

*University of Tennessee College of Social Work
Masters Program Competencies*

1. Values & Ethics

Upon graduation, students will be able to:

- 1.1 Apply the core values and ethical standards of the social work profession (based on the NASW Code of Ethics and the International Federation of Social Work Code of Ethics) in all their professional roles (e.g., student, practitioner, supervisor, administrator) and in settings with diverse constituencies across multiple systems.
- 1.2 Identify personal values and implement a plan for tolerating ambiguity while resolving ethical conflicts and discrepancies between personal and professional values in order to act in the best interests of clients.
- 1.3 Identify conflicts/discrepancies between professional values/ethics and legal issues and articulate a plan to resolve those conflicts/discrepancies in order to act in the best interest of clients.
- 1.4 Recognize and resolve conflicts between one's ethical obligations to clients and the mission, policies and/or service delivery system of one's employing agency.

2. Populations At-Risk and Social Justice

Upon graduation, students will be able to:

- 2.1 Explain the factors that contribute to and constitute being at risk across the lifespan and how they affect client systems.
- 2.2 Describe different worldviews held by various populations-at-risk and recognize the social worker as a life long learner of the issues affecting at risk populations' life experiences.
- 2.3 Critically analyze the concepts of distributive justice, human and civil rights, and the global interconnectedness of oppression.
- 2.4 Articulate how group membership influences people's access to resources and social and economic justice and the advancement of basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.
- 2.5 Articulate how a more privileged or unprivileged status affects group membership.
- 2.6 Evaluate methods of advocacy and social change at all social system levels that can be used to promote social and economic justice, combat discrimination and oppression, and increase access to resources.

3. Diversity

Upon graduation, students will be able to:

- 3.1 Engage in behaviors that demonstrate understanding, affirmation and respect for differences and strengths within and across cultures.

- 3.2 Articulate their belief systems regarding different cultural identities, evaluate the effects of these belief systems on their social work practice, and develop a plan for addressing those not congruent with social work values.
- 3.3 Assess the multiple cultures within client systems and how these different cultures intersect to affect client system identity, including worldview, behaviors, values, and feelings.
- 3.4 Assess cultural strengths, resources, and natural support systems, and effectively employ them when working with client systems.
- 3.5 Develop a process for learning about different cultures and developing cultural competence in working with them by engaging the client as informant.
- 3.6 Assess barriers to culturally relevant service-delivery for client systems, advocate for culturally relevant services and programs for clients, and facilitate the adoption of these service delivery systems.

4. Critical Thinking/Evidenced-Based Practice

At Upon graduation, students will be able to:

- 4.1 Analyze the influence and implications of cultural, geographic community, gender based, religious, political, ideological and other identities and orientations on thinking about social issues and concerns.
- 4.2 Identify personal biases and the appropriate use of self in the process to formulate professional judgments and conclusions.
- 4.3 Employ a scientific analytic approach to rigorously, critically, and open-mindedly investigate, analyze, synthesize, and interpret available primary and secondary data and research findings, evaluation outcomes and other information toward formulation of professional judgments and conclusions.
- 4.4 Identify and question assumptions in professional discourse and reject stereotypes and “knee-jerk” liberal and conservative views.
- 4.5 Define and articulate evidence-based practice, its steps and relationship of critical thinking to SW learning and knowledge.