


**DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY**

	Social Work Practice III SWRK381-730 (3 credit hours)	Fall 2023
Larry W. Owens, Professor Email: larry.owens@wku.edu Phone: 270.706.8597	Office: WKU-Elizabethtown, RPEC 130E Office Hours: By appointment	
Class Meeting Times/Dates: August 21-October 13, 2023. This is a online bi-term course.		

Course Description

Prerequisites: SWRK 378 and 379. The third of three practice classes that equip students with theory and skills for effective social work practice with organizations and communities.

Required Text

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, M. L. (2023). *Social work macro practice*. (7th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780135868478

Supplemental Text:

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

BSW Mission Statement

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

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

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

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse 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, racial, economic, and environmental 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. (EPAS, 2022, p. 17)

Learning Outcomes

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

Knowledge

- Critically evaluate the efficacy of basic theoretical models in social work practice with communities and organization.
- Identify major theoretical concepts.
- Explore community and organizational issue related to anti-racism, diversity, equity, and inclusion.

Values

- Demonstrate ability to manage personal values that may impede ability to deliver services in a professionally appropriate manner.
- Resolve ethical and value dilemmas that may arise in social work practice with communities and organizations.

Skills

- Employ macro practice skills, including advocacy, coalition-building, and collaboration.
- Assess strengths and barriers in community and organizational functioning.

Cognitive/Affective

- Evaluate the utility of various evidence-based interventions with communities and organizations in relation to strengths and needs of diverse individuals and families.

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. Review of Generalist Practice

Unit II: An Introduction to Macro Practice

- A. Interrelationships among micro, mezzo, and macro practice
B. Diversity and Oppression
C. Macro level change, arenas, roles
D. Policy practice
E. Theory Informed Macro Practice

Unit III: Historical Roots of Macro Practice

- A. COS/Settlement Houses/Immigration
B. Great Depression
C. McCarthyism
D. Social Movements
E. Civil Rights
F. Women's

- G. Anti-War
- H. Gay Rights
- I. War on Poverty
- J. Reaganomics
- K. Clinton Years and Beyond

Unit IV: Engaging with Diverse Populations

- A. Diversity and Difference and Macro Practice
- B. Advancing Justice
- C. Human Rights
 - 1. Economic
 - 2. Environmental
 - 3. Social

Unit V: Assessing Community

- A. Needs
 - 1. Data Gathering (Needs)
 - a. Interview members of community
 - b. Interview key informants
 - c. Indirect data
 - 2. Assessment and Intervention
 - a. Theory-based
 - b. Evidence-based
 - c. Strengths Focus/Opportunities

Unit VI: Assessing Organizations

- A. Theories informing Practice with Organizations: A Review
- B. Assessing Organizations
- C. Creating Dynamic Organizations
- D. Building Support
- E. Intervention and Evaluation
 - 1. Logic Model
 - 2. Process Evaluation
 - 3. Outcome Evaluation

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

Community Event Participation – Paper	10 pts
Midterm Exam	20 pts
Community Assessment Project – Presentation	20 pts
Organizational Development Project – Presentation	20 pts
Final Exam	20 pts
Participation/Professionalism	10 pts
	100 pts

Community Event Participation – Paper (10 points)

Each student will write a 3-4 page paper detailing their participation at a community-based event focused on macro-issues. For purposes of this assignment, community-based events are those activities outside of the university and outside of a student's normal work and/or typical family or social

responsibilities. Examples of community events include (but are not limited to):

- City council meetings focused on community events
- Community clean-ups
- Community fundraisers (e.g., 5K run/walk)
- Volunteer events
- Community fairs
- Community coalition meetings

Students can volunteer at, participate in, or observe the proceedings of the event. They are expected to spend at least 1.0 hour at this event.

From this experience, the student will reflect on the experience including:

- Identify the need/problem being addressed at the event, the specific target population affected/served, and the arena in which the action is taking place (1 points).
- Describe the event. What happened? How did the organizers attempt to address the need/problem? (1.5 points)
- Formulate a hypothesis that best approximates what the organizers would say are the goals and outcomes for the event. (e.g., If we_, then the problem/population will____)(0.5 points)
- Given the course content, provide an assessment of how successfully the event addressed the program hypothesis and outcomes identified (2 points).
- In what ways did the event integrate the local community and population affected/served? (1 points)
- How could the event be improved? Identify **three concrete changes** that would better address the program goal(s)/outcomes (1.5 points).
- Identify **three** lessons learned at the event that can contribute to effective practice with organizations and communities (1.5 points).
- Correct form (grammar, spelling, APA) (1 points)

Grading will be contingent upon **a thoughtful analysis** of the experience (i.e. inclusion of content from class lectures, discussions, readings and the text).

Midterm Exam (20 points)

The midterm exam will evaluate retained knowledge on the content of material covered in the text, additional readings, and from lectures, guest speakers, and films from the beginning of the semester until the exam.

Community Assessment Project – Presentation (20 points)

Group Activity/PowerPoint Community Assessment

"Average people and the average community can change the world. You can do it just based on common sense, determination, persistence and patience" (Lois Gibbs, environmental activist).

The community assessment requires that students examine the components and dynamics of unique communities from a historical, structural, economic, political, and service centered perspective. Using distinct Bowling Green neighborhoods as case studies, groups will conduct a comprehensive needs and assets assessment. The assessment requires students to report on the realities of a target community using predetermined criteria.

Each assessment must include the following sections.

1. Community Overview:

- Define and describe the perimeters of the designated community
- Outline the demographic information collected on the community
- State the results of your direct observation/community tour
- Discuss the perceptions of the community by outsiders and compare it to the perception of residents and relevant data
- Draw comparisons between the target community and neighboring communities
- Describe the history of the community in detail
- Discuss noteworthy shifts that have taken place over time (for example: dramatic changes in population size, housing types or ethnicity of residents)

2. Report on the Current State of the Community:

- Further detail demographic information
- Create a community diagram
- Provide an annual calendar highlighting events and celebrations throughout the year and periods of particular concern as well as the potential implications.
- Provide a community map highlighting key landmarks, heavily populated areas, etc.
- Discuss the degree to which residents are involved in community reform
- Address health issues, educational success, and family dynamics
- Discuss the economic status of the community
- Discuss employment rates
- Create a portrait of the financial condition of residents

3. Community Assets:

- Identify community strengths and assets
- Outline the opportunities that exist within the community
- Discuss how the community might gain a competitive edge in specific areas
- Identify new directions that the community is moving in that could benefit residents
- Discuss the degree to which assets are accessible to residents
- Describe what attracts residents to the community

4. Community Needs:

- Identify community problems and deficits
- Describe the cost of community problems to both residents and the region
- Identify the unmet needs of the community
- Outline impending problems; problems that do not yet exist, but are foreseen due to impending change in the community

5. Gap Analysis:

- Detail the barriers between the community needs and the community's current ability to meet those needs.
- Prioritize the needs based on importance and urgency and outline the potential cost of meeting the identified needs.

- Identify underutilized resources that could address community needs

6. Political Implications:

- Discuss the impact of internal and external political forces on the community
- Evaluate key political issues of interest to your target community

7. Community Leader Interview Summaries:

- Report findings from consultations with *2 people* in key positions in the community (not working within the same organization)
- Remember to designate one person to ask the questions and another to record the answers

8. Community Member Interview Summary:

- Report findings from consultation with at least *1 member* of the community
- Remember to designate one person to ask the questions and another to record the answers

9. Photo Journal:

- Submit photographs cataloging your experience in the community and drawing attention to points made within your assessment.
- Provide detailed captions beneath each picture

Professionalism and Participation:

- All students are expected to contribute **equally** to the project
- While groups may assign point people for each area of the project, all group members should be fully engaged and prepared to discuss all portions of the assessment.

Grading Rubric: Community Assessment Project			
Paper Section	Point Value	Points Earned	Comments
Community Overview (including historical information)	1.5		
Report on the Current State of the Community (including economic analysis)	2.5		
Community Assets (including social services)	2.5		
Community Needs	2.5		
Gap Analysis	1.0		
Political Implications	1.0		
Community Leader Interview Summaries (2)	4.0		
Community Member Interview Summary	2.0		
Photo Journal	3.0		
Total:	20		

Organizational Development Project – Presentation (20 points)

Group Presentation/Power point/Organizational Development:

“Philanthropy is commendable, but it must not cause the philanthropist to overlook the circumstances of economic injustice which make philanthropy necessary.” -Martin Luther King, Jr.

The organizational development assignment requires students to *respond to the findings* of their group’s community needs and assets assessment by creating a pseudo organization. Students must thoroughly and strategically manage and report on all aspects of the development, maintenance, and evaluation of the proposed organization. Students will be required to provide the organization’s mission and vision statement, strategic plan, a grant proposal, and evaluation tools along with additional supporting documents. Groups will also provide **professional** level presentations to the class on both their community assessment and the development of their organization.

Each group’s project must include the following sections.

1. Potential Organizations:

- Using the information gathered from the community needs and assets assessment, groups must identify *three* organizations that could/should be developed to respond to the needs of the community
- Provide an explanation as to *why* each organization is *needed* in the target community
- Choose one of the organizations described to focus on within this assignment and describe why it would be the most vital to the community.
- Give the organization a name.

2. Mission Statement, Goals and Objectives:

- Create a mission statement for the selected organization

- Establish at least *three* organizational goals
- Outline at least *two* objectives based on *each* of the organizational goals and describe the significance of the chosen objectives

3. Formal Organizational Chart:

- Design a formal organizational chart for the identified organization in its entirety
- Identify individuals whose leadership would be pursued to sit on the board and discuss why
- Create a thorough staffing and recruitment plan that clearly identifies the criteria used for employment and the strategies to be utilized for recruiting appropriate and diverse staff members

4. Budget:

- Identify the financial resources you will need to start and maintain the organization
- Identify potential funding sources for your organization, discussing *in detail* if your organization would be eligible for government funds or contracts, likely to receive individual contributions, etc.
- List and provide a brief description of at least three foundations who fund similar organizations
- Create a detailed budget for the organization's first year

5. Case Statement:

- Write a one-page case statement that "makes the case" for why the organization is needed and why it is the most effective resolution to the identified community problem
- The Case Statement should be *heavily research based*

6. Grant Proposal:

- Write a short grant to a foundation for your organization (Details provided in class)

7. Outcome Tracking/Evaluation Tools:

- Describe how the organization would track and report its success
- *Create* a short evaluation tool that clearly measures organizational success over time
- *Create* a client questionnaire to measure consumer satisfaction

8. Power Point Presentation

- The group must work together to create and jointly present a *professional* level power point presentation on their community needs and assets assessment and the organization developed in response to the assessment during class.
- The presentation should be between 15 to 20 minutes in length and include time for audience questions

Please Be Advised:

- All students are expected to contribute **equally** to the project and presentation
- While groups should assign point people for each area of the project, all group members should be fully engaged and prepared to discuss all portions of the project.

Grading Rubric: Organizational Development Project				
Paper Section	Point Person	Point Value	Points Earned	Comments
Potential Organizations		2.5		
Mission Statement, Goals and Objectives		2.5		
Formal Organizational Chart		2.5		
Budget		2.5		
Case Statement		2.5		
Outcome Tracking/Evaluation Tools		2.5		
Power Point Presentation		5.0		
Total:		20		

Final Exam (20 points)

The final exam will evaluate retained knowledge on the content of material covered in the text, additional readings, and from lectures, guest speakers, and films from the middle of the semester until the final exam.

Participation/Professionalism (10 points)

1. This is an online course. Students are responsible for managing their participation in the course. Students should regularly check Blackboard and their email for assignments and discussion questions. The instructor is available for live discussion during virtual office hours and by appointment.
2. Course participation is required and includes taking part in course discussions.
3. Students are expected to behave professionally, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure. So, students are expected to maintain this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions.
4. Written assignments must be grammatically correct, typed, double-spaced, and display correct form. Students are expected to use APA style format for citing and listing references. Students are expected to submit work that is written at the college level. Students are encouraged to make use university writing resources if needed. The social work profession involves a significant amount of writing (documentation); therefore, the instructor reserves the right to heavily penalize written work that is of poor quality.
5. Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (see the WKU Student Handbook <http://wku.edu/handbook/>). These behaviors result in a zero for the assignment/exam and/or failure for the course. If one uses direct quotes in papers, the quotes must have quotation marks around them and have the author, year, and page

number cited. As well, all authors cited in the text must be properly cited on the reference page and the reference page should not have authors who are not cited in the text of the paper.

6. Students are responsible for their own learning by coming to class prepared with readings and assignments completed on schedule. Late assignments are penalized 5% per day. Late work will not be accepted any later than 5 days after the assignment is due. Most of the assignments are submitted on Blackboard.
7. An exam may only be taken once and there are no makeup exams. Most of the exams are given on Blackboard. Exams are taken individually and not as a group.
8. Fulfilling these Professionalism and Performance Expectations will be reflected in the Professionalism grade.

Academic Integrity

[The WKU Undergraduate Catalog](#) 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 Ombuds Officer at (270) 745-6169.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Other Type of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Judicial Affairs at (270) 745-5429 for judicial sanction.

Academic Support

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

ADA Accommodation

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, Room 1074. The 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 accommodation directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination and Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). 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 Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. 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.

Writing Center Assistance

The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 10-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. WKU students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

The WKU START Centers will be offering writing tutoring sessions via Zoom as well as in person in their Glasgow and Elizabethtown locations. More information on how to make appointments and what to expect from your appointment will continue to be posted at (<https://www.wku.edu/startcenter/>).

COVID-19 Guidelines

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

Regular and Substantive Interaction (Online Courses Only)

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

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

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

Limited or Specific Use of AI Permitted

In general, I expect that the work you submit in this class will be your own and you are not authorized to use artificial intelligence (AI) tools such as *(list relevant examples)*. However, there will be specific assignments or activities in which we will utilize these tools to enhance your learning experience. In these instances, I will provide you with additional information about the assignment and how AI will be employed and cited. Again, unless permission is granted, you are expected to complete assignments without substantive assistance from others, including AI tools.

Artificial intelligence (AI) tools such as *(list relevant examples)* may be use for *(list assignments or types of activities such as brainstorming or gathering ideas)* with appropriate citation, but not for *(list assignments)*. If you are unsure if you are using AI tools appropriately in this course, I encourage you to visit with me. Examples of how to cite AI tools are available at <https://libguides.wku.edu/stylewrite/ai>. *(You may also want to provide additional resources appropriate to your course.)*

Inclusion Statement

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to 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 purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, 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 course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Registration Dates

Registration information, including the dates for dropping/adding a course, is located on the Registration Guide at: <https://www.wku.edu/registrationguide/>

Disclaimer

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

SWRK 381-730 Class Schedule
First Bi-Term Fall 2023

Week	Dates	Topic	Assignments Due
1	Week of 08/21	<ul style="list-style-type: none"> Chapter 1: <i>An Introduction to Macro Practice in Social Work</i> Chapter 2: <i>Historical & Contemporary Influences on Macro Practice</i> 	
2	Week of 08/28	<ul style="list-style-type: none"> Chapter 3: <i>Engaging with Diverse Populations</i> Chapter 4: <i>Understanding Communities</i> 	
3	Week of 09/04	<ul style="list-style-type: none"> Chapter 5: <i>Assessing Communities</i> Chapter 6: <i>Understanding Organizations</i> 	<ul style="list-style-type: none"> <i>Community Event Participation Paper</i> submitted via Blackboard by Wednesday, 09/06 at 11:59pmCT
4	Week of 09/11		<ul style="list-style-type: none"> Mid-Term Exam on Chapters 1 -6 via Blackboard from Monday 12:01am to Wednesday 11:59pmCT
5	Week of 09/18	<ul style="list-style-type: none"> Chapter 7: <i>Assessing Human Service Organizations</i> Chapter 8: <i>Assessing Community & Organizational Conditions</i> 	<ul style="list-style-type: none"> <i>Community Assessment Paper & PowerPoint</i> submitted via Blackboard by Wednesday, 09/20 at 11:59pmCT
6	Week of 09/25	<ul style="list-style-type: none"> Chapter 9: <i>Designing & Building Support for an Intervention</i> Chapter 10: <i>Selection Appropriate Strategies & Tactics</i> 	
7	Week of 10/02	<ul style="list-style-type: none"> Chapter 11: <i>Planning & Implementing an Intervention</i> Chapter 12: <i>Monitoring & Evaluation the Intervention</i> 	<ul style="list-style-type: none"> <i>Organizational Development Paper & PowerPoint</i> submitted via Blackboard by Wednesday, 10/04 at 11:59pmCT
8	Week of 10/09		Final Exam on Chapters 7-12 via Blackboard from Monday, 12:01am to Wednesday 11:59pmCT

All class schedules, activities, assignments, and due dates are subject to change.

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

Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS)

Competencies Addressed in This Specific Course

SWRK381 Course Matrix			
Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> • Exam 1 & 2 • Community Event Paper • Community Assessment Project. 	V, S, C/A	Units II, III, IV
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	<ul style="list-style-type: none"> • Exam 1 & 2 • Community Event Paper • Community Assessment Project. 	V, S, C/A	Units II, III, IV
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	<ul style="list-style-type: none"> • Exam 1 • Community Event Paper • Community Assessment Project • Organizational Development Project. 	V, S, C/A	Units II, III, IV
Competency 4: Engage in Practice-informed Research and Research-informed Practice	<ul style="list-style-type: none"> • Community Assessment Project • Organizational Development Project. 	K, S, C/A	Units V, VI
Competency 5: Engage in Policy Practice	<ul style="list-style-type: none"> • Exam 2 • Community Assessment Project • Organizational Development Project. 	S	Unit II
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Exam 1 • Community Event Paper • Community Assessment Project. 	K, V, S, C/A	Units II, III, IV, V, VI
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Community Event Paper • Community Assessment Project. 	K, V, S, C/A	Units II, III, IV, V, VI
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and	<ul style="list-style-type: none"> • Community Assessment Project • Organizational Development 	K, V, S, C/A	Units II, III, IV, V, VI

SWRK381 Course Matrix			
Competency	Course Content	Dimensions of Student Learning	Course Unit
Communities	Project.		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Community Assessment Project • Organizational Development Project 	K, V, S, C/A	Units II, III, IV, V, VI

K = Knowledge; V = Values; S = Skill; C/A = Cognitive/Affective