

SOCIAL WORK (BSW/MSW)

The School of Social Work Accelerated Bachelor's/Master's program offers an excellent social work curriculum with a strong liberal arts base, and a wide range of opportunities for practical experience.

This program allows BSW students to complete their undergraduate degree in four years, and their MSW degree in just one year.

Related Programs

Major

- Social Work (BSW) (<https://catalog.luc.edu/undergraduate/social-work/bsw-degree-program/>)

Master's

- Social Work (MSW) (<https://catalog.luc.edu/graduate-professional/social-work/msw/>)

Minor

- Social Work Minor (<https://catalog.luc.edu/undergraduate/social-work/social-work-minor/>)

Curriculum

During the fifth year, students will select one of two specializations offered in the MSW program. Students can choose from the Micro Practice Specialization or the Leadership, Mezzo, and Macro Practice Specialization.

Note: All BSW students must submit an application for the five-year program in their senior year.

Code	Title	Hours
BSW Requirements ¹		
SOWK 200	Introduction to Social Work	3
SOWK 301	Practice Skills with Individuals and Families	3
SOWK 303	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 305	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 307	Social Work Policy and Community Intervention	3
SOWK 308	Integrated Micro, Mezzo, and Macro Practice ²	3
or SOWK 302	Integrated Micro/Mezzo/Macro Theory and Practice	
SOWK 330	Internship I and Simulated Experience	3.5
SOWK 340	Internship II and Simulated Experience	3.5
SOWK 350	Preparation for Practice	3
SOWK 362	Integrative Seminar	1
SOWK 370	Power, Oppression, Privilege, and Social Justice	3
SOWK 380	Assessment of Client Concerns in Context	3
SOWK 390	Research and Evaluation in Social Work Practice	3
MSW Requirements		
Specialized Courses		
<i>Courses Required of All Students</i>		
SOWK 680	Advanced Micro-Level Practice	3
SOWK 682	Advanced Mezzo and Micro Practice ²	3
or SOWK 681	Advanced Mezzo & Macro Practice	
SWII 632	Internship Instruction III & Simulated Experiences	0.5

SWII 632S	Integrative Seminar	1
SWII 633	Internship Instruction IV & Simulated Experiences	0.5
Specializations & Tracks		9
All students must choose a Specialization and Track.		
Micro Practice Specialization		
<i>Schools/Professional Educator's License (PEL) Track</i>		
CIEP 401	The Exceptional Child	
SOWK 609A	School Social Work Policy and Practice I	
SOWK 609B	School Social Work Policy and Practice II	
<i>Certified Alcohol and Other Drug Counselors (CADC) Track</i>		
SOWK 621	Clinical Practice in Addiction	
SOWK 622	Substance Abuse Treatment in Groups	
SOWK 722	Introduction to Alcohol and Other Drug Disorders	
<i>Migration Studies Track</i>		
SOWK 730	Immigration Dynamics and U.S. Social Policy	
SOWK 731	Social Work Practice with Refugees and Immigrants	
SOWK 732	Migration, Social Justice, and Human Rights	
<i>Advanced Clinical Practice Track</i>		
See Course Options for the Advanced Clinical Track		
See Course Options for the Advanced Clinical Track ³		
Leadership, Mezzo & Macro Practice (LMMP) Specialization		
<i>Leadership, Community, Advocacy, and Policy (LCAP) Track</i>		
SOWK 650	Leadership & Supervision in Service Organizations	
SOWK 652	Organizations, Program Development, and Evaluation	
SOWK 653	Community Organizing and Policy Practice	
Electives		
All students will choose to take two electives. Any 600 or 700-level course may be considered an elective.		6
Total Hours		61

¹ 15 credit hours are required for social science courses. (PSYC 101 General Psychology, SOCL 101 Society in a Global Age + 9 credits of social science electives)

² Students who have completed SOWK 302 should expect to take SOWK 681 in their MSW year. Students who have completed SOWK 308 should expect to take SOWK 682 in their MSW year. SOWK 308 will begin to be offered in Fall 2025 and later.

³ Course Options (<https://catalog.luc.edu/graduate-professional/social-work/msw-specializations-tracks/advanced-clinical-practice-track/#curriculumtext>)

Internship

Students complete one internship during the fifth year for a total of 600 hours. The internship is aligned with the student's area of specialization.

Specializations and Tracks

The Master of Social Work program have the following specialization and track options:

- Leadership, Mezzo, and Macro Practice (LMMP) Specialization
 - Leadership, Community, Advocacy, and Policy (LCAP) Track (<https://catalog.luc.edu/graduate-professional/social-work/msw-specializations-tracks/leadership-community-advocacy-policy-lcap-track/>)

- Micro Practice Specialization
 - Advanced Clinical Practice Track (<https://catalog.luc.edu/graduate-professional/social-work/msw-specializations-tracks/advanced-clinical-practice-track/>)
 - Certified Alcohol and Other Drugs Counselor Training Program (CADC) Track (<https://catalog.luc.edu/graduate-professional/social-work/msw-specializations-tracks/certified-alcohol-drugs-counselor-training-program-cadc-track/>)
 - Migration Studies Track (<https://catalog.luc.edu/graduate-professional/social-work/msw-specializations-tracks/migration-studies-track/>)
 - Schools/Professional Educator License (PEL) Track (<https://catalog.luc.edu/graduate-professional/social-work/msw-specializations-tracks/schools-professional-educator-license-pel-track/>)

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Micro Practice Specialization

Course	Title	Hours
Year 1		
Fall		
SOWK 200	Introduction to Social Work (Freshman/Sophomore/Junior year)	3
Hours		3
Year 2		
Fall		
SOWK 370	Power, Oppression, Privilege, and Social Justice (Sophomore/Junior year)	3
Hours		3
Year 3		
Fall		
SOWK 305	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 350	Preparation for Practice	3
Hours		6
Spring		
SOWK 307	Social Work Policy and Community Intervention	3
Hours		3
Year 4		
Fall		
SOWK 301	Practice Skills with Individuals and Families	3
SOWK 303	Group Work Practice in Social Work: Micro/Mezzo/Macro	3
SOWK 330	Internship I and Simulated Experience	3.5
SOWK 362	Integrative Seminar	1
SOWK 380	Assessment of Client Concerns in Context	3
Hours		13.5

Spring

SOWK 308	Integrated Micro, Mezzo, and Macro Practice	3
SOWK 340	Internship II and Simulated Experience	3.5
SOWK 390	Research and Evaluation in Social Work Practice	3
Hours		9.5

Year 5

Fall

SOWK 680	Advanced Micro-Level Practice	3
SWII 632	Internship Instruction III & Simulated Experiences	0.5
SWII 632S	Integrative Seminar	1
Elective		3
Track Course		3
Track Course		3
Hours		13.5

Spring

SOWK 682	Advanced Mezzo and Micro Practice	3
SWII 633	Internship Instruction IV & Simulated Experiences	0.5
Track Course		3
Elective		3
Hours		9.5
Total Hours		61

Leadership, Mezzo, & Macro Practice (LMMP) Specialization

Course	Title	Hours
Year 1		
Fall		
SOWK 200	Introduction to Social Work (Freshman/Sophomore/Junior year)	3
Hours		3
Year 2		
Fall		
SOWK 370	Power, Oppression, Privilege, and Social Justice (Sophomore/Junior year)	3
Hours		3
Year 3		
Fall		
SOWK 305	Life Span Development, Human Behavior, Trauma, & Theory	3
SOWK 350	Preparation for Practice	3
Hours		6
Spring		
SOWK 307	Social Work Policy and Community Intervention	3
Hours		3
Year 4		
Fall		
SOWK 301	Practice Skills with Individuals and Families	3
SOWK 303	Group Work Practice in Social Work: Micro/Mezzo/Macro	3

SOWK 330	Internship I and Simulated Experience	3.5
SOWK 362	Integrative Seminar	1
SOWK 380	Assessment of Client Concerns in Context	3
Hours		13.5

Spring

SOWK 302	Integrated Micro/Mezzo/Macro Theory and Practice	3
SOWK 340	Internship II and Simulated Experience	3.5
SOWK 390	Research and Evaluation in Social Work Practice	3
Hours		9.5

Year 5**Fall**

SOWK 652	Organizations, Program Development, and Evaluation	3
SOWK 653	Community Organizing and Policy Practice	3
SOWK 681	Advanced Mezzo & Macro Practice	3
SWII 632	Internship Instruction III & Simulated Experiences	0.5
SWII 632S	Integrative Seminar	1
Hours		10.5

Spring

SOWK 650	Leadership & Supervision in Service Organizations	3
SOWK 680	Advanced Micro-Level Practice	3
SWII 631	Field Instruction IV & Simulated Experience	1
Elective		3
Elective		3
Hours		13
Total Hours		61.5

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (<https://catalog.luc.edu/undergraduate/university-requirements/>) area.

Guidelines for Accelerated Bachelor's/Master's Programs

Terms

- **Accelerated Bachelor's/Master's programs:** In this type of program, students share limited credits between their undergraduate and graduate degrees to facilitate completion of both degrees.
- **Shared credits:** Graduate level credit hours taken during the undergraduate program and then applied towards graduate program requirements will be referred to as shared credits.

Admission Requirements

Accelerated Bachelor's/Master's programs are designed to enhance opportunities for advanced training for Loyola's undergraduates. Admission to these programs must be competitive and will depend upon a positive review of credentials by the program's admissions committee.

Accordingly, the admission requirements for these programs may be higher than those required if the master's degree were pursued entirely after the receipt of a bachelor's degree. That is, programs may choose to have more stringent admissions requirements in addition to those minimal requirements below.

Requirements:

- Declared appropriate undergraduate major,
- By the time students begin taking graduate courses as an undergraduate, the student has completed approximately 90 credit hours, or the credit hours required in a program that is accredited by a specialty organization,¹
- A minimum cumulative GPA for coursework at Loyola that is at or above the program-specific requirements, a minimum major GPA that is at or above the program-specific requirements, and/or appropriate designated coursework for evaluation of student readiness in their discipline.²

Students not eligible for the Accelerated Bachelor's/Master's program (e.g., students who have not declared the appropriate undergraduate major) may apply to the master's program through the regular admissions process. Students enrolled in an Accelerated Bachelor's/Master's program who choose not to continue to the master's degree program upon completion of the bachelor's degree will face no consequences.³

Ideally, a student will apply for admission (or confirm interest in proceeding towards the graduate degree in opt-out programs) as they approach 90 credit hours. Programs are encouraged to begin advising students early in their major so that they are aware of the program and, if interested, can complete their bachelor's degree requirements in a way that facilitates completion of the program. Once admitted as an undergraduate, Program Directors should ensure that students are enrolled using the plan code associated with the Accelerated Bachelor's/Master's program. Using the plan code associated with the Accelerated Bachelor's/Master's program will ensure that students may be easily identified as they move through the program. Students will not officially matriculate into the master's degree program and be labeled as a graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the undergraduate degree has been awarded. Once admitted to the graduate program, students must meet the academic standing requirements of their graduate program as they complete the program curriculum.

- ¹ Programs that have specialized accreditation will adhere to the admissions criteria provided by, or approved by, their specialized accreditors.
- ² The program will identify appropriate indicators of student readiness for graduate coursework (e.g., high-level performance in 300 level courses). Recognizing differences between how majors are designed, we do not specify a blanket requirement.
- ³ If students choose not to enroll in the Accelerated Bachelor's/Master's program, they still must complete all of the standard requirements associated with the undergraduate degree (e.g., a capstone).

For more information on Admissions requirements, visit here (<https://gpm.luc.edu/portal/admission/?tab=home>).

Curriculum

Level and progression of courses. The Accelerated Bachelor's/Master's programs are designed to be competitive and attractive to our most capable students. Students admitted to Accelerated Bachelor's/

Master's programs should be capable of meeting graduate level learning outcomes. Following guidance from the Higher Learning Commission, only courses taken at the 400 level or higher (including 300/400 level courses taken at the 400 level) will count toward the graduate program.^{1,2}

Up to 50% of the total graduate level credit hours, required in the graduate program, may come from 300/400 level courses where the student is enrolled in the 400 level of the course. Further, at least 50% of the credit hours for the graduate program must come from courses that are designed for and restricted to graduate students who have been admitted to a graduate program at Loyola (e.g., enrolled in plan code that indicates the Accelerated Bachelor's/Master's program, typically ending with the letter "D").³

In general, graduate level coursework should not be taken prior to admission into the Accelerated Bachelor's/Master's program. Exceptions may be granted for professional programs where curriculum for the Accelerated Bachelor's/Master's program is designed to begin earlier. On the recommendation of the program's Graduate Director, students may take one of their graduate level courses before they are admitted to the Accelerated Bachelor's/Master's program if they have advanced abilities in their discipline and course offerings warrant such an exception.⁴

Undergraduate degree requirements outside of the major are in no way impacted by admission to an Accelerated Bachelor's/Master's program.⁵

Shared credits. Undergraduate courses (i.e., courses offered at the 300 level or below) cannot be counted as shared credits nor count towards the master's degree. Up to 50% of the total graduate level credit hours, required in the graduate program, may be counted in meeting both the undergraduate and graduate degree requirements. Of those shared credits, students in an Accelerated Bachelor's/Master's program should begin their graduate program with the standard introductory course(s) for the program whenever possible. So that students may progress through the Accelerated Bachelor's/Master's program in a timely manner, undergraduate programs are encouraged to design their curriculum such that a student can complete some required graduate credit hours while completing the undergraduate degree. For instance, some of the graduate curriculum should also satisfy electives for the undergraduate major.

The program's Graduate Director will designate credit hours to be shared through the advising form and master's degree conferral review process. Shared credit hours will not be marked on the undergraduate record as having a special status in the undergraduate program. They will be included in the student's undergraduate earned hours and GPA. Graduate credit hours taken during the undergraduate program will not be included in the graduate GPA calculation.

¹ If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate director will review the relevant syllabus(es) to determine whether it meets the criteria for a 400 level course or higher.

² Programs with specialized accreditation requirements that allow programs to offer graduate curriculum to undergraduate students will conform to those specialized accreditation requirements.

³ In rare cases, the Graduate Director may authorize enrollment in a 400-level course for a highly qualified and highly motivated undergraduate, ensuring that the undergraduate's exceptional participation in the graduate class will not diminish in any way the experience of the graduate students regularly enrolled.

⁴ For example, if a particular course is only offered once every 2-3 years, and a student has demonstrated the necessary ability to be successful, the Graduate Director may allow a student to take a graduate level

course to be shared prior to the student being formally admitted to the graduate program. See, also, footnote 3.

⁵ Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a graduate program.

Graduation

Degrees are awarded sequentially. All details of undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once in the graduate program, students abide by the graduation deadlines set forth by the graduate program. Students in these programs must be continuously enrolled from undergraduate to graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence. In offering the option of an Accelerated Bachelor's/Master's program, the university is making possible the acceleration of a student's graduate degree completion. It should be understood that students may not request deferral of their matriculation into the Master's degree program. If students would like to delay their graduate studies after earning the undergraduate degree, they may apply for admission to the traditional master's degree program. Any application of graduate credit earned while in the undergraduate program is subject to the policies of the graduate degree granting school.

MSW Program Generalist Learning Outcomes

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

1. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of

research, and additional codes of ethics within the profession as appropriate to the context;

2. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
3. use technology ethically and appropriately to facilitate practice outcomes; and
4. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.

Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

1. advocate for human rights at the individual, family, group, organizational, and community system levels; and
2. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

1. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

2. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

1. apply research findings to inform and improve practice, policy, and programs; and
2. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affect well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

1. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
2. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

1. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
2. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

1. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
2. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers

understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

1. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
2. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

1. select and use culturally responsive methods for evaluation of outcomes; and
2. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

MSW Program Specialized Micro Learning Outcomes

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to

ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- Demonstrate professional use of self as a social worker, reflecting knowledge of personal professional strengths, limitations, challenges, and cooperatively resolving interpersonal conflicts.
- Demonstrate ethical use of advanced modalities in practice and any related technological applications in the micro field of social work.
- Recognize and manage ethical violations and resolve conflicting ethical obligations.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- Articulate human rights violations the client and client's system are experiencing, including environmental and economic issues that endanger the health of the client system.
- Demonstrate understanding of the impact of intersectionality of marginalized identities, systemic racism, and associated oppressions and plan practice accordingly.
- Demonstrate ways in which social workers can advocate for human rights at the individual, family, group, organizational, and community system levels as it relates to the micro field of social work practice

Competency 3: Engage in Anti-racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political,

racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- Understand and demonstrate an understanding of anti-racism practice at the individual, group, organizational, community, research, and policy levels that will allow for diversity, equity, and inclusion practice in the micro-level field of social work.
- Demonstrate an understanding of discrimination patterns in society and how micro-level oppression impacts micro-level social work practice regarding race, class, gender, sexual orientation, gender identity, ability, age, and any other social categories in which oppression occurs.
- Demonstrate the ability to formulate how an anti-racist practice will advance the client and client system's human rights.

Competency 4: Engage In Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- Demonstrate understanding of and be able to contribute to the evaluation of social research regarding advanced micro practice.
- Critically evaluate and select potential practice models relevant to the client's systems.
- Use their experience from their internship or practicum placement to identify real-life challenges and address the practical needs of clients
- Engage in partnerships with experienced social workers to help bridge the gap between theory and practice and broaden knowledge of social work practice as it relates to the micro field of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rightsbased, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and

communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- Communicate to stakeholders and policymakers the implications of policies and policy change in the lives of clients.
- Conduct and design a plan for organizational analysis and change, working with relevant constituencies to evaluate interventions that impact clients and communities utilizing best practice models reflecting social work values, ethics, and the organization's mission.
- Collect, maintain, interpret, and analyze data from both internal and external organizational environments, the community of stakeholders, and diverse client groups to identify and prioritize social problems.
- Recognize how oppression and social injustice affect client groups, organizations, and communities and intervene proactively for human rights and justice.
- Understand strategies and techniques for advocating at local, state, and federal levels in policy development.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- Apply culturally appropriate resources available to assist with problem-solving.
- Recognize and describe self-reflective competency in identifying bias, countertransference, and potential microaggressions when engaging diverse client systems.
- Implement and describe the use of reflective listening tools when needed to engage and empower members of families and groups.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social

workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- Collect and organize data to support their professional decision-making as well as demonstrate critical thinking to interpret information from clients and constituencies.
- Illustrate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies, understanding the lack of political neutrality in their work.
- Exemplify a process in which mutually agreed-on intervention goals and objectives are generated based on the critical assessment of strengths, needs, and challenges within clients and constituencies in their social environment; and
- Convey a deeper understanding of how to select appropriate intervention strategies informed by assessment, research knowledge, and values and preferences of clients and constituencies through the exercise of antiracist practice principles.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- Practices self-reflective understanding of the professional use of self in interventions with diverse types of client systems in order to understand and challenge oppressive social forces as well as to avoid perpetuating racist biases, microaggressions, and disempowerment of clients.
- Use supervision and consultation appropriate to developing skills for advanced and interdisciplinary practice.
- Demonstrate an ability to intervene collaboratively and collectively with clients in choosing treatment plans and their implementation.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual

frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- Demonstrate understanding of the logic and method of single case evaluation of practice from diverse theoretical and methodological perspectives.
- Competently demonstrate case evaluation, including identifying problems and their resolution, the fulfillment of goals co-identified with client, and managing systemic problems that impinge on client well-being.
- Demonstrate competence in incorporating client feedback processes in planning and carrying out the intervention plan.

MSW Program Specialized LMMP Learning Outcomes

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- Practice self-reflection and self-evaluation in working through competing personal and professional values.
- Apply an anti-racist and anti-oppressive framework to macro practice decision-making, considering NASW and IFSW ethical codes, research and practice-based knowledge, and applicable legal and policy information.
- Promote policies for organizational, community, and policy change that reflect social work values and challenge inequities.
- Demonstrate an understanding of social work supervision as an accountability mechanism in supporting ethical and professional social work practice.
- Identify discrimination and marginalization and prioritize the voices of affected populations.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- Integrate knowledge of international human rights conventions and covenants, as well as human rights theories and frameworks, into practice that addresses social, economic, and environmental justice.
- Critically examine the political process to participate in organizational, community, and policy change addressing human rights and social justice
- Identify human rights and justice issues of clients and constituents.
- Develop strategies to address human rights and justice issues and to evaluate outcomes with key stakeholders.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- Demonstrate proficiency in choosing and using a variety of communication styles to engage with people of various political ideologies, religious and cultural backgrounds, and points of view.
- Create engagement strategies that are inclusive and consider systems of power and intersectional identities, including areas of racism, sexism, nativism, etc.

- Recognize the discrepancies that may arise between respecting cultural differences of clients and constituencies and the Universal Declaration of Human Rights
- Develop leadership and other teams that reflect the diversity of the communities in which they work.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- Critically analyzes research results on best practices in management and supervision from a variety of disciplines.
- Develop research questions with input from stakeholders and analysis of how the research process may impact, both positively and negatively, clients, programs, organizations, communities, and/or policies. Intentionally include the voices and experiences of those most affected by any type of inequality into the research process
- Critically analyze research findings and practice models to inform practice at all levels of macro practice, including teams, organizations, community, and policy
- Identify possible barriers and resistance to the conduct and dissemination of research, as well as any ethical, political, and other dilemmas that may arise.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- Communicate to stakeholders and policymakers the implications of policies and policy change in the lives of clients.
- Conduct and design a plan of organizational analysis and change, working with relevant constituencies, to evaluate interventions that impact clients and communities utilizing best practice models reflecting social work values, ethics, and the mission of the organization.
- Collect, maintain, interpret, and analyze data from both internal and external organizational environments, the community of stakeholders and diverse client groups to identify and prioritize social problems.
- Recognize how oppression and social injustice affects client groups, organizations and communities and being proactive in intervening for human rights and justice.
- Understand strategies and techniques for advocating at local, state, and federal levels in policy development.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- Demonstrate ability to identify a comprehensive range of stakeholders in the relevant practice setting: organization, community, and/or policy.
- Demonstrate self-awareness and professional behavior in engaging with individuals, teams, community groups and organizations.
- Demonstrate verbal, written, and digital skills to engage multiple, diverse constituencies.
- Understand and demonstrate effective group and team facilitation and mediation process skills that facilitate engagement and collaboration.
- Define and recognize their own and others' leadership skills to effectively promote stakeholder engagement and change.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations,

and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- Analyze power distributions to identify influential decision-makers, whether formal or informal, among individuals, teams, organizations, communities, and other institutional entities
- Identify and create mezzo and macro interventions based on an assessment and analysis of assets, needs, benefits, service gaps, rights, and power and resource distributions.
- Demonstrate ability to collaborate with stakeholders throughout the assessment process.
- Analyze collected data and communicate summaries of the data in written and oral form as appropriate.
- Present options for intervention based on data-informed assessments.
- Articulate the benefits and drawbacks of various metrics, analytical methods and tools, and data sources (primary & secondary, quantitative & qualitative)

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- Articulates ethically sound, social work value-centered supervision strategies for employees, including performance reviews and corrective action plans.
- Engage with stakeholders in the identification of issues and policies that impact individual well-being and the communities and organizations that support them.
- Mobilize constituents to participate and lead in issue analysis and formulation of corresponding advocacy agendas with effective strategies and tactics to advance meaningful change for social justice, equity, and inclusion.
- Participate in coalitions, networks, professional associations, and community based organizing efforts to leverage political capital to challenge unjust structures of power and effect positive change.
- Formulate and persuasively communicate cogent arguments through effective written and oral formats that reach diverse audiences and utilize varied platforms.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- Demonstrate ethical knowledge and awareness of evaluation guidelines that can be employed in assessment of practice and ensure confidentiality of engaged participants.
- Comprehend evaluation norms, benchmarks and guidelines as approved by NASW and CSWE that allow accurate and impartial assessments at all levels of social work practice.
- Illustrate comprehensive knowledge of human rights-based understanding of evaluation design, methods, approaches, and analysis that can be applied in simple to complex settings within social work mezzo and macro policy and organizational environments.
- Distinguish, explain, and apply various types of theories of change and logic models to understand systems thinking to identify and facilitate growth-oriented evaluative mindsets among all stakeholders.