

PhD in Social Work

Learning Outcomes

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<p>Program Learning Outcomes</p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>	<p>OCGS-approved Graduate Degree Level Expectations</p>
<ul style="list-style-type: none"> - demonstrate, through writing at an advanced level, knowledge about a substantive area relevant to social work policy or practice, including theoretical frameworks, scope, relevance, and severity. - identify issues of oppression, how they have been addressed, and the effectiveness of previous efforts. - explore the range of research paradigms, methods, and analysis strategies, and make decisions about the appropriateness of each given a particular scenario. - identify appropriate strategies for mobilizing/translating research results to influence positive change in community, program development, and policy. - articulate a range of pedagogical theories and apply select theories in the classroom. - develop a course outline, design methods of evaluation and assessment aligned with learning outcomes, and select course readings while adhering to the rules of plagiarism, legal photocopying for course purposes, etc. 	<p>A. the acquisition, application and integration of knowledge</p>	<ul style="list-style-type: none"> 1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
<ul style="list-style-type: none"> - conduct a thorough literature review in a substantive area of interest. - critique existing knowledge and formulate research questions. (C) - develop a research proposal that uses mixed, qualitative, and quantitative methods. - competently conduct independent research using at least one research paradigm (mixed, qualitative, or quantitative). (A) - interpret quantitative and qualitative research findings. - articulate the implications of the findings for social work research, theory development, and practice. (A) - disseminate knowledge gained from empirical research and from conceptual knowledge development through the completion of a doctoral thesis, published works, and conference presentations. (A) 	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<ul style="list-style-type: none"> 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
<ul style="list-style-type: none"> - critically analyze the literature in a substantive area of interest. - use problem-solving strategies to take a position on a social need and on strategies for addressing that need. - engage students in critical thinking exercises and assignments. 	<p>C. critical thinking and problem-solving skills</p>	<ul style="list-style-type: none"> 1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy

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		6. Awareness of Limits of Knowledge
<ul style="list-style-type: none"> - conduct a thorough literature review as required for doctoral course assignments, peer reviewed publications and dissertation. - competently use the APA format for writing doctoral level manuscripts and in preparing citations. - conduct advanced statistical analyses for a variety of datasets, including descriptive and inferential statistics. 	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills
<ul style="list-style-type: none"> - adhere to the Social Work Code of Ethics, tri-agency policies, and other ethical standards related to social work research and practice (e.g., issues of conflict of interest, appropriate authorship, intellectual property attributions). - demonstrate a connection between theory and practice throughout all aspects of social work. - conduct research with a view to developing community-university partnerships. (G) - use scientific rigour and integrity in obtaining, recording, analyzing, interpreting, and reporting data. - regularly assess personal teaching philosophy, methods, and styles in order to expand pedagogical repertoire and shape diverse learning situations. 	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits of Knowledge
<ul style="list-style-type: none"> - use the communication skills necessary to interact positively with research participants, clients, and professionals. - using a range of media to communicate effectively, (orally, in writing, and in visual forms) to a variety of audiences both in formal (e.g., debates, seminar/conference presentations, publishable manuscripts) and in informal (e.g., interaction with other students, faculty) contexts. - listen to and receive feedback from peers, supervisors, and other researchers. - write research proposals, grant proposals, and complete Research Ethics Board applications. - translate research results into knowledge understandable to non-specialists. - through the use of a variety of teaching techniques, communicate effectively to students course expectations, course content, class exercises and assignments. - identify and articulate learning outcomes for courses taught in higher education. - influence, motivate, mentor, guide, and enable others to contribute to the effectiveness and success of an organization. (G) 	F. interpersonal and communications skills	5. Level of Communication Skills

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<ul style="list-style-type: none"> - using leadership skills, articulate a vision, identify problems and solutions, empower and enable others, and facilitate teamwork. (F) - work both independently and in collaboration with others. - apply effective project management through the setting of research goals and intermediate milestones and through the prioritization of activities. - provide constructive feedback and respond perceptively to others. - engage in effective team-building and group leadership that is grounded in an understanding of the roles and stages involved in group processes. - take constructive roles in decision-making processes related to community initiatives, program development, policy, and/or university. - where appropriate, consult with the appropriate stakeholders in order to build consensus before making a decision. 	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills
<ul style="list-style-type: none"> - regularly consult scholarly literature inside and outside the direct field of research to consider alternative ways of conceptualizing ideas. - encourage feedback from peers, faculty, and community players to broaden the understanding of an issue and to devise creative solutions in problem-solving and dissemination processes. - develop new models to integrate research findings into current knowledge. - develop and adapt instructional activities to address different learning styles. 	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
<ul style="list-style-type: none"> - articulate one's self-development and how it relates to one's professional advancement in curricula vitae, applications, interviews, and research and other social work-related presentations. - identify areas for future self-development. - enhance professional competence through continuing social work education activities. - engage in learning opportunities through collaboration and discussions that occur in the research and dissemination process. - seek available opportunities beyond the course selections that are required for graduation, such as self-study, attending and organizing guest lectures and conferences, applying for fellowships and clerkships, and scholarly writing. 	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy