

**Chapter 1 The Social Work Profession**

<b>Competency</b>	<b>Practice Behavior</b>	<b>Content Examples in Chapter 1</b>	<b>Examples of Ways for Students to Demonstrate Practice Behavior</b>
<b>1-Demonstrate ethical and professional behavior</b>	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Definition of social worker and Time to Think Box 1.1	Role play based on a case study
<b>7-Assess individuals, Families, Groups, Organizations, and Communities</b>	Social workers 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.	Review of fields of practice and social work and Ecological/PIE lens	Rubric to grade case study applied to the social work and Ecological / Person-in-Environment (PIE) Perspective
<b>8-Intervene with individuals, families, groups, organizations, and communities</b>	<p>1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p> <p>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>	<p>Review of PIE Figure 1.2</p> <p>Review of Values of Social Work Profession and Code of Ethics</p>	<p>Peer-review rubric to grade case study applied to the Social Work and Ecological/PIE model</p> <p>Grade reflection paper on NASW Code of Ethics (Appendix A)</p>

**Chapter 2: The History of Social Work**

Competency	Behavior	Content Examples in Chapter 2	Examples of Ways for Students to Demonstrate Behavior
<p><b>1-Demonstrate Ethical and Professional Behavior</b></p>	<p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	<p>Description of the rhythm of social welfare and social work practice in response to social issues and embedded values and ethics. Highlighted in Time to Think Box 2.5</p>	<p>A student-generated list of social issues of concern compiled on flip chart and discussed in small groups</p>
<p><b>2-Engage in Diversity and Difference in Practice</b></p>	<p>Apply self-awareness and self-regulation to manage the influence of personal issues and values in working with diverse clients and constituencies.</p>	<p>Description of the social welfare programs and policies that emerged during periods of USA history and recognize what people and the programs best served. Explain prevailing values in the programs. Highlighted in Exhibits 2.1 and 2.2</p>	<p>A book critique describing a social welfare program and/or policy that depicts difference and difference in a character and defines whether or not the character was impacted by the program and/or policy and why. The critique is graded with a rubric.</p>
<p><b>5-Engage in Policy Practice</b></p>	<p>Identify social policy at the local, state, and federal level that impact the delivery of and access to social services.</p> <p>Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	<p>Review Exhibits 2.1, 2.2 and 2.3 along with the supportive book text</p> <p>Review of Time to Think Box 2.5 along with Exhibit 2.3</p>	<p>Timeline of the highlight periods of the USA history and associated social welfare policy</p> <p>Short paper written and shared in class in which student described a policy and its impact on social services.</p>

**Chapter 3: Generalist Social Work Practice**

<b>Competency</b>	<b>Behavior</b>	<b>Content Examples in Chapter 3</b>	<b>Examples of Ways for Students to Demonstrate Behavior</b>
<p><b>1-Demonstrate Ethical and Professional Behavior</b></p>	<p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p> <p>Use technology ethically and appropriately to facilitate practice outcomes.</p>	<p>Review knowledge base of social work and NASW Code of Ethics as seen in Exhibits 3.1 and 3.3.</p> <p>Examine the change process as seen in Exhibit 3.5.</p>	<p>Role plays of ethical dilemmas related professional behavior and ethics. Role plays are discussed in class with feedback from the instructor.</p> <p>Case studies are used to demonstrate use of the change process. Students are graded with a rubric on their knowledge and application of the process elements.</p>
<p><b>2-Engage in Diversity and Difference in Practice</b></p>	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p> <p>Apply self-awareness and self-regulation to manage the influence of personal issues and values in working with diverse clients and constituencies.</p>	<p>Description of systems theory and client systems as found in Exhibit 3.2. Highlight the client systems with inputs and outputs as seen in Exhibit 3.3.</p> <p>Review content related to empowerment theory and the strengths perspective as exemplified in Time to Think 3.3</p>	<p>Students groups are formed to share elements of their systems and life experiences. Lists are generated of differences and similarities followed by discussion with feedback from the instructor.</p> <p>Each student interviews someone that is not a friend or family member and identifies at least of the person’s personal values. The student describes how she or he would apply these values to social work practice. The instructor uses a grading rubric to score the student’s ability to apply values to practice while managing personal values.</p>

## Chapter 4 Advocacy in Social Work

Competency	Practice Behavior	Content Examples in Chapter 4	Examples of Ways for Students to Demonstrate Practice Behavior
<b>1 – Demonstrate ethical and professional behavior</b>	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Social work values involving human dignity, human diversity, justice, and self-determination are examined.	Students give an in-class presentation describing how they differentiate personal values from professional values when advocating with clients for change. Classmates and the instructor use a grading rubric to score the use of ethical principles in practice.
<b>2 – Engage diversity and difference in practice</b>	Present themselves as learners and engage clients and constituencies as experts of their own experiences	Examination of evidence based practice and an advocacy scoreboard emphasizing the client’s perspective in advocacy	Students critically analyze an advocacy initiative and use the scoreboard on p.78 to demonstrate the importance of clients as experts in informing social workers and others.
<b>3 – Advance human rights and social, economic, and environmental justice</b>	Engage in practices that advance social, economic, and environmental justice	Definitions of various forms of social and economic justice are provided in the context of promoting social justice and human rights via advocacy.	Using the cycle of advocacy, students explain beginning thoughts for advocating for some form of human rights or social-economic justice. The instructor rates the student’s use of concepts and terms to advocate for human rights and social and economic justice.

Chapter 5: Poverty and Inequality

Competency	Behavior	Content Examples in Chapter 5	Examples of Ways for Students to Demonstrate Behavior
<p><b>3-Advance Human Rights and social, Economic, and Environmental Justice</b></p>	<p>Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level</p> <p>Engage in practices that advance social, economic, and environmental justice.</p>	<p>All materials included under “Dynamic Advocacy and Poverty” section including Current Trends.</p> <p>All materials included under “Poverty” section including Time to Think and Social Work in Action.</p>	<p>Students present orally on an article from national newspaper that present an economic or environmental justice issue. They outline at least ways to advocate for human rights associated with the selected issue. Grading is completed by students and instructor with a 5-point peer review.</p> <p>Students prepare a PowerPoint that depicts the face of poverty using clips, articles, videos, etc. Grading is completed by students and instructor with a 5-point</p>
<p><b>5-Engage in Policy Practice</b></p>	<p>Identify social policy at the local, state, and federal level that impact the delivery of and access to social services.</p>	<p>Definitions and details of various social welfare programs are provided along with Time to Think boxes.</p>	<p>Using the cycle of advocacy, students select and write a paper on one social welfare program at the local, state, or federal level and assesses the program’s strengths and weakness. The instructor rates the student’s use of concepts and analysis with a grading rubric.</p>

## Chapter 6 Family and Child Welfare

Competency	Practice Behavior	Content Examples in Chapter 6	Examples of Ways for Students to Demonstrate Practice Behavior
<b>3 – Advance human rights and social, economic, and environmental justice</b>	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	Advocacy model applied to advocating for child and family services	In an introductory fashion, students describe relevant factors under each category of the advocacy model to assess an beginning level understanding of advocacy for human rights at various system levels The instructor uses a grading rubric to score student abilities.
<b>5 – Engage in policy practice</b>	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Students are presented with social policy and legislation supporting child and family services.	Each student provides a brief 5 minute class presentation or video clip identifying two pieces of social policy and how each piece impacts well-being, service delivery, and access to social services for children and families. A grading rubric is used to score student’s to use critical thought.

## Chapter 7 Health Care and Health Challenges

Competency	Practice Behavior	Content Examples in Chapter 7	Examples of Ways for Students to Demonstrate Practice Behavior
<b>1-Demonstrate ethical and professional behavior</b>	<p>1. Social workers use technology ethically and appropriately to facilitate practice outcomes.</p> <p>2. Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	<p>Definition of health and illness.</p> <p>Advocacy on behalf of people with health care challenges</p> <p>Social work roles in health are discussed.</p>	<p>Students visit health care organization websites and share their findings in class. Then complete a reflection paper on how they would serve as an advocate for services for clients in a hospital.</p> <p>The reflection paper asks students to identify and describe professional roles, boundaries, and behaviors for social workers in health care settings.</p>
<b>3-Advance human rights and social, economic, and environmental justice</b>	<p>Social workers engage in practices that advance social, economic, and environmental justice.</p>	<p>Apply ethical thinking in relation to scenarios related to health disparities that reveal how power, privileges and health care resources are allocated differently in rural and suburban areas versus cities.</p>	<p>Instructor prepares case studies of ethical dilemmas related to power, privilege and health care resources. Students reflect in a short graded, written paper how they view and make ethical decisions to address inequities of managed care present in service delivery scenarios for people with illness or disability. Cases are discussed in classes.</p>

<p><b>5-Engage in Policy Practice</b></p>	<p>Social workers assess how social welfare and economic policies impact the delivery of and access to social services.</p>	<p>Application of health care to populations who tend to experience disproportionate rates of health disparities and stigma.</p>	<p>Students design a poster that advertises an advocacy related event related to a health care issue to a specified audience. Posters will be displayed, peer reviewed and reviewed by the instructor using a rubric based on writing and critical thinking skills as applied to a public event.</p>
<p><b>2-Engage Diversity and difference in practice.</b></p>	<p>Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p>	<p>Reviewing the content on different types of disabilities (DD, learning, physical) and how managed care policies and mandates influence the provision of equitable and good health care for all.</p>	<p>Have students read and critique a fiction or nonfiction book that highlights health disparities related to stigma. The critique should include historical relevance, cultural aspects, examples of health care inequity, and role of advocacy. The critique will be peer-reviewed with a grid which is also used by the instructor.</p>
<p><b>3-Advance human rights and social, economic, and environmental justice.</b></p>	<p>Social workers engage in practices that advance social, economic, and environmental justice.</p>	<p>Definition of health disparities. Examination of the complexity of U.S. healthcare and economic and social justice</p>	<p>Students select and visit a health care setting and think of how advocacy for economic and social justice occurs in a managed care environment. Students write why they selected the setting and what they noticed during their visit. Instructor provides guidelines for the agency visit and paper. The paper is discussed with the class and graded by the student based on self-reflection and feedback received.</p>



<b>8-Intervene with individuals, families, groups, organizations, and communities</b>	Social workers use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	Responses to Time to Think Boxes that apply the Dynamic Advocacy model in considering health care as a right. Content on consumer driven health care plans for addressing human needs and rights.	Students explore a policy issue making headlines on NPR or in a local newspaper. Using collaborative group work learning, students write a position paper advocating for a physical disability rights issue. Submit paper to The New Social Worker magazine for publication.
---	---	---	--

## Chapter 8 Physical Challenges and Supportive Services

Competency	Practice Behavior	Content Examples in Chapter 8	Examples of Ways for Students to Demonstrate Practice Behavior
<p><b>1-Demonstrate ethical and professional behavior.</b></p>	<p>1. Social workers 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.</p> <p>2. Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	<p>Types and definition of disability.</p> <p>Advocacy on behalf of people with physical and mental challenges.</p> <p>Social work roles in the field of disabilities are discussed.</p>	<p>Students visit disability organization websites and share their findings in class. Then complete a reflection paper on how they would serve as an advocate for clients with physical or mental challenges residing in a group home.</p> <p>In the reflection paper students identify appropriate social work roles, boundaries, and behaviors for advocating for clients with physical or mental challenges.</p>
<p><b>2-Engage Diversity and difference in practice.</b></p>	<p>Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p>	<p>Apply ethical thinking in relation to scenarios related to disparities in disability social work to reveal how power, privileges and disabilities resources are allocated differently in rural and suburban areas versus cities.</p>	<p>Instructor prepares case studies of ethical dilemmas related to power, privilege and disability resources. Students identify and describe in two short essays strategies for ethical decision making to help a client with a physical vs. mental challenge.</p>

		Examine ethical issues highlighted in vignettes.	Students search the web for famous people who have lived with a disability. Cases are discussed in class.
<b>4-Engage in Practice-Informed Research and Research-Informed Practice</b>	Social workers use and translate research evidence to inform and improve practice, policy, and service delivery.	Application of health care and disability concepts to populations who tend to experience disproportionate rates of health disparities and stigma.	Students design a poster that advertises an advocacy related event related to a disability issue to a specified audience. Posters will be displayed, peer reviewed and reviewed by the instructor using a rubric based on writing and critical thinking skills as applied to a public event.
<b>2-Engage Diversity and difference in practice.</b>	Social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Reviewing the content on different types of disabilities (DD, learning, physical) and how managed care policies and mandates influence the provision of equitable and good health care for all.	Have students read and critique a fiction or nonfiction book that features someone living with a disability and how they have managed stigma and played to their strengths. The critique should include historical relevance, cultural aspects, examples of health care inequity, and role of advocacy. The critique will be peer-reviewed with a grid which is also used by the instructor.

<p><b>3-Advance human rights and social, economic, and environmental justice.</b></p>	<p>Social workers engage in practices that advance social, economic, and environmental justice.</p>	<p>Definition of health disparities.</p> <p>Advocate on behalf of people with physical and mental challenges.</p> <p>Economic and social justice and political access.</p>	<p>Students select and visit a physically challenging setting and think of how advocacy for economic and social justice occurs in various environments. Students write why they selected the setting and what they noticed during their visit. Instructor provides guidelines for the agency visit and paper. The paper is discussed with the class and graded by the student based on self-reflection and feedback received.</p>
<p><b>5-Engage in Policy Practice</b></p>	<p>Social workers apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>Responses to Time to Think Boxes that apply the Dynamic Advocacy model in considering disability from an assets rather than a deficits perspective.</p> <p>Content examining working with clients, family members to share information about being discriminated against.</p>	<p>Students explore a policy issue making headlines on NPR or in a local newspaper. Using collaborative group work learning, students write a position paper advocating for a physical rights issue and creating a supportive environment for social change. Submit paper to The New Social Worker magazine for publication.</p>

## Chapter 9 Mental Health

Competency	Practice Behavior	Content Examples in Chapter 9	Examples of Ways for Students to Demonstrate Practice Behavior
<b>1-Demonstrate Ethical and Professional Behavior</b>	Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	Definition of advocacy in relationship to mental health.  Cause advocacy and policy issues concerning mental health.	Students form groups and share their experiences with mental illness. Definitions of “mental health and mental disorders” and along with discussion as to how advocacy efforts can be used to help people access mental health services. In an assigned paper, students identify and describe articles examining mental health disparities and ways to advocate for client access to mental health services.
<b>2-Engage Diversity and Difference in Practice</b>	Social workers present themselves as learners and engage clients and constituencies as experts of their own experiences.	Students identify their past experiences and value orientation in relationship to U.S. legislation and court cases related to mental health.	Students complete a paper exploring how they think about their attitudes toward mental health and mental health legislation. Students disclose their suitability for working with people who have mental disorders or addictions, specifying how they would deal with personal values to allow professional values to guide practice. Grading rubric used to score student’s ability to recognize and manage personal values.

<b>3-Advance human rights and social, economic, and environmental justice.</b>	Social workers engage in practices that advance social, economic, and environmental justice.	Describe how people differentially experience the mental health systems based on their diversity (e.g. race, class, age, gender, marital status, ability, faith perspective)	Students complete a paper describing how people are treated differently in the mental health care systems and how culture and values privilege people with power and resources. Instructor uses a grading rubric to score student abilities to recognize and identify oppression, marginalization, and alienation in the mental health systems on the basis of varying diversity.
--	--	--	---

## Chapter 10 Substance Use and Addiction

Competency	Practice Behavior	Content Examples in Chapter 10	Examples of Ways for Students to Demonstrate Practice Behavior
<b>1-Demonstrate Ethical and Professional Behavior</b>	<p>Social workers 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.</p>	<p>Define substance use, addiction, and recovery.</p> <p>Social work practice in substance use and addiction.</p> <p>Advocacy and substance use disorder</p>	<p>Students form groups and share their experiences from field when they have worked with clients who abuse substances and availability of appropriate services (e.g., inpatient versus outpatient substance abuse settings).</p> <p>Students are given an assignment to identify and describe two ways to advocate for access to substance intervention and recovery services.</p>
<b>2-Engage Diversity and Difference in Practice</b>	<p>Social workers present themselves as learners and engage clients and constituencies as experts of their own experiences.</p>	<p>Time to think boxes encourages students identify their past experiences, beliefs, and value orientation in relationship to substance use and abuse.</p>	<p>Students complete a paper exploring how they think about their attitudes toward the variety of substances covered and treatments mentioned. Students disclose their suitability for working with people with addictions, specifying how they would deal with personal values to allow professional values to guide practice. Grading rubric used to score student's ability to recognize and manage personal values.</p>

<b>4-Engage in Practice-Informed Research and Research-Informed Practice</b>	Social workers engage in practices that advance social, economic, and environmental justice.	Describe how people begin abusing substances, and differentially experience substance abuse treatment systems based on their diversity (e.g. race, class, age, gender, marital status, ability, faith perspective)	Students complete a paper describing how people are treated differently in the workplace and substance abuse treatment systems and how culture and policies affect people with power and resources. Instructor uses a grading rubric to score student abilities to recognize and identify oppression, marginalization, and alienation in the workplace and substance abuse systems on the basis of varying diversity.
--	--	--	--



**Chapter 11 Challenges and Rewards of Aging**

Competency	Practice Behavior	Content Examples in Chapter 11	Examples of Ways for Students to Demonstrate Practice Behavior
<p><b>1-Demonstrate Ethical and Professional Behavior</b></p>	<p>1. Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p> <p>2. Social workers use technology ethically and appropriately to facilitate practice outcomes.</p>	<p>Definition of successful aging, longevity, lifespan, life expectancy.</p> <p>Social work roles in gerontology, long-term care, home health care, and community agencies.</p>	<p>Students visit long-term care settings and aging related websites and share their findings in class. Then complete a reflection paper on how they would serve as an advocate for older adults who are ‘aging in place’ or in a long-term care / AL facility.</p>
<p><b>1-Demonstrate Ethical and Professional Behavior</b></p>	<p>Social workers 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</p>	<p>Apply ethical thinking in relation to scenarios related to ethical dilemmas in long-term care or home health that reveal how power, privileges and gerontology services and resources are allocated differently in rural and suburban areas versus cities.</p>	<p>Instructor prepares case studies of ethical dilemmas related to power, privilege and gerontology resources. Students reflect in a short graded written paper how they view the inequities of managed care present in service delivery scenarios for older adults who experience senescence or chronic illness or disability. Cases are discussed in classes.</p>

**Chapter 12 Criminal Justice**

<b>Competency</b>	<b>Practice Behavior</b>	<b>Content Examples in Chapter 13</b>	<b>Examples of Ways for Students to Demonstrate Practice Behavior</b>
<p><b>4 – Engage in practice-informed research and research-informed practice</b></p>	<p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<p>Description of changes in crime rates by type of crimes and information from the Uniform Crime Report</p>	<p>Students complete an essay question identifying important findings from the crime rate tables and provide an explanation as to whether this information constitutes quantitative or qualitative findings. A rubric is devised to measure the students abilities in these two realms.</p>
<p><b>8 – Intervene with individuals, families, groups, organizations, and communities</b></p>	<p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	<p>Content describing the tension and differing perspectives about criminal behavior between social workers and criminal justice professionals.</p>	<p>Students are provided with a take-home essay asking them to describe and explain how social workers and criminal justice professionals can reconcile differences in attitudes about criminal behavior. The instructor uses a grading rubric to score the student’s ability to conceptualize and describe how to promote inter-professional collaboration.</p>

**Chapter 13 Communities At-Risk and Housing**

<b>Competency</b>	<b>Practice Behavior</b>	<b>Content Examples in Chapter 12</b>	<b>Examples of Ways for Students to Demonstrate Practice Behavior</b>
<p><b>2 – Engage diversity and difference in practice</b></p>	<p>Present themselves as learners and engage clients and constituencies as experts of their own experiences</p>	<p>Tonya, the social worker, forms a resident council to advocate with residence for needed services and policy change at an apartment community.</p>	<p>Students complete a short essay explaining how Tonya’s actions engage clients as experts concerning their experiences. A grading rubric is used to score student’s ability to recognize clients as experts.</p>
<p><b>3 – Advance human rights and social, economic, and environmental justice</b></p>	<p>Engage in practices that advance social, economic, and environmental change.</p>	<p>Description of the use of secret shoppers for advancing equal opportunities for housing.</p>	<p>Students complete a short video clip demonstrating how a secret shopper would work for advancing fair housing. A rubric is developed to score student understanding and use of such a practice.</p>

**Chapter 14: The Changing Workplace**

<b>Competency</b>	<b>Behavior</b>	<b>Content Examples in Chapter 14</b>	<b>Examples of Ways for Students to Demonstrate Behavior</b>
<p><b>3. Advance Human Rights and Social, Economic, and Environmental Justice</b></p>	<p>Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level</p> <p>Engage in practices that advance social, economic, and environmental justice.</p>	<p>Review of “Current Social Trends Related to Work ” including Exhibit 14.1</p> <p>Review of material related to Exhibit 14.2, Exhibit 14.3 and Exhibit 14.4.</p>	<p>In class, students break into teams and debate: Should the minimum wage be increased to \$15.00 why or why not? Students and the instructor use a grading rubric to score the use of key concepts and advocacy principles in the debate.</p> <p>Students compile a list of economic, social and environmental factors that would influence their choice of professional career. A grading rubric is used to score student’s concept of justice in the workplace.</p>
<p><b>4. Engage in Practice-Informed Research and Research-Informed Practice</b></p>	<p>Use and translate research evidence to inform and improve practice, policy and service delivery.</p>	<p>Review of “Work Related Issues” including Current Trends</p>	<p>Students conduct research on a workplace they or a family members has experience. Using the research, the student describes, in poster format, at least five strategies to improve working conditions for the workers and their families. A grading rubric is used to score student’s use of critical thinking and evidence-informed research and strategies.</p>

**Chapter 15 Veterans, Their Families, and Military Social Work**

<b>Competency</b>	<b>Practice Behavior</b>	<b>Content Examples in Chapter 15</b>	<b>Examples of Ways for Students to Demonstrate Practice Behavior</b>
<p><b>1-Demonstrate Ethical and Professional Behavior</b></p>	<p>Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p> <p>Social workers use supervision and consultation to guide professional judgment and behavior.</p>	<p>Definition of military social worker.</p>	<p>Students visit a VA hospital or clinic setting, or College/University Veterans organization, and DoD websites and share their findings in class. Then complete a reflection paper on how they would serve as an advocate for veterans and military families amidst an assortment of life stressors.</p>
<p><b>1-Demonstrate Ethical and Professional Behavior</b></p>	<p>Social workers 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.</p>	<p>Apply ethical thinking in relation to scenarios related to ethical dilemmas in counseling recruits, veterans, or military family members that reveal how rank and culture influence how services and resources are allocated differently across ranks and military subcultures, including branches of military service and between enlisted and officer members in the military.</p>	<p>Instructor prepares case studies of ethical dilemmas related to power, privilege and military social work resources. Students reflect in a short graded written paper how they view the intersections of diversity exhibited in service delivery scenarios for military personnel who experience physical illness (TBI), disability (amputations), or mental health disorders (PTSD). Cases are discussed in classes.</p>

**Chapter 16: Environmentalism**

<b>Competency</b>	<b>Behavior</b>	<b>Content Examples in Chapter 14</b>	<b>Examples of Ways for Students to Demonstrate Behavior</b>
<p><b>2-Engage in Diversity and Difference in Practice</b></p>	<p>Apply self-awareness and self-regulation to manage the influence of personal issues and values in working with diverse clients and constituencies.</p>	<p>Review of “Environmental Issues” and “Diversity and Environmentalism” including Exhibits 16.4 and 16.5.</p>	<p>Students find a news article or social media site that discusses a disaster and its impact. In student groups, articles are shared and discussed and then presented to the class. A peer review rates the presentations in terms of reflection on values, issues and diversity/differences.</p>
<p><b>3. Advance Human Rights and Social, Economic, and Environmental Justice</b></p>	<p>Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level</p> <p>Engage in practices that advance social, economic, and environmental justice.</p>	<p>Review of “Ecological Social Welfare and Practice” including Exhibits 16.1 and 16.2.</p> <p>Review of “Environmentalism and Social Work” including the Spotlight in Advocacy.</p>	<p>Students design a poster that outlines advocacy strategies for a particular social, economic or environmental justice issue. A peer and instructor review rates the posters in terms of knowledge and understanding of advocacy actions.</p> <p>Students complete a paper depicting and evaluating their volunteer actions in working with a social, economic, or environmental justice event or organization. The instructor uses a grading rubric to score student practice concepts.</p>

**Chapter 17 Global and International Social Work**

Competency	Practice Behavior	Content Examples in Chapter 17	Examples of Ways for Students to Demonstrate Practice Behavior
<p><b>2 – Engage diversity and difference in practice</b></p>	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</p>	<p>Description of diversity in the context of global and international practice</p>	<p>Via a paper, students are asked to provide the faculty member with examples of how knowledge and sensitivity to a variety of immigration statuses is important in practice at the micro, mezzo, and macro levels. The instructor uses a rubric to assess the students abilities.</p>
<p><b>5 – Engage in policy practice</b></p>	<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>Content on advocacy model and global human rights and social and economic justice efforts and organizations.</p>	<p>With an essay item on an examination the instructor asks students to describe and explain two ways social workers can advocate for global human rights and social and economic justice. The instructor uses a grading rubric to score the ability to understand global human rights and social and economic justice.</p>