


**DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY**

	Human Behavior in the Social Environment SWRK 510 3 credit hours Fall 2021	
Professor: Dr. Dana Sullivan Email: dana.sullivan@wku.edu Phone: (270) 745-5313		Office: AC 112B Office Hours: Wed & Thurs 10-3; other hours by appt.
Class Meeting Times/Dates: All Online August 23-December 10, 2021		

Course Description:

This course examines human behavior within the context of individuals, families, groups, organizations, and communities.

Course Information:

The person-in-environment perspective is central to social work assessment. In this course, students are introduced to multiple factors that can impact how environment impacts how individuals experience the world. Culture and diversity in terms of age, gender, race, ethnicity, sexual orientation, neighborhood, and more is a major component of this course. Students are introduced to major theories or approaches associated with biological, sociological, spiritual, cultural, and psychological factors that impact human behavior across the life course. The topics in this course follow a life course perspective, meaning students learn about human behavior from pregnancy and conception to late life issues. This course assumes that students have a foundation in traditional theories and concepts of psychology and sociology, as well as an understanding of other liberal arts disciplines, including biology, political science, and economics. From this foundation, human behavior will be examined within the context of multiple social systems. Although this course is taught entirely on-line, the instructor uses several teaching strategies to encourage peer-to-peer and instructor interaction.

Required Texts:

Rogers, A. (2016). *Human behavior in the social environment* (4th Ed.). New York: Routledge.

APA. (2019). *Publication manual of American Psychological Association*. 7th Ed. Washington, D.C.: Author.

Mask Requirement Statement:

Out of respect for the health and safety of the WKU community and in adherence with the CDC guidelines, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University.

WKU Mask Mandate (Fall 2021)

All students are strongly encouraged to get the COVID-19 vaccine. WKU's Coronavirus Task Force has updated its masking guidance for campus to reflect changes in recommendations from our health partners and regional data. For Fall 2021, **everyone on WKU's campuses will be expected to wear a mask indoors**. The Task Force will continue to monitor appropriate variables and to determine when masking will again become optional for vaccinated individuals.

Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): [270-745-5004](tel:270-745-5004) (voice), [270-745-3030](tel:270-745-3030)(TTY), or [270-288-0597](tel:270-288-0597) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The 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 public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Mandates may change throughout the semester based on CDC and KY Public Health Office Guidelines.

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the

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MSW Mission Statement:

The mission of the MSW program at WKU is to prepare students for advanced professional social work practice to meet the needs of increasingly diverse rural population in the community, in Kentucky, and in a global society.

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

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

Specialized practice builds upon generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization (EPAS, 2015, p. 12).

CSWE EPAS Core Competencies for MSW Education

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited MSW programs are included in the **Appendix B** of this syllabus. Core competencies addressed in this class are defined as follows:

2015 Competencies Addressed in Course	Course Assignments Assessing Behaviors	Course Learning Outcomes	Competency Dimension
Competency 1: Demonstrate Ethical and Professional Behavior	Professionalism	5, 6	Skills, C & A Processes
	DB 1: Getting in Touch with Ourselves and Each Other	4	Values
	Midterm Exam	1, 2, 3, 4, 5, 6	Knowledge, Values, Skills, C & A Processes
	Final Exam	1, 2, 3, 4, 5, 6	Knowledge, Values, Skills, C & A Processes
Competency 2: Engage Diversity and Difference in Practice	DB 5: Racism, Discrimination, and Oppression in Multicultural Client's Lives	3	Knowledge
	DB 7: Poverty and Childhood	3	Knowledge
	Midterm Exam	3	Knowledge
	Final Exam	3	Knowledge
	Generational Paper	3	Knowledge
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	DB 2: Linking HBSE Theory to SWRK Practice	5	Skills
	DB 3: The Strengths Perspective in SWRK Practice	2, 3, 4	Knowledge and Values
	DB 4: Assessing SWRK Clients Through a Biopsychosocial Lens	2, 5	Knowledge and Skills
	DB 6: The Relationship Between the Environment and Fetal Development	1, 2, 5	Knowledge and Skills
	DB 8: Mental Illness in Early Adulthood	1, 2, 5	Knowledge and Skills
	DB 9: Psychological Changes in Middle Adulthood	1, 2, 5	Knowledge and Skills
	DB 10: Spirituality and Aging	1, 2, 5	Knowledge and Skills
	Midterm & Final Exams	1, 2, 3, 4, 5, 6	Knowledge, Values, Skills, C & A Processes
	Generational Paper	3	

Learning Outcomes:

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

Knowledge

1. Identify and explain the basic tenets of the life course perspective.
2. Summarize major theories of human behavior in the social environment.
3. Articulate how diversity impacts human behavior.

Values

4. Identify and articulate the connection between HBSE and the *NASW Code of Ethics*.

Skills

5. Apply select theories to understand human behavior across the lifespan.

Cognitive & Affective Processes

6. Synthesize knowledge of HBSE by identifying pertinent theories pertaining to specific diverse client groups across the lifespan.

Description of Course Assignments:

Discussion Board Exercises (30% of grade)

Discussion Board exercises (completed on Blackboard) are designed to assess course preparation such as reviewing course readings, video lectures, video clips, and other materials. Students complete 10 postings during the semester and they are worth 10 points each. These exercises help students to learn and apply core components of the major theories covered in this course. The supplemental video clips relate to the major theories and are relatively short. They are intended to provide students with visual examples of major theories and concepts discussed in this course. Completion of these exercises will also help students to prepare for the final exam. A high level of quality and critical synthesis of information is expected on these exercises. **See DB rubric on Blackboard for grading rationale.**

Midterm Exam (20% of grade)

Students will take a midterm exam that will be comprehensive, **open-book/notes**, and an all essay format. The exam will cover all material covered to that point in readings, video lectures, links, and other modalities. It will include material on theories, perspectives, concepts, models, and other aspects of HBSE. Some questions will ask students to **apply HBSE theories to hypothetical practice situations**, to bolster the practice/theory linkage. A review session will be held the week before the exam is deployed. More details about the exam will be provided closer to the examination

period.

Environmental Justice Paper (20% of grade)

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 paper must be 8-10 pages of text and contain a minimum of 5 peer-reviewed sources, in addition to your textbook.

This assignment is worth 50 points (20%) of your final grade. Papers **MUST** include the following information:

- 1). How you selected the environmental problem (5 points).
- 2). Who defines this issue as a problem/who does it affect? Are communities of color disproportionately affected? If so, please explain (5 points).
- 3). Provide historical context for this issue (5 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? (10 points)
- 5). Based on your review of the literature, what are the primary causes of this issue? (5 points)
- 6). What previous attempts have been made to solve this issue?
 What parts were successful? Why? (2.5 points)
 What parts were ineffective? Why? (2.5 points)
- 7). What can social workers do to make communities more sensitive to this issue? Be sure to include a discussion about anti-racist actions and social work practice. (10 points)
- 8). Informed by theory and the literature, what interventions do you suggest to ameliorate the issue? (5 points)
- 9). Include a link to a video to show one or more of the discussion points listed above (bonus: 2.5 points).

Participation and Professionalism (10% of grade)

Social workers traditionally serve marginalized populations. Thus, social work professors have an obligation to teach students appropriate professional behavior. Within the classroom setting, both face-to-face and online, professionalism is defined as attendance, preparation, and appropriate behavior with the professor and peers in **all** communications relative to this course.

Further, it is expected that each student completes **all assignments** and readings in accordance with the course schedule. Due to the online nature of this class, students must demonstrate learning of content via online assignments. This in and of itself is a

professional behavior. Students should complete discussion board exercises in a timely manner and after completing pertinent readings and watching assigned video lectures and links. In a nutshell, the professionalism and participation grade will be also on students' *active* participation in the online classroom, their timeliness in submitting assignments, and their professional decorum in how they conduct themselves online.

Final Exam (20% of grade)

Students will take a final exam that will be **open-book/notes**, and in an all essay format. The exam will cover all material *since* the midterm in terms of readings, video lectures, and links. It will include material on theories, perspectives, concepts, models, and other aspects of HBSE. Some questions will ask students to **apply HBSE theories to hypothetical practice situations**, to bolster the practice/theory linkage. A review session will be held the week before the exam is deployed. More details about the exam will be provided closer to the examination period.

Evaluation and Grading:

Course grading is based on the following criteria, using a **weighted mean formula** (total grade for each assignment is multiplied by its respective worth, and then points summed for score).

<u>Assignment</u>	<u>Grade Percentage</u>
Discussion Board	30%
Midterm Exam	20%
Environmental Justice Paper	20%
Professionalism/Participation	10%
Final Exam	20%
Total	100%

Grading Scale:

90-100=A

80-89=B

70-79=C

60-69=D

0-59=F

Academic Support:

Most of us find that we need some academic support and direction during our time in the university. WKU offers many resources that can help you be successful in this course. These are listed below.

Student Accessibility Resource Center:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Writing Center Assistance:

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to

students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help with reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester. Please email us at literacy.center@wku.edu to schedule an appointment or ask questions, visit our website at <http://www.wku.edu/literacycenter/> or stop by GRH 2066 for more information.

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.

Off Campus Library Support:

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to: http://www.wku.edu/library/dlps/ext_camp.htm Turn-around time can be anywhere from a few days to two weeks, so plan ahead!

Policy:

Students are expected to adhere to all policies contained with the MSW Handbook (<http://www.wku.edu/socialwork/msw/handbooks.php>) and the Code of Student Conduct at Western Kentucky University (<http://www.wku.edu/judicialaffairs/student-code-of-conduct.php>).

Professionalism:

The NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>) is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing

assignments pertaining to this course in accordance with the MSW Student Handbook, WKU Student Code of Conduct and the NASW Code of Ethics Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the MSW Student Handbook.

Social Media:

Privacy, confidentiality and professional boundaries must be examined as professional social workers especially in the age of technology. Professional standards found in the NASW Code of Ethics must be strictly followed concerning social media. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the student issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

Plagiarism and Academic Dishonesty:

Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the MSW Handbook, the University Code of Student Conduct 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 will mean a grade of "zero" for the assignment and/or course failure. Student should review the "Academic Offences" section of the WKU Student Handbook at: <http://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>

APA:

Students are expected to use APA style (7th ed.) for writing, citing, and listing references. This is for **all course work, to include: papers, pamphlets, and online assignments. Online assignments must include in-text references and full text at the end of the assignment, just as all other written documents in the course.**

Participation and Attendance:

Students are expected to participate in developing a positive learning environment with the desire to learn. As this class is conducted **entirely online**, students will need to be self-motivated in completing all course readings, assignments, discussion board

exercises, and other activities. Students will also watch regular video lectures by the instructor, to enhance the didactic aspect of the course. While formal attendance is not taken (e.g. there are no real-time class meetings), students should stay up to date on readings and submit assignments in a timely manner. Failure to do so will negatively impact the student's participation grade in the course.

Assignment Completion and Incompletes:

Discussion Board exercises submitted late will be subject to a penalty of **3 points per day late**. Written assignments submitted late will incur a penalty of one letter grade per day late. It is up to the discretion of the professor as to whether students will be granted extensions due to documented emergencies. No incompletes will be given unless with emergencies with documentation and approved by the professor.

Disclaimer:

All class schedules and activities are subject to change in the event of extenuating circumstances. The instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations. **All assignments must be submitted in order to pass the course** (no exceptions)!

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.

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.

References

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Appendix A

Assignments Calendar and Course Outline

Week	Readings/Video	Assignment Due
8/23	Topic: Introduction to the Course & Each Other Readings: Syllabus, Rogers Preface Watch: Intro to Course Video Lecture Assignment: <u>Discussion Board 1 due 8/29 at 11:59pm CST</u>	DB 1-Intro to Course and Each Other
8/30	Topic: Human Behavior and the Social Work Profession Readings: Rogers Chapter 1 Watch: Chapter 1 Video Lecture Assignment: Discussion Board 2 due Wed 9/8 (due to Labor Day holiday) at 11:59pm CST	DB 2-Linking HBSE Theory to SWRK Practice
9/6	Topic: Lenses for Conceptualizing Problems and Interventions: The Person in the Environment (PIE) Readings: Rogers Chapter 2, Begin Topic Development for the Environmental Justice Paper Watch: Chapter 2 Video Lecture and "Key Concepts in Systems Theory" Video (link under External Links tab) Assignment: <u>Discussion Board 3 due 9/12 at 11:59pm CST</u>	DB 3-The Strengths Perspective in SWRK Practice
9/13	Topic: Lenses for Conceptualizing Problems and Interventions: Biopsychosocial Dimensions Readings: Rogers Chapter Watch: Chapter 3 Video Lecture, "Piaget's 4 Stages" Video, and "Erikson's Psychosocial Theory of Human Development" Video (links for last two are under External Links tab) Assignment: Discussion Board 4 due 9/19 at 11:59pm CST	DB 4-Assessing SWRK Clients Through the Biopsychosocial Lens
9/20	Topic: Lenses for Conceptualizing Problems and Interventions: Sociocultural Dimensions Readings: Rogers Chapter 4 Watch: Chapter 4 Video Lecture and "Conflict Theory" Video (under External Links) Assignment: Discussion Board 5 due 9/26 at 11:59pm CST	DB 5-Racism, Discrimination, and Oppression in Multicultural Lives
9/27	Topic: Lenses for Conceptualizing Problems and Interventions: Social Change Dimensions Readings: Rogers Chapter 5 Watch: Chapter 5 Video Lecture and "Social Action" Video (under External Links)	Study for Midterm Exam
10/4	Readings: Rogers Chapter 1-5, Assignment: The Midterm Exam will be available by 8:00 CST on 10/5 and is due as a submission to Blackboard by 10/10 at 11:59pm CST. See Assignments section for additional details.	Midterm Exam

10/11	Topic: Pre-Pregnancy and Prenatal Issues Readings: Rogers Chapter 6 Watch: Chapter 6 Video Lecture and “Nova: Life’s Greatest Miracle” (under External Links) Assignment: Discussion Board 6 due 10/17 at 11:59pm CST	DB 6-The Relationship between the Environment and Fetal Development
10/18	Topic: Development in Infancy and Early Childhood Readings: Rogers Chapter 7 Watch: Chapter 7 Video Lecture and “Attachment Theory, John Bowlby, and Mary Ainsworth” Video (link under External Links tab) Assignment: Discussion Board 7 due 10/24 at 11:59pm CST	DB 7-Poverty and Childhood
10/25	Topic: Development in Middle Childhood Readings: Rogers Chapter 8 Watch: Chapter 8 Video Lecture	Work on Environmental Justice Paper
11/1	Topic: Development in Adolescence Reading: Rogers Chapter 9 Watch: Chapter 9 Video Lecture Assignment: Environmental Justice Paper due 11/7 at 11:59 PM CST	Environmental Justice Paper
11/8	Topic: Development in Early Adulthood Reading: Rogers Chapter 10 Watch: Video Lecture on Chapter 10 Assignment: Discussion Board 8 due 11/14 at 11:59pm CST	DB 8-Mental Illness in Early Adulthood
11/15	Topic: Development in Middle Adulthood Reading: Rogers Chapter 11 Watch: Video Lecture on Chapter 11 Assignment: Discussion Board 9 due 11/21 at 11:59pm CST	DB 9-Psychological Changes in Middle Adulthood
11/22	WKU Thanksgiving Break 11/24, 25, & 26	None
11/29	Topic: Development in Late Adulthood; Looking Forward: Challenges and Opportunities for the Social Work Profession Reading: Rogers Chapter 12 and Chapter 13 Watch: Video Lecture on Chapter 12 and Chapter 13 Assignment: Discussion Board 10 due 12/5 at 11:59pm CST	DB 10-Spirituality and Aging
12/6 Finals Week	Final Exam-Dates and Time TBA All Material Since Midterm The Final Exam will be available by 8:30 CST on Saturday, 12/4 and is due as a submission to Blackboard by Wednesday 12/8 at 11:59pm CST.	Final Exam

Appendix B

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

Advanced generalist practitioners skillfully utilize the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact advanced practice at the micro, mezzo, and macro levels. Advanced generalist practitioners utilize ethical frameworks in practice, research, and policy arenas. Advanced generalist practitioners consider personal values and the distinction between personal and professional values. They also evaluate their personal experiences and affective reactions influence their professional judgment and behavior. Advanced generalist practitioners are grounded in the profession's history, its mission, and the roles and responsibilities of the profession. Advanced generalist practitioners also recognize and support the role of other professions when engaged in inter-professional teams. Advanced generalist practitioners commit to life-long learning and to continually updating their skills to ensure they are relevant and effective. Advanced generalist practitioners responsibly manage emerging forms of technology and use of technology ethically in social work practice.

Advanced generalist practitioners:

- 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 a rural context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in rural practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication both in rural communities and in practice settings;
- Use technology ethically and appropriately to facilitate advanced practice outcomes in rural settings; and
- Use supervision and consultation to guide professional judgment and behavior.
- Actively participate in professional social work associations/organizations

- Design and manage effective self-care strategies to reduce the likelihood of compassion fatigue and burnout.

Competency 2: Engage Diversity and Difference in Practice

Advanced generalist practitioners in rural settings integrate their understanding of 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, geographic location, and tribal sovereign status. Advanced generalist practitioners understand that the rural practice context in which we serve further complicates the existing issues which may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Advanced generalist practitioners:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels in rural settings;
- Present themselves as learners and engage rural clients and constituencies as experts of their own experiences;
- Utilize self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse rural clients and constituencies; and
- Analyze the holistic and systemic nature of problems in rural settings taking care to attend to the special factors of rurality such as dual relationships, inadequate transportation, extreme poverty, difficult access to health care, and disenfranchisement from political processes.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced generalist practitioners in rural settings are catalysts for freedom, safety, privacy, biopsychosocial spiritual needs, an adequate standard of living, health care, and education for every person regardless of position in society. Advanced generalist practitioners modify theories of human need and social justice for use in rural settings, and design strategies to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social through strategic community organization and political advocacy.

Advanced generalist practitioners:

- Engage in practices which demonstrate critical analysis of the intersections of social, economic, and environmental justice in rural contexts; and
- Advocate for appropriate resources and equal access to political, economic, and social power for rural clients.

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

Advanced generalist practitioners in rural settings employ quantitative and qualitative research methods at their respective roles in promoting evidence based practice and in program evaluation. Advanced generalist practitioners in rural settings understand the purpose and process of utilizing a logic model, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Advanced generalist practitioners understand that evidence-based practice comes from multi-disciplinary sources and multiple ways of knowing. They integrate the processes for translating research findings into effective practice.

Advanced generalist practitioners:

- Use practice experience and theoretical underpinning of evidence-based practice models to inform scientific inquiry and research;
- Apply advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Integrate and adapt research evidence to inform and improve practice, policy and service delivery in rural settings.

Competency 5: Engage in Policy Practice

Advanced generalist practitioners in rural settings 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. Advanced generalist practitioners 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. Advanced generalist practitioners understand their leadership 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. Advanced generalist practitioners 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. Advanced generalist practitioners provide leadership and support natural leaders present in advocating for policies advantageous to rural areas.

Advanced generalist practitioners:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services in rural settings;
- Assess how social welfare and economic policies impact the delivery of and access to social services in rural areas; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice in rural settings.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist practitioners anticipate special challenges to engagement present in rural settings. They are equipped to address the closed nature of rural systems, the high level of interconnectedness in these settings, and the variable boundaries presented. The special nature of rural engagement is critical considering the challenge of dual relationships in rural areas. Effective use of personal and professional self demands that firm boundaries and limits are utilized. Advanced generalist practitioners possess a high level of self-awareness and understand how their personal experiences and reactions may impact their ability to effectively engage with diverse clients and constituencies in rural settings. Advanced generalist practitioners value principles of relationship-building, empathy, authenticity, the amplification of strengths, and inter-professional collaboration to facilitate engagement with rural clients, constituencies, and other professionals as appropriate.

Advanced generalist practitioners:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with rural clients and constituencies; and
- Use empathy, reflection, and interpersonal skills at an advanced level to effectively engage diverse rural clients and constituencies ensuring informed consent.
- Discern the most appropriate engagement strategy according to each practice context.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced generalist practitioners approach assessment from a strengths based perspective focusing on resiliency and protective factors as a basis for interventions. Advanced generalist practitioners prioritize cultural values, traditions, and unique resources of rural settings by recognizing and validating the client's contextual world view. Advanced generalist practitioners structure assessment as 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. Biopsychosociospiritual assessments are a critical component of the overall assessment plan in rural settings. Advanced generalist practitioners critically evaluate and adapt theories of human behavior and the social environment and apply this knowledge in the assessment of diverse rural clients and constituencies, including individuals, families, groups, organizations and communities. Advanced generalist practitioners utilize methods of assessment with diverse clients and constituencies to advance practice effectiveness. Advanced generalist practitioners recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Advanced generalist practitioners consider how their personal experiences and affective reactions may impact their assessment and decision-making.

Advanced generalist practitioners:

- Collect and organize client-driven data, and skillfully apply critical thinking to interpret information from rural 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 rural 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 in rural settings;
- Modify appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of rural clients and constituencies; and
- Consider aspects intrinsic in rural settings impacting assessment such as connections with church communities, neighbors, extended family, fictive kin, and other informal resources.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist practitioners approach intervention from a strengths based perspective focusing on resiliency and protective factors as an ongoing component of the dynamic interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Advanced generalist practitioners prioritize cultural values, traditions, and unique resources of rural settings by recognizing and validating the client's contextual world view. Advanced generalist practitioners adapt evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Advanced generalist practitioners critically evaluate and adapt theories of human behavior and the social environment and apply this knowledge to effectively intervene with rural clients and constituencies. Advanced generalist practitioners differentiate methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Advanced generalist practitioners value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Advanced generalist practitioners:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of rural clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with rural clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes in rural settings;

- Provide leadership in program development, administration and evaluation; clinical and organizational supervision; research development and utilization; and policy creation, reform and implementation.
- Negotiate, mediate, and advocate with and on behalf of diverse rural clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually developed goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist practitioners in rural settings understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Advanced generalist practitioners recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.

Advanced generalist practitioners synthesize theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Advanced generalist practitioners integrate qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Advanced generalist practitioners:

- Select and use appropriate methods for evaluation of outcomes in rural settings;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes for rural clients and constituencies;
- Critically analyze, appraise, and evaluate intervention and program processes and outcomes in rural contexts, and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels in rural settings.

Appendix C

**Rubric for 510 Environmental
Justice Paper
WILL BE AVAILABLE ON
BLACKBOARD**