


DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY

	Human Behavior in the Social Environment I SWRK 330-620 (3 credit hours)	Fall 2018
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Class Meeting Times/Dates: August 27-December 14, 2018 Monday, 5:30pm-8:15pm (ET) Location: WKU-Elizabethtown, 230		

Course Description

Prerequisites for course: SWRK 101 and 205. Prerequisite for BSW majors: admission to the Program. The social, natural, and behavioral sciences are used to examine human behavior across the life span, especially as influenced by ethnicity, class, gender, sexual orientation, and ability.

This course uses an *ecosystems framework* as a method of inquiry for assessing human behavior within the context of individual, family, group, community, and organizational resources. The focus is upon a normative *strengths perspective* that is *empowerment centered*. Emphasis is placed on understanding and supporting various lifestyles, family forms, and life choices. *Students are encouraged to develop a value system that respects difference, as well as the social work code of ethics* (access the entire Code of Ethics at (<http://www.naswdc.org/pubs/code/default.asp>)).

Using a *bio-psychosocial theoretical framework*, basic concepts of human development are introduced, with the life cycle serving as an organizational focus. Using a multi-theoretical framework, we consider *how spirituality/religion, age, culture, race, ethnicity, social class, sexual orientation, gender, spirituality, biology, and the social environment impact human development*. We additionally consider how our theoretical frameworks empower social workers to advocate for *economic and social justice*. These frameworks are also used to understand the functioning of individuals as members of families, groups, communities, and larger social organizations, in order to intervene effectively at various system levels. Course objectives are achieved through the use of experiential exercises, class discussions, didactic presentations, and/or films, which encourage students to develop skills in critical thinking.

Required Text

Zastrow, C. H. & Kirst-Ashman, K. A. (2013). *Understanding human behavior and the social environment* (9th ed.). Pacific Grove, CA: Brooks/Cole.

Tatum, B. D. (1997). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. New York, NY: Basic Books.

Recommended Text

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

BSW Mission Statement

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education

The Council on Social Work Education defines Generalist Practice as the following:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies (EPAS, 2008).

Learning Outcomes

Upon successful completion of this course, students should be able to:

Knowledge

- Explain the impact of biological, cultural, social, and environmental influences on human development across the lifespan.
- Identify major theoretical concepts

Values

- Discuss the influence of one's own experience in understanding the experiences of marginalized groups.

Skills

- Evaluate the utility of various theoretical perspectives to social work practice across the lifespan.
- Using case scenarios, apply various theories to inform assessment and interventions with individual clients

Cognitive/Affective

- Analyze social problems in the context of developmental and environmental influences.

CSWE EPAS Core Competencies for BSW Education

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited BSW programs are included in **Appendix 1** of this syllabus. Core competencies addressed in this class are included in **Appendix 2** of this syllabus.

Topical Outline:

Unit I: Introductions and Course Overview

- A. Introductions and Review of Course Outline and Expectations.
- B. Review of Generalist Practice.
- Unit II: Social Work: Purpose and Process
 - A. Person in Environment
 - B. Macro Influences on Human Development across the Lifespan
 - C. Diversity, Oppression, and Privilege
 - D. Theory Informed Practice (Erikson/Bronfenbrenner)
- Unit III: Biological, Psychological, and Social Systems and Impacts on Infancy and Childhood
 - A. Biological Systems
 - 1. Dynamics of human reproduction
 - 2. Early functioning of neonate
 - 3. Developmental milestones
 - 4. Significant issues and life events
 - 5. Abortion controversy
 - 6. Infertility
 - 7. Impacts of social and economic forces on development
 - B. Psychological Systems
 - 1. Theories of psychological development
 - 2. Cognitive development (Piaget/Vygotsky) and implications for practice
 - 3. Emotional development and implications for practice
 - 4. Self-concept and self-esteem
 - 5. Significant issues and life events
 - C. Social Systems
 - 1. Socialization/Family
 - 2. Family life cycle
 - 3. Learning theory: Applications to practice
 - 4. Impacts on common life events on children
 - 5. Social environmental influences
 - a. Peers
 - b. School
 - c. Media
 - d. Abuse/Neglect
- Unit IV: Biological, Psychological, and Social Systems and Impacts on Adolescence
 - A. Biological Systems
 - 1. Puberty
 - 2. Brain changes
 - 3. Sleep and nutrition (eating disorders)
 - B. Psychological Systems
 - 1. Identity formation
 - 2. Moral development
 - 3. Suicide
 - C. Social Systems
 - 1. Independence
 - 2. Identity issues
 - 3. Delinquency
- Unit V: Biological, Psychological, and Social Systems and Impacts on Young and Middle Adulthood
 - A. Biological Systems
 - 1. Breast Cancer

2. Menopause
3. Sexual Health
- B. Psychological Systems
 1. Peck
 2. Maslow
 3. Emotional intelligence
 4. Effects of substance use and abuse
- C. Social Systems
 1. Romantic commitment
 2. Family
 3. Career

Unit VI: Biological, Psychological, and Social Systems and Impacts on Older Adulthood

- A. Biological Systems
 1. Genetic theories
 2. Non-genetic cellular theories
- B. Psychological Systems
 1. Risk and resilience
 2. Cognitive factors
- C. Social Systems
 1. Primary elements of diversity
 2. Secondary elements of diversity

Course Assignments

Assignment 1: Mini Topic Paper (15 points)

The purpose of this assignment is for students to conduct a literature review relating to human diversity and write a *3-4 page mini topic paper* that focuses on a population that has experienced or is at risk of experiencing oppression. The paper should also have a title page and reference page. Students must use a minimum of *four scholarly references* (non-textbook and primarily academic journal articles) and cite them in the paper and reference page using American Psychological Association (APA) style format. Please note that an APA manual, *Publication manual of the American Psychological Association* (6th ed.), is required for the course. The APA Manual can be purchased at the WKU bookstore. Since this assignment is a mini paper, the paper needs to be focused. Suggested topics are:

- lesbians and gays (homophobia, identity formation, forming families, social stress, social supports)
- ethnic or racial minority groups (racism, ethnocentrism, African Americans, Latinos, Native Americans, Asian Americans)
- women (sexism, poverty, health and mental health risk factors, battered women, women in the labor force)
- the aged (ageism, mental health and the elderly, health status and needs, income and assets, elder abuse)
- the differently-abled (ableism, societal responses to disabilities, cognitive disabilities, mental illness, physical disabilities)
- children (child maltreatment/hunger/poverty)
- the impoverished (homelessness, children, women, minorities, rural populations, Appalachians)
- the physically ill (HIV, AIDS)
- those experiencing religious oppression (Jewish, Catholic, Muslim etc.)

Here are some ideas to help with the *focus* of the mini-topic paper. Please note: one is not expected to include all of these ideas in the paper; they are offered as a way to help with focus.

- History of how and why the group became a part of the United States (particularly useful with writing about an ethnic or racial minority)
- A review of beliefs and stereotypes about the group throughout history
- An analysis of how these beliefs and stereotypes have been maintained and continue to thrive today
- An overview about the oppression, survival, values, positive coping, and resilience of the assigned group
- Information about the consequences of historical and continued oppression
- Legal oppression, including: a brief history of how U.S. law has treated this group (e.g., things such as permission to immigrate, citizenship, voting rights status, treaties signed and either kept or broken, etc.); how patterns of discrimination were and are codified into explicit laws; situations that are discriminatory, yet do not violate the law; informal discriminatory practices that are not codified into law but are nonetheless enforced.
- Political oppression, including attempts that have been and are made to deny access of the population to power. What kind of political power does the group seem to have? What representation is there of the group in federal, state, and local political positions?
- Economic oppression, including how prejudicial beliefs and discriminatory structures have operated and currently operate to keep the group in the bottom ranks of the stratification system.
- Educational oppression, including the extent to which the population has been and is denied access to the educational system or given unequal treatment while in the system (current affirmative action issues relate here as well).
- Current socio-demographics of the group. An examination of the stratification position of the population in terms of material well-being, power, and prestige with attention to group differences (e.g., male-female differences, ability-disability differences). What are their incomes? What kinds of jobs do they tend to hold? What are the major trends in the size of the group over time? What explains increases and decreases in their numbers? How many people are in the group now? What language(s) do they speak?
- Values and norms of the group. What are the widely shared and/or widely understood values in this group? Consider what is expected of women and men; how girls and boys (children) are supposed to behave; treatment of elders; religious/spiritual beliefs and practices; use of leisure time; expectations about leaving home; work and careers; sexuality; and so on. Students might give attention to intergroup differences.
- Strengths of the group. What strengths do the members of the group tend to bring to the solving of their problems and surviving in the United States? What strengths have made it possible for this group to endure oppressive conditions? What cultural patterns contribute to building community, fostering growth, and enhancing self-esteem? What contributions have members of the group made to the larger U.S. culture? Who are the well-known and not well known contributors?

Assignment 2: Tatum Reaction Paper (15 points)

Each student reads the text by Beverly Tatum (*Why are all the Black kids sitting together in the cafeteria*) and construct a *4-6 page reaction paper* (the paper should also include a title page and reference page) addressing the following questions:

- What benefits might accrue from talking about racism and encouraging others to do the same? How might each of us effectively and consistently “break the silence about racism whenever we can” (Tatum, p. 193)? What fears might hinder us from doing so?

- In what ways and to what extent is David Wellman’s definition of racism—a “system of advantage based on race”—accurate in relation to the United States? In what ways might this definition lead to an understanding of “how racism operates in American society” (Tatum, p. 8)? How important is it that definitions of racism include the elements of advantage, privilege, and power? To what degree is Tatum justified in basing the bulk of her discussion on Wellman’s definition?
- How useful or effective in understanding racial identity development do you find William Cross’s stages of racial identity development and Tatum’s explanation of them (Tatum, p. 54)? What examples of each stage can you cite from your own experience and observations? Do you think the same five stages apply to other multicultural groups such as gay/lesbian/bi-sexual/trans-gendered/questioning individuals? Explain your reasoning.
- Why might it be essential, in terms of interracial understanding, to engage children “in a critical examination of the books they read, the television they watch, the films they see and the video games they play” (Tatum, p. 48)? How might we teach children “to question whether demeaning or derogatory depictions of other people are stereotypes” (Tatum, p. 49) and learn how to respond to racial stereotypes and other forms of inequity?

Evaluation & Grading

<u>Assignment</u>	<u>Points</u>	<u>Due</u>	<u>Your Score</u>
Topic Paper	15 points	09/24	_____
Exam 1	15 points	10/01	_____
Exam 2	15 points	10/29	_____
Tatum Reaction Paper	15 points	11/05	_____
Exam 3	15 points	11/12	_____
Exam 4	15 points	12/10	_____
Professionalism	10 points		_____
Total	100 points		_____

Exams are multiple-choice and timed. Exams are designed to mimic the social work licensing exam. Exams are designed to address all Course Objectives.

Grading Scale

90-100 pts. =	A
80-89 pts. =	B
70-79 pts. =	C
60-69 pts. =	D
0-59 pts. =	F

Professionalism and Performance Expectations

1. Attendance is *required* in this course. This course is discussion-focused and this objective cannot be achieved without consistent attendance. Attendance is taken at each class session. The instructor does not differentiate between "excused" and "unexcused" absences, therefore, students are not required to provide the instructor with any formal absence excuses or documentation. Students are allowed to miss one class without penalty. Absences subsequent to the first absence result in a *2-point deduction from the final grade for the course*. If students are absent on a day when a take-home assignment is given to students, they are responsible for obtaining the assignment from a colleague. Students missing 5 or more class sessions will automatically receive an “F” for the course.

The "FN" grade (failure due to nonattendance) is given for students who do not officially withdraw from a course, but who stop attending PRIOR to or on the 60% point of the semester.

2. Students are expected to respect their fellow students and faculty by not disrupting class by arriving late or leaving early. Chronic late arrivals and early departures result in points being deducted from the final grade. Generally, two incidences of arriving late or leaving early results in a *1-point deduction from the final grade for the course*.
3. Class participation is required and includes taking part in class discussions through active listening and/or verbal comments. Class discussion is a turn-taking activity; participation includes not talking out-of-turn and not monopolizing the discussion. Reading magazines and whispering/talking to others is not appropriate in class.
4. *All electronic devices are turned off during class*, including cell phones, laptop computers, iPads, pagers, etc. If the student is on-call related to their employment during the class time, the student informs the instructor before each class session.
5. Students are not to consume meals during the class session. A beverage and small snack is acceptable but no full meals, such as a burger and fries, pizza, etc.
6. Students are expected to behave professionally in the classroom, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posited with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions.
7. Written assignments must be grammatically correct, typed, double-spaced, and display correct form. Students are expected to use APA style format for citing and listing references. Students are expected to submit work that is written at the college level. Students are encouraged to make use university writing resources if needed. The social work profession involves a significant amount of writing (documentation); therefore, the instructor reserves the right to heavily penalize written work that is of poor quality.
8. Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (see the WKU Student Handbook <http://wku.edu/handbook/>). These behaviors result in a zero for the assignment/exam and/or failure for the course. If one uses direct quotes in papers, the quotes must have quotation marks around them and have the author, year, and page number cited. As well, all authors cited in the text must be properly cited on the reference page and the reference page should not have authors who are not cited in the text of the paper.
9. Students are responsible for their own learning by coming to class prepared with readings and assignments completed on schedule. Late assignments are penalized 5% per day. Late work will not be accepted any later than 5 days after the assignment is due. Most of the assignments are submitted on Blackboard.
10. An exam may only be taken once and there are no makeup exams. Most of the exams are given on Blackboard. Exams are taken individually and not as a group.

11. Fulfilling these Professionalism and Performance Expectations will be reflected in the Professionalism grade.

Academic Integrity

<http://www.wku.edu/undergraduatecatalog/> provides the following Student Life Policies.

Academic Offenses

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombuds Officer at (270) 745-6169.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Other Type of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Judicial Affairs at (270) 745-5429 for judicial sanction.

Academic Support

Most of us find that we need some academic support and direction during our time in the university. WKU offers many resources that can help you be successful in this course. These are listed below.

Student Disability Services

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 270-745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. Please DO NOT request accommodations

directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Writing Center Assistance

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the web site <http://www.wku.edu/writingcenter/> for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on the website) for help scheduling an appointment.

Regional Campus Library Support

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to: http://www.wku.edu/library/dlps/extended_campus/index.php. Turn-around time can be anywhere from a few days to two weeks, so plan ahead.

Registration Dates

Registration information, including the dates for dropping/adding a course, is located on the Registration Guide at: http://www.wku.edu/registrar/documents/regguide_fall.pdf.

Disclaimer

The professor reserves the right to make announced changes in the course due to extenuating circumstances.

SWRK 330-620 (Elizabethtown)
Class Schedule
Fall 2018

Week	Dates	Topic	Assignments Due
1	Monday, 08/27	<ul style="list-style-type: none"> Course Introduction Chapters 1 	
2	Monday, 09/03	<ul style="list-style-type: none"> No Class Meeting 	
3	Monday, 09/10	<ul style="list-style-type: none"> Chapter 2-3 	<ul style="list-style-type: none"> Inform instructor of subject of topic paper via email by 5:30pm (ET)
4	Monday, 09/17	<ul style="list-style-type: none"> Chapter 3-4 	
5	Monday, 09/24	<ul style="list-style-type: none"> Chapters 4-5 	<ul style="list-style-type: none"> Topic paper submitted on Blackboard by 5:30pm (ET)
6	Monday, 10/01	<ul style="list-style-type: none"> Exam 1 via Blackboard Sunday, 12:01am to Monday, 6:30pm (ET) Class meets at 6:30pm Chapter 6 	<ul style="list-style-type: none"> Exam 1 (chapters 1-5)
7	Monday, 10/08	<ul style="list-style-type: none"> Chapter 7-8 	
8	Monday, 10/15	<ul style="list-style-type: none"> Chapter 8-9 	
9	Monday, 10/22	<ul style="list-style-type: none"> Chapter 9-10 	
10	Monday, 10/29	<ul style="list-style-type: none"> Exam 2 via Blackboard Sunday, 12:01am to Monday, 6:30pm (ET) Class meets at 6:30pm Chapter 10-11 	<ul style="list-style-type: none"> Exam 2 (chapters 6-9)
11	Monday, 11/05	<ul style="list-style-type: none"> Chapters 11-12 	<ul style="list-style-type: none"> Tatum Paper submitted via Blackboard by 5:30pm (ET)
12	Monday, 11/12	<ul style="list-style-type: none"> Exam 3 via Blackboard Sunday, 12:01am to Monday, 11:59pm (ET) No Class Meeting 	<ul style="list-style-type: none"> Exam 3 (chapters 10-12)
13	Monday, 11/19	<ul style="list-style-type: none"> No Class Meeting 	
14	Monday, 11/26	<ul style="list-style-type: none"> Chapter 13-14 	
15	Monday, 12/03	<ul style="list-style-type: none"> Chapter 15-16 	
16	Monday, 12/10	<ul style="list-style-type: none"> Exam 4 via Blackboard Sunday, 12:01am to Monday, 11:59pm (ET) No Class Meeting 	<ul style="list-style-type: none"> Exam 4 (chapters 13-16)

All class schedules, activities, assignments, and due dates are subject to change.

Appendix 1
Council on Social Work Education (CSWE)
Educational Policy and Accreditation Standards (EPAS)

Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy. (EPAS, 2015, p. 4)

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 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:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- 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:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 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:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- 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:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- 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 structure 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:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and

- 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:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- 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:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 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 clients 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:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- 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 individual, 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:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes, and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Appendix 2
Council on Social Work Education (CSWE)
2015 Educational Policy and Accreditation Standards (EPAS)

Competencies Addressed in This Specific Course

Course Matrix			
Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> • Topic Paper • Tatum Reaction Paper • In-class participation 	K, V, C/A	Unit VI; Units I, II, III, IV, V; Units I, II, III, IV, V, VI
Competency 2: Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> • Tatum Reaction Paper 	V	Units I, II, III, IV, V, VI
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> • Exams; • Tatum Reaction Paper 	K, C/A	Units I, II, III
Competency 4: Engage in Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> • Topic Paper 	K, S	Units I, II, III, IV, V, VI
Competency 5: Engage in Policy Practice			
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Exams 	K, V, S, C/A	Units I, II, III, IV, V, VI
Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Exams 	K, V, S, C/A	Units I, II, III, IV, V, VI
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Exams 	K, V, S, C/A	Units I, II, III, IV, V, VI

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> Exams 	K, V, S, C/A	Units III, IV, V, VI
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