

**DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY**



SWRK 482/483: Social Work Practicum II and Field Seminar II

(3 credit hours)

Semester

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Office Hours: TBD

Class Day/Times: Online

Location: ONLINE ONLY

Course Description

SWRK 482 Social Work Field Practicum II. Prerequisites: SWRK 480/481. Co requisite: SWRK 483. Continued social work practice experience in a social service agency. (Grading: Pass/Fail)

SWRK 483 Social Work Field Seminar II. Prerequisites: SWRK 480/481. Co requisite: SWRK 482. Integrates the knowledge, skills, values, and experiences gained during the second semester of the internship.

SWRK 480/481 and SWRK 482/483 are capstone courses in the BSW program major. Students enrolled in the field practicum courses (SWRK 480 and 482) simultaneously enroll in the accompanying integrative field seminars (SWRK 481 and 483).

Criteria for grading Field Seminar (SWRK 483) and Field Practicum (SWRK 482)

Students are evaluated in both their Field Practicum by their Field Instructor (based upon their field performance) and in Field Seminar by their Field Liaison (based upon the assignments described below). Field Practicum courses are PASS/FAIL and Field Seminar courses are graded.

Required Texts

Larkin, S., (2021). *A Field Guide for Social Workers: An Integrated Approach*. (2nd ed.) Cognella.

Western Kentucky University. (2021). *BSW Field Manual*. <https://www.wku.edu/socialwork/field/bsw-field-manual-effective-fall2021.pdf>

Required Software

Tevara is an educational platform portal. Students will use this software to manage your assignments and required documentation in seminar and field. Students will receive a login and password.

<https://tevera.com/login/>

Recommended Resources

Council on Social Work Education. (2021). *Educational policy and accreditation standards*. Alexandria, VA:

Author. Retrieved from <https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf>

National Association of Social Workers. (2023). *Code of Ethics*. Washington, DC: Author. Retrieved from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

International Federation of Social Workers. (2023). *International Federation of Global Social Work Statement*. <https://www.ifsw.org/global-social-work-statement-of-ethical-principles/>

Students are encouraged to review texts, course notes, handouts, and journal articles from all past social work classes, including Human Behavior and the Social Environment, Social Work Practice 1, 2, and 3, Interviewing, Policy, Statistics and Research.

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 diverse 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, racial, economic, and environmental 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 (EPAS, 2022, pg 17).

Inclusion Statement:

Western Kentucky University (WKU) is committed to empowering its campus community to embrace diversity by building 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 Diversity, Equity, and Inclusion statement, this classroom will be an inclusive and respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expression, 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 semester you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Learning Outcomes

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

Knowledge

Differentiate the generalist approach to social work practice with client systems

Values

Demonstrate the ability to work effectively with clients who are diverse (in ethnicity, culture, gender, social class, mental and physical disabilities, and sexual orientation).

Skills

Implement critical thinking when utilizing the principles of research practice

Cognitive/Affective

Demonstrate the use of self-evaluation in the role of social worker

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:

Legal and ethical issues as they apply to work with individuals and families in an agency setting,

Unit I: Human Rights, Social Justice, and Diversity in Field

- A. Understand Antiracism, Diversity, Equity, and Inclusion in field placement
- B. Advocacy and Policy Practice

Unit II: The Planned Change Process

- A. Planned Change Process
- B. Multi-level Assessment

Unit III: Critical Thinking in Field

- A. Evidence-informed Practice
- B. Case Presentation

Unit IV: Professional Development of Self

- A. The Professional Self Defined
- B. Ethical Responsibilities of the Professional
- C. Capstone Reflection

Unit V: Endings in Field Education

- A. Types of Endings in Practice
- B. Endings in Field Education
- C. What's Next

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

Students are evaluated in both their Field Practicum by their Field Instructor (based upon their field performance) and in Field Seminar by their Field Liaison (based upon the assignments described below). Field Practicum courses are PASS/FAIL and Field Seminar courses are graded.

FIELD PRACTICUM EVALUATION (Pass/Fail) Successful completion of field for semester one requires completion of 200 hours in activities relevant to the student's learning plan. The student's Field Instructor and Field Liaison will evaluate her/him at the end of each semester. ***One hundred percent of the student's grade for the field practicum is based upon this evaluation.*** (Refer to the BSW Field Manual for details.) Note that the student's final grade for their Practicum learning plan and evaluation will be PASS/FAIL.

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1. Students are expected to *adhere to all policies contained in the BSW Field Manual*.
 2. ***Attendance and active engagement are required in field seminar.*** "Active engagement in group learning" will be discussed in an early class session and class guidelines which students will be expected to follow will be developed. A meaningful percentage of the overall course grade will be based on what students bring into the class learning environment and their demonstrated collegiality and professionalism with their fellow learners (including the instructor!). Seminar students can miss two (2) seminar sessions without penalty. A 10-point reduction in the total Seminar grade will be assessed for the third absence. An additional 10-point reduction will be assessed for a fourth absence. On days that a class does not meet students may be given a Blackboard assignment. Failure to complete this assignment will result in an absence for that day of class. More than four (4) absences will result in an "F" for the final grade.
 3. ***IMPORTANT TO NOTE: Simply completing field hours is not completing a student's field practicum!*** Field hours should be spent meaningfully; completing field learning tasks and attaining required competencies as outlined on the Learning Plan are needed to successfully pass this class. The Learning Plan should be used as a roadmap for students' experiences and should be amended as needed in consultation with their Field Instructor. At any time, if students feel that they are not spending their time well in their Practicum, they should seek assistance from their Field Instructor and/or Field Faculty Liaison.
 4. ***Learning Plans.*** Students are expected to have a signed Learning Plan in place and to complete the tasks that have been mutually developed by the student and Field Instructor. Learning Plans are due within four weeks of entering field and must be signed by the student, Field Instructor, and Seminar Instructor (Field Liaison). Students and Field Instructors may make changes in the Learning Plan based on the realities of the field setting and learning needs of the student, but all changes must be approved by the Faculty Liaison.
 5. ***Meeting with Field Instructor.*** Students, as part of their field responsibility and commitment to learning, are required to meet formally with their Field Instructor for a minimum of 1 hour/week. Students should alert their Field Liaison if they and their Field Instructor are not meeting this standard.

Grading Scale for Field Seminar

Assignment	Points
Learning Plan	Pass/Fail
Mid-Term Evaluation	Pass/Fail
Final Evaluation	Pass/Fail
Integrative Activities (7)	70 Points
Professional Development of Self	10 Points
Case Presentations	15 Points
Capstone Paper	15 Points

SWEAP:

FCAI/knowledge test 5 Points

ADEI Instrument 5 Points

TOTAL 120 points

EVALUATION & GRADING FOR SEMINAR AND PRACTICUM

Grading Scale for Seminar:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = Below 0%

Grading Scale for Practicum:

Pass = 1.5 – 3 points for each competency rating on the Learning Plan

Fail = Less than 1.5 points for each competency rating on the Learning Plan

Important Notes

-Late work will result in losing 1 point per day late. Please communicate with me! If emergencies/and or other circumstances occur, this can be taken into consideration. Please be aware that as professionals, professional behavior is expected. Communication and meeting due dates are a part of being a professional.

-All papers must be written in APA format. Points will be deducted for not being written in APA

-Please input hours into Tevera in a timely manner

Learning Plan and Evaluations (Completed) The Learning Plan is the student's first required assignment. It includes multiple tasks designed by the WKU Field faculty to support students in achieving competency in behaviors associated with generalist social work practice. Additional tasks relevant to the student's learning needs and learning opportunities within the agency and its community are developed by the student and Field Instructor during the first four weeks of the student's field placement. During the first field seminar session, the faculty Field Liaison (the Field Seminar Instructor) will discuss development of the Learning Plan (see Field Manual) and give instructions regarding its completion. Through the Learning Plan, students are expected to design, with Field Instructor input, a well-rounded, focused field experience that will assure that the student achieves required field competencies.

A Learning Plan is not considered complete until the student, Field Instructor, and faculty Field Liaison have reviewed the plan and signed it. Students and Field Instructors may make changes to the Learning Plan based upon the realities of field learning opportunities and the specific learning needs of the student, but all changes to the signed Plan must be approved by the faculty Field Liaison.

The Learning Plan should be regularly reviewed and consulted throughout the student's field experience. At the end of the student's first semester placement (SWRK 480), the Plan must be reviewed and revised, as needed, to reflect changes in learning needs and agency learning opportunities.

Integrative Assignments (70 pts). The Integrative Assignments consist of 7 (seven) assignments, that are worth 10 points each. These are assignments that will be done in class, and online and are referred to as “Integrative Activities” or “Reflection Activities” in the textbook. These activities will consist of Blackboard assignments, group activities, and/or discussion boards. These assignments serve multiple purposes for the students, faculty, and BSW Program. One purpose of the Integrative Assignments is as an opportunity for students to critically reflect on their learning throughout the seminar and practicum and relate it to the nine 2022 Council on Social Work Education (CSWE) competencies. The Integrative Assignments also serves as an outcome measure for the program, allowing the faculty to assess areas in the curriculum that need enhancements or modifications. Additionally, the Integrative Assignments is a sample of students’ knowledge, cognitive and affective processes that they can use with prospective employers.

Professional Development of Self (10 pts)

Professional Quality of Life (proQOL <https://proqol.org/>) is intended for any helper - health care professionals, social service workers, teachers, attorneys, emergency response, etc. Understanding the positive and negative aspects of helping those who experience trauma and suffering can improve your ability to help them and your ability to keep your own balance.

Review and complete the PROQOL assessment (complete online). Review your scores and reflect on your results by answering the following questions:

1. What parts of your results/scores were surprising to you and why?
2. Imagine if you would have taken this same assessment 3 months ago how might your scores have been different?
3. Review the PROQOL “tools” link: <https://proqol.org/self-care-tools-1> on the website. After reviewing both the Core Concepts, and the Fundamental Skills for Self-Care Handouts, for your highest scoring categories, list three goals to improve you’re the quality of your work life.

Case Presentations and Evaluation (15 pts)

The purpose of this activity is to guide students in the process of preparing and conducting a case presentation to assist them in developing competence in critical thinking. Students will select an individual, family, treatment group, or program and complete a case presentation with their supervisor. Students will then develop a power point and record a review of the case presentation on zoom or present in class. Each presentation will underscore competencies 1 (Demonstrate Ethical and Professional Behavior), 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities), goals, and outcomes. Integrated Activity 9.3.

Each student will be assigned a case presentation for evaluation by responding to questions in the evaluation rubric.

Capstone Reflection (15 pts)

Students will prepare a capstone reflection paper exploring the development of their profession self as an emerging professional social worker, incorporating a spiritually sensitive perspective. The three areas of spiritually sensitive professional development include meaning and purpose in work, reflection and discernment for ethical practice, and spiritually sensitive self-care. The paper will be written in APA format, 3-5 pages, and a minimum of 3 peer reviewed references. Integrated Activity 11.1.

SWEAP (10 Points) MANDATORY

1. **Completion of Social Work Education Assessment Project (SWEAP) Foundation Curriculum Assessment Instrument (FCAI)**

The FCAI is a measure of your knowledge of 9 core Council on Social Work Education Competencies. It is a measure of how well our WKU BSW curriculum has prepared you with the knowledge necessary for competent social work practice. There are 100 multiple choice questions and you have an hour to complete the instrument. You will not be scored for a grade on this instrument. We only ask that you complete the instrument so we can assess our program. Although you won't be scored on the instrument, please do your best to answer the questions correctly. We will be seeing how many of our students score a certain percentage on each competency. We can compare our student scores (group scores only, not individual scores) with similar institutions. You will be awarded 5 points for participation in the assessment.

Procedure

You will receive an email from Dr. Dana Sullivan, Professor of Social Work and BSW Program Assessment Coordinator, the week of April 8, 2024, inviting you to complete the FCAI.

Dr. Sullivan will inform your Field Seminar Instructor when you've completed the instrument so that you can receive your participation points. Your individual responses will not be reported. The data from the FCAI Instrument will be reported in aggregate on our CSWE accreditation documents.

Total Points Possible = 5 for Completion of the FCAI (no certain score must be attained, only completion of the instrument).

Please contact Dr. Dana Sullivan at dana.sullivan@wku.edu if you do not receive the email on April 8 or have any difficulty with this process. Please don't forget to check your junk folders as the sender may show up as SWEAP.

2. Anti-Racism, Diversity, Equity, and Inclusion (ADEI) Instrument

Purpose- Data Collection of Student Ratings assessing the WKU BSW Program efforts to provide students a learning environment that respects the value and meaning of anti-racism, diversity, equity, and inclusion (ADEI), and the development of cultural humility.

Procedure

The week of April 8, 2024, Dr. Dana Sullivan will send an email to each student enrolled in a SWRK 483 Field Seminar II section inviting them to complete the ADEI instrument.

On April 15, Dr. Sullivan will email all SWRK 483 instructors to let them know who has not completed the FCAI. She will continue to update weekly until 100% participation is achieved. It is expected that the instructors of each course will help remind the students to complete the instruments. After all students in a section have completed the evaluation, Dr. Sullivan will email the instructors to add the 5 participation points to the student's seminar score.

Total Points Possible = 5 for Completion of the ADEI (no certain score must be attained, only completion of the instrument).

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

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 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 accommodations 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, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. 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.

Learning Assistance at WKU

[The Learning Center \(TLC\)](#) is located on the Bowling Green campus in the Academic Advising and Retention Center, DSU 1082. 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 270-745-5065 or stop by DSU 1082. Students can log on to TLC's website at <http://www.wku.edu/tlc/> to find out more.

ChatGPT and Generative AI Statement at WKU

AI tools prohibited:

Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the [WKU Student Code of Conduct](#).

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:

- Weekly synchronous sessions with faculty and students,
- Faculty participation in weekly discussion boards,
- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission.

Disclaimer

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

Council on Social Work Education (CSWE) 2022 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, 2022).

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional

judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional 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: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect 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, racial, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage

effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human

behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

APPENDIX 2
Council on Social Work Education (CSWE)
2022 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"> • Learning Plan • Integrative Activity 1.1 Translating Core Competencies into Field Task • Professional Quality of Life Assessment/Selfcare Reflection • Planned Change Behavior Discussion Board #1 • Ethical Reflection Discussion Board #2 • Integrative activity 9.3 Case Presentation • Integrative Activity 11.1 Professional Development of Self Capstone Paper 	K,V, S,C/A	Units I, II, III, IV, V

Course Matrix			
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	<ul style="list-style-type: none"> • Learning Plan • Integrative Activity 1.1 Translating Core Competencies into Field Task • 8.1 Reflection on National Events and CSWE/NASW Actions • Integrative Activity 8.2 Policy Analysis and Practice in Field 	K, V, C/A	Units III, IV
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	<ul style="list-style-type: none"> • Learning Plan • Integrative Activity 1.1 Translating Core Competencies into Field Task • Integrative Activity 8.2 Policy Analysis and Practice in Field 	K,V, S, C/A	Units III, IV
Competency 4: Engage in Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> • Learning Plan • Integrative Activity 1.1 Translating Core Competencies into Field Task • 	K, V,S	Units II, III,, IV,V
Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> • Learning Plan • Integrative Activity 1.1 Translating Core Competencies into Field Task • Integrative Activity 8.2 Policy Analysis and Practice in Field 	K, V,S	Units: I, II, III,, IV,V
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Learning Plan • Integrative Activity 1.1 Translating Core Competencies into Field Task • 	K, V, S, C/A	Units I, II, III, IV, V

Course Matrix			
Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Learning Plan • Integrative Activity 1.1 Translating Core Competencies into Field Task • Integrative Activity 10.2 The Multilevel Assessment 	K, V, S, C/A	Units I, II, III, IV, V
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Learning Plan • Integrative Activity 1.1 Translating Core Competencies into Field Task • Integrative Activity 10.2 The Multilevel Assessment • Reflective Question 12.2 Termination with client systems 	K, V, S, C/A	Units I, II, III, IV, V