



UNIVERSITY OF WISCONSIN WHITEWATER

ACADEMIC ASSESSMENT

SOCIAL WORK

MISSION STATEMENT

The University of Wisconsin-Whitewater Social Work department prepares students to be exceptional professionals who facilitate change with vulnerable and diverse individuals, families, and communities and promote social justice for all.

- Through coursework, advising, and other programming (student organization, undergraduate research, etc.), students will acquire the necessary knowledge, values, and skills to graduate as culturally competent beginning generalist social workers.
- Consistent with the NASW Code of Ethics, students will demonstrate personal and professional integrity.
- Through our long-standing history of collaboration with human service organizations in the region, the department will promote effective and culturally sensitive social service programs and practice.
- Faculty will engage in scholarly and creative activity, especially in areas that enhance social work practice, social welfare policy, and social work education.

STUDENT LEARNING OUTCOMES

Student learning outcomes (SLOs) are statements of what a student will know or be able to do when they have completed a program. They represent the knowledge and skills a program has determined are most important for students to gain from that program. The most useful SLOs are specific and measurable so the program can accurately assess the degree to which students have achieved each outcome, and they align with college and institution mission and values. Data on achievement of SLOs is used to make improvements in the program and increase student success.

The Council on Social Work Education (CSWE), the accrediting body on social work education, requires bachelor's level social work (BSW) students demonstrate competency in 10 areas. Associated with these competencies are a set of 41 practice behaviors.

COMPETENCY 1: IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

1. Advocate for client access to the services of social work.
2. Practice personal reflection and self-correction to assure continual professional development.
3. Attend to professional roles and boundaries.
4. Demonstrate professional demeanor in behavior, appearance, and communication.
5. Engage in career-long learning.
6. Use supervision and consultation.

COMPETENCY 2: APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

7. Recognize and manage personal values in a way that allows professional values to guide practice.
8. Make ethical decisions by applying standards of the NASW and, as applicable, the International Federation of Social Workers.
9. Tolerate ambiguity in resolving ethical conflicts.
10. Apply strategies of ethical reasoning to arrive at principled decisions.

COMPETENCY 3: APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
12. Analyze models of assessment, prevention, intervention, and evaluation.
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

COMPETENCY 4: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
16. Recognize and communicate an understanding of the importance of difference in shaping life experiences.
17. View selves as learners and engage those with whom they work as informants.

COMPETENCY 5: ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in

organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

18. Advocate for client access to the services of social work.
19. Advocate for human rights and social and economic justice.
20. Engage in practices that advance social and economic justice.

COMPETENCY 6: ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

21. Use practice experience to inform scientific inquiry.
22. Use research evidence to inform practice.

COMPETENCY 7: APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.
24. Critique and apply knowledge to understand person and environment.

COMPETENCY 8: ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

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

COMPETENCY 9: RESPOND TO CONTEXTS THAT SHAPE PRACTICE.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

COMPETENCY 10A-D: ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.

Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

10A: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

- 29. Substantively and effectively prepare for action with individuals, families, groups, organizations and communities.
- 30. Use empathy and other interpersonal skills.
- 31. Develop a mutually agreed-on focus of work and desired outcomes.

10B: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

- 32. Collect, organize, and interpret client data.
- 33. Assess client strengths and limitations.
- 34. Develop mutually agreed-on intervention goals and objectives.
- 35. Select appropriate intervention strategies.

10C: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

- 36. Initiate actions to achieve organizational goals.
- 37. Implement prevention interventions that enhance client capacities.
- 38. Help clients resolve problems.
- 39. Negotiate, mediate, and advocate for clients.
- 40. Facilitate transitions and endings.

10D: EVALUATION.

- 41. Critically analyze, monitor, and evaluate interventions.

The Social Work LEAP team also created the following chart so that both faculty members and students would be more aware and purposeful as to the integration of the Essential Learning Outcomes with what students are learning in their social work classes.

LEAP Essential Learning Outcomes	Integration
Knowledge of Human Cultures and the Physical and Natural World – study of arts, math, sciences	<ul style="list-style-type: none"> • NASW Cultural Competencies covered in Introduction to SW and all Practice classes • Students learn about bio-psycho-social-spiritual assessments in HBSE , Practice1 and Practice 3 • Students are educated about Social Work theories and their application to social work situations in Practice classes • Student rely on mathematical skills in completing data analysis in Social Work Research
Intellectual and Practical Skills <ul style="list-style-type: none"> • Inquiry and analysis • Critical and creative thinking • Written and oral communication 	<ul style="list-style-type: none"> • Social work documentation is covered in all Practice classes • Social work research class is a writing intensive class • Students are evaluated on their interviewing skills, demonstrating oral communication and problem solving skills • Students participate in role plays in all Practice classes in which they use their oral communication, inquiry and analysis, and problem solving skills

<ul style="list-style-type: none"> • Quantitative literacy • Information literacy • Teamwork and problem solving 	<ul style="list-style-type: none"> • Student demonstrate both quantitative and qualitative literacy skills in Social Work Research • Students are required to complete group work in all Practice classes (through classroom activities, role plays or assignments)
<p>Personal and Social Responsibility – civic engagement</p>	<ul style="list-style-type: none"> • The department supports the Hearts in Action Learning Community and their Service Learning Course • The department supports the Social Work Student Organizations civic engagement activities • Volunteering is a requirement of Introduction to Social Welfare, Practice 1 and Practice 2 classes • Civic engagement skills are developed in the Social Welfare Policy class • The department supports the NASW Wisconsin Lobby day
<p>Integrative Learning – synthesis and advanced accomplishment</p>	<ul style="list-style-type: none"> • Students complete the field experience class as their final class in the social work major; completing 480 of required social work experience under supervision of a social worker <ul style="list-style-type: none"> ○ Students complete final papers focused on policy as it relates to their field experience ○ Students complete final papers focused on how research applies to their field experience