

STUDENT MANUAL

Social Work BSW Program

Brigham Young University-Idaho

2018

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**Brigham Young University-Idaho
Social Work Undergraduate Program**

Administration and Staff

Department Chair Sociology/Social Work Department	Nathan Meeker 132 C Ricks (208) 496-4161 E-Mail: MEEKERN@BYUI.EDU
Social Work Program Director	Paul Roberts, PhD, LCSW 132 D Ricks (208) 496-4159 E-Mail: ROBERTSP@BYUI.EDU
Field Work Director	Grover Wray, PhD, LMSW 132 K Ricks (208) 496-4165 E-Mail: WRAYG@BYUI.EDU
Field Work Liaison	Gale Mattson, LMSW (208) 524-1181 MATTSONG@BYUI.EDU
Office Manager Sociology/Social Work Department	Karri Tingey 132 Ricks (208) 496-4151 E-Mail: TINGEYK@BYUI.EDU
Instructor	Steven Hay MSW, PhD. 110 M Ricks (208) 496-4157 E-Mail: HAYS@BYUI.EDU
Instructor	Richard Whiting, PhD, LCSW 132 J Ricks (208) 496-4164 E-Mail: WHITINGR@BYUI.EDU

Brigham Young University-Idaho Social Work Program

Mission

The mission of the Brigham Young University-Idaho Social Work program is to support the overall mission of BYU-Idaho, and the Church of Jesus Christ of Latter-day Saints by helping students of diverse interests and abilities:

- Learn to exhibit faith in Jesus Christ as a principle of power and action, accept responsibility for learning, exhibit integrity, and become leaders in their families, profession, and community.
- Understand the social work values of the importance of human relationships, the dignity and worth of individuals as it relates to learning to love, serve and teach one another and understand the importance of all other social work values.
- Become aware of how the person-in-environment framework, global perspectives, diversity, poverty, human rights issues, political contexts, economic contexts, social contexts, cultural contexts, demographic contexts, and global contexts relate to person-environment transactions.
- Use scientific inquiry and technology to strive to strive for environmental, economic, and social justice, to eliminate poverty, enhance the quality of life for all persons on a local and global level, and prepare to work within the context of their client's specific cultures.
- Develop the social work knowledge, values, and skills necessary to be competent, compassionate, effective, and Christian service oriented professional social workers at the generalist social work practice level with individuals, groups, families, organizations, communities and society.
- Use and integrate social work historically grounded purposes, philosophy, knowledge, values, supervision, consultation, scientific inquiry, and skills to promote human and community well-being, human rights, understand diverse groups, provide leadership in the development and evaluation of social policy and social service delivery systems, and to provide leadership in professional social work employment and in their roles as parents and citizens.

Program Goals

1. Encourage students to exercise faith in Jesus Christ to guide their efforts in learning, leading, and serving others.
2. Prepare students to apply social work values in practice.
3. Teach students to understand the application of theory.
4. Prepare students to use scientific inquiry, theory, and practice to advocate for social justice.
5. Prepare students to become competent and effective professional generalist social work practitioners who exercise faith in Jesus Christ.
6. Prepare students to use knowledge, values, and skills to promote the wellbeing of individuals, groups, and communities.

Program Competencies

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice

3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities
10. Integrate generalist social work practice and Christian service
11. Prepare for practice in specific areas of social work

For a complete explanation of each competency, see Appendix A.

Admissions Process to the Social Work Program

Application is required for admission to the BYU-Idaho Social Work Program. Successful applicants must meet the following criteria:

1. Complete the entire BYU-Idaho Social Work Program application.
2. Demonstrate potential of completion of all foundations education requirements before starting the BYU-Idaho Social Work Program.
3. Cumulative grade point average is at least 2.5.
4. A statement of psychological well-being,
5. Complete these prerequisites with at least a C-, SW 260 and Soc 111 or Soc 112 and these prerequisites with at least a C-, Bio 230 or Bio 264, Psych 111, and Math 221C.

Deadlines for submitting applications are the first Friday in October to start the program in Winter semester, the first Friday in February to start the program in the Spring semester, and the first Friday in May to start the program in the Fall semester. An application can be accessed at <http://www.byui.edu/sociology-social-work/social-work/program-application>

At the discretion of the Undergraduate Social Work Admissions Committee you may be asked to make an appointment for an interview. Please take note that there are limited slots available in the major. Unfortunately, this means that many applicants, some with excellent qualifications, may be denied admission.

Course Work

Once admitted to the program it is recommended you take courses in the following order to avoid conflicts in your schedule and to allow you to complete a field practicum placement.

Course Sequencing		
First Semester:	<ul style="list-style-type: none"> •SW362 Social Work Practice I-Individual •SW 367 Human Behavior in the Social Environment •SW400 Social Work Values and Ethics 	<ul style="list-style-type: none"> •SW466 Social Welfare Policy •Other Required Course* •Other Required Course*
Second Semester:	<ul style="list-style-type: none"> •SW 364 Social Work Practice II-Group •SW 365 Social Work Practice III-Community/Macro •SW 463 Child Welfare 	<ul style="list-style-type: none"> •SW 465 Mental Health •Other Required Course* •Other Required Course*
Third Semester:	<ul style="list-style-type: none"> •SW340 Research Methods •SW464 Diverse Clients 	<ul style="list-style-type: none"> •SW397 Practicum •SW 398 Practicum •Other Required Course*
Fourth Semester:	<ul style="list-style-type: none"> •SW497 Practicum •SW498 Practicum 	<ul style="list-style-type: none"> •Other Required Course* •Other Required Course* •Other Required Course*
<p>This sequencing ensures that Social Work classes listed in the same semester will not have schedule conflicts with one another. It does not guarantee that other required courses will be free of scheduling conflicts in any given semester. It is encouraged that students take as few classes as possible (not more than 14 credits) during their field practicum.</p> <p>*Other required classes include 9 credits of enrichment, 3 credits of adolescent studies (Child 320 or SOC 383), PSYCH 342 (Abnormal Psychology), 3 credits of family studies (SW 311 or SOC 311), 3 credits of substance abuse studies (HS 460 or SOC 420), and 3 credits of Diversity/Special Population (ANTHRO 101, HS 351, INTST 349, INTST 350, PSYCH 310, SOC 323, SOC 395R, SPED 221).</p>		

Social Work Student Organization

Participating in the Social Work Society is an excellent way to meet others interested in social work, share resources, and make a difference in others' lives. You do not need to be a social work major to participate but do need to be a social work major to participate in leadership of the society. The social work society meets together regularly during the semester to address issues such as navigating the social work program, planning for graduate school, leaning about different areas of social work practice, providing service, and networking with others. The society also provides an opportunity to organize and address policy change in the BYU-Idaho Social Work Program. You can get a list of current officer contact information by going to <http://www.byui.edu/societies/social-work-society/contacts>.

Social Work Program Field Education

The field practicum program at BYU-Idaho is an integral part of our generalist social work education and is the capstone experience of the program. The goal of the field practicum is to

integrate academic knowledge with actual experience. Altogether, 500 hours of supervised practicum are required to graduate from the program. In order to qualify for the field practicum, a student must:

1. Be in their last year of social work education and have completed the requisite course work, (professional foundation practice curriculum SW 362, SW 364, SW 365, SW 367, SW400).
2. Be deemed prepared by the BYU-Idaho Social Work Program Field Work director.
3. Qualify for any other criteria defined by the specific agency offering the social work practicum placement (For example, pass a criminal background check).

For additional information about the field practicum, see the Field Practicum Manual (<http://www.byui.edu/sociology-social-work/social-work>)

BYU-Idaho Social Work Program Policies and Procedures

Transfer Credit Policy

The Sociology/Social Work Department Chair makes final decisions about the evaluation of transfer credit for social work required classes. This is done in consultation with the BYU-Idaho Social Work Program Director and the social work faculty who teach the same or similar course as the transfer course. Courses proposed for transfer credit for core BYU-Idaho Social Work Program practice courses (ie SW362, SW364, SW365, SW367, SW400, SW397, SW398, SW497, SW498) must have been taught in a social work program with Council on Social Work Education (CSWE) accreditation and be equivalent to a course taught in the BYU-Idaho Social Work Program. All other courses proposed for transfer credit must have been taught at a regionally accredited institution of higher education, and must also be equivalent to the course taught at BYU-Idaho. The Sociology/Social Work Department Chair also oversees substitutions, waivers, exceptions to major requirements, and graduation applications. This is done on a case by case, course by course basis.

Life or Work Experience Policy

The Social Work department at BYU-Idaho does not grant social work course credit for life experience or previous work experience.

BYU-Idaho Social Work Program Advising Policy

Academic advising and professional mentoring is key to the mission of BYU-Idaho and the BYU-Idaho Social Work Program. It is the responsibility of the BYU-Idaho faculty and staff to provide advising and mentoring when needed or requested by students. Academic advising addresses issues such as course sequencing, meeting course requirements, selecting electives, and improving academic performance. Professional mentoring includes discussing career goals, graduate school opportunities, providing letters of reference, and consulting about employment opportunities.

Procedure

To ensure students have access to adequate information about their education and career, each student admitted to the BYU-Idaho Social Work Program will be provide advising in the following ways:

1. Each student will be sent advising information upon acceptance to the BYU-Idaho Social Work Program.

2. Each student will be invited to participate in a new student orientation upon acceptance to the program.
3. Each student will be assigned a faculty mentor who is a social work instructor.
4. Each student will be provided career advising/mentoring by their assigned faculty mentor and other instructors in the program.

Academic Performance Policy

Academic performance evaluation in the BYU-Idaho Social Work Program follows the same grading system as adopted by the university. Students must complete all social work required courses with at least a C- grade; no D grades are acceptable in the major.

Procedure

Academic performance is evaluated by instructors in each course base on the student meeting the criteria outlined in the course syllabus. Graded assignments are based on course objectives that are linked to program competencies. Students are given regular feedback on their academic performance throughout the semester.

Professional Performance Policy

In addition to in-class assessments of professional performance, the main assessment of student professional performance takes place in the field practicum experience where a practicing professional social worker assesses student accomplishment of program competencies in a practice setting. This final evaluation of a student's professional competence is based on a learning agreement completed by the student at the beginning of the field practicum placement with the field instructor. Evaluation also takes the form of verbal feedback, written feedback, and a grade on the final evaluation.

Procedure

The student, in cooperation with the field instructor, will complete a learning agreement derived from the program competencies. Once the learning agreement is approved by the field director, the field instructor evaluates the student's performance throughout the semester. At the end of the semester, the field instructor completes a final evaluation which results in a letter grade for the field practicum (see Field Practicum Manual p 8).

Student Grievance Policy

The BYU-Idaho Social Work Program adheres to the BYU-Idaho grievance policy and will attempt to resolve any student grievances at the instructor, program, or department level as appropriate. If efforts to resolve student grievances are not successful at the department level, students pursue their grievances at the college or university level.

Informal Grievance Procedure

Students are first encouraged to discuss their grievance with the faculty member or department member against which the grievance is brought. An attempt should be made to resolve the grievance through informal and personal communication with the persons involved. If this attempt at resolution is not successful, a faculty member, not initially involved, is asked to mediate the situation. Both parties involved with the grievance,

must agree on the selection of the mediating faculty member. If resolution is not reached, an appeal may be made using the formal procedure listed below.

Formal Grievance Procedure

If the student's grievance is not resolved by informal and personal communication, the student should file a written grievance as soon as possible, but in no case longer than two weeks from the time of dispute or dissatisfaction with program, faculty, or course assessment. The written grievance should state the exact nature of the grievance, or cause of dissatisfaction, the parties involved, and the nature of the situation. This grievance will be submitted to the social work program director and the department chair. An Ad Hoc formal grievance committee will be established by the department chair and social work program director to hear the appeal. The Ad Hoc formal grievance committee will consist of one undergraduate student and two faculty members. Both parties involved in the dispute or grievance must approve of the appointments made by the program director and the department chair. The faculty member who tried to resolve the dispute or grievance in the informal attempt cannot be appointed to the Ad Hoc formal grievance committee. One of the faculty members appointed to the Ad Hoc committee serves as chair of the committee and votes only in a tie-breaking situation. The Ad Hoc formal grievance committee will hear any information listed in the formal written grievance and any other information related to the formal written grievance presented by the parties involved in the grievance.

After hearing all the information presented, the formal grievance committee's conclusions and recommendations will be submitted in writing, within five days, to all parties involved and to the program director and department chair, unless the program director and/or the department chair is the individual against whom the grievance is filed. In the event the grievance is directed toward the program director, the complaint is handled by the department chair. If the complaint is directed toward the department chair, and/or the program director, it is then forwarded to the Dean of the College of Education and Human Development. The program director and the department chair will notify, in writing, the complainant(s), the faculty involved, and the college dean of their decision within thirty days. All written material will be held in confidence in the department chair's office.

If students are dissatisfied, they can appeal no later than thirty days after the date of the program director and department chair's notification letter of the department's decision. Appeals can be made through formal university channels of administration (See the university [Student Academic Grievance Policy](#)).

Termination from Program Policy

A student may be terminated from the BYU-Idaho Social Work Program for the following 3 reasons:

- (1) Failure to meet university standards resulting in the suspension or dismissal of the student by the university.
- (2) A student may also be placed on probation or be terminated from the program for not meeting the BYU-Idaho Social Work Program academic standards. If a student fails to maintain a 2.0 grade point average in social work course work, they will be placed on

academic probation in the BYU-Idaho Social Work Program. When progress is below 75 percent in completing those social work courses in which they have registered in the most recent semester, they will also be placed on academic probation in the BYU-Idaho Social Work Program. If the student fails to bring their social work grade point average to 2.0 or above or fails to achieve 75 percent progress in two consecutive semesters, they will be suspended from the BYU-Idaho Social Work Program.

(3) A student may be placed on probation or be terminated from the program for not meeting the BYU-Idaho Social Work Program professional performance standards. Students may be terminated from the program if, in the professional judgement of the social work faculty, violations of the professional code of ethics have occurred or there are other professional conduct violations. Violations include but are not limited to:

- Mental health/psychiatric disturbance that, in the professional judgement of the social work faculty, could impair effective professional social work services to future clients (see Statement of Psychological Well-being).
- Unresolved personal issues that, in the professional judgement of the social work faculty, could impair effective professional social work services to future clients.
- Evidence of chemical dependency documented as occurring during the course of study.
- Behavior judged to be in violation of the NASW Code of Ethics.
- Criminal activity (documented evidence) occurring during the course of study.
- Inappropriate behavior and/or an inability to develop interpersonal skills necessary for effective social work practice. This includes relationship with field instructors, faculty, clients, and peers.

If a student is suspended or dismissed from the university they will be terminated from the BYU-Idaho Social Work Program. For reasons other than university suspension or dismissal, prior to termination, the student will be provided with verbal and written notification of impending termination from the social work program.

Academic probation/Termination Procedure

The student will be contacted by their social work advisor to schedule an interview to discuss alternate options to probation and/or termination. If another option is possible, a contract will be drawn up by the student and the advisor which will specify steps to be taken to resolve the problem(s) and will establish a time frame for the accomplishment of the plan. The contract will be submitted to the program director. If the social work student and advisor cannot resolve the issues or need a third party to help with the plan or negotiations, the BYU-Idaho Social Work Program Director will be included in the process. The burden of showing that they have fulfilled the contract will be upon the student. At the end of the time frame stipulated by the contract, another meeting will be held between the student, advisor and the program director to assess if the contract has been fulfilled and whether they will be on further probation or terminated from the program. A written summary of the results of the meeting with a decision regarding probation or termination will be sent to the student.

In the event the student is terminated from the BYU-Idaho Social Work Program and they disagree with the decision, they may appeal the decision. The student will submit a written statement of appeal to the BYU-Idaho Social Work Program Director and the

Sociology/Social Work Department Chair within two weeks of notification of termination regarding areas that she/he needs clarification or re-evaluation. The procedure/process of appeals follows the same procedure as the formal grievance procedure addressed above.

Student Role in Policy development and Modification

Student input on existing and future program policies is encouraged by the BYU-Idaho Social Work Program. Students may propose policy change either as individuals or as an organized group. The BYU-Idaho Social Work Program Director is responsible for evaluating any proposed policy changes.

Procedure

Problems or concerns of the general social work student body can be addressed by the social work student organization in a meeting with the BYU-Idaho Social Work Program Director on an as-needed basis. Proposals for modification of BYU-Idaho Social Work Program Social Work Program policies must be submitted in writing and contain the following: Name of student(s) making the proposal, documentation of the problems with existing policies, a statement of the proposed change, and identification of the pros and cons of the proposed change. Once received, the BYU-Idaho Social Work Program Director will provide a written response within 30 days. The BYU-Idaho Social Work Program Director will consider the following when evaluating proposed policy change. The Institutional policies and procedures and the overall mission of BYU-Idaho override any proposed program policy and procedure changes when in conflict. The proposed program policy and procedure changes must be consistent with the overall social work program mission, goals, objectives and competencies. Proposed policy changes that impact the Sociology/Social Work Department or other organization outside of the BYU-Idaho Social Work Program must be submitted to the department chairman and from there to other appropriate administrators, if necessary, for institutional approval. If proposed policy and procedure changes are found to be in the best interest of the BYU-Idaho Social Work Program and students in the program, it may be approved and implemented. Approved policy and procedure changes will be implemented on a trial basis and made permanent when proven effective.

Appendix A

BYU-Idaho Social Work Program Competencies

Program Competencies

The BYU-Idaho Social Work Program competencies are based on Council on Social Work Education accreditation standards and are summarized below. Students are expected to be proficient in each of these competencies upon completion of the program.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. 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 recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- (1.1) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- (1.2) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- (1.3) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- (1.4) use technology ethically and appropriately to facilitate practice outcomes; and
- (1.5) use supervision and consultation to guide 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, 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 and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- (2.1) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- (2.2) present themselves as learners and engage clients and constituencies as experts of their own experiences; and

(2.3) apply self-awareness and self-regulation to manage the influence of personal biases and values in working 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:

(3.1) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

(3.2) engage in practices that advance social, economic, and environmental justice.

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. They also understand the processes for translating research findings into effective practice. Social workers:

(4.1) use practice experience and theory to inform scientific inquiry and research;

(4.2) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

(4.3) use and translate research evidence to inform and improve practice, policy, and service delivery.

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 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 recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

(5.1) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

(5.2) assess how social welfare and economic policies impact the delivery of and access to social services;

(5.3) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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 value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse

clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

(6.1) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

(6.2) use empathy, reflection, and interpersonal skills to effectively engage 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, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

(7.1) collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

(7.2) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

(7.3) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

(7.4) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention 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 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, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. 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:

(8.1) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

(8.2) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

(8.3) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

(8.4) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

(8.5) facilitate effective transitions and endings that advance mutually agreed-on goals.

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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- (9.1) select and use appropriate methods for evaluation of outcomes;
- (9.2) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- (9.3) critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- (9.4) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 10: Integrate Generalist Social Work Practice and Christian Service

Just as social work has deep roots on religious values as they relate to engaging with and helping others in need, BYU-Idaho also has deep roots in religious values. BYU-Idaho was founded by and continues to be supported by The Church of Jesus Christ of Latter-day Saints. The mission of BYU-Idaho is to “develop disciples of Jesus Christ who are leaders in their homes, the Church, and their communities.” Students at BYU-Idaho are active participants in the fulfillment of the university’s mission. They understand the value of their discipleship and act in a manner that is consistent with being a disciple-leader. They are concerned for others and take action for the welfare of others through voluntary service. BYU-Idaho social work students apply and integrate generalist social work practice and Christian service by:

- (10.1) exhibiting, as part of their social work practice, Christian ideals of service to others, and genuine compassion for others.

Competency 11: Prepare for Practice in Specific Areas of Social Work

Social workers understand there are diverse areas of practice (i.e. Child Welfare, Mental Health, Substance Abuse, Corrections, Elderly, and Community etc.) and that the generalist social work practice model guides social workers in these diverse practice areas. Social workers also understand that knowledge of specific populations and practices enhance their effectiveness in the different areas of social work practice. BYU-Idaho social work students prepare for diverse areas of practice by implementing the BYU-Idaho learning model (Prepare, Teach One Another, and Ponder and Prove) as they prepare to practice in specific areas and with specific populations. BYU-Idaho social work students:

- (11.1) consistently come prepared;
- (11.2) learn from and teach those around them; and
- (11.3) test their understanding and skills for effectiveness.