2015 CSWE STANDARDS

INSTRUCTOR'S GUIDE TO COMPETENCY BEHAVIORS

WITHIN THE TEXT AND RELATED CLASS EXERCISES

## Chapter 11. Human Rights

*Competencies 3a and 3b are discussed throughout Chapter 11, which is the human rights chapter so they are not listed by specific headings.*

*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.

Immediate Threats to Human Rights: War and Guns

The United Nations and Universal Human Rights

**Box 11.1 Recent History of Human Rights**

Tensions in the Concept and Interpretation of Human Rights

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

The Universal Declaration of Human Rights (UDHR)

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

Four Perspectives on Universal Human Rights

*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;

The Skeptic

The Realist

The Critical Sojourner

The World Citizen

Moving Beyond the Universal Declaration of Human Rights

Adoption

The Right to Identity

**Box 11.2 Growing Up in Ethiopia**

Due Process and the Criminal Justice System

Gender Discrimination

The Role of Social Work in Human Rights

*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.

**Box 11.3 A Social Work Plan for Global Action**

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

Summary and Conclusion

Critical Thinking Questions

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

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

**Individual Exercises:**

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

1. Have students go to www.unwomen.org/en and read and comment on articles such as:

[Lakshmi Puri calls for strengthened women’s participation in addressing climate change](http://www.unwomen.org/en/news/stories/2015/3/lakshmi-puri-calls-for-strengthened-womens-participation-in-addressing-climate-change);

[Press release: Closing the gender gap in education](http://www.unwomen.org/en/news/stories/2015/3/press-release-closing-gender-gap-in-education);

[Press release: Sluggish progress on women in politics will hamper development](http://www.unwomen.org/en/news/stories/2015/3/press-release-sluggish-progress-on-women-in-politics-will-hamper-development)

2. Have students study the U.N. Universal Declaration of Human Rights. Have them then choose a country and check at www.amnesty.org under reports by nation to see which human rights violations have taken place in that nation. Students can report back to the class on their findings.

3. Have students search on the Internet for African American Voices of the Cedar Valley (http://www.uni.edu/chen/drupal-AA\_voice/videos) to click on some of the interviews. Listen to the narratives and determine if human rights violations have occurred in the lives of the narrators and describe the nature of the violations as reported.

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

Have students do research facts pertaining to the war on drugs and the violations of human rights related to this effort. Have them check out facts about incarceration in the U.S. at the Bureau of Justice Statistics--www.bjs.gov. Discussion points can be based on statistics concerning inmates with substance use issues, mental illness, ethnicity and racial breakdown.