

DEPARTMENT OF SOCIAL WORK  
WESTERN KENTUCKY UNIVERSITY



**SWRK 301: Social Work Practice for Diversity, Equity, and Inclusion**

**Professor:** Dr. Jay Gabbard

**Email:** [jay.gabbard@wku.edu](mailto:jay.gabbard@wku.edu)

**Astrological Sign:** Aquarius

**Phone:** 270-745-8749

**Fax:** 270-745-6841

**Office:** AC 111-A

**Office Hours:**

TBA-On Zoom and Phone this Semester and by Appointment

**Class Meeting Times/Dates:**

Web Course – Online Section of SWRK 301

**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 Readings**

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

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

<https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3d&portalid=0>

**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

**STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS**

<u>Assignment</u>	<u>Percentage of Grade</u>
Critical Reflections (4)	20 %
Ism's Log & Paper	30 %
Cultural Encounter, Sensitivity, and PD Project	40 %
Participation/Professionalism	10 %
<b>Total</b>	<b>100%</b>

**\*All grades will be calculated using the weighted mean formula that you learned in statistics.**

**Grading Scale:**

- A – 90 to 100
- B – 80 to 89
- C – 70 to 79
- D – 60 to 69
- F – 59 and below

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

**Course Assignments**

**CRITICAL REFLECTIONS:** You will post 4 critical reflections on to Blackboard in response to course readings, video lectures, and other materials, activities, and processes in the course. 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 reflections. The professor will go over more specific expectations for these during the introductory video lecture to the class.

**“ISMS” LOG & PAPER:** For this assignment, 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. You will then reflect on the impact of these “isms”/microaggressions on these populations and yourself.

***Log.*** For **approximately four weeks**, you should keep a 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. 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. 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.).**

***Paper.*** This **5 page** (minimum-including cover page), double spaced, **APA 7 style 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 incidents** you witnessed:

- 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.)

**CULTURAL ENCOUNTER, SENSITIVITY, AND PROFESSIONAL DEVELOPMENT PROJECT:** 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. The assignment is divided into FOUR 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.). Third, you will actually **talk with someone** from the marginalized group and ask them the questions indicated below (you will not record any identifying information on them or identify them by name in your paper). Finally, you will articulate a personal and professional development plan for allyship and advocacy for this group. The paper should be double-spaced, APA 7 style, and **at least 8 pages long (including cover and reference page).**

***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**

In this phase of the project you will **identify and talk with** (via Zoom or in person-depending upon your preference) someone actually in the identified marginalized group that you have selected and had approved by the professor. You are to ask them the following questions:

- 1) What is your cultural heritage/background? Do you self-identify with any particular terminology related to this cultural group (e.g. prefer to be called Black rather than African American)? What are some of the values you hold and things you believe that are related to this group?
- 2) What advantages or disadvantages have you experienced as a result of your membership in this cultural group?
- 3) What do other people think about your cultural heritage-membership in this cultural group? Do they make any judgments about you when they see you because you are part of this group? How do you feel about their reactions?
- 4) How does your cultural heritage/membership in this group influence how you see society and the world? Is there anything you wish more people understood about your group? If so-What?

In this section of the paper, you can just **summarize** what the person said when you spoke with them-without indicating who they are/their name or identifying information. As well, the professor will be the only person to read this paper and it will not be seen by other students or faculty-you can share this with them when you ask them to talk to them-as well as the fact that they will not be identified by name in the paper.

### **Part 4**

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, as well as your interaction with someone from the group, 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? Please be specific here.

**PARTICIPATION/PROFESSIONALISM:** Active engagement is expected of students in terms of posting critical reflections, watching video lectures, responding to communications from the professor, and handing in assignments on time. 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. This also includes using proper email protocol in communicating with the professor.

Students are expected to be presented at all class sessions. Those who have a documented emergency and need to miss need to let the professor know within 24 hours of the absence. Excessive absences will negatively impact the professionalism and participation grade.

### **Disclaimer**

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

## Statement on Diversity (Adopted by Dr. Gabbard from Dr. Kim Green)

Recognition and respect are core aspects of diversity, equity, and inclusion (DEI). The way we value and respond to facets of DEI is critical to our personal, academic, and professional growth. Every person in this class contributes to its diverse composition. We each contribute to the class by way of our being, values, thoughts, and experiences. While we may not always agree with or understand these factors and constructs, we are all responsible for maintaining a **respectful environment for sharing and learning**. I am committed to providing a teaching and learning environment conducive to fostering this recognition and respect!

## Professor's Statement on Commitment to Students

The professor promises to give students **100 percent effort** during the semester and return assignments in a timely manner. If you are struggling-reach out to me-I'm here to help!

## Expectations of Student Behavior

1. College level writing is expected in this course. Written assignments must be grammatically correct, typed, double-spaced, and display correct form per APA 7 guidelines. Students are expected to use APA 7 style format for citing and listing references. Students are encouraged to make use of the university writing resources identified below.
2. 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>

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.

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.

**If you have any questions about plagiarism-email or call me-I can help you properly cite sources!**

3. Complete work on time. Students are responsible for 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). No assignment will be accepted after the last day of regular classes.

**All assignments must be submitted in order to pass the class! (No exceptions on this)**

4. Academic Support. WKU offers many resources that can help students be successful in this course. These are listed below.

#### **ADA Accommodations**

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.

**If you have an accommodation with SARC, I want to honor it-but please contact me during the first week of class with your letter!**

#### **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 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 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 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 \(LAC\)](#) 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.

## **FALL 2021 COVID STATEMENT**

While the late spring and summer yielded lower rates of Covid-19 infections and hospital admissions, in the weeks leading to the start of or fall semester, our region, the Commonwealth, and the nation are seeing a significant rise in all Covid-19 data points.

As a result, WKU has adjusted our protective measures accordingly. These Include:

### **1. Vaccine promotion**

Get vaccinated! Covid vaccines are readily available both on campus at Graves Gilbert Clinic and across the country at clinics, pharmacies, and physicians' offices ([www.vaccines.gov](http://www.vaccines.gov)). If you have questions or concerns about the COVID vaccine, please seek the advice of your doctor or another health care professional. Vaccines are the most effective deterrent against transmission of the virus or serious illness if you do contract it. Once fully vaccinated, quarantine is no longer necessary if exposed to a positive case. Even if you have had COVID-19, it's still important to get the vaccine. Also, next week, WKU will launch a vaccination status self-reporting form.

### **2. Face masks**

At this time, all individuals, regardless of vaccination status, are expected to wear a face mask in indoor public spaces at WKU. While current guidelines from public health officials indicate masks are not typically needed outdoors, and the university's mask requirement extends only to indoor locations, WKU supports those who choose to wear a mask outdoors.

### 3. Daily health checks

It is also important that you monitor your own health. If you have symptoms consistent with Covid-19, stay home and away from others. If the symptoms persist or rapidly get worse, go to the WKU Clinic or other health care facility and get tested.

### 4. Positive case and close contact reporting

WKU's COVID assistance telephone line is available 24 hours a day at 270-745-2019. To report a positive case or close contact, please call the assistance line. Keep in mind that all WKU faculty, staff, and students are required to report a positive test result or close contact **within four hours of being notified**. The assistance line is available to help address questions regarding Covid-19. Beginning next week, WKU will restart the COVID Campus Community Dashboard to track our number of positive cases.

Specific information regarding these and other Covid-19 initiatives can be accessed at [www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill). Please do your part to help us all stay healthy on the Hill this fall. Go Tops!

## 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:

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