

DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY



SWRK 301: Social Work Practice for Diversity, Equity, and Inclusion
(3 credit hours)
[Fall 2023] (August 21-October 13)

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Office Hours: Face to face/Zoom meeting upon request

Bi-term course
August 21- October 13

Course Description

Prerequisites: SWRK 101 and admission to the BSW program.

Explores how students' personal identity and experiences shape views of social, economic, and environmental justice issues affecting marginalized populations. Focuses on building upon this understanding to begin to develop cultural competence in preparation for social work practice with vulnerable client systems.

Required Reading

Sue, D., Rasheed, M., & Rasheed, Janice M. (2016). *Multicultural social work practice: A competency-based approach to diversity and social justice*. (2nd ed.). Hoboken, NJ: Wiley.

National Association of Social Workers. (2015). *Standards and Indicators for cultural competence in social work practice*. Retrieved from

<http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>

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

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, 2022, p. 17)

Learning Outcomes

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

Knowledge

1. Articulate an understanding and awareness of own cultural experiences, worldview, and biases as related to effective social work practice
2. Describe the impact of social, economic, and environmental injustices on those marginalized groups served by professional social workers

Values

3. Recognize the influence of power and privilege on self-identity, and worldview, and interactions between social workers, clients, and constituents

Skills

4. Identify and critique oppressive language, gestures, and behaviors that are used negatively to refer to marginalized groups
5. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Cognitive and Affective Processes

6. Demonstrate understanding of anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
7. Display a professional commitment to embracing difference, and inclusion, allyship, and advocacy for marginalized populations in professional social work practice

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 A of this syllabus. Core competencies addressed in this class are included in Appendix B of this syllabus.

Topical Outline:

Unit I: Introductions and Course Overview

- A. Introductions and review of course outline and expectations
- B. Importance, meaning, and expectations of cultural competence in social work
- C. Critical reflection

Unit II: Core Concepts

- A. Social, economic, and environmental justice; human rights and human needs; capabilities
- B. Social identity; power, privilege, and acclaim
- C. Stereotype, prejudice, discrimination, oppression, marginalization, alienation, minoritizing, essentialism, othering, microaggressions, internalized oppression
- D. Intersectionality
- E. Strengths perspective; person-first language; cultural humility

Unit III: Social Identities

- A. Race/ethnicity
 - 1. White supremacy; white fragility; ethnocentrism; colorism/shadeism
- B. Class
 - 1. Socioeconomic group; poverty; xenophobia/nativism/colonialism
- C. Gender/sex/gender identity and expression
 - 1. Sexism;
 - 2. Lookism; sizeism
- D. LGBTQIA
 - 1. Heteronormativity; homophobia; heterosexism
 - 2. Cisgenderism; transphobia
- E. Ability status
 - 1. Ableism
 - 2. Disability (mental and physical); visible and invisible disabilities
- F. Age
 - 1. Ageism
- G. Religion/spirituality
 - 1. Religious oppression
 - 2. Islamophobia; Anti-Semitism

Unit IV: Professional Development: Empowerment, Allyship, and Advocacy

- A. Anti-oppressive practice; decentering privilege
- B. Empowerment; allyship; advocacy
- C. Personal and professional development plan

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

Critical Reflections	50 pts
“Isms” Log & Paper	100 pts
Cultural Encounter	100 pts
Cultural Sensitivity & Professional Development	100 pts
Group Presentation: Profiles Of Diverse Populations	100 pts
Participation/Professionalism	50 pts
	500 pts

Grading scale & Evaluation

A = 90 – 100%	B = 80 – 89%	C = 70 – 79%	D = 60 – 69%	F = Below 60%
500 – 450 pts	449.5 – 400 pts	399.5 – 350 pts	349.5 – 300 pts	< 300 pts

Course Assignments

CRITICAL REFLECTIONS:

Excerpts from the common read, *EDUCATED: A MEMOIR* by Tara Westover will be used throughout the course to facilitate important discussions on issues of racism, marginalization, discrimination as well as human rights, environmental justice and social justice. There will be 5 activities (10 points each) throughout the semester on Blackboard and/or in class.

- The activities shall include but not limited to, in-class activities, panel discussions, and presentations.
- The scope of focus will include social work practice (individuals, families, groups, organizations, and communities), research, and policy.
- These exercises help you to learn and apply core concepts covered in this course including anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
- A high level of quality and critical synthesis of information is expected in these posts.

ISMS/Microaggressions Log and Reflection Paper:

**SWRK 301: Social Work Practice for Diversity Equity and Inclusion
Assignment: ISMS/Microaggressions Log and Reflection Paper**

Due: ... (20% of your term grade)

Log should be a minimum of 12 scenarios and the Reflection paper should is 3-5 pages

PURPOSE

Knowledge:

After doing this assignment you will understand:

1. How to be self-aware and conscience of the microaggressions/ISMS people make towards certain group of people in everyday lives
2. How do microaggressions/ISMS do impact the targeted people
3. How microaggressions/ISMS could impact the targeted people psychologically.

Skills:

After doing this assignment you will be able to:

4. Identify and categorize microaggressions made towards certain groups of people.
5. Discuss the biases and stereotypes that underlying these microaggression/ISMS.
6. Reflect on student's immediate reaction from the incidents of microaggressions/ISMS and the possible impacts on the targeted groups.
7. Student competency in this content will be evaluated base on the associated assignment rubric. Distinguish is demonstrated

Values:

8. Recognize the influence of language of privilege and oppression use in the society and its implications on marginalized groups and how that could impart the social work practice.

TASK:

ISM/Microaggression Log

- In the three (3) weeks leading up to the paper due date, you should begin keeping your log of the “isms”/microaggressions you encounter during your daily routine, on television, in movies, in advertising, in social media, at church, at school, etc.
- you will observe, listen to, and record incidents of oppressive language, gestures, or behaviors you encounter that refer to individuals’ or groups’ age, race/ethnicity, class, ability status, gender/gender identity, sexual orientation, and religion.
- Record any communications or acts of racism, sexism, ageism, heterosexism, ableism, classism or other “isms”/microaggressions that you observe, read, participate in, or hear. Listen especially for any “isms” related to the population(s) you may write about in the *Cultural Encounter* and *Cultural Sensitivity & Professional Development* assignments.
- The log must include the date and context of the “ism”; your thoughts and feelings in response to the “ism”; and what makes this an “ism” or microaggression (i.e., what is the underlying message of this “ism”). You may use the template provided on Blackboard or create your own.
- **A minimum of 12 “isms”/microaggressions must be listed. In all likelihood you will have more. You must include at least four (4) different kinds of “isms”. No more than 25% (3 out of 12) can be taken from fictional or electronic sources, such as sitcoms, movies, or social media (Facebook, Twitter, etc.).**

Reflection Paper

You will then reflect on the impact of these “isms”/microaggressions on these populations and yourself.

- In preparation for this assignment, you will listen to the [TED Talk: *Playing with Perceptions*](#) (54 mins).
- The 3–5-page paper provides you with the opportunity to reflect on the “isms”/microaggressions you witnessed. Following completion of your log*, you will respond to the following questions citing at least three (3) specific incidences you witnessed and integrating concepts discussed in the [TED Talk: *Playing with Perceptions*](#) and examples from the common read, *EDUCATED: A MEMOIR* by Tara Westover
 - Were you personally affected by the incidents? If so, in what way?
 - Were any false stereotypes about certain cultural groups promoted by the incidents?
 - If other people witnessed the incidents, what were their reactions?
 - Did you do anything to confront the oppressive situations (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?
 - What did the person or group making the offensive remarks or gestures seem to hope to gain from being racist, sexist, or otherwise prejudiced, discriminatory, or oppressive?
 - How do the incidents you observed relate to prior incidents you have witnessed concerning this particular cultural group?
 - How will the incidents impact your future interactions with the cultural group being marginalized by these “isms”/microaggressions?
- Your “isms” log should be attached to your paper as an appendix. (This is not included in the page count.)

CRITERIA:

See Blackboard for details

ISMS Log 40%%

Reflection Paper 50%

Writing 10%

CULTURAL ENCOUNTER:

Active participation in at least one dynamic, culturally different experience is required for this project. That is, you must investigate a cultural group new to you, preferably with which you are uncomfortable and/or unfamiliar. Once you have identified the group, you are to attend an event or function hosted by that particular group. It is even more optimal if students can attend more than one meeting. For example, you might attend worship services in a faith significantly different than your own, attend an advocacy group meeting for a diverse cultural group (such as PFLAG or NAMI), visit a nursing home for the first time, spend a day(s) with the Amish, or do a ride along with police officers (for those with a fear of law enforcement). The experience that you choose will require the professor's approval beforehand and it must be one that is reasonably safe (e.g., you should not go undercover at a KKK rally!).

You are to address the following questions in a 5 page paper:

- Describe the diverse cultural event you participated in and/or attended.
- How was this experience different for you? Did it force you to step out of your comfort zone?
- What did you learn that you did not know about the cultural group you investigated?
- What stereotypes about the group were confirmed or rejected by your experience?
- As a result of your attending the event or function, how will you relate to this cultural group differently in the future, both in your personal life and in social work practice? You must describe how you will relate to this group from a stance of cultural humility. By reflecting on how activity increased your self-awareness on how your own bias, power, privilege, and values may impact your work with this community.
- In what ways will you acknowledge them as experts of their own lived experiences.
- Comment on what you perceive you gained as a result of this exercise.

CULTURAL SENSITIVITY & PROFESSIONAL DEVELOPMENT:

For this assignment, you will select a marginalized group with which you experience some discomfort and anticipate being challenged in working with in your practice. As outlined below, you will discuss this group in detail including information and insights gained from class discussion, readings, and your lived experience. (This group may be the same group chosen for the *Cultural Encounter* assignment only if that group is also considered marginalized.) The assignment is divided into three parts. You will first describe and reflect upon the nature of your discomfort with this group. Next, based upon class discussion, readings, other class-related activities and processes, you will objectively describe how this group is marginalized. (This part of your analysis must include content from the course text, at least one peer reviewed academic article, and at least one other academic or nonacademic source that addresses the marginalization of this group.) Finally, you will identify a personal and professional development plan for allyship and advocacy for this group.

Part 1

1. What are my biases about this group?
2. How do I know that my discomfort with this group reflects an "ism" for me?
3. How long has this "ism" been there?
4. What are the circumstances leading up to how it got there?
5. How do significant others in my life impact/not impact my reaching this particular viewpoint?
6. What inner and outer personal/environmental experiences in my life contribute to this perspective?
7. How do the views of the society-at-large impact upon my thinking about this group?

8. How do I imagine people in this group must feel when “isms” are directed at them?
9. How can these experiences and influences impact my ability to be a culturally competent social work practitioner with this group?

Part 2

1. In what ways has this group been marginalized?
2. What opportunities have been limited for this group?
3. In what ways have this group’s opportunities been limited?
4. What are the immediate and long-term consequences of this racism, marginalization and oppression for group members?

Part 3

1. Based upon your self-reflection of your own biases regarding this group as well as your analysis of how this group is marginalized and the consequences this creates, outline a plan for professional commitment to allyship and advocacy for this group. How will you effectively work with, empower, and advocate for the needs of this group?
2. Specifically, what anti-racist and anti-oppressive social work practice will you adopt for the group at micro, mezzo, and macro levels of practices (implications to individual, family, group, organizational, community, research, and policy practices).

GROUP PRESENTATION: PROFILES OF DIVERSE POPULATIONS:

During each class session, a student group (of 4 or 5) will provide a presentation on one of the ten culturally diverse groups from Chapter 14’s Culturally Competent Social Work Practice with people who are Black/African American, Asian American and Pacific Islanders, Native American/First Nations People and Alaska Natives, Latinx/Hispanic Americans, immigrants/refugees, LGBTQ, senior citizens, people with abilities and disabilities, women, and multi-racial and bi-racial persons (Approved by Instructor). A sign-up sheet will be distributed for group presentations by the second-class meeting. Each student is required to participate in the group presentation, and presentations should be approximately 25 minutes and 15 minutes for your “Guest Presenter,” for a total of a 40-minute presentation. The group presentation must include the following:

1. Discuss the strengths and resiliency of the population
2. Describe the cultural values and beliefs of the population
3. Discuss how issues such as income and poverty, education, unemployment, physical and mental health, stereotyping, prejudice and discrimination impact the life status, well-being and overall functioning of these diverse populations.
4. Describe any challenges of acculturation for the population?
5. Describe the socio-political and historical experiences of the population (e.g. the slavery of African Americans, the colonization of First Nations Peoples/Native Americans, the immigration of Hispanic or Latino Americans). How did these experiences impact the population?
6. What are the implications for social work practice with this population?
7. Develop a Power Point presentation regarding the diverse population
8. Utilize 3 peer reviewed journal articles regarding evidenced based practice with your population.
9. Have a “Guest Presenter” attend class or provide a video lecture for the class regarding the presenter’s experience working with the population.

You may present utilizing an in-class/online format, if applicable, and could include excerpts from the common read, *EDUCATED: A MEMOIR* by Tara Westover, a podcast, video recording, etc. You will need to submit the completed assignment to the instructor one week before your presentation. If the class is meeting face to face, you will provide your presentation in the classroom, and have your “Guest Presenter” in class. If the class is online, your “Guest Presenter” can be utilized in electronic formats as above. Your “Guest Presenter” should be a professional in the area who works with the population (past presenters have been from the International Center, Islamic Center, NAACP, etc.). Please consult with your instructor if you have any questions. (Adapted from Cengage.com)

PARTICIPATION/PROFESSIONALISM:

Active engagement is expected of students during class meetings. Professional behavior is expected in all interactions with classmates and the instructor. This means handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posited with respect and personal regard. This class will involve 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. Professionalism will be discussed in class and a rubric will be distributed outlining expectations related to attendance/promptness, engagement in class, listening skills, behavior, and cultural competence. The ability to objectively assess one’s self and identify a plan of action that builds upon strengths and identifies opportunities for professional development is an important skill for social workers to practice. Therefore, students will be given the opportunity to evaluate their professionalism; and, as needed, develop plans of action during the course of the semester. This evaluation, as well as the instructor’s evaluation of a student’s professional behaviors, will determine this portion of a student’s grade in the class.

Disclaimer

The instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students.

Statement on Inclusion

Western Kentucky University (WKU) is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus Diversity, Equity, and Inclusion statement, this classroom will be an inclusive and respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expression, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this semester you are excluded or a feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples’ land on which this University was built. All land in the state of Kentucky was once

Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (ᑕᑦᑎᑦᑎᑦᑎᑦᑎᑦ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](#), “Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization.”

Professor’s Statement on Commitment to Students

The professor promises to give students **100 percent effort** during the semester and return assignments in a timely manner. If you are struggling-reach out to me-I’m here to help!

Expectations of Student Behavior

1. College level writing is expected in this course. Written assignments must be grammatically correct, typed, double-spaced, and display correct form per APA 7 guidelines. Students are expected to use APA 7 style format for citing and listing references. Students are encouraged to make use of the university writing resources identified below.
2. Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the University (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 may mean a grade of “zero” for the assignment and/or course failure. Student should review the “Academic Offenses” section of the WKU Student Handbook at: <http://www.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>

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.

If a student uses direct quotes in papers, the quotes must have quotation marks around them cite the author, year, and relevant page numbers. Failure to adhere to this guideline is considered plagiarism. 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.

If you have any questions about plagiarism-email or call me-I can help you properly cite sources!

3. Complete work on time. Students are responsible for readings and assignments completed on schedule. All written assignments are due as outlined on the Course Schedule and should be submitted to Blackboard. Unless prior arrangements have been made with the instructor, late

assignments will be penalized 10% (from the total points possible on the assignment). No assignment will be accepted after the last day of regular classes.

All assignments must be submitted in order to pass the class! (No exceptions on this)

4. Statement on AI tools. AI tools are prohibited (e.g. like ChatGPT):

Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the [WKU Student Code of Conduct](#).

5. Academic Support. WKU offers many resources that can help students be successful in this course. These are listed below:

ADA Accommodations

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

If you have an accommodation with SARC, I want to honor it-but please contact me during the first week of class with your letter!

Learning Assistance at WKU

[The Learning Center \(TLC\)](#) is located on the Bowling Green campus in the Academic Advising and Retention Center, DSU 2141. Should students require academic assistance with this course, or any other General Education Course, there are several places that can provide them with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 270-745-6254 or stop by DSU 2141. Students can log on to TLC's website at <http://www.wku.edu/tlc/> to find out more.

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.

The [WKU Glasgow START \(Student Tutoring and Resource Team\) Center](#) is located in Room 163 and will be open Monday through Thursday 8 am to 7 pm and on Friday from 8 am to noon. Computers are available for student use and the tutors can provide assistance with the online software associated with classes and also with word processing and other software. Students can go to <http://www.wku.edu/startcenter/> for more information.

On the Bowling Green campus, students are also encouraged to make use of the [Writing Center](#) located in Cherry Hall 123. The Writing Center offers online consultations for students. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call 270-7455719 to schedule an appointment.

On South Campus, [The Learning Assistance Center \(LAC\)](#) is in Room 234. Tutors are available for many General Education courses. For more information, contact 270-780-2536. Students can go to <https://www.wku.edu/lac/> for more information.

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

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

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

FALL 2023 COVID STATEMENT

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

APPENDIX A

Council on Social Work Education (CSWE) 2022 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, 2022).

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional 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: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial,

economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers

understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect 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, racial, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this

knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

APPENDIX B

CSWE EPAS Core Competencies for BSW Education

Core competencies addressed in this class are defined as follows:

Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	Cultural Encounter Project Participation/Professionalism Diverse Populations Presentation	V, S, C/A	Unit II, III, & IV
Competency 3: Engage Antiracism, Diversity, Equity, and Inclusion (ADEI) in Practice	Critical Reflection "Isms" Log Cultural Encounter Project Participation/Professionalism Diverse Populations Presentation	K, V, S, C/A	Units II, III, & IV
Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice	Cultural Encounter Project Diverse Populations Presentation	V, C/A	Units III & IV
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Cultural Encounter Project Participation/Professionalism Diverse Populations Presentation	K, V, S	Units III & IV
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Cultural Encounter Project Diverse Populations Presentation	K, V, C/A	Units II, III, & IV