

Advanced Practice in Macro Social Work

MSW/ACOSA - EPAS MATRIX for Advanced Practice Behaviors in Macro Social Work

and

**A Resource for Building Curriculum Language for Macro Practice Based on
MSW/ACOSA Competencies**

**"BUILDING COMMUNITY
& ADMINISTRATIVE PRACTICE**



IN THE 21ST CENTURY"

Advanced Practice and the 2008 EPAS

The [2008 Educational Policy and Accreditation Standards](#) (EPAS) outlines 10 core competencies that are common to all of social work practice. Advanced practice "incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration" (M2.2, p.8). The 2008 EPAS was passed with the understanding that CSWE would work with the education community to create resources for programs in the development of knowledge and practice behaviors specific to competencies for advanced practice. Some of these resources are now available. Other resources are currently in development and will be posted as they are finalized. The statuses of known projects are listed below. For more information about any of these projects, please contact [Jessica Holmes](#).

Note: These documents are not mandated. They are offered only as examples and are intended to serve as resources.

Available Guides

- **Trauma**

The trauma-informed social work practice guide was developed by a task force of 40 practitioners and faculty members under the leadership of co-chairs Virginia Strand (Fordham University) and Robert Abramovitz (Hunter College). The final guide, [Advanced Social Work Practice in Trauma](#) (PDF) was published in fall 2012.

- **Clinical Social Work**

The clinical social work project was led by University of Houston, Saint Catherine University/University of Saint Thomas, and Smith College. The group held its first meeting in August 2009; programs with a clinical social work concentration were invited to participate in the process. A final product, [Advanced Practice in Clinical Social Work](#) (PDF), is now available.

- **Gerontology**

The gerontology project is being led by the [CSWE Gero-Ed Center](#). The final product, [Advanced Gero Social Work Practice Guide](#) (PDF), is now complete and includes course and evaluation resources.

- **Military Social Work**

Cosponsored by the University of Southern California School of Social Work's Center for Innovation and Research on Veterans and Military Families, [this guide](#) (PDF) defines the specialized knowledge and skills that social work practitioners need to effectively serve military personnel, veterans, and their families, as well as noncombatant uniformed service members.

- **Prevention of Substance Use Disorders**

The prevention project is now complete, and the final product, [Advanced Practice in the Prevention of Substance Use Disorders](#) (PDF), is available online. A print copy also can be requested by sending an e-mail to [Jessica Holmes](#).

Introduction

This document is intended to help faculty in a range of programs to identify language useful for course objectives, learning modules, and research proposals for building knowledge in community organization and social administration. The Association of Community Organization and Social Administration (ACOSA) began work to identify macro practice knowledge and skills in 1997. That work concluded in the development of “A Resource for Building Curriculum Language for Macro Practice based on MSW/ACOSA Competencies.” There is considerable overlap between the 50 items identified in “A Resource for Building Curriculum Language” and the CSWE 2008 EPAS competencies. For example, it incorporates all the competencies identified in EPAS 2.1.2, 2.1.4, 2.1.5, 2.1.8, and 2.1.10, and parts of others. However, this resource is framed using macro processes identified in the *Journal of Community Practice*, and is focused on social work with communities, organizations, social and economic planning groups, and policy practice and advocacy organizations.

As part of their 1997 strategic planning efforts, members of ACOSA began work to develop advanced level macro practice knowledge and skills. It was assumed that the Council on Social Work Education (CSWE) provides guidelines for the foundation curriculum. However, in order to help schools of social work with curricula relating to community organization, policy practice, administration and management, social planning, community development, and organizational leadership, it was important to identify competencies for these advanced areas. The ACOSA leadership took as its guiding framework for this work the community practice processes identified as themes in the ACOSA sponsored journal, *The Journal of Community Practice*. These process themes in the early stages of the work were *organizing, planning, development, and change*. By 2005, members working on the macro competencies had modified the process themes to be *organizing, planning, collaboration, sustainable development and progressive change*. The knowledge items that formed the basis for the competencies had grown to 50 items (Weil, M., Gamble, D. N., & MacGuire, E., 2010).

The faculty and staff working on the revision of the Educational Policy and Accreditation Standards for CSWE were working in a parallel activity. Their work culminating in EPAS 2008 identified ten core competencies with “measurable practice behaviors that are comprised of knowledge, values, and skills” (EPAS 2008, Educational Policy 2.1).

ACOSA leader Tracy Soska, working with the faculty, alumni, and the practice community in the Pittsburgh area, developed a set of macro competencies framed by the ten competencies outlined in CSWE’s EPAS 2008. Soska and his colleagues did this work in preparation for the reaffirmation of the educational program at the University of Pittsburgh School of Social Work. That work is represented in the table identified as “MSW/ACOSA - EPAS Matrix for Advanced Practice Behaviors in Macro Social Work.” Both the “Resource for Building Curriculum Language” and the “MSW/ACOSA - EPAS Matrix” were shared with the ACOSA membership on-line and at the Portland, Oregon Annual Program Meeting on October 15, 2010. They were also sent to CSWE personnel with a request for suggestions and comments. Both

documents reflect changes suggested by the ACOSA membership, macro practice teaching faculty, and CSWE in these exchanges (Gamble, 2011; Gamble & Soska, 2013).

Understanding that these two tables have different frames, and complementary but different uses, both sets of macro competencies were adopted by the ACOSA Board of Directors in January 11, 2011. They have been published in the *Journal of Community Practice* and in the *Encyclopedia of Social Work Online*.

Gamble, D. N. (2011), Advanced concentration macro competencies for social work practitioners: Identifying knowledge, values, judgment and skills to promote human well-being. *Journal of Community Practice*, 19(4), pp.369-402).

Gamble, D. N. & Soska, T. M. (2013). Macro practice competencies. *Encyclopedia of Social Work Online*, DOI: 10.1093/acrefmrw/9780199975839.013.976

Weil, M., Gamble, D. N., & MacGuire, E., (2010), *Community Practice Skills Workbook: Local to Global Perspectives*, (pp. 110-118). New York: Columbia University Press.

MSW/ACOSA - EPAS MATRIX for Advanced Practice Behaviors in Macro Social Work
The broad range of macro practice defined as social work with organizations, communities and in planning and policy practice.

EPAS 2008 Competencies	Knowledge, Values, Judgments, & Skills	Advanced Practice Behaviors (To be assessed/measured depending upon the focus and goals of each educational program)
2.1.1 Identify as a professional social workers and conduct oneself accordingly	Social workers in macro practice <ul style="list-style-type: none"> • know the historical roots of social work in community and organizational practice • recognize the importance of professional conduct and of personal/professional development for practicing in community and organizational settings 	<ul style="list-style-type: none"> • Integrate the legacy of social work macro practice with communities and organizations as demonstrated by... • Conduct themselves professionally in their demeanor and communications as demonstrated by... • Effectively use personal reflection, self-correction, supervision and consultation to enhance their professional practice as demonstrated by...
2.1.2 Apply social work ethical principles to guide professional practice	Social Workers in macro practice <ul style="list-style-type: none"> • ascribe to the values and ethics advanced by NASW and CSWE for professional conduct and, thus, engage in ethical decision-making in working with communities and organizations • understand the use of the IFSW/IASSW Ethics in Social Work, Statement of Principles for arriving at principled decisions concerning social justice and human rights • understand that work within complex systems can generate conflicting priorities and ambiguities that require professional value-based judgments 	<ul style="list-style-type: none"> • Apply ethical standards and laws for professional social work practice in work with organizations and communities as demonstrated by... • Promote inclusive communities and organizations as demonstrated by... • Advance effective and efficient social service delivery and access to resources in organizations and communities as demonstrated by... • Apply ethical reasoning in promoting human rights and social justice in assessment, intervention and evaluation of organizational and community practice as demonstrated by...
2.1.3 Apply critical thinking to inform and communicate	Social Workers in macro practice <ul style="list-style-type: none"> • approach community and organizational problem-solving using logical, scientific and reasoned frameworks for analysis and 	<ul style="list-style-type: none"> • Synthesize multiple frameworks and sources of information to make professional judgments as demonstrated by... • Inform and engage diverse constituents in critical

professional judgments	synthesis toward intervention	<p>community and organizational analysis and problem-solving as demonstrated by...</p> <ul style="list-style-type: none"> • Use logic, critical thinking and creativity in written and oral communication with organizations and communities as demonstrated by...
2.1.4 Engage diversity and difference in practice	<p>Social Workers in macro practice</p> <ul style="list-style-type: none"> • recognize diversity through multiple factors including age, race, class, color, culture, disability, ethnicity, gender, gender identity, religion, political ideology, immigration status, sex and sexual orientation and how these differences can influence oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim in communities and organizations 	<ul style="list-style-type: none"> • Utilize strengths of differing life experiences to build inclusive communities and multicultural organizations as demonstrated by... • Recognize, understand, and communicate the environmental and ethnic constructs that shape realities for different people and groups as demonstrated by... • Engage with and ensure participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and, access for disabilities in assessing, planning and implementing interventions as demonstrated by...
2.1.5 Advance human rights and social and economic justice	<p>Social Workers in macro practice</p> <ul style="list-style-type: none"> • are knowledgeable of the global interconnections of oppression, and theories and strategies to promote social justice and human rights • adhere to the principles of human rights advanced through national constitutional laws and through international declarations of human rights, including the seven declarations and conventions listed in the IFSW/IASSW Ethics in Social Work, Statement of Principles 	<ul style="list-style-type: none"> • Advocate for human and civil rights individually and collectively as demonstrated by... • Advance specific principles in national and international professional documents to eliminate social, economic and environmental injustice within communities, organizations, institutions and society as demonstrated by... • Demonstrate understanding of indicators that show improved well-being for communities and organizations, and, where possible incorporate evaluative measures of well-being that integrate improvements in social, economic, political and environmental realms, as demonstrated by...

<p>2.1.6 Engage in research-informed practice and practice-informed research</p>	<p>Social Workers in macro practice</p> <ul style="list-style-type: none"> • utilize quantitative and qualitative research to understand the nature of communities and organizations and the best practices to improve well-being in these macro systems • integrate members of communities and organizations in the process and outcome evaluations of macro system interventions 	<ul style="list-style-type: none"> • Utilize theories of community and organizational behavior in assessment and analysis of macro interventions as demonstrated by... • Construct and utilize best practice, evidence-informed research to develop and implement community and organizational interventions as demonstrated by... • Advance research that is participatory and inclusive of the community and organizational constituencies with whom they practice as demonstrated by...
<p>2.1.7 Apply knowledge of human behavior and the social environment</p>	<p>Social Workers in macro practice</p> <ul style="list-style-type: none"> • recognize the central importance of human relationships and utilize the interconnection between people and place, between people and the micro and macro systems of which they are a part, and relationships of people with the social systems they have created to respond to human needs • appreciate the unique dimensions that cultural, environmental, urban, and rural contexts bring to communities and organizations and those engaged in these macro systems 	<ul style="list-style-type: none"> • Assess and analyze communities and organizations as social systems with life cycles and roles that sometimes impede and/or degrade, but often maintain well-being as demonstrated by... • Incorporate a broad understanding of cultural and political contexts in planning interventions as demonstrated by... • Recommend and evaluate interventions that enhance the connectivity of persons to the communities and organizations that improve their lives as demonstrated by...
<p>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p>	<p>Social Workers in macro practice</p> <ul style="list-style-type: none"> • recognize that social work is a non-partisan political profession and that political processes and policies affect the social, economic and environmental well-being of individuals, families, communities and organization, as well as social work practice itself 	<ul style="list-style-type: none"> • Analyze policies from historical, current, and global perspectives with particular understanding of the role of social, economic, and political forces on policy formulation, and the implications for less powerful and oppressed groups as demonstrated by... • Actively engage in the policy arena on behalf of community and organizational interests, working in collaborative efforts to formulate policies that improve the effectiveness of social services and the well-being of people, especially for the most vulnerable, as demonstrated by...

<p>2.1.9 Respond to contexts that shape practice</p>	<p>Social Workers in macro practice</p> <ul style="list-style-type: none"> • recognize and react to the changing landscape of the public, nonprofit, service and for-profit organizations that comprise the social service sector, as well as to the social, economic, political and environmental contexts that shape these organizations and community life 	<ul style="list-style-type: none"> • Provide leadership in organizations and communities for effective, ethical interventions that improve the well-being of individuals, families, organizations and communities as demonstrated by... • Apply theoretical frameworks to assess and analyze the task domain of organizations, communities and the constituencies they serve as demonstrated by... • Facilitate and strengthen the development of civic society and grassroots community groups that are most often excluded from community decision making as demonstrated by... • Strategically plan organizational and community change and development relative to improved social, economic, political and environmental well-being as demonstrated by... • Make use of technological and scientific advancements that contribute to understanding and solving problems affecting organizations and communities as demonstrated by...
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<p>2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p>	<p>Social Workers in macro practice</p> <ul style="list-style-type: none"> • Engage, assess, intervene and evaluate with organizations and communities and the groups, families and individuals that are part of those macro systems. • Understand participatory methods and the importance of the worth and dignity of persons in all engagement, assessment, intervention and evaluation efforts. 	<ul style="list-style-type: none"> • Engage with communities, their constituencies, and organizations that serve them to assess and analyze community/organization capacities, strengths, and needs as demonstrated by... • Disseminate both positive and ineffective outcomes of evidence-informed interventions to help understand when and why interventions hinder or improve human well-being as demonstrated by... • Plan with communities and organizations to apply interventions through a variety of models, methods, strategies, and tactics identified as appropriate to the local, regional, national and international contexts and needs for change as demonstrated by... • Demonstrate leadership and skill in human service organizations, in areas such as policy and task analysis, advocacy, governance, planning, program development and program management, financial development/management, supervision, evaluation, human resources and staff development as demonstrated by... • Demonstrate leadership and skill in working with communities and community based organizations in areas such as organizing, planning, collaboration, sustainable development and progressive/effective change, measured through self-assessment, field assessment, and curriculum assessment, specifically demonstrated by... • Use participatory methods to involve community and organizational constituencies in evaluating the effectiveness of interventions in order to recommend future actions as demonstrated by...
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Dorothy N. Gamble, adapted from a template developed by the University of Pittsburgh School of Social Work, with comments from ACOSA membership through November 2010, and from macro professors attending the Portland, OR APM, 10/15/10. Adopted by the ACOSA Board of Directors, January 2011. Adapted from Gamble, D. N. (2011). Advanced concentration macro competencies for social work practitioners. *Journal of Community Practice*, 19, pp.369-402. Send comments or questions to Dorothy Gamble, dee_gamble@unc.edu, Sondra Fogel, fogel.sondra@gmail.com, and Tracy Soska, tsssw@pitt.edu.

A Resource for Building Curriculum Language for Macro Practice Based on MSW/ACOSA Competencies

Knowledge, Values, Judgments, and Skills for Effective & Ethical Social Work Practice in work with Communities and Organizations and in Planning and Policy Practice

The MSW/ACOSA competencies can be helpful to programs wanting to add competencies for an advanced practice concentration that focuses on educating students for community practice, social administration, planning, advocacy, policy practice, and community development. They incorporate most of the ten EPAS Competencies as well as more specific competencies from human rights, social justice, international social work and sustainable development literature.

MSW/ACOSA Competencies 1-5 focus on Social Administration; MSW/ACOSA Competencies 6-10 focus on Community Organization

MSW/ACOSA Competencies ¹	Knowledge, Values, Judgments, & Skills ¹	Practice Behaviors ² (Assessments are made depending upon each educational program's goals and focus.)
	Social Workers in Macro Practice Understand the Value Base for and know:	Social Workers in Macro Practice Demonstrate Ethical Judgment and Skill in their ability to:
<u>1. Organize Services and Programs for Communities</u>	<ul style="list-style-type: none"> • The comparative use of different organizational structures to accomplish human services objectives (e.g., public institutions, community-based advocacy and service organizations, private organizations, public-private collaborations, cooperative services, etc.) to attain outcomes that improve the well-being of individuals, groups, families, and communities. • The origins, context, and auspices of public, nonprofit and private human services organizations as they seek to develop comprehensive community social and economic programs. 	<ul style="list-style-type: none"> • Function effectively, within ethical boundaries, as a manager, leader or supervisor of a community-based public, non-profit or private social service and/or advocacy organization as demonstrated by... • Effectively carry out all the internal and external roles (e.g. Social Work Managers 16 competencies, 2010), needed by the organization to insure that the design, implementation and evaluation of programs and services improve the well-being of individuals, families and communities served by the organization as demonstrated by...

	<ul style="list-style-type: none"> • Legislation, policies, and regulations that create and monitor public and nonprofit organizations, along with knowledge regarding legislative change, policy advocacy, and public civic education to promote equality and human rights. • The range of public and private funding sources available for human services and community-based organizations and knowledge regarding proposal preparation and project financing. • The leadership knowledge necessary for program design and implementation, managing and directing, staffing, financial management and budgeting, and monitoring and evaluating human services and community based organizations. 	<ul style="list-style-type: none"> • Identify resource options (financial, technical, training, etc.), and initiate the development of proposals that might secure such resources for service, advocacy or programming as demonstrated by...
<p><u>2. Plan, Monitor, and Evaluate Inclusive Human Services Programs</u></p>	<ul style="list-style-type: none"> • The need for critical assessment and use of diverse sources of knowledge to prevent and diminish social, economic and environmental problems and to promote social and economic progress and flourishing communities. • The range of fact-finding and assessment tools and methods available to map assets and barriers to optimum emotional, social and economic functioning of people. • The need for clear mission and goal statements, consensus on desired outcomes, measurable evaluation criteria, and structures 	<ul style="list-style-type: none"> • Critically assess the range of information based on research, evidence, and practice strategies that will be incorporated in planning for programs and services to improve human well-being as demonstrated by... • Assess the interests of different identity groups that need to be considered (e.g. age, class, color, culture, disability, ethnicity, gender, gender identity, immigration status, political ideology, race, religion, sex, and sexual orientation), and will be incorporated in planning for programs and services to improve human well-being as demonstrated

	<p>for monitoring progress in human service delivery and community program implementation.</p> <ul style="list-style-type: none"> • The broad range of quantitative and qualitative research methods available, including participatory research and self-evaluation, for evaluating human programs and services. • The role that political environments, economic conditions, and cultural/racial/gender intolerance play in influencing social services, community program planning, and research activities, along with strategies to influence planning and research that embrace diversity and gender equality. 	<p>by...</p> <ul style="list-style-type: none"> • Help community and organizational members focus on clear statements of mission, goals, outcomes, strategies and measurable evaluation criteria when planning programs and services as demonstrated by... • Facilitate communication between public social service organizations and NGOs/CBO's so that mutual respect and effective working relationships exist in the efforts to improve well-being as demonstrated by... • Define paths for organizational development that incorporate inclusive structures and programs and take a leadership role, (at times requiring considerable courage), to promote human rights and social justice as demonstrated by...
<p><u>3. Engage in Collaborative Strategies among Nonprofit, Public, and Private Organizations</u></p>	<ul style="list-style-type: none"> • Social work's value base and its congruence with various strategies for improving social, economic and environmental well-being through building relationships based in equality, opportunity, advocacy, mutuality, humility, and community. • The forces that prevent progressive problem solutions and the need for broad collaborative efforts to launch campaigns for policy and program changes. • The factors and conditions that facilitate the coming together of different organizations for 	<ul style="list-style-type: none"> • Provide leadership, management and facilitation in bringing together uncommon collaborations to respond to critical community needs as demonstrated by... • Demonstrate advocacy, mutuality and humility in reaching out for expert knowledge in fields outside one's expertise (e.g. economists, biologists, cultural experts, group trainers, media experts, etc.) and outside one's own experience (e.g. grassroots community leaders, local artists, farmers, musicians, etc.), in order to plan effective organizational strategies that will improve the well-being of

	<p>a common purpose that will improve social, economic and environmental well-being.</p> <ul style="list-style-type: none"> • The range of networking, facilitative, and technical knowledge needed for collaborative efforts (e.g. task group facilitation, decision making, team building, conflict management, culture/racial/gender sensitive organizational structures, ethical audits, electronic and standard communication, dialogue and mediation, etc.). • The knowledge needed to connect service consumers and community members with any organizational collaborative using empowerment principles. 	<p>families and communities as demonstrated by...</p> <ul style="list-style-type: none"> • Foster and strengthen civil society organizations and facilitate their connections with public and foundation efforts to improve well-being as demonstrated by... • Ensure that the community voices most often missing from program and policy formulation will be heard in the development of collaborative strategies for problem solving as demonstrated by...
<p><u>4. Engage in Organizational Development</u></p>	<ul style="list-style-type: none"> • The roles of public, nonprofit, proprietary and service organizations in providing social services and community programs to people, especially the history of their effectiveness in the local community. • Organizational and systems theories and their use in organizational assessment and organizational development. • The range of leadership and management knowledge necessary to facilitate the effective functioning of social services and community-based organizations. • The role of mission, goals, auspices, structure, human and material resources, formal and informal culture, and outcomes in 	<ul style="list-style-type: none"> • Effectively assess the functioning of the public, nonprofit, or private social services organization one leads or manages for improved performance as demonstrated by... • Develop an organizational culture that values ethical judgments as demonstrated by... • Promote and support an organizational culture that highly values effective intervention outcomes, social justice, human rights, integrity, self determination on the part of community members being served, and competence on the part of every employee and volunteer as demonstrated by... • Arrange for the training and structural changes in the organization that help

	<p>assessing the effective functioning of organizations.</p> <ul style="list-style-type: none"> • The application of social work values, especially competence and integrity for employees, and social justice, human rights, and self determination in providing services and promoting advocacy. 	<p>employees and volunteers contribute to a positive organizational culture (e.g. inclusive, diverse, efficient), and effective community intervention strategies (e.g. with measurable, progressive outcomes that respond to the needs of people by improving their social, economic, political and/or environmental well-being), as demonstrated by...</p>
<p><u>5. Engage with Organizations and Communities to apply Change Strategies for Social Justice and Human Rights</u></p>	<ul style="list-style-type: none"> • The basic human rights documents, conventions and covenant accepted by the international community that serve as guides to working toward improved social, economic and environmental well-being (Available on IFSW Web site). • The value of participatory and transparent processes for identifying issues, defining strategies, organizing campaigns for change, and evaluating outcomes. • The political process and how to assess the political climate for engaging in organizational and community change. • Methods for analyzing and engaging the key actors and institutions necessary for providing leadership and support in an organizational or community change process. • Practice principles that will increase empowerment among organizations and community members who have been most excluded from decision making and policy making circles. 	<ul style="list-style-type: none"> • Engage with and support the empowerment of community members who have the least power and are often the most vulnerable in terms of having access to community resources, opportunities, and decision making forums as demonstrated by... • Engage with and support progressive policies and policy makers who will shape the use of resources and budgets for improving community well-being as demonstrated by... • Engage with and support community leaders (e.g. educational, religious, financial, economic and media) who can influence the direction of policies toward improved social, economic, political and environmental well-being for all community members as demonstrated by... • Advocate for the most inclusive strategies that will help all community members reach their full potential as demonstrated by... • Diminish structural and cultural barriers that discriminate against people because of age,

		race, class, color, disability, ethnicity, gender, religion, political ideology, immigration status and sexual orientation as demonstrated by...
<u>6. Organize Community Groups</u>	<ul style="list-style-type: none"> • The comparative characteristics of different models for organizing communities (e.g. Brown 2006; Burghardt 2010; Gamble & Weil 2010; Ohmer & DeMasi 2009; Rothman 2008; Smock 2004; etc.), especially the potential for these models to empower communities, promote participation and advocate for improved social, economic and environmental well-being. • Appropriate, effective, and ethical professional roles in working with community groups and organizations. • The use and value of the dimensions of diversity (class, gender identity, race, culture, age, sex, religion, sexual preference, disability, immigration status, etc.) when facilitating the development of community groups. • The functions of conflict, the value of difference, and the use of mediation and dialogue when working with community groups and coalitions. • The use of directed analytical discussion, information linking techniques, democratic decision making methods, and participatory education to strengthen the capacities of community groups and coalitions. 	<ul style="list-style-type: none"> • Engage with community groups using empathy and humility, and by carefully listening for local perspectives, culturally appropriate interpersonal communication, and indigenous analysis of problem solution barriers and power resources as demonstrated by... • Use the roles of facilitator, organizer, educator, coach, trainer and bridge builder to help members of a community come together to focus on a problem or condition they have identified and wish to solve or change as demonstrated by... • Teach decision-making techniques that are grounded in democratic principles and inclusive of differences as demonstrated by... • Mediate, and teach mediating techniques for use by community members, as disagreements arise in the deliberations of the organization, helping members to channel animosity into positive energy toward problem solutions, as demonstrated by... • Facilitate directed analytical discussion and dialogue in helping community members discover the root causes of problems and conditions they wish to change as demonstrated by...

<p><u>7. Plan, Monitor, and Evaluate Community Development Strategies</u></p>	<ul style="list-style-type: none"> • The need for critical assessment and use of diverse sources of evidence informed knowledge to facilitate effective development of social, economic and environmental problems. • The value of “expert knowledge” that community members bring to the planning processes, and the participatory methods to be able to identify, access and promote local and indigenous knowledge. • The ways to facilitate consensus building and effective decision making so that clear mission, goals, and evaluation statements can be established in community groups and coalitions. • The value of information exchange and peer learning in helping community groups network with like-minded organizations. • The role that political environments, economic conditions, and cultural/racial/gender intolerance play in influencing community planning and priority-setting activities and methods to promote multicultural learning, inter-group relations, and community collaborations. 	<ul style="list-style-type: none"> • Help community members make their own connections with information and people, at multiple levels (horizontal and vertical), who have particular knowledge about the problem or condition they wish to change as demonstrated by... • Respect, access and promote the wealth of knowledge extant within the community and available from people who have lived with the problem or condition as demonstrated by... • Help community members analyze the depth of the political, economic, and cultural influences, and embedded racial and gender intolerance (both historical and present day), so they can better interpret existing structural barriers AND structural supports when planning strategies to solve problems as demonstrated by... • Facilitate the work of community members as they outline clear goals, process and outcome objectives, and strategies so that evaluation becomes an easy and integral part of their planning process as demonstrated by... • Facilitate discussions with grassroots leaders that can uncover opportunities for collaborative, entrepreneurial social, economic, and environmental development projects as demonstrated by...
<p><u>8. Engage in</u></p>	<ul style="list-style-type: none"> • How to map the depth, breadth, and diversity 	<ul style="list-style-type: none"> • Help community members bridge their

<u>Collaborative Strategies among Identity and Interest Groups</u>	<p>of community groups, and facilitate the collaboration with groups that have similar goals and outcome objectives.</p> <ul style="list-style-type: none"> • Facilitate decision-making, problem solving and priority setting in a range of groups from small task groups to large community coalitions. • The importance of celebrations, marking of milestones, and recognition of hard work in all community wide efforts. • The value and importance of peer learning in community-wide collaborative efforts for social change. • Methods for strengthening leadership and organizational capacity in grassroots groups. 	<p>interests and concerns with other community groups in collaborative efforts, thereby strengthening their vertical social capital, demonstrated by...</p> <ul style="list-style-type: none"> • Engage in training that strengthens the capacity of community leadership to make decisions, set priorities, discover and create resources, and build strong, inclusive organizations as demonstrated by... • Facilitate the opportunity for community group members to train likeminded members of neighboring groups, and groups across regions, states and countries as demonstrated by... • Help community members keep a sense of balance, humor and humility in their work toward community change in order to preserve families and prevent burnout as demonstrated by... • Help organizational members plan celebrations that mark milestones of success for their group and community as demonstrated by...
<u>9. Engage with Communities in promoting integrated Social, Economic, and Sustainable</u>	<ul style="list-style-type: none"> • The range of human development indicators, including those developed by the United Nations Development Program, and specific community sustainable development indicators now available in many communities to measure social, economic, political, and environmental well-being. 	<ul style="list-style-type: none"> • Identify and share with community members' tools for measuring human well-being (e.g. Maureen Hart, http://www.sustainablemeasures.com/; UNDP Human Development Report, http://hdr.undp.org/en/; etc.), while helping local groups identify their own priorities to

<u>Development</u>	<ul style="list-style-type: none"> • The linkages between effective family functioning and strong, integrated community institutions for improving the general social, economic and environmental well-being of people in a community. • The range of resources necessary in any community for effective human development (e.g. education, health promotion, housing, leisure and spiritual resources, along with work opportunities, transportation, and protection from violence, natural disasters, and environmental decline, etc.). • The conditions, especially those related to gender bias and racial prejudice that make these resources inaccessible for some community members, and knowledge of methods to promote inclusion. • The broad range of social and economic programs employed in the developing world (e.g. micro enterprise, community banking models, social enterprise, cooperative and solidarity production models) that can be adapted for local communities anywhere, including in the United States. 	<p>measure community social, economic, political and environmental well-being as demonstrated by...</p> <ul style="list-style-type: none"> • Identify supportive community organizations that contribute to measurable individual, family and community well-being and target them for positive media publicity and organized celebration as demonstrated by... • Identify the most oppressive elements of gender, racial, and economic bias to be examined and targeted as community-wide barriers to improve social, economic, political and environmental well-being as demonstrated by... • Identify and support methods to decrease violence in any form in the community as demonstrated by... • Identify and share with community members any social, economic and environmental programs employed across regions and across the world that have been employed to solve problems similar to theirs and demonstrate successful indicators as demonstrated by...
<u>10. Apply Policy Practice Principles Necessary for Improving Social, Economic and</u>	<ul style="list-style-type: none"> • The significance of advocacy and empowerment in the history of social work practice, and knowledge of historical role models for this work. • The functioning of human services policy 	<ul style="list-style-type: none"> • Facilitate organized lobbying efforts to improve the support of institutions and community organizations that contribute to the well-being of individuals, families and communities, especially those working with the most vulnerable populations as

<p><u>Environmental Well-being</u></p>	<p>making arenas including organizations, municipalities, county governments, state legislatures, the Congress, executive branches and the courts, and how to access them.</p> <ul style="list-style-type: none"> • Knowledge and judgment involved in negotiation, mediation, and reframing in working for organizational and community change. • Knowledge and judgment needed to develop effective public communication and lobbying efforts, especially the use of electronic technology for accessing and disseminating information generated from policy analysis. • Social work organizations and coalitions engaged in effective policy change at local, national, regional and international levels. 	<p>demonstrated by...</p> <ul style="list-style-type: none"> • Write and speak (or sing, dance, paint, write plays, make videos, blog, etc.) on behalf of policies that improve the social, economic, political, and environmental conditions of individuals, families, and communities as demonstrated by... • Engage in education, negotiation and mediation to influence policies that support the well-being of individuals, families, and communities, demonstrated by... • Join and support social work and related organizations that ethically and effectively work for the improved well-being of individuals, families and communities, especially those that work toward gender equality, diminish poverty, celebrate diversity, and protect and restore environmental resources as demonstrated by...
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¹ Dorothy N. Gamble, adapted from “Core Knowledge Areas for Work in Community Organization and Social Administration”, in Weil, M., Gamble, D. N., and MacGuire, E. (2010). *Community Practice Skills Workbook: Local to Global Perspectives* (110-118). NY: Columbia University Press.

² Developed by Dorothy N. Gamble, in collaboration with University of Pittsburgh School of Social Work; members of The Association for Community Organization and Social Administration (ACOSA); and Macro Faculty at the Portland, Oregon APM of CSWE, 10-15-10. Adopted by the ACOSA Board of Directors, 1-11-2011. Adapted from Gamble, D. N. (2011). Advanced concentration macro competencies for social work practitioners. *Journal of Community Practice*, 19(4), pp.369-402. Please send comments or questions to Dorothy Gamble, dee_gamble@unc.edu and Sondra Fogel, fogel.sondra@gmail.com.