

Syllabus

Course Overview

This course is an introduction to transformative and innovative methods of client interviewing, follow-up, documentation, evaluation, professional development, and communication through the use of technology, with particular emphasis on 21st-century social work practice skills used to serve diverse clients. You will engage in interactive role-play activities and create a technology-based initiative that promotes social justice and best practices.

Masters of Social Work Mission Statement

The mission of Capella University's Master of Social Work program is to educate and prepare diverse adult learners to serve as innovative, 21st-century advanced generalist practitioners. We strive to develop professional social workers who will exemplify strengths-based and ecological perspectives, cultural competence, and ethical practice and emerge as leaders who use technology as an adjunct to practice. We aim for our graduates to further advance social work practice in service of their local communities, agencies, and organizations.

Advanced Generalist Practice

The advanced generalist practice specialization introduces social work practice skills, the strengths-based perspective at all levels of social work practice with individuals, families, groups, organizations, and communities. Learners develop and apply advanced generalist practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths-based perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice.

The advanced generalist practice program reinforces the integration of best practice standards that incorporates and emphasizes the National Association of Social Workers (NASW) and Association of Social Work Boards (ASWB) Standards for Social Work Practice, NASW Code of Ethics, and the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work Ethics in Social Work (IASSW) for global standards. To enhance and reinforce the demonstration of micro, mezzo, and macro advanced generalist practice skills, learners will engage in face-to-face residency experiences.

Webinars

To help you be successful in your program, your instructor is holding an introductory webinar during the first week of the course. This webinar introduces you all aspects of your degree program and provides you with an opportunity to ask questions. The time of the webinar is provided in the Announcements section of the courseroom. The webinar is hosted using the [Adobe Connect](#) technology tool, both to enable you to connect live (synchronously) and to enable you to view the recorded session afterwards. See the Unit 1 study entitled Introductory Webinar and Using Adobe Connect for more information on how to participate.

Your instructor is here to help you on your journey. In addition to comments on your discussion posts and papers, your instructor will present live (synchronous) webinars during several units of the course and will be holding office hours for individual contacts as needed. For details on the schedule and timing of both the webinars and the office hours, read the Faculty Expectations Message and stay up to date on the Announcements and the Updates and Handouts sections of the courseroom.

Adobe Connect Activities

This course requires learners to participate in live online meetings and record presentations using Adobe Connect. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

Council on Social Work Education Educational Policy and Accreditation Standards Competencies, Behaviors, and Learning Outcomes

Note: EPAS refer to the Council on Social Work Education, 2015 Educational Policy and Accreditation Standards. The standards are used for accreditation purposes for master's-level social work programs. The purpose of the EPAS is to establish consistent academic and professional expectations across all social work programs.

<p>Council on Social Work Education Educational Policy and Accreditation Standards</p>	<p>Council on Social Work Education Specialized Behaviors</p>	<p>Educational Policy and Accreditation Standards and Specialized Behaviors Alignment to Assignment</p>
<p>Competency 1</p> <p>Demonstrate ethical and professional behavior.</p>	<p>C1.SP.A</p> <p>Apply professional use of self and leadership skills with colleagues, clients, groups, organizations, and communities.</p>	<p>u06a1: Confidentiality and Risk Management Video</p> <p>The purpose of this assignment on confidentiality, documentation, security, and risk management is to evaluate the practice of social work in an online environment. Learners create videos that describe how they apply social work technology standards with the use of social media or online communication tools to address economic, environmental, or social injustices.</p> <p>This competency is measured through the following grading criterion:</p> <ul style="list-style-type: none"> • 1. Present self in a professional manner. <p>u10a1: Advocacy and Community Practice Proposal</p> <p>The purpose of the assignment on advocacy, social action, community practice, and administrative practice is to create an innovative, community-based initiative to address a social or economic injustice. Learners use the information</p>

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		<p>and feedback they have gathered in the course to develop advocacy and community practice proposals. Learners describe plans that could be used to sustain or maintain local community initiatives. They discuss how to create social media presences and plans to maintain social media tools and ensure their alignments to the technology standards.</p> <p>This competency will be measured by the following grading criterion:</p> <ul style="list-style-type: none"> • 5. Describe how to apply professional use of self and leadership skills through the use of the technology standards to address and advance social and economic justice issues.
<p>Competency 1</p> <p>Demonstrate ethical and professional behavior.</p>	<p>C1.SP.B</p> <p>Articulate and provide leadership in the application of the core values and ethical standards of the social work profession through an ethical problem-solving model to aid in critical thinking, affective reactions, and ethical decision</p>	<p>u02a1: Technology in Practice</p> <p>The purpose of this assignment is to identify the benefits and ethical considerations associated with using technology as an adjunct to social work practice. Learners choose and describe social</p>

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	<p>making related to individuals, families, groups, organizations, and communities to guide and inform ethical practice in the specialization of advanced generalist social work.</p>	<p>or economic injustices they have an interest in addressing and provide rationales for their choices. Learners describe how the ethics and values, access, and cultural competence standards can be used to help address the social or economic injustices through the use of technology. They explain how technology can promote their efforts to reduce or eliminate the injustices, as well as explain benefits of using the technology standards to inform their work in online environments.</p> <p>This competency is demonstrated through the following grading criterion:</p> <ul style="list-style-type: none"> • 3. Describe how the ethics and values, access, and cultural competence standards can be used to help address a social or economic injustice through the use of technology. <p>u10a1: Advocacy and Community Practice Proposal</p> <p>The purpose of the assignment on</p>

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		<p>advocacy, social action, community practice, and administrative practice is to create an innovative, community-based initiative to address a social or economic injustice. Learners use the information and feedback they have gathered in the course to develop advocacy and community practice proposals. Learners describe plans that could be used to sustain or maintain local community initiatives. They will discuss how to create social media presences and plans to maintain social media tools and ensure their alignments to the technology standards.</p> <p>This competency is measured by the following grading criterion:</p> <ul style="list-style-type: none"> • 5. Describe how to apply professional use of self and leadership skills through the use of the technology standards to address and advance social and economic justice issues.
Competency 1	C1.SP.C	

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Demonstrate ethical and professional behavior.	Integrate the ethical and effective use of technology at all levels of practice in the specialization of advanced generalist social work with individuals, families, groups, organizations, and communities.	<p>u02a1: Technology in Practice</p> <p>The purpose of this assignment is to identify the benefits and ethical considerations associated with using technology as an adjunct to social work practice. Learners choose and describe social or economic injustices they have an interest in addressing and provide rationales for their choices. Learners describe how the ethics and values, access, and cultural competence standards can be used to help address the social or economic injustices through the use of technology. They explain how technology can promote their efforts to reduce or eliminate the injustices, as well as explain benefits of using the technology standards to inform their work in online environments.</p> <p>This competency is demonstrated through the following grading criterion:</p> <ul style="list-style-type: none"> • 3. Describe how the ethics and values, access, and cultural competence standards can be used to help

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		<p>address a social or economic injustice through the use of technology.</p> <ul style="list-style-type: none"> • 4. Explain how technology can promote efforts to reduce a particular social, economic, or environmental injustice. <p>u06a1: Confidentiality and Risk Management Video</p> <p>The purpose of this assignment on confidentiality, documentation, security, and risk management is to evaluate the practice of social work in an online environment. Learners create videos that describe how they apply social work technology standards with the use of social media or online communication tools to address economic or social injustices.</p> <p>This competency is measured through the following grading criterion:</p> <ul style="list-style-type: none"> • 3. Explain how to protect the rights of clients when using a social media or online

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		<p>communication tool.</p> <p>u10a1: Advocacy and Community Practice Proposal</p> <p>The purpose of the assignment on advocacy, social action, community practice, and administrative practice is to create an innovative, community-based initiative to address a social or economic injustice. Learners use the information and feedback they have gathered in the course to develop advocacy and community practice proposals. Learners describe plans that could be used to sustain or maintain local community initiatives. They discuss how to create social media presences and plans to maintain social media tools and ensure their alignments to the technology standards.</p> <p>This competency is measured by the following grading criteria:</p> <ul style="list-style-type: none"> • 6. Describe how to promote community well-being through the ethical and effective use of

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		the technology standards.
Competency 2 Engage diversity and difference in practice.	C2.SP.A Analyze dimensions and differentiation in diversity and apply the influence of relationships, intervention techniques, and technologies with diverse clients, families, groups, organizations, and communities.	u02a1: Technology in Practice The purpose of this assignment is to identify the benefits and ethical considerations associated with using technology as an adjunct to social work practice. Learners choose and describe social or economic injustices they have an interest in addressing and provide rationales for their choices. Learners describe how the ethics and values, access, and cultural competence standards can be used to help address the social or economic injustices through the use of technology. They explain how technology can promote their efforts to reduce or eliminate the injustices, as well as explain benefits of using the technology standards to inform their work in online environments. This competency is demonstrated through the following grading criterion: <ul style="list-style-type: none"> • 3. Describe how the ethics and values, access, and

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		<p>cultural competence standards can be used to help address a social or economic injustice through the use of technology.</p> <p>u10a1: Advocacy and Community Practice Proposal</p> <p>The purpose of the assignment on advocacy, social action, community practice, and administrative practice is to create an innovative, community-based initiative to address a social or economic injustice. Learners use the information and feedback they have gathered in the course to develop advocacy and community practice proposals. Learners describe plans that could be used to sustain or maintain local community initiatives. They discuss how to create social media presences and plans to maintain social media tools and ensure their alignments to the technology standards.</p> <p>This competency is measured by the following grading criteria:</p>

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		<ul style="list-style-type: none"> • 8. Analyze the dimensions of diversity and differentiation that influence relationships.
<p>Competency 3</p> <p>Advance human rights and social, economic, and environmental justice.</p>	<p>C3.SP.A</p> <p>Apply leadership skills and technology to engage in collaborative practice with individuals, families, groups, organizations, and communities to advocate for appropriate services, resources, and supports to achieve goals and foster positive change.</p>	<p>u02a1: Technology in Practice</p> <p>The purpose of this assignment is to identify the benefits and ethical considerations associated with using technology as an adjunct to social work practice. Learners choose and describe social or economic injustices that they have an interest in addressing and provide rationales for their choices. Learners describe how the ethics and values, access, and cultural competence standards can be used to help address the social or economic injustices through the use of technology. They explain how technology can promote their efforts to reduce or eliminate the injustices, as well as explain benefits of using the technology standards to inform their work in online environments.</p> <p>This competency is demonstrated through the following grading criterion:</p>

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		<ul style="list-style-type: none"> • 5. Explain the benefits of using the technology standards to inform work in an online environment. <p>u06a1: Confidentiality and Risk Management Video</p> <p>The purpose of this assignment on confidentiality, documentation, security, and risk management is to evaluate the practice of social work in an online environment. Learners create videos that describe how they apply social work technology standards with the use of social media or online communication tools to address economic or social injustices.</p> <p>This competency is measured through the following grading criterion:</p> <ul style="list-style-type: none"> • 9. Demonstrate critical thought through summarizing how the chosen social media or online communication tool can promote human rights. <p>u10a1: Advocacy and Community Practice Proposal</p>

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		<p>The purpose of the assignment on advocacy, social action, community practice, and administrative practice is to create an innovative, community-based initiative to address a social or economic injustice. Learners use the information and feedback they have gathered in the course to develop advocacy and community practice proposals. Learners describe plans that could be used to sustain or maintain local community initiatives. They discuss how to create social media presences and plans to maintain social media tools and ensure their alignments to the technology standards.</p> <p>This competency is measured by the following grading criteria:</p> <ul style="list-style-type: none"> • 3. Apply a social media tool to develop, support, and sustain a local community initiative. • 4. Promote community well-being through the use of the technology standards to address and advance social

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		<p>and economic justice issues.</p> <ul style="list-style-type: none"> • 7. Advocate for the identified issue. • 10. Analyze how collaborative involvement promotes success.
Competency 3 Advance human rights and social, economic, and environmental justice.	C3.SP.B Apply leadership behaviors by engaging in reflective and professional practices that address and advance social, economic, and environmental justice issues.	u02a1: Technology in Practice The purpose of this assignment is to identify the benefits and ethical considerations associated with using technology as an adjunct to social work practice. Learners choose and describe social or economic injustices that they have an interest in addressing and provide rationales for their choices. Learners describe how the ethics and values, access, and cultural competence standards can be used to help address the social or economic injustices through the use of technology. They explain how technology can promote their efforts to reduce or eliminate the injustices, as well as explain benefits of using the technology standards to inform their work in online environments.

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		<p>This competency is demonstrated through the following grading criterion:</p> <ul style="list-style-type: none"> • 1. Describe a given social, economic, or environmental issue. • 2. Explain the rationale behind the choice of a particular social, economic, or environmental injustice to be addressed. <p>u06a1: Confidentiality and Risk Management Video</p> <p>The purpose of this assignment on confidentiality, documentation, security, and risk management is to evaluate the practice of social work in an online environment. Learners create videos that describe how they apply social work technology standards with the use of social media or online communication tools to address economic or social injustices.</p> <p>This competency is measured through the following grading criterion:</p> <ul style="list-style-type: none"> • 2. Describe the social media or online communication

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		<p>tool used to address a social or economic injustice.</p> <ul style="list-style-type: none"> • 4. Apply technology and social work standards used to advocate for social action and client advocacy. • 5. Apply the social work technology standards to demonstrate leadership behaviors. <p>u10a1: Advocacy and Community Practice Proposal</p> <p>The purpose of the assignment on advocacy, social action, community practice, and administrative practice is to create an innovative, community-based initiative to address a social or economic injustice. Learners use the information and feedback they have gathered in the course to develop advocacy and community practice proposals. Learners describe plans that could be used to sustain or maintain local community initiatives. They discuss how to create social media presences and plans to maintain social media</p>

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		<p>tools and ensure their alignments to the technology standards.</p> <p>This competency is measured by the following grading criteria:</p> <ul style="list-style-type: none"> • 5. Describe how to apply professional use of self and leadership skills through the use of the technology standards to address and advance social and economic justice issues.
<p>Competency 3</p> <p>Advance human rights and social, economic, and environmental justice.</p>	<p>C3.SP.C</p> <p>Analyze and respond to evolving leadership, technological, political, economic, social cultural, geographical, and environmental contexts to shape the specialization of advanced generalist practice.</p>	<p>u06a1: Confidentiality and Risk Management Video</p> <p>The purpose of this assignment on confidentiality, documentation, security, and risk management is to evaluate the practice of social work in an online environment. Learners create videos that describe how they apply social work technology standards with the use of social media or online communication tools to address economic or social injustices.</p> <p>This competency is measured through the following grading criterion:</p>

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		<ul style="list-style-type: none"> • 8. Apply leadership skills as social change agents through identification of collaborative partners and identified stakeholders. <p>u10a1: Advocacy and Community Practice Proposal</p> <p>The purpose of the assignment on advocacy, social action, community practice, and administrative practice is to create an innovative, community-based initiative to address a social or economic injustice. Learners use the information and feedback they have gathered in the course to develop advocacy and community practice proposals. Learners describe plans that could be used to sustain or maintain local community initiatives. They discuss how to create social media presences and plans to maintain social media tools and ensure their alignments to the technology standards.</p> <p>This competency is measured by the following grading criteria:</p>

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		<ul style="list-style-type: none"> • 2. Explain the rationale for using a social media tool to create an initiative to address an injustice and why it is important.
Competency 4 Engage in research-informed practice and practice-informed research.	C4.SP.A Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.	u06a1: Confidentiality and Risk Management Video The purpose of this assignment on confidentiality, documentation, security, and risk management is to evaluate the practice of social work in an online environment. Learners create videos that describe how they apply social work technology standards with the use of social media or online communication tools to address economic or social injustices. This competency is measured through the following grading criterion: <ul style="list-style-type: none"> • 9. Demonstrate critical thought through summarizing how the chosen social media or online communication tool can promote human rights.

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		<p>u10a1: Advocacy and Community Practice Proposal</p> <p>The purpose of the assignment on advocacy, social action, community practice, and administrative practice is to create an innovative, community-based initiative to address a social or economic injustice. Learners use the information and feedback they have gathered in the course to develop advocacy and community practice proposals. Learners describe plans that could be used to sustain or maintain local community initiatives. They discuss how to create social media presences and plans to maintain social media tools and ensure their alignments to the technology standards.</p> <p>This competency is measured by the following grading criteria:</p> <ul style="list-style-type: none"> • 1. Analyze a social or economic injustice in the local community that can be reduced through the use of social media.

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<p>Competency 5</p> <p>Engage in policy practice.</p>	<p>C5.SP.A</p> <p>Apply leadership skills and decision making as social change agents to collaborate with clients, colleagues, and identified stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, and groups.</p>	<p>u06a1: Confidentiality and Risk Management Video</p> <p>The purpose of this assignment on confidentiality, documentation, security, and risk management is to evaluate the practice of social work in an online environment. Learners create videos that describe how they apply social work technology standards with the use of social media or online communication tools to address economic or social injustices.</p> <p>This competency is measured through the following grading criterion:</p> <ul style="list-style-type: none"> • 8. Apply leadership skills as social change agents through identification of collaborative partners and identified stakeholders. <p>u10a1: Advocacy and Community Practice Proposal</p> <p>The purpose of the assignment on advocacy, social action, community practice, and administrative practice is to create an innovative, community-based initiative to address</p>

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		<p>a social or economic injustice. Learners use the information and feedback they have gathered in the course to develop advocacy and community practice proposals. Learners describe plans that could be used to sustain or maintain local community initiatives. They discuss how to create social media presences and plans to maintain social media tools and ensure their alignments to the technology standards.</p> <p>This competency is measured by the following grading criteria:</p> <ul style="list-style-type: none"> • 10. Analyze how collaborative involvement promotes success.
<p>Competency 6 Engage with individuals, families, groups, organizations, and communities.</p> <p>Competency 7 Assess individuals, families, groups, organizations, and communities.</p> <p>Competency 8 Intervene with individuals, families, groups, organizations, and communities.</p> <p>Competency 9 Evaluate practice with individuals, families, groups, organizations, and communities.</p>	<p>C6.SP.A Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when engaging with colleagues, individuals, families, groups, organizations, and communities.</p> <p>C7.SP.A Apply critical thinking and decision making</p>	<p>u02a1: Technology in Practice</p> <p>The purpose of this assignment is to identify the benefits and ethical considerations associated with using technology as an adjunct to social work practice. Learners choose and describe social or economic injustices that they have an interest in addressing and</p>

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	<p>in verbal and written communication through the use of leadership and technology when assessing colleagues, individuals, families, groups, organizations, and communities.</p> <p>C8.SP.A</p> <p>Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when intervening with colleagues, individuals, families, groups, organizations, and communities.</p> <p>C9.SP.A</p> <p>Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology evaluations with colleagues, individuals, families, groups, organizations, and communities.</p>	<p>provide rationales for their choices.</p> <p>Learners describe how the ethics and values, access, and cultural competence standards can be used to help address the social or economic injustices through the use of technology. They explain how technology can promote their efforts to reduce or eliminate the injustices, as well as explain benefits of using the technology standards to inform their work in online environments.</p> <p>This competency is demonstrated through the following grading criterion:</p> <ul style="list-style-type: none"> • 6. Explain how to engage, assess, intervene, and evaluate practice (micro, mezzo, or macro) with individuals, families, groups, organizations, and/or communities while using technology to address an injustice. <p>u06a1: Confidentiality and Risk Management Video</p> <p>The purpose of this assignment on</p>

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		<p>confidentiality, documentation, security, and risk management is to evaluate the practice of social work in an online environment. Learners create videos that describe how they will apply social work technology standards with the use of social media or online communication tools to address economic or social injustices.</p> <p>This competency is measured through the following grading criterion:</p> <ul style="list-style-type: none"> • 9. Demonstrate critical thought through summarizing how the chosen social media or online communication tool can promote human rights.
<p>Competency 6</p> <p>Engage with individuals, families, groups, organizations, and communities.</p> <p>Competency 7</p> <p>Assess individuals, families, groups, organizations, and communities.</p> <p>Competency 8</p> <p>Intervene with individuals, families, groups, organizations, and communities.</p> <p>Competency 9</p> <p>Evaluate practice with individuals, families, groups, organizations, and communities.</p>	<p>C6.SP.B</p> <p>Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice when engaging with individuals, families, groups, organizations, and communities.</p> <p>C7.SP.B</p> <p>Apply and integrate theories of human</p>	<p>u06a1: Confidentiality and Risk Management Video</p> <p>The purpose of this assignment on confidentiality, documentation, security, and risk management is to evaluate the practice of social work in an online environment. Learners create videos that describe how they apply social work</p>

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	<p>behavior and the social environment in the specialization of advanced generalist practice when assessing individuals, families, groups, organizations, and communities.</p> <p>C8.SP.B</p> <p>Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice interventions with individuals, families, groups, organizations, and communities.</p> <p>C9.SP.B</p> <p>Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice evaluation with individuals, families, groups, organizations, and communities.</p>	<p>technology standards with the use of social media or online communication tools to address economic or social injustices.</p> <p>This competency is measured through the following grading criterion:</p> <ul style="list-style-type: none"> • 7. Discuss how social media communication addresses theory of social behavior and the social environment. <p>u10a1: Advocacy and Community Practice Proposal</p> <p>The purpose of the assignment on advocacy, social action, community practice, and administrative practice is to create an innovative, community-based initiative to address a social or economic injustice. Learners use the information and feedback they have gathered in the course to develop advocacy and community practice proposals. Learners describe plans that could be used to sustain or maintain local community initiatives. They discuss how to create social media presences and plans to maintain social media</p>

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		<p>tools and ensure their alignments to the technology standards.</p> <p>This competency is measured by the following grading criterion:</p> <ul style="list-style-type: none"> • 9. Integrate theories of human behavior and the social environment in advanced generalist practice.
<p>Competency 6</p> <p>Engage with individuals, families, groups, organizations, and communities.</p> <p>Competency 7</p> <p>Assess individuals, families, groups, organizations, and communities.</p> <p>Competency 8: Intervene with individuals, families, groups, organizations, and communities.</p> <p>Competency 9</p> <p>Evaluate practice with individuals, families, groups, organizations, and communities.</p>	<p>C6.SP.C</p> <p>Apply leadership skills and emerging technologies in the specialization of advanced generalist social work practice when engaging with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.</p> <p>C7.SP.C</p> <p>Apply leadership skills, decision making, and emerging technologies in the specialization of advanced generalist social work practice when assessing individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.</p> <p>C8.SP.C</p>	<p>u06a1: Confidentiality and Risk Management Video</p> <p>The purpose of this assignment on confidentiality, documentation, security, and risk management is to evaluate the practice of social work in an online environment. Learners create videos that describe how they apply social work technology standards with the use of social media or online communication tools to address economic or social injustices.</p> <p>This competency is measured through the following grading criterion:</p> <ul style="list-style-type: none"> • 8. Apply leadership skills as social change agents

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Behaviors	Educational Policy and Accreditation Standards and Specialized Behaviors Alignment to Assignment
	<p>Apply leadership skills, decision making, and emerging technologies in the specialization of advanced generalist social work practice interventions with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.</p> <p>C9.SP.C</p> <p>Apply leadership skills, decision making, and emerging technologies in the specialization of advanced generalist social work practice evaluation with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.</p> <p>C9.SP.D</p> <p>Analyze and respond to evolving leadership, technological, political, economic, social cultural, geographical, and environmental contexts to shape the specialization of advanced generalist practice evaluation.</p>	<p>through identification of collaborative partners and identified stakeholders.</p> <p>u10a1: Advocacy and Community Practice Proposal</p> <p>The purpose of the assignment on advocacy, social action, community practice, and administrative practice is to create an innovative, community-based initiative to address a social or economic injustice. Learners use the information and feedback they have gathered in the course to develop advocacy and community practice proposals. Learners describe plans that could be used to sustain or maintain local community initiatives. They discuss how to create social media presences and plans to maintain social media tools and ensure their alignments to the technology standards.</p> <p>This competency is measured by the following grading criterion:</p> <ul style="list-style-type: none"> • 2. Explain the rationale for using a social media tool to create an

Council on Social Work Education Educational Policy and Accreditation Standards	Council on Social Work Education Specialized Behaviors	Educational Policy and Accreditation Standards and Specialized Behaviors Alignment to Assignment
		initiative to address an injustice and why it is important.

Unit Assignments and Alignment to Competencies/Behaviors

Consistent with the Council on Social Work Education's Educational Policies and Accreditation Standards, the Capella University Master of Social Work Program strives to build competency in its learners in nine areas. Specific core competencies are accomplished through course objectives stated in terms of underlying practice behaviors comprised by the competency standard. This course contributes to learners' mastery of the following specific core competencies through the respective practice behaviors and assignments:

Assignments/Learning Activity Weights

Activity		Alignment to Competency/EPAS/Behavior
1. Discussion Participation		Not Applicable
2. Advocacy and Community Practice Proposal		
u02a1: Technology in Practice The purpose of this assignment is to identify the benefits and ethical considerations associated with using technology as an adjunct to social work practice. Learners choose and describe social or economic injustices that they have an interest in addressing and provide rationales for their choices. Learners describe how the ethics and values, access, and cultural competence standards can be used to help address the social or economic injustices through the use of technology. They explain how technology can promote their efforts to reduce or eliminate the injustices, as well as explain benefits of using the technology standards to inform their work in online environments.		C1.SP.B, C1.SP.C, C2.SP.A, C3.SP.A, C3.SP.B, C6.SP.A, C7.SP.A, C8.SP.A, C9.SP.A
u06a1: Confidentiality and Risk Management Video The purpose of this assignment on confidentiality, documentation, security, and risk management is to evaluate the practice of social work in an online environment. Learners create videos that describe how they apply social work technology standards with the use of a social media or online communication tools to address economic or social injustices.		C1.SP.A, C1.SP.C, C3.SP.A, C3.SP.B, C3.SP.C, C4.SP.A, C5.SP.A, C6.SP.A, C6.SP.B, C6.SP.C, C7.SP.A, C7.SP.B, C7.SP.C, C8.SP.A, C8.SP.B, C8.SP.C, C9.SP.A, C9.SP.B, C9.SP.C, C9.SP.D
u10a1: Advocacy and Community Practice Proposal The purpose of the assignment on advocacy, social action, community practice, and administrative practice is to create an innovative community-based initiative to address a social or economic injustice. Learners use the information and feedback they have gathered in the course to develop advocacy and community practice proposals. Learners describe plans that could be used to sustain or maintain local community initiatives. They discuss how to create social media presences, and plans to maintain social media tools and ensure their alignments to the technology standards.		C1.SP.A, C1.SP.B, C1.SP.C, C2.SP.A, C3.SP.A, C3.SP.B, C3.SP.C, C4.SP.A, C5.SP.A, C6.SP.B, C6.SP.C, C7.SP.B, C7.SP.C, C8.SP.B, C8.SP.C, C9.SP.B, C9.SP.C, C9.SP.D

Activity		Alignment to Competency/EPAS/Behavior

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply leadership skills reflective of a professional social worker. (C1.SP.A)
- 2 Apply leadership principles through an ethical problem-solving model. (C1.SP.B)
- 3 Integrate the ethical use of technology at all levels of advanced generalist social work. (C1.SP.C)
- 4 Apply critical thinking in verbal and written communication through the use of leadership and technology. (C6.SP.A, C7.SP.A, C8.SP.A, C9.SP.A)
- 5 Apply leadership behaviors by engaging in professional practices that advance social and economic justice issues. (C3.SP.B)
- 6 Analyze the influence of relationships, intervention techniques and technologies with diverse clients, from a cultural competence perspective. (C2.SP.A)
- 7 Apply leadership skills and technology to engage in collaborative practice. (C3.SP.A)
- 8 Apply leadership skills and the use of technology to inform evidence-based research practice and program evaluation from the advanced generalist practice model perspective. (C4.SP.A)
- 9 Integrate theories of human behavior and the social environment such as the ecological systems and social learning theory in advanced generalist practice. (C6.SP.B, C7.SP.B, C8.SP.B, C9.SP.B)
- 10 Apply collaborative leadership skills to advance social and economic well-being in the delivery of technology-assisted social work services from a strengths-based/empowerment perspective. (C5.SP.A)
- 11 Apply leadership skills and emerging technologies to promote systemic change toward client sustainability. (C6.SP.C, C7.SP.C, C8.SP.C, C9.SP.C)
- 12 Analyze evolving leadership and technological contexts to shape advanced generalist practice. (C3.SP.C)
- 13 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Course Prerequisites

Prerequisite(s): MSW5025. Cannot be fulfilled by transfer.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Adobe Connect Hardware

- Headset with microphone
- External or built-in webcam
- Broadband Internet connection

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Brownlee, K., Graham, J. R., Doucette, E., Hotson, N., & Halverson, G. (2010). [Have communication technologies influenced rural social work practice?](#) *British Journal of Social Work*, 40(2), 622–637.
- Choi, N. G., Marti, C. N., Bruce, M. L., Hegel, M. T., Wilson, N. L., & Kunik, M. E. (2014). [Six-month postintervention depression and disability outcomes of in-home telehealth problem-solving therapy for depressed, low-income homebound older adults](#). *Depression and Anxiety*, 31(8), 653–661.
- Dombo, E. A., Kays, L., & Weller, K. (2014). [Clinical social work practice and technology: Personal, practical, regulatory, and ethical considerations for the twenty-first century](#). *Social Work in Health Care*, 53(9), 900–919.
- Duncan-Daston, R., Hunter-Sloan, M., & Fullmer, E. (2013). [Considering the ethical implications of social media in social work education \[PDF\]](#). *Ethics and Information Technology*, 15(1), 35–43.
- Dunlop, J. M., & Fawcett, G. (2008). [Technology-based approaches to social work and social justice](#). *Journal of Policy Practice*, 7(2/3), 140–154.
- Gelman, C. R., & Tosone, C. (2010). [Teaching social workers to harness technology and inter-disciplinary collaboration for community service](#). *British Journal of Social Work*, 40(1), 226–238.
- Goldkind, L., & Wolf, L. (2015). [A digital environment approach: Four technologies that will disrupt social work practice](#). *Social Work*, 60(1), 85–87.

- Klaus, C. L., & Hartshorne, T. S. (2015). Ethical implications of trends in technology. *Journal of Individual Psychology*, 71(2), 195–204.
- Knopf, A. (2013). School-based telehealth brings psychiatry to rural Georgia. *Behavioral Healthcare*, 33(1), 47–48.
- Lopez, A. (2014). Social work, technology, and ethical practices: A review and evaluation of the National Association of Social Workers' technology standards. *Social Work in Health Care*, 53(9), 815–833.
- Mattison, M. (2012). Social work practice in the digital age: Therapeutic e-mail as a direct practice methodology. *Social Work*, 57(3), 249–258.
- Osis, J., & Pelling, N. (2015). An exploration of the prevalence and nature of Facebook use by Australian psychologists and counselors. *International Journal of Mental Health*, 44(1/2), 124–138.
- Strom-Gottfried, K., Thomas, M. S., & Anderson, H. (2014). Social work and social media: Reconciling ethical standards and emerging technologies. *Journal of Social Work Values and Ethics*, 11(1), 54–65.
- Young, T. B. (2009). Facebook: Ethical and clinical considerations. *The New Social Worker*, 16(4), 4–5.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- ASWB. (n.d.). Reports home page. Retrieved from <http://aswbsocialworkregulations.org/licensingWebsitesReportBuilder.jsp>
- Gilbert, C., & Maxwell, C. F. (2011). Clinical supervision in healthcare in the Internet era. *Social Work Today*, 11(2), 24. Retrieved from <http://www.socialworktoday.com/archive/032311p24.shtml>
- National Association of Social Workers (NASW). (n.d.). Retrieved from <https://www.socialworkers.org>
- National Association of Social Workers, Association of Social Work Boards, Council on Social Work Education, & Clinical Social Work Association. (2017). NASW, ASWB, CSWE, & CSWA standards for technology in social work practice [PDF]. Available from <https://www.socialworkers.org/>
- U.S. Department of Health & Human Services. (n.d.). Health information privacy. Retrieved from <https://www.hhs.gov/hipaa/index.html>

Suggested

Optional

Projects

Project >> Advocacy and Community Practice Proposal

Project Overview

In this course project, you will develop an advocacy and community practice proposal, due in Unit 10, to demonstrate your application of the course competencies. For this proposal, develop a community-based initiative to eliminate or reduce the presence of a local social or economic injustice through the application of a social media tool. This tool will develop, support, and sustain the local initiative. Present this proposal to an agency, a community, an organization, an individual, or a group for its support.

Social media tools are widely used to create instant communication and information-sharing opportunities. Further, social media are used promote professional networking, personal connections, fundraising, political agendas, and community events. The traditional barriers of time, location, and resources have been reduced based on the low cost of the use of technology. Because of technology, messages are able to reach a wider array of people; technology allows for greater service to global communities in promotion of social justice.

The course project consists of three assignment components that are due throughout the 10-unit course:

- Unit 2: Technology in Practice.
- Unit 6: Confidentiality and Risk Management Video.
- Unit 10: Advocacy and Community Practice Proposal.

Project Requirements

Your final project should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.

- **Number of resources:** A minimum of five scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** A minimum of six double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Unit 1 >> Introduction to Technology and Social Work

Introduction

Technology is an integral part of life in modern society. The social work profession has been slow to warm up to technology. A common concern in regard to technology and social work is that the former will intrude on social interactions that are the foundation of professional social work; one of the core values of the social work profession is the importance of human relationships.

In addition, privacy, confidentiality, and self-disclosure must be addressed when social workers integrate technology into practice. This unit will serve as an introduction to the use of technology in social work practice.

Learning Activities

u01s1 - Studies

Readings

Use the Capella University Library to read the following articles about technology and social work practice:

- Goldkind, L., & Wolf, L. (2015). [A digital environment approach: Four technologies that will disrupt social work practice](#). *Social Work*, 60(1), 85–87.
- Lopez, A. (2014). [Social work, technology, and ethical practices: A review and evaluation of the National Association of Social Workers' technology standards](#). *Social Work in Health Care*, 53(9), 815–833.

Use the Internet to read the following:

- National Association of Social Workers, Association of Social Work Boards, Council on Social Work Education, & Clinical Social Work Association. (2017). [NAASW, ASWB, CSWE, & CSWA standards for technology in social work practice \[PDF\]](https://www.socialworkers.org/NAASW-ASWB-CSWE-&CSWA-standards-for-technology-in-social-work-practice). Available from <https://www.socialworkers.org/>

u01s2 - Introductory Webinar and Using Adobe Connect

Check the courseroom announcements for the time and connection details for your introductory webinar.

You will participate in live webinars during the course. During these sessions, you have the opportunity to ask questions and engage in discussions with the instructor in real time. The webinars are recorded for asynchronous use if you are unable to attend the live sessions or wish to review them in the future.

This first webinar consists of introductions, an overview of the whole course, how the course fits into the SWK program overall, and its relevance to the field of social work practice. You also have the opportunity to review the course assignments as a group, and voice any initial questions or concerns.

In this unit, you are required either to attend the introductory webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. You will have similar types of webinars later in the course. Your instructor uses Adobe Connect, a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor will use for this webinar is provided here: [Introductory Webinar \[PPT\]](#).

In preparation for using Adobe Connect to attend synchronous (live) and asynchronous (recorded) meetings in this course, complete the following:

If you have not already done so, install your headset on your computer, using the installation instructions included in the package.

- Review the following instructions on the [Using Adobe Connect](#) support page on Campus:
 - Attend a Meeting.
 - Configuring Audio (for either Windows or Mac).

If you are unable to participate in a synchronous webinar, look for a link to the recording of the webinar in the Updates and Handouts section of the unit, which your instructor will post.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

u01d1 - Disruptive Technologies

Review Goldkind and Wolf's 2015 article, "A Digital Environment Approach: Four Technologies That Will Disrupt Social Work Practice." For this discussion:

- Think about the four technologies predicted to disrupt social work practice; with which ones are you most familiar?
- Describe your personal or professional experience with the technology.
- State the technology you would most like to learn more about. Why?

Initial posts are due by Thursday night.

Response Guidelines

Respond to the posts of at least two other learners by comparing and contrasting your experiences with theirs.

Response posts are due by Sunday night.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[A Digital Environment Approach: Four Technologies That Will Disrupt Social Work Practice](#)

Unit 2 >> Social Work Practice Standards and Digital Ethics

Introduction

Standards are part of what makes social work a profession. They are imperative to follow; professional standards protect the social worker and the client. NASW, ASWB, CSWE, and CSWA together have published standards for technology and social work practice (available to you in the unit readings). All social workers are responsible to know, understand, and comply with these standards.

Learning Activities

u02s1 - Studies

Readings

Use the Capella library to read the following articles about social work standards in the digital age:

- Dombo, E. A., Kays, L., & Weller, K. (2014). Clinical social work practice and technology: Personal, practical, regulatory, and ethical considerations for the twenty-first century. *Social Work in Health Care*, 53(9), 900–919.
- Strom-Gottfried, K., Thomas, M. S., & Anderson, H. (2014). Social work and social media: Reconciling ethical standards and emerging technologies. *Journal of Social Work Values and Ethics*, 11(1), 54–65.

Use the Internet to review the following:

- National Association of Social Workers, Association of Social Work Boards, Council on Social Work Education, & Clinical Social Work Association. (2017). NASW, ASWB, CSWE, & CSWA standards for technology in social work practice [PDF]. Available from <https://www.socialworkers.org/>
- ASWB. (n.d.). Reports home page. Retrieved from <http://aswbsocialworkregulations.org/licensingWebsitesReportBuilder.jsp>

u02a1 - Technology in Practice

Assignment Overview

The social work profession is consistently exploring how technology should be used, instead of asking how social work professionals can effectively use it, manipulate it, and leverage it to meet needs. Subsequently, the adoption of technology has been slow in the profession; yet, a host of social media resources are readily available and widely used in other professions. Ultimately, social workers must become familiar with the new technologies that inform practice.

By successfully completing this assignment, you demonstrate your proficiency in the following competencies and specialized behaviors.

- Competency 1: *Demonstrate ethical and professional behavior.*
 - C1.SP.B: *Articulate and provide leadership in the application of the core values and ethical standards of the social work profession through an ethical problem-solving model to aid in critical thinking, affective reactions, and ethical decision making related to individuals, families, groups, organizations, and communities to guide and inform ethical practice in the specialization of advanced generalist social work.*
 - Related Assignment Criterion:
 - 3: *Describe how the ethics and values, access, and cultural competence standards can be used to help address a social or economic injustice through the use of technology.*
 - C1.SP.C: *Integrate the ethical and effective use of technology at all levels of practice in the specialization of advanced generalist social work with individuals, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 3: *Describe how the ethics and values, access, and cultural competence standards can be used to help address a social or economic injustice through the use of technology.*
 - 4: *Explain how technology can promote efforts to reduce a particular social, economic, or environmental injustice.*
- Competency 2: *Engage diversity and difference in practice.*
 - C2.SP.A: *Analyze dimensions and differentiation in diversity and apply the influence of relationships, intervention techniques, and technologies with diverse clients, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 3: *Describe how the ethics and values, access, and cultural competence standards can be used to help address a social or economic injustice through the use of technology.*
- Competency 3: *Advance human rights and social, economic, and environmental justice.*
 - C3.SP.A: *Apply leadership skills and technology to engage in collaborative practice with individuals, families, groups, organizations, and communities to advocate for appropriate services, resources, and supports to achieve goals and foster positive change.*
 - Related Assignment Criterion:
 - 5: *Explain the benefits of using the technology standards to inform work in an online environment.*
 - C3.SP.B: *Apply leadership behaviors by engaging in reflective and professional practices that address and advance social, economic, and environmental justice issues.*
 - Related Assignment Criterion:
 - 1: *Describe a given social, economic, or environmental issue.*
 - 2: *Explain the rationale behind the choice of a particular social, economic, or environmental injustice to be addressed.*
- Competency 6: *Engage with individuals, families, groups, organizations, and communities.*

- C6.SP.A: Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when engaging with colleagues, individuals, families, groups, organizations, and communities.
 - Related Assignment Criterion:
 - 6: Explain how to engage, assess, intervene, and evaluate practice (micro, mezzo, or macro) with individuals, families, groups, organizations, and/or communities while using technology to address an injustice.
- Competency 7: Assess individuals, families, groups, organizations, and communities.
 - C7.SP.A: Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when assessing colleagues, individuals, families, groups, organizations, and communities.
 - Related Assignment Criterion:
 - 6: Explain how to engage, assess, intervene, and evaluate practice (micro, mezzo, or macro) with individuals, families, groups, organizations, and/or communities while using technology to address an injustice.
- Competency 8: Intervene with individuals, families, groups, organizations, and communities.
 - C8.SP.A: Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when intervening with colleagues, individuals, families, groups, organizations, and communities.
 - Related Assignment Criterion:
 - 6: Explain how to engage, assess, intervene, and evaluate practice (micro, mezzo, or macro) with individuals, families, groups, organizations, and/or communities while using technology to address an injustice.
- Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.
 - C9.SP.A: Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology evaluations with colleagues, individuals, families, groups, organizations, and communities.
 - Related Assignment Criterion:
 - 6: Explain how to engage, assess, intervene, and evaluate practice (micro, mezzo, or macro) with individuals, families, groups, organizations, and/or communities while using technology to address an injustice.

Assignment Description

There are a host of online resources that promote effective networking, client engagement, and advocacy. The purpose of this assignment is to identify the benefits and ethical considerations associated with using technology as an adjunct to social work practice. To gain insight on the guidelines that govern social work professionals' use of technology, review the "NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice," linked in the resources.

Assignment Instructions

For this assignment:

1. Choose and describe a social, economic, or environmental injustice that you have an interest in addressing, such as abuse, social welfare, human rights, marginalized communities, neglect, or social policy. Provide a rationale for your choice.
2. Describe how the ethics and values, access, and cultural competence standards can be used to help address the social, economic, or environmental injustice through the use of technology.
3. Explain how technology can promote your efforts to reduce or eliminate the injustice.
4. Explain the benefits of using the technology standards to inform your work in an online environment.
5. Explain how to engage, assess, intervene, and evaluate practice (micro, mezzo, or macro) with individuals, families, groups, organizations, and/or communities while using technology to address an injustice.

Note: Your instructor will provide feedback on your assignment. Use this feedback when you develop the content of your Unit 10 assignment.

Additional Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Resources:** A minimum of five scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** A minimum of three double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[Introduction to the Writing Center](#)

[Social Work Masters Library Research Guide](#)

[NASW](#)

[NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice \[PDF\]](#)

u02d1 - Standards for Standards

Review the "NASW, ASWB, CSWE, and CSWA Standards for Technology in Social Work Practice." For this discussion:

- Consider a scenario of using technology in social work practice. A real experience is better, but if you do not have one, consider any example. Briefly explain the scenario in your post.
- Identify at least two specific standards that apply and explain their use specific to your scenario. Cite the specific standards in your post.

Initial posts are due by Thursday night.

Response Guidelines

Go to the ASWB: Reports Home Page and find the statutes for your home state or jurisdiction, or one in which you are interested in learning. You can also go directly to the state or jurisdiction's statutes and administrative rules website. Explore if there are any regulations about use of technology in social work practice.

Respond to the posts of at least two learners explaining what your jurisdictional guidelines say about use of technology based on the scenario.

Response posts are due by Sunday night.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

[Capella University Library](#)

[ASWB: Reports Home Page](#)

[How Do I Find Peer-Reviewed Articles?](#)

[Introduction to the Writing Center](#)

[Social Work Masters Library Research Guide](#)

[NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice \[PDF\]](#)

Unit 3 >> Social Justice, Advocacy, and Technology

Introduction

Social justice and advocacy are hallmarks of the social work profession. Technology offers social workers unique opportunities to advance social justice and advocate on behalf of vulnerable populations. In this unit, you will examine current approaches to the use of technology to promote social justice and advocacy.

Learning Activities

u03s1 - Studies

Readings

Use the Capella library to read the following articles on using technology to engage in social justice work:

- Dunlop, J. M., & Fawcett, G. (2008). Technology-based approaches to social work and social justice. *Journal of Policy Practice*, 7(2/3), 140–154.
- Gelman, C. R., & Tosone, C. (2010). Teaching social workers to harness technology and inter-disciplinary collaboration for community service. *British Journal of Social Work*, 40(1), 226–238.

u03d1 - Technology and Social Justice

For this discussion, describe a social justice issue and what technology you could use to address it.

- What are some technological tools you could use to address the issue?
- What are some potential barriers to using the chosen technology?
- How do you plan to address those potential barriers?

Support your conclusions by citing resources.

Initial posts are due by Thursday night.

Response Guidelines

Respond to the posts of at least two other learners by identifying at least one trend in technology use that might negatively impact your social justice issue. It is important for us to recognize benefits versus consequences of technology use and weigh the balance in deciding how to proceed. In your response, please consider best practices, benefits, and citation to support your perspective.

Response posts are due by Sunday night.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[Technology-Based Approaches to Social Work and Social Justice](#)

[Teaching Social Workers to Harness Technology and Inter-Disciplinary Collaboration for Community Service](#)

Unit 4 >> HIPAA, Confidentiality, Privacy, and Informed Consent

Introduction

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) recognizes that advances in electronic technology could erode privacy and security of private health information. In this unit, you will gain an increased understanding of HIPAA requirements and apply them to specific situations.

Learning Activities

u04s1 - Studies

Readings

Use the Capella library to read the following:

- Klaus, C. L., & Hartshorne, T. S. (2015). Ethical implications of trends in technology. *Journal of Individual Psychology*, 71(2), 195–204.

Use the Internet to familiarize yourself with HIPAA regulations:

- U.S. Department of Health & Human Services. (n.d.). Health information privacy. Retrieved from <https://www.hhs.gov/hipaa/index.html>

u04d1 - HIPAA in Action

Assume you are working as a licensed clinical social worker. You receive a phone call from an attorney stating they are representing a client in a divorce case. The attorney's client is married to one of your clients. The attorney requests a copy of your client's file. The attorney mentions they have, or can get, a subpoena for the file. The attorney wants you to fax over a copy right away.

For this discussion, answer the following:

- What actions would you take?
- What specific aspects of HIPAA apply?
- How would you respond if you are presented with a subpoena for a client's file?
- How does the principle of minimum necessary inform your response?

Initial posts are due by Thursday night.

Response Guidelines

Respond to the posts of at least two other learners by identifying aspects of HIPAA that also could be used to inform the decision. You might respectfully challenge a presented point from HIPAA or add a point not previously mentioned.

Response posts are due by Sunday night.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[Health Information Privacy](#)

Unit 5 >> Online Counseling and Telehealth

Introduction

The provision of social work services through technology has resulted in several vulnerable populations obtaining increased access to services. In this unit, you will explore several specific situations where the use of technology has been successful in providing services to clients who otherwise may not have access.

Learning Activities

u05s1 - Studies

Readings

Use the Capella library to read the following articles relating to online social work services:

- Knopf, A. (2013). School-based telehealth brings psychiatry to rural Georgia. *Behavioral Healthcare*, 33(1), 47–48.
- Choi, N. G., Marti, C. N., Bruce, M. L., Hegel, M. T., Wilson, N. L., & Kunik, M. E. (2014). Six-month postintervention depression and disability outcomes of in-home telehealth problem-solving therapy for depressed, low-income homebound older adults. *Depression and Anxiety*, 31(8), 653–661.

Research

Review the [Social Work Masters Library Research Guide](#) to learn how to find scholarly social work resources. Review professional literature on the subject of telehealth and social work and gain a deeper understanding of interventions and barriers associated with this new mode of care. Gather at least two resources for use in this unit's second discussion.

u05s2 - Midpoint Webinar

The purpose of this webinar is to give you, your instructor, and your fellow learners a chance to check in midway through the course. You will have an opportunity to discuss your impressions and progress thus far. You are also encouraged to ask questions about upcoming assignments or any other challenges or concerns you may have. All questions are welcome.

In this unit, you are required either to attend this webinar when it is offered live or view and listen to the recording once it has been posted in the courseroom. Your instructor uses [Adobe Connect](#), a technology tool, to present each webinar. For your convenience, the PowerPoint presentation your instructor will use for this webinar is provided: [Midpoint Webinar \[PPT\]](#).

See the Unit 1 study, Introductory Webinar and Using Adobe Connect, for information on setting up Adobe Connect.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

u05d1 - The Pros and Cons of the Telehealth Approach

Telehealth is often used to deliver services to populations that otherwise would not receive them. In your review of the professional literature, what conclusions can you reach regarding interventions and barriers associated with telehealth? Do you support the use of telehealth for social work services? Why or why not? Support your post with citations from your research.

Initial posts are due by Thursday night.

Response Guidelines

Respond to the posts of at least two learners by considering two perspectives (1) barriers that may impact the use of telehealth as proposed or (2) possible unintended negative impact of using telehealth as proposed.

Response posts are due by Sunday night.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[Capella University Library](#)

Unit 6 >> Alternative Treatments

Introduction

With the recent explosion of technological advances, various creative tools have been created that are useful to social work practice. These tools include psycho-educational websites, smartphone apps, and self-guided interventions, among others. In this unit, you will explore current technology-enhanced interventions for the social work profession.

Learning Activities

u06s1 - Studies

Readings

Use the Capella library to read the following articles on alternative treatments:

- Brownlee, K., Graham, J. R., Doucette, E., Hotson, N., & Halverson, G. (2010). Have communication technologies influenced rural social work practice? *British Journal of Social Work*, 40(2), 622–637.
- Mattison, M. (2012). Social work practice in the digital age: Therapeutic e-mail as a direct practice methodology. *Social Work*, 57(3), 249–258.

Use the Internet to review the following:

- National Association of Social Workers, Association of Social Work Boards, Council on Social Work Education, & Clinical Social Work Association. (2017). NASW, ASWB, CSWE, & CSWA standards for technology in social work practice [PDF]. Available from <https://www.socialworkers.org/>

Research

Using your preferred Internet search engine, gather information on apps for smartphones or tablets that can be used for interventions related to social work profession.

Take the Meditation Jar app as an example. This app mirrors a *mind jar*, which is made from a jar, water, and glitter, similar to a snow globe. The mind jar is a therapeutic tool used with children. Children learn from their therapist to focus on and follow one speck of glitter as it travels slowly to the bottom of the jar. This exercise is coupled with breathing exercises to help children calm their bodies and minds.

u06a1 - Confidentiality and Risk Management Video

Assignment Overview

The purpose of this assignment on confidentiality, documentation, security, and risk management is to evaluate the practice of social work in an online environment. To ensure proper use of social media tools, review the following standards from the "NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice."

- Standard 7: Privacy, Confidentiality, Documentation, and Security.
- Standard 8: Risk Management.

By successfully completing this assignment, you demonstrate your proficiency in the following competencies and specialized behaviors:

- Competency 1: *Demonstrate ethical and professional behavior.*
 - C1.SP.A: *Apply professional use of self and leadership skills with colleagues, clients, groups, organizations, and communities.*

- Related Assignment Criterion:
 - 1: *Present self in a professional manner.*
- C1.SP.C: *Integrate the ethical and effective use of technology at all levels of practice in the specialization of advanced generalist social work with individuals, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 3: *Explain how to protect the rights of clients when using a social media or online communication tool.*
- Competency 3: *Advance human rights and social, economic, and environmental justice.*
 - C3.SP.B: *Apply leadership behaviors by engaging in reflective and professional practices that address and advance social, economic, and environmental justice issues.*
 - Related Assignment Criterion:
 - 2: *Describe the social media or online communication tool used to address a social or economic injustice.*
 - 4: *Apply technology and social work standards used to advocate for social action and client advocacy.*
 - 5: *Apply the social work technology standards to demonstrate leadership behaviors.*
 - C3.SP.A: *Apply leadership skills and technology to engage in collaborative practice with individuals, families, groups, organizations, and communities to advocate for appropriate services, resources, and supports to achieve goals and foster positive change.*
 - Related Assignment Criterion:
 - 9: *Demonstrate critical thought through summarizing how the chosen social media or online communication tool can promote human rights.*
 - C3.SP.C: *Analyze and respond to evolving leadership, technological, political, economic, social cultural, geographical, and environmental contexts to shape the specialization of advanced generalist practice.*
 - Related Assignment Criterion:
 - 8: *Apply leadership skills as social change agents through identification of collaborative partners and identified stakeholders.*
- Competency 4: *Engage in research-informed practice and practice-informed research.*
 - C4.SP.A: *Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criterion:
 - 9: *Demonstrate critical thought through summarizing how the chosen social media or online communication tool can promote human rights.*
- Competency 5: *Engage in policy practice.*
 - C5.SP.A: *Apply leadership skills and decision making as social change agents to collaborate with clients, colleagues, and identified stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, and groups.*
 - Related Assignment Criterion:
 - 8: *Apply leadership skills as social change agents through identification of collaborative partners and identified stakeholders.*
- Competency 6: *Engage with individuals, families, groups, organizations, and communities.*
 - C6.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when engaging with colleagues, individuals, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 9: *Demonstrate critical thought through summarizing how the chosen social media or online communication tool can promote human rights.*
 - C6.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice when engaging with individuals, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 7: *Discuss how social media communication addresses theory of social behavior and the social environment.*
 - C6.SP.C: *Apply leadership skills and emerging technologies in the specialization of advanced generalist social work practice when engaging with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
 - Related Assignment Criterion:
 - 8: *Apply leadership skills as social change agents through identification of collaborative partners and identified stakeholders.*
- Competency 7: *Assess individuals, families, groups, organizations, and communities.*
 - C7.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when assessing colleagues, individuals, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 9: *Demonstrate critical thought through summarizing how the chosen social media or online communication tool can promote human rights.*
 - C7.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice when assessing individuals, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 7: *Discuss how social media communication addresses theory of social behavior and the social environment.*

- C7.SP.C: *Apply leadership skills, decision making, and emerging technologies in the specialization of advanced generalist social work practice when assessing individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
 - Related Assignment Criterion:
 - 8: *Apply leadership skills as social change agents through identification of collaborative partners and identified stakeholders.*
- Competency 8: *Intervene with individuals, families, groups, organizations, and communities.*
 - C8.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology when intervening with colleagues, individuals, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 9: *Demonstrate critical thought through summarizing how the chosen social media or online communication tool can promote human rights.*
 - C8.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice interventions with individuals, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 7: *Discuss how social media communication addresses theory of social behavior and the social environment.*
 - C8.SP.C: *Apply leadership skills, decision making and emerging technologies in the specialization of advanced generalist social work practice interventions with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
 - Related Assignment Criterion:
 - 8: *Apply leadership skills as social change agents through identification of collaborative partners and identified stakeholders.*
- Competency 9: *Evaluate practice with individuals, families, groups, organizations, and communities.*
 - C9.SP.A: *Apply critical thinking and decision making in verbal and written communication through the use of leadership and technology evaluations with colleagues, individuals, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 9: *Demonstrate critical thought through summarizing how the chosen social media or online communication tool can promote human rights.*
 - C9.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice evaluation with individuals, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 7: *Discuss how social media communication addresses theory of social behavior and the social environment.*
 - C9.SP.C: *Apply leadership skills, decision making, and emerging technologies in the specialization of advanced generalist social work practice evaluation with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
 - Related Assignment Criterion:
 - 8: *Apply leadership skills as social change agents through identification of collaborative partners and identified stakeholders.*
 - C9.SP.D: *Analyze and respond to evolving leadership, technological, political, economic, social cultural, geographical, and environmental contexts to shape the specialization of advanced generalist practice evaluation.*
 - Related Assignment Criterion:
 - 8: *Apply leadership skills as social change agents through identification of collaborative partners and identified stakeholders.*

Assignment Description

In this assignment, you will create a 3–5-minute Adobe Connect video that describes how you will apply the social work technology standards with the use of a social media or online communication tool to address an economic or social injustice. You will describe how the technology standards are used to support your professional use of the social media or online communication tool, such as Facebook, Skype, Twitter, e-mail, blog, Google Chat, or others. It is appropriate to reference the technology standards in your video presentation. Use the course readings to best prepare for this assignment.

Assignment Instructions

Structure your 3–5-minute Adobe Connect video as follows:

1. Introduce yourself and present yourself in a professional manner.
2. Describe briefly the social media or online communication tool you will use to address a social or economic injustice.
3. Explain how you will protect the rights of clients when using the social media or online communication tool, such as Facebook, Skype, Twitter, e-mail, blog, Google Chat, or another tool of your choice.
4. Apply standards of technology and social work practice when advocating for social action and client advocacy.
5. Describe how you will apply the social work technology standards with the use of a social media or online communication tool to address an economic or social injustice.
6. Describe how you will apply the technology standards to support your professional social media or online communication tool.
7. Evaluate the practice of social work in an online environment.
8. Discuss how social media communication addresses theory of social behavior and the social environment.
9. Summarize how the chosen social media or online communication tool can promote human rights.

10. Apply leadership skills as social change agents through identification of collaborative partners and identified stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, groups, organizations, and communities.
11. Demonstrate critical thinking by summarizing how the chosen media or online tool can promote human rights.
12. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the social work profession.

Additional Requirements

Your assignment should meet the following requirements:

- **Oral communication:** Use clear and concise language to promote your use of technology to address a social or economic injustice. Clearly articulate and reference the technology standards in your video presentation to support your analysis.
- **Adobe Connect video length:** 3–5 minutes.
- **Submission:** Upload your video to the assignment area for this activity. If you require additional instructions on how to complete this, visit the Using Adobe Connect Campus page and read Manage Connect Content.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

[DisabilityServices@Capella.edu](#)

[Social Work Masters Library Research Guide](#)

[Using Adobe Connect](#)

[NASW](#)

[NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice \[PDF\]](#)

u06d1 - Meeting a Client Online

Assume you are preparing to meet a client in an online setting (via a format such as Skype, Gotomeeting, Zoom, et cetera). Review the "NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice [PDF]." Identify three specific standards that apply, cite the standard, and then give an example of what you would say in the dialogue with the client to demonstrate your competence of the standard.

Initial posts are due by Thursday night.

Response Guidelines

Respond to the posts of at least two learners by critiquing the chosen standards and proposed dialogue. Does the proposed dialogue meet the expectations of the selected standards? Why or why not? What other points might you suggest that your colleague consider to more fully demonstrate dialogue that meets the standard?

Response posts are due by Sunday night.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

Unit 7 >> Supervision and Consultation

Introduction

Supervision and consultation are increasingly being provided through technological means. Technology-assisted supervision and training (TAST) is widely available. In this unit, you will explore current trends and ethical issues associated with TAST.

Learning Activities

u07s1 - Studies

Readings

Use the Internet to read or complete the following:

- Gilbert, C., & Maxwell, C. F. (2011). Clinical supervision in healthcare in the Internet era. *Social Work Today*, 11(2), 24. Retrieved from <http://www.socialworktoday.com/archive/032311p24.shtml>
- National Association of Social Workers (NASW). (n.d.). Retrieved from <https://www.socialworkers.org>
 - On this page, search for the terms *standards*, *ethics*, *best practice*, and *supervision*. Review all relevant search results in the context of supervision and consultation.

u07d1 - Technology-Assisted Supervision and Training

Think about your agency field placement or another social work setting. How is technology used in these settings for supervision and consultation? Describe the setting and the technology used. Based on your personal experience, what do you see as the positives and negatives of TAST? If you have not experienced TAST, make a suggestion for how TAST could be used in your setting. Describe the setting, the technology you suggest, and the positives and negatives of using TAST.

Initial posts are due by Thursday night.

Response Guidelines

Respond to the posts of at least two other learners by comparing and contrasting their TAST examples and yours. How are they similar? How are they different?

Response posts are due by Sunday night.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[Clinical Supervision in Healthcare in the Internet Era](#)

[NASW](#)

Unit 8 >> Social Media and Professional Social Work

Introduction

Social media, such as Facebook, Twitter, Snapchat, and others, are used by most people. Social media have changed what used to be private; social communication has changed into communications that are shared in a public place. A blurring of public and private personas has been the result. In this unit, you will explore social media as they apply to professional social workers.

Learning Activities

u08s1 - Studies

Readings

Use the Capella library to read the following:

- Duncan-Daston, R., Hunter-Sloan, M., & Fullmer, E. (2013). [Considering the ethical implications of social media in social work education \[PDF\]](#). *Ethics and Information Technology*, 15(1), 35–43.
- Osis, J., & Pelling, N. (2015). [An exploration of the prevalence and nature of Facebook use by Australian psychologists and counselors](#). *International Journal of Mental Health*, 44(1/2), 124–138.
- Young, T. B. (2009). [Facebook: Ethical and clinical considerations](#). *The New Social Worker*, 16(4), 4–5.

u08d1 - Social Work and Social Media

Consider the following scenario: A learner in field placement took a photo at the placement agency and posted it on Facebook with the phrase, "I'm in placement today and spending time with the cutest old man." Why is this an inappropriate behavior for a learner? Cite the appropriate professional documents that inform social work practice behavior in your post and reference list. Further, discuss how you would respond if you were the agency supervisor. How might you address this situation and what would you say to the learner?

Initial posts are due by Thursday night.

Response Guidelines

Respond to the post of at least two other learners by considering the role of your school and your faculty in this situation. How might this situation impact the learner's educational status? How would you address the learner? How might faculty use boundaries and/or role modeling regarding use of technology to help learners avoid this situation?

Response posts are due by Sunday night.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[An Exploration of the Prevalence and Nature of Facebook Use by Australian Psychologists and Counselors](#)

[Considering the Ethical Implications of Social Media in Social Work Education \[PDF\]](#)

[Facebook: Ethical and Clinical Considerations](#)

Unit 9 >> Professional Development and Continuing Education

Introduction

Ongoing professional development is a professional expectation and licensing requirement. Technology is playing an increasing role in professional development. Professional development opportunities delivered by technology can offer flexibility and variety to social work professionals. In this unit, you will explore online continuing education opportunities.

Learning Activities

u09s1 - Studies

Readings

Use the Internet to complete the following:

- National Association of Social Workers (NASW). (n.d.). Retrieved from <https://www.socialworkers.org>
 - On this page, search for *professional* and *development*. Review your search results in preparation for this unit's discussion.

u09d1 - Professional Development Requirements

Locate and review the professional development continuing education (CE) requirements for licensure in your state or a jurisdiction of your choice. Do the requirements mention CE requirements acquired online? What are the guidelines? Do you feel the guidelines are adequate or should they be modified? If they could be modified, how so?

Initial posts are due by Thursday night.

Response Guidelines

Respond to the posts of at least two other learners by comparing and contrasting the laws in your state with the laws in their state of choice.

Response posts are due by Sunday night.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

Unit 10 >> Course Reflection

Introduction

It is not possible to cover all current technologies that impact the social work profession in a 10-week course. As you have examined current technology trends in social work, what do you think will be future discoveries, applications, and problems?

Learning Activities

u10s1 - Studies

In place of the usual study activity, spend some extra time on your course project. Review the Advocacy and Community Practice Proposal Scoring Guide and utilize the following Capella resources as you work to complete your project. Address any last questions you might have to your instructor.

- [APA Style and Format](#).
- [Capella University Library](#).
- [Introduction to the Writing Center](#).
- [How Do I Find Peer-Reviewed Articles?](#).
- [Social Work Masters Library Research Guide](#).

u10a1 - Advocacy and Community Practice Proposal

Assignment Overview

The purpose of the assignment on advocacy, social action, community practice, and administrative practice is to create an innovative community-based initiative to address a social, economic, or environmental injustice. Social media tools are widely used to create instant communication and information sharing opportunities. Further, social media is used promote professional networking, personal connections, fundraising, political agendas, and community events. The traditional barriers of time, location, and resources have been reduced based on the low cost of the use of technology. Because of technology, messages are able to reach a wider array of people; technology allows for greater service to global communities in promotion of social justice.

By successfully completing this assignment, you demonstrate your proficiency in the following competencies and specialized behaviors:

- Competency 1: *Demonstrate ethical and professional behavior.*
 - C1.SP.A: *Apply professional use of self and leadership skills with colleagues, clients, groups, organizations, and communities.*
 - C1.SP.B: *Articulate and provide leadership in the application of the core values and ethical standards of the social work profession through an ethical problem-solving model to aid in critical thinking, affective reactions, and ethical decision making related to individuals, families, groups, organizations, and communities to guide and inform ethical practice in the specialization of advanced generalist social work.*
 - Related Assignment Criterion:
 - 5: *Describe how to apply professional use of self and leadership skills through the use of the technology standards to address and advance social and economic justice issues.*
 - C1.SP.C: *Integrate the ethical and effective use of technology at all levels of practice in the specialization of advanced generalist social work with individuals, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 6: *Describe how to promote community well-being through the ethical and effective use of the technology standards.*
- Competency 2: *Engage diversity and differences in practice.*
 - C2.SP.A: *Analyze dimensions and differentiation in diversity and apply the influence of relationships, intervention techniques, and technologies with diverse clients, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 8: *Analyze the dimensions of diversity and differentiation that influence relationships.*
- Competency 3: *Advance human rights and social, economic, and environmental justice.*
 - C3.SP.A: *Apply leadership skills and technology to engage in collaborative practice with individuals, families, groups, organizations, and communities to advocate for appropriate services, resources, and supports to achieve goals and foster positive change.*
 - Related Assignment Criterion:
 - 3: *Apply a social media tool to develop, support, and sustain a local community initiative.*
 - 4: *Promote community well-being through the use of the technology standards to address and advance social and economic justice issues.*
 - 7: *Advocate for the identified issue.*
 - 10: *Analyze how collaborative involvement promotes success.*
 - C3.SP.B: *Apply leadership behaviors by engaging in reflective and professional practices that address and advance social, economic, and environmental justice issues.*
 - Related Assignment Criterion:
 - 5: *Describe how to apply professional use of self and leadership skills through the use of the technology standards to address and advance social and economic justice issues.*
 - C3.SP.C: *Analyze and respond to evolving leadership, technological, political, economic, social cultural, geographical, and environmental contexts to shape the specialization of advanced generalist practice.*
 - Related Assignment Criterion:

- 2: Explain the rationale for using a social media tool to create an initiative to address an injustice and why it is important.
- Competency 4: *Engage in practice-informed research and research-informed practice.*
 - C4.SP.A: *Apply leadership skills, decision making, and the use of technology to inform evidence-based research practice to develop, implement, evaluate, and communicate interventions across the specialization of advanced generalist practice settings.*
 - Related Assignment Criterion:
 - 1: Analyze a social or economic injustice in the local community that can be reduced through the use of social media.
- Competency 5: *Engage in policy practice.*
 - C5.SP.A: *Apply leadership skills and decision making as social change agents to collaborate with clients, colleagues, and identified stakeholders to advance social and economic well-being in the delivery of effective and technology-assisted social work services to individuals, families, and groups.*
 - Related Assignment Criterion:
 - 10: Analyze how collaborative involvement promotes success.
- Competency 6: *Engage with individuals, families, groups, organizations, and communities.*
 - C6.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice when engaging with individuals, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 9: Integrate theories of human behavior and the social environment in advanced generalist practice.
 - C6.SP.C: *Apply leadership skills and emerging technologies in the specialization of advanced generalist social work practice when engaging with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
 - Related Assignment Criterion:
 - 2: Explain the rationale for using a social media tool to create an initiative to address an injustice and why it is important.
- Competency 7: *Assess individuals, families, groups, organizations, and communities.*
 - C7.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice when assessing individuals, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 9: Integrate theories of human behavior and the social environment in advanced generalist practice.
 - C7.SP.C: *Apply leadership skills, decision making, and emerging technologies in the specialization of advanced generalist social work practice when assessing individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
 - Related Assignment Criterion:
 - 2: Explain the rationale for using a social media tool to create an initiative to address an injustice and why it is important.
- Competency 8: *Intervene with individuals, families, groups, organizations, and communities.*
 - C8.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice interventions with individuals, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 9: Integrate theories of human behavior and the social environment in advanced generalist practice.
 - C8.SP.C: *Apply leadership skills and emerging technologies in the specialization of advanced generalist social work practice when engaging with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
 - Related Assignment Criterion:
 - 2: Explain the rationale for using a social media tool to create an initiative to address an injustice and why it is important.
- Competency 9: *Evaluate practice with individuals, families, groups, organizations, and communities.*
 - C9.SP.B: *Apply and integrate theories of human behavior and the social environment in the specialization of advanced generalist practice evaluation with individuals, families, groups, organizations, and communities.*
 - Related Assignment Criterion:
 - 9: Integrate theories of human behavior and the social environment in advanced generalist practice.
 - C9.SP.C: *Apply leadership skills, decision making, and emerging technologies in the specialization of advanced generalist social work practice evaluation with individuals, families, group, organizations, and communities to promote systemic change towards client sustainability.*
 - Related Assignment Criterion:
 - 2: Explain the rationale for using a social media tool to create an initiative to address an injustice and why it is important.
 - C9.SP.D: *Analyze and respond to evolving leadership, technological, political, economic, social cultural, geographical, and environmental contexts to shape the specialization of advanced generalist practice evaluation.*
 - Related Assignment Criterion:
 - 2: Explain the rationale for using a social media tool to create an initiative to address an injustice and why it is important.

Assignment Description

In this assignment, you will use the information and feedback you have gathered in the course to develop an advocacy and community practice proposal; specifically, the readings presented in the courseroom, the knowledge gained from the previous assignments, and the "NASW, ASWB, CSWE, & CSWA

Standards for Use of Technology in Social Work Practice." You will present this proposal to an agency, a community, an organization, an individual, or a group for its support.

In your proposal, you will develop a community-based initiative to bring awareness to, or educate about, the presence of a local social or economic injustice through the use of a social media tool. You will describe a plan that could be used to sustain or maintain a local community initiative. Discuss how you will create the social media presence, present a plan to maintain the social media tool, and ensure its alignment to the technology standards. For example, the social media tool may be the use of Facebook, Skype, Twitter, or a blog. It is recommended that you reference the technology standards in your proposal.

Assignment Instructions

For this assignment:

- Develop a community-based initiative to eliminate or reduce the presence of a local social or economic injustice through the use of a social media tool.
- Explain how to apply a social media tool to develop a local initiative. The social media tool may be the use of Facebook, Skype, Twitter, a blog, or others.
- Describe the social or economic injustice you desire to eliminate or reduce in the local community.
- Create a social media presence, including a plan to sustain or maintain the social media tool, and ensure its alignment to the technology standards.
- Explain the rationale for using a social media tool to create an initiative to address an injustice and why it is important.
 - What population will the initiative serve?
 - How is the initiative different than others in the community?
- Apply the social media tool used to promote the initiative and how you will promote community well-being through the use of the technology standards.
 - Discuss why this tool was chosen and its benefits for your initiative.
 - Discuss how you will create access to the social media.
 - Discuss how you will maintain and sustain the social media presence to promote the initiative.
- Apply and integrate theories of human behavior and the social environment in advanced generalist practice with individuals, families, groups, organizations, and communities to the area of social or economic injustice you have identified.
- Describe how to apply professional use of self and leadership skills through the use of the technology standards to address and advance social and economic justice issues.
- Describe how you will promote community well-being through the ethical and effective use of the technology standards.
- Explain the rationale for using a social media tool to respond to evolving leadership, technological, political, economic, social cultural, geographical, and environmental contexts and why it is important.
- Analyze how the collaborative involvement of the agency, community, organization, group, or individual you are presenting to will promote the success of the proposed initiative that advocates for appropriate services, resources, and supports to achieve goals and foster positive change.
- Articulate and provide leadership in the application of the core values and ethical standards of the social work profession through an ethical problem-solving model to aid in critical thinking and ethical decision making related to individuals, families, organizations, and communities to guide and inform ethical advanced generalist social work practice while conducting advocacy to the issue you identified.

Additional Requirements

Your assignment should meet the following requirements:

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting standards.
- **Resources:** A minimum of five scholarly sources. All literature cited should be current, with publication dates within the past five years.
- **Length of paper:** A minimum of six double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

Course Resources

[APA Style and Format](#)

[Capella University Library](#)

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