



COUNCIL ON SOCIAL WORK EDUCATION
CENTER FOR Diversity AND
Social & Economic Justice

CURRICULAR GUIDE *for* ENVIRONMENTAL JUSTICE

2015 EPAS Curricular Guide Resource Series

**CURRICULAR
GUIDE *for*
ENVIRONMENTAL
JUSTICE**

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**2015 EPAS Curricular Guide
Resource Series**

Council on Social Work Education
Alexandria, Virginia

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COUNCIL ON SOCIAL WORK EDUCATION



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Preface: Competency-based Education

In 2008 the Council on Social Work Education (CSWE) adopted a competency-based education framework for its Educational Policy and Accreditation Standards (EPAS). Competency-based education rests on a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment regarding unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning (CSWE, 2015, p. 6).

Competency-based education is an outcome-oriented approach to curriculum design. The goal of the outcome approach is to ensure that students can demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that reflect knowledge, values, skills, and cognitive and affective processes. Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies (CSWE, 2015, p. 6).

SOCIAL WORK COMPETENCIES

The 2015 EPAS stipulates nine competencies for the social work profession. These competencies apply to both generalist and specialized practice. The nine social work competencies are listed in the 2015 EPAS on pp. 7–9. Each is followed by a paragraph that describes the dimensions (*knowledge, values, skills, and cognitive and affective processes*) that comprise the competency at the generalist level of practice. This paragraph informs the content that should be reflected in the generalist social work curriculum and represents the underlying content and processes that inform the behaviors. The bullet points under the paragraph descriptions in the EPAS are a set of behaviors that integrate the dimensions that represent observable components of each competency. The dimensions of the competency inform the behaviors.

GENERALIST PRACTICE

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice (CSWE, 2015, p. 11).

FRAMEWORK FOR THE GUIDE

The CSWE Commission on Educational Policy (COEP) developed a framework for the development of curricular guides for areas of practice. The task force followed the guidelines for creating environmental justice social work competencies and curricular resources that reflect accreditation standards listed here:

- 1) Identification of areas of practice.

- 2) Discussion of environmental justice generalist practice.
- 3) Identification of the knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine social work competencies and prepare students for practice.
- 4) Suggested curriculum content and resources (e.g., readings, multimedia and online resources, modules, assignments, experiential exercises, class and field activities) for each of the nine social work competencies. The curriculum content and resources identified in this guide are not required by accreditation standards and are meant to serve as an optional guide to programs on how to conceptualize environmental justice social work practice with the nine social work competencies identified in the 2015 EPAS.
- 5) Identification of the competency dimensions (knowledge, values, skills, and cognitive and affective processes) associated with the course content for each competency.

ORGANIZATION OF THE GUIDE

The *Curricular Guide for Environmental Justice* highlights the integration of environmental justice across the generalist social work curricula. In addition, there are discussions about the development and implementation of specialized curricula along with the provision of supporting resources. This guide seeks to serve as a resource for faculty, students, field instructors, and supervisors enhancing the understanding and implementation of environmental issues across the nine generalist-level competencies of the CSWE 2015 EPAS.

For each of the competencies identified in the following chapters, there is a description of the dimensions of social work knowledge, values, skills, and cognitive and affective processes that comprise the competency and prepare students for environmental justice social work practice. This is followed by a set of behaviors to be attained by practitioners. Readings, in-class exercises, media and assignments, and whether they address knowledge, values, skills, or cognitive and affective processes are identified for each of the competencies. Descriptions of shorter selected assignments and in-class exercises for

each competency are shown in the curricular map; longer activities or additional details are provided in the appendices for each chapter.

REFERENCES

Council on Social Work Education. (2015). *Educational policy and accreditation standards*. Retrieved from <https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

Introduction

PURPOSE OF THE GUIDE

The purpose of this guide is to provide social work educators content, information, and strategies for educating students about environmental justice issues. The guide is designed to facilitate the integration of environmental justice content across social work curricula and programming. It can also be used as a resource to build student knowledge surrounding environmental justice as it relates to their internship experiences in field education.

DEVELOPMENT OF THE GUIDE

A national task force was convened to develop this guide. Small working groups were formed to create each competency description and behaviors. The working groups were invited to participate in a 2-day meeting in Alexandria, Virginia at the CSWE program offices, where creative brainstorming processes yielded a draft competency guide. The draft competency guide was revised and expanded upon by the Steering Committee, inclusive of the co-chairs and the task force facilitators, with input from final reviewers.

DEFINITION AND SCOPE OF ENVIRONMENTAL JUSTICE

In 2015 the CSWE established the Committee on Environmental Justice, which resides under the Commission on Global Social Work Education. This committee brought together the work occurring within the Commission on Global Social Work Education and the Commission for Diversity and Social and Economic Justice. The Committee on Environmental Justice helped raise

the voice of social work academics and practitioners who have been involved in this work for decades. Environmental issues are critical to social work education and practice because of the profession's unique focus on the person-in-environment perspective, which has expanded to include the natural environment. At the heart of the concerns are the impact of climate change, ecological degradation, and environmental injustice that dramatically affect the quality of all life on Earth and the social, political, and economic systems on which human communities depend. Vulnerable populations, including populations of color, women, and those living in poverty, bear a disproportionate share of the consequences, leading to what is now understood as environmental injustice.

The focus on environmental justice was recognized and explicitly incorporated into the EPAS with the addition of Competency 3, Advance Human Rights and Social, Economic, and Environmental Justice and the inclusion of environmental justice under Competency 5, Engage in Policy Practice, as the need to “apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice” (CSWE, 2015, p. 8). In addition, environmental justice–related knowledge, values, skills, and cognitive and affective behaviors fit well under some of the other competencies. The EPAS changes created an explicit mandate to integrate environmental justice and related concepts, offering an implicit mandate that it is part of our professional responsibility to address climate change, ecological degradation, and environmental injustices.

In support of this addition, the Committee on Environmental Justice mobilized practitioners and educators to develop a definition for environmental justice for the 2015 EPAS Glossary:

Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and

food. (Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015). (CSWE, 2015, p. 20)

HISTORY OF ENVIRONMENTAL JUSTICE SOCIAL WORK PRACTICE

Social work has historically demonstrated malleability by evolving in concert with the nature and complexity of social issues and injustices. From the early days of the settlement house movement, the connection between the built environment, the natural environment, and human health was recognized. Workers understood the healing effects of the natural world and acknowledged environmental hazards, initiating efforts to address the dangers posed in urban centers by waste and water pollution. Identification of these links has informed social work practice across time.

As we grapple with the changing natural environment, wrought largely by human activity and exploitation, social work again needs to comprehend and respond to the interactive and interdependent context of social, economic, political, and environmental injustices with the natural environment. Since the industrial revolution, we have moved farther from nature, exploiting the natural world, living in a dynamic of power over, and creating the need to control the relationship. However, Indigenous knowledge is built on engaging in a relational connection with the earth and all of life—water, rooted, four-leggeds, swimmers, winged, and crawlers. Embracing the Indigenous, relational connection to the natural environment expands our understanding of our interdependence.

Colonization was based on a model of enforced power over peoples, lands, and all of life. During this Anthropocene—the geological era in which human activity is the major influence—exploitation resulted in cultural, economic, and environmental oppression that led to climate change, which is rapidly increasing ecological degradation and environmental injustice, accentuating environmental racism. Decolonization rejects dynamics of power and control, replacing it with relational interconnection that embraces the centrality of the natural world. By engaging critical reflection and cultural humility, we examine our assumptions, beliefs, and expectations, opening the space to move toward culturally responsive, ecocentric social work.

Social workers engaged in environmental justice work respect the impact of the natural world and the physical and built environments on the health, mental health, and social, spiritual, and cultural well-being of individuals, families, groups, and communities. Like the pioneers in social work, we cannot continue to advocate for social and economic justice without properly attending to the natural world and environmental justice. As professionals and educators, we are well versed in economic, political, and social justice and have the skill set to confront injustice head on. However, the underlying contexts of environmental injustice have not received adequate attention in mainstream social work, despite its disparate and expanding impact on communities already marginalized by race, ethnicity, gender, or income. The profession is well situated to take a leadership role, demonstrating the breadth of skills and values our profession offers and the power we can harness in tackling injustice. Unique skill sets position social workers to work on interdisciplinary teams where environmental injustices are examined and addressed.

With the speed of climate change, the ongoing degradation of the ecological environment, and the immediate and detrimental impact on marginalized communities, the need to expand the focus on environmental justice across the curriculum has become increasingly apparent. To bring this focus to fruition in the larger professional body, it is important to recognize the urgency and relevance of educating ourselves and our students on the most pressing issues in environmental justice and sustainability. It is also vital to work across disciplines to address the complexity. As we value our relational connection with the natural world, we confront the reality and impact of climate change. In doing that we must acknowledge and highlight the extensive research in the field of climate science.

As a profession at large, we must join leaders locally and globally and use our professional assets to fight climate change, ecological destruction, and environmental injustices. Information is provided on environmental justice, environmental degradation, and climate change to support social work educators and practitioners. One of the goals is to increase awareness of, and responsiveness to, the ever-changing environmental contexts in the communities where social workers practice, as necessary for effective intervention.

ADDRESSING THE GRAND CHALLENGE ON CREATING SOCIAL RESPONSES TO A CHANGING ENVIRONMENT

In 2015, the American Academy of Social Work and Social Welfare adopted 12 Grand Challenges to be addressed by the profession; one was to create social responses to a changing environment. This Grand Challenge aims to catalyze social responses that strengthen individual and community capacities for anticipating and adapting to environmental changes while reducing the high exposure to environmental risks for vulnerable groups and equalizing access to needed resources. Unprecedented environmental changes threaten human health and well-being in communities worldwide. Urbanization and population growth are on the rise, and extreme weather events are increasing in frequency and severity. Escalating environmental threats are a social justice issue: Social, economic, and environmental inequities are deeply intertwined. People experiencing poverty, children, older adults, members of racial or ethnic minority groups, and people with disabilities are especially vulnerable to the harmful impacts of environmental change (American Academy of Social Work & Social Welfare, 2019).

KEY SOCIAL WORK ROLES

Social workers are already playing key strategic roles in addressing environmental injustice. In fostering innovative and inclusive approaches to culturally responsive, ecocentric (nature-centered, rather than human-centered) practice and taking on new roles within interdisciplinary teams, they work for justice. Environmental justice interventions ensure that the natural world and all lives are considered equally and that decisions are made for the greater good of the ecosystem.

Eco-social workers use an ecocentric lens to engage and expand the person-in-environment perspective that is foundational to social work education, research, and practice to highlight the centrality of the natural world. Embracing the reciprocal relationship between the natural world, all that lives, and the human experience is foundational to environmental justice practice. A healthy environment with sustainable economic development is primary to our collective and communal human rights and responsibilities.

There are many fields in which social workers are active in ecocentric practice. Social workers are active members of disaster response teams. This is an area of practice that is expanding as catastrophic events are growing more common. They are embedded in recognizing and responding to food insecurity and promoting food justice. Social workers are working with vulnerable communities harmed by the oppressive practices of the oil and gas industry. As the shift to renewable energy occurs, we will need to help develop processes of just transitions that support community resilience and empowerment. Starting with justice workers in the settlement houses, social workers have worked in government roles and positions to promote justice.

Social workers engaging in environmental justice practice will take on new and nontraditional positions within the workforce, working across disciplines from the micro to the macro (and mega). Such roles may include work in environmental health and safety, government regulations and planning, sustainable building and landscaping, eco-friendly businesses and entrepreneurial enterprises, natural and land resource management, sustainable agriculture, and clean energy. Social workers are adept at listening, self-care, coping with crisis, self-awareness, emotional intelligence and empathy, problem solving, time management, and respecting the right of self-determination—all of which are key transferable skills that apply in many settings where collaborative teams are addressing environmental injustice.

SUMMARY

Social work is equipped to intervene with environmental justice issues that affect individuals, families, groups, organizations, communities, and all that lives. In recent decades, social workers have expanded their understanding of ecocentric practice, exploring and defending the centrality of the natural world. Core to the profession of social work are the values of justice, a strengths perspective, the person-in-environment, and a critical understanding of power, privilege, and oppression. As the relationship between these values and environmental justice are integrated, the social work curriculum is expanded and enriched.

CORE DOCUMENTS, RESOURCES, AND REFERENCES

American Academy of Social Work and Social Welfare. (2019).

<https://grandchallengesforsocialwork.org/create-social-responses-to-a-changing-environment/>

Climate Justice Alliance. (2019). A Just Transition.

<https://climatejusticealliance.org/>

Intergovernmental Panel on Climate Change:

<https://www.ipcc.ch/>

The Council on Social Work Education Committee on Environmental Justice:

<https://www.cswe.org/About-CSWE/Governance/Commissions-and-Councils/Commission-on-Global-Social-Work-Education/Committee-on-Environmental-Justice>

The Social Work Grand Challenges: Creating Social Responses to a Changing Environment:

<https://grandchallengesforsocialwork.org/create-social-responses-to-a-changing-environment/>

National Association of Social Workers (NASW):

<https://www.socialworkers.org/Practice/NASW-Research-Library/NASW-Research-Library-Environmental-Justice>

Natural Resources Defense Council, The Environmental Justice Movement:

<https://www.nrdc.org/stories/environmental-justice-movement>

U.S. Environmental Protection Agency (EPA), Environmental Justice:

<https://www.epa.gov/environmentaljustice>



Competency 1

Demonstrate Ethical and Professional Behavior

SPECIALIZED PRACTICE COMPETENCY DESCRIPTION

Social workers understand the value of, and the relationship between, the person and the natural and built environment, as well as environmental standards and policies that influence practice at the micro, mezzo, and macro levels. Social workers thus stay current on scientific knowledge of the environment and engage in continual self-reflection to strengthen their commitment to urgent protection of exploited populations and environments. Social workers apply an ecocentric worldview with a commitment to ethical decision making and question practices that perpetuate utilitarian views of the environment. Social workers recognize that ethical dilemmas arise from the complex, reciprocal, and interconnected injustices of vulnerable human and nonhuman populations. Social workers use the NASW and other relevant codes of ethics to operationalize our professional standards in interprofessional partnerships. Social workers incorporate eco-socially responsible uses of technology. Social workers understand the importance of, and model, ecocentric behavior. Social workers have an ethical responsibility to support leaders from Indigenous and disenfranchised communities in the search for solutions for future generations of all forms of life.

COMPETENCY BEHAVIORS

- Demonstrate awareness of personal, professional, and community values related to impacts of environmental injustices through self-reflection and self-regulation strategies.

- Engage in ethical decision-making processes that use the moral concepts of ecological justice, including sustainability, sufficiency, participation, solidarity, and interconnectedness.
- Resolve ethical dilemmas through critical thinking related to professional and personal choices with the use of tools such as environmental audits and the ecological footprint.
- Collaborate with interdisciplinary professionals to create just climate change strategies and solutions that incorporate multiple value systems.
- Value personal and community sustainability through self-care, community care, organizational care, and environmental care.
- Engage in self-reflection through consultation, supervision, and continuing education to address ethical responses, actions, and obligations to address environmental injustices at the micro, mezzo, and macro levels in working with individuals, families, groups, communities, organizations, and society.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

Readings

Resource	Competency Dimension
Bacon, J. M. (2019). Settler colonialism as eco-social structure and the production of colonial ecological violence. <i>Environmental Sociology</i> , 5(1), 59–69. https://www.tandfonline.com/doi/abs/10.1080/23251042.2018.1474725	Knowledge Values
Bandura, A. (2007). Impending ecological sustainability through selective moral disengagement. <i>International Journal of Innovation and Sustainable Development</i> , 2(1), 8–35. https://www.inderscienceonline.com/doi/abs/10.1504/IJISD.2007.016056	Knowledge Values
Beltrán, R., Hacker, A., & Begun, S. (2016). Environmental justice is a social justice issue: Incorporating environmental justice into social work practice curricula. <i>Journal of Social Work Education</i> , 52(4), 493–502. http://dx.doi.org/10.1080/10437797.2016.1215277	Values
Besthorn, F. (2000). Toward a deep-ecological social work: Its environmental, spiritual, and political dimensions. <i>Spirituality and Social Work Forum</i> , 7(2), 2–7. https://journals.sagepub.com/doi/abs/10.1177/0020872812474009	Knowledge Values

(continued)

Readings (continued)

Resource	Competency Dimension
Besthorn, F. (2003). Radical ecologisms: Insight for educating social workers in ecological activism and social justice. <i>Critical Social Work</i> , 4(1).	Knowledge Values
Besthorn, F., & Saleebey, D. (2003). Nature, genetics, and the biophilia connection: Exploring linkages with social work values and practice. <i>Advances in Social Work</i> , 4(1), 1-18. https://doi.org/10.18060/39	Values
Brown, D. A. (2013). <i>Climate change ethics: Navigating the perfect moral storm</i> . Routledge Publishers.	Values
Coates, J. (2003). <i>Ecology and social work: Toward a new paradigm</i> . Fernwood.	Knowledge Cognitive and Affective Processes
Coates, J. (2003). Exploring the roots of the environmental crisis: Opportunity for social transformation. <i>Critical Social Work</i> , 4(1), 44-66. https://ojs.uwindsor.ca/index.php/csw/article/view/5631	Knowledge Values Cognitive and Affective Processes
Coates, J., & Gray, M. (2012). The environment and social work: An overview and introduction. <i>International Journal of Social Welfare</i> , 21, 230-238. https://doi.org/10.1111/j.1468-2397.2011.00851.x	Knowledge Values
Coates, J., & Leahy, T. (2006). Ideology and politics: Essential factors in the path toward sustainability. <i>Electronic Green Journal</i> , 23(1). https://doi.org/10.5070/G312310642	Knowledge Values
Dewane, C. (2011). Environmentalism and social work: The ultimate social justice issue. <i>Social Work Today</i> , 11(5), 20.	Values
Dominelli, L. (2013). Environmental justice at the heart of social work practice: Greening the profession. <i>International Journal of Social Welfare</i> , 22(4), 431-439. https://journals.sagepub.com/doi/full/10.1177/0020872814524968	Values
Gorobets, A. (2006). An eco-centric approach to sustainable community development. <i>Community Development Journal</i> , 41(1), 104-108. https://doi.org/10.1093/cdj/bsi103	Knowledge Values
Gray, M., & Coates, J. (2012). Environmental ethics for social work: Social work's responsibility to the non-human world. <i>International Journal of Social Welfare</i> , 21, 239-247. https://doi.org/10.1111/j.1468-2397.2011.00852.x	Knowledge Values

(continued)

Readings (continued)

Resource	Competency Dimension
Gray, M., Coates, J., & Hetherington, T. (2013). Introduction: Overview of the last ten years and typology of ESW. In M. Gray, J. Coates, & T. Hetherington (Eds.), <i>Environmental social work</i> (pp. 1–28). Routledge.	Knowledge
Gupta, J. (2010). A history of international climate change policy. <i>Climate Change</i> , 1(5), 636–653. https://doi.org/10.1002/wcc.67	Knowledge
Hawken, P. (Ed.). (2017). <i>Drawdown: The most comprehensive plan ever proposed to reverse global warming</i> . Penguin Books.	Knowledge
Iannone, A. P. (2016). <i>Practical environmental ethics</i> . Transaction Publishers.	Values
Intergovernmental Panel on Climate Change. (2014). <i>Climate change 2014: Synthesis report</i> . Contribution of Working Groups I, II, and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change (R. K. Pachauri & L. A. Meyer, Eds.). http://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5_SYR_FINAL_SPM.pdf	Knowledge Values Cognitive and Affective Processes
Jones, P. (2010). Responding to the ecological crisis: Transformative pathways for social work education. <i>Journal of Social Work Education</i> , 46(1), 67–84. https://doi.org/10.5175/JSWE.2010.200800073	Skills Cognitive and Affective Processes
Keefe, T. (2003). The bio-psycho-social-spiritual origins of environmental justice. <i>Critical Social Work</i> , 4(1). https://doi.org/10.1111/spc3.12328	Values
Marlow, C., & Van Rooyen, C. (2001). How green is the environment in social work? <i>International Social Work</i> , 44(2), 241–254. https://journals.sagepub.com/doi/10.1177/002087280104400208	Cognitive and Affective Processes
McKinnon, J. (2008). Exploring the nexus between social work and the environment. <i>Australian Social Work</i> , 61(3), 256–268. https://doi.org/10.1080/03124070802178275	Cognitive and Affective Processes
Molyneux, R. (2010). The practical realities of ecosocial work: A review of the literature. <i>Critical Social Work</i> , 11(2), 61–69. https://doi.org/10.22329/csw.v11i2.5824	Knowledge Skills
Mosher, C. (2010). A wholistic paradigm for sustainability: Are social workers experts or partners? <i>Critical Social Work</i> , 11(3), 102–121. https://doi.org/10.22329/csw.v11i3.5835	Knowledge Cognitive and Affective Processes

(continued)

Readings (continued)

Resource	Competency Dimension
Nesmith, A., & Smyth, N. (2015). Environmental justice and social work education: Social workers' professional perspectives. <i>Social Work Education, 34</i> (5), 484–501. https://doi.org/10.1080/02615479.2015.1063600	Knowledge Values Cognitive and Affective Processes
Pelling, M. (2011). <i>Adaptation to climate change: From resilience to transformation</i> . Routledge.	Cognitive and Affective Processes
Robinson, M. (2018). <i>Climate justice: Hope, resilience, and the fight for a sustainable future</i> . Bloomsbury Publishing.	Values Cognitive and Affective Processes
Schauffler, F. M. (2003). <i>Turning to Earth: Stories of ecological conversion</i> . University of Virginia Press.	Values Cognitive and Affective Processes
Schmitz, C., Stinson, C., & James, C. (2010). Community and environmental sustainability: Collaboration and interdisciplinary education. <i>Critical Social Work, 11</i> (3), 83–100. https://doi.org/10.22329/csw.v11i3.5834	Knowledge Values Skills
Teixeira, S., & Krings, A. (2015). Sustainable social work: An environmental justice framework for social work education. <i>Social Work Education, 34</i> (5), 513–527. http://dx.doi.org/10.1080/02615479.2015.1063601	Knowledge Values Cognitive and Affective Processes
Tremmel, J., & Robinson, K. (2014). <i>Climate ethics: Environmental justice and climate change</i> . I. B. Tauris and Company.	Values

Class Exercises and Learning Activities (online and in person)

Resource	Competency Dimension
<p>Do an eating meditation. Start by reading <i>The Five Contemplations</i>.</p> <p>These are the Five Contemplations by Zen master Thich Nhat Hanh, which are said before eating. The practice of reciting these contemplations before eating helps foster mindful eating and helps to promote inner peace through food and awareness of the earth and our interconnections.</p> <p>Contemplations before eating:</p> <ol style="list-style-type: none"> 1. This food is a gift of the earth, the sky, numerous living beings, and much hard and loving work. 2. May we eat with mindfulness and gratitude so as to be worthy to receive this food. 3. May we recognize and transform unwholesome mental formations, especially our greed, and learn to eat with moderation. 4. May we keep our compassion alive by eating in such a way that reduces the suffering of living beings, stops contributing to climate change, and heals and preserves our precious planet. 5. We accept this food so that we may nurture our brotherhood and sisterhood, build our Sangha, and nourish our ideal of serving all living beings. <p>Provide a raisin on a napkin to each student. Say, "Imagine where the raisin came from, all the non-raisin elements that went into making this raisin. Imagine the seed that the grapevine grew out of. This seed came from another grape on another grapevine. The seed went into soil that nourished it. Rain, wind, and sun helped the grapevine grow throughout the seasons to produce the grape. Agricultural workers picked the grape and transported it to a facility. Workers in that facility used machines and forms of energy to dry the grape into a raisin. Other workers packed the raisin into containers. Truckers transported the raisin to the supermarket or store. Workers at that store stocked and sold the raisin.</p> <p>Now imagine putting the raisin in your mouth. Slowly put the raisin in your mouth. Feel and taste the raisin without chewing it. Then slowly chew it and notice all the sensations during and after eating it.</p> <p>Discuss the interconnection of nature, food, and employment. How often do we acknowledge the sun and rain, and the workers and machines that go into the food we eat? Discuss kinds of food that use more fossil fuels and that cause suffering of animals and people. Discuss pesticide use and exploitation of workers.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Class Exercises and Learning Activities (online and in person) (continued)

Resource	Competency Dimension
<p>Ecological Footprint</p> <p>https://www.footprintnetwork.org/our-work/ecological-footprint/</p> <p>This site provides information about the environmental impact of human consumption and other activities, and it provides tools to calculate individual impact, data sets for researchers, and educational resources for instructors.</p>	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Ethical Consumer</p> <p>https://www.ethicalconsumer.org/</p> <p>This website provides information on the deleterious social and environmental impacts of consumption by sector (e.g., clothing, food, transportation) so that people can make informed decisions about consumption. Some information is publicly available; some is available by subscription.</p>	<p>Knowledge</p> <p>Cognitive and Affective Processes</p>
<p>Dahl, A. L. (March 2012). <i>Ethical sustainability footprint for individual motivation</i>. Poster session presented at the meeting of International Environmental Forum, London, UK.</p> <p>https://iefworld.org/ddahl12d</p> <p>This conceptual paper considers the role of values in transforming lifestyles. It includes concepts for ecosocial value assessment consisting of I-statements related to respect for the environment, empowerment, appreciating unity in diversity, trustworthiness and integrity, justice and solidarity, and moderation and detachment.</p>	<p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Using the NASW Code of Ethics, discuss social work's responsibility to environmental justice and the environment. Identify sections of the code that call social workers to action related to the environment and environmental justice.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Students learn about environmental professionals' code of ethics</p> <p>The National Association of Environmental Professionals, Code of Ethics and Standards of Practice for Environmental Professionals</p>	<p>Knowledge</p> <p>Values</p>

(continued)

Class Exercises and Learning Activities (online and in person) (continued)

Resource	Competency Dimension
<p>Environmental Empathy and Reconnection</p> <p>Download the full workbook and select either Chapter 16 or 17: https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-volume-2/</p> <p>Both chapters provide readings and activities to increase student empathy and connection with the natural world.</p> <p>Wheeler, J. (2018). Teaching environmental empathy in the social work curriculum. In M. Powers & M. Rinkel (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for global social workers and educators</i> (Vol. 2, pp. 243–254). International Federation of Social Workers.</p> <p>Engstrom, S. (2018). Reconnecting with the earth. In M. Powers & M. Rinkel (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for global social workers and educators</i> (Vol. 2, pp. 255–263). International Federation of Social Workers.</p>	<p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Meditative Exercise to Develop Awareness of the Human Interconnection With Nature</p> <p>Take students outside if possible. Ask the students to notice their in-breath and out-breath. Suggest that they notice any thoughts or feelings that arise and gently, when and if it feels comfortable, allow their attention to return to their in- and out-breaths. Invite them to notice any sensations, sounds, sights, and smells in the environment, while keeping or returning to a gentle awareness of their breath. The focus on the human interconnection with nature. Allow students enough time to begin to notice the many aspects of nature around them (e.g., plants, sun, rain, temperature, soil).</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Tree Meditation</p> <p>Show students a picture of a tree (possibly a tree in snow). Ask students to take some time to settle. Ask them to notice their in-breaths and out-breaths and to notice how the chair and the floor support their bodies. Notice the class community. Sounds. Smells. Then look at the picture of the tree. Contemplate the tree. Look deeply. Look so deeply that you see what is not in the picture. See what is in the past, present, and future. Feel what is there. Give students enough time to do this. Ask them to continue to mindfully notice their breath. Ask them to slowly and mindfully share some of what they saw or sensed.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

<i>Media</i>	
Resource	Competency Dimension
<p>Peggy Shepard, “Environmental Justice” (2012) https://www.youtube.com/watch?v=zJX_MXaXbJA</p> <p>In this TED Talk, Peggy Shepard provides a thick description of environmental justice and describes her work on community-based actions to confront injustice.</p>	<p>Knowledge Skills</p>
<p>Luisa Neubauer, “Why You Should Be a Climate Activist” (2019) https://www.ted.com/talks/luisa_neubauer_why_you_should_be_a_climate_activist?language=en</p> <p>In this TED Talk, Luisa Neubauer describes the importance of intergenerational climate advocacy and outlines four first steps every person can and must take.</p>	<p>Knowledge Skills Cognitive and Affective Processes</p>
<p>Britt Wray, “How Climate Change Affects Your Mental Health” (2019) https://www.ted.com/talks/britt_wray_how_climate_change_affects_your_mental_health?language=en</p> <p>In this TED Talk, Britt Wray highlights the mental, social, and spiritual harms of living in a time of climate change, from trauma and grief to ethical concerns about having children in an environmentally degraded world.</p>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p>Greta Thunberg, “The Disarming Case to Act Right Now on Climate Change” (2018) https://www.ted.com/talks/greta_thunberg_the_disarming_case_to_act_right_now_on_climate_change?language=en</p> <p>In this seminal TED Talk, Greta Thunberg calls the global community to remember the critical urgency of addressing climate change for future generations. She reminds us that we already have the “facts and solutions”; what we need is to awaken and take action immediately.</p>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p>Katharine Hayhoe, “The Most Important Thing You Can Do to Fight Climate Change: Talk About It” (2019) https://www.youtube.com/watch?v=-BvcToPZCLI</p> <p>In this TED Talk, Katharine Hayhoe confronts the politicized nature of climate change and the dimensions of ideology and identity on climate communication. She suggests talking about climate issues “from the heart” and helping connect one’s current values (e.g., as parents, as people of faith) to the realities of climate change in one’s locale.</p>	<p>Values Skills Cognitive and Affective Processes</p>

(continued)

Media (continued)

Resource	Competency Dimension
<p>DeAndrea Salvador, “How We Can Make Energy More Affordable for Low-Income Families”</p> <p>https://www.ted.com/talks/deandrea_salvador_how_we_can_make_energy_more_affordable_for_low_income_families</p> <p>TED Talk</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>
<p>National Center for Environmental Health</p> <p>https://www.youtube.com/watch?v=6Z_gYsRLkwQ</p>	<p>Knowledge</p>
<p>Elizabeth Fisher, “Environmental Law: A Very Short Introduction”</p> <p>https://www.youtube.com/watch?v=nq3racSBxg0</p>	<p>Knowledge</p>
<p>Environmental Empathy and Reconnection</p> <p>Download the full workbook and select either Chapter 16 or 17:</p> <p>https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-volume-2/</p> <p>Both chapters provide readings and activities to increase student empathy and connection with the natural world.</p> <p>Wheeler, J. (2018). Teaching environmental empathy in the social work curriculum. In M. Powers & M. Rinkel (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for global social workers and educators</i> (Vol. 2, pp. 243–254). International Federation of Social Workers.</p> <p>Engstrom, S. (2018). Reconnecting with the earth. In M. Powers & M. Rinkel (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for global social workers and educators</i> (Vol. 2, pp. 255–263). International Federation of Social Workers.</p>	<p>Values</p> <p>Cognitive and Affective Processes</p>



Competency 2

Engage Diversity and Difference in Practice

Social workers recognize how dimensions of diversity and their intersectionality (see CSWE EP 3.0) relate to how people approach environmental stewardship, the values and strengths they bring to environmental interactions and issues, and how and why some groups of people are disproportionately harmed by environmental change. Social workers develop and practice from an ecocentric worldview that recognizes the rich diversity of the natural environment; the complex, dynamic, and often unequal environmental impacts on different groups of people; and the variations in diverse species' access to natural environments that support and sustain life. Social workers understand, analyze, and challenge structural causes of environmental inequities such as the interconnected forces of colonialism, racism, sexism, materialism, and classism that privilege dominant groups while oppressing others. Social workers recognize that environmental justice-related privilege and oppression occur on local to global scales. They critique the role of Western and colonial beliefs, values, and practices in hindering environmental justice. In their practice with diverse peoples and constituencies, social workers recognize the strengths, expertise, and lived experiences of community members by cultivating attitudes of *not knowing* and openness. Social workers value, seek, and use the rich knowledge and expertise of a wide range of other disciplinary professionals and culturally diverse community members to ensure human and environmental protection, fair participation in environmental policymaking and action, avoidance of human and environmental exploitation, and restoration of population and ecosystem well-being.

COMPETENCY BEHAVIORS

- Demonstrate an ecocentric worldview through work with diverse peoples, including strength-based approaches, to achieve environmental justice and equity.
- Identify environmental inequities experienced by minoritized or marginalized groups.
- Analyze the historical and structural causes of environmental inequities.
- Practice with an attitude of *not knowing* and openness that sees diverse peoples as experts on their own culture, priorities, and needs related to environmental justice.
- Respond to how historical, generational, collective, and interpersonal trauma negatively affects the well-being of marginalized communities, including Indigenous and tribal peoples.
- Collaborate with a wide range of stakeholders through interprofessional and community-engaged practice when understanding, negotiating, and solving challenges related to environmental justice.
- Advocate with and for diverse constituencies to achieve policies that address inequities related to environmental injustice, especially populations who are underrepresented in the environmental policymaking process because of diversity-related power differentials.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

<i>Readings</i>	
Resource	Competency Dimension
Arku, F. S., & Arku, C. (2010). I cannot drink water on an empty stomach: A gender perspective on living with drought. <i>Gender and Development</i> , 18, 115-124. https://doi.org/10.1080/13552071003600091	Knowledge Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
Bell, F. M., Dennis, M. K., & Krings, A. (2019). Collective survival strategies and anti-colonial practice in ecosocial work. <i>Journal of Community Practice, 27</i> , 279–295. https://doi.org/10.1080/10705422.2019.1652947	Knowledge Values Skills Cognitive and Affective Processes
Besthorn, F., & McMillen, D. P. (2002). The oppression of women and nature: Ecofeminism as a framework for an expanded ecological social work. <i>Families in Society: The Journal of Contemporary Human Services, 83</i> (3), 221–232. https://doi.org/10.1606/1044-3894.20	Knowledge Values
Billiot, S., Beltrán, R., Brown, D., Mitchell, F. M., & Fernandez, A. (2019). Indigenous perspectives for strengthening social responses to global environmental changes: A response to the social work Grand Challenge on environmental change. <i>Journal of Community Practice, 27</i> , 296–316. https://doi.org/10.1080/10705422.2019.1658677	Knowledge Values Cognitive and Affective Processes
Borst, A., Mason, L. R., & Shires, M. K. (2017). Youth and the green economy. In M. Rinkel & M. Powers (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for global social workers and educators</i> (pp. 28–34). International Federation of Social Workers. https://www.journals.uchicago.edu/doi/full/10.1086/694789	Knowledge Skills Cognitive and Affective Processes
Brady, A., Torres, A., & Brown, P. (2019, April 9). What the queer community brings to the fight for climate justice. <i>Grist</i> . https://grist.org/article/what-the-queer-community-brings-to-the-fight-for-climate-justice/	Knowledge Values Cognitive and Affective Processes
Browning, M. H. E. M., & Rigolon, A. (2018). Do income, race and ethnicity, and sprawl influence the greenspace-human health link in city-level analyses? Findings from 496 cities in the United States. <i>International Journal of Environmental Research and Public Health, 15</i> (7), 1–22. https://doi.org/10.3390/ijerph15071541	Knowledge Values Cognitive and Affective processes
Bullard, R. D. (2000). <i>Dumping in Dixie: Race, class and environmental quality</i> (3rd ed.). Westview Press.	Knowledge Values Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
Bullard, R. D., Mohai, P., Saha, R., & Wright, B. (2008). Toxic wastes and race at twenty: Why race still matters after all of these years. <i>Lewis & Clark Environmental Law Journal</i> , 38(2). DOI: 10.2307/43267204	Knowledge Values Cognitive and Affective Processes
Checker, M. (2005). <i>Polluted promises: Environmental racism and the search for justice in a southern town</i> . NYU Press.	Knowledge Values Skills Cognitive and Affective Processes
Cole, L., & Foster, S. (2001). <i>From the ground up: Environmental racism and the rise of the environmental justice movement</i> . NYU Press.	Knowledge Values Cognitive and Affective Processes
Collins, T. W., Grineski, S. E., & Morales, D. X. (2017). Environmental injustice and sexual minority health disparities: A national study of inequitable health risks from air pollution among same-sex partners. <i>Social Science & Medicine</i> , 191, 38–47. https://doi.org/10.1016/j.socscimed.2017.08.040	Knowledge Values Cognitive and Affective Processes
Di Chiro, G. (2006). Teaching urban ecology: Environmental studies and the pedagogy of intersectionality. <i>Feminist Teacher</i> , 16(2), 98–109. DOI: 10.2307/40545983 . https://www.jstor.org/stable/40545983	Knowledge Values
Gray, M., Coates, J., & Hetherington, T. (Eds.). (2013). <i>Environmental social work</i> . Routledge.	Knowledge Values
Gray, M., Coates, J., & Yellow Bird, M. (2008). <i>Indigenous social work around the world: Towards culturally relevant education and practice</i> . Ashgate.	Knowledge Values Skills Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
Hawkins, C. (2010). Sustainability, human rights, and environmental justice: Critical connections for contemporary social work. <i>Critical Social Work, 11</i> (3), 68–81. https://doi.org/10.22329/csw.v11i3.5833	Values Cognitive and Affective Processes
Hayward, R. A., & Joseph, D. D. (2018). Social work perspectives on climate change and vulnerable populations in the Caribbean: Environmental justice and health. <i>Environmental Justice, 11</i> (5), 192–197. https://doi.org/10.1089/env.2018.0008	Knowledge Values Cognitive and Affective Processes
Hillman, M. (2002). Environmental justice: A crucial link between environmentalism and community development. <i>Community Development Journal, 37</i> (4), 349–360. https://doi.org/10.1089/env.2018.0008	Knowledge Values Cognitive and Affective Processes
Jampel, C. (2018). Intersections of disability justice, racial justice and environmental justice. <i>Environmental Sociology, 4</i> (1), 122–135. https://doi.org/10.1080/23251042.2018.1424497	Knowledge Values Cognitive and Affective Processes
Jarvis, D. (2013). Environmental justice and social work: A call to expand the social work profession to include environmental justice. <i>Columbia Social Work Review, 4</i> (1), 36–45. https://doi.org/10.7916/cswr.v11i1.1935	Knowledge Values Cognitive and Affective Processes
Jepson, W., & Vandewalle, E. (2016). Household water insecurity in the global North: A study of rural and periurban settlements on the Texas-Mexico border. <i>The Professional Geographer, 68</i> (1), 66–81. https://doi.org/10.1080/00330124.2015.1028324	Knowledge Cognitive and Affective Processes
Kaiser, M. L., Rogers, C., Hand, M. D., Hoy, C., & Stanich, N. (2016). Finding our direction: The process of building a community–university food mapping team. <i>Journal of Community Engagement & Scholarship, 9</i> , 19–33. Available at: https://digitalcommons.northgeorgia.edu/jces/vol9/iss2/3	Values Skills Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
Kang, J., Fabbre, V. D., & Ekenga, C. C. (2019). "Let's talk about the real issue": Localized perceptions of environment and implications for ecosocial work practice. <i>Journal of Community Practice</i> , 27, 317–333. https://doi.org/10.1080/10705422.2019.1657218	Knowledge Values
Klemmer, C. L., & McNamara, K. A. (2019). Deep ecology and ecofeminism: Social work to address global environmental crisis. <i>Affilia</i> , 0886109919894650.	Values Cognitive and Affective Processes
Mann, S. A. (2011). Pioneers of U.S. ecofeminism and environmental justice. <i>Feminist Formations</i> , 23(2), 1–25. DOI: 10.2307/41301654. https://www.jstor.org/stable/41301654	Knowledge Values Cognitive and Affective Processes
Mason, L. R., Ellis, K. N., & Hathaway, J. M. (2017). Experiences of urban environmental conditions in socially and economically diverse neighborhoods. <i>Journal of Community Practice</i> , 25(1), 48–67. https://doi.org/10.1080/10705422.2016.1269250	Knowledge Cognitive and Affective Processes
Mason, L. R., & Rigg, J. (Eds.). (2019). <i>People and climate change: Vulnerability, adaptation, and social justice</i> . Oxford University Press.	Knowledge Values
Mearns, R., & Norton, A. (2010). Equity and vulnerability in a warming world: Introduction and overview. In R. Mearns & A. Norton (Eds.), <i>Social dimensions of climate change</i> (pp. 1–44). The World Bank.	Values
Mishra, P. J. (2016). Spiritualised social work as an Indian way of life. <i>International Journal of Multidisciplinary Approach and Studies</i> , 3(5), 113–117.	Knowledge Values Skills Cognitive and Affective Processes
Mitchell, F. M. (2018). "Water is life": Using photovoice to document American Indian perspectives of water and health. <i>Social Work Research</i> , 42(4), 277–289. https://doi.org/10.1093/swr/svy025	Knowledge Values Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
<p>Mohai, P., & Saha, R. (2015). Which came first, people or pollution? Assessing the disparate siting and post-siting demographic change hypotheses of environmental injustice. <i>Environmental Research Letters</i>, 10(11), 115008. DOI:10.1088/1748-9326/10/11/115008. https://www.semanticscholar.org/paper/Which-came-first%2C-people-or-pollution-Assessing-the-Mohai-Saha/47799432cddd8698c66ced4ea1af8870b6cda838</p>	Knowledge
<p>Nguyen, M. T., & Salvesen, D. (2014). Disaster recovery among multiethnic immigrants: A case study of Southeast Asians in Bayou La Batre (AL) after Hurricane Katrina. <i>Journal of the American Planning Association</i>, 80(4), 385–396. https://doi.org/10.1080/01944363.2014.986497</p>	Knowledge Skills Cognitive and Affective Processes
<p>Ribot, J. (2010). Vulnerability does not fall from the sky: Toward multiscale, pro-poor climate policy. In R. Mearns & A. Norton (Eds.), <i>Social dimensions of climate change: Equity and vulnerability in a warming world</i> (pp. 47–74). The World Bank.</p>	Knowledge Cognitive and Affective Processes
<p>Ryder, S. S. (2017). A bridge to challenging environmental inequality: Intersectionality, environmental justice and disaster vulnerability. <i>Social Thought & Research</i>, 34, 85–115. https://doi.org/10.17161/1808.25571</p>	Knowledge Values
<p>Tessum, C. W., Apte, J. S., Goodkind, A. L., Muller, N. Z., Mullins, K. A., Paoella, D. A., Polasky, S., Springer, N. P., Thakrar, S. K., Marshall, J. D., Hill, J. D. (2019). Inequity in consumption of goods and services adds to racial-ethnic disparities in air pollution exposure. <i>Proceedings of the National Academy of Sciences</i>, 116(13), 6001–6006. https://doi.org/10.1073/pnas.1818859116</p>	Knowledge
<p>Washington, H. (2019). <i>A terrible thing to waste: Environmental racism and its assault on the American mind</i>. Little, Brown Spark.</p>	Knowledge Values Cognitive and Affective Processes
<p>Wikstrom, K., Miller, T., Campbell, H. E., & Tschudi, M. (2019). Environmental inequities and water policy during a drought: Burdened communities, minority residents, and cutback assignments. <i>Review of Policy Research</i>, 36(1), 4–27. https://doi.org/10.1111/ropr.12301</p>	Knowledge Values Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
<p>Wolch, J. R., Byrne, J., & Newell, J. P. (2014). Urban green space, public health, and environmental justice: The challenge of making cities “just green enough.” <i>Landscape and Urban Planning</i>, 125, 234–244. https://doi.org/10.1016/j.landurbplan.2014.01.017</p>	<p>Knowledge Cognitive and Affective Processes</p>

Class Exercises and Learning Activities (online and in person)

Resource	Competency Dimension
<p>Class Trips</p> <p>Class trips provide students the opportunity to learn outside the classroom while physically contextualizing course material. Instructors may consider attending a town hall or city council meeting (in a municipality convenient to all or where the social work program is located) if there is an environmental agenda item to be discussed. Alternatively, the class can attend zoning hearings to observe the procedure and process for community development related to the natural and built environments and initiate discussion on topics such as gentrification, insecure housing, and neoliberalism. Attending environmental rallies, marches, and protests showcases community action for students who participate. For any of these trips, students can practice and demonstrate critical awareness of which groups of people are likely to attend or not attend and which are positively or negatively affected by the decisions being made or discussed, to engage with concepts specific to diversity and difference in practice.</p>	<p>Knowledge Values Skills</p>
<p>Water Is Life</p> <p>Download the full workbook and go to Chapter 12: https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability/</p> <p>The author provides readings, reflections, and other activities to increase awareness about water insecurity, unequal access to water, and solutions in the United States and other countries.</p> <p>Martin, A. (2017). Water is life. In M. Rinkel & M. Powers (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for global social workers and educators</i> (pp. 161–174). International Federation of Social Workers.</p>	<p>Knowledge Skills Cognitive and Affective Processes</p>

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Class Exercises and Learning Activities (online and in person) (continued)

Resource	Competency Dimension
<p>Gender Equity, Oppression, and Patriarchy</p> <p>Download the full workbook and go to Chapter 5: https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-volume-3/</p> <p>The author provides readings, videos, and other activities to increase awareness about gender equity and to critique gender-based oppression and patriarchal norms as they relate to sustainability.</p> <p>Bell, K., Kime, K., & Boetto, H. (2019). Gender, environmental degradation, and eco-feminism. In M. Rinkel & M. Powers (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for global social workers and educators</i> (Vol. 3, pp. 117–137). International Federation of Social Workers.</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Gentrification and Displacement</p> <p>Download the full workbook and go to Chapter 13: https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability/</p> <p>The authors provide readings, reflections, and other activities to increase understanding of gentrification, its disproportionate impacts on communities of color, and how social workers can address this as an issue of environmental justice.</p> <p>Brennan, E. M., Jones, K. R., & Bender, R. E. (2017). Gentrification and displacement: An environmental justice challenge for social work in urban environments. In M. Rinkel & M. Powers (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for global social workers and educators</i> (pp. 175–191). International Federation of Social Workers.</p>	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Interprofessional Collaboration and Practice</p> <p>Download the full workbook and go to Chapter 13: https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-volume-2/</p> <p>The authors provide readings, reflections, and other activities to increase capacities for interprofessional collaboration and practice at the nexus of youth empowerment and sustainability.</p> <p>Tatum, L., Weiss, S., Mason, L. R., Norton, E., Thompson, J., Camponovo, M., Hathaway, J., Li, Y., Washington-Allen, R., & Sharma M. (2018). Youth empowerment through interdisciplinary outreach. In M. Powers & M. Rinkel (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for global social workers and educators</i> (Vol. 2, pp. 200–210). International Federation of Social Workers.</p>	<p>Skills</p> <p>Cognitive and Affective Processes</p>

<i>Media</i>	
Resource	Competency Dimension
<p><i>The Accidental Environmentalist: Catherine Flowers</i> (2018)</p> <p>https://www.southernexposurefilms.org/films/the-accidental-environmentalist-catherine-flowers</p> <p>This short film introduces viewers to Catherine Coleman Flowers and her work for environmental justice in the Alabama Black belt and beyond.</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p><i>A Message From the Future With Alexandria Ocasio-Cortez</i> (2019)</p> <p>https://www.youtube.com/watch?v=d9uTH0iprVQ</p> <p>This video captures power differentials between corporate and political influencers of climate change related policies (e.g., continued production of carbon-based fuels) and people most affected by climate change, with social inequality as a significant factor to consider in future solutions.</p>	<p>Knowledge</p> <p>Values</p>
<p>Merton, L., & Dater, A. (Producer & Director). (2008). <i>Taking root: The vision of Wangari Maathai</i> [DVD]. Marlboro Productions.</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Mylan, M., Shenk, J. (Directors). (2004). <i>Lost boys of Sudan</i> [Video file]. Docurama.</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Johan Rockstrom, “5 Transformational Policies for a Prosperous and Sustainable World” (2018).</p> <p>https://www.ted.com/talks/johan_rockstrom_5_transformational_policies_for_a_prosperous_and_sustainable_world?language=en</p> <p>In this TED Talk, Johan Rockstrom presents the Earth3 model, which combines Sustainable Development Goals and planetary boundaries.</p>	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>NAACP Environmental and Climate Justice Resources</p> <p>https://www.naacp.org/climate-justice-resources/</p> <p>This website contains several valuable resources, toolkits, and action items for addressing environmental injustice and climate change as matters of social injustice and inequity.</p>	<p>Knowledge</p> <p>Skills</p>

Assignments	
Resource	Competency Dimension
<p>Developing Critical Self-Awareness</p> <p>Students complete the readings and written, reflective activities in the lesson titled “Developing Critical Self-Awareness to Incorporate Sustainability Into Worldviews.”</p> <p>Download the full workbook and go to Chapter 1: https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-volume-2/</p> <p>Rinkel, M., & Mataira, P. (2018). Developing critical self-awareness to incorporate sustainability into worldviews. In M. Powers & M. Rinkel (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for global social workers and educators</i> (Vol. 2, pp. 30–45). International Federation of Social Workers.</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Mind Mapping</p> <p>Students concretize abstract ideas such as environmental justice by drawing images related to the topic. See website for instructions: https://blog.iqmatrix.com/how-to-mind-map</p> <p>Drolet, J., Wu, H., Taylor, M., & Dennehy, A. (2015). Social work and sustainable social development: Teaching and learning strategies for “green social work” curriculum. <i>Social Work Education, 34</i>(5), 528–543. https://doi.org/10.1080/02615479.2015.1065808</p> <p>See article for social work-specific examples: https://www.tandfonline.com/doi/full/10.1080/02615479.2015.1065808</p>	<p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Exploring Climates of Inequality</p> <p>Students are assigned (or select) a country. They research the respective impacts of environmental injustice in that context. Originally designed for undergraduates in an environmental studies program, the exercise brings to light the various results of climate change across the world that may be new to social work students.</p> <p>More details are available at: https://serc.carleton.edu/integrate/workshops/envirojustice2013/activities/70832.html</p>	<p>Knowledge</p> <p>Skills</p>

<i>Field Activities</i>	
Resource	Competency Dimension
<p>Advocacy and Education Projects</p> <p>Students can work closely with their field placement agency to translate the specific needs of the community to action, with an emphasis on communities that are disproportionately or unjustly affected by environmental change. For example,</p> <ol style="list-style-type: none"> 1. Hohman (2015) shared, “Students focus on outreach to families, leadership development, and organizing regarding a specific environmental issue affecting residents, such as lead paint removal.” 2. After an assessment, students may assist in setting up or maintaining a community garden. Tips from New York state can be found here: https://greenthumb.nycgovparks.org/start_a_garden.html. 3. Creation and distribution of climate preparedness kits for areas in greater risk of experiencing climate disasters, such as wildfires, flooding, or extreme weather. The Department of Homeland Security offers these guidelines: https://www.ready.gov/kit. 4. Community assets mapping highlighting eco-friendly organizations. Social work students can develop a resource manual for agency social work reference or for distribution to families. More details are available through the UCLA Center for Health Policy Research: https://healthpolicy.ucla.edu/programs/health-data/trainings/Documents/tw_cba20.pdf. 	<p>Knowledge</p> <p>Skills</p>



Competency 3

Advance Human Rights and Social, Economic, and Environmental Justice

COMPETENCY DESCRIPTION

Social workers recognize the primacy of our need for a healthy environment. They understand that colonization and historic exploitation of Indigenous and Tribal peoples, people of color, and other marginalized communities have often resulted in separation from the land, resulting in loss of protective and restorative dimensions of the natural world along with culture, spirituality, and language. Social workers apply knowledge of the natural environment and the intersection of environmental degradation, climate change, marginalized identities, oppression, poverty, conflict, food insecurity, and forced migration to advance human rights and social, cultural, economic, and environmental justice for all people. Recognizing that human and environmental exploitation and degradation are both a cause and a result of conflict, social workers work for ecological justice, environmental sustainability, conflict mediation, and peacebuilding. Social workers advocate for equitable protection of water, land, air, and all living things from sources of harm, such as pollution, species loss, habitat destruction, adverse health effects, and unjust labor practices. They practice ecological and cultural humility and address discriminatory policies, practices, and language by using culturally and linguistically appropriate measures and evidence-informed services and interventions. They use local and Indigenous practices, together with science and law, to restore physical, cultural, and spiritual interconnections in ourselves and others. They promote the meaningful participation of all people with respect to the development, implementation, enforcement, and decision-making over natural resources, the environment, and environmental laws, policies, and regulations.

COMPETENCY BEHAVIORS

- Apply a critical, decolonizing, antioppressive, and ecological framework to engage, assess, intervene, and evaluate for environmental justice.
- Engage in practices that support human rights; honor the water, air, land, and all living beings; and privilege interconnectedness in the pursuit of sustainable environmental, social, and economic justice for all living beings.
- Critically incorporate local, indigenous, and traditional ecological knowledge, empirical evidence, laws, and other factors to inform environmental justice efforts.
- Collaborate with individuals, families, organizations, and communities affected by environmental degradation and climate change to address climate change and preservation, supporting their voices and actions to effectively restore and maintain healthy biological, economic, political, environmental, spiritual, and sociological systems and environments.
- Intervene for equitable protection from sources of harm, such as pollution, species loss, habitat destruction, adverse health effects, and unjust labor practices.
- Investigate the impact of colonialism and an extractive, consumeristic, and carbon-based socioeconomic system on the human relationship with the earth to decolonize the self, the social work profession, and our organizations related to the environment.
- Challenge overconsumption, neoliberalism, and laissez-faire capitalism that contribute to environmental degradation and climate change.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

Readings

Resource	Competency Dimension
Allen, S., Fanucchi, M. V., McCormick, L. C., & Zierold, K. M. (2019). The search for environmental justice: The story of North Birmingham. <i>International Journal of Environmental Research and Public Health</i> , 16(12), 2117. https://doi.org/10.3390/ijerph16122117	Knowledge Values Cognitive and Affective Processes
Banzhaf, S., Ma, L., & Timmins, C. (2019). Environmental justice: The economics of race, place, and pollution. <i>Journal of Economic Perspectives</i> , 33(1), 185–208. DOI: 10.1257/jep.33.1.185. https://www.aeaweb.org/articles?id=10.1257/jep.33.1.185	Knowledge Values Cognitive and Affective Processes
Belcher, J. R., & Mellinger, M. S. (2016). Integrating spirituality with practice and social justice: The challenge for social work. <i>Journal of Religion & Spirituality in Social Work: Social Thought</i> , 35(4), 377–394. https://doi.org/10.1080/15426432.2016.1229645	Knowledge Values Skills Cognitive and Affective Processes
Bell, J. (2019). Developing a mindful approach to earth justice work. <i>Kosmos Journal for Global Transformation</i> . https://www.kosmosjournal.org/kj_article/developing-a-mindful-approach-to-earth-justice-work/	Knowledge Values Skills Cognitive and Affective Processes
Bullard, R. (2001). Environmental justice in the 21st century: Race still matters. <i>Phylon</i> (1960), 49(3/4), 151–171. doi:10.2307/3132626	Knowledge Values Cognitive and Affective Processes
Cable, S., Mix, T., & Hastings, D. (2005). Mission impossible? Environmental justice activists' collaborations with professional environmentalists and with academics. In D. Pellow & R. Brulle (Eds.), <i>Power, justice, and the environment: A critical appraisal of the environmental justice movement</i> (pp. 55–75). MIT Press.	Knowledge Values Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
Confino, J. (2012, February 20). Interview: Beyond environment: falling back in love with Mother Earth. <i>The Guardian Professional Network</i> . https://www.theguardian.com/sustainable-business/zen-thich-naht-hanh-buddhidm-business-values	Knowledge Values Skills Cognitive and Affective Processes
Cunsolo, A., & Ellis, N. (2018). Ecological grief as a mental health response to climate change-related loss. <i>Nature Climate Change</i> , 8(4), 275–281. http://doi.org/10.1038/s41558-018-0092-2	Knowledge Values Cognitive and Affective Processes
Cutts, B. B., Darby, K. J., Boone, C. G., & Brewis, A. (2009). City structure, obesity, and environmental justice: An integrated analysis of physical and social barriers to walkable streets and park access. <i>Social Science & Medicine</i> , 69(9), 1314–1322. https://doi.org/10.1016/j.socscimed.2009.08.020	Knowledge Values Cognitive and Affective Processes
Dickinson, E. (2012). Addressing environmental racism through storytelling: Toward an environmental justice narrative framework. <i>Communication, Culture & Critique</i> , 5(1), 57–74. https://doi.org/10.1111/j.1753-9137.2012.01119.x	Knowledge Values Cognitive and Affective Processes
Dominelli, L. (2012). <i>Green social work: From environmental crisis to environmental justice</i> . Polity Press.	Knowledge Values
Dominelli, L. (2012). Introduction. In <i>Green social work: From environmental crisis to environmental justice</i> (pp. 1–9). Polity Press.	Knowledge Values Skills Cognitive and Affective Processes
Fong, R., Lubben, J., & Barth, R. P. (Eds.). (2015). <i>Grand Challenge: Create social responses to a changing environment</i> . https://grandchallengesforsocialwork.org	Knowledge Values Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
García-López, G. (2018). The multiple layers of environmental injustice in contexts of (un)natural disasters: The case of Puerto Rico post-Hurricane Maria. <i>Environmental Justice</i> , 11(3), 101-108. https://doi.org/10.1089/env.2017.0045	Knowledge Values Cognitive and Affective Processes
Gray, M., Coates, J., & Hetherington, T. (Eds.). (2013). Introduction. In <i>Environmental social work</i> (pp. 1-28). Routledge.	Knowledge Values Skills Cognitive and Affective Processes
Hockett, R. C., & Gunn-Wright, R. (2019). The Green New Deal: Mobilizing for a just, prosperous, and sustainable economy. Cornell Legal Studies research paper no. 19-09. https://ssrn.com/abstract=3342494 or http://dx.doi.org/10.2139/ssrn.3342494	Knowledge Values Cognitive and Affective Processes
Jackson, K. (2017). Climate change and public health: How social workers can advocate for environmental justice. <i>Social Work Today</i> , 17(6), 10-14. Retrieved from http://www.socialworktoday.com/archive/ND17p10.shtml . https://pubs.acs.org/doi/abs/10.1021/bk-2017-1254.ch003	Knowledge Values Skills
Muhammad, K. (2019, August 18). The barbaric history of sugar in America. In N. Hannah-Jones, M. Elliott, J. Hughes, & J. Silverstein (Eds.), New York Times Company, & Smithsonian Institution, The 1619 project. <i>New York Times Magazine</i> . (Accompanying podcast, "Land of our Fathers," Parts I and II. https://www.nytimes.com/2020/01/23/podcasts/1619-podcast.html)	Knowledge Values Cognitive and Affective Processes
Norton, C. L., Holguin, B., & Manos, J. (2013). Restoration not incarceration: An environmentally based pilot initiative for working with young offenders. In M. Gray, J. Coates, & T. Hetherington (Eds.), <i>Environmental social work</i> (pp. 172-192). Routledge.	Knowledge Values Skills Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
Pellow, D. N. 2016. Toward a critical environmental justice studies: Black Lives Matter as an environmental justice challenge. <i>Du Bois Review</i> , 13(2), 221–236. https://doi.org/10.1017/S1742058X1600014X	Knowledge Values Cognitive and Affective Processes
Teixeira, S., & Krings, A. (2015). Sustainable social work: An environmental justice framework for social work education. <i>Social Work Education</i> , 34(5), 513–527. https://doi.org/10.1080/02615479.2015.1063601	Knowledge Values Cognitive and Affective Processes
Westra, L. (2011). Future generations' rights: Linking intergenerational and intragenerational rights in ecojustice. In V. P. Nanda (Ed.), <i>Climate change and environmental ethics</i> (pp. 171–202). Transaction Publishers.	Cognitive and Affective Processes
Yellow Bird, M. (2013). Chapter 15: Neurodecolonization: Applying mindfulness research to decolonizing social work. In J. Coates, M. Gray, T. Hetherington, & M. Yellow Bird (Eds.), <i>Decolonizing social work</i> (pp. 293–310). Routledge.	Knowledge Values Skills Cognitive and Affective Processes
Young, D. H., Teixeira, S., & Hartnett, H. (2015). Social action meets social media: Environmental justice in West Virginia. <i>Contemporary Rural Social Work Journal</i> , 7(1), Article 3. Available at: https://digitalcommons.murraystate.edu/crsw/vol7/iss1/3	Knowledge Values Cognitive and Affective Processes
BOOKS	
Bullard, R. D. (2005). <i>The quest for environmental justice: Human rights and the politics of pollution</i> . Sierra Club Books.	Knowledge Values Cognitive and Affective Processes
Dominelli, L. (2012). <i>Green social work: From environmental crises to environmental justice</i> . Polity.	Knowledge Values Skills Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
Gray, M., Coates, J., & Hetherington, T. (2013). <i>Environmental social work</i> . Routledge.	Knowledge Skills Values Cognitive and Affective Processes
Nhat Hanh, T. (2013). <i>Love letter to the earth</i> . Parallax Press.	Knowledge Values Cognitive and Affective Processes
Walker, G. P. (2012). <i>Environmental justice</i> . Routledge.	Knowledge Values Cognitive and Affective Processes

Media

Resource	Competency Dimension
Van Jones, "The Economic Injustice of Plastic" (2010) https://www.ted.com/talks/van_jones_the_economic_injustice_of_plastic?language=en In this TED Talk, Van Jones addresses the harms of a plastic-based throwaway culture that simultaneously disposes of resources, species, people, and communities. He describes the human price of plastic in terms of harm to the people who live and work in Cancer Alley and people with low income who ingest disproportionate amounts of plastic.	Knowledge Values Cognitive and Affective Processes
Center for Public Integrity: https://publicintegrity.org/topics/environment/	Knowledge Values Cognitive and Affective Processes

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Media (continued)

Resource	Competency Dimension
<p>“Climate Change—Past, Present, and Future,” Anthony J Broccoli.mp4, May 4, 2019 https://www.dropbox.com/s/zgq28m6b4nhyr99/Climate%20Change%20-%20Past%2C%20Present%2C%20and%20Future%20-%20Anthony%20J%20Broccoli.mp4?dl=0</p>	<p>Knowledge</p>
<p>Climate Justice Alliance, “Youth Organizing for Climate Justice: Young People on the Frontlines of Climate Change” https://climatejusticealliance.org/workgroup/youth/</p>	<p>Knowledge Skills Values Cognitive and Affective Processes</p>
<p>Daniel, I., & Page, E. (2020). <i>There’s something in the water</i>. 2 Weeks Notice: Toronto. [Documentary available on Netflix].</p>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p>Dr. Michael Yellow Bird, “Decolonizing the Mind: Healing Through Neurocolonization and Mindfulness.” https://vimeo.com/86995336</p>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p>Feeding America. (2017). Food insecurity in the United States [Interactive map]. https://map.feedingamerica.org/</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Frazer, G. (2019, April 11). How natural disasters can increase inequality. <i>PBS News Hour</i>. https://www.pbs.org/newshour/economy/making-sense/how-natural-disasters-can-increase-inequality</p>	<p>Knowledge Values Cognitive and Affective Processes</p>

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Media (continued)

Resource	Competency Dimension
Green Social Work Podcast (2012). http://www.podsocs.com/podcast/green-social-work/	Knowledge Values Skills Cognitive and Affective Processes
Greta Thunberg at World Economic Forum. https://www.youtube.com/watch?v=RjsLm5PCdVQ	Knowledge Values Cognitive and Affective Processes
Hannah-Jones, N. (2019). <i>The land of our fathers</i> , Parts I and II [audio podcast]. https://www.nytimes.com/2019/10/04/podcasts/1619-slavery-sugar-farm-land.html and https://www.nytimes.com/2019/10/11/podcasts/1619-slavery-farm-loan-discrimination.html	Knowledge Values Cognitive and Affective Processes
Kitchell, M. (2014). <i>A fierce green fire</i> . https://www.pbs.org/wnet/americanmasters/a-fierce-green-fire-about-the-film/2924/	Knowledge Values Cognitive and Affective Processes
Pachamama Alliance: With roots deep in the Amazon rainforest, these programs integrate Indigenous wisdom with modern knowledge to support personal, and collective, transformation that is the catalyst to bringing forth an environmentally sustainable, spiritually fulfilling, socially just human presence on this planet. https://www.pachamama.org/about	Knowledge Values Cognitive and Affective Processes
Redford, R., Esparza, M., Hendler, G., & Mulvehill, C. (Producers), & Redford, R. (Director). (1988). <i>Milagro beanfield war</i> [Motion picture]. Universal Studios.	Knowledge Values Cognitive and Affective Processes

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Media (continued)

Resource	Competency Dimension
Social Work Day at the United Nations 2017 where the theme was Promoting Community and Environmental Sustainability: http://webtv.un.org/watch/34th-annual-social-work-day-at-the-united-nations/5400996547001	Knowledge Values
Southern Environmental Law Center and Alabama Rivers Alliance. (2012–2020). Southern Exposure documentary films. https://www.southernexposurefilms.org/films	Knowledge Values Cognitive and Affective Processes
SunErgos International. (2017). <i>Street children of Russia</i> . https://www.youtube.com/watch?v=nOshTBSlUIA	Knowledge Values Cognitive and Affective Processes
Teaching Tolerance. (2008). <i>Viva la causa</i> . https://www.tolerance.org/classroom-resources/film-kits/viva-la-causa .	Knowledge Values Skills Cognitive and Affective Processes
<i>The way out: An urgent film about the climate crisis</i> . (2019). Evermind Media. https://thichnhathanhfoundation.org/blog/2019/9/19/the-way-out-an-urgent-film-about-the-climate-crisis	Knowledge Values Cognitive and Affective Processes
<i>Unnatural causes: Is inequality making us sick</i> (2009), a seven-part series by PBS. https://unnaturalcauses.org/	Knowledge Values Cognitive and Affective Processes

(continued)

Media (continued)

Resource	Competency Dimension
Newkirk, V. II. (2017). Environmental racism is the new Jim Crow [video]. <i>The Atlantic</i> . https://www.theatlantic.com/video/index/529137/environmental-racism-is-the-new-jim-crow/	Knowledge Values Cognitive and Affective Processes
<i>When the levees broke: A requiem in four acts</i> (2006), a film by Spike Lee	Knowledge Values Cognitive and Affective Processes

Class Exercises and Learning Activities (online and in person)

Resource	Competency Dimension
Miniature Earth (see Appendix 3A) Compare students' views of the distribution of the world population across multiple dimensions including race and ethnicity, economics, and environmental degradation with the actual proportions in the world.	Knowledge Cognitive and Affective Processes
Carbon Footprint Calculators Have students look up their carbon footprint. They can use a global carbon footprint calculator such as https://www.carbonfootprint.com/calculator.aspx or one for the clothes they are wearing, such as https://www.thredup.com/fashionfootprint/?referral_code=datafeed_pla_connexity , or many other calculators. Students can then be challenged to reduce their carbon footprint—50% or even more—and describe how they will do that.	Knowledge Values Skills Cognitive and Affective Processes
<i>New York Times Magazine</i> and the Pulitzer Center's <i>Losing Earth</i> curriculum guide: https://pulitzercenter.org/nytclimate	Knowledge Values Skills Cognitive and Affective Processes

(continued)

Class Exercises and Learning Activities (online and in person) (continued)

Resource	Competency Dimension
<p>“Freddie Gray: Intersection of Black Lives Matter and Environmental Justice”</p> <p>Read background information on Freddie Gray either during or before class (one example can be found here: https://www.washingtonpost.com/local/freddie-grays-life-a-study-in-the-sad-effects-of-lead-paint-on-poor-blacks/2015/04/29/Obe898e6-eea8-11e4-8abc-d6aa3bad79dd_story.html [includes a brief video]; or here https://www.citylab.com/equity/2016/07/why-lead-paint-still-haunts-industrial-cities-in-the-us/493397/). Discuss the following:</p> <ol style="list-style-type: none"> 1. What is the impact of lead exposure during childhood? 2. How do lead levels compare between children of color and White children? 3. Should exposure to high levels of lead be considered a mitigating factor in the criminal justice system regarding convictions and punishments? Why or why not? 4. If you were a journalist reporting on the death of Freddie Gray, how would you tell the story? 5. What are solutions to reduce lead exposure? 	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Begin class with a land acknowledgment. Try modifying this example:</p> <p>“We acknowledge that The University of Michigan, named for Michigami, the world’s largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are the Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations” (from the e-mail signature of Sandra L. Momper, MSW, PhD).</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Have students find environmental justice or environmental groups they would consider joining. Have them present their findings to the class and discuss which groups they would be most likely to resonate with.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Invite environmental activist groups to speak with the class. Invite them to share about their work and how they practice self-care.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

Assignments	
Resource	Competency Dimension
<p>Paper or Interview</p> <p>Describe the life history of another person, such as a friend or relative, or a character in a movie or book focusing on environmental justice in their life. Consider the impact of identity on the experience of environmental justice in this person's life. Consider various aspects of environmental degradation and climate change affecting the neighborhoods where this person lives and works (including where they grew up). Does this person have access to fresh food? Is the drinking water safe? How is the air quality? What industrial polluters are in the area?</p>	Knowledge Values Skills Cognitive and Affective Processes
<p>Personal Overconsumption</p> <p>Students examine their own consumption habits to determine how they contribute to environmental degradation and climate change. They can be challenged to change their consumerism habits.</p>	Knowledge Values Skills Cognitive and Affective Processes
<p>Science and Environmental Justice</p> <p>Listen to Biewen, J. (Producer). (March 1, 2017). How race was made [Audio podcast]. https://www.sceneonradio.org/episode-32-how-race-was-made-seeing-white-part-2/</p> <ol style="list-style-type: none"> 1. How was science used to create and justify racist laws and policies? 2. What aspects of the pseudoscientific myths are still present in society? 3. Environmental justice activists claim that inequitable distribution of benefits, protections, and risks are a result of institutional racism more than bias of individual people. Evaluate this claim: What information supports it, what information contradicts it, and what additional information or evidence is needed. Provide examples from U.S. history that demonstrate the creation or maintenance of a narrative of racial hierarchy. How does this narrative relate to environmental injustices today? 	Knowledge Values Cognitive and Affective Processes

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>Case Study Presentation</p> <p>Students will work in small groups to prepare and present a case example of an environmental justice. Each group will prepare and facilitate an interactive 75-minute presentation. Evaluation will be based on content, instructor’s observations, and feedback from all group members.</p> <p>The presentation must include the following:</p> <ol style="list-style-type: none"> 1. What is the injustice? Use the Environmental Justice framework from Bullard, R. (2001). <i>Environmental justice in the 21st century: Race still matters. Phylon (1960), 49(3/4), 151-171. doi:10.2307/3132626</i> as a point of reference. 2. When did it begin and what is its history? 3. Who is responsible? Who contributed? 4. What are the impact on and concerns of the community? 5. What has the community done? 6. What have allies from outside the community done? 7. What are the barriers? 8. What has been achieved? 9. What are the failures and setbacks? 10. What recommendations do you have? <p>Use of multimedia tools is highly encouraged.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Read Cable, S., Mix, T., & Hastings, D. (2005). Mission impossible? Environmental justice activists’ collaborations with professional environmentalists and with academics. In D. Pellow & R. Brulle (Eds.), <i>Power, justice, and the environment: A critical appraisal of the environmental justice movement</i> (pp. 55-75). MIT Press. and the Southwest Organizing Project’s 1990 letter to the “Group of Ten” environmental organizations (can be found here https://www.ejnet.org/ej/swop.pdf). Select one of the ten mainstream environment organizations (found on the last page of the letter) and visit their website. Look at their mission, vision, goals, staff, board, funding, priorities, and history.</p> <ol style="list-style-type: none"> 1. What (if anything) does the group do that could relate to environmental justice? 2. Write a 1-page letter describing how the group could improve its support of environmental justice communities and goals (the Cable et al. article will give you some ideas of general things mainstream organizations can do; include a couple of specific recommendations that align with your specific organization). 	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>Current Events Assignment</p> <p>Identify a current event (e.g., from a news article, podcast, video) related to environmental justice. Turn in the following information in a Word document on Canvas by the start of class on your assigned date.</p> <ul style="list-style-type: none"> • Date • News organization and source of material • Main headline • Important facts (e.g., stats, events) • Who are the sources cited? • Is anyone quoted? If so, who are they and what do they say? • Does the author have an opinion? What is it? • Why is this important information for social workers? • List three questions you would like to discuss with your classmates. <p>In class on your assigned day, provide a very brief summary of the current event and facilitate discussion of the three questions you have prepared.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Have students create a mind map on the first day of class and then again on the last day of class. Instructions can be found in this article:</p> <p>Drolet, J., Wu, H., Taylor, M., & Dennehy, A. (2015). Social work and sustainable social development: Teaching and learning strategies for “green social work” curriculum. <i>Social Work Education: Environmental Justice, Green Social Work or Eco Justice</i>, 34(5), 528–543. https://doi.org/10.1080/02615479.2015.1065808</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
Field Activities	
Resource	Competency Dimension
<p>Working with communities served by the organization, identify environmental justice concerns. Collaborating with community members, develop an intervention plan to address those concerns.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Community, Rooftop, and Family Gardens</p> <p>Work with any size system to develop and implement gardens. Gardens can provide much-needed access to fresh food.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Field Activities (continued)

Resource	Competency Dimension
<p>Green the Organization</p> <p>Identify ways to reduce environmentally harmful practices and help the organization become greener. This might include serving only vegetarian food at gatherings or workplace cafeterias, using natural fertilizers and pesticides in yards and gardens, or increasing recycling, reuse, and use of recycled materials.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Plant-a-Tree Programs</p> <p>Organize a tree-planting project for the organization, a school, or a community.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Attend a planning board meeting as a class or individually.</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Attend a zoning board meeting as a class or individually.</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Attend an environmental activist group meeting or event as a class or individually.</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Contribute to an environment stewardship event as a class or individually.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

APPENDIX 3A: MINIATURE EARTH

Goal: Compare students' views of the distribution of the world population across multiple dimensions, including race and ethnicity, economics, environmental degradation, with the actual proportions in the world.

Instructions: As the cornerstone of this exercise, use the *If the World Were a Village of 100 People* model (see list 3.1 or Google for current numbers), which indicates the proportions of people in multiple categories including racial and ethnic, nation, class, gender, and access to certain resources living in our world village.

Have students take 5 minutes to write down their answers to the question, "What would the population of the Earth look like if it were a village of 100 people?" Ask students to include the percentages of different religions, ethnicities, educational levels, and access to various resources such as clean water. Then, continue as follows:

- 1) Group students into pairs. Have them share their numbers and the assumptions behind their thoughts. The exercise should be done quickly, with just enough time for them to feel overwhelmed.
- 2) While students are still in dyads, provide a *Village of 100 People* handout. Have the students discuss the differences between their assumptions and the *Village of 100 People* handout. Have them explore the actual numbers and discuss why their estimate might be different from the reality.

List 3.1. The Village of 100*

If we could reduce the world's population to a village of precisely 100 people, with all existing human ratios remaining the same, the demographics would look something like this:

The village would have 60 people from Asia, 16 from Africa, 10 from Europe, 9 from Latin America and the Caribbean, and 5 from North America.

50 would be male, 50 would be female.

95 would breathe polluted air.

69 would be non-Christian; 31 would be Christian.

44 would have Internet.

32 would lack access to improved sanitation.

25 would drink water contaminated by feces.

22 would not have shelter.

18 would be unable to read.

18 would not have any electricity.

12 would speak Mandarin; 5 would speak English.

11 would be undernourished; 1 would be starving; 21 would be obese.

10 would live in extreme poverty (less than \$1.90 per day).

7 would have a college education.

6 live with permanent water scarcity.

1 would have HIV.

1 would control 45% of the wealth; that person would be a U.S. citizen.

Within the year, 2 would be born; 1 would die.

*This is one version. Other versions are available on the Internet.

(Notes to instructor: This may be a difficult exercise for students educated in the United States, especially if they have not traveled, because they may have a poor sense of geography. There is an expanded analysis presented through a short slide/video presentation at <http://www.bigpicturesmallworld.com/movies/introB.html>. World population maps are helpful support tools for this exercise and are available at www.odt.org/pop.htm. You can shift the conversation by using the map upside down and discussing landmass and population distribution.)



Competency 4

Engage in Practice-informed Research and Research-informed Practice

COMPETENCY DESCRIPTION

Social workers across the discipline engage in environmental justice research, contributing to an ongoing body of disseminated knowledge that evaluates the impacts of and interventions for environmental injustice at all system levels, and they critically assess and apply such research into their practice. To close research gaps, social workers conduct culturally responsive research and broadly disseminate findings that identify best practices for both acute and ongoing environmental issues, with an emphasis on preventive and responsive outcomes. Social workers use a wide range of environmental research methods. Recognizing historical harms caused by research practices, social workers apply high ethical research standards in collaboration with study participants and marginalized groups or communities to produce knowledge and actions that restore and benefit these populations. Social workers use existing scientific evidence on anthropogenic climate change and environmental destruction to inform practice concentrations. Social workers contribute to practice-informed research that addresses both acute and chronic environmental injustices. Drawing on feedback loops between research and practice, social workers replicate and scale responses and research methods for future scenarios.

COMPETENCY BEHAVIORS

- Use culturally responsive scientific evidence on anthropogenic climate change and environmental destruction to inform practice concentrations.

- Articulate and critically evaluate emerging interdisciplinary environmental science as it pertains to populations that social workers serve.
- Demonstrate an understanding of the importance of collaboration when conducting research with marginalized groups or communities.
- Apply research-informed practices in cases of acute and chronic traumatic events.
- Apply research skills to build knowledge central to maximizing eco-social work principles into human well-being.
- Understand how to conduct practice-informed research that examines both acute and chronic environmental injustices.
- Apply rigorous ethical research standards that honor culturally responsive permissions and benefit these populations.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

<i>Readings</i>	
Resource	Competency Dimension
Billiot, S., Beltran, R., Brown, D., Mitchell, F. M., & Fernandez, A. (2019). Indigenous perspectives for strengthening social responses to global environmental changes: A response to the social work Grand Challenge on Environmental Change. <i>Journal of Community Practice</i> , 27(3-4), 296-316. https://doi.org/10.1080/10705422.2019.1658677	Knowledge Cognitive and Affective Processes
Bowen, W. M. (2001). <i>Environmental justice through research-based decision-making</i> [e-book]. Garland Publishers.	Knowledge
Campbell, C., Greenberg, R., Mankikar, D., & Ross, R. D. (2016). A case study of environmental injustice: The failure in Flint. <i>International Journal of Environmental Research and Public Health</i> , 13, 951. https://doi.org/10.3390/ijerph13100951	Knowledge
Dawson, N. M., Grogan, K., Martin, A., Mertz, O., Pasgaard, M., & Rasmussen, L. V. (2017). Environmental justice research shows the importance of social feedbacks in ecosystem service trade-offs <i>Ecology and Society</i> , 22(3), 12. https://doi.org/10.5751/ES-09481-220312 [Open Access]	Knowledge

(continued)

Readings (continued)

Resource	Competency Dimension
Kurtz, H. E. (2009). Acknowledging the Racial State: An agenda for environmental justice research. In Antipode Book Series, <i>Spaces of environmental justice, frameworks for critical environmental justice research</i> (Ch. 4, pp. 95–115). Wiley-Blackwell. https://doi.org/10.1111/j.1467-8330.2009.00694.x	Knowledge
Mason, L. R., Shires, K. M., Arwood, C., & Borst, A. (2017). Social work research and global environmental change. <i>Journal of the Society for Social Work and Research</i> , 8(4), 2334–2315. https://doi.org/10.1086/694789	Knowledge
Mitchell, F. M. (2019). Water (in)security and American Indian health: Social and environmental justice implications for research, policy, and practice. <i>Public Health</i> . https://doi.org/10.1016/j.puhe.2018.10.010	Knowledge
Sansom, G., Cizmas, L., Aarvig, K., Dixon, B., Kirsch, K., Katare, A., & Sansom, L. (2019). Vulnerable populations exposed to lead-contaminated drinking water within Houston ship channel communities. <i>International Journal of Environmental Research in Public Health</i> , 16, 2745. https://doi.org/10.3390/ijerph16152745	Knowledge Values
Seewald, L. (2019). <i>Sumak Kawsay: An original pathway towards sustainable development</i> . Master of International Relations: Global Political Economy.	Knowledge

Class Exercises and Learning Activities (online and in person)

Resource	Competency Dimension
Develop a research brief on the Grand Challenge: Social Responses to a Changing Environment. Appendix 4A	Knowledge Skills
Develop a fact sheet or infographic about a local environmental justice issue. Appendix 4B	Knowledge Skills
Write a needs assessment proposal for community coping with an environmental crisis. Appendix 4C	Knowledge Skills

<i>Media</i>	
Resource	Competency Dimension
<p>Films</p> <p>For each of these, students discuss or write about how research, access to information, and quality of information affected the people and environment in these stories.</p>	
<p>Documentary: <i>Sisters on the Planet</i> tells the story of four women, Martina-Uganda, Muriel-Brazil, Sharon-Mississippi, and Sahena-Bangladesh, and the struggles brought on by climate change in their respective communities.</p>	Knowledge Values Cognitive and Affective Processes
<p>Documentary: <i>A Village Called Versailles</i>. A PBS film about an ethnic Vietnamese community in New Orleans that is threatened by a toxic landfill post-Hurricane Katrina.</p>	Knowledge Values Cognitive and Affective Processes
<p>Documentary: <i>Water & Power: A California Heist</i>. A National Geographic film depicting water barons who used the California system to their advantage against small farms and citizens, creating a groundwater crisis. https://video.nationalgeographic.com/tv/0000015a-484b-d7df-a9df-ceef42a50000</p>	Knowledge Values Cognitive and Affective Processes
<p>TEDx Talk: Heidi Hutner, “Eco-Grief and Ecofeminism” https://www.youtube.com/watch?v=t6FuKhjfvK8</p>	Cognitive and Affective Processes
<p>TEDx Talk: “Gender Inequality Is Showing Up . . . in Climate Change” https://www.youtube.com/watch?v=iPigdDzBDOE</p>	Knowledge Values Skills Cognitive and Affective Processes

<i>Websites</i>	
Resource	Competency Dimension
Metadata Library for Developmental Sciences https://nyu.databrary.org/	Knowledge Skills
City of Chicago Open Data Portal https://data.cityofchicago.org/	Knowledge Skills
Federal Health Data http://www.healthdata.gov/	Knowledge Skills
Web-based Injury Statistics Query and Reporting System (WISQARS) http://www.cdc.gov/injury/wisqars	Knowledge Skills
Resources for conducting research in communities affected by natural disasters https://converge.colorado.edu/resources/training-modules Recommended modules: <ul style="list-style-type: none"> ● Social Vulnerability and Disasters ● Disaster Mental Health ● Cultural Competence in Hazards and Disaster Research 	Knowledge Skills
Majora Carter, “Greening the Ghetto” https://ed.ted.com/lessons/majora-carter-greening-the-ghetto#review Complete the “Watch,” “Think,” and “Dig Deeper” sections.	Knowledge Values Skills
“Women’s Participation: An Enabler of Climate Justice” case studies https://www.mrfcj.org/wp-content/uploads/2015/11/MRFCJ-_Womens-Participation-An-Enabler-of-Climate-Justice_2015.pdf	Knowledge Cognitive and Affective Processes
Case study on Micronesia encompassing the following: <ul style="list-style-type: none"> ● Context and nature of the problem: https://mass.pbslearningmedia.org/asset/prcc12_vid_mctprob1/ ● The cause (climate change): https://mass.pbslearningmedia.org/asset/prcc12_vid_mctcause2/ ● Local Impacts and ecosystem based culturally-informed adaptation strategies: https://mass.pbslearningmedia.org/asset/prcc12_vid_mctadapt3/ 	Knowledge Cognitive and Affective Processes

(continued)

Websites (continued)

Resource	Competency Dimension
“On Hurricane Maria Anniversary, Puerto Rico Is Still in Ruins,” <i>The New York Times</i> https://www.nytimes.com/interactive/2018/09/20/us/puerto-rico-hurricane-maria-housing.html?module=inline	Knowledge Skills
Community Toolbox for Children’s Environmental Health https://ctb.ku.edu/en	Knowledge
Project Grow Community Gardens https://projectgrowgardens.org/	Knowledge
Houston Health Department, Childhood Lead Poisoning Prevention Program https://www.houstontx.gov/health/Environmental/bcceh/childhood-lead-poisoning-prevention.html	Knowledge
“Poverty and the Environment: On the Intersection of Economic and Ecological Survival,” <i>Grist</i> https://grist.org/series/poverty-the-environment-on-economic-and-ecological-survival/	Knowledge
Mitigation Strategy Fact Sheets http://caphedetroit.sph.umich.edu/project/indoor-air-filters/	Knowledge
The Water Project https://thewaterproject.org/why-water/water-crisis	Knowledge
Pollutant Fact Sheets: Nitrogen Oxides http://caphedetroit.sph.umich.edu/project/nitrogen-oxides/	Knowledge

APPENDIX 4A: RESEARCH BRIEF

Students will develop a concise (1,500 word) research brief outlining a Grand Challenge topic and data sources relevant to understanding the challenge and measuring progress. Students will be asked to draw on literature to provide an empirical context for understanding the chosen challenge and to identify sources of data that will be used throughout the course. These data sources can include research articles, program evaluation reports (or other non-peer-reviewed research), publicly available data sets, or non-publicly available data to which the student has access.

APPENDIX 4B: FACT SHEET OR INFOGRAPHIC

Students will research a local environmental justice issue, including community surveys and collected data to create a fact sheet or infographic drawing on the following resources:

- Community Action to Promote Healthy Environments Fact Sheet: Indoor Air Filters: <http://caphedetroit.sph.umich.edu/project/indoor-air-filters/>
- Community Action to Promote Healthy Environments Fact Sheet: Nitrogen Oxides: <http://caphedetroit.sph.umich.edu/project/nitrogen-oxides/>
- The Water Project: <https://thewaterproject.org/why-water/water-crisis>
- Metadata Library for Developmental Sciences: <https://nyu.databrary.org/>
- California Open Data Portal: <https://data.ca.gov/>
- Kidsdata Portal: <http://www.kidsdata.org/>
- City of Chicago Open Data Portal: <https://data.cityofchicago.org/>
- Federal Health Data: <http://www.healthdata.gov/>
- Web-Based Injury Statistics Query and Reporting System (WISQARS): <http://www.cdc.gov/injury/wisqars>

APPENDIX 4C: NEEDS ASSESSMENT PROPOSAL FOR COMMUNITY COPING WITH AN ENVIRONMENTAL CRISIS

Semester-long Group Project

This is intended for an introductory research methods course.

Learning Goals

- 1) Apply research principles to an environmental justice practice situation.
- 2) Plan a research proposal (needs assessment) that includes all steps of the research process: advisory board, question development, selecting

appropriate measures, selecting a sample, minimizing ethical risks to research participants, identifying a quantitative and qualitative data collection methods, identifying an appropriate research design (comparison groups, longitudinal or cross-sectional), and planning for data analysis.

- 3) Present the proposal orally and in writing to practice communicating with others regarding research. Presentations will be 20 minutes, with additional time for questions.

Overview

Your group is an external evaluation team. A governor's task force has asked you to conduct a needs assessment in the aftermath of a community crisis. You will be assigned a real-life environmental crisis that has deeply affected a community. This assignment will require you to conduct some online background research to educate yourself on the nature of the crisis, the communities affected, and issues they faced in the aftermath. You may have to review news articles, government documents, or other sources of information to learn about this crisis. Track and document the sources you use to gather your background information.

Examples of environmental crises used for this project include Hurricane Katrina and New Orleans communities; Superstorm Sandy and New Jersey coastal communities; the Dakota Access Pipeline and the Standing Rock Sioux tribe; lead poisoning in Flint, Michigan; Australian bushfires and coastal communities; and Hurricane Maria and Puerto Rico. Certainly, more current crises can be added. [The COVID-19 pandemic is too big for this assignment, but perhaps it could work with a focus on a specific community.]

You will determine research methods to conduct the needs assessment, including identifying the research question, selecting measures, recruiting the sample, developing the study design (such as use and selection of comparison groups and longitudinal or cross-sectional data collection), and analyzing the data.

Research Advisory Board and Community Overview

This is not your home community. You must learn some background information about the community before the crisis. Using Internet resources, gather the information listed below to describe the community you will assess. You must examine a variety of different sources including national and local news sites, government sites, community sites, and health or social services sites. Document the sources you use.

- *Demographics:* What is the racial and ethnic makeup of the affected community? Did this crisis disproportionately affect a subgroup (e.g., young children, older adults, people with disabilities)? Was this community wealthy? Poor? Mixed? Is there an industry they depend on that was affected by this crisis?
- *Environment:*
 - *Natural environment:* Do they depend on natural features for their livelihood (e.g., ocean for fishing, nature-based tourism, rivers or lakes for drinking water)? What was the community's relationship to the environment? How has the environmental crisis affected the community? How has it affected the wildlife, plant life, air, water, land, or other components of the local environment?
 - *Created environment:* Are they rural, urban, or suburban? Is it a densely populated area or spread out?
- *Social or community institutions:* Describe any other important institutions that are relevant to the crisis, such as schools, justice system, or social services.

It is important to establish an advisory board made up of people who represent different stakeholders in the community. Given the background information you gathered, list the types of people you will include in your advisory board. Provide a list of your Internet sources.

Crisis

Describe the crisis, including root causes and key factors leading up to it or known to contribute to it. What was the immediate response to the crisis within the community? What was the response from outside the community (e.g., government, general public)? In your presentation, include photos that highlight important aspects of the crisis.

Research Methods

As different components of research methods are covered in class, you will develop those methods regarding your topic. For example, after the course finishes covering sampling, your group will decide what sampling strategy you will use. Your project will include both a qualitative and quantitative component. For each part of your methods, you will describe the method, its strengths, and its limitations.

Rubric

<p>Background and Quantitative Research Question</p> <p>Explained the root cause of the community crisis. Provided overall background and overriding issues. Identify the goal of the needs assessment and clearly state the research question to be addressed. Identified the independent and dependent variables conceptually (if relevant).</p>	<p>Quantitative Data Analysis</p> <p>Identify what method of analysis will be used and why. Name the variables to be used in these analyses. Discuss strengths and limits of the analysis.</p>
<p>Quantitative Design</p> <p>Describe the design, using both research terminology and lay terms to explain how this will work in the context of the study (e.g., time series, pre–post, experimental, comparison groups). If more than one group, how will people be assigned to groups? Discuss internal validity.</p>	<p>Qualitative Research Question and Design</p> <p>Identify the qualitative research question. Discuss how you will get answers to the questions (e.g., interviews, focus groups), from whom, and who will gather the data.</p>
<p>Quantitative Measurement</p> <p>Define variables operationally, specifically how they will they be measured. Identify scales or questions that will be used. Discuss reliability and validity of measures. Identify who will gather the data and challenges in that process.</p>	<p>Qualitative Credibility of Data</p> <p>Explain how the qualitative design will make the qualitative portion of the study credible (consider biases that might be faced).</p>
<p>Quantitative Sampling</p> <p>Describe the sampling strategy (using research terms), including how participants are selected and sample size. Discuss challenges to obtaining the sample. Discuss generalizability.</p>	<p>Qualitative Data Analysis</p> <p>Explain the plan for qualitative data analysis. Explain whether the plan makes sense given the nature of the data.</p>
<p>Ethics</p> <p>Discuss the ethics of gathering data from this sample and how participants will be protected.</p>	<p>Organization</p> <p>Make sure the presentation is easy to follow, the visual aids or activities fit well with the proposal, and the slides and handouts are easy to read and uncrowded. There should be very little reading directly off the slides or from notes. Everyone should present equally, and the group should agree that work was evenly divided. Answer questions thoughtfully and fill the time well.</p>



Competency 5

Engage in Policy Practice

COMPETENCY DESCRIPTION

Social workers engage in policy practice by examining how historical, political, social, economic, and cultural factors shape Indigenous, local, national, and international policies and environmental protection and encourage communities to participate in environmental decision making and bilateral and multilateral environmental agreements. Social workers embrace the profession's role to ensure equitable access to the intended benefits of environmental policies. Social workers are skilled at formulating arguments and at advocacy, direct and indirect lobbying, and coalition building to support evidence-informed policies that optimize the health and well-being of all life forms. Social workers encourage governments to honor international goals to reduce or mitigate climate change, achieve the 2030 Sustainable Development Goals, and implement just environmental protection policies. Social workers engage in policy practices that support environmental justice and sustainability. In addition, social workers promote agency among diverse constituencies to engage in electoral politics, social movements, and other social activism related to environmental injustices.

COMPETENCY BEHAVIORS

- Educate key stakeholders on how environmental policies affect individual well-being, the ecosystem, communities, and organizations.
- Engage, motivate, and mobilize constituents to participate in and lead policy work that supports sustainable development, renewable energy, and corporate responsibility.

- Collaborate to hold governments accountable for past and present injustices in the illegal appropriation and degradation of Indigenous lands.
- Form or participate in coalitions to promote accountability, enforcement, improvement, promotion, and implementation of environmental laws, treaties, agreements, legal protections, and policies that protect sacred lands and the environment.
- Understand, analyze, and evaluate Indigenous, local, state, national, and international policies to assess the impact on human rights and environmental justice.
- Formulate and implement comprehensive environmental justice advocacy campaigns that challenge structures of power and privilege and effect positive change for all life forms.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

Readings

Resource	Competency Dimension
116th Congress (2019). “Recognizing the duty of the Federal Government to create a Green New Deal” (Green New Deal bill). https://www.congress.gov/116/bills/hres109/BILLS-116hres109ih.pdf	Knowledge Values Skills Cognitive and Affective Processes
Data for Progress, “A Green New Deal: A Progressive Vision for Environmental Sustainability and Economic Stability a Policy Report.” https://www.dataforprogress.org/green-new-deal-report	Knowledge Values Cognitive and Affective Processes
Erickson, C. L. (2018). <i>Environmental justice as social work practice</i> . New York: Oxford University Press.	Knowledge Values Skills Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
Kim, Y., & Verweij, S. (2016). Two effective causal paths that explain the adoption of US state environmental justice policy. <i>Policy Sciences</i> , 49(4), 505–523. https://www.infona.pl/resource/bwmeta1.element.springer-doi-10_1007-S11077-016-9249-X	Knowledge Values Cognitive and Affective Processes
Krings, A., Kornberg, D., & Lee, S. (2019). <i>Lessons and policy implications from the Flint water crisis</i> (CSD Policy Brief No. 19-41). Washington University, Center for Social Development.	Knowledge Values Cognitive and Affective Processes
Dewane, C. J. (2011). Environmentalism & social work: The ultimate social justice issue. <i>Social Work Today</i> , 11(5), 20. https://www.socialworktoday.com/archive/O92011p20.shtml	Knowledge Values Cognitive and Affective Processes
Intergovernmental Panel on Climate Change, <i>Special Report: Global Warming of 1.5°C</i> . https://www.ipcc.ch/sr15/	Knowledge Values Cognitive and Affective Processes
Rinkel, M., & Powers, M. (Eds.). (2017). <i>Social work—Promoting community and environmental sustainability: A workbook for global social workers and educators</i> . https://sites.temple.edu/dewane/files/2017/03/Sustainability_Book_PDF.pdf	Knowledge Values Cognitive and Affective Processes
Avner, M. (2002). <i>Using the Lobbying and Advocacy Handbook for Nonprofit Organizations</i> . Amherst H. Wilder Foundation	Knowledge Values Skills Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
Libby, P. & Associates (2012). <i>The Lobbying Strategy Handbook</i> . SAGE Publications	Knowledge Values Skills Cognitive and Affective Processes
Erickson, C. L. (2018). <i>Environmental justice as social work practice</i> . Oxford University Press.	Knowledge Values Skills Cognitive and Affective Processes

Class Exercises and Learning Activities (online and in person)

Resource	Competency Dimension
In-class Legislator Call Students make calls to their legislator on a given topic. Appendix 5A	Knowledge Skills
The Global Environmental Justice Documentaries Collection Includes teacher's guide and resources with class discussion questions. https://gej.docuseek2.com/cart/advsearch/hf/0/0/0/homelist	Knowledge Values Cognitive and Affective Processes

Media

Resource	Competency Dimension
Majora Carter, "Greening the Ghetto" https://www.colorado.edu/volunteer/service-philosophy/social-environmental-justice	Knowledge Values Cognitive and Affective Processes

(continued)

Media (continued)

Resource	Competency Dimension
Claudia Dewayne, “Environmental Social Work: A Call to Action” webinar https://www.youtube.com/watch?v=vU4xfHpwhPs	Knowledge Values Cognitive and Affective Processes
Claudia Dewayne, “Social Work and Environmentalism” https://sites.temple.edu/dewane/	Knowledge Values Cognitive and Affective Processes
Ecologically Conscious Social Work (Facebook group) https://www.facebook.com/groups/565744026798223/	Knowledge Values Cognitive and Affective Processes
Climate Justice (Twitter page) https://twitter.com/search?q=%23climatejustice2019&src=typd	Knowledge Values Cognitive and Affective Processes
International Federation of Social Workers, Climate Justice Program https://www.ifsw.org/social-work-action/climate-justice-program/	Knowledge Values Cognitive and Affective Processes
Flint Water Crisis Lesson Plans (establishing the credibility of resources) https://www.academia.edu/29696056/Flint_Water_Crisis_Lesson_Plans	Knowledge Values Skills Cognitive and Affective Processes

Assignments	
Resource	Competency Dimension
<p>Congressional Hearing</p> <p>Students will work in groups (four members to each group) to develop and present mock congressional testimony on a proposed environmental policy. Because a goal of this assignment is to consider different perspectives on a policy, each student will assume a role of a stakeholder who has an interest in the chosen policy. Each group will also be assigned a stakeholder role as other groups present, and groups will be graded on their attention to and interaction with presenting groups. Each student will also assess their group members. Group testimonies will be presented in class.</p> <p>Appendix 5B</p>	Knowledge Values Skills Cognitive and Affective Processes
<p>Legislative Advocacy</p> <p>Legislative Education and Advocacy Day (LEAD): Many state legislatures have a day when social work students are invited to attend. Have students advocate to include environmental justice issues on the agenda and then attend the event.</p>	Knowledge Skills Cognitive and Affective Processes
<p>Agency Advocacy Plan</p> <p>Using the <i>Lobbying and Advocacy Handbook for Nonprofit Organizations</i> (Avner, 2002) and <i>The Lobbying Strategy Handbook</i> (Libby, P. & Associates, 2012), adapt worksheets and strategies therein to develop an advocacy plan for your environmental justice field agency or an agency with which you are familiar.</p>	Knowledge Values Skills Cognitive and Affective Processes
<p>Policy Analysis Paper</p> <p>The policy analysis paper provides students the opportunity to engage in in-depth, critical thinking on an environmental policy issue of their choice, apply an appropriate policy analysis framework to the issue, and present their analysis in a short (5–7 pages) academic paper.</p>	Knowledge Values Skills
<p>Community Environmental Justice Action Plan</p> <p>Students will develop and write a practice action plan on an environmental justice topic related to an issue on the course syllabus. The action plan will use the Phase Model of Social Work Practice technique for developing an action plan (Chapter 6 of Erickson, pp. 90–107).</p>	Knowledge Values Skills
<p>Have students write a letter to representatives supporting Green New Deal or other environmental justice or environmental policy. Have them read each other's letters and make suggestions. E-mail, fax, or mail letters.</p>	Knowledge Values Skills Cognitive and Affective Processes

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>Paper, Presentation, Debate</p> <p>Students examine or debate how neoliberalism and laissez-faire capitalism contribute to environmental degradation and climate change. They should use empirical data, local and Indigenous knowledge, theory, social work values, first-person experiences, and other sources to develop their arguments or conclusions.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

Field Assignments

Resource	Competency Dimension
<p>Environmental Advocacy Initiative</p> <p>Participate in an environmental advocacy initiative at your field agency that includes engaging and mobilizing community and organizational constituents (e.g., letter writing, phone call, or e-mail campaign; recruiting public testimony, mobilizing community members for a legislative visit or demonstration).</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Environmental Organizational Analysis</p> <p>Analyze your field agency's policies, including human resources policies (e.g., telecommuting, carpooling) that affect the environment or environmental justice. Rewrite existing policies to ensure they are green and provide a rationale for change.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Environmental Policy Presentation</p> <p>Research your field agency's policy relating to advocacy activity for local, state, and national environmental policies. Present the conclusions at a staff meeting.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Environmental Legislation Debrief</p> <p>Attend a meeting of your city, county, state, or national legislature related to environmental justice policies. Provide an update to your field agency staff, describing and analyzing what was addressed and the impact on the agency.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Field Assignments (continued)

Resource	Competency Dimension
<p>Local Government Environmental Presentation</p> <p>On behalf of your field agency, make a presentation at a city council or county commissioner meeting supporting environmentally justice policies, and report back to the agency.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>NASW Legislative Awareness</p> <p>Attend an NASW Legislative Awareness and Advocacy Day at your state capitol or the Student Advocacy Day in Washington, DC; make a lobbying visit on behalf of an environmental policy with which your field agency is concerned.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Public Testimony</p> <p>Provide testimony at a public hearing on an issue about an environmental policy that is relevant to your field agency.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Environmental Advocacy Initiative</p> <p>Participate in an environmental advocacy initiative at your field agency that includes engaging and mobilizing community and organizational constituents (e.g., letter writing, phone call, or e-mail campaign; recruiting public testimony, mobilizing community members for a legislative visit or demonstration).</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

APPENDIX 5A: IN-CLASS POLICY ACTIVITY: CALLING YOUR LEGISLATOR

Students are often nervous about speaking to a legislator (or their office). This activity allows a student to make a call in class, using a script, and to learn it is not as difficult to make the call as it may seem.

Students work in class on a policy issue. A script is drafted, noting what the student would like the policymaker to do (e.g., vote for or against a policy).

The students also spend time looking up the contact information for their own legislators using a website (in Michigan it is through the Secretary of State's office at https://www.michigan.gov/sos/0,4670,7-127-5647_12539_29836-88535--,00.html).

Students are asked to call their legislator in class using the script they developed and the contact information they looked up. The class debriefs the activity and talks about barriers to communicating with policymakers.

In-class Policy Activity: Big Block of Cheese Day

<https://www.theatlantic.com/politics/archive/2015/01/the-real-story-of-the-white-house-and-the-big-block-of-cheese/384676/>

The instructor identifies government officials (policymakers) who host online hours (e.g., through Twitter, Facebook). If the online hours correspond with class time, the instructor can host the interactive session and encourage students to ask questions, which are typed in and uploaded via projection equipment at the front of the classroom. If the online hours are outside class time, the instructor can encourage or require students to participate by making a comment during the open hours.

APPENDIX 5B: MOCK CONGRESSIONAL TESTIMONY GROUP PROJECT

As social workers, we may be asked to share our expertise with policymakers, including through congressional testimony. Congressional testimony is presentation of facts, expert opinion, and advocacy given before members of Congress to inform policy decisions. Class readings should include several examples of congressional testimony given on a range of issues. If you want to see testimony in action, YouTube has lots of clips of various experts delivering testimony.

The Assignment

On the first day of class, students will be divided into groups of four members to research and deliver congressional testimony on a social problem, program,

or policy solution chosen by the group. It is recommended that each student in the group choose a role for their testimony, such as clients, administrators, social workers, business leaders, community activists, or concerned citizens. The statement given by each role should reflect the position each role has in the issue. For example, social workers could speak to the issue from both a practice perspective (how it affects their own work, their interactions with clients) and a social justice perspective.

Each person's testimony should consist of the following:

- **An introductory statement**, including who you are and how you are connected to the issue.
- **Information about the issue:** How many people are affected? Who is affected? Why is this issue an important one for policymakers to act on?
- **Personal story:** How has this issue affected you? Give the policymakers a face to connect with the issue and a story with which they can identify.
- **What is being done to address the problem** and why these efforts are or are not adequate.
- **Your recommendations:** What should the policymakers do, and why? Should they vote in favor of a piece of legislation, increase funding for a particular program, continue a current program, or oppose proposed legislation? Why?

Each member of your group will have exactly 3 minutes to deliver your testimony. This limit will be strictly enforced, as it would be in an actual testimony situation. Three minutes is a very short amount of time to include all the information necessary for effective testimony, which means you need to prepare your statement carefully and practice delivering it. You need to be very clear and concise in your language for maximum impact in limited time.

After your group has completed your statements, you will answer questions from audience members in the role of policymakers and stakeholders who ask follow-up questions, as in an actual hearing. Questions might be directed at one person (e.g., to clarify something he or she said), or they may be broader questions that anyone in the group can answer. A total of 10 minutes will be allowed for questions.

You will be graded on your presentation, a written statement, your ability to handle questions, your group's participation in asking questions to other groups, and peer evaluation.

Refer students to guidelines from the Association for Career and Technical Education (<https://www.acteonline.org/working-with-policymakers/testifying-before-policymakers/>).

Preparing Your Written Statement

- **Briefly introduce yourself.** Tell who you are and give information about the program you are representing (i.e., how many people you represent, how many people you serve, successes you have had). Acknowledge your appreciation to the panel for considering the issue and inviting you as a witness. This should take no more than one or two paragraphs.
- **State your goal and outline your major points.** In a few sentences, tell the committee or panel what you hope to accomplish in your statement. Again, be brief.
- **Talk about the problem.** Discuss the national significance of the issue and then try to relate the problem to your state, district, community, or the area represented by the group before whom you are testifying.
- **Talk about current efforts to resolve the problem.** Describe solutions that are being tried or considered. Has anything worked in various states or communities on an experimental or demonstration basis? Explain why the efforts are insufficient or how they can be improved.
- **List your specific, concise recommendations.** Focus on what the policymaking body can do to help solve the problem at hand.

Delivering Your Oral Statement

- **Personalize your testimony.** Although statistics are important, one way to assist elected officials (and get their attention) is to let them know how the issue affects their constituents.

- **Make eye contact.** Look at the officials as you talk so that you can deliver the material with your eyes. To facilitate eye contact, separate your pages, removing clips and staples; use large type and double-space your text, triple-spacing between paragraphs; leave a 2-inch margin at the bottom of the page so your head won't have to tilt down too far; and don't carry a sentence over to the next page.
- **Remember that there is often a time limit for public testimony.** You do not want to find yourself in a position where your time has expired and you have not gotten to the point of your testimony. Before your scheduled time, ask what the time limits are, and practice accordingly.
- **Your hope should be that they will be interested enough in you and your subject to ask questions after you finish.** Anticipate the questions your testimony may prompt and have good answers in mind.
- **Focus on the specific issue of the hearing.** Make sure your comments are relevant.
- **Use your testimony in a variety of arenas.** These guidelines can be applied to testimony before the U.S. Congress, state legislatures, school boards, county commissioners, chambers of commerce, or state boards of education.
- **Don't waste time describing your own qualifications or your program.** You were invited to testify because you are qualified. Use the time you are given to focus on the issue.
- **Don't assume that the panel or committee members are experts.** Policymakers, especially members of Congress, often vote daily on many issues—everything from water projects to space programs. Although you do not want to talk down to them (they probably know more than you think), you should not assume that they know as much as you do about the issue at hand.
- **Don't try to tell them everything you know.** Simplify, simplify, simplify!



Competency 6

Engage With Individuals, Families, Groups, Organizations, and Communities

COMPETENCY DESCRIPTION

Social workers recognize their preconceptions, biases, limitations, knowledge base, and learning needs about environmental justice for appropriate engagement. They understand and apply a range of appropriate theories and frameworks to expand allyship and engage with diverse populations impacted by environmental injustices and the resulting social harms. They engage with vulnerable and marginalized populations with the awareness that environmental justice is rooted in a history of injustice. Social workers recognize the unique environmental justice issues and their impacts on each community, based on the local, tribal, national, and international context as they engage at all levels of practice. They engage interdisciplinary and diverse stakeholders collaboratively in grassroots efforts to educate and advocate for short- and long-term restorative, prevention, mitigation, and adaptation practices. Using these collaborative efforts, they adapt environmental justice engagement strategies grounded in the unique strengths, needs, life stage, and historical context of life forms. Social workers consistently embrace their professional responsibility to engage in environmental justice issues with the same passion and commitment with which they address other disparities and acts of discrimination.

COMPETENCY BEHAVIORS

- Acknowledge the historical disenfranchisement and injustices that have disproportionately affected vulnerable, marginalized, and oppressed populations such as Indigenous peoples, communities of color, and low-income communities when engaging with these groups.

- Develop and maintain knowledge of environmental justice issues and restorative justice practices with cultural humility, recalling historical context to inform engagement.
- Engage diverse stakeholders, including grassroots movements, in formulating, implementing, and evaluating environmental interventions, restorative justice efforts, and policies to advocate for human rights and social, economic, and environmental justice.
- Establish and maintain strong relationships with individuals, families, groups, and communities affected by environmental injustices to work toward mutually agreed-upon goals that benefit all people, species, and natural environments equitably.
- Identify engagement strategies with consideration of environmental impacts.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

Readings

Resource	Competency Dimension
Akom, A. A. (2007). Cities as battlefields: Understanding how the Nation of Islam impacts civic engagement, environmental racism and community development in a low-income neighborhood. <i>International Journal of Qualitative Studies in Education</i> , 20(6), 711–730. https://doi.org/10.1080/09518390701630858	Knowledge Values Cognitive and Affective Processes
Arp, W. III, & Llorens, J. (1999). Environmental justice for Black Americans: A question of fairness. <i>The Western Journal of Black Studies</i> , 23(2), 125–131.	Knowledge Values Cognitive and Affective Processes
Brewer, R. M., & Heitzeg, N. A. (2008). The racialization of crime and punishment: Criminal justice, color-blind racism, and the political economy of the prison industrial complex. <i>American Behavioral Scientist</i> , 51(5), 625–644. https://doi.org/10.1177/0002764207307745	Knowledge Values Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
Browne, T., Keefe, R., Ruth, B., Cox, H., Maramaldi, P., Rissshel, C., Rountree, M., Zlotnik, J., & Marshall, J. (2017). Advancing social work education for health Impact. <i>American Journal of Public Health, 107</i> (S3), S229-S235. https://doi.org/10.2105/AJPH.2017.304054	Knowledge Values Cognitive and Affective Processes
Case, R. A. (2017). Eco-social work and community resilience: Insights from water activism in Canada. <i>Journal of Social Work, 17</i> (4), 391-412. https://doi.org/10.1177/1468017316644695	Knowledge Values
Clark, C. M. (2013). National study on faculty-to-faculty incivility: Strategies to foster collegiality and civility. <i>Nurse Educator, 38</i> , 98-102. https://doi.org/10.1097/NNE.0b013e31828dc1b2	Knowledge Values Cognitive and Affective Processes
Clayton, D. M., Moore, S. E., & Jones-Eversley, S. D. (2019). The impact of Donald Trump's presidency on the well-being of African Americans. <i>Journal of Black Studies, 50</i> (8), 707-730. https://doi.org/10.1177/0021934719885627	Knowledge Values Cognitive and Affective Processes
Dennis, M. K., & Stock, P. (2019). Green grey hairs: A life course perspective on environmental engagement. <i>Journal of Community Practice, 27</i> (3/4), 430-445. https://doi.org/10.1080/10705422.2019.1647324	Knowledge Values
Denton, F. (2002). Climate change vulnerability, impacts, and adaptation: Why does gender matter? <i>Gender & Development, 10</i> (2), 10-20. https://doi.org/10.1080/13552070215903	Knowledge Values Cognitive and Affective Processes
DiAngelo, R. (2018). <i>White fragility: Why is it so hard for white people to talk about racism?</i> Beacon Press.	Knowledge Values Skills
Dryzek, J. S., Norgaard, R. B., & Schlosberg, D. (Eds.). (2011). <i>The Oxford handbook of climate change and society</i> . Oxford University Press. Chapter 11: "Communicating Climate Change."	Knowledge Skills Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
Duntley-Matos, R., Arteaga, V., Garcia, A., Arellano, R., Garza, R., & Ortega, R. M. (2017). "We always say: And then came the water": Flint's emergent Latinx capacity building journey during the government-induced lead crisis. <i>Journal of Community Practice</i> , 25(3/4), 365–390. https://doi.org/10.1080/10705422.2017.1384422	Knowledge Values Skills Cognitive and Affective Processes
Engstrom, S. (2019). Recognizing the role eco-grief plays in responding to environmental degradation. <i>Transdisciplinary Peace Praxis</i> , pp. 170–184.	Knowledge Values Cognitive and Affective Processes
Erickson, C. L. (2018). <i>Environmental justice as social work practice</i> . Oxford University Press.	Knowledge Values Skills Cognitive and Affective Processes
Gifford, R. (2011). The dragons of inaction: Psychological barriers that limit climate change mitigation and adaptation. <i>American Psychologist</i> , 66(4), 290. https://doi.org/10.1037/a0023566	Knowledge Values Cognitive and Affective Processes
Golod, F. (2008). Civil rights and social justice: A path to engagement and transformation. <i>Horace</i> , 24(3).	Knowledge Values Cognitive and Affective Processes
Gore, A. (2017). <i>An inconvenient sequel: Truth to power: Your action handbook to learn the science, find your voice, and help solve the climate crisis</i> . Random House.	Knowledge Values Skills Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
Hershcovis, M. S. (2011). "Incivility, social undermining, bullying . . . oh my!": A call to reconcile constructs within workplace regression research. <i>Journal of Organizational Behavior</i> , 32, 499–519. https://doi.org/10.1002/job.689	Knowledge Values Skills Cognitive and Affective Processes
Hill-Collins, P. (2012). Social inequality, power, and politics: Intersectionality and American pragmatism in dialogue. <i>Journal of Speculative Philosophy</i> , 26, 442–457. doi:10.1353/jsp.2012.0037 https://doi.org/10.5325/jspcepphil.26.2.0442	Knowledge Values Cognitive and Affective Processes
Krings, A., Kornberg, D., & Lane, E. (2018). Organizing under austerity: How residents' concerns became the Flint water crisis. <i>Critical Sociology</i> . https://doi.org/10.1177/0896920518757053	Skills
Krings, A., & Thomas, H. (2018). Integrating green social work and the U.S. environmental justice movement: An introduction to community benefits agreements. In <i>The Routledge handbook of green social work</i> (pp. 397–406). Routledge.	Knowledge Skills
Melekis, K., & Woodhouse, V. (2015). Transforming social work curricula: Institutional supports for promoting sustainability. <i>Social Work Education</i> , 34(5), 573–585. https://doi.org/10.1080/02615479.2015.1066325	Knowledge Skills
Mitchell, F. M. (2018). "Water is life": Using photovoice to document American Indian perspectives of water and health. <i>Social Work Research</i> , 42(4), 277–289. https://doi.org/10.1093/swr/svy025	Knowledge Values Skills
National Association of Social Workers. (2017). <i>Code of ethics of the National Association of Social Workers</i> . National Association of Social Work.	Knowledge Values Cognitive and Affective Processes
Pais, J., Crowder, K., & Downey, L. (2014). Unequal trajectories: Racial and class differences in residential exposure to industrial hazard. <i>Social Forces</i> , 92(3), 1189–1215. doi:10.1093/sf/sot099	Knowledge Values

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Readings (continued)

Resource	Competency Dimension
Pope Francis. (2015). <i>Laudato Si</i> . http://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_eniclica-laudato-si.html	Knowledge Values Cognitive and Affective Processes
Schusler, T., Krings, A., & Hernandez, M. (2019). Integrating youth participation and eco-social work: New possibilities to advance environmental and social justice. <i>Journal of Community Practice</i> , 27(3/4), 460–475. https://doi.org/10.1080/10705422.2019.1657537	Knowledge Values Skills Cognitive and Affective Processes
Smith-Sitton, L. (2019). Pathways to partnerships: Building sustainable relationships through university-supported internships. <i>Community Literacy Journal</i> , 14(1), 73–82. https://doi.org/10.1353/clj.2019.0029	Knowledge Values Skills Cognitive and Affective Processes
Smyer, M. A. (2017). Greening gray: Climate action for an aging world. <i>Public Policy & Aging Report</i> , 27(1), 4–7. https://doi.org/10.1093/ppar/prw028	Knowledge Skills
White-Newsome, J. L. (2016). A policy approach towards climate justice. <i>The Black Scholar</i> , 46(3), 12–26. https://www.tandfonline.com/doi/full/10.1080/00064246.2016.1188353	Knowledge Values

Class Exercises and Learning Activities (online and in person)

Resource	Competency Dimension
Michael Smyer’s Climate Cards https://grayinggreen.org/sales/ Deck of cards with different individual actions to reduce carbon footprint. The back of each card shows the impact of that action in tons of CO2 per year. Can be used several different ways as an interactive tool for discussion and action planning. Available for purchase (\$20).	Knowledge Cognitive and Affective Processes

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Class Exercises and Learning Activities (online and in person) (continued)

Resource	Competency Dimension
<p>Many sustainability quizzes are available online; choose one and have students complete and discuss personal impact in class.</p>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p>Environmental Justice Walking/Windshield Tour</p> <p>Explore the neighborhood near your campus, identifying sources of environmental injustice (e.g., overflowing garbage piles, stream pollution, identified brownfields or Superfund sites). Explore with students how, as community social workers, they would engage with the community experiencing this condition. This activity would also involve use of www.epa.gov.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>How do new business models (e.g., fair trade, social entrepreneurship, B corps) offer opportunities for students to engage in environmental justice behaviors? Have students work in groups to identify and propose a plan to develop such an organization.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Isle de Jean Charles, Louisiana</p> <p>Many online resources provide information on this native community currently affected by climate change.</p>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p>COVID-19 Class Exercise</p> <p>Imagine you are the social worker at a group home for eight adults with disabilities. How will you engage with staff and residents about coping with new demands such as social distancing, roommates, food preparation, and stay-at-home requirements in this physical environment? This exercise could be implemented with group role plays in the classroom.</p>	<p>Values Skills Cognitive and Affective Processes</p>
<p>Introduce participants to environmental literacy through media news articles about environmental toxins. The story will expand your understanding of current hot topics in environmental toxicology.</p> <p>Ma. H. (2017). <i>News reports in environmental toxicology</i>. University of Wisconsin Milwaukee. https://www4.uwm.edu/schedule/syllabi/217260887.pdf</p>	<p>Knowledge Values</p>

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Class Exercises and Learning Activities (online and in person) (continued)

Resource	Competency Dimension
<p>There's a Whole Lotta Spillin' Goin' On</p> <p>This activity introduces learners to the dangers of hazardous chemical spills and explains the challenges of cleanup. Learners will analyze the effects on the surrounding environment. This activity was designed for high school but is easily adaptable for college.</p> <p>Appendix 6H</p> <p>University of Northern Iowa. (2019). <i>High School Activities in Air Quality</i>. The Storm Project. https://uni.edu/storm/downloads/highschool/</p>	<p>Knowledge</p> <p>Values</p>
<p>Examine how human actions and population changes can affect the environment. Students will examine a series of photographs that compare famous landmarks (Times Square, the Utah Saltair Pavilion, Laguna Beach, and Niagara Falls) across time, and then they will identify human-generated changes in the physical environment, such as the addition of bridges and roads. Students will also examine U.S. Census Bureau population and housing data to see how population changes can contribute to changes in the physical environment. In addition, students will describe the impact of these changes on the environment.</p> <p>United States Census Bureau. (2019). <i>Examining changes to the environment through picture data</i>. https://www.census.gov/programs-surveys/sis/activities/geography/photo-hunt--examining-changes.html</p>	<p>Knowledge</p> <p>Values</p>
Media	
Resource	Competency Dimension
<p>Video: "A Brief History of Environmental Injustice"</p> <p>https://www.youtube.com/watch?v=30xLg2HHg8Q</p>	<p>Knowledge</p>
<p>Dr. Katharine Hayhoe's "Global Weirding" YouTube series</p> <p>https://www.youtube.com/channel/UCi6RkdaEggRVKi3AzydF4ow</p>	<p>Knowledge</p>
<p>UNCC Learn: Introductory e-Course on Climate Change (free learning modules on climate change and environmental justice topics)</p> <p>https://www.unccllearn.org/learning-resources</p>	<p>Knowledge</p>
<p>The Goldman Environmental Prize website introduces environmental justice heroes from all over the world. Students present (individually or in pairs) their hero in the context of the issue they have championed.</p> <p>www.goldmanprize.org</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>

(continued)

Media (continued)

Resource	Competency Dimension
<p>“Til the River Runs Clear,” PBS Video, 2007, 30 minutes (there are several other videos about the Hudson River and the Clearwater organization). Although old, this one is a good length for class and illustrates engagement clearly.</p> <p>https://www.amazon.com/Til-River-Runs-Clear/dp/B000RL21S6</p>	<p>Knowledge Values Skills</p>
<p>Website for community-based organization fighting for environmental justice in the heavily polluted South Bronx. Illustrates community engagement.</p> <p>www.southbronxunite.org</p>	<p>Knowledge Values Skills</p>
<p>Multiple videos related to engagement in sustainability.</p> <p>www.storyofstuff.org</p>	<p>Knowledge Values Skills</p>
<p>Website with video (“The Economics of Happiness”) and other resources about globalization and localization issues, particularly in Ladakh, India.</p> <p>https://www.localfutures.org/</p>	<p>Knowledge Values</p>
<p>“Sugar Cane,” song by Mary Gauthier and Catie Curtis. Environmental justice song related to air pollution from sugarcane burning in Louisiana. This may no longer be an issue in the United States, but it still affects developing nations.</p> <p>https://www.youtube.com/watch?v=uFb0jx8HkPo</p>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p>“The Garden,” award-winning environmental justice documentary about a community garden in South Central Los Angeles.</p> <p>https://www.amazon.com/gp/video/detail/amzn1.dv.gti.7aa9f7aa-6c7a-ef82-8bda-e1169c1e458f?autoplay=1</p>	<p>Knowledge Values Skills</p>
<p>“Waste Land,” a video about environmental injustice in Brazil. Artist Victor Muniz uses art to engage “garbage pickers” in considering a different future.</p> <p>https://www.amazon.com/gp/video/detail/amzn1.dv.gti.92a9f7bb-8c3c-bc91-cecf-27716565a796?ref_=imdbref_tt_wbr_pvc_docuramaFilms&tag=imdbtag_tt_wbr_pvc_docuramaFilms-20</p>	<p>Knowledge Cognitive and Affective Processes</p>
<p>“Mann v. Ford,” a video about environmental injustice in New Jersey, helps bring the issues home to those living in the New York metropolitan area and elsewhere.</p> <p>https://www.hbo.com/documentaries/mann-v-ford</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>

(continued)

Media (continued)

Resource	Competency Dimension
<p>“Food Chains” is a video that tells the story of tomato pickers in Florida, the coalition of Immokalee workers, and their mostly successful organizing efforts.</p> <p>https://www.amazon.com/gp/video/detail/amzn1.dv.gti.9eaf67c8-4579-b9ec-6074-9188c3015432?ref_=imdbref_tt_wbr_pvs_piv&tag=imdbtag_tt_wbr_pvs_piv-20</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>“The Fight in the Fields: Cesar Chavez and the Farmworkers’ Struggle” (1996) is a classic organizing campaign.</p> <p>https://www.amazon.com/Fight-Fields-Chavez-Farmworkers-Movement/dp/0156005980</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>
<p>“Whose Garden Was This?,” a song by Tom Paxton, takes a dark look at environmental destruction.</p> <p>https://www.youtube.com/watch?v=msKYLHwqvW4</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Process</p>
<p>“There Goes the Mountain,” a song by Tom Paxton, will engage students in issue of mountaintop removal in West Virginia and other states.</p> <p>https://www.youtube.com/watch?v=CpleIsCK-OA</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Robin DiAngelo, “Deconstructing White Privilege”</p> <p>http://www.gcorr.org/video/vital-conversations-racism-dr-robin-diangelo/</p>	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>“Redlined: A Legacy of Housing Discrimination”</p> <p>https://www.youtube.com/watch?v=l_sCS2E8k5g</p>	<p>Knowledge</p> <p>Cognitive and Affective Processes</p>
<p>Megan Ming Francis, “Let’s Get to the Root of Social Injustice” (TEDxRainier)</p> <p>https://www.youtube.com/watch?v=-aCn72iXO9s</p>	<p>Knowledge</p> <p>Skills</p>

(continued)

Media (continued)

Resource	Competency Dimension
Video: "The Uncomfortable Truth: The History of Racism in America" https://uindy.kanopy.com/video/uncomfortable-truth	Knowledge Skills Cognitive and Affective Processes
Video: "We Know White Privilege. It's Not Made Up" https://www.cnn.com/videos/tv/2019/01/21/amanpour-reniqua-allen-black-millennials-interview.cnn	Knowledge Skills Cognitive and Affective Processes
Burns, K. (2012). <i>Environmental catastrophe</i> [video]. PBS. https://www.pbs.org/video/dust-bowl-environmental-catastrophe/ Depression-era families feel the effects of natural and human-made factors that turn profitable farmland into vast wasteland.	Knowledge Values Skills Cognitive and Affective Processes
Vahabzadeh, A. (2015). <i>Environmental justice: Social inequalities</i> [video]. Khan Academy. https://youtu.be/OL2xCwD5RNI	Knowledge Values Skills Cognitive and Affective Processes
Videos by Earth Conservation Corps. http://www.pbs.org/moyers/journal/07062007/watch2.html https://www.youtube.com/watch?v=HKToFR5yl2I&t=258s https://earthconservationcorps.org/	Knowledge
Video: "Indigenous Communities Are on the Front Lines of Climate Change." https://www.youtube.com/watch?v=xIGnvelcjOY	Knowledge

<i>Assignments</i>	
Resource	Competency Dimension
<p>Community Garden Engagement</p> <p>This assignment can take many directions as it offers students the opportunity to engage in environmental justice work in a community setting. It can be initiated in the classroom but should take students off campus for at least one session.</p> <ol style="list-style-type: none"> 1. Identify a community garden in your vicinity. Learn some of the background related to the founding of the garden: Who started it? Why? Is its location significant in terms of environmental justice (i.e., in a food desert or inner-city neighborhood)? Who are the gardeners? 2. Invite key people from the garden to your classroom or take the class to visit the garden when there are gardeners or organizers to speak to. Encourage students to ask questions and engage with the gardeners about the meaning the garden holds for them, how they became connected with the garden, and how they learned to garden. 3. Have students write a reflective journal about their experience. They may include photos, reflect on the people they met, discuss the vegetables or herbs they tasted, and so on. 4. Use the next class session to connect the garden experience to concepts of environmental justice. Students may bring up how the garden offers apartment dwellers opportunities to grow fresh food, to build community, and perhaps to donate food to local soup kitchens. 5. If you can incorporate service learning into your course, the possibilities abound. For example, students in a previous course shoveled fresh soil into raised beds, helped with garden cleanup, turned compost, and prepared binders containing illustrated pages identifying the plants in a native plant garden for visitors. 	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>Flint, Michigan Water Crisis</p> <p>The Flint, Michigan water crisis began in 2014 when it was discovered that lead contaminated the drinking water. Students may be unaware of the basic facts of the crisis. However, they may not realize that the problems dragged on for years and may still be unresolved.</p> <ol style="list-style-type: none"> 1. Have students search for and read articles, view videos, and consult other sources that focus on the crisis. The following questions may be used to help students engage in critical thinking about the environmental injustice issues raised by the situation. <ol style="list-style-type: none"> a. What did you learn about race, class, social justice, and economic justice in Flint? b. How did economic issues lead to the water crisis? c. If you lived in Flint (and were unable to move elsewhere), how would you confront the drinking water issue? d. What would you tell your children? 2. Flint is not unique. Students can search for other examples of lead in drinking water (Newark, New Jersey), lead in the soil of playgrounds (Chicago, Illinois) and playground rubber mats (Washington, DC), and lead in house paint. <ol style="list-style-type: none"> a. How do these issues relate to the concept of environmental injustice? b. What would you do as a social worker in one of these communities? 	Knowledge Values Skills Cognitive and Affective Processes
<p>“Close to Home”</p> <p>This assignment can involve a journal or class discussion. Ask students to reflect on an environmental justice issue near their homes or the campus. Students have identified issues such as toxic dumps, industrial pollution, and brownfields or Superfund sites.</p> <ol style="list-style-type: none"> 1. Describe the issue. 2. What makes it an example of environmental injustice? 3. As a community resident or social worker, how would you engage in confronting this issue? 4. Discuss how social work values and skills would factor in your plan. 	Knowledge Values Skills Cognitive and Affective Processes

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>The Goldman Environmental Prize Hero</p> <p>The Goldman Environmental Prize Foundation and its website (www.goldmanprize.org) provide the jumping-off point for this assignment and class presentation. Every year, the Goldman Prize is awarded to a person from each continent who has engaged in grassroots environmental activism. The prizewinners are truly inspiring. The website provides a thorough introduction to each prizewinner and is searchable by various criteria. An example of a group assignment is below, but many variations on the assignment may be developed.</p> <ol style="list-style-type: none"> 1. Introduce the Goldman Prize and its website in class. 2. Have students choose the issue they wish to focus on (from the list used by Goldman). 3. Divide students into small groups based on their choice. 4. Each group investigates the issue they have chosen. 5. Each person in the group investigates one winner in that area. 6. The assignment culminates in a presentation or poster educating classmates or others about both the issue and the heroes who have affected it. 7. Students also identify the social work values and skills that these heroes exemplify. 	<p>Knowledge</p> <p>Values</p> <p>Skills</p>
<p>Environmental Justice</p> <p>https://socialwork.iu.edu/_documents/_syllabus/S102%20Understanding%20Diversity_Model_C.1.pdf</p> <p>The purpose of this assignment is for students to develop an understanding of environmental justice and how it intersects with the lived experiences of the people social workers serve. For this assignment, each student will develop a PowerPoint, Prezi, or poster presentation on an environmental justice issue. Some examples of environmental justice issues include the following:</p> <ul style="list-style-type: none"> ● Impact of Hurricane Maria on Puerto Rico ● Development and implementation of the Dakota pipeline ● Flint, Michigan water crisis ● Hurricane Katrina and its impact on the people of New Orleans ● Dumping of nuclear waste on American Indian reservations 	<p>Knowledge</p> <p>Values</p>

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>Use the readings to guide you in addressing each item below. Each item should shape the headings of your final product.</p> <ol style="list-style-type: none"> 1. Introduction: Clearly outline and describe your chosen issue and describe what your work product will do. 2. Clearly describe why and how your chosen issue is both an environmental justice issue and a social justice issue. 3. Describe how the environmental justice issue harms a marginalized, vulnerable, or oppressed population; be specific and provide data. 4. Describe the scope of the problem, including both the short-term and long-term consequences of the problem. 5. Describe what has been done to address the problem to date and identify specific advocacy efforts and the leaders of those efforts. 6. Describe how social workers can play a role in helping to address the problem. 7. Identify specific codes or elements within the NASW Code of Ethics or the International Federation of Social Workers Statement of Ethical Principles that support social worker action on environmental justice issues. 8. Summary: Summarize your learning. 	

Field Activities

Resource	Competency Dimension
<p>Ecological Devastation Bus Tour</p> <p>A collaborative, community-based activity whereby community members and leaders participate in an ecological devastation bus tour of five low-income communities of color affected by toxic waste. Community members at each stop speak about the impact of environmental injustice in their area.</p>	<p>Knowledge Values</p>
<p>Community Immersion</p> <p>Design a lecture series focusing on the environmental justice–related issue chosen by the faculty. Combine the lecture with immersion in the field. Partner with a community agency where students can spend 1–5 days immersing themselves in the work. Expose students in micro-, mezzo-, and macro-level field learning opportunities.</p>	<p>Knowledge Skills</p>

(continued)

Field Activities (continued)

Resource	Competency Dimension
<p>Community Engagement</p> <p>Enlist at least one client family to engage a new activity. Revitalize an impoverished community. Give new life and purpose to a neglected area. Work with new or existing community organizations such as community gardens or community kitchens, or perhaps develop a project for clients to collect rainwater so they will have water during and after storms. A student could put together a focus group to help a client group learn more about organic food, toxic products, or how climate change affects their community.</p>	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Use the lesson plan at Teaching Tolerance, “What Is Environmental Justice?” (n.d.). https://www.tolerance.org/classroom-resources/tolerance-lessons/what-is-environmental-justice</p> <p>Activities will help students:</p> <ol style="list-style-type: none"> 1. See how air pollution affects people of color and those living in poverty. 2. Use a map to locate environmental injustice. 	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

**APPENDIX 6A:
MOVIE LISTS**

- Fox, J., Spione, J., & Dewey, M. (Directors). (2017). *Awake: A dream from Standing Rock*. Bullfrog Films (89 minutes).
- *The beloved community*. (2015). Kanopy Streaming (56 minutes).

The Beloved Community looks at a Great Lakes oil town facing a toxic legacy head-on. The nerve center of Canada’s petrochemical industry, Sarnia once enjoyed the highest standard of living in the country, but now the bill has come due, in a compromised environment and a devastating community health crisis.

- Gonzalez, A., et al. (Producers). (2012). *Breathing easy: Environmental hazards in public housing*. Educational Video Center. (24 min). (Alexander Street Academic Video Online)

Educational Video Center students focus their attention and cameras on the harmful impact of lead poisoning, mold, and pests and pesticides in low-income housing on the health and well-being of their communities. They

investigate how these pollutants affect their fellow student's Harlem apartment and show how the information and advocacy provided by WE ACT for Environmental Justice and other health experts give hope to a family in need.

- *Flow: For the love of water.* (2008). [Available on Amazon Prime]
- *Dolores: Rebel. Activist. Feminist. Mother.* (2018). [Available on Amazon Prime]

APPENDIX 6B: ENVIRONMENTAL TOXINS CLASS ACTIVITY: PESTICIDE AND TOXIC SUBSTANCE EXPOSURE AWARENESS PROJECT

Purpose: The Pesticides and Toxic Substances Curriculum Enhancements have a total of 36 computer inquiry-based exercises divided over six chapters of environmental concern. Each chapter begins with a background introduction of the broad topic, then the exercises, followed by a comprehensive reference section. The exercises are designed to challenge the students to expand their internet research skills and cognitive ability to look at both sides of a problem. All the substances discussed in this program have had a significant impact on both local and national economies and are of ubiquitous distribution. In many cases the student is challenged to identify and balance the economic benefits of the product to the environmental or human health costs that have been identified, often long after the products have been integrated into society or even long after they are removed from the marketplace. The slide and oral presentations are designed to strengthen organizational skills, development of a balanced argument, public speaking skills, note-taking, and interpretation skills.

Harvard Medical School. (2016, April 5). *Pesticide and toxic substance exposure awareness project*. <https://hms.harvard.edu/sites/default/files/assets/OCER/files/Taking%20It%20All%20In%20Reading%20Materials%20Web.pdf>

APPENDIX 6C: CLASS ACTIVITY: FREE GIS MAPPING

Purpose: This resource provides access to software that allows students to use GIS mapping to better understand environmental markers through data research.

Meuser, M. R. (2019). *Free GIS mapping software program applications & resources*. <https://mapcruzin.com/free-gis-software-tools.htm>

APPENDIX 6D: TOXICOLOGY CURRICULUM FOR COMMUNITIES TRAINER'S MANUAL

Purpose: The manual provides four 60- to 90-minute training modules for lectures or seminars for communities, on the topic of toxicology and issues surrounding environmental exposures. The four modules are designed to be taught either independently or in combination. Each module has a different primary focus but allows participants to raise questions that are more specifically covered in the other modules. Even when teaching only one module, trainers still need to know the material from the other modules, in order to briefly cross-reference them and to address any confusion a participant has about any topic. In addition, trainers must include discussion and question time into the scheduling for the modules. *Note:* Some modules can be split into two 30- to 45-minute sessions, or the 90-minute sessions can be combined for a half-day, 1-day, or 1.5-day seminar.

Hollis, A. L. (2002, September). <https://www.atsdr.cdc.gov/training/toxmanual/acknowledgments.html>

APPENDIX 6E: "NEWS REPORT" IN ENVIRONMENTAL TOXICOLOGY

(2 × 7.5 = 15 points)

Purpose: You are required to present two recent news stories (on different dates) on any aspect of environmental toxicology that we have covered (or will do) in this class. The story will be told at the beginning of each lecture session. The story is expected to expand our understanding of current hot topics in environmental toxicology. It can come from scientific journals, newspapers, magazines, or Internet sources, and it should be recent (2014–present). The context of the story must be supported by information from primary scientific literature. Your story should be about 5 minutes and should include an introduction to the topic of the story, highlight key environmental toxicology themes, and explain the contribution of this story to our understanding of the different aspects of the field covered in the class (e.g., emerging contaminants, toxicokinetics, toxicant exposure, fate and transport of toxicants, toxicological effects). You may print out the article and bring it to the class for reference, but do not read it word by word to your peers.

APPENDIX 6F: UNIVERSITY OF WISCONSIN–MILWAUKEE

A mini review paper on environmental toxicology (40 points)

Purpose: You are required to submit a mini-review paper on the environmental toxicology of a specific chemical (or a group of chemicals) at the end of the semester. It can be an overall review that covers occurrence, environmental fate and transport, and toxicology of the chemicals, or it can focus on one of those aspects (e.g., the mechanism of toxicity of PCBs). The paper should be between 12 and 15 pages long, double spaced, excluding tables, figures, and references. You will choose your own topic, but it needs to be approved by the instructor before proceeding to the next step. Then, submit a 1-page proposal laying out the plan for your writing (which can include your objectives, methods and approaches, and potential challenges) and a list of references you plan to use. Upon approval of the four proposals, you may start writing.

Ma, H. (2017). <https://www4.uwm.edu/schedule/syllabi/217260887.pdf>

APPENDIX 6G: EVERYDAY CHEMICAL BINGO

Instructions

- 1) Hand out the Commercial Products Bingo Cards to the *promotores*.
- 2) At the same time, give the *promotores* enough large lima beans to cover all the products on the cards (total of 16).
- 3) Inform the *promotores* that they will be playing bingo. Mention to them that this bingo game is not the traditional one, but instead they will be placing a lima bean on each of the commercial products that you call out and they have used before their arrival to the training.
- 4) Let them know that the person that fills out their card first or has the most products covered at the end of the game wins (optional: prize).
- 5) Shuffle the Commercial Products Deck of Cards a few times.
- 6) Select the top card from the Commercial Products Deck of Cards and say the product name out loud. Have them cover the product on their bingo card with the lima bean.

7) Repeat Step 4 until someone covers all their bingo card products or you have finished the cards in the deck (the person who has the most products covered on their card wins).

Super Fund Program University of Arizona. (2020). *Environmental toxicology: Training tools*. <https://www.superfund.arizona.edu/learning-modules/promotor-modules/environmental-toxicology/training-tools>

APPENDIX 6H: THERE'S A WHOLE LOTTA SPILLIN' GOIN' ON!

Purpose: The learner should be able to:

- 1) Compare and contrast hazardous chemical spills.
- 2) Comprehend how hazardous chemicals affect the environment.
- 3) Explain the difficulty involved in cleaning up a hazardous spill.
- 4) Explain how the chemical travels once it is released.
- 5) Assess how hazardous chemicals affect the human body and animal life.
- 6) Analyze a chemical spill and its effects on its surroundings.
- 7) Create an emergency management system based on a real-life situation.

University of Northern Iowa. (2019). *High school activities in air quality*. <https://uni.edu/storm/downloads/highschool/>

APPENDIX 6I: EDITORIAL CARTOONS: POVERTY AND ENVIRONMENTAL JUSTICE

Purpose: People who can afford it live in places far away from oil wells, factories, and toxic waste dumps. People with less money more often live near those environmentally undesirable—and often dangerous—places. This activity helps students analyze the visual composition of an editorial cartoon, understand how a cartoon uses satire to make a political statement, and interpret images and text in an editorial cartoon.

Teaching Tolerance. (2020). *Editorial cartoons: Poverty/environmental justice*. <https://www.tolerance.org/classroom-resources/tolerance-lessons/editorial-cartoons-povertyenvironmental-justice>

APPENDIX 6J: EXAMINING CHANGES TO THE ENVIRONMENT THROUGH PICTURE DATA

Purpose: Students will examine how human actions and population changes can affect the environment. Students will examine a series of photographs that compare famous landmarks (Times Square, the Saltair Pavilion in Utah, Laguna Beach, and Niagara Falls) across time, and then they will identify human-generated changes in the physical environment, such as the addition of bridges and roads. Students will also examine U.S. Census Bureau population and housing data to see how population changes can contribute to changes in the physical environment. In addition, students will describe the impact of these changes on the environment.

U.S. Census Bureau. (2019). *Examining changes to the environment through picture data*. <https://www.census.gov/programs-surveys/sis/activities/geography/photo-hunt--examining-changes.html>

APPENDIX 6K: ETHNOGRAPHY

Purpose: Students will observe people in their natural environment and explore foreseeable triumphs and challenges. Students will review existing literature, coupled with previous experiences, and new observations to describe human rights and social, economic, and environmental justice in order to understand the perspective of others. Students will use ethnography as an opportunity to explore various aspects significant to the field of social work and their role in it.

The objectives for this assignment are as follows:

- To understand the significance of from communities of color;
- To engage in an immersion in cultural experiences that includes worldviews, existing literature, and stories;
- To grow familiar with the process of engaging in diversity and difference in practice;
- To have a foundational premise for advancing human rights and social, economic, and environmental justice through ongoing assessment practices.

Students must integrate literature, observations, stories, and other material to help frame the way their new perspective has shifted by using the following activities:

- 1) *Scholarly research*: One of the best ways to discover what's going on in your field is to read existing literature, conduct research, and become familiar with evidence-based practices. Identify four or five scholarly articles that establish positionality.
- 2) Integrate previous assignments, course discussions, textbooks, and other materials to build on your knowledge, skills, and values to learn about strengths and challenges encountered by people of color and what they deem as effective strategies for engagement.
- 3) *Field research and observations*: To immerse yourself in this process, spend time observing people of color in their environment. Be sure to integrate readable and detailed notes to improve your ethnography. Note that previous experience does not count toward your observations. You are still required to conduct fresh research.
- 4) *Reflection and expression*: After the observation has occurred, reflect on your existing knowledge, observations, and emotions that surfaced for you throughout this process to write about the experience.
- 5) In your ethnography, explore the impacts this new information has on your cultural lens and role as a future social work practitioner and your call to serve. Please include your insight on any other perceptions that influence your call to the field of social work.

Each student will present their ethnography in class and can be creative and innovative in developing and molding this presentation.



Competency 7

Assess Individuals, Families, Groups, Organizations, and Communities

COMPETENCY DESCRIPTION

Social workers perform critical assessments across the micro–macro continuum to determine a plan of action to prevent and mitigate the impact of environmental injustice. An effective environmental justice assessment considers whether individuals and families have access to safe living, playing, and working conditions, drinking water, clean air, affordable healthy food, accessible transportation, safe housing, green spaces, protections from environmental contamination, and affordable and clean energy. Social workers align with individuals and families to assess how climate change and environmental degradation affect their physical, mental, financial, and social well-being. Social workers assess the impact of environmental degradation and climate change on groups and organizations. Social work practitioners assess tangible and intangible resources to help in preparation for the event of environmental threat and safety risks. From local communities to the global community, social workers assess how practices and policies create and perpetuate environmental injustice for vulnerable and oppressed populations.

COMPETENCY BEHAVIORS

- Demonstrate awareness of the impact of ecological disruption, climate change, and environmental degradation at all levels of social work practice.
- Assess the effects of environmental injustice and environmental racism on human rights.
- Gain and disseminate knowledge on what environmental privilege entails and its significance for those who benefit from it and those who do not.

- Conduct both micro and macro assessments to explore and examine the effects of practices that harm the natural and built environment.
- Facilitate the participation of vulnerable individuals, families, groups, communities, and organizations to assess the consequences of environmental injustice.
- Perform holistic environmental assessments from an interdisciplinary lens of practice to inform communities seeking environmental justice and protections.
- Collaborate with scientists, government agencies, policymakers, and grassroots and community leaders in the dissemination of findings related to current and future environmental threats.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

<i>Readings</i>	
Resource	Competency Dimension
Alroe, H. F., & Noe, E. (2016). Sustainability assessment & complementarity. <i>Ecology and Society</i> , 21(1). https://doi.org/10.5751/ES-08220-210130	Knowledge
Andrachuk, M., & Armitage, D. (2015). Understanding social-ecological change and transformation through community perceptions of system identity. <i>Ecology and Society</i> , 20(4), 26. http://dx.doi.org/10.5751/ES-07759-200426	Knowledge
Bell, F., Dennis, M. K., & Krings, A. (2019). Collective survival strategies and anti-colonial practice in ecosocial work. <i>Journal of Community Practice</i> . https://doi.org/10.1080/10705422.2019.1648350	Knowledge Values Cognitive and Affective Processes
Billiot, S., Beltrán, R., Brown, D., Mitchell, F., & Fernandez, A. (2019). Indigenous perspectives for strengthening social responses to global environmental challenges: A response to the social work Grand Challenge on environmental change. <i>Journal of Community Practice</i> . https://www.tandfonline.com/doi/abs/10.1080/10705422.2019.1658677	Knowledge Values Skills Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
Carpenter, S. R., Folke, C., Sheffer, M., & Wesley, F. R. (2019). Dancing on the volcano: Social exploration of times in discontent. <i>Ecology and Society</i> , 24(1). https://doi.org/10.5751/ES-10839-240123	Knowledge
Chonody, J. M., Sultzman, V., & Hippie, J. Are social work students concerned about the environment? The role of personal beliefs. <i>Journal of Social Work Education</i> . https://doi.org/10.1080/10437797.2019.1661907	Knowledge Values Cognitive and Affective Processes
Driver, A., Mehdizadeh, C., Bara-Garcia, S., Bodenreider, C., Lewis, J., & Wilson, S. (2019). Utilization of the Maryland Environmental Justice Screening Tool: A Bladensburg, Maryland case study. <i>International Journal of Environmental Research and Public Health</i> , 16(3), 348. https://doi.org/10.3390/ijerph16030348	Knowledge Cognitive and Affective Processes
Faulkner, L., Brown, K., & Quinn, T. (2018). Analyzing community resilience as an emergent property of dynamic social-ecological systems. <i>Ecology and Society</i> , 23(1). https://doi.org/10.5751/ES-09784-230124	Knowledge
Henfrey, T. (2018). Designing for resilience: Permaculture as a transdisciplinary methodology in applied resilience research. <i>Ecology and Society</i> , 23(2). https://doi.org/10.5751/ES-09916-230233	Knowledge Skills
Kemp, S. P. (2011). Recentering environment in social work practice: Necessity, opportunity, challenge. <i>British Journal of Social Work</i> , 41(6), 1198–1210. https://doi.org/10.1093/bjsw/bcr119	Knowledge Values Skills
Krings, A., Kornberg, D., & Lane, E. (2018). Organizing under austerity: How residents' concerns became the Flint water crisis. <i>Critical Sociology</i> , 45(4–5), 583–597. https://doi.org/10.1177/0896920518757053	Knowledge Values Skills Cognitive and Affective Processes
Mason, L. R., Ellis, K. N., & Hathaway, J. M. (2019). Urban flooding, social equity, and “backyard” green infrastructure: An area for multidisciplinary practice. <i>Journal of Community Practice</i> , 27(3–4), 334–350. https://doi.org/10.1080/10705422.2019.1655125	Knowledge Values Skills

(continued)

Readings (continued)

Resource	Competency Dimension
Mitchell, F. M. (2019). Water (in)security and American Indian health: Social and environmental justice implications for policy, practice, and research. <i>Public Health, 176</i> , 98–105. https://doi.org/10.1016/j.puhe.2018.10.010	Knowledge Values Skills Cognitive and Affective Processes
Närhi, K., & Matthies, A. L. (2016). Conceptual and historical analysis of ecological social work. <i>Ecological Social Work: Towards Sustainability, 21</i> –38. https://doi.org/10.1177/0020872816644663	Knowledge Values Cognitive and Affective Processes
Polack, R., Wood, S., & Smith, K. N. (2010). An analysis of fossil-fuel dependence in the United States with implications for community social work. <i>Critical Social Work, 11</i> (3), 140–154. https://doi.org/10.22329/csw.v11i3.5837	Knowledge Values Cognitive and Affective Processes
Saleeby, P.W. (2015). Using the International Classification of Functioning, Disability and Health (ICF) to improve understanding of disability and functioning. <i>Review of Disability Studies: An International Journal, 11</i> (4), 26–34. http://hdl.handle.net/10125/58650	Knowledge Values Skills
Schulser, T., & Krings, A. (2018). Addressing environmental gentrification: Improving environmental health for children and youth without displacement. Center for the Human Rights of Children, Loyola University Chicago, 1–12. https://www.luc.edu/chrc/	Knowledge Values Skills Cognitive and Affective Processes
Schusler, T., Krings, A., & Hernández, M. (2019). Integrating youth participation and ecosocial work: New possibilities to advance environmental and social justice. <i>Journal of Community Practice, 27</i> (4), 537. https://www.tandfonline.com/doi/abs/10.1080/10705422.2019.1657537	Knowledge Values Skills Cognitive and Affective Processes
Stone-Jovich, S., Goldstein, B. E., Brown, K., Plummer, R., & Olsson, P. (2018). Expanding the contribution of the social sciences to social-ecological resilience research. <i>Ecology and Society, 23</i> (1). https://doi.org/10.5751/ES-10008-230141	Knowledge Values

(continued)

Readings (continued)

Resource	Competency Dimension
Teixeira, S., & Krings, A. (2015). Sustainable social work: An environmental justice framework for social work education. <i>Social Work Education, 34</i> (5), 513-527. https://doi.org/10.1080/02615479.2015.1063601	Knowledge Values Skills Cognitive and Affective Processes
Welch Saleeby, P. (2011). Using the International Classification of Functioning, Disability and Health in social work settings. <i>Health and Social Work, 36</i> (4), 303-306. http://hdl.handle.net/10125/58650	Knowledge Values Skills
Willett, J. L. (2015). The slow violence of climate change in poor rural Kenyan communities: "Water is life. Water is everything." <i>Contemporary Rural Social Work, 7</i> (1), 6. Available at: https://digitalcommons.murraystate.edu/crsw/vol7/iss1/6	Knowledge Values
Zapf, M. (2010). Social work and the environment: Understanding people and place. <i>Critical Social Work, 11</i> (3), 30-46.	Knowledge

Class Exercises and Learning Activities (online and in person)

Resource	Competency Dimension
<p>Read Brulle, R. J., & Pellow, D. N. (2006). Environmental justice: Human health and environmental inequalities. <i>Annual Review of Public Health, 27</i>, 103-124. https://doi.org/10.1146/annurev.publhealth.27.021405.102124</p> <ol style="list-style-type: none"> 1. Take this online knowledge quiz. (https://www.cnn.com/interactive/2019/04/specials/climate-change-solutions-quiz/index.html) 2. Calculate your environmental footprint with this calculator. (http://www.footprintcalculator.org/) 3. Once you've completed the above activities, consider these questions: Were you surprised by your results? Why or why not? What might you consider doing differently to reduce your environmental footprint? Considering your results and the readings for this week, what could you do in the community? Is this something that is important to you? Do you feel like it's important to practice? <p>This was originally used as an online discussion board activity but could also be used in class.</p>	Knowledge Values Cognitive and Affective Processes

(continued)

Class Exercises and Learning Activities (online and in person) (continued)

Resource	Competency Dimension
<p>Meet in groups to develop an environmental justice assessment in a given community case example.</p> <ol style="list-style-type: none"> 1. Students will select a case study from the Environmental Justice Case Studies (University of Michigan). http://umich.edu/-snre492/cases.html 2. Each group will identify three or four environmental injustice issues and will design an assessment instrument or tool to address those issues. 3. Groups will share their final product with classmates. 	<p>Knowledge Skills</p>

Assignments

Resource	Competency Dimension
<p>Complete a case study assessment using the International Classification of Functioning, Disability and Health (ICF) resources.</p> <p>The ICF can be used by social workers to assess how the environment affects an individual's functioning in their setting (home, school, work, and community). Review the ICF materials available from the CSWE Center for Diversity and Social and Economic Justice (Educator Resource of the Month - July 2020). Use the ICF Checklist to assess the individual with the cases provided in the resources or alternative cases.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Conducting an Environmental Self-assessment</p> <p>Write a descriptive paper about your personal environmental context and address environmental injustice issues affecting you and your community. Include the following:</p> <ol style="list-style-type: none"> 1. Describe your past and present experiences in and with nature and nonhuman beings. 2. Reflect on how these experiences are affected by your family values and issues of oppressions, privileges you experienced, and so on. Integrate readings and course content. 3. Assess existing resources or potential resources to address current and past environmental injustices in your community. 4. What changes would you make? Identify how the changes could be made. Imagine what you want for yourself as an adult or for children you may choose to raise. <p>Erickson, C. L. (2018). <i>Environmental justice as social work practice</i>. Oxford University Press. (Ch. 5)</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>Social Change Paper</p> <p>Participate in a local environmental justice issue of your choosing. Write a 3- to 4-page paper including the following:</p> <ol style="list-style-type: none"> 1. Describe what you participated in and why you chose it. Provide details on your role. 2. Share the perspective of the activity regarding the problem being addressed. Provide an analysis of their perspective. Especially include analysis of who is included and who is not included. Include course content to analyze the groups perspective. 3. Refer to the social change wheel: https://www.stthomas.edu/media/schoolofsocialwork/pdfdocs/Social-change-wheel-handout.pdf. Does the activity fit a category? Identify why. 4. Include course content to analyze the group's activities. Include an ending paragraph of your choosing. <p>Erickson, C. L. (2018). <i>Environmental justice as social work practice</i>. Oxford University Press. (Ch. 9)</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Community Analysis</p> <p>Students select a community to evaluate on various dimensions of environmental justice. Consider the natural and built environment, resource availability and accessibility, inequalities, economic characteristics, demographic makeup of the community, political characteristics, environmental degradation, relevant policy, and so on, to understand the current challenges to environmental justice.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<i>Media</i>	
Resource	Competency Dimension
<p>Film: <i>The Burning Season</i>. Frankenheimer, J. (1994).</p> <p>A Hollywood film telling the story of Brazilian environmental activist Chico Mendez and the Amazonian deforestation.</p>	<p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Documentary: <i>Guardiana de los Rios (Guardian of the River)</i>. Avila, J., & García, M. (2016). Madre Tierra, Honduras.</p> <p>https://www.youtube.com/watch?v=Lwwe4MOGfmo</p> <p>Narrates the story of Honduran environmental activist Berta Cáceres and the Lenca Indigenous people and their fight to protect the Río Blanco from the threat of a hydroelectric power private project.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

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Media (continued)

Resource	Competency Dimension
<p>Documentary: Voice of the Amazon. Smith, M. (1989). Miranda Productions. https://youtu.be/li0ypePaZ1o.</p> <p>Chico Mendez’s friend Miranda Smith travels to Brazil to document the deforestation of the Amazonian jungle and the displacement of rubber farmers to develop a large-scale cattle production.</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Documentary: Here’s to Flint. Levy, K., & Guyette, C. (2016). ACLU of Michigan. https://vimeo.com/170833151.</p> <p>A multi-award-winning documentary exposes the struggle of Flint, Michigan residents with water pollution and the inaction of the government to solve this health and environmental crisis.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

Field Activities

Resource	Competency Dimension
<p>Critical Assessment Exercise 1</p> <p>When designing an assessment, consider factors in the built and natural environment that create risk. Once students develop a mental or physical list, ask, “What are factors in the natural environment that could be enriching to human well-being?”</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>
<p>Critical Assessment Exercise 2</p> <p>Ask students to assess the neighborhood and community surrounding their field internships or a specific community or neighborhood. Encourage them to identify factors in the built and natural environment that create neighborhood or community risk.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>



Competency 8

Intervene With Individuals, Families, Groups, Organizations, and Communities

COMPETENCY DESCRIPTION

Social workers are equipped to intervene with environmental justice issues that impact individuals, families, groups, organizations, communities, and all that lives. Social workers recognize the interdependence and intersection of the micro, mezzo, and macro impacts of humans on the natural environment and the natural environment on humans. Social workers operate with cultural humility, using inclusive, critical, and culturally responsive theories to inform intervention. Environmental justice interventions include all that lives in the natural world and ensures that decisions are made for the greater good of the ecosystem, including water, flora, and fauna. Environmental justice interventions are implemented alongside existing social and economic justice interventions to challenge oppressive structures and increase sustainability. As the burden of these injustices falls heavily on vulnerable communities, social workers strive to ensure access to decision making on issues related to the environment and help individuals, families, groups, and communities organize to address their needs. Social workers recognize that differences in access to power underlie these inequities. They work with individuals, families, groups, and communities to identify their resiliencies and vulnerabilities in the face of environmental degradation and develop and implement strategies that create mutually beneficial relationships within the ecosystem.

COMPETENCY BEHAVIORS

- Recognize and honor the dignity, self-determination, and relationships of humans and the natural environment and ways of coping with environmental injustices.
- Facilitate holistic theory-driven interventions that are interdisciplinary and consider the built environment, natural environment, and interaction of species in the ecosystem.
- Identify and use inclusive decision-making models with historically marginalized groups and ecosystems when planning environmental justice interventions.
- Apply culturally responsive interventions, reflective of the diversity in local contexts, that advance sustainability.
- Build the capacity of individuals, families, groups, organizations, and communities to respond to and collaborate with the natural environment by using and building upon resiliencies and strengths of the micro, mezzo, and macro spheres of an ecosystem.
- Implement interventions that move toward equity, participation, cooperation, and healing, and challenge the anthropocentric power-over and exploitation-of Earth paradigm that negatively affects marginalized systems.
- Promote stewardship of Earth’s resources and sustainability for current and future generations.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

<i>Readings</i>	
Resource	Competency Dimension
Boyle, K. (2016). <i>Poison on tap: How government failed Flint, and the heroes who fought back</i> . Mission Point Press.	Knowledge Values Skills

(continued)

Readings (continued)

Resource	Competency Dimension
Brennan, E., Jones, K., & Bender, R. (2017). Gentrification and displacement: An environmental justice challenge for social work in urban environments. In M. Rinkel & M. Powers (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for social work practitioners and educators</i> (pp. 175–191). International Federation of Social Work (IFSW). http://archives.pdx.edu/ds/psu/19408	Knowledge Values Skills
Burls, A. (2007). People and green spaces: Promoting public health and mental well-being through ecotherapy. <i>Journal of Public Mental Health</i> , 6(3), 24–39. https://doi.org/10.1108/17465729200700018	Knowledge Cognitive and Affective Processes
Chakraborty, J., Collins, T. W., & Grineski, S. E. (2019). Exploring the environmental justice implication of Hurricane Harvey flooding in greater Houston, Texas. <i>American Journal of Public Health</i> , 109(2), 244–250. https://doi.org/10.2105/AJPH.2018.304846	Knowledge Values
Environmental Protection Agency. (2008). <i>Collaborative problem-solving model</i> . https://www.epa.gov/sites/production/files/2015-04/documents/ejproblemcollaborativesolvingmodel.pdf	Knowledge Skills Cognitive and Affective Processes
Farmer, P. (2014). Ecotherapy for mental health. <i>Journal of Holistic Healthcare</i> , 11(1), 18–21. https://bhma.org/article/eco-therapy-for-mental-health/	Knowledge
Fotti, J., & de Silva, L. (2010). <i>A seat at the table: Including the poor in decisions on development and the environment</i> . https://pdf.wri.org/a_seat_at_the_table.pdf	Knowledge Values Skills
Hamilton, W., & Erickson, C. (2012). Urban heat islands and social work: Opportunities for intervention. <i>Advances in Social Work</i> , 13(2), 420–430. https://doi.org/10.18060/1937	Knowledge Skills Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
Hanna-Attisha, M. (2018). <i>What the eyes don't see: A story of crisis, resistance, and hope in an American city</i> . One World.	Knowledge Values Cognitive and Affective Processes
Hayes, K., & Poland, B. (2018). Addressing mental health in a changing climate: Incorporating mental health indicators into climate change and health vulnerability and adaptation assessments. <i>International Journal of Environmental Research and Public Health</i> , 15, 806. https://doi.org/10.3390/ijerph15091806	Knowledge Skills
Jordan, M. (2015). <i>Nature and therapy: Understanding counselling and psychotherapy in outdoor spaces</i> . Routledge.	Knowledge Values Skills
Kruger, D. J., Cupal, S., Franzen, S. P., Kodjebecheva, G., Bailey, E. S., Key, K. D., & Kaufman, M. M. (2017). Toxic trauma: Household water quality experiences predict posttraumatic stress disorder symptoms during the Flint, Michigan, water crisis. <i>Journal of Community Psychology</i> , 45(7), 957–962. https://doi.org/10.1002/jcop.21898	Knowledge
LaDuke, W. (2008). <i>Launching a green economy for brown people: Building a good future for our communities and coming generations—Minnesota tribal energy and food sovereignty handbook</i> . Honor the Earth.	Knowledge Values Skills
Lucas-Darby, E. (2011). The new color is green: Social work practice and service learning. <i>Advances in Social Work</i> , 12(1), 113–125. https://doi.org/10.18060/1340	Knowledge Values Skills
Lysack, M. (2010). Environmental decline, loss, and biophilia: Fostering commitment in environmental citizenship. <i>Critical Social Work</i> , 11(3), 48–66. https://doi.org/10.22329/csw.v11i3.5832	Values
Lysack, M. (2012). Building capacity for environmental engagement and leadership: An ecosocial work perspective. <i>International Journal of Social Welfare</i> , 21, 260–269. https://doi.org/10.1111/j.1468-2397.2011.00854.x	Knowledge Skills

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Readings (continued)

Resource	Competency Dimension
Martin, A. (2018). Community transformation for climate justice in Bolivia. In M. Rinkel & M. Powers (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for social work practitioners and educators</i> (pp. 276–296). International Federation of Social Work (IFSW). https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-volume-2/	Knowledge Skills
Miller, S. E., & Hayward, R. A. (2014). Social work education's role in addressing people and a planet at risk. <i>Social Work Education, 33</i> , 280–295. https://doi.org/10.1080/02615479.2013.805192	Knowledge Values
Powers, M. C. (2016). Transforming the profession: Social workers' expanding response to the environmental crisis. In A.-L. Matthies & K. Närhi, <i>Ecosocial transition of societies: Contribution of social work and social policy</i> . Routledge.	Knowledge Values Cognitive and Affective Processes
Powers, M. C. F., Schmitz, C. L., Nsonwu, C. Z., & Mathew, M. T. (2018). Environmental migration: Social work at the nexus of climate change and global migration. <i>Advances in Social Work, 18</i> (3). https://doi.org/10.18060/21678	Knowledge Values Cognitive and Affective Processes
Prussia, L. (2017). A natural connection: Relational-cultural theory and the environment. In C. Gunderson, D. Graff, & K. Craddock (Eds.), <i>Transforming community: Stories of connection through the lens of relational-cultural theory</i> (pp. 303–312). Whole Person Associates.	Knowledge Values
Prussia, L. (2019). <i>Natural connections: Social work's role in mending human and environmental relationships</i> [Doctoral dissertation]. St. Catherine's University–University of St. Thomas.	Knowledge Values Cognitive and Affective Processes
Tian, Q., Xu, B., & Huang McBeath, J. (2019). Human service organization-environment relationships in relation to environmental justice: Old and new approaches to macro practice and research. <i>Human Service Organizations: Management, Leadership & Governance, 43</i> (4), 299–313. https://doi.org/10.1080/23303131.2019.1664694	Knowledge Values Cognitive and Affective Processes

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Readings (continued)

Resource	Competency Dimension
Rabb, H. (2017). Sustainable wellbeing and social work with children: Promoting our connectedness with nature through nature-assisted interventions. In M. Rinkel & M. Powers (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for global social workers and educators</i> (pp. 133-145). International Federation of Social Workers.	Knowledge Values
Reese, R. F., & Myers, J. E. (2012). EcoWellness: The missing factor in holistic wellness models. <i>Journal of Counseling & Development, 90</i> (4), 400-406. https://doi.org/10.1002/j.1556-6676.2012.00050.x	Knowledge
Sackett, C. R. (2010). Ecotherapy: A counter to society's unhealthy trend? <i>Journal of Creativity In Mental Health, 5</i> (2), 134-141. doi:10.1080/15401383.2010.485082	Knowledge
Surgenor, H. (2015). Review of nature and therapy: Understanding counselling and psychotherapy in outdoor spaces. <i>Existential Analysis, 26</i> , 370-373.	Knowledge
Swank, J. M., & Shin, S. M. (2015). Nature-based child-centered play therapy: An innovative counseling approach. <i>International Journal of Play Therapy, 24</i> , 151-161. https://doi.org/10.1037/a0039127	Knowledge Skills
Treuhaft, S., & Karpyn, A. (2010). <i>The grocery gap: Who has access to healthy foods and why it matters</i> . The Food Trust and Policy Link. http://thefoodtrust.org/uploads/media_items/grocerygap.original.pdf	Knowledge Values
Ungar, M. (2002). A deeper, more social ecological social work practice. <i>Social Service Review, 76</i> (3), 480-497. https://doi.org/10.1086/341185	Values Cognitive and Affective Processes
Wilson, N., Ross, M., Lafferty, K., & Jones, J. (2008). A review of ecotherapy as an adjunct form of treatment for those who use mental health services. <i>Journal of Public Mental Health, 7</i> (3), 23-35. https://doi.org/10.1108/17465729200800020	Knowledge

Class Exercises and Learning Activities (online and in person)	
Resource	Competency Dimension
Erickson, C. L. (2018). <i>Environmental justice as social work practice</i> . Oxford University Press.	Knowledge Values Skills Cognitive and Affective Processes
Shokane, A. L., & Nel, H. (2017). Community development intervention guidelines for communities affected by natural disasters. In M. Rinkel & M. Powers (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for social work practitioners and educators</i> (pp. 107-120). International Federation of Social Work (IFSW). https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability/ This lesson contrasts a needs-based and strengths-based approach to disaster work in social work. There is a reading followed by case studies applying the intervention principles presented.	Knowledge Values Skills
Class Example Bear witness to an environmental injustice, speak for those who cannot, and connect to the human experience.	Values Skills Cognitive and Affective Processes
The Community Action Poverty Simulation https://www.povertysimulation.net/ The Community Action Poverty Simulation (CAPS) bridges the gap from misconception to understanding. CAPS is an interactive immersion experience. It sensitizes community participants to the realities of poverty.	Values Cognitive and Affective Processes
Rabb, H. (2017). Sustainable wellbeing and social work with children: Promoting our connectedness with nature through nature-assisted interventions. In M. Rinkel & M. Powers (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for social work practitioners and educators</i> (pp. 133-145). International Federation of Social Work (IFSW). https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability/ This lesson includes a reading that applies the biophilia hypothesis to social work with children. The exercises include four interventions to use with children to build connection to nature and overall health and well-being.	Knowledge Values Skills

(continued)

Class Exercises and Learning Activities (online and in person) (continued)

Resource	Competency Dimension
<p>Moonga, F. (2018). Sustainable community development practices through environmental protection in Zambia. In M. Rinkel & M. Powers (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for social work practitioners and educators</i> (pp. 144–155). International Federation of Social Work (IFSW). Retrieved from https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-volume-2/</p> <p>This lesson explores how unfettered community development endangers sustainability through examples in Zambia. The exercises direct the student to explore community development interventions that promote human–nature connections.</p>	<p>Knowledge Skills</p>
<p>Cuskelly, K., McCann, T., & Murphy, N. (2018). Partnership approaches to address the impacts of environmental, social and economic injustices on mental wellbeing with the Traveller Community in Ireland. In M. Rinkel & M. Powers (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for social work practitioners and educators</i> (pp. 156–170). International Federation of Social Work (IFSW). Retrieved from https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-volume-2/</p> <p>This lesson begins with exploration of the history of injustice experienced by the Traveller Community. A novel intervention is introduced that relies on building a strong partnership between the community and service providers. Exercises are included to identify interventions that build inclusion and participation.</p>	<p>Knowledge Values Skills</p>
<p>Cwikel, A., & Blit-Cohen, E. (2018). Charting strategies to social sustainability: Lessons from community environmental struggles. In M. Rinkel & M. Powers (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for social work practitioners and educators</i> (pp. 171–192). International Federation of Social Work (IFSW). https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-volume-2/</p> <p>This lesson begins with a review and categorization of social action strategies. Application of these intervention strategies occurs via case studies.</p>	<p>Knowledge Skills</p>
<p>Dominelli, L. (2014). Promoting environmental justice through green social work practice: A key challenge for practitioners and educators. <i>International Social Work</i>, 57(4), 338–345. https://doi.org/10.1177/0020872814524968</p>	<p>Knowledge Values Cognitive and Affective Processes</p>

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Class Exercises and Learning Activities (online and in person) (continued)

Resource	Competency Dimension
<p>EWG's Tapwater Database. Environmental Working Group 2019. https://www.ewg.org/tapwater/.</p> <p>This website provides all sorts of interesting information about the state of America's drinking water and allows users to search by zip code for the status of their own drinking water.</p>	Knowledge
Media	
Resource	Competency Dimension
<p>A convenient truth: Urban solutions from Curitiba, Brazil (2006) https://www.imdb.com/title/tt1018804/</p>	Knowledge Values Skills
<p>Harris, N. B. (2015, February 17). How childhood trauma affects health across a lifetime. YouTube, uploaded by TED. https://www.youtube.com/watch?v=95ovlJ3dsNk</p>	Knowledge Values Skills
<p>Video: <i>The Damage Report</i> by John Iadarola: "NPR study: Hottest areas tend to be the poorest." https://youtu.be/wyY1ckBTHvE</p> <p>The 6 minute video describes an NPR study that shows maps linking poverty and rising temperatures.</p>	Knowledge Values Cognitive and Affective Processes
<p>Video: "How Uniontown, Alabama, became victim of environmental injustice." <i>Now This News</i>. https://youtu.be/INik_ZLBsWc</p>	Knowledge Values Cognitive and Affective Processes
<p>EJSCREEN: EPA's environmental justice screening and mapping tool. https://ejscreen.epa.gov/mapper</p> <p>EJSCREEN is an environmental justice mapping and screening tool that provides the EPA with a nationally consistent data set and approach for combining environmental and demographic indicators.</p>	Knowledge Skills
<p>My Environment. https://www3.epa.gov/myem/envmap/find.html</p> <p>My Environment is a mapping tool of the EPA that provides mapping based on location on the areas of air, water, energy, health, climate, land, and community projects</p>	Knowledge Skills

(continued)

Media (continued)

Resource	Competency Dimension
<p>Toxics Release Inventory (TRI) Program. https://www.epa.gov/toxics-release-inventory-tri-program</p> <p>The TRI tracks the management of certain toxic chemicals that may pose a threat to human health and the environment.</p>	<p>Knowledge Skills</p>

Assignments

Assignment and Resource	Competency Dimension
<p>Final Intervention Paper</p> <p>Students will write a 10- to 15-page paper proposing or describing a social work intervention that promotes environmental justice. The intervention can be one that already exists or one the student is proposing. Students should use at least six scholarly sources. Student must identify the client or client system and describe the theory or theories related to the intervention. The student will explain how environmental justice, marginalized populations, and the health of the environment are considered within the intervention. Students must assess the intervention, analyzing strengths, limitations, and potential areas of growth. This intervention must address issues discussed during this course or in the readings as they relate to social work and environmental justice.</p> <p>Advocacy Presentation</p> <p>This presentation will concisely describe the intervention discussed in the student’s final intervention paper. Students can use videos, brochures, and posters as visual aids. The student will then facilitate a group conversation that encourages critical thinking regarding the respective intervention and its relationships to social work. Each student will have a maximum of 30 minutes (depending on enrollment) for presentation and discussions.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Ask students to work in small groups to develop ideas for a program that addresses climate anxiety and depression in children and/or adults. Make sure students consider macro-level approaches, including climate becoming active in the climate justice or other movements. (Can use Greta Thunberg’s situation as an example.)</p>	<p>Knowledge Values Cognitive and Affective Processes</p>

(continued)

Assignments (continued)

Resource	Competency Dimension
<p>Complete an Eco-justice Analysis: Problem Identification and Intervention</p> <p>Presentation: In groups of three, students will select an issue to explore and present to classmates. Using descriptive and persuasive storytelling, educate your classmates on an environmental justice issue. This could be an environmental justice issue that is currently having a negative impact on a community, or a positive environmental justice initiative to solve a problem. Be sure to cite your sources in your presentation and have include a reference list.</p> <ol style="list-style-type: none"> 1. Describe the impact of the environmental issue or initiative as a justice issue. 2. Research and analyze the health and social impacts. 3. Identify the stakeholders and describe their perspectives. Determine if whether there are any voices missing. 4. What has or is being done to address the environmental issue and by whom? Is their success Have they been successful? 	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Environmental Justice Social Change Activity in the Community</p> <p>Participate in a local environmental justice issue of your choosing. Write a paper including the following:</p> <ul style="list-style-type: none"> ● Describe what you participated in and why you chose it. Provide details on your role. Include the date, time, and where you went. (1-2 full paragraphs) ● Share the perspective of the activity in terms of the problem being addressed. Provide an analysis of this perspective. Include an analysis of who is included and who is not included. Include course content (e.g., the foundational concepts of power, strengths perspective, micro to macro) to analyze the group's perspective. (2-3 paragraphs) ● Refer to the social change wheel. Does the activity fit a category? Identify why. (1-2 paragraphs) ● Include an ending paragraph of your choosing to summarize your experience and what you learned. (1 paragraph) 	<p>Knowledge Values Skills Cognitive and Affective Processes</p>

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Assignments (continued)

Resource	Competency Dimension
<p>Environmental Justice Personal Impact Paper</p> <p>Students are asked to write a 2- to 4-page paper about the following:</p> <ul style="list-style-type: none"> ● Identify an environmental justice issue that has affected you, someone you know personally, or your community. ● Describe the policies in place at the local, state, or federal level that you believe contribute to this situation. ● Identify some beginning ideas about how an intervention could occur at the individual and systems level (i.e., micro, mezzo, or macro level). Use at least three sources to support your assertions. 	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Narusson, D., Geurden, L., & Kool, H. (2018). Promoting mental health: Engagement with the environment as a source of solutions and inspiration. In M. Rinkel & M. Powers (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for social work practitioners and educators</i> (pp. 226–242). International Federation of Social Work (IFSW). https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability-volume-2/</p> <p>This lesson reviews multiple nature-based interventions around mental health and well-being. An assignment is presented where the student identifies the nature-based interactions and associated emotions of a client or participant and plans interventions based on this assessment.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>
<p>Forbes, R. (2017). Using social media to communicate environmental justice in rural spaces. In M. Rinkel & M. Powers (Eds.), <i>Social work promoting community and environmental sustainability: A workbook for social work practitioners and educators</i> (pp. 238–245). International Federation of Social Work (IFSW). https://www.ifsw.org/product/books/social-work-promoting-community-and-environmental-sustainability/</p> <p>This reading presents information about e-advocacy and environmental justice. There are useful instructions on the mechanics of podcasting. The final assignment includes production of a podcast on an environmental justice issue.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Ask students to work in small groups to develop ideas for a program that addresses climate anxiety and depression in children or adults. Make sure students consider macro-level approaches, including students becoming active in the climate justice or other movements. (Students can use Greta Thunberg’s situation, for example.)</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

<i>Field Activities</i>	
Resource	Competency Dimension
Collaborate with nature as part of an intervention with individuals, groups, families, and communities.	Knowledge Values Skills Cognitive and Affective Processes
Join or start an environmental justice advisory board at your field agency.	Knowledge Values Skills Cognitive and Affective Processes
Develop an environmental audit of your field placement.	Knowledge Skills
Prepare a series of briefing papers on key interventions designed to address some element of environmental justice for a population of interest at your field placement.	Knowledge Values Skills Cognitive and Affective Processes
Define what environmental justice means in your field agency. Students often struggle with connecting their practicum setting with concepts of environmental justice. In Competency 8, students are expected to choose and implement interventions and apply multidisciplinary theoretical frameworks in interventions. In order to do so, they must be able to identify examples of environmental injustice in their practicum setting.	Knowledge Values Skills Cognitive and Affective Processes
Identify areas where food waste occurs and develop a plan to address the waste or decrease it.	Knowledge Values Skills



Competency 9

Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities

COMPETENCY DESCRIPTION

Social workers understand that evaluation is an ongoing and dynamic process in the practice of advancing environmental justice with individuals, families, groups, organizations, and communities and in the development, implementation, and enforcement of environmental laws, regulations, and policies. They recognize the importance of evaluating processes and outcomes to advance the effectiveness of environmental justice in practice, policy, service delivery, and the prevention of harm.

Social workers expand their understanding of person-in-environment by including the natural and built environments, as viewed through the lens of intersectionality and ecological and cultural humility and an understanding of geopolitical context. Social workers, informed by evidence-based knowledge about climate change and environmental impacts (both positive and negative), critically evaluate the assumptions embedded in scientific research. They work collaboratively with impacted communities and across disciplines to apply this knowledge and critically evaluate environmental justice outcomes and processes. In understanding empirical, local, and Indigenous methods and in recognizing the importance of facilitating the participation of communities, social workers ensure that methods are fair, meaningful, and ecologically and culturally responsive for the evaluation of outcomes at the intersection of social, economic, and environmental justice.

Social workers disseminate evaluation findings and implications for improvement in environmental justice-focused practice and policy across micro,

mezzo, and macro levels in both generalist and specialized practice. With an awareness and understanding of the profound effects of environmental degradation, climate change, and the disproportionate impact of multiple forms of environmental injustice on vulnerable and oppressed populations, social workers support and promote effective environmental justice practices by encouraging the implementation of appropriate evaluation processes.

COMPETENCY BEHAVIORS

- Recognize the significance of the natural and built environment in both formal and informal evaluations of outcomes, processes, practice effectiveness, and the prevention of harm.
- Select and apply appropriate methods for evaluating the resources and vulnerabilities in the natural and built environment, environmental justice outcomes, processes, practice effectiveness, and the prevention of harm.
- Apply knowledge of human behavior and the social environment, person-in-environment, and multidisciplinary theoretical frameworks that use a lens of intersectionality and ecological and cultural humility, and an understanding of geopolitical context, with a recognition of the significance of the natural and built environments in the evaluation of outcomes, processes, practice effectiveness, and the prevention of harm.
- Critically analyze, monitor, and evaluate environmental and sustainability outcomes and processes that recognize the health and well-being of the natural environment as it affects the nutrition, shelter, educational, and cultural needs of individuals, groups, families, and communities.
- Apply and disseminate evaluation findings to improve environmental justice practice effectiveness at the micro, mezzo, and macro levels.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

Readings

Resource	Competency Dimension
Berry, H., Bowen, K., & Kjellstrom, T. (2010). Climate change and mental health: A causal pathways framework. <i>International Journal of Public Health</i> , 55(2), 123-132. http://doi.org/10.1007/s00038-009-0112-0	Knowledge
Billiot, S., Beltran, R., Brown, D., Fernandez, A., & Mitchell, F. (2019). Indigenous perspectives for strengthening social responses to global environmental changes: A response to the social work Grand Challenge on environmental changes. <i>Journal of Community Practice</i> , 27(3-4), 296-316. http://doi.org/10.1080/10705422.2019.1658677	Knowledge Values
Billiot, S., & Parfait, J. (2019). Reclaiming land: Adaptation activities and global environmental change and challenges within Indigenous communities. In L. R. Mason & J. Rigg (Eds.), <i>People and climate change: Vulnerability, adaptation, and social justice</i> (pp. 108-121). Oxford.	Knowledge Values
Des Marais, E. A., Bexell, S. M., & Bhadra, S. (2016). Reflexive development: A model for helping social workers contribute to a sustainable global future. <i>Social Work Education</i> , 35(1), 100-112. http://doi.org/10.1080/02615479.2015.1074674	Knowledge
Dominelli, L. (2014). Promoting environmental justice through green social work practice: A key challenge for practitioners and educators. <i>International Social Work</i> , 57(4), 338-345. https://doi.org/10.1177/0020872814524968	Knowledge Values
Kafer, A. (2013). <i>Feminist, queer, crip</i> . Indiana University Press.	Knowledge Values
Mason, L. R., & Rigg, J. (Eds.). (2018). <i>People and climate change: Vulnerability, adaptation, and social justice</i> . Oxford.	Knowledge Values
Minkler, M., Garcia, A. P., Williams, J., LoPresti, T., & Lilly, J. (2010). Sí se puede: Using participatory research to promote environmental justice in a Latino community in San Diego, California. <i>Journal of Urban Health</i> , 87(5), 796-812. https://doi.org/10.1007/s11524-010-9490-0	Knowledge Values Skills
Pencheon, D. C. (2011). Managing the environmental impact of research. <i>Trials</i> , 12, 80. https://doi.org/10.1186/1745-6215-12-80	Knowledge Values Skills

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Readings (continued)

Resource	Competency Dimension
Portier, C., Hess, J., Luber, G., Maslak, T., Radtke, M., Strickman, D., & Trtani, J. (2010). <i>A human health perspective on climate change: A report outlining the research needs on the human health effects of climate change</i> . Environmental Health Perspectives and the National Institute of Environmental Health Sciences.	Knowledge
Schraufnagel, D. E., Balmes, J. R., Cowl, C. T., De Matteis, S., Jung, S.-H., Mortimer, K., Perez-Padilla, R., Rice, M. B., Riojas-Rodriguez, H., Sood, A., Thurston, G. D., T., Vanker, A., & Wuebbles, D. J. (2019). Air pollution and noncommunicable diseases: A review by the forum of international respiratory societies 2019; Environmental Committee, Part 1: The damaging effects of air pollution. <i>Chest</i> , 155(2), 409–416. http://doi.org/10.1016/j.chest.2018.10.042	Knowledge
Sloan, L. M., & Schmitz, C. L. (2019). Environmental degradation: Communities forging a path forward. <i>Journal of Transdisciplinary Peace Praxis</i> , 1(1), 13–38. http://libres.uncg.edu/ir/uncg/listing.aspx?id=25887	Knowledge
Tam, B. Y., Gough, W. A., Edwards, V., & Tsuji, L. J. S. (2013). The impact of climate change on the well-being and lifestyle of a First Nation community in the western James Bay region. <i>Canadian Geographer</i> , 57(4), 441–456. http://doi.org/10.1111/j.1541-0064.2013.12033.x	Knowledge
Taylor, D. (2014). <i>Toxic communities: Environmental racism, industrial pollution, and residential mobility</i> . NYU Press.	Knowledge Values
United Nations Framework on Climate Convention (UNFCCC). (2017, April 12). <i>Climate change impacts public health</i> . https://unfccc.int/news/climate-change-impacts-human-health	Knowledge
U.S. Global Change Research Program. (2018). <i>Fourth national climate assessment, Vol. II: Impacts, risks, and adaptation in the United States</i> . https://nca2018.globalchange.gov/	Knowledge
Zabala, A., Sandbrook, C., & Mukherjee, N. (2017). When and how to use Q methodology to understand perspectives in conservation research. <i>Conservation Biology</i> , 32. https://doi.org/10.1111/cobi.13123	Knowledge Skills
Zepharovich, E., Ceddia, G., & Rist, S. (2020). Perceptions of deforestation in the Argentinean Chaco: Combining Q-method and environmental justice. <i>Ecological Economics</i> , 171. https://doi.org/10.1016/j.ecolecon.2020.106598	Knowledge

Class Exercises and Learning Activities (online or in person)	
Resource	Competency Dimension
<p>Global Warming Webquest: https://www.koshland-science-museum.org/teacher-resources/webquests/climate-change</p> <p>Using the Global Warming Webquest, “learn about global warming and its effects on climate, environment, and society. Students assume the roles of scientists, business leaders, or policy makers and participate in a United Nations climate action team of five . . . and later as individuals in their roles to investigate issues related to global warming.”</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Environmental Debates</p> <p>Students conduct literature research to debate environmental issues such as “Should we have wind farms?” or “Should homes in flood zones destroyed by flooding be allowed to rebuild after a disaster?” or “Should we allow GMO foods?”</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Explore the different methods of measuring the impact of environmental degradation by using websites such as the Ocean Conservancy, World Health Organization, U.S. Global Change Research Projects, and Intergovernmental Panel on Climate Change.</p> <p>www.Oceanconservancy.org</p> <p>www.Who.int</p> <p>www.IPCC.ch</p> <p>www.globalchange.gov</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Kollmuss, A., & Agyeman, J. (2002). Mind the gap: Why do people act environmentally and what are the barriers to pro-environmental behavior? <i>Environmental Education Research</i>, 3. https://doi.org/10.1080/13504620220145401</p>	<p>Knowledge</p> <p>Values</p>

Media

Resource	Competency Dimension
<p>Goodwin, N. (Producer). (2007). <i>Rachel Carson's silent spring</i>. A Peace River Film Production for American Experience.</p>	<p>Knowledge</p> <p>Values</p>
<p>Kitchell, M. (Director & Producer), Phillips, C., Weiss, M., & Melnik, T. (Producers). (2013). <i>A fierce green fire</i>. First Run Features.</p>	<p>Knowledge</p> <p>Values</p>
<p>Moore, M., Czarnecki, J., Glynn, K., Hampston, M., Weinstein, H., & Weinstein, B. (Producers) & Moore, M. (Director). (2004). <i>Fahrenheit 911</i> [DVD]. Fellowship Adventure Group.</p>	<p>Knowledge</p> <p>Values</p>

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Media (continued)

Resource	Competency Dimension
Skoll, J., Weyermann, D., Berge, R. (Producers), Shenk, J., & Cohen, B. (Directors). (2017). <i>An inconvenient sequel: Truth to power</i> . Paramount Studios.	Knowledge Values
SkyNews. Dirty business: What really happens to your recycling. https://www.youtube.com/watch?v=oRQLiXLAIU	Knowledge
We the People (U.S. Census Bureau). Data available on U.S. population groups: Black and African American; Hispanic; Native American; and, Asian. http://www.census.gov/clo/www/cic/resources/005007.html	Knowledge
Worldometers: See the world population, number of people who died today from starvation, money spent on dieting, and other data. http://www.worldometers.info/	Knowledge

Assignments

Resource	Competency Dimension
In groups, individually, or as a class, students develop a research proposal to measure the impact of environmental degradation on human well-being. Students may select different locations or aspects of environmental impact to explore (e.g., impact on mental health, health, spirituality, economics, ecological degradation). In the development of the proposal, be sure to include people who would be affected. If research is taught over two semesters, students could then implement their research proposal or select one proposal and implement it as a class.	Knowledge Values Skills Cognitive and Affective Processes
Great Backyard Bird Count Using the methods and resources described at www.ebird.org , compare the abundance and diversity birds in different parts of your community. Students can be assigned to teams, with each team member assigned to a different location. Students collect data, compare, and write up conclusions.	Knowledge Values Skills Cognitive and Affective Processes
Individually or in groups, students research and write a paper on how the development of renewable energy would affect the economic and physical well-being of local communities, regions, and peoples.	Knowledge Values Skills Cognitive and Affective Processes

<i>Field Activities</i>	
Resource	Competency Dimension
<p>Add-on to Any Practice Case Assignment, Presentation, or Analysis</p> <p>To encourage students to consider the natural and built environment when working with any system, require them to include an examination of the impact of the natural or built environment on that system. Students should also develop interventions that address challenges caused by environmental degradation.</p>	Knowledge Values Skills Cognitive and Affective Processes
<p>Agency Environmental Assessment</p> <p>Students conduct an assessment of current practices in the agency that add to, or attempt to mitigate, environmental degradation. Consider not only practices such as recycling but also corporate investments, building efficiency, environmentally safe products (including lawn care), vegetarian food for events, and remote work.</p>	Knowledge Values Skills Cognitive and Affective Processes
<p>Connect with a community organizer in your agency and conduct an interview about their perspective on environmental degradation. Ask about their own experiences and thoughts about environmental degradation and ways they are working toward a safer environment. Critically analyze and synthesize the interview results and discuss the narrative of the interview with other students or the supervisor at the agency.</p>	Skills Cognitive and Affective Processes

