



Human Behavior in the Social Environment

SWRK 330 (3 credit hours)

Semester Fall 2019

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Class Meeting Times/Dates: On-line

Location: On-line

Course Description:

This course introduces students to theories informing human behavior within the context of individual, family, group, community, and organizational resources. Emphasis is placed on the applicability of varied theories to diverse populations. Thus, we consider how theoretical frameworks empower social workers to advocate for *economic and social justice*. These frameworks are also used to understand the functioning of individuals as members of families, groups, communities, and larger social organizations, in order to intervene effectively at various system levels. Course objectives are achieved through the use of experiential exercises, class discussions, didactic presentations, and/or films, which encourage students to develop skills in critical thinking.

Required Text:

Hutchinson, E.D. (2016). *Essentials of Human Behavior: Integrating Person, Environment, and the Life Course* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Supplemental Text:

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

BSW Mission Statement

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

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

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

Generalist practice is grounded in the liberal arts and the person-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. Explain the impact of biological, cultural, social, and environmental influences on human development across the lifespan.
2. Identify major theoretical concepts

Values

3. Discuss the influence of one's own experience in understanding the experiences of marginalized groups.
4. Evaluate the influence of privilege, diversity, oppression, and social/economic/environmental justice on micro, mezzo, and macro systems.

Skills

5. Evaluate the utility of various theoretical perspectives to social work practice on micro, mezzo, and macro systems.
6. Using case scenarios, apply various theories to inform assessment and interventions with individuals, families, groups, communities, and organizations.

Cognitive/Affective

7. Analyze the impact of the intersections of race, ethnicity, sexual orientation, age, gender, class, political affiliation, and religion on own life experiences and relationships with colleagues, administrators, client systems, and communities.

CSWE EPAS Core Competencies for BSW Education

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

Topical Outline:

Unit I: Introductions and Course Overview

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

Unit II: Human Behavior: A Multidimensional Approach

- A. Person in Environment
- B. Macro Influences on Human Development across the Lifespan
- C. Diversity, Oppression, and Privilege
- D. Scientific Knowledge: Theory Informed Practice

Unit III: Theoretical Perspectives

- A. Theories:
 - 1. Systems
 - 2. Conflict
 - 3. Exchange and Choice
 - 4. Social Constructionist
 - 5. Psychodynamic
 - 6. Developmental
 - 7. Social Behavioral
 - 8. Humanistic
- B. Merits of Multiple Perspectives
- C. Implications for Social Work Practice

Unit III: Biological Person

- A. Interior Biological Health and Illness
 - 1. Nervous
 - 2. Endocrine
 - 3. Immune
 - 4. Cardiovascular
 - 5. Musculoskeletal
 - 6. Reproductive
- B. Exterior Environmental Factors
- C. Implications for Social Work Practice

Unit IV: Psychological Person

- A. Theories of cognition
 - 1. Information processing
 - 2. Social learning
 - 3. Multiple intelligence
 - 4. Moral reasoning
- C. Theories of Emotion
 - 1. Physiological
 - 2. Psychological
 - 3. Social
- D. Stress
- E. Coping and adaptation
- F. Implications for social work practice

Unit V: Spiritual Person

- A. Spiritual dimension
- B. Transpersonal
- C. Role of spirituality in social work/Implications for practice

Unit VI: Culture and the Physical Environment

- A. Challenge of defining culture
- B. Postmodern view
- C. Physical environment and human behavior
 - 1. Stimulation theories
 - 2. Control theories
 - 3. Behavior setting theories
 - 4. Eco-critical theories
- D. Natural environment
- E. Built environment
- F. Place attachment
- G. Homelessness
- H. Accessible environments
- I. Implications for social work practice

Unit VII: Families

- A. Historical perspectives
- B. Theoretical perspectives for understanding families
 - 1. Psychodynamic
 - 2. Family systems
 - 3. Feminist
 - 4. Family stress and coping
 - 5. Family resilience
- C. Diversity in family life
 - 1. Nuclear
 - 2. Extended
 - 3. Cohabiting
 - 4. Couples with no children
 - 5. Stepfamilies
 - 6. Same sex
 - 7. Military
 - 8. Economic/Cultural
 - a. Economic
 - b. Cultural
 - c. Immigrant/Refugee families
- D. Challenges
 - 1. Intimate partner violence
 - 2. Addiction
 - 3. Divorce
- E. Implications for social work practice

Unit VII: Small Groups, Communities, and Formal Organizations

- A. Theories of small group processes
 - 1. Psychodynamic
 - 2. Symbolic interactionism
 - 3. Exchange
 - 4. Self-categorization
- B. Formal organizations
 - 1. Rational
 - 2. Systems

- 3. Interactional
- 4. Critical
- C. Communities
 - 1. Contrasting types
 - 2. Spatial arrangements
 - 3. Social systems
 - 4. Social capital
 - 5. Conflict
- D. Implications for social work practice

Unit VIII: Social Structure, Social Institutions, and Social Movements

- A. Contemporary trends in global and U.S. social institutions
- B. Theories of social inequality
- C. Perspectives on social movements
 - 1. Political opportunities
 - 2. Mobilizing structures
 - 3. Cultural framing
 - 4. Emerging perspectives
 - 5. Implications for social work practice

Unit IX: The Human Journey: A Life Course Perspective

- A. Basic concepts
- B. Major themes
- C. The family life course
- D. Strengths and limitations
- E. Implications for social work practice

Unit XI: The Journey Begins: Conception, Pregnancy, Birth, and Infancy

- A. Sociocultural
- B. Control over contraception and pregnancy
- C. Fetal development
- D. At risk newborns
- E. Typical infant development
 - a. Physical
 - b. Cognitive
 - c. Socio-emotional
- F. Child care
- G. Risk and protective factors

Unit XII: Toddlerhood and Early Childhood

- A. Physical development
- B. Cognitive development
- C. Moral development
- D. Social development
- E. Risks to development
 - a. Poverty
 - b. Ineffective discipline
 - c. Homelessness
 - d. Divorce
 - e. Violence
- F. Protective factors
- G. Implications for social work practice

Unit XIII: Middle Childhood

- A. Physical development
- B. Cognitive development
- C. Moral development
- D. Social development
- E. Spiritual development
- F. Risk and protection
- G. Implications for social work practice

Unit XIV Adolescence

- A. Biological development
- B. Psychological development
- C. Social development
- D. Sprituality
- E. Sexuality
- F. Challenges
 - 1. Substance use and abuse
 - 2. Delinquency
 - 3. Bullying
 - 4. Community violence
 - 5. Intimate partner violence
 - 6. Poverty and low educational attainment
 - 7. Eating disorders
 - 8. Depression and suicide
- G. Implications for social work practice

Unit XV Young and Middle Adulthood

- A. Theoretical approaches to adulthood
 - 1. Jung
 - 2. Erikson
 - 3. Levinson
 - 4. Arnett
- B. Biological functioning
- C. Cognitive
- D. Personality and Identity
 - 1. Trait
 - 2. Human agency
 - 3. Life narrative
- E. Relationships
 - 1. Romantic
 - 2. Relationships with children
 - 3. Relationships with parents
 - 4. Relationships with friends
- F. Risk and resilience
- G. Implications for social work practice

Unit XVI Late Adulthood

- A. Demographics of older adult popuation
- B. Cultural construction of late adulthood
- C. Social gerontology
- D. Biological changes

- E. Psychological
- F. Social role transitions
- G. Death and dying
- H. Implications for social work practice

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

<u>Assignment</u>	<u>Points</u>
Exams	400 points
Case studies	200 points
Environmental Justice Paper	200 points
Self Portrait	100 points
Professionalism	100 points
Total	1000 points

Grading Scale:

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

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

EXAMS

There will be four examinations administered during the semester. Each student must work on this assignment independently. *Collaboration with your classmates will be considered cheating, and a zero will be given to both parties.* Each exam will cover material from all required readings, lectures, class discussion, audio and videotapes. Exams are multiple-choice, true/false and/or essay questions.

Environmental Justice Paper (200 total points)

This paper focuses on how a theory of your choice informs environmental justice issues. Thus, your first task is to pick an *environmental problem* that contributes to a social/health problem or problems affecting individuals, families, groups, and communities. Examples of topics include, but are not limited to, air and water pollution, climate change/global warming, food insecurity, environmental disasters, environmental racism, acid deposition, plant/animal extinction, and deforestation.

This assignment is worth 20% of your final grade. Papers **MUST** include the following information:

- 1). How you selected the environmental problem (10 points).
- 2). Who defines this issue as a problem/who does it affect? (15 points)
- 3). Provide historical context for this issue (20 points).

- 4). Based on your review of the literature, what are the most prevalent theoretical perspectives used to frame this social problem? What are the strengths and limitations of each theoretical perspective? Which do you believe provides the best explanation? Why? (30 points)
- 5). Based on your review of the literature, what are the primary causes of this issue? (20 points)
- 6). What previous attempts have been made to solve this issue?
What parts were successful? Why? (15 points)
What parts were ineffective? Why? (15 points)
- 7). What can social workers do to make communities more sensitive to this issue? (25 points)
- 8). Informed by theory and the literature, what interventions does your group suggest to ameliorate the issue? (25 points)
- 9). Include a link to a video to show one or more of the discussion points listed above (25 points).

SELF-PORTRAIT

This assignment is intended to allow you to address the impact on your personal and professional development of various issues related to human behavior in the social environment. To complete the assignment, write a 3-5 page double spaced paper that includes at least the following elements.

1. A general description of yourself as a bio-psycho-socio-cultural-spiritual being. Be sure and address each part of that hyphenated description! State how the overall combination of these characteristics influenced the opportunities and barriers that you have experienced so far in your life (10 points).
2. Using **one** of the theories or models of individual development or identity formation presented in class and/or the text, describe your progress through the life-span to this point in time. That is, where are you now, and what phases have you passed through (20 points)?
3. A brief discussion of the values you bring with you as you progress through the phases of your lifespan that remain (10 points).
4. Discuss the impact of your family of origin in your life. How have your family members affected you? (10 points)
5. Identify at least 4 groups and organizations in the larger environment that have been influential in your life. (This does not include your family or individual friends.) For each one, briefly describe how it has affected your personal or professional view of the world (10 points).
6. Identify and briefly describe at least 3 major events or factors in the larger environment, such as political or social movements or national problems, which have influenced you. For each one, briefly describe how your development and world-view were affected (15 points).
7. Diversity, discrimination and oppression affect everyone, whether they are part of the dominant group or a subordinated group. Describe the impact of diversity, discrimination and oppression on your development and perspective of the world (personal and professional). (15 points)
8. Taking into consideration the experiences and influences that you have discussed above, discuss briefly the strengths and limitations that they will bring to your professional development as a

social worker. Outline a plan for addressing limitations. (10 points)

CASE STUDIES (Students will be assigned case studies from the text and present the following information to the class:

1. Theoretical perspective informing your intervention: (40 points)
 - a. *Outline principal concepts of this theory*
 - b. *What are the strengths of this theory?*
 - c. *What are the limitations of this theory?*
 - d. *How does the theory fit with social work values?*
2. Based on the theory you have chosen, list and discuss THREE (3) interventions strategies that you would suggest to assist (30 points).
3. Discuss *how* the theory you have chosen informed your intervention strategies...BE VERY CLEAR (30 points).

PROFESSIONALISM

Professionalism and Performance Expectations

1. Attendance is *required* in this course. This course is discussion-focused and this objective cannot be achieved without consistent attendance. Attendance is taken at each class session. The instructor does not differentiate between "excused" and "unexcused" absences, therefore, students are not required to provide the instructor with any formal absence excuses or documentation. Students are allowed to miss **two** classes without penalty. Absences subsequent to the first absence will result in a **5 percent deduction (50 points) from the final grade for the course**. Students missing **6 or more class sessions will automatically receive an "F" for the course**. The "FN" grade (failure due to nonattendance) is given for students who do not officially withdraw from a course, but who stop attending PRIOR to or on the 60% point of the semester. Students are expected to respect their fellow students and faculty by not disrupting class by arriving late or leaving early. Chronic late arrivals and early departures result in points being deducted from the final grade. Generally, two incidences of arriving late or leaving early results in a **5 percent deduction (50 points) from the final grade for the course**.
2. Class participation is required and includes taking part in class discussions through active listening and/or verbal comments. Class discussion is a turn-taking activity; participation includes *not talking out-of-turn and not monopolizing the discussion*. Reading magazines, completing assignments for another class, and whispering/talking to others is not appropriate in class.
3. Students are expected to behave professionally in the classroom, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posited with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions.
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 WILL result in a zero for the assignment/exam and/or failure for the course.** This instructor reserves the right to turn in cases of academic dishonesty to the judicial board at WKU. 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 WILL NOT BE ACCEPTED!** Assignments are to be submitted electronically.
7. An exam may only be taken once and there are no makeup exams. Exams are given on Blackboard. **Exams are to be taken individually, not as a group.**
8. Fulfilling these Professionalism and Performance Expectations will be reflected in the professionalism grade (Rubric posted on Bb).

Academic Integrity

The WKU Undergraduate Catalog (2017-2018) 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 o

Other Type of Academic Dishonesty

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

Student Accessibility Resource Center

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

Learning Assistance at WKU

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

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

Disclaimer

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

APPENDIX 1

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 2
Council on Social Work Education (CSWE)
2015 Educational Policy and Accreditation Standards (EPAS)
Competencies Addressed in This Specific Course

Course Matrix			
Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	In-class exercise using Reamer's strategies for ethical dilemma (self-determination and elder self-neglect); Self-reflection final paper; Environmental justice group presentation.	K, V, C/A	Units I through VIII
Competency 2: Engage Diversity and Difference in Practice	Case studies Self-reflection paper; Environmental justice group presentation.	K, V, C/A	Units I through XVI
Competency 3: Advance Human Rights and Social, Economic, and Environmental	Environmental justice group presentation. Case studies	K, C/A	Units I through VIII

Justice			
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Environmental justice group presentation; Case studies	K, S	Units I, II, III, IV, V, VI
Competency 5: Engage in Policy Practice	Environmental justice group presentation;	K, C/A	Units II and III
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Self-reflection paper; Environmental justice group presentation	K, V, S, C/A	Units I through XVI
Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Self-reflection paper; Environmental justice group presentation	K, V, S, C/A	Units I through XVI
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Self-reflection paper; Environmental justice group presentation	K, V, S, C/A	Units I through XVI
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Self-reflection paper; Environmental justice group presentation	K, V, S, C/A	Units I through XVI