WKU

Case Management

SWRK 357-701 (3 credit hours)	**Spring 2022**
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Class Meeting Times/Dates: January 18, 2021-May 5, 2022

Location: WEB

Course Description

This course introduces students to the fundamental aspects of case management (service coordination), including common case management roles, processes, responsibilities, and employment challenges. Major content areas include: case management roles (including advocate, broker, resource coordinator), the roles and responsibilities of the multidisciplinary team (including nurses, social worker, physicians, and other disciplines), case management with special populations (forensic, geriatric, children, diverse populations), and the responsibilities of a case manager working in health care and mental health settings. Students will be introduced to the employment challenges of case management (types of programs that hire case managers, workforce retention issues, expectations of case manager, and job satisfaction). Students will develop familiarity with how case managers and clients interface with individual, group, and family systems. Students will develop knowledge of case management ethics and explore common ethical dilemmas and boundaries issues that confront case managers. THERE ARE NO PREREQUISITES TO THIS COURSE

Required Text

Summers, N. (2016). *Fundamentals of case management practice* (5th ed*.).* Belmont, CA: Brooks- Cole.

Recommended Text

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th 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 and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and

communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on 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. BSW practice incorporates all of the core competencies (EPAS, 2008).

Learning Outcomes
Upon successful completion of this course, students should be able to:
Knowledge
- Explain case management roles, responsibilities, and processes.
- Explain ecological-systems as a theoretical base for case management across populations and settings.

Values:
- Demonstrate an awareness of and an ability to manage personal values that may impede ability to deliver professionally appropriate services.

Skills:
- Demonstrate the ability to analyze complex cases and identify how case management can be utilized as an intervention.
- Demonstrate the ability to utilize assessment skills in developing a service plan.

Cognitive/Affective:
- Demonstrate an awareness of and sensitivity to diversity and oppression within and among systems based on age, race, ethnicity, gender, ability, or sexual orientation.

Units of Study

Unit I: Foundations for Best Practice in Case Management
    A.   Case Management: Definitions and Responsibilities
          1.   History of Case Management as a Process
          2. Language in Social Services
          3. Case Management as a Process
          4. Advocacy
          5. Service Coordination
    B. Ethics and Other Professional Responsibilities
          1. The Broader Ethical Concept.
          2. The Rights of Individuals Receiving Services
          3. Confidentiality
          4. Ethical Responsibilities
    C. Attitudes and Boundaries
          1. Understanding Attitudes
          2. Basic Helping Attitudes
          3. How Clients are Discouraged
          4. A Further Understanding of Boundaries
    D. Clarifying Who Owns the Problem
          1. Boundaries and Power
          2. If the Client Owns the Problem
          3. If You Own the Problem

Unit II: Effective Communication

    A. Bringing Up Difficult Issues
           1. Confrontation
           2. Exchanging Views
           3. Advocating: Confronting Collaterals
    B. Addressing and Disarming Anger
           1. Common Reasons for Anger
           2. Why Disarming Anger is Important
           3. Four Step Process
           4. Avoiding the Number One Mistake
           5. Safety in the Workplace
    C. Collaborating with People for Change
           1. What is Change
           2. Stages of Change
           3. Understanding Ambivalence and Resistance
           4. Communication Skills that Facilitate Change

Unit III: Meeting Clients and Assessing Their Strengths and Needs

    A. Documenting Initial Inquiries
           1. Guidelines for Filling Out Forms
           2. Evaluating Client Motivation and Mood
           3. Steps for Preparing the Verification Appointment Form
    B. Social Histories and Assessment Forms
           1. What is Social History
           2. How to Ask What You Need to Know
           3. Writing Brief Social Histories
           4. Using an Assessment Form
    C. Receiving and Releasing Information
           1. Sending for Information
           2. If You Release Information
           3. When a Clients Wants You to Release Information

Unit IV: Developing a Plan with the Client

    A: Developing a Service Plan
           1. Involving the Client and Family
           2. Using the Assessment
           3. Creating the Treatment Plan
           4. How to Identify Client Strengths
           5. Individualized Planning
    B: Preparing for a Service Planning Conference
           1. What You Need to Bring
           2. Goals for the Meeting
           3. Collaboration
           4. Preparing Your Case
           5. Making the Presentation
    C. Making the Referral and Assembling the Record
           1. Determining Dates
           2. Sample Referral Notification Form
    D. Documentation and Recording
           1. The Importance of Documentation
           2. Writing Contact Notes
           3. Documenting Service Monitoring

4. Government Requirements
5. Distinguish Between Facts and Impressions
6. Making Changes to the Plan

Unit V: Monitoring Services and Following the Client
    A.   Developing Goals and Objectives at the Provider Agency
        1.   Client Participation/Collaboration
        2.   Make Objectives Manageable
        3.   Combining Goals and Objectives
        4.   Review Dates
    B.   Terminating the Case
        1.   A Successful Termination
        2.   The Discharge Summary
        3.   Assessment
        4.   Genograms, Ecomaps, and More
        1.   Termination

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.

Course Assignments

Discussion (4)/Syllabus Assignment (160 points)
Write on Discussion 1 that you have read and understood the syllabus. **DO NOT** write that you read and understood the syllabus **if you don't**.

Case Study: Ethics in Case Planning (60 points)
Kitty, a client in a partial hospitalization program, suffered from severe schizophrenia and depression. Often, she was immobilized with sieges of despair and delusions, with voices of many others talking to her in what she called a "confused conversation." Kitty described herself as afraid and appeared to the staff as dependent. The staff surmised that because Kitty had a master's degree, obtained before her first episode of depression, she was really capable of more independence; therefore, they developed a series of goals for her to follow, such as riding the bus, shopping at the mall, and handling arrangements for her insurance and transportation. The final step on the list of goals was for Kitty to prepare her tax returns because her degree had been in business.

From the start, Kitty had problems managing the goals. Feeling extremely depressed and occasionally hearing voices, Kitty found it alarming to be on her own on the bus in the city. In group sessions, Wayne, the group leader, held her up to ridicule and encouraged other clients to scold Kitty and accused her of refusing to help herself more to complete her goals. Kitty asked to reexamine her list of goals, but the request was refused by the case manager who further insisted she "get out there and try harder." Finally, Kitty decided to withdraw from the program. When she told staff of her decision, they told her that unless she cooperated with the program set forth for her, she would not be allowed to come to the clinic for her prescriptions. These prescriptions, partially underwritten by public funds, were important in sustaining Kitty's connection to reality.

1.   Were the case planning goals developed ethically? Explain your answer
2.   Was Wayne's approach with Kitty ethical? Explain your answer.
3.   Identify the ethical responsibilities the case manager violated (pages 61-65).
4.   How would you as the case manager develop the goals with Kitty?

Media Reflection Paper (60 points)

You will select a movie from options provided by your instructor. You will then complete the Media Reflection Assessment form (be sure to review this form before you watch the movie). Watch the movie (even if you have seen it before), take notes, select a character from the film, and complete the assessment form. It is okay to make some educated guesses for some of the question if that subject isn't specifically addressed in the film. Imagine you are interviewing your "client" and then complete the assessment form. The last few sections of the assessment form is to take what you have assessed in the above sections about your client and write summary and impression narratives. Make sure to review Chapter 16: Social Histories and Assessment Forms, and the power point presentation for that chapter before completing this assignment especially note how to complete the Impressions and Recommendations Sections. You may submit this assignment two times; however, only the second attempt will be graded. (Utilize attached Media Reflection Assessment form) You will be utilizing this client for your Service Plan Assignment at the end of the semester

Practice Writing Case Notes (60 points)

After reading chapter 23, and the client office visit attached, write a paragraph of no more than six sentences that covers the following: The focus of the interview, your assessment based on a concise summary of behavior, appearance, and affect, any resolution that takes place, and the reason for the next contact or the follow-up that will occur.

Staffing a Client: Preparing to Staff a Client in a Service Planning Conference (60 points)

For this assignment you will utilize your Media Reflection client. After reading chapter 21, Preparing for a Service Planning Conference, you will prepare to staff your client in a case conference (which you will conduct in groups of 4 in class). You must submit your written client staffing plan which will include the following: Identify the 3 things you will need to bring to the meeting. What are the three goals for the meeting? Describe the four levels of case management? Which level of case management is needed for your client? What services does your client need to receive? In preparing to present your case be ready to explain the reasons the person came to your agency (Presenting problem), how the client presented in the assessment interview, what the individual indicated are his/her goals and expectations, other relevant information the team should know, your impressions and recommendations. You will present your client for 3 to 5 minutes to the group. You should consider your planning conference team's recommendations when developing your client's case plan.

Service Plan Assignment (60 points)

Utilizing your client from your Media Reflection Assessment assignment, develop a service plan for him or her utilizing the attached form in SMART format.

Quizzes (6 = 500 points)
There will be three exams throughout the semester. Exams will include questions from reading assignments.

Professionalism (40 points)
WHEN EMAILING PROFESSOR: Subject Line - **SWRK 357**. In the email write, **your name**. If you have questions about the email call, text, or email professor to set up a phone call meeting.

Evaluation & Grading

Assignment	Points	Due
Discussion 1/Syllabus Assignment	40 points	01/20
Section 1 Quiz	60 points	02/07
Case Study: Ethics in Case Planning	60 points	02/20
Section 2 Quiz	60 points	02/21
Discussion 2	40 points	03/14
Section 3 Quiz	120 points	03/14
Media Reflection Paper	60 points	03/20
Practice Writing Case Notes	60 points	04/03
Section 4 Quiz	120 points	04/04
Staffing a Client	60 points	04/10
Discussion 3	40 points	04/18
Section 5 Quiz	80 points	04/18
Service Plan Assignment	60 points	04/24
Discussion 4	40 points	04/30
Section 6 Quiz	60 points	04/30
Professionalism	40 points	04/30
Total	**1000 points**	

Exams are multiple-choice and timed. Exams are designed to mimic the social work licensing exam. Exams are designed to address all Course Objectives.

Grading Scale
900-1000 pts. = A
800-899 pts. =   B
700-799 pts. =   C
600-699 pts. =   D
0-599 pts. =   F

Guidelines are provided for completing required assignments. It is expected that social work majors expand their knowledge base by utilizing independent reading, research, and consultation.

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 one class without penalty. Absences subsequent to the first absence result in a 2- *point deduction from the final grade for the course*. If students are absent on a day when a take- home assignment is given to students, they are responsible for obtaining the assignment from a colleague. Students missing 5 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.

2. 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 *1-point deduction from the final grade for the course*.

3. 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 and whispering/talking to others is not appropriate in class.

4. *All electronic devices are turned off during class*, including cell phones, laptop computers, iPads, pagers, etc. If the student is on-call related to their employment during the class time, the student informs the instructor before each class session.

5. Students are not to consume meals during the class session. A beverage and small snack is acceptable but no full meals, such as a burger and fries, pizza, etc.

6. 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.

7. 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.

8. 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 result in a zero for the assignment/exam and/or failure for the course. 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.

9. Students are responsible for their own learning by coming to class prepared with readings and assignments completed on schedule. Late assignments are penalized 5% per day. Late work will not be accepted any later than 5 days after the assignment is due. Most of the assignments are submitted on Blackboard.

10. An exam may only be taken once and there are no makeup exams. Most of the exams are given on Blackboard. Exams are taken individually and not as a group.

11. Fulfilling these Professionalism and Performance Expectations will be reflected in the Professionalism grade.

Academic Integrity
http://www.wku.edu/undergraduatecatalog/ 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 Ombuds Officer 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 Judicial Affairs 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 of grade determination.

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 Judicial Affairs at (270) 745-5429 for judicial sanction.

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 Disability Services
In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 270-745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

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. 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 on the web site http://www.wku.edu/writingcenter/ for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on the website) for help scheduling an appointment.

Regional 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/extended_campus/index.php. Turn- around time can be anywhere from a few days to two weeks, so plan ahead.

Registration Dates
Registration information, including the dates for dropping/adding a course, is located on the Registration Guide at: https://www.wku.edu/registrar/academic_calendars/

Disclaimer
Professor reserves the right to make announced changes in the course due to extenuating circumstances.

SWRK 357-701 (WEB) Class Schedule

Spring 2022

Week	Dates	T	Assignments Due
1	01/18 thru 01/23	• Course Introduction • Section 1 (Chps 1-3)	• Read syllabus & Discussion 1 (write syllabus read and understood on Discussion 1)
2	01/24 thru 01/30	• Section 1 (Chps 1-3)	
3	01/31 thru 02/6	• Section 1 (Chps 1-3)	• **Email** professor the movie for approval for Media Reflection Assignment • Section 1 Quiz
4	02/7 thru 02/13	• Section 2 (Chps 4-6)	
5	02/14 thru 02/20	• Section 2 (Chps 4-6)	• Ethics in Case Planning • Section 2 Quiz
6	02/21 thru 02/27	• Section 3 (Chps 7--13)	
7	02/28 thru 03/6	• Section 3 (Chps 7--13)	
8	03/7 thru 03/13	• Section 3 (Chps 7--13)	• Discussion 2 • Section 3 Quiz
	03/14 thru 03/20	**SPRING BREAK**	
9	03/21 thru 03/27	• Section 4 (Chps 14-19)	• Media Reflection Assignment
10	03/28 thru 04/3	• Section 4 (Chps 14-19)	
11	04/4 thru 04/10	• Section 4 (Chps 14-19)	• Practice Writing a Case Note • Section 4 Quiz
12	04/11 thru 04/17	• Section 5 (Chps 20-23)	• Staffing a Client
13	04/18 thru 04/24	• Section 5 (Chps 20-23)	• Discussion 3 • Section 5 Quiz
14	04/25 thru 05/1	• Section 6 (Chps 24-26)	• Service Plan Assignment
15	05/2 thru 05/5	• Section 6 (Chps24-26)	• Discussion 4 • Section 6 Quiz

All class schedules, activities, assignments, and due dates are subject to change.

Appendix 1

Council on Social Work Education (CSWE)
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 identify. 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 works 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.