

**DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY**

SWRK311: Understanding Intergenerational Trauma (3 credit hours)		Fall 2023 bi-term
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Class Day/Times: Web/Asynchronous		
Location: On-line		

“The way to right wrongs is to turn the light of truth upon them.” - Ida B. Wells

Prerequisites: None

Course Description

Clinicians and researchers have become increasingly aware that the effects of trauma suffered by one generation have physical and psychological effects on their descendants. These consequences manifest in higher rates of physical illness, mental health issues, addiction disorders, and the breakdown of family and community structures. This course introduces students to the concepts associated with intergenerational trauma. Emphasis is placed on resilience, multicultural issues, and systems factors. Course objectives are achieved using experiential exercises, class discussions, didactic presentations, podcasts, and/or films, which encourage students to develop skills in critical thinking.

Required Text: There is no required text for this course.

BSW Mission Statement

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education

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

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights

and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice (EPAS, 2015, p. 11).

Inclusion Statement

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.

Learning Outcomes

Upon successful completion of this course, students will:

Knowledge

1. Describe theories informing intergenerational transmission of trauma.
2. Discuss impacts of historical trauma on families and communities.

Values

3. Identify personal values and/or biases impacting ability to examine the relationship between trauma and other forms of historical oppression such as poverty, racism, gender inequality, heterosexism, etc.

Skills

4. Analyze strategies promoting resilience in response to trauma.
5. Evaluate the efficacy of interdisciplinary approaches to intergenerational trauma recovery.

Cognitive/Affective

6. Create a plan to mitigate vicarious traumatization.

CSWE EPAS Core Competencies for BSW Education

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

UNITS OF STUDY

Unit I: Introductions and Course Overview

- A. Introductions and Review of Course Outline and Expectations.
- B. Review of Generalist Practice.
- C. Roles and Functions of Helping Professionals

Unit II: Defining Terms

- A. Generational/Intergenerational/Transgenerational Trauma
- B. Historical Trauma
- C. Cultural Ongoing Trauma
- D. Family Trauma

Unit III: Theories of Trauma Transmission

- A. Psychosocial Theories
- B. Political/Economic Theories
- C. Social/Ecological Systems Theories
- D. Physiological Theories

Unit IV: Intergenerational Trauma

- A. Historical Trauma and Marginalized Groups
- B. National/Community Trauma
- C. War/Violence
- D. Natural Disasters

Unit V: Impacts of Intergenerational Trauma

- A. Physical Illnesses
- B. Mental Health Issues
- C. Addiction Disorders
- D. Family Structural Breakdown
- E. Community Structural Breakdown
- F. Epigenetics

Unit VI: Healing Intergenerational Trauma

- A. Sanctuary Model
- B. Addressing Trauma through Cultural Differences
- C. Mourning
- D. Breaking the Cycle
- E. Resiliency Factors Preventing the Transmission of Generational Trauma
- F. Historical Trauma and Cultural Healing

Unit VII: Secondary Trauma

- A. Prevention
- B. Intervention

STUDENT RESPONSIBILITIES/ASSIGNMENTS

All assignments and exams will be posted on Blackboard. Exams will be a combination of T/F and multiple-choice questions.

<u>Assignment</u>	<u>Points</u>
Discussion Boards (4 @25 pts each)	100 points
Quizzes (4 @ 100 pts each)	400 points
Reflection Journals (2 @ 100 pts each)	200 points
Final Paper	300 points
Total	1000 points

Grading Scale:

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

DISCUSSION BOARDS:

You will complete **four** brief assignments, each worth 25 points. This assignment is designed to facilitate your reflection about your understanding and learning of the material.

QUIZZES: There will be **four** quizzes administered 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 quiz will cover material from all required readings, lectures, discussions, podcasts, and videotapes. Quizzes consist of multiple-choice and true/false questions.

REFLECTION JOURNALS: You will complete **two** brief assignments requiring you to respond to text and supplemental readings for the unit. These papers will assess your integration of readings, class discussions, and personal thought about some of the complex issues addressed in this course. Thus, you will be graded on your ability to synthesize (not simply summarize) the material and comment on themes or arguments central to the readings. A detailed rubric for these assignments will be posted on Bb. The instructor will provide detailed feedback on each of these papers. Please make certain that you review and understand comments, as this will assist your successful completion of your final paper.

FINAL PAPER: Choose a topic from the list below. If you would like to explore a topic not listed, you must get permission from the instructor NO LATER than two weeks before the final paper is due. This is a *research* paper and must include **at least five** references from peer reviewed journals. You may include information from other credible resources (information will be provided on Bb and I am always available for consultation). The in-text citations and references must be in APA 7 style (resources are included in Bb). A grading rubric will also be

provided on Bb. Specifically, the paper MUST include the following content and be approximately 12-15 pages in length.

- ***Introduction to the issue***
 - Describe the topic that you have been investigating.
 - Who are the affected groups?
 - Why it is important to the field of intergenerational trauma?
 - Give a “big picture” of the literature.
 - Present a thesis or argument statement (Why is it important to explore this topic?).
 - Explain why YOU chose this topic
- ***Review of the Literature***
 - Overview of characteristics of the theme (Commonalities? Differences?)
 - An evaluation of the existing literature
 - What are the contributions of this literature to the field?
 - What theory (theories) are most prevalent?
 - How do these theories inform this issue?
 - Discuss the impacts on families and communities.
- ***Interventions and Services***
 - Provide information regarding current (local and/or national) policies, programs, and services available to mitigate the problem.
 - Discuss the interdisciplinarity of these approaches.
 - Analyze these strategies regarding the promotion of resilience.
- ***Conclusions***
 - Summarize the status of the issue.
 - Include personal thoughts with corroborating support from the literature about the future development of services you feel are significant in addressing the issue.
- ***Suggested Topic List***
 - Legacies of Colonization (for example Enslavement)
 - Genocide (for example the Holocaust)
 - Forced Relocation (for example Japanese Internment Camps or Indian Boarding Schools)
 - Natural Disasters (for example, Hurricane Katrina)
 - Wars (for example, Vietnam)
 - National/Community Trauma (for example, Sandy Hook)

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

STUDENT RESPONSIBILITIES

Late work

Late work, as a rule, will not be accepted.

Academic Integrity

The WKU Undergraduate Catalog (2022-2023) provides the following Student Life Policies.

Academic Offenses

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombudsperson 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 Student Conduct 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.

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 Student Conduct at (270) 745-5429 for judicial sanction.

Title IX Misconduct/Assault Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding [WKU's Title IX Sexual Misconduct/Assault Policy](#) and the [Discrimination and Harassment Policy](#)

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.

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 [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 letter of accommodation from SARC.

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 to find out more. The Glasgow campus also has a Resource Center.

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 for making online or face-to-face appointments. Or call 270-745-5719 to schedule an appointment.

Covid-19 and Face Coverings

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.

Appendix I

Assessment of Student Learning Outcomes

SLO	Course Unit	Assessment
Describe theories informing intergenerational transmission of trauma.	Unit III	Quiz 2 Discussion Board 2 Final paper
Discuss impacts of historical trauma on families and communities.	Unit II, IV	Quiz 1 Quiz 2 Final Paper
Identify personal values and/or biases impacting ability to examine the relationship between trauma and other forms of historical oppression.	Units I, II, IV, V, VI, VII	Reflection Paper 1 Discussion Board 1
Analyze strategies promoting resilience in response to trauma.	Units VI, VII	Final Paper Quiz 4
Evaluate the efficacy of interdisciplinary approaches to intergenerational trauma recovery.	Units III, IV, VI	Quiz 3 Quiz 4 Discussion Board 3 Final paper
Create a plan to mitigate vicarious traumatization.	Units VI, VII	Reflection Paper 2 Discussion Board 4

Appendix II

Readings by Unit*

Unit I: Introductions and Course Overview

Unit II: Defining Terms

Cohn, I.G. & Morrison, N.M.V. (2018). Echoes of transgenerational trauma in the lived experiences of Jewish Australian grandchildren of Holocaust survivors. *Australian Journal of Psychology*, 70 (3), 199-207. <https://doi.org/10.1111/ajpy.12194>

Ortega-Williams, A. & Harden, T. (2022). Anti-Black racism and historical trauma: Pushing the positive youth development paradigm. *Youth and Society*, 54 (4), 662-684. <https://doi.org/10.1177/004418X211007883>

Patel, R.A. & Nagata, D. K. (2021). Historical trauma and descendants' well-being. *AMA Journal of Ethics*, 23 (6), 487-493. <https://doi.org/10.1001/anajethics.2021.487>

Unit III: Theories of Trauma Transmission

Bowen, E.A. & Murshid, N.S. (2016). Trauma-Informed social policy: A conceptual framework for policy analysis and advocacy. *American Journal of Public Health*, 106 (2), 223-229. <https://doi.org/10.2105/ajph.2015.302970>

George, M. A theoretical understanding of refugee trauma. *Clinical Social Work J* 38, 379–387 (2010). <https://doi.org/10.1007/s10615-009-0252-y>

Saporta, J. (2003). Synthesizing psychoanalytic and biological approaches to trauma: Some theoretical proposals. *Neuropsychanalysis*, 5(1), 97–110. <https://doi.org/10.1080/15294145.2003.10773413>

Unit IV: Intergenerational Trauma

Miller, K.K., Brown, C.R., Shramko, M. & Svetaz, M.V. (2019). Applying trauma-informed practices to the care of refugee and immigrant youth. *Children* 6 (8), 94–105. <https://doi.org/10.3390/children6080094>

Sangalang, C.C. & Tang, C. (2022). Intergenerational trauma in refugee families: A systematic review. *Journal of Immigrant Minority Health*, 19, 745-754. <https://doi.org/10.1007/s10903-016-0499-7>

Zerach, G. & Kanat-Maymon, Y (2017). The role of fathers' posttraumatic stress symptoms and dyadic adjustment in the intergeneration transmission of captivity trauma. *Journal of Loss & Trauma*, 22 (5), 412-426. <http://doi.org10.1080/153225024.2017.1310497>

Unit V: Impacts of Intergenerational Trauma

Barlow, J.N. (2018). Restoring optimal Black mental health and reversing intergenerational trauma in an era of Black Lives Matter. *Biography* 41(4), 895-908. <https://doi.org10.1353/bio.2018.0085>

Nutton, J. & Fast, E. (2015). Historical trauma, substance use, and Indigenous Peoples: Seven generations of harm from a "big event." *Substance Use and Misuse*, 50 (7), 839-849.

Patel, R.A. & Nagata, D.K. (2021). Historical trauma and descendants' well-being. *AMA Journal of Ethics*, 23 (6), 487-493. <https://doi.org10.1001/amajethics.2021.487>

Unit VI: Healing Intergenerational Trauma

Allen, V.D. & Solomon, P. (2016). EVIP—Edutainment violence intervention/prevention model. *Journal of Human Behavior in the Social Environment*, 26 (3/4), 325-335. <https://doi.org/10.1080/10911359.2015.1129251>

Cohen, A. R. & Bustamante, A. G. (2021). Restorative Justice and the Yaqui Nation of Southern California. *The Canadian Journal of Peace and Conflict Studies*, 53 (2), 67-98.

Esaki, N., Yanosky, S., Randolph, Z.D. & Benamati, J. (2020). Easing the journey home: Creating sanctuary for military veterans. *Journal of Social Work Practice*, 34 (3), 249-262. <https://doi.org10.1080/002650533.2019.1665001>

Isobel, S. Goodyear, M., Furness, T., & Foster, K. (2018). Preventing intergenerational trauma transmission: A critical interpretive synthesis. *Journal of Clinical Nursing*, 28, 1100-1113. <https://doi.org10.1111/jocn.14375>

Song, S.J. Tol, W. & deJong, J. (2014). Indero: Intergenerational trauma and resilience between Burundian former child soldiers and their children. *Family Process*, 53 (2), 239-251. <https://doi.org10.1111/famp.12071>

Tang, H., Tanaka, G. I. & Bursztajn, H.J. (2021). Transgenerational transmission of resilience after catastrophic trauma. *Psychiatric Times*, 38 (6), 47-51.

Unit VII: Secondary Trauma

Baum, N. (2016). Secondary traumatization in mental health professionals: A systematic review of gender findings. *Trauma, Violence, and Abuse*, 7 (2), 221-235.

*Other materials (podcasts. lectures. videos) not explicitly listed in the syllabus are available on Bb and *are considered mandatory viewing/listening*.

Appendix III

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.