2015 CSWE STANDARDS

INSTRUCTOR'S GUIDE TO COMPETENCY BEHAVIORS

WITHIN THE TEXT AND RELATED CLASS EXERCISES

## Chapter 12. Sustainability Policy Analysis and Policy Practice

*Because this is the advocacy and active engagement chapter Competencies 3a, 3b, and 5c relate to practically all of the sections. 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. Defining Policy Analysis How Are Social Policies Made? Sustainability and Policy *Competency 7a*: Collect and organize data, and apply critical thinking to interpret information from 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. **Box 12.1 The Value of Self-Determination in Helping People Change**

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

An Ecosystems Approach to Sustainable Policy Change

Social Workers as Change Agents

*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.

Using Research to Influence Social Policy

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

*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 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 8c*: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

*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.

Scientific Research and the Environment: A Case Study

Presenting Research Effectively

*Competency 1e*: Use supervision and consultation to guide professional judgment and behavior.

Progressive Policy Analysis for a Sustainable Future

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

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

*Competency 5a*: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

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

*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 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 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 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 8d*: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

*Competency 8e*: Facilitate effective transitions and endings that advance mutually agreed-on goals.

*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.

*Competency 9d*: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Historical Analysis

Global Analysis

Economic Analysis

Political Analysis

**Box 12.2 Guidelines for Sustainable Policy Analysis**

Thinking Sustainably

From Policy Analysis to Policy Practice

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

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

Grassroots Organizing

*Competency 2b*: Present themselves as learners and engage clients and constituencies as experts of their own experiences.

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

Working Toward Legislative Change

*Competency 1e***:** Use supervision and consultation to guide professional judgment and behavior.

*Competency 5a*: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

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

*Competency 7d*: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of 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 8e*: Facilitate effective transitions and endings that advance mutually agreed-on goals.

*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.

*Competency 9d*: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Ethical Issues Relevant to Social Change Efforts

*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 9d*: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

The Sustainability Ethic

Drawing on Our Social Work Imagination

Summary and Conclusion

Critical Thinking Questions

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

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

**Individual Exercises**

*Competency 1: Demonstrate Ethical and Professional Behavior*

1.Have students read *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. Then have them study the NASW Code of Ethics to note possible items which could present an ethical dilemma, for example, a conflict of interest. How could such a dilemma be resolved? The instructor can share some real-life situations with the class.

2. Have students review the NASW website <http://www.socialworkers.org/>. Under the Advocacy section of the website, choose one issue of interest which you believe requires advocacy in furtherance of social justice. What steps are social workers taking in advocating for this issue? What arguments are being asserted in support of this matter? What advocacy steps would you take?

*Competency 5: Engage in Policy Practice*

1. Have students select a social work organization concerned with social justice, such as SWAA (Social Welfare Action Alliance) (https://socialwelfareactionalliance.org) (https://www.facebook.com/SWAANational) or NASW, located at <http://www.socialworkers.org> that provide research, analysis, and advocacy on social welfare issues. After choosing a social welfare problem or social welfare policy concern, identify how the organization provides advocacy on the matter including identifying which First Amendment freedoms are being utilized to address this problem or concern and how they are being used. Determine whether the organization could be effectively utilizing any additional First Amendment freedoms in their advocacy work and if so, how?

2. On legislative day in your state, prepare the students to meet with the representatives from their district in the state legislator to speak to them concerning an issue of special interest. Check out the website for Influencing State Policy at www.statepolicy.org This website is a great advocacy source with instructions on how social work organizations can influence legislation on topics of interest to social workers and their clients.

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

Choose a state-based NASW website, such as the NYS NASW website located

at <https://naswnys.org/>. Select an issue impacting the practice of social work, such as student loan forgiveness or social work licensure. Have students discuss how the resolution of this issue impacts on the practice of social work now and in the future.