


**DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY**

	SWRK 490 – Understanding Trauma (3 credit hours)		Semester : Summer 2022
	Instructor: Whitney Harper Email: whitney.harper@wku.edu Phone: CELL: 616-334-6493		Office: 114D Office Hours: TBD
	WEB Start/End Dates: 7/5-7/29		

Course Description:

This is an introductory course provides the student with a comprehensive exploration of the trauma field, including traumatic events (child maltreatment, domestic violence, poverty, gang/community violence, natural disasters, and war) for individuals, families, communities, and organizations. Although trauma informed care as a treatment model is beyond the scope of the BSW level practice, understanding trauma events, symptoms, theoretical practices and assessment is critical to the social work profession. Students will learn that trauma informed care is inherently strengths-based, and the first ethical principle is that of doing no harm to the client. Students will review evidence informed trauma assessment tools that are culturally and developmentally relevant for the client to ensure that clients are physically and emotionally safe. As social workers, we work with populations with long and complex histories of abuse and violence combined with pressing physical, mental, emotional, social, and spiritual needs. Even when we are not serving the most vulnerable, we still may be working with people who have endured a traumatic event, which has affected their lives and their well-being.

Required Text

NO REQUIRED TEXT

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-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. Define types of trauma and differentiate between interpersonal trauma (sexual assault, domestic violence, child abuse and incest) and other types/situational trauma (combat/military, natural disaster, political violence and accidents).
2. Identify theoretical and empirical foundations of trauma across the lifespan to inform the assessment process in evidence-based practice.
3. Make ethical decisions incorporating understanding of trauma, trauma reflective treatment, research, and policies along with trauma-informed organizational practice, the National Association of Social Workers (NASW) Code of Ethics, models of ethical decision making, and relevant laws, policies, and regulations.

Values

1. Understand your own trauma-related history, reactions to vicarious trauma, and their positionality as well as clients' experience of trauma as it relates to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion and spirituality, sex, and sexual orientation status.

Skills

1. Demonstrate the ability to assess and address barriers to safety for clients across the lifespan.
2. Select and use empirically sound assessment techniques that are culturally and developmentally appropriate for the client and demonstrate the ability to integrate the client's trauma assessment into a set of impressions that accurately reflect an unbiased understanding of current functioning and patterns of behaviors.

3. Mobilize the strengths of clients and systems to increase individual, group, family, and community resilience.

Cognitive/Affective

1. Engage in self-reflection, self-regulation strategies, and self-care practice including reflective trauma-responsive supervision to prevent and address secondary traumatic stress, compassion fatigue, vicarious trauma, and burnout in self and organization to enhance effective practice, policies, and research that considers ethical decision making related to trauma.

CSWE EPAS Core Competencies for BSW Education

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

Topical Outline:

Unit I: Introductions and Course Overview

- A. Trauma Experiences Across the Lifespan
 1. Interpersonal
 2. Situational
- B. Reactions to Trauma Experiences Across the Lifespan
 1. Neurological Symptoms
 2. Psychological Symptoms
 3. Social Symptoms

Unit II: Theoretical Approaches

- A. TF-CBT
 1. Defining
 2. Application
- B. Trauma Informed Care
 1. Defining
 2. Application
- C. Narrative
 1. Defining
 2. Application
- D. Strengths Perspective
 3. Defining
 4. Application
- E. Resilience Perspective
 1. Defining
 2. Application

Unit III: Evidence Based Assessments Across the Lifespan

- A. TSI- Trauma Symptom Inventory (Adults)
- B. ACEs- Adverse Childhood Experiences (Children)

Unit IV: Exploring and Assessing Vicarious Trauma

- A. Define Vicarious Trauma
 - 1. Compassion Fatigue
 - 2. Burnout
 - 3. Counter-transference
- B. Self-assessment
- C. Self-care strategies

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

<u>Assignment</u>	<u>Points</u>
Three Exams	150 points
Annotated Bibliography	120 points
Discussion Boards (8)	160 points
Professionalism	50 points

TOTAL 480 points

Course Assignments/Expectations Detailed instructions and due dates for each assignment are available on the Bb site. Bb site should be checked daily for updates and other announcements. Any modification of assignments, due dates, etc. will appear on Bb.

Three Exams: 50 points each

Questions will be short answer and/or multiple-choice questions and given weekly throughout the semester. Exams will cover readings, media, and lectures.

Annotated Bibliography: 100 points – Select three (3) theories discussed and find a two (2) timely (last 10 years) peer reviewed journal articles per each theory and write a substantive annotated bibliography on each article. This is a total six (6) articles.

Discussion Boards: 20 points each (8 total)

ALL students are expected to participate in all assigned exercises and discussions on or before the due date. Students are expected to complete assigned readings and be prepared for related class discussion. Discussion posts will detail critical assessment of the readings, videos, and ppts. At least 2 DB posts will be assessing case studies.

Watch Video and in approx 150 words (no less than 100, no more than 200) answer the following:

1. What factors influence behavior? (Your answer should be 95% of your essay)
2. Relate a factor to your life (in one or two sentences)

DB 1: Watch Ted Talk: How childhood trauma affects health across the lifespan. 1. What do you want to learn as a future worker regarding Trauma? 2. Share 3 things you learned from this Ted

Talk. 3. How will you practice Self-Care as you learn about trauma in this course? Please share some photos of yourself and give a bit of background about the photo(s)

DB 2: Watch Video and in approx 150 words (no less than 100, no more than 200) answer the following: 1. What factors influence behavior? (Your answer should be 95% of your essay) 2. Relate a factor to your life (in one or two sentences). 3. Respond to two other students and note the cultural similarities and differences.

DB 3: After reading Bath, (2008), Discuss what is emotional regulation and three (3) ways we can teach this skill (protective factor). Respond to two other students and discuss which is more comfortable for you to use.

DB 4: After completing the reading/viewing the TF-CBT assignments, answer the following: 1. In the Assigana et al. (2014) article- Select a playset of your choice and discuss how it gave children opportunities to explore thoughts, feelings, and behaviors. 2. Apply 3 cognitive behavioral tools (one tool from each THOUGHTS, FEELINGS, and BEHAVIORS) that you could apply to your life.

DB 5: Finkelhor et al. (2012) detailed very significant factors that should be considered in an adaption to the ACE scale. 1. Review Table 2. Which **added** childhood adversity domains showed **significant** distress in children that were added to the revised ACE scale in the study? 2. Give a brief explanation on why each adversity (above) would be significant. Use this study, past readings, and your EDUCATED opinion. 3. What does Finkelhor et al. (2012) think the ACE scale is best used for? 4. Why **isn't** the ACE scale the **end all, be all** tool to asses children's' risk? (Meaning, why can't it be the one and only tool to asses risk?)

DB 6: After reviewing the ppt/readings/videos on Narrative Therapy, Strengths Perspective, and Resilience Theory, apply each approach to this case study. 1. Narrative Therapy- When meeting James for the **first time**, Discuss 3 things you would say to him that reflects the narrative therapy approach. 2. Strengths Perspective- You are assessing James, identify 5 strengths James posses. Be specific and thorough. WHY are they strengths. How will these strengths help him heal? 3. Resilience Theory- Use 3 of the 7 C's as a treatment plan guide. Develop a goal for each C you chose that is very specific to James. What would you like to see him accomplish to cope, plan and live a better life?

DB 7: This is a case study on Sam. They are actors, however depict a very real clinical situation you will face. A physician is the interviewer however, it would be no different if it were as social worker. Video #1 Sam: List your observations: 1. List 4 specific things that Sam discussed a social worker would consider red flags. 2. List 4 ways the interviewer specifically practiced good assessment skills (Reflection, Summarize, open-ended questions, etc). Video # 2: Interviewing Parent 1. List 4 specific things that Sam's mom discussed a social worker would consider red flags. 2. List 4 ways the interviewer specifically practiced good assessment skills (Reflection, Summarize, open-ended questions, etc).

DB 8: Vicarious Traumatization Self-Care Plan: 20 Points Managing student's reactions to the content of this trauma course and future exposure to client trauma is considered highly significant to the learning process. As a means of assisting and encouraging students to prepare for this course, students will be required to complete an in-depth self-care plan to address VT.

50 points: Professionalism. The socialization of professional behavior begins in this online classroom and is an important part of your grade. Your instructor will determine your final score, however you will be asked to complete a self-assessment and plan for strengthening skills in order to practice and demonstrate self-awareness. A rubric detailing the evaluation criteria for five areas of professionalism can be found on the Bb site.

Late Work

Late work is unprofessional and not acceptable practice in this program. You will receive a 20% reduction in your score at one day late. No assignments will be accepted after one day past the due date.

Sensitive Nature of Class

Because of the sensitive nature of this class, issues of a personal nature may arise for students during the semester. Students who were themselves abused/neglected or otherwise traumatized or who have a close relationship with a victim may find some of the content especially difficult. Because of the difficulty of some of the topics, students who have not personally suffered child maltreatment or other significant trauma may also experience some distress during the course of the semester. Because the personal affects practice, it is essential that students have methods for addressing issues that arise. We will address the difficulty of the material in a number of ways. In our first Bb post, we will talk about how you can take care of yourself while taking this class.

Here are some suggestions, both for what you can do this semester and what you can do in the future to take care of yourself.

1. Pair up with another person (or persons) in this class (or outside of this class) with whom you are comfortable sharing sensitive and personal material. Plan a time weekly when you can address issues that arise for you from taking this class. Alternately, you might want to find a group of individuals with whom you can occasionally process material from this class. Remember as well that this material may also be difficult for the person with whom you talk
2. Keep a journal to allow time to process the material in this class and its effect upon you.
3. Plan time after doing the readings so that you can distance yourself from the material before going to sleep.
4. Make sure that significant others in your life are aware that you are taking this course and that it often deals with very hard material. Let them support you when you need it.
5. Make sure to plan some time each week that allows you to get away from this material. This could be "silly" time, sports time, physical exercise, or any method that allows you a release.
6. If you are a survivor of abuse or other significant trauma, you are probably already aware that this class may bring up personal issues for you. Give special attention to how you will address those issues. If you are not working with a therapist, you might want to consider doing so for a brief period. Otherwise, please consider who you can talk with about the effect of this class on you. Both now and as a future clinician you will need to have resources for working with difficult material. The other unique issue you will face as a human services worker is the entanglement of your issues with those

of the client. Good supervision, insight, and a previous working-through process for your own abuse will be important for working with other survivors, including children or adolescents.

7. Set up a time to meet with me so we can strategize about how to attend to your needs over the semester. We will also have certain practices in class designed to allow for the difficulty of the material. Because part of what we must learn as professionals working with survivors is how to maintain appropriate boundaries with our clients. Professional boundaries will be discussed. This practice is not meant to negate or minimize personal experience, but to stress the importance of having ways of taking care of yourself this semester. If you need help considering how to do so, please set up an appointment with me.

Course Requirements, Policies, & Expectations:

Please note the following general guidelines concerning shared responsibilities of the instructor and students in this course:

- 1) Students should submit assignments by e-mail, mailbox, or blackboard by 11:59 p.m. on the due date. You can also submit by fax, mail or you can drop and put in my mailbox at AC 211.
- 2) The instructor reserves the right to make announced changes in course requirements and assignments due to extenuating circumstances. The course schedule may be revised according to the time structure of the class.
- 3) Students will assume responsibility for their own learning by being prepared for discussions, activities and exams. You are expected to complete all readings and assignments on time. You are responsible to referring to the time-line that will be provided to you at the beginning of class.
- 4) Students are expected to take exams when offered and to be sure their computer is compatible with WKU blackboard.
- 5) **You should have a back up computer available to you in case you are having computer difficulties that contributes to incomplete assignments. Please follow instructions to be sure your computer is compatible for tests, videos, audio. This is your responsibility to be sure this is done.**
- 6) You are expected to participate in all online discussion activities. These are graded activities. A rubric is provided.
- 7) All assignments and postings are due by 11:59 p.m. on the day Specified.

- 8) You will be expected to format your paper in APA.
- 9) No incompletes will be given in this class except for extreme circumstances and the instructor have given prior approval.
- 10) All e-mail should be sent with "490" in the subject heading
- 11) All written material assignments should be posted via blackboard unless instructed otherwise.
- 12) **Academic Integrity:** Students are expected to abide by the policies set forth by the University with regard to academic integrity. <http://www.wku.edu/judicialaffairs/process-for-academic-dishonesty.php> The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings, including a referral to Judicial Affairs. Any assignment or exam that lacks honesty will be given a grade of zero (0). Falsifying your service learning is considered cheating.

Technology Management

PLEASE READ

You are responsible for managing the technology needed for this class. It is your responsibility to be sure you have the software that is compatible to the University. Standard e-mail and knowledge of how to use blackboard technology is necessary. WKU offers tutorials for all necessary tasks and it will be your responsibility to access these if you are not familiar with the basic technology needs for the class. It is your responsibility to have your computer and related equipment working properly. Not submitting an assignment or completing an exam due to equipment problems on your end is not an excuse for late or incomplete work. You should always have access and means to use another computer in case you have difficulty. Online classes require more dedication, self-motivation, organization, and planning than most traditional classes.

A supplement will accompany this syllabus. This supplement will outline important, tentative dates and assignment descriptions.

Reading List:

Felitti, V. J. (2009). Adverse childhood experiences and adult health. *Academic pediatrics*, 9(3), 131.

Soleimanpour, S., Geierstanger, S., & Brindis, C. D. (2017). Adverse childhood experiences and resilience: addressing the unique needs of adolescents. *Academic pediatrics*, 17(7), S108-S114.

Merrick, M. T., Ports, K. A., Ford, D. C., Afifi, T. O., Gershoff, E. T., & Grogan-Kaylor, A. (2017). Unpacking the impact of adverse childhood experiences on adult mental health. *Child abuse & neglect*, 69, 10-19.

Chapman, D. P., Whitfield, C. L., Felitti, V. J., Dube, S. R., Edwards, V. J., & Anda, R. F. (2004). Adverse childhood experiences and the risk of depressive disorders in adulthood. *Journal of affective disorders*, 82(2), 217-225.

Bath, H. (2008). The three pillars of trauma-informed care. *Reclaiming children and youth*, 17(3), 17-21.

Assigana, E., Chang, E., Cho, S., Kotecha, V., Liu, B., Turner, H., ... & Stevens, S. M. (2014, October). TF-CBT triangle of life: a game to help with cognitive behavioral therapy. In *Proceedings of the first ACM SIGCHI annual symposium on Computer-human interaction in play* (pp. 9-16).

Finkelhor, D., Shattuck, A., Turner, H., & Hamby, S. (2013). Improving the adverse childhood experiences study scale. *JAMA pediatrics*, 167(1), 70-75.

Newell, J. M., & MacNeil, G. A. (2010). Professional burnout, vicarious trauma, secondary traumatic stress, and compassion fatigue. *Best Practices in Mental Health*, 6(2), 57-68.

Steiner, S. (2013). Preserving commitment to social work service through the prevention of vicarious trauma. *Journal of Social Work Values and Ethics*, 10(1).

Berceli, D., & Napoli, M. (2006). A proposal for a mindfulness-based trauma prevention program for social work professionals. *Complementary Health Practice Review*, 11(3), 153-165.

Academic Integrity

[The Undergraduate Catalog \(2012-2013\)](#) provides the following information in the section on 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 Ombudsman 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 of [The Writing Center](#) 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.

- LEARNING ASSISTANCE AT [The Learning Center](#) 270-745-6254

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ Downing Student Union and TLC @ FAC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a thirty-two machine Dell computer lab to complete academic coursework. Additionally, TLC has four satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in FAC, Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please contact TLC @ Downing Student Union for more information or to schedule a tutoring appointment.

TLC @ DUC

Sunday	4:00 pm – 9:00 pm
Monday – Thursday	8:00 am – 9:00 pm
Friday	8:00 am – 4:00 pm

TLC @ FAC

Monday – Tuesday	1:00 pm – 7:00 pm
Wednesday – Thursday	9:00 am – 5:00 pm
Friday	2:00 pm – 4:00 pm

TLC @ Keen

Sunday – Thursday	6:00 pm – 11:00 pm
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TLC @ McCormack

Sunday – Thursday	6:00 pm – 11:00 pm
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TLC @ PFT

Sunday – Thursday	6:00 pm – 11:00 pm
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(PFT residents and their guests only)

- 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

Disclaimer Instructor reserves the right to change dates for activities and assignments as needed.

Appendix

Educational Policy 2.1—Core Competencies

“Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities” (EPAS, 2008, p. 3)

Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2 -Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3- Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4-Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5-Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6-Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.
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Educational Policy 2.1.7-Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or

achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;

- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.2.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.