

M.S.W. Curriculum Objectives

First-Year Curriculum Objectives

The above goals have been further delineated through the program's foundation objectives. These objectives, in turn, drive curricular planning and development for the first year of the M.S.W. program. They include:

1. Practice within the values and ethics of the social work profession including:
 - A. Identifying and articulating one's own personal values, prejudices, and biases;
 - B. Recognizing how one's own values impact on assessment and intervention;
 - C. Employing the NASW Code of Ethics in social work practice;
 - D. Identifying ethical dilemmas affecting practice and services to clients;
 - E. Resolving ethical dilemmas using appropriate decision-making processes;
 - F. Practicing without discrimination on the basis of age, culture, class, ethnicity, disability, gender, national origin, race, religion, or sexual orientation;
 - G. Engaging in continued professional growth and development.

2. Demonstrate culturally competent practice for work in diverse political and cultural contexts including:
 - A. Recognizing diversity within and between groups;
 - B. Recognizing one's own reactions to clients who are different from oneself;
 - C. Using interpersonal skills to support understanding and tolerance for human diversity.
 - D. Working to ensure social services are culturally relevant and appropriate;
 - E. Recognizing the forms and mechanisms of racism, oppression, and discrimination and their impact on client systems;
 - F. Critically analyzing and applying culturally appropriate theories and knowledge about client system functioning within environmental contexts;
 - G. Employ an ecological perspective when engaging in assessment, planning, and intervention.

3. Use practice knowledge and skill to promote alleviation of poverty, oppression, and other forms of social and economic injustice including:
 - A. Analyzing historic and current trends in social welfare policy and service delivery;
 - B. Analyzing policy research relevant to service delivery;
 - C. Using knowledge of economic, political, and organizational systems to pursue policies consistent with social work values;
 - D. Recognizing financial, organizational, administrative and planning processes needed for social service delivery;
 - E. Formulate, analyze, interpret, and influence social policy and service delivery issues.
 - F. Using interpersonal skills to affect social change in systems of various sizes.

4. Function effectively within the structure of organizations and across service delivery systems including:
 - A. Using appropriate practice-relevant technologies within the context of organizational resources and facilities;

- B. Using supervision and consultation appropriately to improve practice and enhance services to clients;
 - C. Promoting nondiscriminatory social and/or agency policies that enhance social functioning and interactions of individuals, families, groups, organization, communities, and society, alleviate poverty and oppression, promote social and economic justice, and ensure culturally competent practice;
 - D. Employing/participating in efforts to evaluate program effectiveness.
5. Use the generalist practice model and advanced practice knowledge and skills with client systems of all sizes including individuals, couples, families, groups, organizations, and communities including:
- A. Using knowledge and theories of individual, family, group, organizational, and community development to assess interactions among individuals and other social systems;
 - B. Appropriately applying relevant research findings to social work practice;
 - C. Employing evidenced-based best practices when using professional knowledge and skills;
 - D. Using communication skills appropriate to client systems, colleagues, and community members;
 - E. Applying critical thinking skills to social work practice;
 - F. Working collaboratively with professionals from other disciplines;
 - G. Evaluating one's own practice effectiveness and sharing findings appropriately;
 - H. Demonstrating professional (conscious) use of self in social work practice;
 - I. Utilize a strengths perspective in assessments, planning, and interventions;

Second-Year Curriculum Objectives by Domain

Criminal Justice Domain Objectives

Graduates of this domain will be able to:

1. Describe the criminal justice system, its purpose, and the population it serves.
2. Contrast the criminal justice system need to combine interests and needs of its clients with the public safety requirements of the local, national, and international community.
3. Utilize developmental theories of delinquency, specifically the works of Kenneth Dodge on attributional bias, and Gerald Patterson and Rolf Loeber on pathways to delinquency.
4. Describe the criminal personality, its relationship to antisocial personality disorders and implications for therapeutic interventions in criminal justice systems.
5. Apply Restorative Justice principles of offender accountability, competency development, and public safety in treatment, program development and evaluation.
6. Identify factors that account for the over representation of people of color, the perception of racial bias and social class distinctions within the criminal justice system.

7. Define and describe the impact of practices such as racial profiling and bootstrapping in the sentencing, treatment of offenders and administration of the criminal justice system.
8. Apply frameworks for the analysis, assessment, planning and interventions with individual, group, and community interventions.
9. Apply practical research skills for evaluation of individual client interventions and program accountability.
10. Demonstrate respect for the dignity and worth of clients and victims of crime.
11. Apply the NASW code of ethics to their practice in the criminal justice system.
12. Adhere to statutory reporting requirements of knowledge of criminal activity.
13. Resolve appropriately ethical dilemmas that might arise within their practice.

Health Domain Objectives

Graduates of this domain will be able to:

1. Utilize the bio-psycho-social impact of illness and disability to assess clients across the life span.
2. Recognize how diverse health/illness conditions, populations, and conditions impact on social work practice.
3. Participate in inter-disciplinary teams.
4. Function within a managed-care context.
5. Perform advanced case management skills.
6. Play leadership and administrative roles in a dynamic health care industry.
7. Analyze U.S. health policy within the political, economic, and social trends that influence health care delivery in the United States and in comparative and global contexts.
8. Apply research knowledge to practice.
9. Research health-related issues within a social work context.
10. Use research skills for accountability purposes in a managed-care context.
11. Evaluate practice using single-subject studies and program evaluation in health care settings.
12. Describe how culture, class, geography, lifestyle, and gender influence disease and access to health care settings.
13. Employ prevention efforts within a continuum of care in the health care field.
14. Use the NASW Code of Ethics for practice in health settings.
15. Resolve ethical dilemmas arising in health care settings.

Mental Health Domain Objectives

Graduates of this domain will be able to:

1. Employ a full lifespan perspective in assessment and intervention that recognizes the interrelated dimensions of human development including physical, emotional, cognitive, social and spiritual.

2. Employ an ecological perspective in assessment and intervention that recognizes that individual development is influenced by the individual's environment including the family, culture, community, natural environment and global context.
3. Assess and intervene from a strengths perspective that is sensitive to client diversity and issues of oppression and discrimination.
4. Recognize that clients face multiple challenges (e.g., mental health, physical health, occupation\education, substance abuse, legal, etc...) that often require multiple-level responses from multidisciplinary teams of professionals and other community members.
5. Summarize the importance of and relationship between prevention and intervention.
6. Select intervention strategies that differentially fit the needs and characteristics of the client system identified in assessment.
7. Develop and utilize conscious-use-of-self in establishing effective helping relationships.
8. Describe the mental health system, including its history, recent trends in practice and how managed care and case management have become integral components of that system.
9. Identify political and economic dimensions of the mental health system and the inequities that result from poverty as well as cultural, ethnic and gender biases and how oppression and privilege affect access to mental health services.
10. Apply local, regional and international contexts to an analysis of the mental health system, with a special focus on the urban, suburban and rural settings found in Utah and the Inter-Mountain West.
11. Apply knowledge and theories in policy when employing policy-practice skills.
12. Critique social work and related research in mental health.
13. Use research methods in doing single-subject studies and program evaluations in mental health practice settings.
14. Identify the role of research skills in helping to ensure accountability in case management, managed care and all other mental health settings.
15. Apply and critique the NASW *Code of Ethics* in assessment and interventions in mental health practice settings.
16. Effectively resolve ethical- and value-based challenges in practice.

Public Services Domain Objectives

Graduates of this domain will be able to:

1. Identify and describe underserved populations including the poor and those oppressed by virtue of gender, sexual orientation, disability, race, culture and age.
2. Assess the needs of vulnerable individuals and populations.
3. Employ effective intervention strategies for vulnerable underserved and unserved populations over the lifespan.
4. Evaluate the outcomes of their interventions.
5. Assess the availability/accessibility of resources for underserved and unserved populations.
6. Conduct needs assessments and identify resources and gaps.

7. Locate and/or develop needed programs/services.
8. Conceptualize options for policy and program changes at the state and national levels.
9. Assess the needs of racially-, ethnically- and culturally-diverse populations of all ages.
10. Recognize their own cultural identities and how those identities impact their interactions with cultures different from their own.
11. Develop needed resources that are culturally-relevant, and adapt services and programs to be culturally-responsive.
12. Evaluate the outcomes of the changes in programs and services.
13. Assess how certain risks such as poverty, substance abuse, child maltreatment, domestic violence, elderly abuse, mental health and other conditions disrupt development across the lifespan.
14. Apply interventions specific to the client's developmental level, including disruptions in all developmental areas (e.g., social, emotional, intellectual, physical and spiritual).
15. Construct and deliver interventions to assist clients with co-occurring conditions that impact children, families, adolescents and the elderly.
16. Establish collaborative relationships with families.
17. Develop teams with formal and informal programs/agencies to serve vulnerable populations.
18. Apply the NASW Code of Ethics to practice in the public sector domain.