SOWK 497
Major Honors
Messiah University Social Work Program
Course Syllabus

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Mission of the Social Work Department at Messiah University

The mission of the Social Work Department at Messiah University is to offer a professional degree with a strong liberal arts foundation that prepares graduates for generalist social work practice at the entry level and/or prepares them for graduate study. Guided by the accreditation standards of the Council on Social Work Education (CSWE), the program integrates principles of the Christian faith with social work values, knowledge, and skills, along with a commitment of respect for diversity and the enhancement of social and economic justice for all people.

Definition of the Generalist Social Work Perspective

The Messiah University Social Work Program incorporates the use of a generalist perspective to assist students in developing a model of practice. Generalist social work practice includes knowledge, abilities, skills, and values that: 1) build on a liberal arts orientation, 2) incorporate systems, strengths, and person-in-environment perspectives, 3) are applicable among the multiple fields of practice and practice settings, 4) are relevant to all client systems (individual, family, group, organization, community). A generalist social worker utilizes a multidimensional framework that 1) incorporates a problem solving approach, 2) involves self-awareness, respect for diversity and a commitment to social/economic justice, 3) draws from various theoretical frameworks and intervention models, 4) views human behavior in the context of the social environment, 5) recognizes the potential for change.

Course Description

Independent research program for students who have a strong academic record. Overall GPA of 3.5 and departmental approval required for enrollment.

Required Text

Primary readings will be related to the bibliography and research completed for this project.
Faculty/Student will identify and receive approval for a specific reading related to integration of faith and practice.

Major Competencies as Identified by Accreditation Standards (CSWE) and Messiah Social Work Department

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Competency 10: Apply Christian faith development principles to inform and guide professional and ethical practice

Connection of Course Objectives to Course Assignments and Social Work Competencies

COURSE OBJECTIVE 1: To develop and implement an honors level project that connects the field of social work to real life situations at an advanced competency level through utilizing critical thinking and problem-solving skills in addressing complex social work issues.

Competency 1
Assignment 1: Student will develop a research paper that examines a real-life social work issue being addressed within a community context.

COURSE OBJECTIVE 2: To develop and assess specific social work competencies in the implementation of an honors project to demonstrate the connection between honors level work and advanced social work practice.

Competencies 2, 3, 4, 5, and 6

Assignment: Student will complete a self reflection of social work competencies at the generalist level and will develop a minimum of advanced skills to be achieved through this project (a minimum of four competencies, three dimensions each).

COURSE OBJECTIVE 3: To practice social work through engaging, assessing, intervening and evaluating with individuals, families, groups, organizations and communities to enhance the ability to practice social work at an honors level.
> **Competency 7, 8, and 9**
> **Assignment:** Student will engage in a set number of field practice hours demonstrating advanced skills in engaging, assessing, intervening and evaluating with individuals, families, groups, organizations and communities.

COURSE OBJECTIVE 4: To critically examine one's faith in the context of social work practice and addressing complex social work issues.
> **Competency 10**
> **Assignment:** Faculty/Student will identify a specific reading related to faith development and utilize that reading as a foundation to critically evaluate how understanding and practicing one's faith enhances understanding and addressing complex social work issues.

Course Expectations and Assignments:

1. Student will develop a research paper that examines a real-life social work issue being addressed within a community context. The research paper will include an introduction, literature review of the issue, specific research on the target population and best practices, results and recommendations, discussion/conclusion, and references. **(400 total points)**
   a. Research on issue (100 points)
   b. Demonstration of professionalism through meeting timeline expectations related to completion of research (100 points)
   c. Connecting to real life issue within a specific community context (100 points)
   d. APA and professional writing (100 points)
2. Student will complete a self-reflection of social work competencies at the generalist level and will develop a minimum of advanced skills to be achieved through this project (a minimum of four competencies, three dimensions each). This assignment will include a plan for project sustainability (plan for SOWK498 or sustainability once honors project is completed). **(300 total points)**
   a. Self-reflection and development of advanced competencies to be achieved through this project (100 points)
   b. Assessment of achievement of advanced competencies through bi-weekly meeting and discussion (100 points)
   c. Development and implementation of sustainability plan (100 points)
3. Student will engage in a set number of field practice hours demonstrating advanced skills in engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations, and communities. **(200 total points)**
   a. Student will develop a service-learning contract that identifies specific competencies and related activities that will demonstrate competency attainment (100 points)
   b. Student will develop and gather community partner feedback through rubric to assess competency attainment, assessment of achievement will be assessed through utilizing feedback and bi-weekly discussions to evaluate competency development (100 points)
4. Faculty/Student will identify a specific reading related to faith development and utilize that reading as a foundation to critically evaluate how understanding and practicing one's faith enhances understanding and addressing complex social work issues. **(100 total points)**
   a. Student will develop and submit plan related to completing readings and critically evaluating the connection between faith integration and practice (50 points)
   b. Student will submit written assessment on bi-weekly basis (50 points)

*** Completion of major research project that includes a literature review and high-level research and assessment skills, and will be a minimum of 30-50 pages, along with developing and implementing a plan for advanced competency development, along with completing service hours to demonstrate competency, and to also complete a book reading and evaluation of faith and practice will clearly meet or exceed work and class time requirements for a 3 credit course. Total hours will involve 9-10 hours weekly of student work and classroom learning.

Summary of Required Assignments

1.	*Research*	*400 points*
2.	*Advanced Competency Development*	*300 points*
3.	*Service Learning*	*200 points*
4.	*Faith Development*	*100 points*
	TOTAL POINTS	**1,000 points**

*All social work students will also receive a professional development evaluation at the end of the course.

Course Grading: The final course grade will be based on the following point distribution:

A	930 - 1,000 (93-100%)	C	730 - 769 (73-76.9%)
A-	900 - 929 (90-92.9%)	C-	700 - 729 (70-72.9%)
B+	870 - 899 (87-89.9%)	D+	670 - 699 (67-69.9%)
B	830 - 869 (83-86.9%)	D	600 - 669 (60-66.9%)
B-	800 - 829 (80-82.9%)	F	Below 600
C+	770 - 799 (77-79.9%)		

All assignments must be completed in order for a student to pass the course. **Late assignments may lose up to 5 points per day or a letter grade depending on the assignment (in other words, late assignments will be heavily penalized).**

Writing assignments are expected to reflect University standards for organization, grammar, syntax, and mechanics. All papers MUST be typed, double spaced, and conform to the format of the American Psychological Association (APA) for margins, citations, and references. Each student is response for consulting the current APA Publication Manual for correct format.

Class Expectations:

Attendance
The instructor takes responsibility for monitoring the classroom climate to provide an atmosphere conducive to student learning. This includes serving as a resource and guide for the students' professional learning, ensuring that the classroom offers a safe opportunity for exchange of ideas and opinions and fairly evaluating all student work.
Students are expected to work collaboratively and responsibly apply the principles of professionalism. (The NASW Code of Ethics is the standard for professional behavior). A sincere effort to learn and grow in Christian faith is a key element in the development of the professional self, and is encouraged by the Messiah University Social Work Program.
More than three (3) absences will lower your final grade for the course (each absence counts as 1.5 absences in a Tues/Thurs course). If you must be absent due to illness, involvement in field trips required by other classes, athletic participation, or similar school related activities, you must inform the instructor in advance of your absence. You remain responsible for arranging to submit any written assignments on the due date if you are absent even if you have given advance notice. Absence due to illness, athletic participation, or school related activities will not be considered in the three-absence allowance if you provide a written excuse from a health care provider, proof of athletic event, or notification from the professor/advisor of the school activity.

Writing Standards
Writing assignments are expected to reflect University standards for organization, grammar, syntax, and mechanics. All papers must be typed, double spaced, and conform to the style and format of the American Psychological Association (APA) for margins, citations and references.

Open Door Policy
Interactions with the instructor outside the classroom setting are encouraged. Appointments can be scheduled during regular office hours or during other mutually agreed upon times. Do not hesitate to discuss course content, the field of social work, suggestions, ideas, issues or concerns. Students are also encouraged to discuss the quality of his/her performance with the instructor. If there are questions about the results of tests or assignments, please arrange a time to discuss it in a timely manner.

Academic Integrity Policy
It is the student's responsibility to be aware of and understand the Academic Integrity Policy of Messiah University. I have included a portion of the policy here as published in the Student Handbook to refresh your memory regarding your responsibility for personal integrity in this area. The instructor of this course will uphold all policies related to holding students accountable for violations. Therefore, I would encourage you to read the following information and also refer back to your Student Handbook for more details.

Policy on Academic Integrity
Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah University. These violations include:
- **Plagiarism:** Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources without proper acknowledgement of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.
- **Cheating:** Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam.
- **Fabrication:** Submitting altered or contrived information in any academic exercise, Examples: falsifying sources and/or data, etc.
- **Misrepresentation of Academic Records:** Tampering with any portion of a student's record. Example: forging signature on a registration form or change of grade form.

- **Facilitating Academic Dishonesty:** Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.
- **Computer Offenses:** Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.
- **Unfair Advantage:** Attempting to gain advantage over fellow students in academic exercise. Example: lying about the need for an extension on a paper, destroying or removing library materials, etc.

Use of Inclusive Language

It is important for social workers to begin thinking and communicating in ways that are inclusive of others. Therefore, the following Statement on Inclusive Language taken from Community of Educators Handbook 1:11 has been included to help you understand your responsibility when discussing issues and in writing assignments.

Statement on Inclusive Language

The Messiah University Statement of Philosophy says that we are "committed to quality Christian higher education, and essential to this task is a clear statement of the University's world view – the Christian frame of reference which underlies the specifics of the educational endeavor." Because of our Christian frame of reference and in light of the insight provided by contemporary scholarship into the ways language shapes as well as reflects culture, we have a particular responsibility to use language in ways that do not exclude members of the community, or distort the significance of contributions made by all persons to our historic and present-day experience.

Therefore, the University encourages all members of its community (as well as other persons who are invited to address various forums at University-sponsored functions):

1. To use inclusive language when speaking about or addressing human beings in written and oral communication. Faculty, in making students aware of communication habits reflecting inclusive language, are encouraged to model inclusive language within their classrooms by classroom discourse and in writing assignments. In addition to faculty-student relationships, language awareness is encouraged among and within all levels of administration and staff;
2. To exercise sensitivity in the selection of classroom materials and examples. All students should feel included and recognized in academic discourse. Therefore, we need to include both genders and as much racial, ethnic, and national diversity as possible when selecting texts, when determining curricula, when citing sources, when recognizing contributors to our field, and when providing examples;
3. To use inclusive language in all University documents and publications intended for both internal and external consumption. At all stages of the writing process, writers are encouraged to use inclusive language;
4. To exercise sensitivity about language in worship; and
5. To exercise grace in ways which allow persons to change from traditional habitual language patterns toward more inclusive ones. For some persons, this process will be easier than others. The gospel invites us to change; it does not coerce us. In our relationships with each other, invitation to greater sensitivity in this matter ought to be the norm, rather than the demand for conformity. Here, as elsewhere, legalism is counterproductive.

Limits to Confidentiality

Coursework may at times lead one to talk or write about personal experiences (for a course assignment, course discussion or discussion outside of class time). While highly personal disclosures are never strictly required, such retrospections and/or self-disclosures are generally important in personal and professional growth and will be handled with great care and concern. While confidentiality is taken very seriously when such information is shared, there is no guarantee of confidentiality. In addition there are specific limits to confidentiality of which students should be aware. For example, if a student discloses a violent, hate-based or harassment-related crime (e.g., sexual assault or harassment) to a professor or other faculty member that has occurred on campus, adjacent to campus, and/or at a university sponsored event, that faculty member is required to report the crime or assist the student in reporting the crime to the Department of Safety and/or the police. If *anyone* on campus becomes aware of a crime involving a minor (less than 18 years of age), the crime must be reported immediately to the Department of Safety or the police (e.g., writing about a child that is being abused). Depending on how long ago and egregious the crime, a judgment call may be made as to the necessity of reporting, which may be initially discussed with Student Affairs, the Dept. of Safety, and/or Human Resources without identifying information (exception: sexual assault of a minor must be reported regardless of the timeframe). Once the crime is reported, the student has the right to request confidentiality, in which case the investigation would proceed without reference to the victim. If a student chooses to write or talk about experiences as a child from the past outside of Messiah University (that are not present, ongoing experiences), the faculty may still decide or be required to report, depending on a multitude of factors. The faculty may choose to discuss with the student any emotional, moral and ethical considerations in choosing to address or not address the issue (appropriate referrals for counseling or mental health treatment may be considered when applicable as well). In addition, faculty may be bound by professional and/ or ethical duties to report as discussed within the Social Work Code of Ethics, and state and local laws. If you have questions or concerns related to this policy, you are encouraged to discuss these with your professor prior to any disclosure that you may choose to make.

Americans with Disabilities Act

Any student whose disability falls within ADA guidelines, should inform the instructor within the first two weeks of the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements of this course. Students must register documents with the Office of Disability Services (Hoffman 101). If you have any questions call extension 5387. After the first class meeting, please make an appointment to see me to discuss any needed accommodations. This will help assure privacy while discussing unique student needs.

Cell Phones and Electronic Devices

Students are expected to turn off all cell phones and other electronic devices during the duration of class unless they are being used specifically for the class activity or discussion. Students who bring computers to class are expected to only use the computers for classroom learning. Technology is an essential part of today's learning environment. However, technology, **when used inappropriately, can also hinder learning**. Most students have,

at some point, sat next to students who use their laptops or PDAs in class to check e-mail, talk to friends, instant message, search the internet or play on-line games. Unfortunately, such activity is distracting to both the student engaged in it and to those sitting nearby. As a result, classroom learning decreases. To combat this problem, this professor has implemented the following policy: ***Using laptops, PDAs or other portable electronic devices in class to legitimately take notes or work on faculty directed class projects is allowed, but all other use of laptops , PDAs or other portable electronic devices in class is prohibited unless otherwise indicated by the professor***. Please respect your fellow students and the professor and abide by this policy. Student violations of this policy will be addressed by the professor and will include the student no longer being allowed to bring these devices to class.

Students are not allowed to use cell phones in the classroom. Please make sure that your cell phone is turned off as you enter the classroom and keep cell phones appropriately stored.

Course Outline

Note: A tentative schedule for this course is indicated below. This outline is a guide and may be altered as needed.

Week	Content
Week ONE	IN person meeting/ supervision: Completion of Plan and paperwork submission
Week TWO	In person meeting/ supervision: Review of Timeline Completion of schedule for Meeting course objectives 1,2,3,4 and incorporated into course schedule
Week THREE	Submission of work for review Student to complete service learning hours as part of project
Week FOUR	In person meeting/ supervision: Review of Timeline- discussion of progress on research, competency development, service learning and faith development Student to complete service learning hours as part of project
Week FIVE	Submission of work for review Student to complete service learning hours as part of project
Week SIX	In person meeting/ supervision: Review of Timeline- discussion of progress on research, competency development, service learning and faith development Student to complete service learning hours as part of project
Week SEVEN	Spring Break, NO CLASS
Week EIGHT	In person meeting/ supervision: Review of Timeline- discussion of progress on research, competency development, service learning and faith development Student to complete service learning hours as part of project
Week NINE	Submission of work for review Student to complete service learning hours as part of project
Week TEN	In person meeting/ supervision: Review of Timeline- discussion of progress on research, competency development, service learning and faith development Student to complete service learning hours as part of project
Week ELEVEN	Submission of work for review Student to complete service learning hours as part of project
Week TWELVE	In person meeting/ supervision: Review of Timeline- discussion of progress on research, competency development, service learning and faith development – Review of objectives 2,3,4 Submission of Final Research paper for review by research panel for feedback objective 1 Student to complete service learning hours as part of project
Week THIRTEEN	Panel feedback
Week FOURTEEN	In person meeting/ supervision: Review of Timeline- discussion of progress on research, competency development, service learning and faith development - Final Research Submission
Finals Week	

SOWK497/498 Honors   Name:_____ Date_____

Agency:_____Supervisor:_____Phone#_____

Record of Placement Hours:

--Date--	Time Arrive	Time Leave	Total hours	Running Total	Activities
9/5/2022	7:00pm	9:00pm	2 hours	2 hours (add hours each week)	Facilitated community engagement committee meeting (example only)

* Turning in this signed Record of Placement Hours Sheet verifies hours you have spent at the agency to fulfill course requirements.

Competencies and Dimensions (Revised 1-25-2018)

	Knowledge	Values	Skill	Cognitive Processes	Affective Processes
Competency 1: Demonstrate Ethical and Professional Behavior	Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers understand laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.	Social workers understand the value base of the profession and its ethical standards. "Social workers elevate service to others above self-interest (NASW, 2008)".	Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.	Social workers recognize personal values and the distinction between personal and professional values when demonstrating ethical and professional behavior.	Social Workers understand how their personal experiences and affective reactions influence their professional judgment and behavior.
Competency 2: Engage Diversity and Difference in Practice	Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class,	"Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to	Social workers recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize,	Social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients	Social Workers understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand

	color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination. Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.	enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession (NASW, 2008)".	alienate, or create privilege and power. Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.	and constituencies.	how personal experiences and affective reactions may impact the ability to effectively engage with diverse clients and constituencies
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.	"Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all	Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. Social workers engage in practices that advance social, economic, and environmental justice. Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.	Social workers critically evaluate issues of human rights and oppression.	Social Workers understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand how personal experiences and affective reactions may impact the ability to effectively engage in human rights, and social, economic and environmental justice practices.

	Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.	people (NASW, 2008)" .			
Competency 4: Engage In Practice-informed Research and Research-informed Practice .	Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.	"Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession (NASW, 2008)".	Social workers use practice experience and theory to inform scientific inquiry and research. Social workers also understand the processes for translating research findings into effective practice. Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.	Social workers apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Understand how personal and professional experiences and affective reactions may impact the ability to effectively engage in practice informed research and research informed practice.
Competency 5: Engage in Policy Practice	Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also	"Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to	Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services, and assess how social welfare and economic policies impact the delivery of	Social workers apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Understand how personal and professional experiences and affective reactions may impact the ability to effectively engage in policy practice.

	knowledgeable about policy formulation, analysis, implementation, and evaluation. Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.	needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people (NASW, 2008)".	and access to social services; Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.		
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 diverse individuals, families, groups, organizations and communities. Social workers understand theories of human behavior and the social environment.	Social workers value the importance of human relationships. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers apply theories of human behavior to facilitate engagement with clients and constituencies including individuals, families, groups and communities.	Social workers critically evaluate theories of human behavior.	Understand how professional experiences and affective reactions may impact the ability to effectively engage with diverse 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 with and on behalf of diverse individuals, families, groups, organizations and communities. Social workers understand theories of human behavior and the social environment. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.	"Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities (NASW, 2008)". Social workers value the importance of inter-professional collaboration in the assessment process.	Social workers apply theories of human behavior and the social environment in the assessment of diverse clients and constituencies including individuals, families, groups and communities. Social workers recognize the implications of the larger practice context in the assessment process. Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.	Social workers critically evaluate theories of human behavior and the social environment.	Social workers understand how personal experiences and affective reactions may affect assessment and decision-making

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment. Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.	"Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities (NASW, 2008)". Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.	Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers apply knowledge of human behavior and the social environment to effectively intervene with clients and constituencies. Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.	Social workers critically evaluate theories of human behavior and the social environment to effectively intervene with clients and constituencies.	Social workers understand how their personal experiences and affective reactions may affect their ability to effectively intervene.
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 understand theories of human behavior and the social environment. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social Workers are able to communicate orally and in writing utilizing professional language and style that	"Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities (NASW, 2008)". Social workers value the importance of inter-professional teamwork and	Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers apply theories of human behavior and the social environment in evaluating outcomes. Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.	Social workers critically evaluate theories of human behavior and the environment in evaluating outcomes.	Social workers understand how their personal experiences and affective reactions may affect their ability to effectively evaluate.

	meets competency expectations.	communication in evaluation.			
Competency 10: **Apply Christian faith development principles to inform and guide competent, professional and ethical practice**	Messiah University social work students understand the components of each spiritual discipline and understand how applying each spiritual discipline enhances spiritual development and facilitates becoming a professional, ethical and competent social worker Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.	Messiah University social work students understand the importance of demonstrating cultural competence when applying faith development principles in practice. Messiah University social work students are continually aware of the profession's mission, values, ethical principles, ethical standards along with the values and ethical principles inherent within their faith tradition, and practice in a manner consistent with them. Messiah University social work students "act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated" (NASW, 2008).	Messiah University social work students develop strategies to apply each spiritual discipline in an ethical, professional and competent manner to enhance spiritual growth. Social Workers are able to communicate orally and in writing utilizing professional language and style that meets competency expectations.	Messiah University social work students comprehend, critically evaluate and apply the practice of each spiritual discipline to their daily life, based on their personal understanding of the discipline. Messiah University social work students demonstrate critical thinking when working through tensions between faith and social work practices.	Messiah University social work students understand how their feelings and emotional responses can influence the personal application of each spiritual discipline and the expression of the spiritual discipline with client populations.