

**DEPARTMENT OF SOCIAL WORK  
WESTERN KENTUCKY UNIVERSITY**



**SWRK 301 – 720 and SWRK 301-730: Social Work Practice for Diversity, Equity, and Inclusion  
(3 credit hours)**

**[Fall 2022, Bi-Term] (Monday, August 22, 2022 – Wednesday, October 12, 2022)**

**Instructor: Nina K. Wells, DSW, LCSW**

**Office Hours:** Email to Schedule Appointments

**Email:** [nina.wells@wku.edu](mailto:nina.wells@wku.edu) (preferred)

All Meetings are via Zoom

**Tel:** 270-935-7175 (only use if email already utilized)

**Office:** Web-Based

**Meeting Time and Location**

**Web Based**

### **Course Description**

Prerequisites: SWRK 101 and admission to the BSW program.

Explores how students' personal identity and experiences shape views of social, economic, and environmental justice issues affecting marginalized populations. Focuses on building upon this understanding to begin to develop cultural competence in preparation for social work practice with vulnerable client systems.

### **Required Reading**

Sue, D., Rasheed, M., & Rasheed, Janice M. (2016). *Multicultural social work practice: A competency-based approach to diversity and social justice*. (2nd ed.). Hoboken, NJ: Wiley.

**NOTE:** Free online copy can be access from WKU Library through a link below:

[https://saalck-wku.primo.exlibrisgroup.com/permalink/01SAA\\_WESTKY/tfo4s4/alma9912328794802637](https://saalck-wku.primo.exlibrisgroup.com/permalink/01SAA_WESTKY/tfo4s4/alma9912328794802637)

National Association of Social Workers. (2015). *Standards and Indicators for cultural competence in social work practice*. Retrieved from

<http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>

### **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**

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**

1. Articulate an understanding and awareness of own cultural experiences, worldview, and biases as related to effective social work practice
2. Describe the impact of social, economic, and environmental injustices on those marginalized groups served by professional social workers

#### **Values**

3. Recognize the influence of power and privilege on self-identity, and worldview, and interactions between social workers, clients, and constituents

#### **Skills**

4. Identify and critique oppressive language, gestures, and behaviors that are used negatively to refer to marginalized groups
5. Demonstrate cultural humility in professional social work practice interactions with others regardless of difference

#### **Cognitive and Affective Processes**

6. Display a professional commitment to embracing difference, and inclusion, allyship, and advocacy for marginalized populations in professional social work practice

## **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 A of this syllabus. Core competencies addressed in this class are included in Appendix B of this syllabus.

### **Topical Outline:**

#### **Unit I: Introductions and Course Overview**

- A. Introductions and review of course outline and expectations

- B. Importance, meaning, and expectations of cultural competence in social work
- C. Critical reflection

## **Unit II: Core Concepts**

- A. Social, economic, and environmental justice; human rights and human needs; capabilities
- B. Social identity; power, privilege, and acclaim
- C. Stereotype, prejudice, discrimination, oppression, marginalization, alienation, minoritizing, essentialism, othering, microaggressions, internalized oppression
- D. Intersectionality
- E. Strengths perspective; person-first language; cultural humility

## **Unit III: Social Identities**

- A. Race/ethnicity
  - 1. White supremacy; white fragility; ethnocentrism; colorism/shadeism
- B. Class
  - 1. Socioeconomic group; poverty; xenophobia/nativism/colonialism
- C. Gender/sex/gender identity and expression
  - 1. Sexism;
  - 2. Lookism; sizeism
- D. LGBTQIA
  - 1. Heteronormativity; homophobia; heterosexism
  - 2. Cisgenderism; transphobia
- E. Ability status
  - 1. Ableism
  - 2. Disability (mental and physical); visible and invisible disabilities
- F. Age
  - 1. Ageism
- G. Religion/spirituality
  - 1. Religious oppression
  - 2. Islamophobia; Anti-Semitism

## **Unit IV: Professional Development: Empowerment, Allyship, and Advocacy**

- A. Anti-oppressive practice; decentering privilege
- B. Empowerment; allyship; advocacy
- C. Personal and professional development plan

## **ASSESSMENT/ ASSIGNMENT DESCRIPTIONS**

### **Grading scale & Evaluation**

Critical Reflections	50 pts
"Isms" Log & Paper	100 pts
Cultural Encounter	100 pts
Cultural Sensitivity & Professional Development	100 pts
Group Presentation: Profiles Of Diverse Populations	100 pts
Participation/Professionalism	50 pts
	<hr/> 500 pts

A = 90 – 100%	B = 80 – 89%	C = 70 – 79%	D = 60 – 69%	F = Below 60%
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500 – 450 pts	449.5 – 400 pts	399.5 – 350 pts	349.5 – 300 pts	< 300 pts
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## **Course Assignments**

### **CRITICAL REFLECTIONS:**

You will post critical reflections to Blackboard in response to course readings, in-class activities, panel discussions, presentations, videos, and other materials, activities, and processes. These postings will occur throughout the semester. These exercises help you to learn and apply core concepts covered in this course. A high level of quality and critical synthesis of information is expected in these posts.

### **ISMS/Microaggressions Log and Reflection Paper:**

**SWRK 301: Social Work Practice for Diversity Equity and Inclusion**  
**Assignment: ISMS/Microaggressions Log and Reflection Paper**  
 Due: ... (20% of your term grade)  
 Log should be a minimum of 12 scenarios and the Reflection paper should be 3-5 pages

### **PURPOSE**

#### **Knowledge:**

After doing this assignment you will understand:

1. How to be self-aware and conscience of the microaggressions/ISMS people make towards certain group of people in everyday lives
2. How do microaggressions/ISMS do impact the targeted people
3. How microaggressions/ISMS could impact the targeted people psychologically.

#### **Skills:**

After doing this assignment you will be able to:

4. Identify and categorize microaggressions made towards certain groups of people.
5. Discuss the biases and stereotypes that underlying these microaggression/ISMS.
6. Reflect on student's immediate reaction from the incidents of microaggressions/ISMS and the possible impacts on the targeted groups.
7. Student competency in this content will be evaluated base on the associated assignment rubric. Distinguish is demonstrated

#### **Values:**

8. Recognize the influence of language of privilege and oppression use in the society and its implications on marginalized groups and how that could impart the social work practice.

### **TASK:**

#### **ISM/Microaggression Log**

- In the three (3) weeks leading up to the paper due date, you should begin keeping your log of the "Isms"/microaggressions you encounter during your daily routine, on television, in movies, in advertising, in social media, at church, at school, etc.

- you will observe, listen to, and record incidents of oppressive language, gestures, or behaviors you encounter that refer to individuals' or groups' age, race/ethnicity, class, ability status, gender/gender identity, sexual orientation, and religion.
- Record any communications or acts of racism, sexism, ageism, heterosexism, ableism, classism or other "isms"/microaggressions that you observe, read, participate in, or hear. Listen especially for any "isms" related to the population(s) you may write about in the *Cultural Encounter* and *Cultural Sensitivity & Professional Development* assignments.
- The log must include the date and context of the "ism"; your thoughts and feelings in response to the "ism"; and what makes this an "ism" or microaggression (i.e., what is the underlying message of this "ism"). You may use the template provided on Blackboard or create your own.
- **A minimum of 12 "isms"/microaggressions must be listed. In all likelihood you will have more. You must include at least four (4) different kinds of "isms". No more than 25% (3 out of 12) can be taken from fictional or electronic sources, such as sitcoms, movies, or social media (Facebook, Twitter, etc.).**

### Reflection Paper

You will then reflect on the impact of these "isms"/microaggressions on these populations and yourself.

- In preparation for this assignment, you will listen to the [TED Talk: Playing with Perceptions](#) (54 mins).
- The 3–5-page paper provides you with the opportunity to reflect on the "isms"/microaggressions you witnessed. Following completion of your log\*, you will respond to the following questions citing at least three (3) specific incidences you witnessed and integrating concepts discussed in the [TED Talk: Playing with Perceptions](#):
  - Were you personally affected by the incidents? If so, in what way?
  - Were any false stereotypes about certain cultural groups promoted by the incidents?
  - If other people witnessed the incidents, what were their reactions?
  - Did you do anything to confront the oppressive situations (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?
  - What did the person or group making the offensive remarks or gestures seem to hope to gain from being racist, sexist, or otherwise prejudiced, discriminatory, or oppressive?
  - How do the incidents you observed relate to prior incidents you have witnessed concerning this particular cultural group?
  - How will the incidents impact your future interactions with the cultural group being marginalized by these "isms"/microaggressions?
- Your "isms" log should be attached to your paper as an appendix. (This is not included in the page count.)

### CRITERIA:

See Blackboard for details

ISMS Log 40%%

Reflection Paper 50%

Writing 10%

### CULTURAL ENCOUNTER:

Active participation in at least one dynamic, culturally different experience is required for this project.

That is, you must investigate a cultural group new to you, preferably with which you are uncomfortable

and/or unfamiliar. Once you have identified the group, investigate the cultural group through electronic and/or written media and talk to folks from that group on the phone or via Zoom) if possible, attend a virtual event or function hosted by that particular group. It is even more optimal if students can interview more members of the group or attend more than one virtual meeting. For example, you might attend virtual worship services in a faith significantly different than your own, attend an advocacy group zoom meeting for a diverse cultural group (such as PFLAG or NAMI), visit a LGBTQ+ chat site, spend a day at the National Association of the Deaf online event, or attend a virtual event hosted by police officers (for those with a fear of law enforcement). The experience that you choose will require the professor's approval beforehand and it must be one that is reasonably safe.

You are to address the following questions in a 5-6-page paper:

- Describe the diverse cultural event you participated in and/or attended.
- How was this experience different for you? Did it force you to step out of your comfort zone?
- What did you learn that you did not know about the cultural group you investigated?
- What stereotypes about the group were confirmed or rejected by your experience?
- As a result of your attending the event or function, how will you relate to this cultural group differently in the future, both in your personal life and in social work practice? You must describe how you will relate to this group from a stance of cultural humility.
- Comment on what you perceive you gained as a result of this exercise.

### **CULTURAL SENSITIVITY & PROFESSIONAL DEVELOPMENT:**

For this assignment, you will select a marginalized group with which you experience some discomfort and anticipate being challenged in working with in your practice. As outlined below, you will discuss this group in detail including information and insights gained from class discussion, readings, and your lived experience. (This group may be the same group chosen for the *Cultural Encounter* assignment only if that group is also considered marginalized.) The assignment is divided into three parts. You will first describe and reflect upon the nature of your discomfort with this group. Next, based upon class discussion, readings, other class-related activities and processes, you will objectively describe how this group is marginalized. (This part of your analysis must include content from the course text, at least one peer reviewed academic article, and at least one other academic or nonacademic source that addresses the marginalization of this group.) Finally, you will identify a personal and professional development plan for allyship and advocacy for this group.

You are to address the following questions in a 6-8 page paper:

#### **Part 1**

1. What are my biases about this group?
2. How do I know that my discomfort with this group reflects an "ism" for me?
3. How long has this "ism" been there?
4. What are the circumstances leading up to how it got there?
5. How do significant others in my life impact/not impact my reaching this particular viewpoint?
6. What inner and outer personal/environmental experiences in my life contribute to this perspective?
7. How do the views of the society-at-large impact upon my thinking about this group?
8. How do I imagine people in this group must feel when "isms" are directed at them?
9. How can these experiences and influences impact my ability to be a culturally competent social work practitioner with this group?

### **Part 2**

1. In what ways has this group been marginalized?
2. What opportunities have been limited for this group?
3. In what ways have this group's opportunities been limited?
4. What are the immediate and long-term consequences of this marginalization for group members?

### **Part 3**

1. Based upon your self-reflection of your own biases regarding this group as well as your analysis of how this group is marginalized and the consequences this creates, outline a plan for professional commitment to allyship and advocacy for this group. How will you effectively work with, empower, and advocate for the needs of this group? You must be concrete and specific.

## **GROUP PRESENTATION: PROFILES OF DIVERSE POPULATIONS:**

Throughout the semester, a student group (of 4 or 5) will provide a presentation on one of the ten culturally diverse groups from Chapter 14's Culturally Competent Social Work Practice with people who are Black/African American, Asian American and Pacific Islanders, Native American/First Nations People and Alaska Natives, Latinx/Hispanic Americans, immigrants/refugees, LGBTQ, senior citizens, people with abilities and disabilities, women, and multi-racial and bi-racial persons (Approved by Instructor). A sign-up sheet will be distributed for group presentations by the second-class meeting. Each student is required to participate in the group presentation, and presentations should be approximately 45 minutes and shall include a "Guest Presenter" from that marginalized community.

The group presentation must include the following:

1. Discuss the strengths and resiliency of the population
2. Describe the cultural values and beliefs of the population
3. Discuss how issues such as income and poverty, education, unemployment, physical and mental health, stereotyping, prejudice and discrimination impact the life status, well-being and overall functioning of these diverse populations.
4. Describe any challenges of acculturation for the population?
5. Describe the socio-political and historical experiences of the population (e.g., the slavery of African Americans, the colonization of First Nations Peoples/Native Americans, the immigration of Hispanic or Latino Americans). How did these experiences impact the population?
6. What are the implications for social work practice with this population?
7. Develop a Power Point presentation regarding the diverse population
8. Utilize 3 peer reviewed journal articles regarding evidenced based practice with your population.
9. Have a "Guest Presenter" attend class or provide a video lecture for the class regarding the presenter's experience working with the population.
10. Submit your PowerPoint and five (5) thought provocative questions related to the marginalized group for class discussion.

You may present utilizing an in-class format, if applicable, a podcast, video recording, Zoom recording, etc. You will need to submit the completed assignment to the instructor one week before your presentation. If the class is meeting face to face, you will provide your presentation in the classroom, and have your "Guest Presenter" in class either in-person or virtual. If the "Guest Presenter" will be presenting virtually, prior arrangement should be made with your instructor at least a week before class

to ensure that resources are made available. Please consult with your instructor if you have any questions. (Adapted from Cengage.com)

### **PARTICIPATION/PROFESSIONALISM:**

Active engagement is expected of students during class meetings. Professional behavior is expected in all interactions with classmates and the instructor. This means handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posited with respect and personal regard. This class will involve some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions. Professionalism will be discussed in class and a rubric will be distributed outlining expectations related to attendance/promptness, engagement in class, listening skills, behavior, and cultural competence. The ability to objectively assess oneself and identify a plan of action that builds upon strengths and identifies opportunities for professional development is an important skill for social workers to practice. Therefore, students will be given the opportunity to evaluate their professionalism; and, as needed, develop plans of action during the course of the semester. This evaluation, as well as the instructor's evaluation of a student's professional behaviors, will determine this portion of a student's grade in the class.

### **Disclaimer**

The instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students.

### **Diversity Statement**

I consider this classroom to be a community where you will be treated with dignity and respect. Both your individual identities as well as your affiliated cultural group attributes are validated and respected. I welcome members of all backgrounds, ages, gender identities, sexual orientations, socioeconomic backgrounds, abilities, national origins, religious affiliations, political persuasions, etc. as part of this community. All members of this class are encouraged to share their valuable perspectives and contribute to a respectful, welcoming, and inclusive learning atmosphere for all other members of this class community

### **Expectations of Student Behaviors**

**Attendance and active engagement are required.** Students can miss two (2) sessions without penalty. A third absence thereafter will incur a 5-point reduction. Fourth and fifth absences will incur a 15-point reduction each. Any more than 6 absences will result in failure of the course. NOTE: Class attendance includes both IN-PERSON sessions and BLACKBORAD ACTIVITIES.

Failure to complete assignments on time will receive a penalty. One day late is -10%, 2 days late is -50% and no assignments will be accepted after 2 days late.

1. Arriving late or leaving early is a disruption to other students and the instructor. Excessive tardiness of leaving early will result in an absence. (Refer to the Participation/Professionalism rubric for more details.)

2. Digital devices. Use of laptop computers and other digital devices (e.g., touch pads and smart phones) during class should be limited to academic activities only (i.e., note taking, research, and communication relevant to course assignments). Cell phones should be turned to silent mode during class. If a student is expecting a call during class, s/he should notify the instructor. If a student receives a call that s/he must answer, s/he should step out of the classroom to take the call. Unless related to a specific classroom activity, using a cell phone or other digital device to browse the internet, text, instant message, or play games is prohibited in the classroom. (Refer to the Participation/Professionalism rubric for more details.)
3. College level writing is expected in this course. Written assignments must be grammatically correct, typed, double-spaced, and display correct form per APA guidelines. Students are expected to use APA style format for citing and listing references. Students are encouraged to make use of the university writing resources identified below. (Rubrics for written assignments will be provided.)
4. Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the University (and is also counter to social work values and ethics included in the NASW Code of Ethics). Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty may mean a grade of “zero” for the assignment and/or course failure. Student should review the “Academic Offenses” section of the WKU Student Handbook at: <http://www.wku.edu/handbook/> and the “Ethical Principles” and “Acknowledging Credit” sections of the 1999 Code of Ethics, National Association of Social Workers found at: <http://www.socialworkers.org/pubs/code/code.asp>

If a student uses direct quotes in papers, the quotes must have quotation marks around them cite the author, year, and relevant page numbers. Failure to adhere to this guideline is considered plagiarism. 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.

5. Complete work on time. Students are responsible for their own learning by coming to class prepared with readings and assignments completed on schedule. All written assignments are due as outlined on the Course Schedule and should be submitted to Blackboard. Unless prior arrangements have been made with the instructor, late assignments will be penalized 10% (from the total points possible on the assignment) per day and will not be accepted any later than 5 days after the assignment is due. No assignment will be accepted after the last day of regular classes.
6. Academic Support. WKU offers many resources that can help students 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, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto: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.

### **Learning Assistance at WKU**

## **The Learning Center Peer Tutoring Services**

The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit [www.wku.edu/tlc](http://www.wku.edu/tlc).

The [WKU Glasgow START \(Student Tutoring and Resource Team\) Center](http://www.wku.edu/startcenter/) is located in Room 163 and will be open Monday through Thursday 8 am to 7 pm and on Friday from 8 am to noon. Computers are available for student use and the tutors can provide assistance with the online software associated with classes and also with word processing and other software. Students can go to <http://www.wku.edu/startcenter/> for more information.

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

On South Campus, [The Learning Assistance Center \(LAC\)](https://www.wku.edu/lac/) is in Room 234. Tutors are available for many General Education courses. For more information, contact 270-780-2536. Students can go to <https://www.wku.edu/lac/> for more information.

## **Title IX Misconduct/Assault Statement**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

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 Title IX Coordinator, Andrea Anderson, 270-745-5398 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.

## **COVID Statement**

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](http://www.wku.edu/healthyonthehill)

### **RSI Information**

The U.S. Department of Education released final regulatory language for Distance Education and innovations, effective July 1, 2021, that included an updated definition of distance education, which distinguishes it from correspondence education. For all distance education courses in which students may use federal financial aid, the Department of Education requires institutions to monitor and evaluate distance education offerings to ensure there is regular and substantive interaction (RSI) between students and faculty.

The Department of Education will focus on five factors to determine compliance with the federal regulation of RSI in distance education.

- Our online courses are delivered through appropriate media (e.g. internet, audio conferencing).
- The instructor of record meets our accreditation requirements.
- The instructor of record engages in, at least, two of five substantive activities.
- The instructor of record incorporates scheduled and predictable opportunities for interaction with students.
- The instructor of record is responsive to student requests.

## **Appendix A**

### **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 B**

### **CSWE EPAS Core Competencies for BSW Education**

Core competencies addressed in this class are defined as follows:

<b>Competency</b>	<b>Course Content</b>	<b>Dimensions of Student Learning</b>	<b>Course Unit</b>
Competency 1: Demonstrate Ethical and Professional Behavior	Cultural Encounter Cultural Sensitivity & Professional Development Participation/Professionalism	V, S, C/A	Unit II, III, & IV
Competency 2: Engage Diversity and Difference in Practice	Critical Reflections "Isms" Log Cultural Encounter Cultural Sensitivity & Professional Development Participation/Professionalism	K, V, S, C/A	Units II, III, & IV
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Cultural Sensitivity & Professional Development	V, C/A	Units III & IV
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Cultural Encounter Participation/Professionalism	K, V, S	Units III & IV
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Cultural Sensitivity & Professional Development	K, V, C/A	Units II, III, & IV