

**DEPARTMENT OF SOCIAL WORK  
WESTERN KENTUCKY UNIVERSITY**



**CHILD MALTREATMENT  
SWRK 450-001 (Face-to-Face)  
SWRK 450-702 (Online Course)**

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<b>Class Meeting Times/Dates:</b> Wednesday Nights 5:30 p.m.- 8:15 p.m. <b>Class Location:</b> Academic Complex Room 107 <b>Fall 2022 Semester:</b> Monday, August 22, 2022, through Friday, December 2, 2022 <b>Zoom Link for Online Students:</b> <a href="https://wku.zoom.us/j/98495237656">https://wku.zoom.us/j/98495237656</a> <b>(Confidential)</b>	

**Child Maltreatment:**

Required Course for the Public Child Welfare Certification Program (PCWCP).

**Course Description:**

This course is designed to provide a comprehensive introduction to child abuse and neglect from a social work perspective. Social workers in all professional work settings must know how to identify child maltreatment and domestic violence. Students will learn the family dynamics and indicators of maltreatment and effective interventions on the micro and macro level.

Additionally, students will learn the extent of the problem, effects on children, treatment issues, the social worker's roles in a multidisciplinary team approach, and how to advocate for individuals and families.

This course is the first of two specific course requirements for the child welfare certification available through Western Kentucky University and the Department for Community Based Services.

**The Generalist Perspective:**

The practice of social work requires that a practitioner be prepared to intervene in a range of different settings with client systems of any size. There is a common body of knowledge, values, and skills used; there is recognition often the most effective occurs when a professional address a problem during private and public levels.

**Textbooks:**

Kaufman, J. (2016). Broken three times: a story of child abuse in America. Oxford University Press.

Royse, D., Griffiths, A., (2020). Child Welfare and Protection: An Introduction. Cognella Academic.

**Supplemental Text:**

American Psychological Association. (2020) Publication manual of the American Psychological Association (7th ed.), <https://doi.org/10.1037/0000165-000>.

**Online exercises and handouts are available through Eastern Kentucky University's Training Resource Center's (EKU TRC) eLearning Services via the ECU TRC Moodle eLearning Platform:**

**Each student is responsible for printing out materials for class from ECU Moodle site.**

**Course Student Learning Outcomes, Activities, and Measures (CSWE Practice Behaviors):**

Student outcomes will be based on the 2015 Council of Social Work Education (CSWE) Competencies. Compliance of the 2015 competencies meets the CSWE accreditation requirements. Western Kentucky University's Social Work program is an accredited program as certified by CSWE.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

At the successful completion of the SWRK 450 course the student will be able to meet the following CSWE EPAS criteria:

Competencies	Course Content	Dimensions	Measures
1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	History of child protection.	Knowledge, Skills, Values.	Exam 1. Case study on ethics and self-care. Self-care vision board. Writing assignment 1.
1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;			

<p>2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p> <p>2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and</p> <p>2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Understanding court proceedings at it relates to youth. Considering future policies and procedures. Learning about diversity within child protection. Developing self-care and self-awareness understanding and techniques.</p>	<p>Knowledge, Skills, Values</p>	<p>Exam 2. Writing assignment II.</p>
<p>3.2 engage in practices that advance social, economic, and environmental justice.</p>	<p>Learning to work as a member of a child protection team. Understanding cognitive functioning and effects on child maltreatment. Developing individualized treatment plans. Considering future needs of the community and child protection workers.</p>	<p>Knowledge, Skills, Values</p>	<p>Exam 1. Writing assignment II.</p>
<p>5.1 identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p> <p>5.2 assess how social welfare and economic policies impact the delivery of and access to social services</p>	<p>Gaining knowledge of child maltreatment and the process for standard order of practice.</p> <p>Understanding of court proceedings. Consider future policies and practice within child welfare.</p>	<p>Knowledge, Skills, Values</p>	<p>Exam 2.</p>
<p>6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>Developing treatment plans and goals individualized. Working as a member of a child development team.</p>	<p>Knowledge, Skills, Values,</p>	<p>Exam 1. Exam 2. Writing assignment II.</p>

	Conducting child abuse / neglect investigations.		
7.2 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;  7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Gaining knowledge of child maltreatment and the process for standard order of practice. Making referrals and reporting child maltreatment. Developing individualized treatment plans.	Knowledge, Skills, Values,	Exam 1. Exam 2. Writing assignment II.
8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;  8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	Developing individualized treatment plans based on the standard order of practice. Understanding cognitive functioning and the effect on child maltreatment. Working as a member of a child protection team. Case planning. Understanding the needs of youth in the juvenile justice system. Developing individualized treatment plans.	Knowledge, Skills, Values,	Exam 1. Exam 2. Writing assignment II.
9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes;	Case planning with the family. Developing individualized goals and treatment plans.	Knowledge, Skills, Values,	Exam 1. Exam 2. Writing assignment II.

### **Student Outcomes/Course Objectives**

After successful completion of SWRK 450, students will be able to:

- Apply critical thinking skills within the practice of social work within the scope of Protection and Permanency.
- Utilize the professional use of self, the application of social work skills, values, and ethics within the practice of social work in Protection and Permanency.
- Demonstrate the necessary skills for assessing child maltreatment and family functioning within the societal structure; and provide specific attention to the impact of societal and economic injustice on development and functioning of families. Identify the socio-cultural factors that impact bio-psychosocial functioning and enhance or limit human potential.
- Demonstrate the ability to assess, analyze, and evaluate the social work process with families, using specific emphasis on diversity issues and present intervention skills that allow for effective implementation of the plan for change.
- Utilize the evaluative dimension of social work practice with families and groups.
- Apply an understanding of the dynamics of oppression and, and their impact on the functioning of families to develop strategies for change that promote social and economic justice.
- Identify the potential for stress, burnout, and interpersonal difficulties.

#### **Course Expectations:**

- Students are expected to attend class prepared with readings and assignments completed when due and enter class discussions appropriately.
- Students are expected to be timely to all classes.
- Points will be deducted for late assignments.
- The written assignments should be typed using proper documentation in APA format. The complete reference for the APA Style Manual is listed in Suggested Readings.

#### **Teaching Methods:**

Course delivery will be <https://learn.trc.eku.edu/moodle/> and will use a web-based system utilizing ECU TRC's Moodle eLearning Platform. Teaching methods include lectures, guest speakers, large and small group discussion, and readings. All class material and assessments are located on ECU TRC's Moodle eLearning Platform site.

#### **Moodle eLearning Platform Directions for Fall Semester:**

**New Users:** If you are a new user of the TRC eLearning (Moodle) Platform, an account will be created for you and emailed to you at your university issued email address with account access instructions.

**Existing Users/PCWCP Students:** If you have a TRC eLearning (Moodle) account from previous PCWCP courses or PCWCP Retreat, your username to access the site will be your email address. If you are unsure of your username or password, you can [recover your account or reset your password](#) through the TRC Portal.

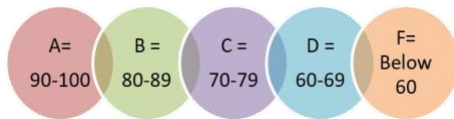
Once you log in to the TRC eLearning Platform, your course should appear in your dashboard. If you need assistance, please get in touch with [holly.musser@eku.edu](mailto:holly.musser@eku.edu).

## Course Evaluation:

Exam 1	20%
Exam 2	20%
Written Assignment 1	20%
Written Assignment 2	20%
Self-Care Project	10%
Participation	10%

- Please note that all PCWCP Students must obtain a B or higher in this course.

## Grading Scale:



## Description of Course Assignments

### I. Exams

Two exams will be developed for this course. Exams will be administered on weeks 2-7 and weeks 8-13.

#### Exam 1:

Week 2: History of Child Protection

Week 3: Working on a Child Protection Team - Referral, Reporting, & Legal Mandates

Week 4&5: Child Maltreatment

Week 6&7: Examining the Causes of Child Maltreatment

#### Final Exam:

Week 8: Investigations: Child Abuse & Neglect Investigator Role

Week 9: Ongoing Services

Week 11: Court Proceedings

Week 12: Permanency

Week 13: Future Considerations

### II. Written Assignments:

Written Assignment I: Case Study (Ethics & Self-Care)

Written Assignment II: *Broken Three Times*

### III. Self-Care Project & Presentation

Over the course of the semester, students will prepare self-care vision boards. Each week, instructors will have an activity to discuss with students at the end of class. Weekly self-care activities will assist the students with their vision boards. Throughout the semester, students will create their own vision boards of how they plan to implement self-care tasks for the present, future, and during emergencies. Vision boards may be completed in CANVA, Pinterest, or poster board. Students will then present their self-care vision boards to the class in Week 14 or Week 15 (depending on University Schedule and Thanksgiving Break). A rubric will be created to ensure students discuss their self-care plan vision boards with the focus of implementing their vision boards during school, once employment has been fulfilled, preparing for emergencies, avoiding burnout, etc.

### **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 second absence result in a 5-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, students are responsible for obtaining the assignment from a colleague. Students missing 2 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 2-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. Turn off all electronic communication devices during class discussions, e.g. cell phones. Students may use laptop computers and iPads/tablets for taking notes and course related activities – students are NOT to be checking email, social media, and other non-course related activities during class sessions. If a 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. All exams are given on Moodle. Exams are taken individually and not as a group.
11. Fulfilling these Professionalism and Performance Expectations will be reflected in the Professionalism grade.

### **WKU Syllabus Statement on COVID-19/WKU Healthy on the Hill**

All students are strongly encouraged to [get the COVID-19 vaccine](#). In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID 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 federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. [www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill)

### **Regular and Substantive Interaction (Online Courses Only)**

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Availability for synchronous sessions with faculty and students during office hours,
- Faculty participation in discussion boards,
- Weekly announcements,
- Setting assignment due dates that are spread throughout the term of the class, and
- Timely and detailed feedback on assignments provided within one week of submission.



## **Academic Integrity**

[The Undergraduate Catalog \(2021-2022\)](#) provides the following information in the section on Student Conduct 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 ACCESSIBILITY RESOURCE CENTER**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 or via email at

[sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

### 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

### 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](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

### 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](http://www.wku.edu/library/dlps/extended_campus/index.php). Turnaround 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/regguide\\_spring\\_2021\\_revised.pdf](https://www.wku.edu/registrar/regguide_spring_2021_revised.pdf)

### Disclaimer

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

# **Appendix**

## **Council on Social Work Education (CSWE)**

### **2015 Educational Policy and Accreditation Standards (EPAS)**

#### **Core Competencies**

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy. (EPAS, 2015, p. 4)

#### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

#### **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual

orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the

role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal

experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individual, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand

qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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