MSW STUDENT LEARNING OUTCOMES

1a. Prepare competent Masters-level profession social workers who at every system level challenge the inequities of existing social, political, economic and cultural institutions and relationships. 1. Articulate and apply value-driven critical thinking skills to diverse theories for practice and theories of practice within the context of the social work profession [primary – SSW 501/502, SSW 505/506, SSW 510/511] (EPAS 3.0.1). 2. Understand the U.N. Declaration of Human Rights as the foundation for Social Work values and our ethical principles and apply them appropriately [primary - SSW 506, SSW 510/511, SSW 520/522] (EPAS 3.0.2). 4. Understand the impact of structural and interpersonal inequities – the forms and mechanisms of oppression - occurring in peoples' lives and apply strategies of advocacy & social change to contest them [primary – SSW 501/502, SSW 505/506, SSW 510/511] (EPAS 3.0.4). 6. Understand the profession's historical development in the context of an inequitable societal structure, its continuing inequitable distribution of resources, and the impact upon people's health and well-being [primary – SSW 505, SSW 501] (EPAS 3.0.5). Advanced Year Student Learning Outcomes: 1. Incorporate their understanding of the population health impact of inequitable societal structures and social positions into IF&G or OCP theories of practice [primary - SSW 552/553, SSW 564/565]. 2. Incorporate the U.N. Declaration of Human Rights and the WHO Definition of Health	D C 1	MSW STUDENT LEARNING OUTCOMES
level profession social workers who at every system level challenge the inequities of existing social, political, economic and cultural institutions and relationships. 1. Articulate and apply value-driven critical thinking skills to diverse theories for practice and theories of practice within the context of the social work profession [primary – SSW 501/502, SSW 505/506, SSW 510/511] (EPAS 3.0.1). 2. Understand the U.N. Declaration of Human Rights as the foundation for Social Work values and our ethical principles and apply them appropriately [primary - SSW 506, SSW 510/511, SSW 520/522] (EPAS 3.0.2). 4. Understand the impact of structural and interpersonal inequities – the forms and mechanisms of oppression - occurring in peoples' lives and apply strategies of advocacy & social change to contest them [primary – SSW 501/502, SSW 505/506, SSW 510/511] (EPA 3.0.4). 6. Understand the profession's historical development in the context of an inequitable societal structure, its continuing inequitable distribution of resources, and the impact upon people's health and well-being [primary – SSW 505, SSW 501] (EPAS 3.0.5). Advanced Year Student Learning Outcomes: 1. Incorporate their understanding of the population health impact of inequitable societal structures and social positions into IF&G or OCP theories of practice [primary - SSW 552/553, SSW 564/565]. 2. Incorporate the U.N. Declaration of Human Rights and the WHO Definition of Health	Program Goals	Student Learning Outcomes
	level profession social workers who at every system level challenge the inequities of existing social, political, economic and cultural institutions and	Foundation Year Student Learning Outcomes: 1. Articulate and apply value-driven critical thinking skills to diverse theories for practice and theories of practice within the context of the social work profession [primary – SSW 501/502, SSW 505/506, SSW 510/511] (EPAS 3.0.1). 2. Understand the U.N. Declaration of Human Rights as the foundation for Social Work values and our ethical principles and apply them appropriately [primary - SSW 501, SSW 506, SSW 510/511, SSW 520/522] (EPAS 3.0.2). 4. Understand the impact of structural and interpersonal inequities – the forms and mechanisms of oppression - occurring in peoples' lives and apply strategies of advocacy & social change to contest them [primary – SSW 501/502, SSW 505/506, SSW 510/511] (EPAS 3.0.4). 6. Understand the profession's historical development in the context of an inequitable societal structure, its continuing inequitable distribution of resources, and the impact upon people's health and well-being [primary – SSW 505, SSW 501] (EPAS 3.0.5). Advanced Year Student Learning Outcomes: 1. Incorporate their understanding of the population health impact of inequitable societal structures and social positions into IF&G or OCP theories of practice [primary - SSW

(Goal 1a. – continued)

- 7. Demonstrate a multi-level awareness of the societal and personal impacts of inequity and cultural oppression on the health of different client systems [primary SSW 564; SSW 552/553, SSW 580/582].
- 10. Demonstrate advanced capacity for reflective critical analysis of individual, agency, and institutional practices [primary SSW 552/553, SSW 564/565, SSW 580/582].
- 1b. Prepare competent Masterslevel professional social workers who at every system level create collaborative, sustainable, healthpromoting relationships across diverse populations and communities.

Foundation Year Student Learning Outcomes:

- 2. Understand the U.N. Declaration of Human Rights as the foundation for Social Work values and our ethical principles and apply them appropriately [primary SSW 501, SSW 506, SSW 510/511, SSW 520/522] (EPAS 3.0.2).
- 3. Integrate values, knowledge, and professional skills to create empowering, collaborative, sustainable, and health-promoting relationships with diverse client systems of all sizes [primary SSW 506, 510/511, SSW 520/522] (EPAS 3.0.3; EPAS 3.0.10).
- 5. Apply knowledge of planned change across diverse populations, without discrimination, and within diverse economic, social and political contexts to social work practice at all system levels [primary SSW 510/511, SSW 520/522] (EPAS 3.0.3, 3.0.6, 3.0.10).
- 7. Understand how to utilize social change strategies to combat and dismantle barriers to human dignity and to promote resource equity and social justice [primary SSW 506, SSW 510/511, SSW 522] (EPAS 3.0.4, 3.0.7).
- 10. Understand people's relationships to their environments, specifically the impact of society's level of distributive justice and people's access to resources necessary for health [primary SSW 501, SSW 505/506] (EPAS 3.0.4, 3.0.7).

(Goal 1b. – continued) Advanced Year Student Learning Outcomes: 2. Incorporate the U.N. Declaration of Human Rights and the WHO Definition of Health as a human right into their understanding of professional social work values and ethics and apply them to advanced social work practice [primary - SSW 552, SSW 564, SSW 580/582]. 3. Integrate their understanding of professional social work values, as articulated by the School's Mission and social work ethics, into advanced practice skills in either the IF&G or OCP areas [primary – SSW 506, SSW 552/553, SSW 564/565, SSW 571, SSW 580/582]. 5. Demonstrate the use of value-driven, theory-informed, and evidence-guided knowledge in their concentration-based practice skill performance [primary - SSW 552/553, SSW 564/565, SSW 571]. 6. Demonstrate empowering advanced practice skills with diverse populations through concentration-based classroom and field performance [primary - SSW 552/553, SSW 564/565, SSW 571, SSW 580/582]. 2. Develop, apply, and evaluate Foundation Year Student Learning Outcomes: value-based, theory-driven and 1. Articulate and apply value-driven critical thinking skills to diverse theories for practice evidence-guided empowering and theories of practice within the context of the social work profession [primary – SSW social work practice. 501/502, SSW 505/506, SSW 510/511] (EPAS 3.0.1). 5. Apply knowledge of planned change across diverse populations, without discrimination, and within diverse economic, social and political contexts to social work practice at all system levels [primary – SSW 510/511, SSW 520/522] (EPAS 3.0.3, 3.0.6, 3.0.10).

510/511, SSW 522] (EPAS 3.0.4, 3.0.7).

7. Understand how to utilize social change strategies to combat and dismantle barriers to

human dignity and to promote resource equity and social justice [primary SSW 506, SSW

(Goal 2 – continued)

- 8. Critically utilize theoretical frameworks supported by empirical evidence to understand human development and behavior from a life course perspective, including similar and differential challenges faced across the life span [primary SSW 501/502, SSW 503/504] (EPAS 3.0.1, 3.0.7, and 3.0.9).
- 9. Formulate and gather evidence-based research to analyze, develop, and influence social policies [primary SSW 501, SSW 503/SSW 506] (EPAS 3.0.8, 3.0.9).
- 12. Develop self-reflective practice through professional and personal growth [primary SSW 501, SSW 510, SSW 520/522] (EPAS 3.0.11).
- 13. Function as leaders and activists for social change, equitable social structures, and health promoting practices across service delivery systems [primary SSW 506, SSW 511, SSW 522] (EPAS 3.0.12).

Advanced Year Student Learning Outcomes:

- 3. Integrate their understanding of professional social work values, as articulated by the School's Mission and social work ethics, into advanced practice skills in either the IF&G or OCP areas. [primary SSW 506, SSW 552/553, SSW 564/565, SSW 571, SSW 580-582].
- 4. Demonstrate advanced practice skills that incorporate the School's Mission in either IFG or OCP field sites [primary SSW 552/553, SSW 564/565, SSW 580/582].
- 5. Demonstrate the use of value-driven, theory-informed, and evidence-guided knowledge in their concentration-based practice skill performance [primary SSW 552/553, SSW 564/565, SSW 571].
- 8. Demonstrate a critical capacity to evaluate practice at the individual and organizational levels, including the impact of changes in the social context influencing agency practices [primary SSW 504, SSW 552/553, SSW 564/565].

(Goal 2 – continued)

- 9. Demonstrate the capacity to design and produce advocacy strategies to address systemic inequity and its impact on clinical and social outcomes [primary SSW 506, SSW 564/565].
- 10. Demonstrate advanced capacity for reflective critical analysis of individual, agency, and institutional practices [primary SSW 552/553, SSW 564/565, SSW 580/582].

3. Provide leadership to advance equitable social structures, practices, and relationships to promote human health and well-being.

Foundation Year Student Learning Outcomes:

- 7. Understand how to utilize social change strategies to combat and dismantle barriers to human dignity and to promote resource equity and social justice [primary SSW 506, SSW 510/511, SSW 522] (EPAS 3.0.4, 3.0.7).
- 9. Formulate and gather evidence-based research to analyze, develop, and influence social policies [primary SSW 501, SSW 503/SSW 506] (EPAS 3.0.8, 3.0.9).
- 11. Function as leaders and activists for social change, equitable social structures, and health promoting practices across service delivery systems [primary SSW 506, SSW 511, SSW 522] (EPAS 3.0.12).

Advanced Year Student Learning Outcomes:

- 7. Demonstrate a multi-level awareness of the societal and personal impacts of inequity and cultural oppression on the health of different client systems [primary SSW 564; SSW 552/553, SSW 580/582].
- 8. Demonstrate a critical capacity to evaluate practice at the individual and organizational levels, including the impact of changes in the social context influencing agency practices [primary SSW 504, SSW 552/553, SSW 564/565].

(Goal 3 – continued)	9. Demonstrate the capacity to design and produce advocacy strategies to address systemic inequity and its impact on clinical and social outcomes [primary - SSW 506, SSW 564/565].
	10. Demonstrate advanced capacity for reflective critical analysis of individual, agency, and institutional practices [primary - SSW 552/553, SSW 564/565, SSW 580/582].
	11. Demonstrate the capacity to use multi-level forms of community-based participatory research to frame clinical and policy issues for advocacy actions [primary - SSW 506, SSW 564/565].