

Bachelor of Social Work Integrated Program Matrix

(updated Thursday, January 6, 2005)

University Student Learning Goals & Outcomes	Core Competencies	Program Student Learning Outcomes	Assessment Criteria and Measures	Continuous Improvement
Florida Gulf Coast University	College of Professional Studies	Bachelor of Social Work	Bachelor of Social Work	Bachelor of Social Work
<p>Aesthetic Sensibility: know, understand, analyze, and evaluate the variety of aesthetic frameworks and principles at work; collaborate in projects involving aesthetic awareness/analysis.</p> <p>Culturally Diverse Perspective: know and understand diversity in local/global communities; analyze and evaluate the impact of cultural differences; and participate in projects involving interaction with diverse people, ideas and values (through program outcome 3).</p> <p>Ecological Perspective: know issues of ecological/economic sustainability; analyze and evaluate local & global ecological issues; participate in ecological/ environmental projects (through the University Colloquium IDS 3920).</p> <p>Effective Communication: know principles for effective communication; organize thoughts and compose ideas; and participate in collaborative communication projects (through program outcome 10).</p> <p>Ethical Responsibility: know and understand ethical issues; analyze and evaluate ethical issues in a variety of contexts; and participate in collaborative projects involving ethical analysis and/or (through program outcome 2).</p> <p>Information Literacy: identify and locate sources of information; analyze and evaluate information in a variety of contexts; and participate in collaborative analysis/application of information (through program outcome 9).</p> <p>Problem-Solving Abilities: Understand multi/interdisciplinary nature of knowledge; apply critical, analytical, creative and systems thinking; and work</p>	<p>All programs in the College of Professional Studies link students' learning experiences to the needs of communities and their members.</p> <p>These programs are all designed to meet the College goals:</p> <ul style="list-style-type: none"> • Prepare students to respond in innovative ways to the evolving social, political, economic, and natural environments in which policy-making and service delivery are carried out. • Cultivate an ethic of public integrity and civic engagement in professional, political, and community activities. • Develop an understanding of the multi-cultural and increasingly global contexts within which public problems emerge, as well as an ability to formulate 	<p>Student learning outcomes for the BSW program are:</p> <p>1. Prepares students to apply critical thinking skills within the context of professional social work practice.</p> <p>2: Understand the value base of the profession and its ethical standards and principles, and practice accordingly.</p> <p>3: Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation</p> <p>4: Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.</p> <p>5: Apply the knowledge and skills of generalist social work practice with systems of all sizes.</p> <p>6: Evaluate research studies, apply research findings to practice, and evaluate their own practice.</p>	<p>Critical thinking skills are assessed at several points including the field internship and practice courses. Instructors and field instructors in SOW 4060 and SOW 4061 will maintain records of successful attainment of applied critical thinking skills</p> <p>Instructors in SOW 3036 Social Work and Social Welfare will maintain records of student assessment on social work values and professional ethics.</p> <p>Practice skills are assessed in the four Practice courses SOW 3300, 3322, 4314, and 4332; and in the field internship. Instructors will maintain records of the final assessment in each of these courses.</p> <p>Instructors in SOW 3232 Social Policy will maintain records of successful completion of the final advocacy project demonstrating required knowledge.</p> <p>Field Instructors and Field Director evaluate applied competencies in SOW 4060 and 4061 Field Education I & II and maintain a permanent record.</p> <p>Instructors in SOW Work Research will keep records of the final research project which demonstrates the required research skills.</p>	<p>Initial Assessment: The analysis is based on surveys completed by HUS students. The students expressed confidence in critical thinking abilities and life long learning. There appeared to be less confidence in communicating effectively and working with people from diverse backgrounds. There was medium confidence in knowledge of Human Growth and Development.</p> <p>Use of findings: We are using the information in the assessment to improve the program planning and to make sure the curriculum addresses the gaps. Based on the HUS program assessment, we are implementing the recommendations into the BSW program from the transitional stage. In so doing, we are:</p> <p>a) Reviewing the BSW "Registration packet" with the Registrar office and our academic advisor;</p> <p>b) Establishing new</p>

<p>individually and collaboratively to recognize and solve problems (through program outcome 1).</p> <p>Technological Literacy: Develop knowledge of modern technology; process information through use of technology; and collaborate with others using technology tools.</p> <p>Community Awareness and Involvement: Know and understand relationships between individuals and their communities; analyze, evaluate and assess human needs and practices; and participate collaboratively in community service projects (through program outcomes 4, 6).</p>	<p>interdisciplinary strategies for their identification and resolution.</p> <ul style="list-style-type: none"> • Cultivate the knowledge, skills, and personal attributes required for life-long growth and development. • Integrate multiple, state-of-the-art technologies into the learning environment and develop students' abilities to use technology creatively in their work. • Develop comprehensive field-based experiences linked to individual and community development. 	<p>7: Use communication skills differentially across client populations, colleagues, and communities.</p> <hr/> <p>Critical thinking skills: see program objective 1 above.</p> <p>Communication skills: See program objective 7 above.</p>	<p>Differential communication skills are assessed in the internship (Field Education I & II) and by the instructors in the four Practice courses: SOW 3300 Individuals and Families, SOW 3322 Groups and Communities, SOW 4314 Case Management, and SOW 4332 Community and Organizational Development. Instructors will maintain records of the assessment done in each practice class.</p>	<p>guidelines to assure that the students take the courses in sequence.</p> <p>c) We are reviewing all Human Services and BSW students' transcripts</p> <p>d) The diversity issue has been discussed in faculty meetings and a decision was reached to have diversity imbedded into the BSW curriculum as required by our accrediting body, the Council in Social Work Education;</p> <p>e) We are developing a matrix to ensure diversity is in the content throughout the curriculum;</p> <p>f) The Field Committee has been charged with the task of working with the field supervisors to ensure that the students have the opportunities to work with groups and communities during their internships.</p> <p>i) An Advisory Board actively provides community information on needs and student performance. Students must meet threshold criteria for practice skills and foundation courses before they are permitted to enter the field internship. Problems with students achieving these skills are identified at the field application. An evaluation tool, similar to the tools used for students to evaluate the Master of Social Work program, is also being developed to further validate student learning.</p>
--	--	---	---	--

Program Description

The baccalaureate social work program prepares students for generalist social work practice at a beginning professional level and for graduate education in social work. Social work students, using an ecological and systems perspective, gain knowledge, skills, and values for empowering individuals, strengthening families and communities, and promoting a global civil society based on human rights, social and economic justice, and peace. Social workers use culturally competent research and practice to affect individual and social change with culturally and socially diverse client systems, including individuals, families, groups,

organizations and communities. The 120-credit curriculum provides a two-semester (total 500 hour) internship in social service agencies. The undergraduate program integrates with, but does not duplicate, the FGCU graduate social work program. The BSW program:

- Prepares students for generalist social work practice at a beginning professional level with culturally and socially diverse client systems, in their environments, including individuals, families, groups, organizations and communities;
- Prepares students to develop skills in a professional change process to enhance the well-being of people and to improve environmental conditions;
- Prepares students to promote the values, ethics and goals of the social work profession.

The curriculum is grounded in a liberal arts base that is focused around: (1) generalist social work practice, (2) social welfare policy and planning, (3) human behavior and the social environment, (4) research, and (5) field practicum. Throughout this curriculum, the issues of diversity, culturally competent practice, promotion of social and economic justice, empowerment-based practice with populations at risk, the values and ethics of social work, and the changing knowledge base for social work practice are integrated. Further, students' preparation for practice in this complex changing world is accomplished through the development and promotion of students' critical thinking skills.

Graduates work in public and private settings such as hospitals, child welfare, long-term care facilities, schools, legislative offices, correction facilities, public defender's office, drug and alcohol treatment and rehabilitation facilities upon graduation with job titles such as:

Child Welfare Worker
Community Development
Worker
Corporate Social Worker
Family Preservation Therapist

Gerontological Social Worker
Juvenile Court Worker
Long Term Care Facility Worker
Immigration/Refugee Social
Worker

Medical Social Worker
Probation Officer
Lobbyist
Social Worker
Town Social Services Director

Community Agency Director
Social Service Director, Long
Term Care Facility
School Social Worker