2015 CSWE STANDARDS

INSTRUCTOR'S GUIDE TO COMPETENCY BEHAVIORS

WITHIN THE TEXT AND RELATED CLASS EXERCISES

## Chapter 2. Historical Foundations of Social Welfare Policy

Feudalism and the Rise of Capitalism

The American Experience: “Exceptionalism” and Its Discontents

The Protestant Ethic and American Exceptionalism

Slavery and Indian Removal

The Civil War and Its Aftermath

Nineteenth-Century Social Policies: The Church and the State

Industrialization and Social Darwinism

The Progressive Era (1900 to World War I)

*Competency 6a*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Charity Organization Societies

The Settlement House Movement

The Philosophical Basis of Social Work

*Competency 3a*: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

*Competency 6a*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

**Box 2.1 Lessons From Hull House**

The Backlash Against Social Reform

**Box 2.2 Jane Addams and Alice Paul**

Racism and Anti-Immigration Legislation

*Competency 2a*: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Welfare Policies During the Progressive Era

The Mid-20th Century: The Great Depression, the New Deal, and Beyond

World War II and the 1950s

**Box 2.3 Irena Sendler, Katharine Kendall, and Sattareh Farman Farmaian**

The New Frontier and the Great Society

The Backlash: Late 20th Century and the Modern Era

Trends in Social Work Today

*Competency 1a*: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. *Competency 2a*: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. *Competency 2c*: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. *Competency 4b*: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. *Competency 6a*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. *Competency 7a*: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. *Competency 7b*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. *Competency 7b*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

An Ecosystems Framework for Sustainability Practice

Competency 6a: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

*Competency 9a*: Select and use appropriate methods for evaluation of outcomes.

*Competency 9b*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

*Competency 9c*: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

**Thinking Su**st**ainably**

Global Social Work Settings

*Competency 5b*: Assess how social welfare and economic policies impact the delivery of and access to social services.

**Box 2.4 Social Work Practice in Ghana: History and Recent Trends**

*Competency 3b*: Engage in practices that advance social, economic, and environmental justice.

*Competency 6a*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

**Box 2.5 Social Work in the United Kingdom**

*Competency 3b*: Engage in practices that advance social, economic, and environmental justice.

*Competency 6a*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Summary and Conclusion

Critical Thinking Questions

*Competency 2b*: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

**Individual Exercises**

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

1.Several solutions have been proposed in your textbook to maintain the solvency of the Social Security Administration. Choose a solution that you believe may be effective and research the arguments made in support of this solution. Begin your research using the Social Security Administration website located at: [www.ssa.gov](http://www.ssa.gov).

2. Your textbook presents the Elizabethan Poor Laws as a model for the early welfare system in the United States. After reviewing a summary of the TANF rules and regulations located at: <http://www.acf.hhs.gov/programs/ofa/programs/tanf> compare and contrast the ideologies underlying these policies? What remains the same in these policies? What has changed?

*Competency 2: Engage Diversity and Difference in Practice*

Put the website African American Voices of Cedar Valley on the screen at: http://www.uni.edu/chen/drupal-AA\_voice/videos. These are men and women of the Great Migration who tell their stories, mostly of coming from Jim Crow, Mississippi for work and opportunity in Waterloo, Iowa. Check out 100-year-old Elra Johnson who tells of the history of Jim Crow in Mississippi and how she marched and defied the segregation laws at great personal risk. For a written exercise have students choose one of the interviewees pictured and describe a turning point in his or her life.