W-Course Guidelines for UW Tacoma BASW (Social Welfare) Degree

W-Course Goals

The writing-related goals relevant to the social welfare curriculum and social welfare student development that will inform practices in W-designated courses include:

- Writing to learn applied professional goals: Using writing to communicate, assess, do clinical documentation, case notes, and professional reports.
- Writing to learn and generate knowledge: Using writing to examine, summarize, critique and demonstrate understanding of empirical research in the context of academic/scholarly writing.
- Writing to engage in critical self-reflection: Using writing to examine, reflect and communicate students' self-examination, particularly around internalized cultural beliefs, values, and practices and the ways in which these beliefs, values and practices inform students' approaches to social work practice.

W-Course Structure

Writing-related goals in W courses will be advanced via writing assignment requirements. Individual faculty will determine the specific content of assignments in each W-course. Assignment options are not limited to but can include:

- A research paper assignment, including a rubric, draft stages with scaffolding, and potential peer review
- A practice journal assignment, with critical peer review
- Written clinical assessment assignment with possible peer review and multiple drafts
- Written case note assignment with possible peer review
- Written client information handout assignment with possible peer review

Writing Course Assessment

In addition to the regular collection of W course syllabi (per APCC request), assessment of program's success in meeting our writing related goals in W courses will consist of:

- Course evaluations: Writing-related evaluation question will be included on course evaluations for all W-designated courses
- By the end of the senior year seminar sequence, students will demonstrate writing competencies via assignment-based rubrics which can be periodically reviewed and assessed