



## Human Behavior in the Social Environment

**SWRK 330 (3 credit hours)**

**Fall 2024**

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*Can meet with you in person or on Zoom*

**Class Meeting Times/Dates:** On-line.

**Location:** On-line

### Course Description

This course introduces students to theories informing human behavior within the context of individual, family, group, community, and organizational resources. Emphasis is placed on the applicability of varied theories to diverse populations. Thus, we consider how theoretical frameworks empower social workers to advocate for *economic and social justice*. These frameworks are also used to understand the functioning of individuals as members of families, groups, communities, and larger social organizations, to intervene effectively at various system levels. Course objectives are achieved through experiential exercises, class discussions, didactic presentations, and/or films, which encourage students to develop critical thinking skills.

### Required Text

Hutchison, E.D. & Charlesworth, L. W. (2022). *Essentials of human behavior: Integrating person, environment, and the life course* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Publications.

### 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-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).*

## Statement on Inclusion

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

## Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (ᏌᏍᏊᏚᏳ ᏚᓐᓂᏗᔭᕐᙵᖅ Tsalaguwetiye) tribes.

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

### Professor's Statement on Commitment to Students

The professor promises to give students 100 percent effort during the semester and return assignments in a timely manner. If you are struggling, please reach out to me. I am here to help.

## Learning Outcomes

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

## Knowledge

1. Explain the impact of biological, cultural, social, and environmental influences on human development across the lifespan.
2. Identify major theoretical concepts

Values

3. Discuss the influence of one's own experience in understanding the experiences of marginalized groups.
4. Evaluate the influence of privilege, diversity, oppression, and social/economic/environmental justice on micro, mezzo, and macro systems.

Skills

5. Evaluate the utility of various theoretical perspectives to social work practice on micro, mezzo, and macro systems.
6. Using case scenarios, apply various theories to inform assessment and interventions with individuals, families, groups, communities, and organizations.

Cognitive/Affective

7. Analyze the impact of the intersections of race, ethnicity, sexual orientation, age, gender, class, political affiliation, and religion on one's own life experiences and relationships with colleagues, administrators, client systems, and communities.

**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.

Core competencies addressed in this class are included in **Appendix 2** 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: Human Behavior: A Multidimensional Approach**

- A. Person in Environment
- B. Macro Influences on Human Development across the Lifespan
- C. Diversity, Oppression, and Privilege
- D. Scientific Knowledge: Theory Informed Practice

**Unit III: Theoretical Perspectives**

- A. Theories:
  1. Systems
  2. Conflict
  3. Exchange and Choice
  4. Social Constructionist
  5. Psychodynamic
  6. Developmental
  7. Social Behavioral
  8. Humanistic
- B. Merits of Multiple Perspectives
- C. Implications for Social Work Practice

**Unit III: Biological Person**

- A. Interior Biological Health and Illness

1. Nervous
2. Endocrine
3. Immune
4. Cardiovascular
5. Musculoskeletal
6. Reproductive

B. Exterior Environmental Factors

C. Implications for Social Work Practice

**Unit IV: Psychological Person**

A. Theories of cognition

1. Information processing
2. Social learning
3. Multiple intelligence
4. Moral reasoning

C. Theories of Emotion

1. Physiological
2. Psychological
3. Social

D. Stress

E. Coping and adaptation

F. Implications for social work practice

**Unit V: Spiritual Person**

A. Spiritual dimension

B. Transpersonal

C. Role of spirituality in social work/Implications for practice

**Unit VI: Culture and the Physical Environment**

A. Challenge of defining culture

B. Postmodern view

C. Physical environment and human behavior

1. Stimulation theories
2. Control theories
3. Behavior setting theories
4. Eco-critical theories

D. Natural environment

E. Built environment

F. Place attachment

G. Homelessness

H. Accessible environments

I. Implications for social work practice

**Unit VII: Families**

A. Historical perspectives

B. Theoretical perspectives for understanding families

1. Psychodynamic
2. Family systems
3. Feminist
4. Family stress and coping
5. Family resilience

C. Diversity in family life

1. Nuclear
  2. Extended
  3. Cohabiting
  4. Couples with no children
  5. Stepfamilies
  6. Same sex
  7. Military
  8. Economic/Cultural
    - a. Economic
    - b. Cultural
    - c. Immigrant/Refugee families
- D. Challenges
1. Intimate partner violence
  2. Addiction
  3. Divorce
- E. Implications for social work practice

**Unit VIII: Small Groups, Communities, and Formal Organizations**

- A. Theories of small group processes
1. Psychodynamic
  2. Symbolic interactionism
  3. Exchange
  4. Self-categorization
- B. Formal organizations
1. Rational
  2. Systems
  3. Interactional
  4. Critical
- C. Communities
1. Contrasting types
  2. Spatial arrangements
  3. Social systems
  4. Social capital
  5. Conflict
- D. Implications for social work practice

**Unit IX: Social Structure, Social Institutions, and Social Movements**

- A. Contemporary trends in global and U.S. social institutions
- B. Theories of social inequality
- C. Perspectives on social movements
1. Political opportunities
  2. Mobilizing structures
  3. Cultural framing
  4. Emerging perspectives
  5. Implications for social work practice

**Unit X: The Human Journey: A Life Course Perspective**

- A. Basic concepts
- B. Major themes
- C. The family life course
- D. Strengths and limitations

- E. Implications for social work practice

**Unit XI: The Journey Begins: Conception, Pregnancy, Birth, and Infancy**

- A. Sociocultural
- B. Control over contraception and pregnancy
- C. Fetal development
- D. At risk newborns
- E. Typical infant development
  - a. Physical
  - b. Cognitive
  - c. Socio-emotional
- F. Child care
- G. Risk and protective factors

**Unit XII: Toddlerhood and Early Childhood**

- A. Physical development
- B. Cognitive development
- C. Moral development
- D. Social development
- E. Risks to development
  - a. Poverty
  - b. Ineffective discipline
  - c. Homelessness
  - d. Divorce
  - e. Violence
- F. Protective factors
- G. Implications for social work practice

**Unit XIII: Middle Childhood**

- A. Physical development
- B. Cognitive development
- C. Moral development
- D. Social development
- E. Spiritual development
- F. Risk and protection
- G. Implications for social work practice

**Unit XIV Adolescence**

- A. Biological development
- B. Psychological development
- C. Social development
- D. Sprituality
- E. Sexuality
- F. Challenges
  - 1. Substance use and abuse
  - 2. Delinquency
  - 3. Bullying
  - 4. Community violence
  - 5. Intimate partner violence
  - 6. Poverty and low educational attainment
  - 7. Eating disorders
  - 8. Depression and suicide

- G. Implications for social work practice

#### **Unit XV Young and Middle Adulthood**

- A. Theoretical approaches to adulthood
  - 1. Jung
  - 2. Erikson
  - 3. Levinson
  - 4. Arnett
- B. Biological functioning
- C. Cognitive
- D. Personality and Identity
  - 1. Trait
  - 2. Human agency
  - 3. Life narrative
- E. Relationships
  - 1. Romantic
  - 2. Relationships with children
  - 3. Relationships with parents
  - 4. Relationships with friends
- F. Risk and resilience
- G. Implications for social work practice

#### **Unit XVI Late Adulthood**

- A. Demographics of older adult population
- B. Cultural construction of late adulthood
- C. Social gerontology
- D. Biological changes
- E. Psychological
- F. Social role transitions
- G. Death and dying
- H. Implications for social work practice

### **STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS**

<u>Assignment</u>	<u>Points</u>
Exams	400 points
Case Study	200 points
Environmental Justice Paper	200 points
Self Portrait	100 points
Discussion Boards	100 points
<b>Total</b>	<b>1000 points</b>

#### **Grading Scale:**

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

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

### **EXAMS**

There will be online examinations 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 exam will cover material from all required readings, lectures, class discussion, audio, and videotapes. Exams are multiple-choice, true/false and/or essay questions.

### **ENVIRONMENTAL JUSTICE PAPER (200 total points)**

This paper focuses on how a theory of your choice informs environmental justice issues. Your first task is to pick an *environmental problem* that contributes to a social/health problem or problems affecting individuals, families, groups, and communities. Examples of topics include, but are not limited to, air and water pollution, climate change/global warming, food insecurity, environmental disasters, environmental racism, acid deposition, plant/animal extinction, and deforestation.

Papers **MUST** include the following information:

- 1). How you selected the environmental problem (10 points).
- 2). Who defines this issue as a problem/who does it affect? (15 points)
- 3). Provide historical context for this issue (20 points).
- 4). Based on your review of the literature, what are the most prevalent theoretical perspectives used to frame this social problem? What are the strengths and limitations of each theoretical perspective? Which do you believe provides the best explanation? Why? (30 points)
- 5). Based on your review of the literature, what are the primary causes of this issue? (20 points)
- 6). What previous attempts have been made to solve this issue?  
  
What parts were successful? Why? (15 points)  
  
What parts were ineffective? Why? (15 points)
- 7). What can you do in your profession to make communities more sensitive to this issue? (25 points)
- 8). Informed by theory and literature, what interventions do you suggest to improve the issue? (25 points)
- 9). Include a link to a video to show one or more of the discussion points listed above (25 points).

### **SELF-PORTRAIT**

This assignment is intended to allow you to address the impact on your personal and professional



development of various issues related to human behavior in the social environment. To complete the assignment, write a 4–5-page double spaced paper that includes at least the following elements.

1. A general description of yourself as a bio-psycho-socio-cultural-spiritual being. Be sure and address each part of that hyphenated description! State how the overall combination of these characteristics influenced the opportunities and barriers that you have experienced so far in your life (10 points).
2. Using **one** of the theories or models of individual development or identity formation presented in class and/or the text, describe your progress through the lifespan to this point in time. That is, where are you now, and what phases have you passed through (20 points)?
3. A brief discussion of the values you bring with you as you progress through the phases of your lifespan that remain (10 points).
4. Discuss the impact of your family of origin in your life. How have your family members affected you? (10 points)
5. Identify at least 4 groups and organizations in the larger environment that have been influential in your life. (This does not include your family or individual friends.) For each one, briefly describe how it has affected your personal or professional view of the world (10 points).
6. Identify and briefly describe at least 3 major events or factors in the larger environment, such as political or social movements or national problems, which have influenced you. For each one, briefly describe how your development and worldview were affected (15 points).
7. Diversity, discrimination and oppression affect everyone, whether they are part of the dominant group or a subordinated group. Describe the impact of diversity, discrimination and oppression on your development and perspective of the world (personal and professional). (15 points)
8. Taking into consideration the experiences and influences that you have discussed above, briefly discuss the strengths and limitations that they will bring to your professional development as a social worker. Outline a plan for addressing limitations. (10 points)

### **CASE STUDY**

Students will be assigned a case study from the text:

1. Theoretical perspective informing your intervention: (40 points)
  - a. *Outline principal concepts of this theory*
  - b. *What are the strengths of this theory?*
  - c. *What are the limitations of this theory?*
  - d. *How does the theory fit with social work values?*
2. Based on the theory you have chosen, list and discuss two interventions strategies that you would suggest to assist (30 points).
3. Discuss *how* the theory you have chosen informed your intervention strategies...BE VERY CLEAR (30 points).

### **DISCUSSION BOARDS**

There will be four discussion board exercises posted during the semester. Regular discussion/participation is expected of each student, since all our learning will take place on Blackboard (***these guidelines will also be posted on Blackboard***).

### **Course Expectations:**

Please note the following general guidelines concerning shared responsibilities of the professor and students in this course:

1. Students are expected to actively participate in developing a positive learning environment. Engagement is important to overall spontaneous learning. Class participation and attendance are required.
2. Students are expected to adhere to all policies contained within the BSW Handbook, the [Student Code of Conduct at WKU](#), and be in compliance with the [NASW Code of Ethics](#).
3. Plagiarism, cheating, and any other forms of academic dishonesty are prohibited. Any instances of such will result in a grade of "zero" for the assignment and/or course failure and/or expulsion from the program. Please refer to #2 above for the MSW Handbook, Student Code of Conduct, and the NASW Code of Ethics.
4. Students are expected to use APA7 (**current edition**) for writing, citing, and listing references. This is for all coursework including papers, pamphlets, and online assignments. Online assignments must include in-text references and full text references at the end of the assignment just as all other written documents in this course.
5. All assignments are expected to be turned in on time, late assignments will incur at 10% deduction per day late. After one-week, late assignments will no longer be accepted for credit but must be turned in to complete the course.
6. The [NASW Code of Ethics](#) is a guiding framework and source for identifying professional performance. Students are expected to practice ethically while in the classroom or completing assignments pertaining to this course. Behaviors especially under consideration are those related to professional practice, mental illness, substance use, illegal activity, and/or classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form in accordance with the BSW Handbook policies.
7. Privacy, confidentiality, and professional boundaries must be examined as professional social workers, especially in the age of technology. Students using social media sites are expected to use the highest privacy settings on their profiles. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. Any issue counter to this will be documented in a Professional Concerns Form in accordance with the BSW Handbook policies.
8. Students are encouraged to utilize academic support services such as [The Writing Center](#) and [The WKU Libraries](#) to help you be successful in this course.
9. In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodation for this course must contact the [Student Accessibility Resource Center](#). Please do not request accommodation directly from the professor or instructor without a letter of accommodation from the [Student Accessibility Resource Center](#).

10. In compliance with the following WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation and Discrimination and Harassment Policy; discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. Please go to [WKU's Title IX website](#) for full information.
11. All class schedules and activities are subject to change in extenuating circumstances. The instructor **reserves the right to make changes** to the syllabus as needed with reasonable notice and accommodation.
12. Artificial intelligence (AI) tools such as (*Chat GPT*) may be used for brainstorming or gathering ideas with appropriate citation, but **not for assignments utilizing your critical thought**. 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>
- 13. Note: All assignments must be submitted to pass the class-no exceptions on this!**

The WKU Undergraduate Catalog (2022-2023) also provides the following 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 of grade determination.

### **Other Types 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.

### **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](mailto: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 (Downing Student Union) 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.

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. You may also 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**

### **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, individual 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 policies at the local, state, federal, and global level that affect 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 firsthand 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 2

### Council on Social Work Education (CSWE)

### 2022 Educational Policy and Accreditation Standards (EPAS)

### *Competencies Addressed in This Specific Course*

Course Matrix			
Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	Exam Discussion Board 2 and 3 Case Study Self-reflection final paper	K, V, C/A	Units I through VIII
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Exam Discussion Board 3 Case Study Self-reflection paper Environmental justice paper.	K, V, C/A	Units I through XVI
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Exam Case Study Self-reflection paper Environmental justice paper.	K, C/A	Units I through VIII
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Environmental justice paper.	K, S, C/A	Units I, II, III, IV, V, VI
Competency 5: Engage in Policy Practice	Environmental justice paper.	K, C/A	Units II and III
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Exam Self-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI

Course Matrix			
Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	Exams Case Study Self-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Exams Case Study Self-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Exams Self-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI