



**SWRK 680 Social Work in Sports  
(3 credit hours)**

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**Class Meeting Times/Dates: WEB: Tues, Jan 3-Sat, Jan 14, 2023**

## **Course Description**

**Focuses on the role of social workers in sport. Theories and policies informing social work practice in sport will be examined. Focuses on the role of social work within an interprofessional team that works to support athletes. Applies social work values, ethics, and competencies to sport social work. Addresses the well-being of the athlete, assessment, intervention, and social justice.**

## **Required Text**

Moore, M., & Gummelt, G. (2019). *Sport Social Work: Promoting the Functioning and Well-being of College and Professional Athletes*. Cognella Academic Publishing.

## **Supplemental Text**

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Other Journal Articles to be Assigned

## **MSW Mission Statement**

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

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

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

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

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

### **Learning Outcomes**

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

#### **Knowledge**

1. Define sport social work, including the history of social work in sports.
2. Explain the role of social work in sport at various levels, including collegiate and professional.
3. Understand issues related to the health and well-being of athletes.
4. Explain the role of helping professionals in sport, including disciplines such as social work, psychology, athletic trainers, and other professionals who work with student-athletes/athletes.
5. Apply social welfare policy to sport social work.

#### **Values**

6. Apply social work values and ethical decision-making strategies to complex ethical dilemmas encountered in practice with athletes.

#### **Skills**

7. Assess the multiple dimensions of athlete well-being.
8. Evaluate the utility of various theoretical perspectives to sport social work practice at the micro, mezzo, and macro levels.

#### **Cognitive/Affective**

9. Evaluate the social/economic/environmental influence of privilege, diversity, oppression, and justice in sport settings.

### **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 approximately one week of submission.

### **CSWE EPAS Core Competencies for MSW Education**

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

### **Topical Outline:**

#### **Unit I: Introduction to Social Work in Sports**

- A. Defining Sport Social Work
- B. History of Sport Social Work
- C. Intersection of Sport and Social Justice
- D. Social Work Values, NASW Code of Ethics, and Competencies related to sport
- E. Applying theory to sport social work
  1. Ecological Framework
  2. Systems
  3. Empowerment
  4. Social Learning
  5. Resiliency
  6. Human Development
  7. Stages of Change

#### **Unit II: The Interprofessional Nature of Social Work in Sports**

- A. Understanding the multi-disciplinary nature of working with athletes.
- B. Integration of sport social workers into this field.

#### **Unit III: Understanding the Health and Well-being Issues of Athletes**

- A. Athletic Identity
- B. Psychosocial Health Risks
- C. Barriers to help-seeking
- D. Implications for Social Work Practice

#### **Unit IV: Social Work Policy and Social Justice in Sports**

- A. Apply social welfare policy to sport social work
- B. Explore policies and laws that impact sport social work

- C. Understand the impact of policies related to student-athlete Name, Image, and Likeness (NIL)
- D. Sport as a platform for policy and social justice

## STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

<u>Assignment</u>	<u>Points</u>
Exams (2 @100 pts each)	200 points
Sport Social Work Reaction Papers (3 @100 pts each)	300 points
Discussion Boards (4 @25 pts each)	100 points
Professionalism	25 points
<b>Total</b>	<b>625 points</b>

### Grading Scale:

90-100 % =	A
80-89 % =	B
70-79 % =	C
60-69 % =	D
0-59 % =	F

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

## EXAMS

There will be two examinations administered online during the semester. Each student must work on this assignment independently. *Collaboration with your classmates will be considered cheating, and a zero will be given to both parties.* Each exam will cover material from all required readings, lectures, class discussion, audio and videotapes. Exams are multiple-choice, true/false and/or essay questions. There is no opportunity to make up a missed exam.

## REACTION PAPERS (3 X 100 POINTS EACH = 300 total points)

These papers will be assigned throughout the semester as opportunities for you to react to the material to which you have been exposed in the class and formulate your thoughts on issues related to sport social work. At least one paper will focus on athlete health and well-being and another will focus on sport as a platform for social change and social justice.

## DISCUSSION BOARDS (4 X 25 POINTS EACH = 100 total points)

Regular discussion/participation is expected of each student on various topics related to sport social work, since all of our learning will take place on Blackboard (*these guidelines will also be posted on Blackboard with scoring rubric*).

## PROFESSIONALISM

You are expected to attend to and actively participate in class. Social workers traditionally serve marginalized populations. Thus, social work professors have an obligation to teach students appropriate professional behavior. Within the classroom setting, both face-to-face and online,

professionalism is defined as attendance, preparation, and appropriate behavior with the professor and peers in **all** communications relative to this course.

Further, it is expected that each student completes **all assignments** and readings in accordance with the course schedule. Due to the online nature of this class, students must demonstrate learning of content via online assignments. This in and of itself is a professional behavior. Students should complete discussion board exercises in a timely manner and after completing pertinent readings and watching assigned video lectures and links. In summary, the professionalism and participation grade will be also on students' *active* participation in the online classroom, their timeliness in submitting assignments, and their professional decorum in how they conduct themselves online.

The NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>) is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course in accordance with the MSW Student Handbook, WKU Student Code of Conduct and the NASW Code of Ethics Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the MSW Student Handbook.

### **ACADEMIC SUPPORT**

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

### **STUDENT ACCESSIBILITY RESOURCE CENTER**

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

### **WRITING CENTER ASSISTANCE**

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions of the website [www.wku.edu/writingcenter](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 our website) for help scheduling an appointment.

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help with reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester.

Please email us at [literacy.center@wku.edu](mailto:literacy.center@wku.edu) to schedule an appointment or ask questions, visit our website at <http://www.wku.edu/literacycenter/> or stop by GRH 2066 for more information.

## **LEARNING ASSISTANCE AT WKU**

### **The Learning Center Peer Tutoring Services**

The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit [www.wku.edu/tlc](http://www.wku.edu/tlc).

## **OFF CAMPUS LIBRARY SUPPORT**

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

## **POLICY**

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

## **SOCIAL MEDIA**

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

## **PLAGIARISM AND ACADEMIC DISHONESTY**

Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the MSW Handbook, the University Code of Student Conduct and is also counter to social work values and ethics included in the NASW Code of Ethics. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of “zero” for the assignment and/or course failure. Student should review the “Academic Offences” section of the WKU Student Handbook at: <http://wku.edu/handbook> and the “Ethical Principles” and “Acknowledging Credit” sections of the 1999 Code of Ethics, National Association of Social Workers found at: <http://www.socialworkers.org/pubs/code/code.asp>

## **APA**

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

## **PARTICIPATION AND ATTENDANCE**

Students are expected to participate in developing a positive learning environment with the desire to learn. As this class is conducted entirely online, students will need to be self-motivated in completing all course readings, assignments, discussion board exercises, and other activities. Students will also watch regular video lectures by the instructor, to enhance the didactic aspect of the course. While formal attendance is not taken (e.g. there are no real-time class meetings), students should stay up to date on readings and submit assignments in a timely manner. Failure to do so will negatively impact the student’s participation grade in the course.

## **ASSIGNMENT COMPLETION AND INCOMPLETES**

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

## **DISCLAIMER**

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



## **TITLE IX MISCONDUCT/ASSAULT STATEMENT**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

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## **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**

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

Advanced generalist practitioners:

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

- in rural settings; and
- Use supervision and consultation to guide professional judgment and behavior.
  - Actively participate in professional social work associations/organizations

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

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

Advanced generalist practitioners in rural settings integrate their understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, geographic location, and tribal sovereign status. Advanced generalist practitioners understand that the rural practice context in which we serve further complicates the existing issues which may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Advanced generalist practitioners:

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

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

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

Advanced generalist practitioners:

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

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

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

Advanced generalist practitioners:

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

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

Advanced generalist practitioners in rural settings understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Advanced generalist practitioners understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Advanced generalist practitioners understand their leadership role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Advanced generalist practitioners recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Advanced generalist practitioners provide leadership and support natural leaders present in advocating for policies advantageous to rural areas.

Advanced generalist practitioners:

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



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

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

Advanced generalist practitioners:

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

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

Advanced generalist practitioners approach assessment from a strengths based perspective focusing on resiliency and protective factors as a basis for interventions. Advanced generalist practitioners prioritize cultural values, traditions, and unique resources of rural settings by recognizing and validating the client's contextual world view. Advanced generalist practitioners structure assessment as an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Biopsychosociospiritual assessments are a critical component of the overall assessment plan in rural settings. Advanced generalist practitioners critically evaluate and adapt theories of human behavior and the social environment and apply this knowledge in the assessment of diverse rural clients and constituencies, including individuals, families, groups, organizations and communities. Advanced generalist practitioners utilize methods of assessment with diverse clients and constituencies to advance practice effectiveness. Advanced generalist practitioners recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Advanced generalist practitioners consider how their personal experiences and affective reactions may impact their assessment and decision-making.

Advanced generalist practitioners:

- Collect and organize client-driven data, and skillfully apply critical thinking to interpret information from rural clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from rural clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies in rural settings;
- Modify appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of rural clients and constituencies; and
- Consider aspects intrinsic in rural settings impacting assessment such as connections with church communities, neighbors, extended family, fictive kin, and other informal resources.

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

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

Advanced generalist practitioners:

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

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

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

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

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

Advanced generalist practitioners:

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