2015 CSWE STANDARDS

INSTRUCTOR'S GUIDE TO COMPETENCY BEHAVIORS

WITHIN THE TEXT AND RELATED CLASS EXERCISES

### Preface by Katherine S. van Wormer

This instructor's guide for *Social Welfare Policy for a Sustainable Future: The U.S. in Global Context* is designed both as a resource to aid in program accreditation and as a resource that contains creative exercises and dynamic class discussions on policy issues of the day. The 2015 Educational Policy and Accreditation Standards (EPAS) spells out 9 core competencies that social work programs must teach for accreditation. To aid users of Social Welfare Policy for a Sustainable Future meet these standards and to help simplify the task of aligning sections of the book with the core competencies, we provide a chart showing where in each of the 12 chapters of the text the required content is covered. This chart is found on the SAGE website under Instructor Resources (click [here](https://study.sagepub.com/vanwormer/instructor-resources/cswe-competencies) to access). This manual builds on the chart with more detailed content; it contains a chapter-by-chapter guide to show the specific location within the text where coverage of the competency behaviors, for example human rights issues and environmental justice, is provided. Included with each guide to the chapter are hands-on exercises that can serve to operationalize the competencies that make them relevant and meaningful to the social work student. These exercises have been inspired by descriptions of innovative projects contained in the textbook, and by media reports, the co-authors' personal initiatives, and a review of the practice literature.

Readers of *Social Welfare Policy for a Sustainable Future* will note that the text closely adheres to the following standard for accreditation as spelled out in the 2015 CSWE EPAS for the policy curriculum:

**Competency 5 –Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

(CSWE EPAS, p.6)

Note the reference above to "the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy." Social Welfare Policy for a Sustainable Future covers all these influences. We co-authors are especially excited over CSWE's introduction of Competency 3 which directs social work educators to: "advance human rights and social, economic, and environmental justice" (p. 5). Human rights and environmental justice are both major themes of our text. With reference to human rights, the reader will find that human rights content is infused throughout the text, that one chapter is specifically devoted to human rights (Chapter 11) and that the Universal Declaration of Human Rights is included in the appendix. Regarding environmental justice, this concept also is incorporated in the content of the chapters of the book, with special emphasis in the environmental- and minorities- focused chapters. CSWE's emphasis on the teaching of environmental as well as social and economic justice content marks a major breakthrough for social work education, one that was very much applauded in sustainability circles and that should create greater interest in this text. To help social work educators meet the standards for accreditation of their programs, we have aligned the basic nine competencies and their sub-divisions with specific chapter sections where the standards are covered.

**The Nine Core Competencies**

Each of the basic competencies is divided into two to five subheadings. We have provided letters for each of the headings in the order that they appear in the EPAS as a,b,c, etc. The format we have chosen is to insert the relevant curricular competencies within the text's table of contents so that faculty can locate them more specifically. Because each competency is broken down into a measurable component, the individual components are spelled out. This manual also contains sample class exercises that are described at the end of each of the chapters' headings. Especially note the final exercise which describes an evaluation of student learning as a viable measure of learning outcomes. Exercises are categorized according to relevant competencies as listed according to the general categories as provided below:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**Reference:**

Council on Social Work Education (CSWE) (2015). Final 2015 Educational Policy. Developed by CSWE Commission on Educational Policy (COEP). Approved by the CSWE Board of Directors March 2015