

**DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY**

SWRK 311: Understanding Intergenerational Trauma (3 credit hours)		Fall 2025
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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

Colonnade Connections:

Social and Cultural

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 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 and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate 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. BSW practice incorporates all of the core competencies (EPAS, 2008).

Regular and Substantive Interaction

For the module level discussions, I provide feedback through the Blackboard Grade Center within 1 week of submission. The feedback I provide clarifies concepts and underscores the connection between theory and practice. I also provide materials to further student understanding of concepts. Learning outcomes, and their connection to social work practice. I specifically outline the relationship among student learning outcomes, provided materials, assessment and competencies outlined by CSWE. Students are encouraged to meet with me via Zoom or by phone.

Pregnant and Parenting Students

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, based on pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via [WKU's Title IX Website](#) under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help

facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on [WKU's Title IX Website](#).

One WKU Statement

This course is designed in accordance with Western Kentucky University's dedication to academic freedom and the delivery of a rigorous, quality education. Reflecting WKU's values, this course explores complex issues through established academic disciplines and peer-reviewed scholarship. The goal is not to promote any particular ideology, but to help students develop critical thinking skills and the ability to assess evidence and independently reach conclusions. Open inquiry and respectful, evidence-based discussions are central to the learning process, and students are encouraged to engage thoughtfully and ask questions about course materials and discussions.

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.

Topical Outline:

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/ASSIGNMENT DESCRIPTIONS

COURSE 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)

Academic Integrity

The Undergraduate Catalog provides the following information in the section on 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 Officer at (270) 745-6169.

Academic Dishonesty—Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The

faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions.

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

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

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

Academic Support

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

Student Accessibility Resource Center

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

Disclaimer

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

APPENDIX 1

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 2

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://doi10.1001/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.org/10.1080/153225024.2017.1310497>

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.org/10.1353/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.org/10.1001/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.org/10.1080/002650533.2019.1665001>
- 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.org/10.1111/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.org/10.1111/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 3

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.