

WAYNE STATE  
UNIVERSITY  

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SCHOOL OF SOCIAL WORK

**SW 4997 INTEGRATIVE SEMINAR**

**MASTER SYLLABUS**

**I. COURSE DESCRIPTION**

SW 4997, Integrative Seminar in Social Work, is the capstone course for the BSW Program. This is a fifteen week, required course scheduled in the last semester of the BSW curriculum. Social Work 4998, Field Practice in Social Work II, is a co-requisite. Students use the field experience as the backdrop for assessing their own progress toward entry-level generalist practice. The purpose of the seminar is to facilitate senior students' integration of the BSW educational experience in class and practicum. The seminar meets University requirements for a "writing intensive course" by addressing writing skills of students through instruction and development of a major paper. The course facilitates the students' integration of the components of the professional foundation: values and ethics, diversity, populations at risk and social and economic justice, human behavior and the social environment, social welfare policies and services, social work practice methods, research, and field education.

**II. Course Domain and Boundaries**

This capstone social work methods course is built on three principal assignments and ungraded assignments:

- 1). the integrative paper assignment is focused on the student's reflective examination of her /his experiences in the practicum with the eight components of social work education. This paper is the culmination of the course;
- 2). a portfolio which summarizes the students' academic and professional career and; compiling it helps them to pull together their experiences, readings and goals for future development and group presentations;
- 3). presentations by a team of students who are assigned randomly to work together to present material on one of the foundation areas.

The ungraded assignments are "reflection papers" used at the beginning of the term to help students get started with thinking and writing about their readings and experiences.

Students must demonstrate in written assignments that their values are congruent with social work values and are integrated in their practice with at-risk populations. Students must also demonstrate through their written assignments their understanding of the historical and current purposes of social work and their responsibility as social workers to serve at-risk populations.

The seminar uses the generalist framework to identify client system strengths; particularly from populations at risk. This includes those discriminated against because of age, race, gender, class, disabling conditions, and sexual orientation.

### **III. Course Outcomes:**

#### **Knowledge Objectives:**

1. Students will understand the values congruent with social work and know how to integrate them into practice with at-risk-populations. Students will have knowledge, appreciation and sensitivity for working with persons who are distinguished by race, gender, sexual orientation, ethnicity, national origin, culture, class, religion, physical or mental disability including knowledge of the nature and impact of oppression and discrimination.
2. Students will understand how the code of ethics applies to the students' own behavior.
3. Students will be able to apply and critically evaluate the theoretical and empirical knowledge of generalist social work practice from engagement through the ending phases.
4. Students will understand and appreciate the collaborative process between worker and client in the problem solving process.
5. Students will have an understanding of the process of analyzing services, identifying service gaps, and advocating for needed services, resources and opportunities.
6. Students will understand what skills are necessary in linking people with resources and enhancing existing resources.
7. Students will know how to assess the effectiveness of one's own professional services.
8. Students will have an understanding of the importance of collaborating with others in the assessment, planning, implementation and evaluation of services.

#### **Skill Objectives**

1. Social work values will be reflected in the practice of students.
2. Students will utilize ethical decision making with regard to dilemmas in social work practice.
3. Students will analyze the effect of policies on social work practice and learn to formulate policy that counteracts oppressive practices.
4. Students will identify social work interventions and evaluate outcomes.
5. Students will evaluate research studies, apply research findings to practice interventions, and evaluate their own practice.

6. Students will demonstrate a commitment to ongoing professional development and growth.
7. Students will demonstrate an ability to write professionally, clearly, and concisely using APA guidelines.
8. Students will utilize an ecologically-oriented, strengths-based perspective to guide their assessment and intervention efforts with client systems of various sizes and diversity.
9. Students will utilize culturally sensitive empowerment and advocacy strategies to promote social and economic justice toward enhancing the well-being of their clients.
10. Students will apply communication and professional relationship skills with social work colleagues and those in other disciplines.
11. Students will demonstrate an ability to function within organizations and service delivery systems, use supervision and seek organizational change when necessary.

#### **IV. Role of the Student/Instructor**

The instructor shall adhere to the requirements set forth in the Wayne State University statement regarding teaching responsibilities

Plagiarism:

Plagiarism is cheating. Should a student be found to have plagiarized information, the instructor will follow the guidelines set forth in the Student Due Process Policy.

#### **V. Text**

Cournoyer, B. & Stanley M. (2002). *The social work portfolio: planning, assessing and documenting lifelong learning in a dynamic profession*. Pacific Grove CA: Brooks/Cole.

Coursepak

#### **VI. ORGANIZATION OF THE COURSE**

This capstone social work methods course is built on three principal assignments and un-graded assignments:

- 1). the integrative paper in which the student writes about her/his experience with each curricular component as illustrated in their work in the practicum;
- 2). a portfolio which summarizes the facts of the students academic and professional career and helps them to pull together their experiences, readings and goals for future development and group presentations; and

- 3). presentations by a team of students who are assigned randomly to work together to present materials on a specific aspect of the curriculum.

The un-graded assignments are “reflection papers” used at the beginning of the term to help students get started with thinking and writing about their reading and experiences.

Students must demonstrate in written assignments:

- 1). that their values are congruent with social work values and are integrated in their practice with at-risk populations; and
- 2). their understanding of the historical and current purposes of social work and their responsibility as social workers to serve at-risk populations.

The seminar uses the generalist framework to identify client system strengths; particularly client systems from populations at risk. Generalist practice skills are developed in a progression from micro to mezzo to macro levels of practice.

## VII. COURSE OUTLINE

<b>Session</b>	<b>Content</b>
<b>Session 1</b> Introduction to Seminar Overview of assignments Review of blackboard procedures	
<b>Session II</b> This chapter focuses on various intelligences, including emotional intelligence, psychological type, and preferred learning styles and preferences. The overall goal is to help students to be active, self-directed and collaborative learners.	Exploring your Learning Style Reading: Cournoyer, B. & Stanley M. (2002). <i>Exploring your learning self</i> , (pp. 14-26).  <b>Assignment:</b> Develop a typewritten reflection paper, discussing the application of the concepts listed above. This is a brief “thinking” paper, maximum length is two pages.
<b>Session III</b> Prior Learning Recognition, Assessment, and Integration  In this unit we focus on the generalist framework, ecological perspective, strength-oriented, empowerment based practice and values and ethics. The students will be documenting their knowledge base, content areas, your learning needs and information technology and the utilization	Readings: Cournoyer, B. & Stanley M. (2002). <i>Determining your Social Work Learning Needs</i> , (pp. 27-37)  Patterson, D.A. (2000). <i>Personal computer applications in the social services</i> . Needham Heights, MA: Allyn and Bacon, Chapter 1

<p>of the personal computer.</p> <p>Questions to be answered:          What is your knowledge base?          What is your competence level?          What are your social work learning needs?          How will you utilize technology in your practice?</p>	<p>Code of Ethics of the National Association for Social Workers approved by the 1996 NASW Delegate Assembly and revised by the 1999NASW Delegate Assembly  <a href="http://www.naswdc.org/pubs/code/code/asp">http://www.naswdc.org/pubs/code/code/asp</a></p> <p><b>Assignment:</b>          Prepare a reflection paper responding to the content above.</p>
<p><b>Sessions IV &amp; V:</b>          Diversity Record”</p> <p><b>Group I</b> to present to the class on the readings incorporating the following concepts:</p> <ul style="list-style-type: none"> <li>• Assessment and assessment tools;</li> <li>• Strengths perspective;</li> <li>• Description of at-risk group</li> <li>• Identification of all systems involved in the case;</li> <li>• Role of the client system in assessment;</li> <li>• Values and ethical concerns surrounding client situation;</li> <li>• Clarifying applications of ecological/systems concepts, concepts of human needs and functioning Human development, human diversity, populations-at-risk in your field practicum, particularly assessment and planning intervention conceptualizing a role you can play in advocating for policy change and social and economic justice; and</li> <li>• Identifying learning needs in this foundation area.</li> </ul> <p>Ethnic sensitive practice offers a means by which one can become ethnically competent: be aware of your cultural limitations, be open to cultural differences, make use of the client’s cultural resources, and acknowledge the client’s cultural integrity.</p> <p>Goals for this unit include:</p>	<p>Readings:</p> <p>LeCroy, C.W. (1999). Case studies in social work practice. 2<sup>nd</sup> edition. Pacific Grove, CA: Brooks/Cole, pp237-239 and Case Study 8-6 “Empowering Adolescent Girls in Foster Care: A Short-Term Group</p> <p>Rivas, R.F. and Hull, G.H. eds. (2000). Case studies in generalist practice. Belmont, CA: Wadsworth, “The Case of Trent”, pp 3-5 and “Personal Growth and Self-Esteem through Cultural Spiritualism: A Native American Experience”, pp. 73-79</p> <p>Appleby, G.A., Colon, E., &amp; Hamilton, J. (2001) Diversity, oppression, and social functioning: person-in-environment assessment and intervention. Needham Heights, MA: Allyn and Bacon Ch. 3</p> <p>Web site: NASW Page on Diversity and Equity at  <a href="http://www.socialworkers.org/diversity.asp">http://www.socialworkers.org/diversity.asp</a></p> <p><b>NOTE: DRAFT 1 OF MAJOR PAPER DUE SESSION V</b></p>

<ul style="list-style-type: none"> <li>• Assessing your own diversity-sensitivity and knowledge;</li> <li>• Assessing your knowledge of populations-at-risk and your, commitment to social and economic justice;</li> <li>• Demonstrating use of this knowledge in your field practicum; and</li> <li>• Identifying learning needs in this area.</li> </ul>	
<p><b>Sessions VI &amp; VII</b> Human Behavior and the Social Environment</p> <p><b>Group II</b> to present to the class on the readings assigned</p> <p>In this unit we continue to utilize work groups, discussion forums in reaction to several published debates about HBSE and a case study, reflective essays and the portfolio to review, assess and integrate prior learning in this content area.</p> <p>Goals for this unit include:</p> <ul style="list-style-type: none"> <li>• Adding learning products and self-reflections on your foundation knowledge and skills for carry out multidimensional assessments</li> <li>• Clarifying applications of ecological/systems concepts, concepts of human needs and functioning</li> <li>• Human development, human diversity, populations-at-risk in your field practicum</li> <li>• Particularly in assessment and planning intervention conceptualizing a role you can play in advocating for policy change and</li> </ul>	<p>Reading: Bloom, M. and Klein, W.C. eds. (1997). <i>Controversial issues in human behavior and the social environment</i>. Needham Heights, MA: Allyn Bacon.</p> <p>Debate 15 “Can HBSE classes discuss socially sensitive topics without being labeled ‘politically incorrect’?” pp 214-227</p> <p>Debate 17 “Should HBSE favor social environment theories over theories of individual behavior”, pp 242-254</p> <p>Debate 20 “should HBSE Teach Student to <b>Do</b> anything?” pp.286-297</p> <p>LeCroy, C.W. (1999). Case studies in social work practice. (2<sup>nd</sup> Ed.). Pacific Grove, CA: Brooks/Cole. Case Study 1-2 “Using the ecological model in Generalist Practice: Life transitions in late adulthood”, pp.10-14.</p> <p><b>NOTE : DRAFT 2 OF MAJOR PAPER DUE SESSION VII</b></p>

- social and economic justice
- Identifying learning needs in this foundation area

**Sessions VIII & IX**

Social Welfare Policy and Services

**Group III** to present to the class on the readings below.

In this unit the focus is on how you conceptualize your role in carrying out policy, related functions, including promoting social and economic justice, as you pursue a career in social work. You will reflect on a case study found in Rivas and Hull (2000) as well as experiences from your field practicum

Goals for this unit include:

- Adding learning products and self-reflection on policy analysis and development to your portfolio
- Assessing your knowledge of the policy formation process
- Clarifying how you will address “public issues” and promoting social and economic justice in your practice.
- Demonstrating use of policy-related concepts in your field experience
- Identifying learning needs in this area.

**Session X, XI & XII.**

Social Work Practice and Research: Consolidating Gains from the field experience

**Group IV** to present to the class on the assigned readings

Reading: McInnis-Dittrich, K. Integrating social welfare policy and social work practice. Belmont, CA: Wadsworth, Chapter 8

Rivas, R.F. & Hull, G.H. (2002). Case studies in generalist practice. 2<sup>nd</sup> ed. Belmont, CA: Wadsworth, Case 29 “From Case to Cause: My name is Jess Overton”, pp 204-210.

**Other resources:**

Gilbert, N. and Terrell, P. (1998). Dimensions of social welfare policy. 4<sup>th</sup> edition. Needham, Heights, MA: Allyn and Bacon.

Dolgoft, R. and Feldstein (2000). Understanding social welfare. 3<sup>rd</sup> edition. Needham, Heights, MA: Allyn and Bacon.

**NOTE: DRAFT 3 OF MAJOR PAPER DUE SESSION IX**

Reading:

Bloom, M., Fischer, J. & Orme, J.G. (2003). Evaluating practice: guidelines for the *accountable professional*. 4<sup>th</sup> edition. Boston, MA: Allyn and Bacon “Prologue”

It is time to assess, sort out, pull together clarify/formulate your own practice framework as you apply/applied it in your field experience. It is also time to assess how you utilize research knowledge in your practice. You will need to reflect on your field experiences, readings, and case studies involving micro, mezzo and macro practice as well as research.

Policy Implications:

- Agency/program policies and the merits of them
- Applicable Laws governing service delivery and eligibility
- Values and ethical dilemmas surrounding policy
- Impact on client system
- Ethical dilemmas

Goals for this unit include:

- The student discusses any ethical dilemmas presented during the interaction with the client system including solutions to dilemmas.
- The student analyzes the impact of agency policies and/or macro systems that affect the client system (positively or negatively).
- Intervention/practice implementations
- Description of interventions
  - Report on empirical basis of interventions
  - Value or ethical dilemmas
  - Dilemmas related to service delivery
- Adding learning products and self-reflections to your portfolio which highlight your practice framework
- Assessing your knowledge of and application of the generalist approach and systematic eclectic framework in your field experience
- Clarifying how you use research

Rivas, R.F. and Hull, G.H. (2000). *Case studies in generalist practice*. 2<sup>nd</sup> edition. Belmont, CA: Wadsworth.

Case 12 “In the Best Interest of the child”

Case 15 “Sally’s Saga”

Case 18 “No mad dog looks: Group work and mediating differences”

Case 26 “Generalist Practice at the Organizational level: Participation, Partnership,

and Process

Case 2 “The Case of Trent Revisited: A single subject research design.”

**PORTFOLIO DUE SESSION XI**

<p>knowledge in your practice</p> <ul style="list-style-type: none"> <li>Identifying learning needs for enhancing your practice and utilization of research</li> <li>Preparing a personal learning plan</li> </ul>	
<p><b>Sessions XIII &amp; XIV</b> Wrap up and student evaluation of seminar</p> <p>Evaluate seminar experience Evaluation of own practice or graduate education readiness Student Evaluation of Teaching,</p>	<p><b>NOTE:</b></p> <p><b>FINAL PAPER DUE SESSION XIII</b></p>
<p><b>Sessions XV April 26</b> ACAT administration</p>	

## VIII. ASSIGNMENTS

### Grading:

Reflection Papers	5%
Portfolio	25%
Group Presentations (Case Studies)	30%
Major Paper	40%

<b>95-100 A</b>	<b>90-94 A-</b>	<b>87-89 B+</b>	<b>83-86 B</b>	<b>80-82 B-</b>
<b>77-79 C+</b>	<b>73-76 C+</b>	<b>70-72 C-</b>	<b>69-66 D+</b>	<b>65-63 D</b>

### Portfolio

The portfolio is a well-organized and carefully prepared collection of documents related to one's readiness for professional social work practice. It reflects evidence of an active, self-directed approach to learning and ongoing growth as a social work student or practitioner (Cournoyer and Stanley, 2000).

The format for the social work portfolio:

Cover page  
Submission letter  
Inside title page  
Table of contents  
Introduction

Resume  
Personal statement  
Learning products and self reflective assessments

Summary and appropriate appendixes evaluations, letters of reference and recommendation, personal learning, licenses, transcripts, course syllabi performance appraisals

### **Integrative Paper**

Students write a 25-30 page paper based upon their own work with client systems. The paper is designed to:

- integrate the knowledge, values, and skill base practice, and includes;
- description of the population;
- assessment of client system;
- assessment of agency policy constraints and enhancements;
- identification and analysis of ethical/value questions and issues;
- specification and discussion of evaluation research techniques;
- selection, discussion, and analysis of appropriate theoretical explanations of human behavior and the social environment; social work practice; interventions selected and/or analyzed; social welfare policies and programs; proposed or constraints and enhancements assessed; and changes proposed; where appropriate, populations-at-risk, social injustice, oppression; discrimination, diversity and values and ethics.

Students prepare a draft of each section of the assignment and submit the draft to the instructor for feedback.

#### **Draft 1 Due Session V**

The student selects a case (individual, family, group community) from his or her field experience. The case must come from an at-risk population with whom social workers are involved (women, ethnic minorities of color, physically and/or mentally challenged, gay men and lesbian women, aged, etc.). The student analyzes the basis of client's system's representation as an at-risk population.

The student develops a generalist assessment of the case including data and analysis of effects of membership in the oppressed population group, and an analysis from worker point of view including links to theory base of social work practice including the strengths and limitations (conditions or opportunities and conditions of risk) of the client system use assessment tools to demonstrate.

The student includes a description of the client system's analysis of the problem or situation, i.e. how the client system sees the situation.

The student discusses any ethical dilemmas presented during the interaction with the client system including solutions to dilemmas

#### **Draft 2 Session VII**

The student discusses any ethical dilemmas presented during the interaction with the client system including solutions to dilemmas.

The student analyzes the impact of agency policies and/or macro systems that affect the client system (positively or negatively).

Intervention/practice implementations

Description of interventions

Report on empirical basis of interventions

Value or ethical dilemmas

Dilemmas related to service delivery

#### Draft 3 Session IX

The student discusses any ethical dilemmas presented during the interaction with the client system including solutions to dilemmas.

The student describes intervention strategies called upon during service delivery. This discussion includes identifying the theories from which the intervention strategies were drawn. Further, student will report on the extent to which the interventions, strategies used have been empirically tested.

#### Draft 4 Session XI:

Evaluation of practice:

- Techniques, methodologies to evaluate practice effectiveness
- Case outcome
- Program evaluation
- Methodology appropriate to case
- Values and ethics regarding evaluation

Make sure to include the following sections:

1. The student discusses any ethical dilemmas presented during the interaction with the client system including solutions to dilemmas.
2. The student discusses how she/he evaluated the effectiveness of work with the client system. This implies a thorough discussion of outcomes of the intervention. It also includes a discussion of the appropriateness/correctness of the client system assessment.

Final paper due Session XIII

#### **Group Presentation:**

Students will be divided into 4 groups--each group will discuss in class a unit. Classroom participation is required. Non participation will result in a loss of 2 points per class period. Students are placed into small groups which will facilitate learning from the diverse experiences of each other related to their field placements.

Group I will present Sessions IV & V Diversity

Group II will present Sessions VI & VII Human Behavior and the Social Environment

Group III will present Sessions VIII & IX Social Work Practice and Research

Group IV will present Sessions X and XI Evaluation of Practice

## Reflection Papers:

The purpose of the reflection papers is to help you develop your portfolio. After having read and thought about the content write a brief reflection on your understanding of the material, what you learned from it and its utility for you and what aspects you would like to explore further.

## SW4997 INTEGRATIVE SEMINAR

### GUIDELINES FOR THE FINAL PAPER

**STUDENT:** \_\_\_\_\_

The paper will be graded using the following criteria:

1. **Completeness and thoroughness:**  
Has the student presented issues in such a way that readers unfamiliar with the issues can understand it as well as someone who is knowledgeable about the issues? Are the important issues addressed?
2. **Organization and clarity:**  
Is the paper or presentation organized and written in a logical manner?  
Has the paper been proofread for spelling, punctuation and word choice?  
Has APA format been applied
3. **Originality and Creativity:**  
Has the student used his or her analytical skills to present the content areas in a manner that indicates more than just a restatement of what others have said about the issues?  
Has the student demonstrated an understanding of the content areas (answers questions, makes connections, explains in own words)?  
Are the student's conclusions and recommendations well developed and supported?

## RUBRICS

### MAJOR PAPER

<b>Basis for Grade</b>	<b>Points Available</b>	<b>Points earned</b>
<b>Writing Style</b> points will be give for spelling and overall structure and presentation of the paper and utilization of APA format.	<b>10</b>	
<b>Content Areas</b>		
Psycho-social assessment Include explanation of at-risk group membership; ethical dilemmas	<b>6</b>	
Policy impact on Client Include both positive and negative impact; discuss any ethical dilemmas that	<b>6</b>	

you encounter as it relates to policy		
Theoretical Framework Discussed theories utilized in assessment	<b>6</b>	
Treatment Plan/Intervention Include empirical basis of intervention	<b>6</b>	
Evaluation of Practice Include empirical research to demonstrate effectiveness; discuss dilemmas related to service delivery.	<b>6</b>	
<b>Total</b>	<b>40</b>	<b>/40</b>

Presentation Rubric SW 4997 Integrative Seminar

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Group \_\_\_\_\_  
 Topic \_\_\_\_\_

Presentation Rubric

Basis for Grade	Points Available	Points Earned/Class evaluation	Faculty evaluation
<b>Style</b>			
Audible in all part of the classroom (good volume)	2		
Presents information in a logical manner (verbal organization)	2		
Remains on topic	2		
Maintains “professionalism” – good posture, no fidgeting, not reading from notes	2		
<b>Content</b>			
Demonstrates Knowledge of topic, accuracy, thoroughness	10		
<b>Engagement</b>			
Demonstrates understanding ( answers questions, makes connections, explain in own words	8		
Encourages class participation	2		
Provides handouts	2		
<b>TOTAL</b>	<b>30</b>	<b>/30</b>	

Draft 1	comments
Analyze basis of at-risk designation	
Development of assessment	
Links to theory base including strengths and weaknesses of the assessment tool	
ient system analysis of problem	
Ethical dilemmas	

Draft 4	Comments
Techniques, methodologies to evaluate practice effectiveness	
Case outcome	
Program evaluation	
Methodology appropriate to vase	
Values and ethics regarding evaluation	

## References

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- Brueggemann, W. (2002). *The Practice of Macro Social Work* Belmont CA: Brooks/Cole.
- Carter, B. & McGoldrick, M. eds. (1999). *The expanded family life cycle: individual, family, and social perspectives*. (3<sup>rd</sup> ed.). Needham Heights, MA: Allyn and Bacon.
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- Marlow, C. (2001). *Research Methods for Generalist Social Work*. (3<sup>rd</sup> ed.). Belmont CA: Brooks/Cole.
- \*McInnis-Dittrich, K, *Integrating social welfare policy and social work practice: an empowering approach*. (3<sup>rd</sup> ed.). Belmont, CA: Wadsworth.
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- Unrau, Y., Krysik, J., & Grinnell, R. (2001). *Social Work Research and Evaluation: Quantitative and Qualitative approaches*. (6<sup>th</sup> edition). United States: Peacock.

Weinbach, R. & Grinnell, R. (2004). *Statistics for Social Workers* (6<sup>th</sup> edition) .Needham Heights, MA: Allyn and Bacon.

### **Web Sites**

Code of Ethics of the National Association for Social Workers (approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly)

<http://www.naswdc.org/pubs/code/asp>

Council on Social Work Education Curriculum Policy Statement for Baccalaureate Degree Programs at <http://www.cswe.org>

Social Work Café at <http://www.geocities.com/Heartland/4862>

The New Social Worker's online Career Center at <http://www.socialworker.com>

\* Coursepak Readings.

BSW Objectives/ Integrative Seminar

Objective	Knowledge	Skill
1. Use the ecological systems problem-solving approach for assessing and evaluating human functioning with systems of all sizes to work for social and economic justice		<b>S8.</b> Students will utilize an ecologically-oriented, strengths based perspective to guide their assessment and intervention efforts with client systems of various sizes and diversity.
2. Use theories of human behavior and life span development of individuals, groups, families, organizations and communities, including those supported by empirical evidence, to critically assess human behavior within the social environment.	<b>K3.</b> Students will be able to apply and critically evaluate the theoretical and empirical knowledge of generalist social work practice for engagement through the ending phases.	
3. Apply the generalist social work perspective to practice with individuals, groups, families, organizations and communities.	<b>K3.</b>	
4. Demonstrate knowledge of and ability to analyze how past and present social policy impact various client systems of all sizes.	<b>K5</b> Students will have an understanding of the process of analyzing services, identifying service gaps, and advocating for needed services, resources and opportunities	<b>S3</b> Students will analyze the effect of policies and social work practice and learn to formulate policy that counteracts oppressive practices.
5. Engage in analysis and formulation of social policies that intervene against discriminatory and oppressive systems and that promote social and economic justice.		<b>S3</b>
6. Evaluate research studies, apply research finding to practice interventions, and evaluate own practice.		<b>S5</b> Students will evaluate research studies, apply research finding to practice interventions, and evaluate their own practice.
7. Articulate the values of the profession and their own personal values to analyze ethical dilemmas and engage in ethical decision-making processes.	<b>K2</b> Students will understand how the code of ethics applies to the students' own behavior.	<b>S2</b> Students will utilize ethical decision making with regard to dilemmas in social work practice
8. Engage in culturally sensitive generalist social work practice with diverse and oppressed client populations.	<b>K1</b> Students will understand the values congruent with social work and know how to integrate them into	<b>S8</b> Students will utilize ecologically-orientated strengths-based perspective to guide their assessment and

	practice with at-risk-populations. Students will have knowledge, appreciation and sensitivity for working with persons who are distinguished by race, gender, sexual orientation, ethnicity, national origin, culture, class, religion, physical or mental disability including knowledge of the nature and impact of oppression and discrimination.	intervention efforts with client systems of various sizes and diversity.
9. Apply communication and professional relationship skills with social work colleagues and those in other disciplines.	<b>S6</b> Demonstrate a commitment to ongoing professional development and growth.	<b>S10</b> Apply communication and professional relationship skills with social work colleagues and those in other disciplines.
10. Demonstrate a commitment to ongoing professional development and growth.		
11. Demonstrate an understanding of how discrimination and disenfranchisement impact individuals, groups, families, organizations and communities.		
12. Demonstrate an ability to function within organizations and service delivery systems, use supervision and seek organizational change when necessary.		<b>S11</b> Demonstrate an ability to function within organizations and service delivery systems, use supervision and seek organizational change when necessary.
13. Recognize the global context of social work practice, particularly as the context affects residents in the metropolitan Detroit area.		
14. Use computer technologies to retrieve information and facilitate communication for social work practice.		