

UNIVERSITY of **HOUSTON**
GRADUATE COLLEGE of SOCIAL WORK

uh.edu/socialwork

COURSE TITLES: SOCW 7397 (26014): Human Diversity and Human Development

TIME AND ROOM: Wednesday 1p – 4p
GCSW RM 231

**FACULTY/
OFFICE HOURS:** Juan J. Barthelemy, Ph.D., LCSW-S
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Room 340, by appointment

I. Course Modules

A. Catalog Description

The Foundation Curriculum consists of six interconnected modules in Practice, Policy, HDHD, Research, Practice Skills Lab, and Field Practicum.

Practice Module: Fundamentals of social work practice skills from micro to macro.

HBSE Module: Human behavior theory in the context of social environment, including how race/ethnicity, gender and other variables impact optimal functioning

II. Course Objectives

This syllabus includes the objectives and assignments for the Human Development and Human Diversity (HDHD) course module. Upon completion of this module, students will be able to demonstrate the following:

1. Demonstrate an understanding of how diversity and difference shape client experiences of oppression, marginalization, alienation, privilege and power.
2. Critically examine value and ethical issues as they relate to social work practice and its focus on vulnerable populations.
3. Apply the NASW Code of Ethics, relevant laws and regulations, and models of ethical decision making to practice situations.
4. Express the importance of self-awareness and culturally responsive approaches to practice with individuals, families, groups, organizations and communities
5. Explain underlying assumptions about social, economic, and political justice, oppression, empowerment, and social change from various theoretical perspectives.
6. Apply selected human behavior and human development theories to different client populations.
7. Demonstrate critical thinking skills, using theory as a lens, to understand human development and human behavior.
8. Assess how the changing forms and functions of families and social institutions affect individual and societal well-being.
9. Examine the influences and effects of diversity and difference on human development.

III. Course Content

This module will include the following topical (content) areas:

HDHD:

1. Dynamics of Diversity in the Helping Relationship
2. Differentiation Between Values and Ethics
3. Theory for Practice
4. Theories of human development
5. Stages of development across the life course

IV. Course Structure

Class formats will vary from session to session, depending on session content. Interactive lectures and discussion will be the primary formats; however, in-class exercises and peer presentations may play a role in class

instruction. Students are expected to complete all required readings and viewings as assigned, as they are a major source of learning in this course and provide the basis for much of our in-class work.

The professors reserve the right to alter readings, course topics, and assignments as needed to better accommodate learning goals and time constraints.

V. Textbooks and Course Materials

Required Textbook:

Ashford, J.B., LeCroy, C.W., & Williams, I.R. (2018). Human behavior in the social environment: A multidimensional perspective. (6th edition). Belmont, CA: Brooks/Cole, Cengage Learning.

Chabat, A., Rouxel, C., Billot, A. (Producer), & Balmes, T. (Director). (1994). *Babies* [Motion Picture]. United States: StudioCanal.
Purchase on itunes or amazon for \$2.99 - \$3.99.

Other Assigned Readings:

Readings are required as described in the syllabus. HDHD will incorporate both assigned reading from textbooks and supplemental readings on Blackboard. Readings have been purposefully selected to strengthen students' critical thinking and to encourage healthy debate; it is not expected that students (or the instructors) will agree with all perspectives presented.

VI. Course Requirements

Assignment	Due	Percentage
Weekly Quizzes		15%
Experience in Cross Cultural Dialogue and Learning	September 11 <i>Submit on Blackboard by 11:59PM</i>	15%
Reflecting on Positionality	October 9 <i>Submit on Blackboard by 11:59PM</i>	20%
Group Presentation: Social Justice and Human Development	October 30 and November 6	20%
Written Exam	DUE to Dr. Barthelemy November 20 <i>Exam in class</i>	20%

Participation	<i>Based on participation, attendance, preparation, punctuality, active listening, etc.</i>	10%
TOTAL		100%

Full Explanations of all assignments can be found on Blackboard.

a. Weekly Quizzes: (15%)

b. Participation: (10%)

Online students are expected to complete all work and activities on blackboard including discussion board assignments. In addition, students are expected to attend Zoom meetings.

c. Experience in Cross Cultural Dialogue and Learning: (15%) Students will interview two people who come from cultures different from their own- thinking broadly about culture. Race, ethnicity and gender are of course important, but the two individuals might also have a different sexual orientation, embrace different political beliefs, belong to an age group very different from your own, come from a different socio-economic background, etc. Student will then write a paper about the two interviews in narrative form addressing specific questions.

d. Group Presentation: Social Justice and Human Development: (20%)

From an assigned life stage/developmental period, students will work in groups to identify a specific social justice issue that is consistently associated with the life stage. Organize your presentation around the guidelines below:

- Provide a brief overview of the life stage/developmental period.
- Identify and describe a social justice issue that is prominent at the specified life stage.
 - Identify and share a current event (e.g., news article, video clip, journal article, policy brief, etc.) that demonstrates the etiology and/or impact of this social justice issue on individuals in this life stage.
 - Give your recommendation for 1-2 changes/improvements to services, policies or programs that could be implemented to address this social justice issue and improve outcomes/well-being of individuals in this life stage.
 - Specifically, explain the role(s) social work/social workers can play in addressing this social justice issue.
- Your final slide should include a reference list in APA format.
- Develop 3 multiple choice exam questions related to your power point

presentation and submit these to your instructor via email. One or more of these questions may be included on the final exam in this course.

- Complete the Google Form that is a Group Feedback Form. You will evaluate each group member's participation and your feedback will be shared with each group member. This feedback will *not be anonymous*. More discussion about the importance of constructive feedback will occur during the semester.

e. Reflecting on Positionality: (20%)

Student will write a paper that provides an opportunity for them to critically reflect on positionality and consider how it might shape what they bring to their future social work practice. Positionality comprises many dimensions of social identity. For the purposes of this assignment, the dimensions include:

1. Race/skin color/ethnicity/nationality/first language
2. Gender and gender expression
3. Socioeconomic class
4. Age
5. Sexual orientation
6. Religion/spiritual belief system
7. Ability/disability
8. Sense of place (knowledge and experiences of certain geographic areas)

For this assignment, students will explore each of these dimensions to gain a deeper understanding of what they mean to them personally, how these meanings developed, how your life has been shaped by larger social interpretations of these dimensions, and how these meanings might impact their stance toward difference. In sum, the purpose is to answer the questions "Who am I?" and "How does this affect how I relate to others, especially those who are different from me."

f. Final Exam:(20%)

Students will complete a final exam at the end of the course.

VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college.

A = 96-100% of the points	C+ = 76-79.9%
A- = 92-95.9%	C = 72-75.9%
B+= 88-91.9%	C- = 68-71.9%
B = 84-87.9%	D = 64-67.9%
B- = 80-83.9%	F = Below 64%

VIII. Policy on grades of I (Incomplete):

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of **W**.

IX. Policy on academic dishonesty and plagiarism

Please click the link below for the full explanation of the Academic Honesty policy and procedure Policy:

<http://www.uh.edu/provost/policies/honesty/documentshonesty/academic-honesty-policy.pdf>

Definitions:

"Academic dishonesty" means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at the University of Houston or by a course instructor to fulfill any and all academic requirements. Academic dishonesty includes but is not limited to, the following:

Plagiarism

- a. Representing as one's own work the work of another without acknowledging the source (plagiarism). Plagiarism includes copying verbatim text from the literature, whether printed or electronic, in all assignments including field.

Cheating and Unauthorized Group Work

- b. Openly cheating in an examination, as copying from another's paper;
- c. Being able to view during an examination, quiz or any in-class assignment an electronic device that allows communication with another person, access to unauthorized material, access to the internet, or the ability to capture an image, unless expressly permitted by the instructor;
- d. Using and/or possessing "crib notes," as unauthorized use of notes or the like to aid in answering questions during an examination;
- e. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information;
- f. Securing another to take a test in the student's place. Both the student taking the test for another and the student registered in the course are at fault;

Fabrication, Falsification, and Misrepresentation

- g. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;
- h. Using another's laboratory results as one's own, whether with or without the permission of the owner;
- i. Falsifying results in laboratory experiments;
- j. Misrepresenting academic records or achievements as they pertain to course prerequisites or corequisites for the purpose of enrolling or remaining in a course for which one is not eligible;
- k. Representing oneself as a person who has earned a degree without having earned that particular degree;

Stealing and Abuse of Academic Materials

- l. Stealing, as theft of tests or grade books, from faculty offices or elsewhere, or knowingly using stolen tests or materials in satisfaction of exams, papers, or other assignments; this includes the removal of items posted for use by the students;
- m. Mutilating or stealing library materials; misshelving materials with the intent to reduce accessibility to other students;

Complicity in Academic Dishonesty

- n. Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

Academic Misconduct

- o. Any other conduct which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

Process:

Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved or to the appropriate authority if the alleged act is not associated with a specific class within 5 class days of the incident. Faculty or instructor of record shall have the responsibility of reporting incidents of alleged academic dishonesty through their college hearing officer within 5 class days of the incident. The faculty should include the recommended sanction in the report. The college hearing officer will notify the student of the report and recommended sanction. The student can accept the sanction and waive a hearing or request a college hearing. A hearing shall be set within 10 days and would be consist of two faculty and three students chosen by the hearing officer.

X. Course Schedule and Reading Assignments

	<u>Date</u>	<u>Session Title</u>	<u>Required Readings and Videos Due</u>
1	Aug. 21	Course overview; Social Work Meanings and Mission; Social Justice Work; Social Work Values and Ethics	<p>Finn Ch. 1 (p.1-20)</p> <p>SW code of ethics (review)</p> <p>Texas SW Code of Conduct</p> <p>A General Decision Making Model (Dolgoft, R., Harrington, D., & Loewenberg, F.M. (2012). Ethical decisions for socialwork practice (9th ed.). Belmont, CA: Thompson/Brooks/Cole.</p>
2	Aug. 28	<p>Multidimensional Framework</p> <p>Human Diversity: Professional Self-Awareness</p>	<p>Chapter 2 Ashford, J.B., LeCroy, C.W., & Williams, L.R. (2018). Human behavior in the social environment: A multidimensional perspective. (6th edition). Belmont, CA: Brooks/Cole, Cengage Learning.</p> <p>Chapter 1. Ragg, D. M. (2011). Developing practice competencies: A foundation for generalist practice. Hoboken, N.J: Wiley.</p>

			<p>VIEW:</p> <ul style="list-style-type: none"> • Cultural Humility Video • Strengths Based Perspective
5	Sept. 18	<p>Human Development: Early Childhood</p> <p>Human Diversity: Racial microaggressions & implications for clinical practice.</p>	<p>Chapter 5: Ashford, J.B., LeCroy, C.W., & Williams, L.R. (2018). Human behavior in the social environment: A multidimensional perspective. (6th edition). Belmont, CA: Brooks/Cole, Cengage Learning.</p> <p>Sue , D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: implications for clinical practice. American psychologist, 62(4), 271.</p>
6	Sept. 25	<p>Human Development: Middle Childhood</p> <p>Human Diversity: Racial discourse</p>	<p>Chapter 6: Ashford, J.B., LeCroy, C.W., & Williams L.R. (2018). Human behavior in the social environment: A multidimensional perspective. (6th edition). Belmont, CA: Brooks/Cole, Cengage Learning.</p> <p>Moving the Race Conversation Forward: How the Media Covers Racism, and Other Barriers to Productive Racial Discourse. Race Forward: The Center for Racial Justice Innovation: New York, NY, USA.</p> <p>McIntosh, P. (2004). White privilege: Unpacking the invisible knapsack. Race, class, and gender in the United States, 6, 188-192.</p>
7	Oct. 2	<p>Human Development: Adolescence</p>	<p>Chapter 7 Ashford, J.B., LeCroy, C.W., & Williams, L.R. (2018). Human behavior in the social environment: A multidimensional perspective. (6th</p>

		<p>Human Diversity: Institutional racism and the social work profession</p>	<p>edition). Belmont, CA: Brooks/Cole, Cengage Learning.</p> <p>DeSilva, E. C. (2007). Institutional racism and the social work profession: A call to action. Washington, DC, National Association of Social Workers.</p> <p>Walters, K. L., Mohammed, S. A., Evans-Campbell, T., Beltrán, R. E., Chae, D. H., & Duran, B. (2011). Bodies don't just tell stories, they tell histories: Embodiment of historical trauma among American Indians and Alaska Natives. <i>Du Bois Review: Social Science Research on Race</i>, 8(1), 179-189.</p> <p>Recommended (or resources for class session):</p> <p>VIDEO: Blakemore, S. TED Talk: The mysterious workings of the adolescent brain</p> <p>PODCAST: Singer, J. B. (Producer). (2014, September 9). #90 - Adolescence, the Age of Opportunity: Interview with Laurence Steinberg, Ph.D. Social Work Podcast. Retrieved from http://www.socialworkpodcast.com/2014/09/steinberg.html</p>
8	Oct. 9	<p>Human Development: Young Adulthood</p>	<p>Chapter 8: Ashford, J.B., LeCroy, C.W., & Williams, L.R. (2018). Human behavior in the social environment: A multidimensional perspective. (6th edition). Belmont, CA: Brooks/Cole, Cengage Learning.</p> <p>Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. <i>American psychologist</i>, 55(5),</p>

		Human Diversity: Place matters	<p>469.</p> <p>VIDEO: Gates, T. TED Talk: How to revive a neighborhood with imagination, beauty and art</p> <p>Edited Interview with Dr. Camara Jones (2008)</p>
9	Oct. 16	<p>Human Development: Middle Adulthood</p> <p>Human Diversity: Use of critical consciousness in anti-oppressive social work practice</p>	<p>Chapter 9: Ashford, J.B., LeCroy, C.W., & Williams, L.R. (2018). Human behavior in the social environment: A multidimensional perspective. (6th edition). Belmont, CA: Brooks/Cole, Cengage Learning.</p> <p>Sakamoto, I., & Pitner, R. O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. <i>British Journal of Social Work</i>, 35(4), 435-452.</p> <p>Apollon, D., Keheler, T., Madeiros, J., Ortega, N., Sebastian, J., & Sen, R. (2014).</p>
10	Oct. 23	<p>Human Development: Late Adulthood and Very Late Adulthood</p> <p>Human Diversity: TBD</p>	<p>Chapter 10: Ashford, J.B., LeCroy, C.W., Williams, L.R. (2018). Human behavior in the social environment. A multidimensional perspective. (6th edition). Belmont, CA: Brooks/Cole, Cengage Learning.</p> <p>Gutheil, I. A., & Heyman, J. C. (2012). Working With Culturally Diverse Older Adults. <i>Multicultural Perspectives In Social Work Practice with Families</i>, 105.</p> <p>VIDEO: Aaron Huey's TED Talk. America's Native Prisoners of War https://www.ted.com/talks/aaron_huey</p>
11	Oct. 30	Group Presentations	<ul style="list-style-type: none"> • Pregnancy, Birth and the Newborn • Infancy • Early Childhood

			<ul style="list-style-type: none"> • Middle Childhood
12	Nov. 6	Group Presentations	<ul style="list-style-type: none"> • Adolescence • Emerging and Young Adulthood • Middle Adulthood • Late Adulthood and Very Late Adulthood
13	Nov. 13	Final Exam Review	
14	Nov. 20	IN-CLASS EXAM	

XI. Americans with Disabilities Statement

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.

XII. Counseling and Psychological Services

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. Also, there is no appointment necessary for the “Let's Talk” program, which is a drop-in consultation service at convenient locations and hours around campus.
http://www.uh.edu/caps/outreach/lets_talk.html.

XIII. Addenda: Classroom Guidelines

Some classroom practices have been created to promote students' learning and the quality of the course experience for the whole class.

1. **Attendance and Punctuality.** Students are expected to attend class regularly. Two or more absences will result in a reduction of a letter grade. Hence, you will not be able to get an “A” in this course if you have 2 or more absences.

Punctuality is an important professional practice. Class will begin promptly. **Students are considered absent if they arrive more than 15 minutes late to class, leave early, or do not come to class.** While occasional lateness or absence is understandable, a pattern of either will affect the final grade. Students should contact the appropriate instructor in advance of any absence and provide justification of the reasons for absence. Students should work with the appropriate instructor to identify appropriate ways to make up the contents of any missed class. In addition, anyone missing 2 or more classes will be referred to the MSW program academic advisor for a student success plan.

2. **Class Participation.** The class experience is *co-constructed*. Students are expected to participate in an interactive exchange among students and the instructor. Participation and discussion are a critical part of the course. In addition to class attendance, your contributions to and participation in the discussion should reflect critical thinking, analysis, and synthesis of the content presented during class and in the required readings. Students are expected to complete the readings prior to class and should be prepared to participate in discussions and experiential learning assignments.
3. **Professional Behavior and Ethical Conduct.** The classroom is an opportunity to practice professional behavior consistent with our Code of Ethics, including mutual respect. We share the class as a time to learn in a safe and nonjudgmental environment. Students are encouraged to demonstrate tolerance and respect for opinions that differ from their own. Active involvement in class sessions and small group activities entails some level of personal self-disclosure. Students might share personal information during class discussions or demonstrations. Because of the nature of the vulnerability, trust, and openness needed to learn about how to be an effective social worker, it is extremely important that confidentiality be maintained and the student's right to privacy respected by all. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal only your own reactions and avoid using names or identifying features of your classmates. The same guidelines are to be followed when sharing about clients that you may have worked with.

Due to the diversity of our program and the uniqueness of each individual, there may be topics on which you may disagree with your instructors or other students. Your instructors strive to present you with the most up to date evidence-based information concerning effective social work interventions. However, not everyone in this class will have the same values

or beliefs based on their own unique upbringing and personal experiences. Students are expected to think critically and to disagree in a respectful manner. This involves active and attentive listening, seeking to understand each other's viewpoints, asking clarifying questions, and sharing your own opinions in a respectful manner. Personal attacks, use of derogatory language or other inappropriate classroom conduct will not be tolerated and may serve as grounds for dismissal from the class. Please refer to the **GCSW Code of Student Conduct** for more information or guidance on this topic. Please also see **Section 1.07 of the National Association of Social Workers Code of Ethics** available on Blackboard for more information concerning appropriate conduct for social workers.

4. **Communication:** Effective communication between students and instructors is key. Students are expected to check UH email and Blackboard daily, as this is the way in which the instructors will communicate any changes or updated information to the class. The best way to get in touch with your instructors regarding any questions you may have is by email. Please use the email addresses above rather than Blackboard email. Leaving messages on the instructors' voicemail is not recommended.

It is strongly recommended that students stay in communication with the appropriate instructor(s) about any difficulties they may be experiencing in the course. If students are concerned about their class performance or have difficulty with class content, they are expected to reach out to the appropriate instructor for help understanding the class material/assignments prior to the end of the semester.

5. **Late Assignments.** All assignments are due at the date and time specified on this syllabus. Assignments turned in after this deadline will **not be accepted** unless there is a documented emergency or arrangements have been made with the instructor in advance. Even if arrangements are made in advance (which should be a rare occurrence), the grade value will be reduced by 10% for each day late, including turning in an assignment after the time deadline on the day it is due.
6. **Electronic Devices.** Please do not video or audiotape any lectures, discussions, or demonstrations. Recording parts of class sessions could pose problems with respect to confidentiality and privacy. Please make sure to turn all cell phone and electronic devices to silent before entering the classroom. If you use laptops/tablets to take notes or to view the power points, please make sure that you are using them for their intended purpose. Failure to do so may lead to your instructors not allowing them to be used by you, or your classmates.

Social Work is a competency-based profession. The training you receive in the MSW program is designed to equip you with the knowledge, values, critical thinking abilities (cognitive affective processes), and skills to practice competently across nine competencies identified as central for all social work training. A description of the competencies for the generalist (our foundation) curriculum are provided below along with a table describing how the assignments in this course align with those competencies.

Generalist Competency Descriptions

Demonstrate Ethical and Professional Behavior (Comp 1):

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Engage Diversity and Difference in Practice (Comp 2)

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Advance Human Rights, and Social and Economic and Environmental Justice (Comp 3)

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable

about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Engage in Practice-informed Research and Research-informed Practice (Comp 4)

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Engage in Policy Practice (Comp 5)

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.

Engage with Individuals, Families, Groups, Organizations, and Communities (Comp 6)

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Assess Individuals, Families, Groups, Organizations, and Communities (Comp 7)

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse

individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Intervene with Individuals, Families, Groups, Organizations, and Communities
(Comp 8)

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Comp 9)

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Competency	Course	Assignment/Activity	Dimension
Competency 1: Demonstrate	SOCW 6201 – Foundations of	Introduction to the Profession,	Knowledge, Values
		Social Justice in Action, Panel of	Knowledge, Values
	SOCW 7397A – Human	Experience in Cross Cultural	Knowledge, Skill
		Reflecting on Positionality	Knowledge
		Group Presentation: Social	Knowledge;
	SOCW 7397B –Social Welfare	Position Speech	Knowledge, Skill
		Who Represents Me in	Knowledge
		“Root Cause Analysis” Group	Knowledge, Skill
	SOCW 6305 – Research and	Academic Integrity Training	Knowledge, Values
		Human Subjects Training	Knowledge, Values
SOCW 6306 – Social Work	Quiz Chapter 1 & 2 & 5	Knowledge, Values	
	Video Feedback Assignments 1,	Knowledge, Values,	
Competency	Course	Assignment/Activity	Dimension
Competency 2: Engage Diversity and Difference In Practice	SOCW 6201 – Foundations of the Social Work Profession	Social Justice in Action, Panel of Social Work Practitioners	Knowledge, Values
		BaFa BaFa Cultural Simulation	Knowledge, Values, Cognitive/Affective
	SOCW 7397A – Human Development and Human Diversity	Experience in Cross Cultural Dialogue and Learning	Knowledge; Values; Cognitive/Affective processing, Skill
		Reflecting on Positionality	Knowledge; Values; Cognitive/Affective processing
	SOCW 7397B –Social Welfare Policy in the Social	Engaging with Political Difference	Knowledge, Values, Cognitive/Affective Processes
	SOCW 6305 – Social Work Practice Skills	Quiz Chapter 4, 6, 7	Knowledge, Values
		Video Feedback Assignments 1,	Knowledge, Values, Cognitive/Affective, Skills

Competency	Course	Assignment/Activity	Dimension
Competency 3: Advance Human Rights and Social, Economic, and Environmental	SOCW 6201 – Foundations of the Social Work Profession	Introduction to the Profession, Values and Ethics Lecture	Knowledge, Values
		Social Justice in Action, Panel of	Knowledge, Values
		Social Justice Summer Reading Discussion	Knowledge, Values, Cognitive/Affective
	SOCW 7397A – Human Development and Human	Reflecting on Positionality	Knowledge
		Group Presentation: Social Justice and Human Development	Knowledge
	SOCW 7397B –Social Welfare Policy in the Social Environment	Position Speech	Knowledge, Values, Cognitive/Affective Processes
		Inequality Through the Lens of Theory	Knowledge
	SOCW 6305 – Social Work Practice Skills	Quiz Chapter 4	Knowledge, Values
		Video Feedback Assignments 1,	Knowledge, Values, Cognitive/Affective, Skills

Competency	Course	Assignment/Activity	Dimension
Competency 4: Engage in Practice- informed Research and Research-informed Practice	SOCW 6305 – Research and Knowledge Building for SW Practice	Annotated Bibliography	Knowledge, Cognitive/Affective
		Article Critique	Knowledge, Cognitive/Affective, Skills
		EBP Poster	Knowledge, Values, Cognitive/Affective, Skills
		EBP Paper	Knowledge, Values, Cognitive/Affective, Skills
		Midterm Test	Knowledge
	SOCW 6306 – Social Work Practice Skills Lab	Case Analysis	Knowledge, Values, Cognitive/Affective

Competency	Course	Assignment/Activity	Dimension
Competency 5: Engage in Policy Practice	SOCW 6201 – Foundations of the Social Work Profession	Introduction to the Profession, Values and Ethics Lecture	Knowledge, Values
		Social Justice in Action, Panel of	Knowledge, Values
		Summer Reading Assignment	Knowledge, Values, Cognitive/Affective
	SOCW 7397A – Human Development and Human	Final Exam Weekly Quizzes	Knowledge
	SOCW 7397B –Social Welfare Policy in the Social	Group Presentation: Social Justice and Human	Knowledge; Skills
		Position Speech	Knowledge, Values, Cognitive/Affective Processes
		Applying a Systems Lens (Case)	Knowledge, Cognitive/Affective Processes
		Who Represents Me In Government?	Knowledge
		Examining Values Through Court	Knowledge, Values

Competency	Course	Assignment/Activity	Dimension	I	F	G	C	O
Competency 6: Engage with Individuals, Families, Groups, Organizations & Communities	SOCW 7397A – Human Development and Human Diversity	Group Presentation: Social Justice and Human Development	Knowledge; Cognitive/Affective processing; Skills	X			X	X
	SOCW 6306 – Social Work	Quiz Chapter 6, 7 & 8	Knowledge, Values	X	X	X	X	X
		Video Feedback Assignments 1, 2, & 3	Knowledge, Values, Cognitive/Affective, Skills	X	X			
		Case Analysis	Knowledge, Values, Cognitive/Affective	X	X	X	X	X
		Genogram & Written Analysis	Knowledge, Cognitive/Affective, Skills	X	X			

Competency	Course	Assignment/Activity	Dimension	I	F	G	C	O
Competency 7: Assess Individuals, Families, Groups, Organizations	SOCW 7397A – Human Development and Human Diversity	Written Exam Weekly Quizzes	Knowledge	X			X	X
	SOCW 6306 – Social Work	Quiz Chapter 9 & 10	Knowledge, Values	X	X	X	X	X
		Video Feedback Assignments 2 & 3	Knowledge, Values, Cognitive/Affective, Skills	X	X			
		Case Analysis	Knowledge, Values, Cognitive/Affective	X	X	X	X	X
		Genogram & Written Analysis	Knowledge, Cognitive/Affective, Skills	X	X			

Competency	Course	Assignment/Activity	Dimension	I	F	G	C	O
Competency 8: Intervene with Individuals, Families, Groups, Organizations & Communities	SOCW 6306 – Social Work Practice Skills	Quiz Chapter 11 & 12	Knowledge, Values	X	X	X	X	X
		Video Feedback Assignments 3	Knowledge, Values, Cognitive/Affective, Skills	X	X			
		Case Analysis	Knowledge, Values, Cognitive/Affective	X	X	X	X	X

Competency	Course	Assignment/Activity	Dimension	I	G	C	O
Competency 9: Evaluate Individuals, Families, Groups, Organizations &	SOCW 6306 – Social Work Practice Skills	Quiz Chapter 12 & 13	Knowledge, Values	X	X	X	X
		Video Feedback Assignments 3	Knowledge, Values, Cognitive/Affective, Skills	X			
		Case Analysis	Knowledge, Values, Cognitive/Affective	X	X	X	X
	SOCW 6305 – Research and Knowledge	EBP Poster	Knowledge, Values, Cognitive/Affective, Skills	X	X		
		EBP Paper	Knowledge, Values, Cognitive/Affective, Skills	X	X		
		Single Subject Evaluation Lecture	Knowledge	X	X		

SOCW 7397A: Human Development and Human Diversity ASSIGNMENTS

Assignment	EPAS Competency	Learning Dimension
Experience in Cross Cultural Dialogue and Learning	Competency 1 Competency 2	Knowledge, Skill, Values, Cognitive/Affective Processes
Reflecting on Positionality	Competency 1 Competency 2 Competency 3	Knowledge, Values, Cognitive Affective Processes
Group Presentation: Social Justice and Human Development	Competency 1 Competency 3 Competency 6	Knowledge, Cognitive/Affective Processes, Skills
Weekly Quizzes	Competency 5 Competency 7	Knowledge
Final Exam Weekly Quizzes	Competency 5 Competency 7	Knowledge