2015 CSWE STANDARDS

INSTRUCTOR'S GUIDE TO COMPETENCY BEHAVIORS

WITHIN THE TEXT AND RELATED CLASS EXERCISES

# PART I. FOUNDATIONS OF SOCIAL WELFARE POLICY

## Chapter 1. Social Work and Social Policy: A Sustainability Framework

Definitions and Standards

*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 1b*: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. *Competency 5c*: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. Sustainability Social Policy From a Sustainability Perspective Globalization International Social Work Practice *Competency 3a*: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. *Competency 3b*: Engage in practices that advance social, economic, and environmental justice. *Competency 5c*: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and 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. *Competency 8c*: Use inter-professional collaboration as appropriate to achieve beneficial practice 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.

**Box 1.1 Social Work Field Visit to Nicaragua**

*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 6b*: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Worldview Versus World View

*Competency 4b*: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

*Competency 8b*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions 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.

The Welfare State in the Face of Challenges

*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 1b*: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. Challenges to Social Welfare: Power, Exploitation, and Unintended Consequences *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 3a*: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

*Competency 4a*: Use practice experience and theory to inform scientific inquiry and research. *Competency 4b*: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. *Competency 9d*: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Thinking Sustainably**

Power

Economic Exploitation

Unintended Consequences

Social Welfare Policy and Social Work

*Competency 1b*: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

*Competency 4a*: Use practice experience and theory to inform scientific inquiry and research

*Competency 4b*: Use and translate research evidence to inform and improve practice, policy, and service delivery.

*Competency 6b*: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

*Competency 7c*: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

*Competency 8a*: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

*Competency 8b*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions 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.

Empowerment

The Social Work Imagination

Thinking Critically

*Competency 4b*: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

*Competency 7a*: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

*Competency 8a*: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Adopting a Global and Sustainability Lens

*Competency 4c*: Use and translate research evidence to inform and improve practice, policy, and service delivery.

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 1: Demonstrate Ethical and Professional Behavior*

Have students check out the National Association Code of Ethics online and the International Federation of Social Workers Code of Ethics. Students can compare the similarities and differences in the codes. They also can become familiar with the policy and advocacy portions of the codes and where social workers' responsibilities lie.

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

1. As an assignment have students define sustainability, providing their own personal definitions. Then differentiate among environmental, economic, and cultural sustainability and show where there is overlap. Students can be asked to choose one marginalized group and consider the ways that these different types of sustainability impinge upon the group in question.

2. Have students search online for a list of social work journals, then choose those journals concerned with social issues. Search through the tables of contents and write down examples of use of empowering social work and of the social work imagination. The purpose of the exercise is to show the richness of social work activities worldwide. Students could also be asked to describe in detail an evidence-based social work initiative that is especially innovative and that relates to social justice.

From a research standpoint, have the class critically examine the qualitative and quantitative methods that were used.

3. Have students read *Animal Vegetable Miracle* (Harper Perennial, 2008), a narrative and educational account by Barbara Kingsolver, an accomplished gardener, describing how her family abandoned the industrial-food pipeline to live a rural life—vowing that, for one year that they’d only buy food raised in their own neighborhood or grow it themselves. One of the children runs a poultry business and all are busy raising farm animals, making pickles, cheese, and canning vegetables. Have students write reports on what they have learned from reading of this adventure into organic farming and facts about food as revealed in this reading.

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

Critical thinking exercise*.* Assign students to read chapters or excerpts from Levitt and Dubner’s bestselling book, *Freakonomics* and consider these questions, the research provided, the theoretical framework if any, and the truth of the claims made: Which is more dangerous, a gun or a swimming pool? What do schoolteachers and sumo wrestlers have in common? Why do drug dealers still live with their moms? How much do parents really matter? What kind of impact did Roe v. Wade have on violent crime? What are some strategies that realtors use in getting a certain price for a house? The purpose of the exercise is to provide claims, whether valid or not, that will inspire students to check out the research when claims are made and exercise their critical thinking skills. (Facts about the book and reviews at [www.freakonomics.com](http://www.freakonomics.com). Critical reviews are available at Google.

**Group Projects and Exercises**

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

1. To prepare students to be familiar with human rights concepts, have them read over the articles from the Universal Declaration of Human Rights. This is online and in the text appendix. They need to know how it was inspired by World War II and the Holocaust and how the articles are drawn from democratic and Communist countries.

Students can sit in groups and discuss which ones the U.S. complies with and where the U.S. is lacking.

2. This assignment is for students to start to work on through group meetings and presentations throughout the semester. Students divide up into groups of 5 or 6 based on their choice of country. One group might take Ireland and one, Saudi Arabia, for example. Students do research individually that they periodically share with the group in meetings at the end of class. Topics are drawn from articles in the Universal Declaration, such as the right to education and the right to health care. Student speakers will read out the article, then describe pertinent policies of the country related to the topic. Students are instructed to look up their country in the Amnesty International report by country and learn where the violations are. Students will each present their findings to the class, each speaking for around 5 minutes.

*Competency 2: Engage Diversity and Difference in Practice*

Global view. Invite a speaker from the university's office on international studies to describe aspects of growing up in a representative country and also to describe opportunities for exchanges abroad. Consider value systems represented, treatment of minority groups, and human rights issues.

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

Critical thinking. Class discussion on unintended consequences. Have the students divide up into small groups and list and discuss as many unintended consequences as they can think of regarding government and scientific, for example, agricultural policies that failed in some way or backfired. How could the poor results have been avoided?

*Environmental justice*

This exercise is designed to help students understand that an expanded ecological awareness emerges and is maintained in a political context. As suggested in the chapter, issues of social and economic justice are inseparable from ecological justice and all three are intimately associated with the ways of power—how it is distributed and whether it is used as an implement of oppression or an instrument of good. A first step in assisting students to understand the complex relationship between power and human/ecological well being is to help them articulate their own political identity. Since political identities are forged in the context of family, students are asked to construct a *political genogram*; a kind of diagrammatical portrayal of their family’s political history. This exercise helps distinguish between different factors which impinge upon their political identity. For instance, it draws attention to partisan belief systems or ideologies that families hold and which comprises most every child’s initial exposure to the political makeup of the world. What one first knows about capitalism or socialism, free markets or state regulation, conservative or liberal, right or left, elite or underclass all begin within the political values and climate of one's family.

The political genogram also draws attention to the student’s political temperament and the kind of values and behaviors they bring to confrontational situations such as avoidance or provocation, negotiation or belligerence, accommodation or intimidation, collaboration or self-reliance. The political genogram also prompts reflection on the kinds of political action customarily utilized in the implementation domain of political activity. Political actions may range from apathy, letter writing and voting to grassroots organizing, civil disobedience and violent protest.

Once students have completed their political genogram they’re asked to break into small groups of three or four and discuss their findings. They’re encouraged to pay particular attention to the often contradictory political messages that helped shape their political identity, especially the ways in which western culture encourages appreciation of free speech, social justice, fairness and equitable treatment and yet at the same time discourages critical challenges to prevailing authority and institutionalized discrimination except within very limited and acceptable ways. This instructional technique ends with a collective discussion of how one may use awareness of family political histories to extract the best qualities and synthesize them to support the student’s own budding political identity. The point is not to dwell on the pain, anxiety, contradiction or absence of political meaning or to use those as an excuse for political inaction, but rather, to impart understanding of the powerful dynamics of political histories and to help students recognize the possibility of shaping a political environment that is more conducive to the emergence of ecological- and social justice-oriented social action.

2. Have students divide up into groups to work on a long-term project – analysis of the human-made disaster of the Giant Oil Spill in terms of causes and consequences. How could the situation have been avoided? How did the CEOs and politicians respond at the outset of the disaster? How were working class and minority groups impacted? Where did BP representatives go wrong in their attempts to stifle the outcry? How does reporting differ for this and other human made environmental disasters (for example, Fox News, MSNBC). How are community groups organizing to fight for their rights?

**Videos/DVDs:**

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

Check out what is happening to animals on factory farms. Some results of factory farm investigations are available through at [www.humanesociety.org](http://www.humanesociety.org). Popular with students is the 2009 DVD *Food, Inc*., an exposé based on a book by the same title (available at www.amazon.com).

*Theory.*

1.To teach the concept of ecosystems, show the 2004 film *America’s Lost Landscape: The Tallgrass Prairie* (available at <http://www.lostlandscapefilm.com/lostland> ) This beautifully executed and photographed documentary shows how the earth is an ecosystem and the interconnectedness of human and nonhuman life; Native American points of view are emphasized.

*2.*  Show the 2004 film *Motorcycle Diaries* or excerpts thereof and have students analyze this drama (featuring the early life of Che Guevara which shows conditions facing indigenous populations) from the standpoint of conflict theory (DVD available at www.amazon.com).