



Generalist Practice II: Generalist Practice with Groups
SWRK 378 (3 credit hours)

Semester Spring 2023

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Location: WEB:

Required Texts:

Toseland, R.W., & Rivas, R.F. (2012). *An introduction to group work practice* (7th ed.).
Needham Heights, MA: Allyn and Bacon.

Course Description:

Prerequisites: SWRK 375. A continuation of SWRK 375, this course emphasizes the development of knowledge, skills, and values for generalist social work practice with groups. Specifically, this course introduces students to the fundamentals of generalist social work practice with groups. It includes a survey of small group constructs, research, and principles of ethical application. Emphasis is placed on learning methods and skills of group facilitation and group observation and analysis. This course utilizes a simulated laboratory group environment designed to assist students in gaining knowledge about becoming a group member. It also affords students the opportunity to facilitate group experiences. It combines didactic and experiential methods of learning. Video and audio equipment may be used for the study of group dynamics and practice skill feedback.

Learning Outcomes: At the completion of this course, students will be able to:

Knowledge:

1. Articulate an understanding of group dynamics as it relates to the formal study of social and group processes in direct practice and community settings.
2. Integrate various properties of groups into meaningful theoretical frameworks.

Values:

3. Discuss the concept of self-determination as it relates to work with groups.
4. Evaluate the distinction between one's personal relationship to and one's professional role with groups.

Skills:

5. Create a treatment group based on an evidence-based best practice approach for a particular population-at-risk.

Cognitive/ Affective:

6. Analyze task group dynamics and the variety of roles played within group.

Topical Outline:

Unit I: Introductions and Course Overview

- A. Introductions and Review of Course Outline and Expectations.
- B. Generalist Practice Review

Unit II: Understanding Groups

- A. Historical origins of social work with groups
- B. Definition of group work
- C. Group Interventions v. Individual Interventions
- D. Influential Theoretical Perspectives
- E. Introduction to treatment and task groups

Unit III: Understanding Group Development and Leadership Skills

- A. Nature of and development of groups
- B. Group Leadership
 1. Theories of Group Leadership
 2. Power and Control
 3. Developing a Leadership Style
- C. Facilitation and Co-facilitation
- D. Diversity and Group Development
- E. Group Work and Social Work Values and Ethics
 1. Dual Relationships
 2. Confidentiality
 3. Other Ethical Issues

Unit IV: Planning and Beginning Groups

- A. Planning Groups: Who is a Member?
 1. Voluntary/Involuntary Participation
 2. Inclusive/Exclusive
 3. Open/Closed
 4. Homogeneous/Heterogeneous
- B. Sponsorship: Contracting with the agency, institution, or host
- C. Recruitment of members
- D. Preparing the physical environment
- E. The first meeting
 1. Goal setting
 2. Contracting
 3. Facilitation of group introductions
 4. Anticipation of obstacles that may hinder the meeting of group goals
 5. Confidentiality issues

Unit V: Middle Stage of Group Process

- A. Conflict
 1. Autonomy conflicts
 2. Individual v. group conflicts
- B. Facilitation Skills

Unit VI: Separation/Termination

- A. Initiating Termination
- B. Evaluation
 - 1. Methods
 - 2. Measures
- C. Termination
 - 1. Factors that influence how groups end
 - 2. Planning for the future

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

Assignment	Points
Support Group Paper	200 points
Discussion Boards (4x25points)	100 points
Quizzes (3x50points)	150 points
Beginning a Group Assignment	10 points
Treatment Group Proposal	100 points
Treatment Group Presentation	100 points
Treatment Group Evaluation (2x20pts)	40 points
Professionalism	50 points
Total	750 points

Grading Scale:

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

Course Requirement *Professionalism*

Social workers traditionally serve the marginalized populations. Thus, social work professors have an obligation to teach students appropriate professional behavior. Follow these steps to ensure that you are engaging in your online course professionally:

- **Keep an open mind.** We encourage online learners to leave their expectations at the door. Learners who approach online learning with an open mind are more likely to be successful.
- **Create space to learn.** Invest some time up front to understand your needs and preferences as a learner, and what an effective study environment looks like for you. For example, you might need a quiet place to study, or you might need to listen to classical music. Consider what equipment you might need (e.g. headphones, microphone, webcam, computer, stable Wi-Fi, comfortable chair). While it is useful to create a designated study space, don't be afraid to study in different locations, as this can aid learning and memory. Wherever you study, try to minimize distractions, and work with your roommates, friends, and family to set expectations and create boundaries so you can stay focused on the task at hand.
- **Manage your time effectively.** Spend some time getting familiar with your online courses, understanding what is expected of you, mapping out key due dates, and planning study time.

Block out study time in a physical or digital planner (such as an Outlook calendar). A consistent routine will help you stay on track. Research shows that learners retain more information if they spread their study over multiple days or sessions. Make sure your routine works with your other commitments so you're more likely to stick to it.

- **Actively engage with the course materials.** Just as with face-to-face learning, mental energy counts: take time to reflect on whether you have understood the materials, try to remember and recap the information you have learned to aid retrieval and memory, test your understanding, mix different concepts and skills into the same study session to build connections and fluencies, participate in class discussions, ask questions, attend study groups and office hours, and try teaching concepts to others.
- **Have a plan for technology troubleshooting.** Whenever you're relying on any form of technology, it's always possible the technology will fail, and it may take additional time to troubleshoot and get the support you need. It's useful to plan ahead and start your assignments early in case you run into unexpected difficulties. In addition to IT support, it may be helpful to identify someone in your life who can help with general technology troubleshooting.
- **Ask for assistance!** In an online learning environment, you may need to ask lots of questions and take ownership over shaping the learning experience so that it meets your needs. This might mean asking your instructors or peers for help or attending office hours and study groups.

Please understand that in class you will be developing and applying practice skills that are discussed in your texts and readings. This is an opportunity for you to practice before applying skills you learn in this class in the field. Thus, professionalism grades are also assessed on students' *active* presence in class.

Course Requirement *Beginning a Group Assignment*

Students will watch a video showcasing the key concepts that need to be included when beginning a group. These concepts are outlined in chapter 7. This assignment is worth **10 points**.

Course Requirement *Support Group Paper*

Attend and observe one or more meeting(s) of a formal group (the instructor will provide information in class on groups that are appropriate for this assignment). Prepare a three to six page paper, which addresses the following:

- A. Using knowledge of groups that you have gained from readings, lectures, discussions, experiences and other sources, illustrate the following group dynamics that you observed during the group meeting(s) you attended.
 - a. In your opening paragraph, please identify the type of group that you attended. **(15 points)**.
 - i. Is the group formed or natural?
 - ii. If formed, is it a treatment or task group
 - iii. Within that, what type of group is it
 1. Support?
 2. Socialization?
 3. Other?
 - b. Communication and Interaction Patterns **(30 points)**
 - i. What are the communication/interaction patterns when the

- group meets: who talks to whom most often?
- ii. Does the interaction vary by time or topic?
 - iii. Are there subgroups or isolates?
 - 1. If yes, what is their basis (what do subgroup members have in common, e.g., attraction, status, interest, previous acquaintance, etc.) and what effect do they have on the group?
 - iv. How does the composition (gender, racial or ethnic background, age) affect communication patterns? For example, are men, Caucasians, older persons, or professionals listened to more?
- c. Group Cohesion (**30 points**)
- i. What brings people into this group
 - ii. What do they get out of group membership or what are the attractions? (Examples are prestige, friendship, status with a peer group, chance to make contacts/meet prestigious people, learn or show off skills, liking of group task or purpose, ethnic or racial similarities, etc.)
 - iii. Does the group appear to be cohesive or highly attractive to its members?
 - iv. What are indicators of high or low cohesion in this group? (Examples of high cohesion are regular attendance, many members accepting responsibilities, pride in belonging, referring to the group as "we," considering the group's (or members') opinion important, choosing to do "group things" when something else could be done, etc.).
 - v. How does the composition (gender, racial or ethnic background, age) affect cohesion? For example, do racial/ethnic differences make the group more attractive or less attractive?
- d. Social Integration and Influence (**50 points**)
- i. What are the norms in this group?
 - ii. What type or range of behavior does the group attempt to control or have expectations about? For example, are there expectations about dress, topics, attendance, self-disclosure, behavior outside the group, associates, etc.?
 - iii. What happens to someone who violates the norms?
 - iv. What roles do members play in the group, e.g. gatekeeper, talkative member?
 - v. Who normally performs task-oriented (maintenance) functions within the group; e.g., keeping the group on task, coordinating, giving or seeking information, etc.? Other than the leader, do certain members take on aspects of these functions?
 - vi. Who normally performs socio-emotional (maintenance) functions within the group; e.g., encouraging, reducing tension, mediating conflict, making sure everyone is included, etc.? Other than the leader, do certain members

take on aspects of these functions?

- vii. How do age, gender, and ethnicity or race relate to the member roles? For example, are women the socio-emotional leaders, men the task leaders? Is the youngest person, or most different person, usually the "clown" (a socio-emotional role)?
 - viii. Are there differences in status among group members? If so, what are the indicators (cues to different status)?
 - ix. What are the informal status ranks? Who is "high" and who is "lower?" How does their behavior differ, for example, amount of talking, initiating interaction, dress, deference to others, freedom from norms, etc.?
 - x. What appear to be the bases of higher status, that is, how did "higher status" persons get to be higher status? Some common methods are prestige, appointed or elected position, status or expertise outside the group, skills useful to the group (for example, the star athlete on a team, good writer on a committee to draft a document, good conflict resolver), length of membership, etc.
 - xi. What are the effects of "non-changeable" characteristics on the status ranks in this group? For example, are women generally considered to be of higher or lower status? Someone of a different ethnic or racial background?
 - xii. Has anyone's status changed over time? If so, why did it happen? For example, did the member violate norms, learn or contribute new skills, join or leave a subgroup; did the group's purpose or base of attraction change?
 - xiii. Who has the power in the group? Is there a formal and informal leader? Describe the leadership and what is done well and what could be improved.
- e. Group Culture (25 points)
- i. What are the overall values and beliefs that are displayed in the way the group conducts its business?
 - ii. If you were the leader of the group, name two things that you would try to change about the group culture and explain why these are things that you would like to change.
- B. Briefly reflect on the human diversity related issues which you observed and reported on earlier in our paper. Think about the group members, the environment in which the meeting took place, or the issues dealt with by the group. Be especially sensitive to any of the following diverse persons: differently-abled persons, persons of color, women, gay men, lesbians, and persons distinguished by age, religion, socio-economic class or culture (25 points).
- C. **FORM:** Grammar and punctuation count!! (25 points).

There will be four (4) Discussion Boards used to advance their understanding in group practice. It is critical to your learning that you participate fully and be prepared to respond comprehensively. This will require that you set aside time to read the chapters, watch the videos, and organize your contribution to the discussion. A minimum of 150 words are required and some discussions may require much more. Full participation will enhance engagement with the material and foster interactions with other students. The goal of discussion boards is to assist you in developing the skills of group dynamics and feel confident to run groups in your career as a social worker. They are worth 25 points each, for a total of **100 points**.

Course Requirement

Treatment Group Project Proposal and Virtual Presentation

Students will be assigned to a group. This group will develop a Treatment Group with a topic addressing well-being (mental, emotional, or social). These topics could address anger management, substance use, depression, or any other coping-based topic. You will post your group topic in a Discussion Board. First topic posted wins. There will be no repeated topics presented. The group will develop a proposal and prepare a virtual presentation.

The PROPOSAL (100 points):

The group will provide a written proposal of their treatment group and include the following:

- A description of the type of group.
- An outline of the group's purpose, goals, and recruitment plan.
- An outline for the group's sessions (how often the group meets, how long, topic of each session, an activity for each session and the goal of each session). The activity is based on the model of Therapeutic Recreation Activities.
- An annotated bibliography of the research on your treatment group topic. Each group member will contribute to two (2) annotations. Your annotations need to be peer-reviewed articles addressing research on a population, topic, and approaches.

The PRESENTATION (100 points):

Zoom presentations will be organized with your group members, recorded and submitted under the Discussion Board Forum. Each presentation should be about 20 to 30 minutes in length (with therapeutic activity) and should include the following:

- A description of the type of group.
- An outline of the group's purpose, goals.
- An outline for the group's sessions (how often the group meets, how long, topic
- Evidence-informed research that supports the effectiveness of this treatment group.
- A "real-life" demonstration of one of the sessions. The purpose of this demonstration is to give the class an idea of how the treatment group works. Your group will identify roles (facilitator(s) and participants). You will act out the activity.

The EVALUATION (2x20=40 points):

Each group will be assigned two (2) other group presentations to evaluate. The group members will provide **one** evaluation form to the groups they are evaluating (two evaluation forms total). You will provide valuable feedback to each group, addressing the comprehensiveness of the presentation and the demonstration of

Communication/Interaction, Cohesion, Social Influence, and Group Culture.

Late Assignments

All assignments are due at the time given in the course schedule. There will be a 10% point reduction for every day late. After two days late, a 50% reduction in points will be given. No assignments will be accepted after three days late.

Academic Integrity

The WKU Undergraduate Catalog (2016-2017) 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 Ombudsperson 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 Student Conduct 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

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 Student Conduct at (270) 745-5429 for judicial sanction.

Student Accessibility Resource Center

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the [Student Accessibility Resource Center \(SARC\)](https://www.wku.edu/sarc/) (<https://www.wku.edu/sarc/>) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Learning Assistance at WKU

[The Learning Center \(TLC\)](#) is located on the Bowling Green campus in the Academic Advising and Retention Center, DSU 2141. Should students require academic assistance with this course, or any

other General Education Course, there are several places that can provide them with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 270-745-6254 or stop by DSU 2141. Students can log on to TLC's website at <http://www.wku.edu/tlc/> to find out more. The Glasgow campus also has a Resource Center.

On the Bowling Green campus, students are also encouraged to make use of the [Writing Center](#) located in Cherry Hall 123. The Writing Center offers online consultations for students. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call 270-745-5719 to schedule an appointment.

Title IX: Sexual Assault Policy at WKU

This policy sets forth guidelines and procedures intended to ensure that Western Kentucky University (WKU) continues to comply with the Violence against Women Reauthorization Act of 2013, and the Campus Sexual Violence Elimination Act of 2013.

Members of the WKU community, in addition to guests and visitors, have the right to be free from sexual misconduct and sexual violence. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. This policy is intended to establish a mechanism for determining when such conduct constitutes a violation of this policy. If you are concerned in any way follow this link <https://www.wku.edu/eoo/titleix/>

Disclaimer

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

Appendix I
Council on Social Work Education (CSWE)
2015 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 II

Course Matrix			
Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	Quizzes; Support Group Paper; Group Analysis Paper; Final Group Presentation.	V, C/A	Units I, III, IV
Competency 2: Engage Diversity and Difference in Practice	Quizzes; Support Group Paper; Group Analysis Paper; Final Group Presentation.	V, S	Units I, III, IV
Competency 3: Advance Human Rights and Social, Economic, and Environmental	Group Analysis Paper and Final Group Presentation.	S	Units I, IV

Justice			
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Group Analysis Paper and Final Group Presentation.	K, S	Unit VI
Competency 5: Engage in Policy Practice	Group Analysis Paper		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Quizzes, Group Analysis Paper and Final Group Presentation.	K, V, S, C/A	Units II, III, IV, V, VI
Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	Quizzes, Group Analysis Paper and Final Group Presentation.	K, V, S, C/A	Units II, III, IV, V, VI
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Quizzes, Group Analysis Paper and Final Group Presentation.	K, V, S, C/A	Units II, III, IV, V, VI
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Quizzes, Group Analysis Paper and Final Group Presentation.	K, V, S, C/A	Units II, III, IV, V, VI