Social Welfare Policy and Issues
SWRK 395-731 (3 credit hours)   **Spring 2024 First Bi-Term**

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Class Meeting Times/Dates: This is an asynchronous web-based course during the first bi-term Spring 2024 semester, January 16 – March 01.

Course Description
Prerequisites: SWRK 101, SWRK 205, and SWRK 330. Prerequisite for majors: admission to the program. An understanding of the historical perspectives of social welfare policies as they impact current policy issues is the focus of the course. This is combined with an examination of the processes of policy formulation. Models of policy analysis assist students in identifying the impact of policy on citizens representing a diversity of backgrounds.

Required Text
Chapin, R. K., & Lewis, M. (2023). *Social policy for effective practice: A strengths approach* (6th ed.). Routledge.

Recommended Text
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th 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-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and

advocate for human rights and social and economic justice. They recognize, support and build on the 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. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. (EPAS, 2015, p. 11)

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

Knowledge
- Describe the historical development of the social work policy in the United States.

Values
- Describe the influence of privilege, diversity, oppression, and social/economic/environmental justice on social welfare policy.
- Discuss the impact of personal values on policy perspectives.

Skills
- Create a policy proposal.

Cognitive/Affective
- Analyze the efficacy of a particular social welfare policy on ameliorating the targeted social problem.
- Evaluate the impact of social welfare policies on vulnerable populations.

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/Planned change process.
      C. Social Work Policy Practice: An Introduction
Unit II: Social Work and Social Policy: Strengths Perspective
      A. Relationship between Social Work and Policy
      B. Social Work Values and Social Welfare Policy
      C. Strengths Perspective as Applies to Policy Practice
      D**.** Personal and Professional Values and Social Welfare Policy
Unit III: Historical Context: Basic Concepts and Early Influences
      A.   Beginnings of Social Welfare Policy
      B.   Historical Context as it Effects Current Policies
      C.   Social Welfare Policy in the United States
      D.   Origins of Modern Social Work

E. Progressive Era and Expansion of Social Welfare Policy

Unit IV: Historical Context: Development of Our Current Social Welfare System
   A. New Deal
   B. Civil Rights
   C. War on Poverty
   D. Anti-War Movement
   E. Stonewall
   F. Women's Movement

Unit V: Economic and Political Context
   A. Effects on Policy
   B. Influences on Social Welfare System
   C. Shifts in Funding Strategies

 Unit VI: Tools for Analyzing Policy as It Relates to Need
   A. Policy Analysis
        1. Social conditions
        2. Social Problems
   B. Strengths Perspective
   C. Framework for Policy Analysis

Unit VII: Policy Practice
   A. Steps in Policy Development
   B. Ecological Perspective as it Relates to Policy Practice
   C. Basic Skills

Unit VIII: Policies and Programs
   A. Civil Rights
   B. Income Inequity
   C. Children and Families
   D. Health/Mental Health
   E. Older Adults
   F. LGBTQQI

Course Assignments
Class Structure
Students are assigned to policy development groups during the first week of classes. For the reminder of the semester, students meet with their group on their policy development assignment. Groups schedule times to meet with instructor to discuss their group policy development project. Further, each week, students take a quiz on the previous week's readings.

Who Are My Representatives? (10 points)
This is an individual assignment. To understand and participate in the policy development and implementation process, it is necessary to know your government representatives. Using the *Who Are My Representatives?* outline, students compile a list and summary of their personal representatives at the federal, state, and local level. The individuals listed for the assignment are the elected officials representing the student.

Policy Development Project (56 points total)
This is a group assignment. Each group prepares a policy issue analysis and drafts legislation in response to their selected topic. This project has several sub-assignments throughout the semester.
- *Policy Issue Topic Paper* (6 points)

The policy issue topic must be approved by the instructor. Using the course text, *The Encyclopedia of Social Work*, and other relevant sources, each group selects a social welfare issue/topic that has implications at *the state level*. The group must justify how this issue/policy *continues* to be relevant in our society today and how it relates to the social work profession. One or more of the major state or national newspapers or news magazines may be a relevant source for this information. A one-page Policy Issue Topic Paper will be submitted via Blackboard.

- *Policy Issue Analysis Paper* (20 points)
  Each group conducts a detailed policy issue analysis using the outline below. This analysis is a major assignment and is the foundation for the development of a draft bill/legislation. The policy issue analysis paper will be at least 15-20 pages.

- *Draft Bill & Policy Brief/Executive Summary* (15 points)
  In response to the *Policy Issue Analysis*, each group drafts legislation in the format for a bill to be submitted to the state legislature. This bill may be in the form of Kentucky Revised Statues (KRS) or Kentucky Administrative Regulations (KAR). In addition, each group provides a one-page policy brief/executive summary.

- *Draft Bill Presentation and PowerPoint* (15 points)
  Each group prepares an 8 minute presentation/testimony on their policy issue analysis and draft legislation. This presentation is given to invited guests to the class, fellow class members, and the course instructor. The presentation/testimony provides an overview of the policy issue analysis, the draft bill/legislation, and a one-page executive summary. The group responds to questions and comments made from the invited guests and instructor.

Outline for the Policy Issue Analysis Paper

I. Description of the Issue Necessitating a Policy
Compose an introduction that incorporates the essence of the questions listed below.
a. What is the nature of the issue/problem?
b. How widespread is the issue/problem?
c. How many people are affected by the issue/problem?
d. Who is affected by the issue/problem and how?
e. What are the causes of the issue/problem?

II. Historical Background of the Issue/Problem
Compose a summary of the history of your issue/problem using the following questions to guide you.
a. What is the historical context of the issue/problem?
b. How important has the issue/problem been historically?
c. How has the issue/problem previously been addressed?
d. How has the issue/problem changed over time?
e. What is the historical background of the issue/problem?
f. What is the legislative history of any previous policy(s) that address the issue/problem?
g. How has previous policy(s) changed over time?

III. Previous Policy Responses to the Issue/Problem
Use the questions below as a guide to completing this section.
a. How were previous policy(s) expected to work?
b. Who was covered by the previous policy(s) and how?

c. How was the previous policy(s) implemented?
d. What was the short-term and long-term goals and outcomes of the previous policy(s)?
e. What was the administrative auspices under which the previous policy(s) was lodged?
f. What was the funding mechanism for the previous policy(s)?
g. What agencies or organizations were in charge with overseeing, evaluating, and coordinating the previous policy(s)?
h. What was the formal and informal criteria used to determine the effectiveness of the previous policy(s)?
i. For what length of time was the previous policy(s) expected to be in existence?
j. What was the knowledge base or scientific grounding on which the previous policy(s) rested?

IV. Issue/Policy Analysis
Please review the text for complete information on what is to be covered in this section. The broad questions are:
a. What were the goals of the previous policy(s), both stated and implied?
b. What were the political issues related to the issue/problem and previous policy(s)?
c. What were the economic issues related to the issue/problem and previous policy(s)?
d. What were the administrative issues related to the issue/problem and previous policy(s)?
e. What gaps exist in previous policy responses to the issue/problem?

V. Summary
Provide a concise summary that states your main points and provides a conclusion for your paper. Use the following questions as a guide.
a. Have previous policy(s) met its goals?
b. What has been the effect on the target population?
c. Have there been unintended consequences?
d. What is the current status of this issue/problem?

Internet Resources
- American Association of Retired Persons – membership organization that advocates for older adults' issues: http://www.aarp.org
- Brookings Institute – a research and policy institute with a left-liberal inclination: http://www.brookings.edu/
- Cato Institute – a libertarian (ultra-conservative) policy analysis "think tank": http://www.cato.org/
- Center for American Progress – a liberal policy analysis "think tank" : http://www.americanprogress.org/
- Center on Budget and Policy Priorities: http://www.cbpp.org/
- Department for Health & Human Services – federal government: http://www.dhhs.gov/
- FirstGov – an official U.S. Government website: http://www.firstgov.gov/
- Google – search engine: www.google.com
- Heritage Foundation – a conservative policy analysis "think tank": http://www.heritage.org/
- Kentucky – homepage of the state: http://www.kydirect.net/
- Kentucky Virtual Library: http://www.kyvl.org/
- **Legislative Research Commission (Kentucky): http://www.lrc.state.ky.us/**
- Library of Congress – national archives: http://www.loc.gov/

- National Association of Social Workers – professional social work organization with interest in social welfare policy issues: http://www.naswdc.org/
- National Committee to Preserve Social Security and Medicare – an issue-focused organization devoted to maintaining the basic structure of Social Security: http://www.ncpssm.org/
- New York Times – daily newspaper: http://www.nytimes.com/
- Social Security Administration: http://www.ssa.gov/. Also see http://www.ssa.gov/women for Social Security issues of relevance to women.
- Southern Poverty Law Center: www.splcenter.org
- United Nations: http://www.un.org/
- Washington Post – daily newspaper from the nation's capital: www.washingtonpost.com

Weekly Quizzes (24 points total)
There will be weekly quizzes on the previous week's readings and PowerPoints. The quizzes assess student learning of covered material. The quizzes will be administered via Blackboard and will be available from Wednesday at 12:01am to Friday at 11:59pm (CT). Quizzes consist of multiple-choice questions. The final quizzes grade will be the total points of the highest 12 quiz grades.

Evaluation & Grading

Assignment	Points
Policy Issue Topic Paper	6 points
Who Are My Representatives?	10 points
Policy Issue Analysis Paper	20 points
Draft Bill & Policy Brief	15 points
Draft Bill/PowerPoint/Presentation	15 points
Quizzes (12 X 2 points each)	24 points
Professionalism/Participation	10 points
Total	**100 points**

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

Participation/Professionalism (10 points)
1. This is an online course. Students are responsible for managing their participation in the course. Students should regularly check Blackboard and their email for assignments and discussion questions. The instructor is available for live discussion during virtual office hours and by appointment.

2. Course participation is required and includes taking part in course discussions.

3. Students are expected to behave professionally, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions 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 maintain this in a professional manner. Conduct toward classmates,

the instructor, and any guests should include a respect of, and allow for, differing opinions.

4. 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.

5. 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.

6. 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.

7. 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.

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

Academic Integrity
The WKU Undergraduate Catalog 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.

ADA Accommodation
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 located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodation directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination and Harassment
Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Writing Center Assistance
The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 10-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. WKU students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

The WKU START Centers will be offering writing tutoring sessions via Zoom as well as in person in their Glasgow and Elizabethtown locations. More information on how to make appointments and what to expect from your appointment will continue to be posted at (https://www.wku.edu/startcenter/).

COVID-19 Guidelines
All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information.
www.wku.edu/healthyonthehill

Regular and Substantive Interaction (Online Courses Only)
The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage.

In this course, regular and substantive interaction will take place in the following ways:
- Availability for synchronous sessions with faculty and students during office hours,
- Faculty participation in discussion boards,
- Weekly announcements,
- Setting assignment due dates that are spread throughout the term of the class, and
- Timely and detailed feedback on assignments provided within one week of submission.

Limited or Specific Use of AI Permitted
In general, I expect that the work you submit in this class will be your own and you are not authorized to use artificial intelligence (AI) tools such as (*list relevant examples*). However, there will be specific assignments or activities in which we will utilize these tools to enhance your learning experience. In these instances, I will provide you with additional information about the assignment and how AI will be employed and cited. Again, unless permission is granted, you are expected to complete assignments without substantive assistance from others, including AI tools.

Artificial intelligence (AI) tools such as (*list relevant examples*) may be use for (*list assignments or types of activities such as brainstorming or gathering ideas*) with appropriate citation, but not for (*list assignments*). If you are unsure if you are using AI tools appropriately in this course, I encourage you to visit with me. Examples of how to cite AI tools are available at https://libguides.wku.edu/stylewrite/ai. *(You may also want to provide additional resources appropriate to your course.)*

Inclusion Statement
Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender

identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Registration Dates
Registration information, including the dates for dropping/adding a course, is located on the Registration Guide at: https://www.wku.edu/registrationguide/

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

SWRK 395-731 Class Schedule
Spring 2024

Week	Dates	Topic	Assignments Due
1	Week of 01/16	• Chapter 1: *Social Work and Social Policy: A Strengths Perspective* • Chapter 5: *Basic Tools for Researching Need & Analyzing Social Policy*	• Quiz - Chapter 1 via Blackboard from Wednesday 12:01am to Friday 11:59pm (CT) • Quiz - Chapter 5 via Blackboard from Wednesday 12:01am to Friday 11:59pm (CT)
2	Week of 01/22	• Chapter 2: *The Historical Context: Basic Concepts & Early Influences* • Chapter 6: *Social Policy Development* – Part One (p. 177-193)	• Quiz - Chapter 2 via Blackboard from Wednesday 12:01am to Friday 11:59pm (CT) • Quiz - Chapter 6.1 via Blackboard from Wednesday 12:01am to Friday 11:59pm (CT) • **Policy Issue Topic Paper submitted via Blackboard by Wednesday, 01/24 at 11:59pmCT**
3	Week of 01/29	• Chapter 6: *Social Policy Development* – Part Two (p. 193-212) • Chapter 3: *The Historical Context: Development of Our Current Welfare System* – Part One (p. 57-81)	• Quiz - Chapter 6.2 via Blackboard from Wednesday 12:01am to Friday 11:59pm (CT) • Quiz - Chapter 3.1 via Blackboard from Wednesday 12:01am to Friday 11:59pm (CT) • ***Who Are My Representatives?* assignment submitted via Blackboard by Wednesday, 01/31 at 11:59pmCT**

4	Week of 02/05	• Chapter 3: *The Historical Context: Development of Our Current Welfare System* – Part Two (p. 81-103) • Chapter 4: *The Economic & Political Contexts*	• Quiz - Chapter 3.2 via Blackboard from Wednesday 12:01am to Friday 11:59pm (CT) • Quiz - Chapter 4 via Blackboard from Wednesday 12:01am to Friday 11:59pm (CT)
5	Week of 02/12	• Chapter 7: *Civil Rights* • Chapter 8: *Income & Asset-Based Social Polices & Program*	• Quiz - Chapter 7 via Blackboard from Wednesday 12:01am to Friday 11:59pm (CT) • Quiz - Chapter 8 via Blackboard from Wednesday 12:01am to Friday 11:59pm (CT) • **Policy Issue Analysis Paper submitted via Blackboard by Wednesday, 02/14 at 11:59pmCT**
6	Week of 02/19	• Chapter 9: *Policies & Programs for Children & Families* • Chapter 10: *Health & Mental Health Policies & Programs*	• Quiz - Chapter 9 via Blackboard from Wednesday 12:01am to Friday 11:59pm (CT) • Quiz - Chapter 10 via Blackboard from Wednesday 12:01am to Friday 11:59pm (CT) • **Draft Bill/Legislation & Policy Brief submitted via Blackboard by Wednesday, 02/21 at 11:59pmCT**
7	Week of 02/26	• Chapter 11: *Policies & Programs for Older Adults* • Chapter 12: *The Future*	• Quiz - Chapter 11 via Blackboard from ***Monday 12:01am to Wednesday 11:59pm*** (CT)

			- Quiz - Chapter 12 via Blackboard from *Monday 12:01am to Wednesday 11:59pm (CT)* **Draft Bill/Legislation Presentation by Wednesday, 02/28 at 11:59pmCT**

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

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 identify. 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 works 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 B

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

Competencies Addressed in This Specific Course

SWRK395 Course Matrix			
Competency	**Course Content**	**Dimensions of Student Learning**	**Course Unit**
Competency 1: Demonstrate Ethical and Professional Behavior	• Policy Issues Analysis Paper • Quiz 1	K, V, C/A	Units I, II, III
Competency 2: Engage Diversity and Difference in Practice	• Policy Issues Analysis Paper • Quiz 1	K, V, C/A	Units I, II, VIII
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	• Policy Issues Analysis Paper • Quiz 1	K, V, C/A	Units I, II, VIII
Competency 4: Engage in Practice-informed Research and Research-informed Practice			
Competency 5: Engage in Policy Practice	• Policy Issues Analysis Paper • Quizzes (all)	K, V, S, C/A	Units I, II, III, IV, V, VI, VII, VIII
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	• Policy Issues Analysis Paper	V, S, C/A	Units I, II, VI, VII
Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	• Policy Issues Analysis Paper	V, S, C/A	Units I, II, VI, VII
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	• Policy Issues Analysis Paper	V, S, C/A	Units I, II, VI, VII

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	• Policy Issues Analysis Paper	V, S, C/A	Units I, II, VI, VII