

BSW Curriculum Map 2018

Competency	Courses	Assignment(s)/Activities	Dimension(s)
Comp 1: Demonstrate Ethical and Professional Behavior	SW 302 (Practice I)	<u>Video Interview and Self Evaluation Paper</u> : Role-play interview allows students to make connection between client, problem and intervention confronting multiple issues including personal bias and ethical decision-making	Knowledge, Values, Skills, Cognitive & Affective Processes
	SW 402 (Practice III)	<u>Case Assessment Paper</u> : assessment paper explores both problems and strengths in the client system paying special attention to ethical dilemmas relative to the case, service delivery and the SW'ers personal biases <u>Case Consultation Team (presentation)</u> : Students "consult" with each other on specific client system cases, exploring client system problems, strengths, cultural factors, intervention strategies, and utilize tools for ethical decision-making <u>Case Implementation and Evaluation Paper</u> : Students utilize specific interventions identified as best practices and confront ethical concerns through both the implementation and evaluation phases of the planned change process	Knowledge, Values, Skills, Cognitive & Affective Processes
	SW 403 (Practice IV)	<u>Community Group Project (papers and presentation)</u> : four stage macro-level project that includes papers on system history, assessment and planned intervention. Projects reflects the values of the profession through community advocacy	Values, Cognitive & Affective Processes
	SW 440 (Research)	<u>Midterm Exam</u> : tests knowledge from readings and class discussion	Knowledge
Comp 2: Engage Diversity and Difference in Practice	SW 360 (HBSE I)	<u>Paradigm Self Analysis (paper)</u> : Students learn about diversity through a reflexive analysis of their own guiding paradigm(s) and explore shifts they've made in their life and through the class and program	Knowledge, Values
	SW 361 (HBSE II)	<u>Interviewing an Elder Assignment (paper)</u> : Students conduct an interview with an elder age 70+yrs to learn about their lived experiences including the intersectionality of oppressions and unique strengths of the individual. Students then compare and contrast the elders life experiences with their own	Cognitive & Affective Processes
Comp 3: Advance Human Rights and Social, Economic, and Environmental Justice	SW 360 (HBSE I)	<u>Case Analysis (paper)</u> : Students apply a social justice & diversity framework exploring the intersectionality of oppressions as well as specific strategies to address issues across systems	Knowledge , Values
	SW 361 (HBSE II)	<u>Interviewing an Elder Assignment (paper)</u> : Students conduct an interview with an elder age 70+yrs to learn about their lived experiences including the intersectionality of oppressions and unique strengths of the individual. Students then compare and contrast the elders life experiences with their own	Knowledge, Cognitive & Affective Processes

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Comp 4: Engage In Practice-informed Research and Research-informed Practice	SW 440 (Research)	<u>Research Proposal (paper)</u> : research proposal anchored in field placement including introduction, literature review, methodology section, possible implications, and a conclusion <u>Short Papers</u> : critique of empirical study and a review of critical issues in research and special populations	Knowledge Values, Cognitive & Affective Processes
Comp 5: Engage in Policy Practice	SW 325 (History)	<u>Social Welfare History Website Project</u> : Students create a website and track a social issue and society's response to the issue over time. Attention is given to historical, social, cultural, economic, organizational, environmental, and global influences to both the issue and the policy	Knowledge, Values, Skills, Cognitive & Affective Processes
	SW 326 (Policy)	<u>Legislative Bill Tracking, Testimony, and Review (paper)</u> : Students learn role of policy through direct engagement with the policy-making process as well as reflexive exercise	Knowledge, Values, Skills, Cognitive & Affective Processes
Comp 6: Engage with Individuals	SW 302 (Practice I)	<u>Video Interview and Self Evaluation Paper (presentation and paper)</u> : Role-play interview allows students to make connection between client, problem and intervention with a focus on engagement, assessment, and planning	Knowledge, Values, Skills, Cognitive & Affective Processes
Comp 6: Engage with Families	SW 303 (Practice II)	<u>Family Genogram Assignment (paper and genogram)</u> : Student's demonstrate understanding of systemic thinking through utilization of family counseling tool through all phases of the planned change process <u>Cross System Case Analysis (paper)</u> : Assignment challenges students to think critically regarding case conceptualization with 1) individuals, 2) families, and 3) groups. Students "connect-the-dots" between the client's assessed problems, current strengths, service goals, and potential service options.	Knowledge, Values, Skills, Cognitive & Affective Processes
Comp 6: Engage with Groups	SW 303 (Practice II)	<u>Case Assessment (paper)</u> : Students complete a client assessment that includes engagement, assessment, planning across systems including individual, group, family, organization, and community <u>Cross System Case Analysis (paper)</u> : Assignment challenges students to think critically regarding case conceptualization with 1) individuals, 2) families, and 3) groups. Students "connect-the-dots" between the client's assessed problems, current strengths, service goals, and potential service options.	Knowledge, Values, Skills, Cognitive & Affective Processes
Comp 6: Engage with Organizations	SW 303 (Practice II)	<u>Case Assessment (paper)</u> : Students complete a client assessment that includes engagement, assessment, planning across systems including individual, group, family, organization, and community	Knowledge, Values, Skills, Cognitive & Affective Processes

Competency	Courses	Assignment(s)/Activities	Dimension(s)
	SW 403 (Practice IV)	<u>Agency SWOT Analysis (paper)</u> : Assignment explores the skills needed to engage, assess and intervene with communities <u>Community Group Project (paper and presentation)</u> : four stage macro-level project that includes papers on system history, assessment and planned intervention. Projects reflects the values of the profession through community advocacy	Knowledge, Values, Cognitive & Affective Processes
Comp 6: Engage with Communities	SW 303 (Practice II)	<u>Case Assessment (paper)</u> : Students complete a client assessment that includes engagement, assessment, planning across systems including individual, group, family, organization, and community	Knowledge, Values, Skills, Cognitive & Affective Processes
	SW 403 (Practice IV)	<u>Community Group Project (paper and presentation)</u> : four stage macro-level project that includes papers on system history, assessment and planned intervention. Projects reflects the values of the profession through community advocacy	Knowledge, Values, Cognitive & Affective Processes
Comp 7: Assess Individuals	SW 302 (Practice I)	<u>Video Interview and Self Evaluation Paper</u> : Role-play interview allows students to make connection between client, problem and intervention with a focus on engagement, assessment, and planning	Knowledge, Values, Skills, Cognitive & Affective Processes
	SW 402 (Practice III)	<u>Case Assessment (paper)</u> : assessment paper explores both problems and strengths in the client system paying special attention to ethical dilemmas relative to the case, service delivery and the Sw'ers personal biases	Knowledge, Skills
Comp 7: Assess Families	SW 303 (Practice II)	<u>Family Genogram Assignment (paper and genogram)</u> : Student's demonstrate understanding of systemic thinking through utilization of family counseling tool through all phases of the planned change process <u>Cross System Case Analysis (paper)</u> : Assignment challenges students to think critically regarding case conceptualization with 1) individuals, 2) families, and 3) groups. Students "connect-the-dots" between the client's assessed problems, current strengths, service goals, and potential service options.	Knowledge, Values, Skills, Cognitive & Affective Processes
Comp 7: Assess Groups	SW 303 (Practice II)	<u>Cross System Case Analysis (paper)</u> : Assignment challenges students to think critically regarding case conceptualization with 1) individuals, 2) families, and 3) groups. Students "connect-the-dots" between the client's assessed problems, current strengths, service goals, and potential service options.	Knowledge, Values
	SW 402 (Practice III)	<u>Case Assessment Paper</u> : assessment paper explores both problems and strengths in the client system paying special attention to ethical dilemmas relative to the case, service delivery and the Sw'ers personal biases	Cognitive & Affective Processes
Comp 7: Assess Organizations	SW 403 (Practice IV)	<u>Agency SWOT Analysis (paper)</u> : Assignment explores the skills needed to engage, assess and intervene with communities <u>Community Group Project (paper and presentation)</u> : four stage macro-level project that includes papers on system history, assessment and planned intervention. Projects reflects the values of the profession through community advocacy	Knowledge, Values, Cognitive & Affective Processes

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Comp 8: Intervene with Individuals	SW 303 (Practice II)	<u>Cross System Case Analysis (paper)</u> : Assignment challenges students to think critically regarding case conceptualization with 1) individuals, 2) families, and 3) groups. Students “connect-the-dots” between the client’s assessed problems, current strengths, service goals, and potential service options.	Knowledge, Values, Cognitive & Affective Processes
	SW 402 (Practice IV)	<u>Case Implementation and Evaluation Paper</u> : Students utilize specific interventions identified as best practices and confront ethical concerns through both the implementation and evaluation phases of the planned change process	Knowledge, Values
Comp 8: Intervene with Families	SW 303 (Practice II)	<u>Family Genogram Assignment (paper and genogram)</u> : Student’s demonstrate understanding of systemic thinking through utilization of family counseling tool through all phases of the planned change process <u>Cross System Case Analysis (paper)</u> : Assignment challenges students to think critically regarding case conceptualization with 1) individuals, 2) families, and 3) groups. Students “connect-the-dots” between the client’s assessed problems, current strengths, service goals, and potential service options.	Knowledge, Values, Skills, Cognitive & Affective Processes
	SW 402 (Practice III)	<u>Case Implementation and Evaluation Paper</u> : Students utilize specific interventions identified as best practices and confront ethical concerns through both the implementation and evaluation phases of the planned change process	Knowledge, Values
Comp 8: Intervene with Groups	SW 303 (Practice II)	<u>Cross System Case Analysis (paper)</u> : Assignment challenges students to think critically regarding case conceptualization with 1) individuals, 2) families, and 3) groups. Students “connect-the-dots” between the client’s assessed problems, current strengths, service goals, and potential service options.	Knowledge, Values, Cognitive & Affective Processes
Comp 8: Intervene with Organizations	SW 403 (Practice IV)	<u>Agency SWOT Analysis (paper)</u> : Assignment explores the skills needed to engage, assess and intervene with communities <u>Community Group Project (paper and presentation)</u> : four stage macro-level project that includes papers on system history, assessment and planned intervention. Projects reflects the values of the profession through community advocacy	Knowledge, Values, Cognitive & Affective Processes
Comp 8: Intervene with Communities	SW 403 (Practice IV)	<u>Community Group Project (paper and presentation)</u> : four stage macro-level project that includes papers on system history, assessment and planned intervention. Projects reflects the values of the profession through community advocacy	Knowledge, Values, Cognitive & Affective Processes
Comp 9: Evaluate Individuals	SW 402 (Practice III)	<u>Case Implementation and Evaluation Paper</u> : Students utilize specific interventions identified as best practices and confront ethical concerns through both the implementation and evaluation phases of the planned change process	Knowledge, Values, Cognitive & Affective Processes

Competency	Courses	Assignment(s)/Activities	Dimension(s)
Comp 9: Evaluate Families	SW 303 (Practice II)	<u>Family Genogram Assignment (paper and genogram)</u> : Student's demonstrate understanding of systemic thinking through utilization of family counseling tool through all phases of the planned change process <u>Cross System Case Analysis (paper)</u> : Assignment challenges students to think critically regarding case conceptualization with 1) individuals, 2) families, and 3) groups. Students "connect-the-dots" between the client's assessed problems, current strengths, service goals, and potential service options.	Knowledge, Values, Skills, Cognitive & Affective Processes
	SW 402 (Practice III)	<u>Case Implementation and Evaluation Paper</u> : Students utilize specific interventions identified as best practices and confront ethical concerns through both the implementation and evaluation phases of the planned change process	Knowledge, Values, Cognitive & Affective Processes
Comp 9: Evaluate Groups	SW 303 (Practice II)	<u>Cross System Case Analysis (paper)</u> : Assignment challenges students to think critically regarding case conceptualization with 1) individuals, 2) families, and 3) groups. Students "connect-the-dots" between the client's assessed problems, current strengths, service goals, and potential service options.	Knowledge, Values, Cognitive & Affective Processes
Comp 9: Evaluate Organizations	SW 403 (Practice IV)	<u>Agency SWOT Analysis (paper)</u> : Students work with social service agencies and help them develop a SWOT analysis identifying strengths, weaknesses, opportunities, and threats <u>Community Group Project (paper and presentation)</u> : four stage macro-level project that includes papers on system history, assessment and planned intervention. Projects reflects the values of the profession through community advocacy	Knowledge, Values, Cognitive & Affective Processes
Comp 9: Evaluate Communities	SW 403 (Practice IV)	<u>Community Group Project (paper and presentation)</u> : four stage macro-level project that includes papers on system history, assessment and planned intervention. Projects reflects the values of the profession through community advocacy	Knowledge, Values, Cognitive & Affective Processes
Comp 10: Engage, honor, and respect indigenous culture towards decolonized professional practice	SW 303 (Practice II)	<u>Cross System Case Analysis (paper)</u> : Assignment challenges students to think critically regarding case conceptualization with 1) individuals, 2) families, and 3) groups. Students "connect-the-dots" between the client's assessed problems, current strengths, service goals, and potential service options.	Knowledge, Cognitive & Affective Processes
	SW 325 (History)	<u>Community Resource Paper, Field Trip Reflection Paper, Social Welfare History Website Project</u> : Students visit community sites of significant welfare history in the islands and reflect on learning, including the issue as it is currently understood	Knowledge, Values, Cognitive & Affective Processes
	SW 402 (Practice III)	<u>Case Consultation Team (presentation)</u> : Students "consult" with each other on specific client system cases, exploring client system problems, strengths, cultural factors, intervention strategies, and utilize tools for ethical decision-making	Knowledge, Values