PROGRAM GOALS AND EDUCATIONAL OBJECTIVES

The CSS Social Work Program has three goals and eleven specified educational outcomes that are the bases for assessing program effectiveness. Students who graduate from this program have had courses grounded in the liberal arts and a successively more advanced set of professional learning experiences that lead to competence for entry-level social work practice, community service and graduate education. The mission, goals, and outcomes specified by the program are the same for the main campus and the distance sites, as follows:

Goal One

The College of St. Scholastica Social Work Program will prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities.

Objectives - Students will:

1. apply the NASW *Code of Ethics* in academic and professional practice settings with an understanding of and respect for the positive value of diversity.

2. understand the forms and mechanisms of discrimination and oppression and, with this understanding, participate in activities that promote social and economic justice.

3. demonstrate the professional use of self.

4. understand the bio-psycho-social-spiritual variables that affects individual development and behavior, and apply theoretical frameworks to understand the interactions among individuals and between individuals and their social environment.

5. understand the development of social policies; analyze the effects social policies have on client systems, workers, and agencies; and develop advocacy skills to promote socially just policy development.

6. demonstrate the ability to produce and effectively use social science research and, with supervision, evaluate their practice interventions.

7. demonstrate effective use of communication skills with varied and diverse client populations, colleagues and members of the community.

Goal Two

The Social Work Program will foster the mission of the College and the values from the Benedictine heritage: community, hospitality, respect, stewardship, and the love of learning.

Objectives - Students will:

1. examine Benedictine values, personal beliefs and social work values, and develop an integrated personal and professional value statement.

2. demonstrate personal and beginning professional contributions to the community through direct service, research, and modeling ethical behavior.

3. engage in the political process by creating a sense of community while valuing the uniqueness of the individual.

Goal Three *The Social Work Program will prepare students for lifelong learning.*

Objectives - Students will:

1. demonstrate the ability to develop and maintain professional relationships, and continue professional growth and development.

CSWE ACCREDITATION REQUIREMENTS

The CSS Social Work Program is accredited by The Council on Social Work Education (CSWE). CSWE is recognized by the Commission for Higher Education Accreditation as the sole accrediting body for social work education in the United States. All accredited programs must comply with

CSWE established policies and program standards. CSWE states: The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons (CSWE, 2008. *Educational Policy and Accreditation Standards*.) CSWE accreditation standards require that the BSW curriculum prepare its graduates for generalist practice through mastery of a set of core competencies. These core competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. Social Work students delineate the educational goals and objectives of the Social Work Program through demonstration of specific competencies that serve to inform and aid evaluation of those students' preparation for generalist social work practice. These competencies serve as a link between what may be observed or demonstrated in student knowledge, value and skill performance, and the program's curriculum expectations. In a general way, these competencies and the practice standards operationalize the educational objectives for students, faculty, and administration and provide a common set of definitions to gauge performance and behavior. The ten core competencies are listed below, followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors.

1. Identify with the social work profession and behave professionally. Social workers serve as representatives of the profession, its mission and core values. They understand the profession's history and commit to its enhancement and to their own professional conduct and growth. For example, social workers:

Ensure client access to the services of social work.

Engage in self-reflection, self-monitoring and self-correction.

Attend to professional roles and boundaries.

Demonstrate professional demeanor in behavior, appearance, and communication.

Engage in career-long learning.

Use supervision and consultation.

2. Apply ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in reasoned ethical decision–making. For example, social workers:

Recognize and manage personal values such that professional values guide practice.

Make ethical decisions by applying principles derived from appropriate professional codes, such as the National Association of Social Workers Code of Ethics and the International Federation of Social Workers/International Association of Schools of Social Work Code of Ethics.

Tolerate ambiguity in resolving ethical conflicts.

Apply strategies of ethical reasoning to arrive at principled decisions.

3. Apply critical thinking to inform and communicate professional judgments. Critical thinking is informed by principles of logic and reasoned discernment, and is augmented by creativity and curiosity. Critical thinking requires the examination, analysis, synthesis, and communication of relevant information. For example, social workers:

Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.

Analyze models of assessment and models of intervention.

Use creativity to enhance the organization of information.

Demonstrate effective oral and written communication in working with individuals, families, groups, communities, organizations, and colleagues.

4. Engage diversity and difference in practice. Diversity characterizes and shapes the human experience and is critical to the formation of identity. Dimensions of diversity include factors such as age, class, culture, disability, gender, political ideology, race, religion, and sexual orientation. As a consequence of one's difference, one's life experiences may include oppression, marginalization, and alienation as well as privilege, power, and acclaim. It can also result in pride, ambivalence, social isolation, or indifference. For example, social workers:

Recognize the extent to which the dominant culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

Use an understanding of personal biases and values as they relate to diverse groups.

Recognize and communicate to the other the profundity of difference in life experiences.

View themselves as learners and engage those with whom they work as informants.

5. Promote human rights and social 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 work incorporates social justice practices in organizations, institutions and society to insure that these basic human rights are distributed equitably, and without prejudice. For example, social workers:

Understand the forms and mechanisms of oppression and discrimination.

Advocate for human rights and social and economic justice.

Engage in practices which advance social and economic justice.

6. Engage in research-informed practice and practice-informed research. Social workers utilize practice experience to inform research, employ evidence-based practices, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. For example, social workers:

Use practice experience to inform scientific inquiry.

Use research evidence to inform practice.

7. Apply knowledge of the human condition. Social workers apply insights on the human experience derived from the humanities and from the social, behavioral and life sciences. For example, social workers:

Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation.

Critique and apply knowledge to understand person and environment.

8. Engage in policy practice to deliver effective social work services. Social work practitioners understand that policy affects service delivery and they actively engage in policy practice. For example, social workers:

Analyze, influence, formulate, and advocate for policies that advance societal well being.

Collaborate with colleagues and clients for effective policy action.

9. Respond to and shape an ever-changing professional context. Social workers are informed, resourceful and proactive in responding to the constantly evolving societal, organizational and community contexts at all levels of practice. For example, social workers:

Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services.

Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, communities, and organizations. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. **Engagement** Social workers, for example:

Substantively and affectively prepare for action with individuals, families, groups, communities, and organizations.

Use empathy and other interpersonal skills.

Develop a mutually agreed-upon focus of work and desired outcomes.

Assessment Social workers, for example:

Collect, organize and interpret client data.

Assess client system's strengths and limitations.

Develop mutually agreed upon intervention goals and objectives.

Select appropriate intervention strategies.

Intervention Social workers, for example:

Implement interventions that enhance client capacities.

Assist clients to resolve problems.

Negotiate, mediate, and advocate for client systems.

Facilitate transitions and endings.

Evaluation Social workers, for example:

Critically analyze, monitor and evaluate interventions.

Generalist Practice Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.