and in writing

instrument sections (Benchmark: 80% of students complete methodology and instrument design with score of 80%).

5323: Evaluation Project literature critique (Benchmark: 80% of students complete literature critique with score of 80%).

5326: Case Analysis (Benchmark: 80% of students complete with score of 80% or better)

COMPETENCY 2.1.4 ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Practice Behaviors Which Operationalize Competency 2.1.4:

⇒ Recognize how a culture’s structure and values may affect privilege and power

⇒ Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups

⇒ Recognize and communicate understanding of the importance of difference in shaping life experiences

⇒ View selves as learners and engage those with whom they work as informants

Examples of DP Knowledge that operationalizes 2.1.4

Examples of Practice Behaviors: 2.1.4

5322: Advanced knowledge of policy about a vulnerable group, and the group’s structure and needs.

5327: Gain self-awareness to eliminate personal biases in working with

5322: Policy project/policy formulation with participants-driven strengths based modification. (Benchmark: 80% of
5322: Familiarity with how to address unjust policies
5322: Advanced understanding of human needs and how policies affect them
5322: Demonstrate advanced ability to integrate, apply multicultural theories in culturally competent intervention
5327: Advanced knowledge of how personal, professional, cultural and societal values affect ethical decision-making in advanced practice
5327: Exhibit skills sensitive to human diversity
5327: Advanced knowledge of multicultural theories and research about direct practice with diverse groups
5327: Encourage open, appropriate communication about differences and similarities with clients, colleagues
5327: Advanced knowledge of how diversity, social and economic justice, and membership in at-risk groups affect services and functioning
5327: Advanced knowledge of leadership strategies to make systems more just.

<table>
<thead>
<tr>
<th>Competency 2.1.5 Advance Human Rights and Social Economic Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practice Behaviors Which Operationalize Competency 2.1.5:</strong></td>
</tr>
<tr>
<td>➞ Understand the forms and mechanism of oppression and discrimination</td>
</tr>
<tr>
<td>➞ Advocate for human rights and social and economic justice</td>
</tr>
<tr>
<td>➞ Engage in practices that advance social and economic justice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples of DP Knowledge that operationalize 2.1.5</th>
<th>Examples of Practice Behaviors: 2.1.5</th>
<th>Examples of Measures: 2.1.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5322: Advanced knowledge of leadership strategies to make systems more just.</td>
<td>5322: Identify current social policies and issues of economic and social justice that affect oppressed and vulnerable populations.</td>
<td>5322: Policy project/policy analysis, (Benchmark: 80% of students complete policy analysis with</td>
</tr>
</tbody>
</table>
5322: Advanced understanding of how socially just policies are and how they affect vulnerable populations.

5322: Advanced familiarity with how to create policy which addresses injustice.

5322: Analyze the impact and importance of the social policy on diverse groups.

5322: Advocate for and advance human rights in the midst of oppressive mechanisms.

5322: Policy project/debate (Benchmark: 80% of students complete debate with score of 80%).

**Competency 2.1.6 Engage in Research-Informed Practice and Practice-Informed Research**

Practice Behaviors Which Operationalize Competency 2.1.6:

⇒ Use practice experiences to inform scientific inquiry

⇒ Use research evidence to inform practice

<table>
<thead>
<tr>
<th>Examples of DP Knowledge that operationalizes 2.1.6</th>
<th>Examples of Practice Behaviors: 2.1.6</th>
<th>Examples of Measures used to incorporate 2.1.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5323: Knowledge of measurement and evaluation of direct practice methods and interventions.</td>
<td>Integrate practice with evaluation to determine treatment effectiveness</td>
<td>5323: Research project/methodology and instrument, (Benchmark: 80% of students complete methodology and instrument design with score of 80%).</td>
</tr>
<tr>
<td>5323: Understanding appropriate research methods to address client’s special needs</td>
<td>Use practice based on evidence from professional literature and research</td>
<td>5323: Practice evaluation, (Benchmark: 80% of students complete practice evaluation with score of 80%).</td>
</tr>
<tr>
<td>5323: Familiarity with integrating research methods with direct practice and program evaluation to enhance, evaluate and refine practice</td>
<td>Conduct and analyze an agency-based practice evaluation project</td>
<td>5323: Discussion section, (Benchmark: 80% of students complete discussion section with score of 80%).</td>
</tr>
</tbody>
</table>

**Competency 2.1.7 Apply Knowledge of Human Behavior and the Social Environment**

Practice Behaviors Which Operationalize Competency 2.1.7:

⇒ Use conceptual frameworks to guide assessment, intervention, evaluation

⇒ Critique and apply knowledge to understand person and environment

<table>
<thead>
<tr>
<th>Examples of DP Knowledge that operationalizes 2.1.7</th>
<th>Examples of Practice Behaviors which further exhibit 2.1.7</th>
<th>Examples of Measures: 2.1.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>5319: Specialized knowledge of the ethical</td>
<td>5319: Use bio-psycho-social-spiritual framework to guide clinical</td>
<td>5319: Comprehensive</td>
</tr>
</tbody>
</table>
use of diagnostic assessment systems currently in use, given their strengths and weaknesses as products of social construction.

5319: Specialized knowledge of treatment and evaluation planning based on assessment.

assessment, diagnosis, intervention, evaluation

5319: Differentiate between cultural and individual differences in development and function across life span

5319: Recognize how clinical diagnosis and problems interact with social environment in lives of individuals and families

Case Analysis and CLIENT MAP Treatment Plan
(Benchmark: 80% of students complete with score of 80% or better)

**COMPETENCY 2.1.8 ENGAGE IN POLICY PRACTICE TO ADVANCE WELL-BEING AND DELIVER SERVICES**

Practice Behaviors Which Operationalize Competency 2.1.8:

⇒ Analyze, formulate, advocate for policies that advance social well-being
⇒ Collaborate with colleagues and clients for effective policy action

<table>
<thead>
<tr>
<th>Examples of DP Knowledge: 2.1.8</th>
<th>Examples of Practice Behaviors: 2.1.8</th>
<th>Examples of Measures used to incorporate 2.1.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>5322: Advanced knowledge of service delivery systems and how to assess whether they treat vulnerable groups</td>
<td>Collaborate with professional colleagues to address client needs and service gaps</td>
<td>5322: Policy project/ policy action, (Benchmark: 80% of students complete policy action with score of 80%).</td>
</tr>
<tr>
<td>Specific understanding of a group’s needs and service structures which meet those needs holistically and systematically</td>
<td>Identify social policy or legislative reform that enhances welfare of vulnerable populations</td>
<td>5322: Policy project/ final evaluation, (Benchmark: 80% of students complete policy evaluation with score of 80%).</td>
</tr>
<tr>
<td></td>
<td>Advocate for and negotiate to maximize opportunities and resources for clients</td>
<td>5322: Policy project/ legislative demonstration, (Benchmark: 80% of students complete legislative demonstration with score of 80%).</td>
</tr>
</tbody>
</table>

**COMPETENCY 2.1.9 RESPOND TO CONTEXTS THAT SHAPE PRACTICE**

Overarching Practice Behaviors Which Operationalize Competency 2.1.9:

⇒ Discover, appraise, and attend to changing contexts to provide relevant services
⇒ Provide leadership in promoting changes in service delivery and practice to improve service quality

<table>
<thead>
<tr>
<th>Examples of DP</th>
<th>Examples of Practice Behaviors which</th>
<th>Examples of</th>
</tr>
</thead>
</table>
Knowledge: 2.1.9  further exhibit 2.1.9  Measures: 2.1.9

5319: Specialized knowledge of current treatment options for people with mental illness, whether those options are appropriate for vulnerable populations, and gaps in knowledge

5319: Integrate social work values and ethics with the use of diagnostic assessment systems, particularly with vulnerable and disadvantaged populations.

5319: Research and identify treatment options and gaps in services for vulnerable populations with mental illness.

5319: Research Paper (Benchmark: 80% of students complete with score of 80% or better)

Competency 2.1.10a Engagement

Practice Behaviors Which Operationalize Competency 2.1.10a:

⇒ Substantively and affectively prepare for action at all levels of practice
⇒ Use empathy and other interpersonal skills
⇒ Develop a mutually agreed-on focus and desired outcomes

Examples of DP Knowledge: 2.1.10a  Examples of Practice Behaviors: 2.1.10a  Examples of Measures used to incorporates 2.1.10a

5327: Advanced knowledge of how personal, professional, cultural and societal values affect ethical decision-making in developing and delivering advanced direct practice.

5327: Demonstrate advanced empathy, interpersonal, planning skills in specialized direct practice

5324: Engage clients in treatment by using advanced communication skills

5324: Initial Session Paper (Benchmark: 80% of students complete with a score of 80% or better)

5612/5613: Specialized knowledge in developing effective helping relationships with individual clients, families, and groups.

5612/5613: Develop working relationships and focus of work and desired outcomes

5612/5613: Process Recording (Benchmark: 80% of students complete with a score of 80% or better)

Competency 2.1.10b Assessment

Practice Behaviors Which Operationalize Competency 2.1.10b:

⇒ Collect, organize, interpret client data
⇒ Assess client strengths and limitations
Develop mutually agree-on intervention goals and objectives
Select appropriate intervention strategies

<table>
<thead>
<tr>
<th>Examples of DP Knowledge: 2.1.10b</th>
<th>Examples of Practice Behaviors: 2.1.10b</th>
<th>Examples of Measures used to incorporate 2.1.10b</th>
</tr>
</thead>
<tbody>
<tr>
<td>5319: Advanced Knowledge of assessment, goal-setting and intervention strategies.</td>
<td>5319: Develop individualized treatment and evaluation plans tailored to diagnosis and treatment</td>
<td>5319: Comprehensive Case Analysis &amp; Treatment Plan (Benchmark: 80% of students complete with a score of 80% or better)</td>
</tr>
<tr>
<td>5324: Specialized knowledge of engagement, assessment, intervention planning, and evaluation skills</td>
<td>5324: Demonstrate advanced skills in interviewing, assessing client functioning, developing goals, selecting intervention that fits client’s culture</td>
<td>5324: Family Assessment/Treatment Plan Paper (Benchmark: 80% of students will complete with a score of 80% or better)</td>
</tr>
<tr>
<td>5319</td>
<td>5324: Identify and assess client strengths and obstacle to treatment goals</td>
<td>5312/5613: Field Instructor Evaluation of Behavioral Competency 2: Direct Practice Skills (Benchmark: 80% of students rated 3 or better)</td>
</tr>
<tr>
<td>5312/5613: Identify and assess client strengths and obstacle to treatment goals</td>
<td>5612/13: Final Project (Benchmark: 80% of students complete with score of 80% or better)</td>
<td></td>
</tr>
</tbody>
</table>

**COMPETENCY 2.1.10c INTERVENTION ASSESSMENT**

Overarching Practice Behaviors Which Operationalize Competency 2.1.10c:

- Initiate actions to achieve organizational goals
- Implement prevention intervention that enhances client capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

<table>
<thead>
<tr>
<th>Examples of DP Knowledge: 2.1.10c</th>
<th>Examples of Practice Behaviors which further exhibit 2.1.10c</th>
<th>Examples of Measures used to incorporate 2.1.10c</th>
</tr>
</thead>
<tbody>
<tr>
<td>5327: Advanced knowledge of how to apply advanced clinical theories and skills</td>
<td>5327: Apply advanced clinical theories and skills</td>
<td>5327: Scholarly Critique of an Empirical Study on Group Work</td>
</tr>
</tbody>
</table>
diversity, justice, and membership in at-risk groups affect intervention

5612/13: Specialized knowledge of methods for interviewing during assessment and intervention

intervention in culturally competent manner

5612/13: Formulate and implement interventions that enhance client capacities

5327: Demonstrate effective, appropriate advanced direct practice skills

5612/13: Work effectively with planned and unplanned termination

With Vulnerable Populations (Benchmark: 80% of students complete with a grade of 80%)

5612/5613: Final Project (80% of students at 80% or better)

5327 Lab/Logs Rubric (Benchmark: 80% of students complete with passing score)

5612/5613: Field Instructor Evaluation of Behavioral Competency 10c: Direct Practice Skills (Benchmark: 80% of students rated 3 or better)

COMPETENCY 2.1.10d EVALUATION

Overarching Practice Behaviors Which Operationalize Competency 2.1.10d:

⇒ Critically analyze, monitor, and evaluate intervention

<table>
<thead>
<tr>
<th>Examples of DP Knowledge: 2.1.10d</th>
<th>Examples of Practice Behaviors which further exhibits 2.1.10d</th>
<th>Examples of Measures used to incorporates 2.1.10d</th>
</tr>
</thead>
<tbody>
<tr>
<td>5327: Advanced knowledge of analyzing, monitoring, and evaluating intervention</td>
<td>5327: Use evaluation skills to analyze and monitor intervention</td>
<td>5327 Lab/Logs Rubric: (Benchmark: 80% of students complete with passing score)</td>
</tr>
<tr>
<td>5612/13: Advanced knowledge of evaluation for outcome measures</td>
<td>5327: Evaluate effectiveness of specialized interventions</td>
<td>5612/5613: Field Instructor Evaluation – Direct Practice Skills Behavioral Competencies (Benchmark: 80% of students will be rated with a score of 3 or better)</td>
</tr>
<tr>
<td></td>
<td>5612/13: Critically evaluate one’s own practice</td>
<td>5612/5613: Final Project Benchmark: (80% of students at 80% or better)</td>
</tr>
</tbody>
</table>