

## Social Work 365 – Social Work Practice with Diverse Populations

Spring 2021

Section 1 - Zoom Sessions: Mondays (Noon to 1:50pm)

Section 1 - Zoom Sessions: Wednesdays (Noon to 1:50pm)

**Instructor: Margaret Kubek (she, her, hers), MSW, MS**

**Office Time: Virtual on Zoom, Thursday noon – 2pm or by appointment**

**Phone: 920-309-3281 (personal cell number)**

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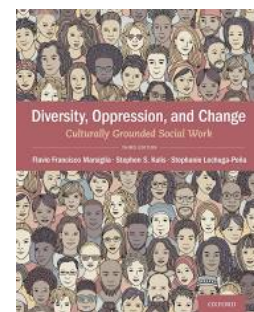
### Course Description

Social workers often work with, and on behalf of, culturally diverse populations with an approach steeped in cultural humility. This course content addresses social justice issues within patterns of power and privilege; and examines a population's accessibility to structures of socioeconomic opportunities to better understand the discrimination, oppression, marginalization, invisibility, and devaluation based on social group memberships (e.g., race/ethnicity, social class, religion/faith/spirituality and world view, age, gender/identity, sexual orientation, immigration and refugee status, and ability). This course will examine the nature of social justice and human rights within the framework of social work practice, intersectionality, values and ethics.

### Course Materials

The following texts are required for this class:

**Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña Stephanie. (2021). Diversity, oppression, and change: culturally grounded social work. Oxford University Press.**



Additional multi-media will be posted to Canvas.

### Course Format

This course will be a blend of live, coordinated meetings (SEC 1: synchronous on Mondays from noon to 1:50pm, SEC 2: synchronous on Wednesdays from noon to 1:50pm) and a small portion of asynchronous learning. The course format will include small and large group discussions, lectures, multi-media, and activities. The asynchronous learning consists of a Self-study Portfolio Assignment and assigned documentaries.

### Information about Canvas

Canvas is the UWSP Learning Management System (LMS). Materials for this course are posted to Canvas; this is also the place where you will submit assignments. Follow this link for the login page for Canvas, student guides, and an orientation training for students: <https://www.uwsp.edu/canvas/Pages/default.aspx>

### Information about Zoom

Zoom is the UWSP Web Conferencing Tool. Virtual, live conversations are hosted on this platform. Follow this link to read more about Zoom and to activate your account:

<https://www.uwsp.edu/infotech/Pages/Tutorials/Zoom/Zoom.aspx>

*To enter our Zoom class sessions, you'll navigate to the Canvas page, select our course, then scroll down to Zoom. You'll then select the appropriate date.*

*The link for office time is posted in Canvas.*

### **Course Objectives**

Students who successfully complete this course will be able to:

1. Understand multiculturalism and diversity as it relates to social work practice, values, and ethics. (Competency 1 and 2)
2. Approach social work practice with cultural humility (Competency 1 and 2)
3. Examine the theoretical foundations of oppression, diversity, and resiliency. (Competency 4)
4. Investigate the practice foundation for culturally grounded social work practice, including traditional methods of healing. (Competency 2 and 4)
5. Analyze the concept of intersectionality in self and diverse populations. (Competency 3)
6. Examine and self-reflect on personal values and ethics which influence the delivery of social work practice to diverse populations. (Competency 1)

### **Course Requirements**

1. Participation and Attendance	35%
Attendance (15%)	
Weekly Questions (15%)	
Student Discussion (5%)	
2. Self-study Portfolio	20%
Diversity Autobiography (10%)	
Personal Work Plan for Culturally Grounded Practice (10%)	
3. Diversity Portfolio	45%
Oppression / Discrimination in Everyday Life News Article (7%)	
Documentary/Podcast (7%)	
Data Source (7%)	
Peer-reviewed Research Article (7%)	
Infographic (7%)	
Introduction and Conclusion (10%)	

### **Grading Scale**

		<u>Percent</u>
A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and below

## **PROFESSIONAL BEHAVIOR AND VIRTUAL CLASSROOM EXPECTATIONS**

### **Zoom Attendance Expectations**

- ◆ You are expected to **attend Zoom class sessions (SEC 1 – Mondays, noon – 1:50pm; SEC 2 – Wednesdays, noon – 1:50pm)** and **read all assigned readings prior to class.** Attendance is taken at the beginning of class. If you are unable to attend class, please make every effort to alert me to your absence **PRIOR** to class. Note that I am understanding of personal and work life obligations and illnesses. There is a mechanism in place for you to “attend” the class and show participation should you have to miss a class.
- ◆ Our Zoom classes will be highly interactive. I may lecture for about 10-15 minutes at the beginning of the class, but it will be predominantly discussion based. This will be a place for us to examine diversity and self-reflect on identity. As such, please do your best to attend our Zoom class.
- ◆ While not required, it’s helpful for everyone if you turn on your camera, in particular in the small group discussions.
- ◆ Different students have different learning styles; as such, I take an inclusive view of participation which includes verbal and non-verbal participation, active engagement with all required texts and materials, and participation in small and large group discussions. Participation is more than asking a question or making a comment in the large group discussion. Participation is actively completing in-class assignments, engaging with your peers in group work, and cooperating in creating a supportive, respectful environment.

### **Workload Expectation**

This class is 70% synchronous (“live” learning) and 30% asynchronous learning. Our “live” learning will occur over Zoom each week; the asynchronous portion consists of your independent work on the Self-study Portfolio and exploring concepts in the required documentaries. This blended format will provide a slightly different experience than if we were in-person for the entire semester. We will use our time in Zoom to discuss concepts, case studies, examine questions you have, and complete self-reflection activities. Compared to a traditional classroom experience, a synchronous / asynchronous class requires greater self-motivation and discipline.

### **Late assignments**

You are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate for any alternate dates. You must do this **BEFORE THE DUE DATE.** Requesting an extension does not automatically mean that you will receive one.

*With all of this in mind, please note that I am flexible and understanding of people’s situations that might prevent an assignment from being turned in on time. Please keep the lines of communication with me open!*

### **Communication**

Our communication in this class will occur virtually through Canvas, email, Zoom, or cell. If you need to contact me about a private matter, you can send me an email. I typically respond to emails within 24 hours (except on weekends); if you send me an email and do not hear back from me within 48 hours, please re-send your email. If you would like to chat in Zoom or via text message, you may send me an email or text to set that up.

*I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.*

### **Zoom Civility and Respect for Diversity**

To have meaningful, rich, and substantive dialogue during our Zoom time, please keep the following in mind:

- Keep an open mind with respect to others’ opinions. We want a robust dialogue which can only be fostered and achieved if a minority viewpoint can be expressed without hesitancy.
- Effective class discussions often involves some risk taking. I want to make this classroom a safe place to practice this kind of risk taking. Students are expected to assist in attaining this goal.
- Demonstration of ethical behavior is expected in all aspects of academic performance. Professional/ethical behavior is expected to be displayed during class and in the completion of assignments. Social

workers engage with vulnerable populations who must be able to depend on the ethical standards of behavior from the professionals from whom they seek assistance.

There is an expectation that everyone will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during online discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups, use the language that is presently acceptable to that group. (you may have to do some research, or connect with me, to achieve this.)
- When referring to people who have intellectual / cognitive and / or emotional challenges, individuals who are homeless, individuals experiencing poverty, etc., present this in a way that does not stigmatize them. Avoid using terms like “the mentally ill”, “the disabled”, “illegal aliens” or “the homeless”. Instead use person-centered language, such as “individuals experiencing mental illness”, “people with disabilities”, undocumented immigrant or worker, etc. The use of person-centered language is a hallmark of the social work profession.

### **What is Office Time?**

This is an opportunity for us to meet one-on-one or in small groups to discuss assignments, attendance, concepts covered in the textbook or mini-lectures, future career goals, etc. I enjoy meeting with students one-on-one so please take advantage of this time. My office hours for this semester are Thursdays from noon to 2pm, but I can meet at other times as well.

### **Confidentiality**

The virtual classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the online classroom. An awareness of maintaining confidentiality is of utmost importance in the social work profession.

## **UNIVERSITY POLICIES AND PROCEDURES**



### **First Nation Land Acknowledgement**

We must recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.



### **University Supports**

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>.

### **Rights and Responsibilities**

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

### **Policy Related to Sexual Violence on the UWSP Campus**

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Dean of Students.

The Dean of Students or designee will contact you to let you know about accommodations and remedies available at UWSP and in our community. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <https://www.uwsp.edu/titleix/Pages/default.aspx>

\*If it is determined that an alleged perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, UWSP employees are required to notify the Title IX Coordinator and/or law enforcement.

### **Support for Students Requiring ADA Accommodations**

Students who have special needs that affect their participation in the course may notify the instructor if they wish to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC contact information: 715-346-3365 or [DATC@uwsp.edu](mailto:DATC@uwsp.edu). More information about disability services is available at this website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

### **Academic Integrity**

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance: <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

### **READING, ASSIGNMENTS, AND CLASS TOPICS**

Please be aware that due dates and assignments may need to be changed; you will be made aware of any changes to the course schedule as soon as possible.

***Please note that we will not read the textbook in chronological order.***

### **Week 1 (January 25 – January 30) Syllabus and Course Overview**

**Read:** Syllabus posted to Canvas prior to class

**Participate:** Attend Zoom class

**Complete:** Come prepared to ask any questions you have about the syllabus, assignments, etc.

### **PART I: CULTURAL DIVERSITY AND SOCIAL WORK**

#### **Week 2 (January 31 – February 6)**

**Culture (Competencies 1 and 2)**

**Cultural Diversity, Oppression, and Action: A Culturally Grounded Paradigm (Competency 3)**

**Read:** Chapters 1 and 2

**Participate:** Attend Zoom class

**Complete:**

- Come prepared to share your question pertaining to the reading for this week
- Information Sheet and submit to Canvas by Sunday, January 31<sup>st</sup>

### **Week 3 (February 7 – February 13)**

#### **The Intersectionality of Race and Ethnicity with Other Factors (Competency 2)**

**Read:** Chapter 3

**Watch:** Crash (film released in 2004) prior to class

**Participate:** Attend Zoom class

**Complete:** Come prepared to share your question pertaining to the reading and film for this week

### **Week 4 (February 14 – February 20)**

#### **Intersecting Social and Cultural Determinants of Health and Well-Being (Competencies 2 and 3)**

**Read:** Chapter 4

**Watch:** Growing Up Poor in America

**Participate:** Attend Zoom class

**Complete:**

- Submit Diversity Portfolio Assignment (an essay of your choosing) by Sunday, February 14<sup>th</sup>
- Come prepared to share your question pertaining to the reading and doc for this week

## **PART II: THEORIES AND PERSPECTIVES ON OPPRESSION**

### **Week 5 (February 21 – February 27)**

#### **Evolutionary and Structural Functionalist Classical Theories (Competency 2)**

#### **Theoretical Perspectives on Diversity (Competency 2)**

**Read:** Chapters 5 and 6

**Participate:** Attend Zoom class

**Complete:** Come prepared to share your question pertaining to the reading for this week

### **Week 6 (February 28 – March 6)**

#### **Social Work Perspectives: Social Context, Consciousness, and Resiliency (Competencies 2 and 3)**

**Read:** Chapter 7

**Watch:** Crip Camp

**Participate:** Attend Zoom class

**Complete:**

- Submit Diversity Portfolio Assignment (an essay of your choosing) by Sunday, February 28<sup>th</sup>
- Come prepared to share your question pertaining to the reading and doc for this week

## **PART III: CULTURAL IDENTITIES**

### **Week 7 (March 7 – March 13)**

#### **The Formation and Legacies of Racial and Ethnic Minorities (Competencies 2 and 3)**

**Read:** Chapter 8

**Watch:** Unspoken: America's Native American Boarding Schools

**Participate:** Attend Zoom class

**Complete:** Come prepared to share your question pertaining to the reading and doc for this week

### **Week 8 (March 14 – March 20)**

#### **Gender, Gender Roles, and Gender Identity (Competency 2)**

#### **Sexual Orientation (Competency 2)**

**Read:** Chapters 9 and 10

**Participate:** Attend Zoom class

**Complete:**

- Submit Diversity Portfolio Assignment (an essay of your choosing) by Sunday, March 14<sup>th</sup>
- Come prepared to share your question pertaining to the reading for this week

**(March 21 – March 27)**

SPRING BREAK – ENJOY!

**Week 9 (March 28 – April 3)**

**Social Policy and Culturally Grounded Social Work (Competency 5)**

**Read:** Chapter 14

**Watch:** Slavery by Another Name

**Participate:** Attend Zoom class

**Complete:**

- Come prepared to share your question pertaining to the reading and doc for this week

**Week 10 (April 4 – April 10)**

**Cultural Norms and Social Work Practice (Competencies 1 and 2)**

**Read:** Chapter 11

**Watch:** Immigration Nation on Netflix and/or The Dreamers

**Participate:** Attend Zoom class

**Complete:**

- Come prepared to share your question pertaining to the reading and doc for this week
- Suggested due date for the Diversity Autobiography April 4<sup>th</sup>

**Part IV: THE PROFESSION OF SOCIAL WORK GROUNDED IN CULTURE**

**Week 11 (April 11 – April 17)**

**Culturally Grounded Methods of Social Work Practice (Competencies 1, 2, and 4)**

**Read:** Chapter 12

**Watch:** The Split Horn: Life of a Hmong Shaman in America

**Participate:** Attend Zoom class

**Complete:**

- Submit Diversity Portfolio Assignment (an essay of your choosing) by Sunday, April 11<sup>th</sup>
- Come prepared to share your question pertaining to the reading and docs for this week

**Week 12 (April 18 – April 24)**

**Culturally Grounded Community-Based Helping Paraprofessionals (Competencies 1, 2, and 4)**

**Culturally Grounded Evaluation and Research (Competency 9)**

**Read:** Chapters 13 and 15

**Participate:** Attend Zoom class

**Complete:** Come prepared to share your question pertaining to the reading for this week

**PART V: STUDENT DISCUSSIONS (Competency 1)**

**Week 13 (April 25 – May 1)**

**Read:** No readings

**Participate:** Attend Zoom class

**Compete:** Submit Diversity Portfolio Assignment (Infographic) by Sunday, April 25<sup>th</sup>

**Week 14 (May 2 – May 8)**

**Read:** No readings

**Participate:** Attend Zoom class

**Complete:** Suggested due date for the Personal Work Plan for Culturally Grounded Practice: May 2<sup>nd</sup>

## **Week 15 (May 9 – May 15)**

**Read:** No readings

**Participate:** Attend Zoom class

**Complete:** Submit your completed Diversity Portfolio by May 15<sup>th</sup>; submit your Self-study Portfolio by Sunday, May 15<sup>th</sup>

HAPPY BREAK!

## **Participation and Attendance 35%**

Ongoing.

You are expected to engage in the live and on demand learning activities fully prepared, engaged, and participatory. Readings and assignments are to be completed on time. The practice of professionalism in the virtual classroom provides a foundation for future social work practice. See below for the specific components of participation and attendance:

- **Attendance (15% Competency 1)**
- **Participation - Weekly Questions (15% Competencies 1-9)**

To facilitate active involvement in the classroom each week, you will write a critical thinking/discussion question pertaining to the week's readings and/or multi-media component. Some weeks there is a documentary paired with a chapter and other weeks you'll read two chapters. Do your best to construct one question related to all readings/docs, however, if you are unable to make a connection, you may write your question about one chapter or the documentary.

The questions should be written with an eye toward stimulating conversations and to encourage your peers to critically consider the issues addressed. It's also a way for me to gauge if there are any concepts that need more focus. You do not need to submit these questions beforehand, but be sure to be prepared to share your question in class; as such, *you may want to have your question typed up in a Word doc so that you can share your screen.*

Some possible topics include:

- A concept in the book that you found particularly interesting
- A concept that you want to discuss to gain further understanding
- Strengths/weakness/limitations of the reading
- A topic area that you think would stimulate an interesting conversation
- A contemporary issue related to the textbook reading

To provide context for your question, you'll write 3 to 4 sentences prior to posing your question.

- **Participation - Student Discussion (5%, Competencies 1, 2, and 4)**

Weeks 13, 14, and 15

You will share findings from your Diversity Portfolio. The discussion will:

- Provide a brief overview of the focus of your Diversity Portfolio through your Infographic
- Provide an overview of the research article
- Tell us why this information is important for social workers to know

## **Self-study Portfolio 20%**

Due by Sunday, May 15<sup>th</sup>

This portfolio will provide you with the opportunity to look inward and examine your ethics, values, and background as it relates to diversity. For this portfolio you will complete:



- Diversity Autobiography (10%)

Suggested due date: April 4<sup>th</sup>

For this assignment, you will explore your own cultural background and personal identity. Details for this assignment are in Canvas

- Personal Work Plan for Culturally Grounded Practice (10%)

Suggested due date: May 2<sup>nd</sup>

This assignment will ask you to identify a population which might pose challenges for you as a social worker because of unfamiliarity and / or implicit bias. You'll write a 3 – 4 page paper examining strategies you will employ to prepare yourself to provide culturally grounded social work services to the individual, family, group, or community. Your strategies will connect with:

- Cultural humility
- Intersectionality
- Culturally grounded social work practice

You will describe concepts you learned throughout the course and how you will use them to increase your cultural awareness to deliver culturally grounded services. More details and guiding questions are in Canvas.

### **Diversity Portfolio (45%)**

There will be some dedicated time during our zoom sessions to work on the diversity portfolio.

For this assignment you will practice cultural humility. You'll choose a culturally diverse population that you want to learn more about in relationship to your future practice in social work. This could be as broad as the Hmong population in the United States or as specific as Black, young males who identify as queer; just note that a very specific focus may pose challenges as you search for documentaries, data sources, etc. Please use this opportunity to broaden your understanding about a culturally diverse group with whom you might engage in your future career as a social worker. To increase your exposure to your chosen population, you will develop a portfolio with the following components:

- Essay 1: Oppression / Discrimination in Everyday Life: Contemporary news article or other media source (7%, Competencies 2 and 3)
- Essay 2: Documentary/Podcast (7%, Competencies 2 and 3)
- Essay 3: Data Source (7%, Competencies 2, 3, and 4)
- Essay 4: Peer-reviewed Research Article (7%, Competencies 2, 3, and 4)
- Infographic (7%, Competencies 1 and 2)
- Completed Diversity Portfolio: Introduction, Essays, Infographic, and Conclusion (10%)

### **Guidance for the Diversity Portfolio Essay Papers**

For essays 1 – 4, you will formally and critically evaluate (not simply summarize) what you have read, watched, and examined related to your chosen population. Respond with your own perspective by discussing the following:

- What is the main point of the text, database, documentary, or podcast?
- What issue(s) connected to oppression, diversity, and resiliency did the material raise for you as the reader?
- Link the content of your chosen medium to class readings; does the content support or contradict the readings?
- Overall, how would you (not the author), explain any implications for social work practice or policy based on the content? Be specific.

Essays should be a minimum of 2 pages. A title page is unnecessary, but you will include a reference list with the textbook and other sources listed.

### **Guidance for the Infographic**

For this portion of the assignment, you'll take information you learned from your essays and create a one-page infographic. More details will be shared in class.

### **Guidance for the Introduction and Conclusion**

Once you've written your essays and examined all of the knowledge you've acquired, you'll write a maximum one-page introduction describing your rationale for choosing your specific population, any assumptions you had about the population, and expectations for what you would learn. Your conclusion will be maximum one-page and will describe what you learned about your chosen population throughout the semester.

### **Guidelines for Writing Assignments**

- ◆ Please write all assignments in APA format; this includes providing a reference list, if required. Information about APA paper format can be found here:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa6\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/general_format.html)
- ◆ If you are referencing someone else's work in your paper, you must provide an in-text citation. Guidance for APA in-text citations can be found here:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa6\\_style/apa\\_formatting\\_and\\_style\\_guide/in\\_text\\_citations\\_the\\_basics.html#:~:text=When%20using%20APA%20format%2C%20follow,the%20end%20of%20the%20paper.](https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html#:~:text=When%20using%20APA%20format%2C%20follow,the%20end%20of%20the%20paper.)
- ◆ When outside sources are used, ALL references must appear in a reference list at the end of the paper in APA formatting. Information about APA style reference lists can be found here:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/reference\\_list\\_basic\\_rules.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html)
- ◆ Papers will be graded on accuracy, breadth of content, consideration of social work principles, development of ideas, spelling, and grammar.
- ◆ It's always a good idea to use headings in your papers so that your reader can follow the points you are making.
- ◆ Spelling and grammar should be checked prior to submitting assignments and discussion posts. Please do not rely on spell and grammar check as your only editorial tools.
- ◆ The UWSP Writing Center can provide support: [https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-\(OWL\).aspx](https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-(OWL).aspx)
- ◆ I'm happy to provide support around APA style and writing format.

### **Council on Social Work Education Core Competencies**

The Council on Social Work Education (CSWE) identifies core competencies (measurable practice behaviors comprised of knowledge, values, and skills) that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course was designed to provide exposure to these competencies and serve as a foundation for the further development that will take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these competencies.

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-Informed Research and Research-Informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

