

Specialized
Practice
Curricular Guide
for **Disaster
Relief
Social Work**

VOLUME 1 | Competencies 1–5

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Council on Social Work Education
Alexandria, Virginia

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Preface

The *Specialized Practice Curricular Guide for Disaster Relief Social Work* is presented in two volumes to support educators in aligning disaster relief practice competencies with the 2022 Educational Policy and Accreditation Standards (EPAS). Volume 1 covers Competencies 1 through 5, focusing on skills such as professional and ethical behavior, research, policy practice, and other areas of practice in disaster contexts. Volume 2 continues with Competencies 6 through 9, addressing engagement, assessment, intervention, and evaluation, and a 10th competency around self-care and compassion in disaster relief practice.

Together, these volumes offer a comprehensive framework for preparing social workers to practice effectively and ethically in disaster settings, emphasizing both immediate response and long-term recovery.

COMPETENCY-BASED EDUCATION

In 2008, the Council on Social Work Education (CSWE) adopted a competency-based education framework for its EPAS. Competency-based education is an outcome-oriented approach to curriculum design. The goal of the outcome approach is to ensure that students can demonstrate the integration and application of the competencies in practice. In the EPAS, competence consists of nine interrelated competencies and component behaviors, which themselves consist of multiple dimensions: knowledge, values, skills, and cognitive and affective processes.

Competency-based education rests on a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply professional knowledge, values, skills, and judgment to practice in a thoughtful, goal-oriented, and ethical manner that supports individual and

community well-being. The EPAS recognizes a holistic view of competence: that the demonstration of competence is informed by multiple dimensions of competence, including the social worker's critical thinking, affective reactions, and exercise of judgment regarding unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is developmental and dynamic, changing over time in relation to continuous learning (CSWE, 2022, p. 7).

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, social work program developers produce the substantive content, pedagogical approaches, and educational activities that provide learning opportunities for students to demonstrate competencies (CSWE, 2022, p. 7).

SOCIAL WORK COMPETENCIES

The 2022 EPAS stipulates nine competencies that prepare students for social work practice. These competencies apply to both generalist and specialized practice. The nine social work competencies are listed in the 2022 EPAS on pages 8–13. Each of the nine social work competencies is followed by a paragraph describing the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a bulleted list of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

SPECIALIZED PRACTICE

Specialized practice builds on generalist practice, as described in Educational Policy (EP) 3.0 of the 2022 EPAS, by extending and enhancing the generalist social work competencies for practice with a specific population, problem area, method of intervention, perspective, or approach to practice.

The master's programs in social work prepare students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine social work competencies. They prepare students to practice in the area of specialization, and to demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention (CSWE, 2022, p. 18).

In each area of specialized practice defined by a program, the program extends and enhances the nine social work competencies so that they are demonstrated in observable behaviors indicative of competence in specialized areas of professional practice. Specialized practitioners synthesize and use the knowledge and skills necessary for interprofessional collaborations based on scientific inquiry and best practices, consistent with social work values (CSWE, 2022, p. 18).

Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. They synthesize and use a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices and consistent with social work values. Additionally, they engage in and conduct research to inform and improve practice, policy, and service delivery.

FRAMEWORK FOR THE GUIDE

CSWE, in partnership with its Commission on Educational Policy, created a framework for developing curricular guides for areas of specialized practice. The task force followed the guidelines for creating social work competencies and curricular resources for social workers in disaster relief practice settings that reflect accreditation standards for master's programs in the 2022 EPAS, including:

- 1) Identification of an area of specialized practice for a specific population, problem area, method of intervention, perspective, or approach to practice in social work (EP 3.2).
- 2) Identification of the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine social work competencies and prepare students for practice in the area of specialization identified (EP M3.2 and Accreditation Standard [AS] M3.2.1).
- 3) Discussion of how the area of specialized practice builds on generalist practice as described in EP 3.0 (AS M3.2.2).
- 4) Suggested curriculum content and resources (e.g., readings, multimedia and online resources, modules, assignments, experiential exercises, class and field activities) for each of the nine social work competencies and any additional competencies identified.

- 5) Identification of the competency dimensions (knowledge, values, skills, and cognitive and affective processes) associated with the course content for each competency.

The curriculum content and resources identified in this guide are not required by accreditation standards. They are meant to serve as an optional guide to programs on how to conceptualize disaster relief social work practice with the nine social work competencies identified in the 2022 EPAS.

ORGANIZATION OF THE GUIDE

Congruent with the 2022 EPAS and framework developed by CSWE, specialized practice in disaster relief social work builds on generalist practice but augments and extends social work knowledge, values, skills, and cognitive and affective processes to engage, assess, intervene, and evaluate within this area of specialized practice. Accordingly, for each of the competencies identified in this guide, there is a paragraph description of the dimensions—knowledge, values, skills, and cognitive and affective processes—that make up the competency and prepare students for disaster relief social work practice. This is followed by a set of behaviors to be attained by social work students entering practice to work with individuals and systems related to, or affected by, disaster relief practice areas.

Volume 2 of this curricular guide also includes a new competency that is not part of the nine CSWE competencies—Competency 10: Compassion and Self-Care in Disaster Response. CSWE and the chairs of this guide regard this as an essential competency of practice for social workers in disaster relief practice areas.

Readings, in-class exercises, field activities, media, and assignments are identified for each of the competencies, along with whether they address knowledge, values, skills, or cognitive and affective processes. Descriptions of shorter selected assignments and in-class exercises follow each competency; longer activities or additional details are included in the appendices.

REFERENCE

Council on Social Work Education. (2022). *Educational policy and accreditation standards*. <https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>

Introduction to Disaster Relief Social Work

The number of individuals, families, and communities affected by natural and human-made disasters continues to grow each year. The International Institute for Environment and Development (2025) estimated that approximately 137 million people—41% of the U.S. population—lived in areas affected by a major disaster or an emergency declaration. These events, including public health crises, climate-driven catastrophes, and mass violence, disproportionately affect some communities by deepening existing challenges with access to care, housing, and public safety. As disasters become more frequent, complex, and prolonged, social workers must be equipped to respond in ways that are ethical and grounded in professional integrity.

Graduate social work education plays a crucial role in preparing students to uphold ethical standards, affirm human dignity, and act in the public interest across various disaster contexts. Social workers operate in a variety of community-based settings, including hospitals, schools, behavioral health clinics, child welfare agencies, and military and veterans' programs. Within these settings, many disaster impacts are acute. This curriculum guide offers faculty the tools to integrate social work education disaster preparedness and response to prepare students to navigate the social, economic, and environmental dimensions of a crisis in a way that affirms core professional values.

Social workers have long contributed to both immediate relief and long-term recovery by offering services that address trauma, displacement, and community rebuilding. Recent high-impact events—such as the COVID-19 pandemic; Hurricane Ian; the California wildfires; the Uvalde, Texas, school shooting; and the East Palestine, Ohio, train derailment—have demonstrated that social

workers are often both helpers and those affected. Local social work practitioners frequently live in communities experiencing the very disasters to which they are responding. They are called to support traumatized populations while simultaneously navigating personal loss, uncertainty, and repeated exposure to distressing media. These overlapping responsibilities highlight the ethical imperative to build a resilient, well-supported workforce whose members can serve others while safeguarding their own well-being.

Ethical and effective disaster response demands that social workers engage with individuals, families, organizations, and communities through integrated practice across micro, mezzo, and macro levels. It requires an awareness of differing community contexts and a respectful, informed approach, which are essential when responding to crises that have uneven impacts across populations. Many interventions are complicated by factors such as differences in health and behavioral conditions, communication barriers, damaged infrastructure, and challenges in coordinating roles and responsibilities. Practitioners must be prepared to work within and across these complexities while upholding professional standards and advancing human rights.

To that end, graduate social work education must cultivate the capacity for critical thinking, advocacy, and systems-level engagement. Training should prepare students to recognize and challenge barriers, such as fragmented care systems, bureaucratic hurdles, and inequitable policy responses, that are exacerbated during times of disaster. By fostering a commitment to social, economic, and environmental well-being, social work programs can empower students to advocate for reforms that address the root causes of vulnerability, not only the symptoms.

Further, programs must equip students to apply research and data to inform decision-making in crisis settings. There is a continuing need for rapid, community-engaged research to assess evolving needs and evaluate what works in disaster-affected communities. Understanding how to collect, interpret, and act on evidence in real time is an essential component for professional social workers within disaster contexts.

The addition of Competency 10, which supports the integration of compassionate practice and self-care as foundational to ethical behavior, is equally critical. Disasters place intense emotional demands on practitioners, and without adequate preparation and support, these pressures can lead to moral distress,

compassion fatigue, and burnout. Embedding trauma stewardship, peer support, and reflective supervision into the educational experience helps foster a sustainable workforce—one that is equipped to respond with both professional excellence and personal resilience.

In sum, preparing social workers for disaster contexts does not require narrowing their training to a single area of focus. Rather, it requires deepening the profession's commitment to ethical conduct, fairness, and systems change. This curriculum guide provides a framework for developing those competencies across the graduate curriculum to ensure that future practitioners can meet the demands of disaster response with skill, integrity, and purpose.

REFERENCE

International Institute for Environment and Development. (2025). *Major disaster in the US declared every four days in 2024, IIED analysis shows*. <https://www.iied.org/major-disaster-us-declared-every-four-days-2024-iied-analysis-shows>

Competency 1

Demonstrate Ethical and Professional Behavior

SPECIALIZED PRACTICE COMPETENCY DESCRIPTION

Disaster relief social workers have a distinct understanding of the complex interplay of the social, economic, and environmental factors that shape how individuals and communities experience and respond to disasters. They recognize the unique needs and vulnerabilities of diverse populations while providing culturally sensitive and inclusive support. They acknowledge that factors such as historical oppression, systemic inequities, poverty, and lack of access to resources can reduce the capacity of individuals and communities to prepare for, respond to, and recover from disasters. With responsibilities spanning the micro, mezzo, and macro levels, disaster social workers actively work to eliminate structural and systemic barriers for at-risk or disaster-affected communities.

Ethical behavior is central to their work with individuals, families, and communities across all disaster phases, including preparedness, response, recovery, and mitigation. Disaster relief social workers collaborate with multidisciplinary teams, addressing possible risks of harm and retraumatization of survivors within the helping process. Commitment to ongoing education, training, and research ensures the implementation of evidence-based approaches tailored to those affected by disasters. Through self-reflection and attention to self-care, disaster social workers mitigate the risks of vicarious traumatization, secondary traumatic stress, and burnout. Guided by the NASW Code of Ethics and other relevant professional codes and laws, disaster social workers approach their responsibilities with self-regulation, consultation, and supervision to maintain professional integrity while aiding those in crisis situations.

COMPETENCY BEHAVIORS

Disaster Relief Social Workers:

- Recognize and address the complex interplay of social, economic, and environmental factors shaping how individuals and communities experience and respond to disasters. Provide culturally sensitive and inclusive support, acknowledging diverse populations' unique needs and vulnerabilities.
- Identify and actively work to eliminate structural and systemic barriers, understanding how historical oppression, systemic inequities, poverty, and lack of access to resources reduce communities' capacity to prepare for, respond to, and recover from disasters.
- Prioritize relevant participatory methodologies to ensure community members' active participation in the design, monitoring, and evaluation of every aspect of response.
- Demonstrate professionalism through ethical decision-making when working with individuals, families, and communities throughout all disaster phases—preparedness, response, recovery, and mitigation.
- Collaborate with multidisciplinary teams to minimize the risk of harm and retraumatization during the helping process.
- Engage in ongoing education, training, and research to apply evidence-supported approaches in disaster settings. Continuously develop knowledge and skills to support individuals, families, and communities effectively.
- Adhere to relevant professional standards, employing self-regulation and engaging in consultation and supervision to ensure ethical and professional conduct while supporting disaster-affected individuals and communities.
- Prioritize self-reflection and self-care practices to mitigate risks of vicarious traumatization, secondary traumatic stress, and burnout. Incorporate strategies to maintain personal well-being and professional efficacy.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

Readings

Resource	Competency Dimension(s)
Alston, M., Hazeleger, T., & Hargreaves, D. (2019). <i>Social work and disasters: A handbook for practice</i> . Routledge.	Knowledge Cognitive and Affective Processes
Appleby-Arnold, S., Brockdorff, N., & Callus, C. (2021). Developing a “culture of disaster preparedness”: The citizens’ view. <i>International Journal of Disaster Risk Reduction</i> , 56, 102133. https://doi.org/10.1016/j.ijdr.2021.102133	Knowledge Values
Banks, S., Cairns, L., Bertotti, T., Shears, J., Shum, M., Sobočan, A. M., Strom, K., & Úriz, M. J. (2022, August 23). <i>Beyond the pandemic: Exploring social work ethics and values as a contribution to a new eco-social world</i> [Report]. International Federation of Social Workers. https://www.ifsw.org/wp-content/uploads/2022/08/2022-08-18-Ethics-Webinars-Report.pdf	Knowledge Values Cognitive and Affective Processes
Banks, S., Cai, T., de Jonge, E., Shears, J., Shum, M., Sobočan, A. M., Strom, K., Truell, R., Úriz, M. J., & Weinberg, M. (2020). Practising ethically during COVID-19: Social work challenges and responses. <i>International Social Work</i> , 63(5), 569–583. https://doi.org/10.1177/0020872820949614	Knowledge Values
Bauwens, J., & Naturale, A. (2017). The role of social work in the aftermath of disasters and traumatic events. <i>Clinical Social Work Journal</i> , 45, 99–101. https://link.springer.com/article/10.1007/s10615-017-0623-8	Knowledge Values
Bragin, M. (2020). Clinical social work in situations of disaster and terrorism. In J. R. Brandell (Ed.), <i>Theory and practice in clinical social work</i> (3rd ed., pp. 303–333). Cognella.	Knowledge Skills Values Cognitive and Affective Processes
Breen, K., Greig, M., & Wu, H. (2023). Learning green social work in global disaster contexts: A case study approach. <i>Social Sciences</i> , 12(5), 288. https://doi.org/10.3390/socsci12050288	Knowledge Values
Call, J. A., Pfefferbaum, B., Jenuwine, M. J., & Flynn, B. W. (2012). Practical legal and ethical considerations for the provision of acute disaster mental health services. <i>Psychiatry</i> , 75(4), 305–322. https://doi.org/10.1521/psyc.2012.75.4.305	Knowledge Values Skills

(continued)

Readings (continued)

Resource	Competency Dimension(s)
Cooper, L., & Briggs, L. (2014). Do we need specific disaster management education for social work? <i>Australian Journal of Emergency Management</i> , 29(4), 38–42. https://knowledge.aidr.org.au/media/2162/ajem-29-04-08.pdf	Knowledge, Skills
Crawford, C. A. (2021). Studying social workers' roles in natural disasters during a global pandemic: What can we learn? <i>Qualitative Social Work</i> , 20(1–2), 456–462. https://doi.org/10.1177/1473325020973449	Knowledge Values Cognitive and Affective Processes
Dominelli, L. (Ed.). (2018). <i>The Routledge handbook of green social work</i> . Routledge.	Knowledge Values
Farkas, K. J., & Romaniuk, J. R. (2020). Social work, ethics and vulnerable groups in the time of coronavirus and COVID-19. <i>Society Register</i> , 4(2), 67–82. https://doi.org/10.14746/sr.2020.4.2.05	Knowledge Values
Flynn, B. W., & Speier, A. H. (2014). Disaster behavioral health: Legal and ethical considerations in a rapidly changing field. <i>Current Psychiatry Reports</i> , 16, 457. https://doi.org/10.1007/s11920-014-0457-9	Knowledge Values
Harms, L., & Alston, M. (2018). Post disaster social work. <i>Australian Social Work</i> , 71(4), 386–391.	Knowledge Values
Harms, L., Boddy, J., Hickey, L., Hay, K., Alexander, M., Briggs, L., Cooper, L., Alston, M., Fronek, P., Howard, A., Adamson, C., & Hazeleger, T. (2022). Post-disaster social work research: A scoping review of the evidence for practice. <i>International Social Work</i> , 65(3), 434–456. https://doi.org/10.1177/0020872820904135	Knowledge Values Skills
Howard, A., Agllias, K., Bevis, M., & Blakemore, T. (2018). How social isolation affects disaster preparedness and response in Australia: Implications for social work. <i>Australian Social Work</i> , 71(4), 392–404. https://doi.org/10.1080/0312407X.2018.1487461	Knowledge Values
Hunt, M., Pal, N. E., Schwartz, L., & O'Mathúna, D. (2018). Ethical challenges in the provision of mental health services for children and families during disasters. <i>Current Psychiatry Reports</i> , 20, 60. https://link.springer.com/article/10.1007/s11920-018-0917-8	Knowledge Values
Inter-Agency Standing Committee (IASC). (2022). <i>Handbook: Mental health and psychosocial support coordination</i> . IASC. https://interagencystandingcommittee.org/sites/default/files/migrated/2023-01/IASC%20Handbook%2C%20Mental%20Health%20and%20Psychosocial%20Support%20Coordination.pdf	Knowledge Values Skills

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Readings (continued)

Resource	Competency Dimension(s)
Kranke, D., Der-Martirosian, C., Hovsepien, S., Mudoh, Y., Gin, J., Weiss, E. L., & Dobalian, A. (2020). Social workers being effective in disaster settings. <i>Social Work in Public Health, 35</i> (8), 664–668. https://doi.org/10.1080/19371918.2020.1820928	Knowledge Skills Cognitive and Affective Processes
Powell, T., Billiot, S., & Saltzman, L. (2020). Post-disaster trauma and recovery. In T. Mizrahi & L. E. Davis (Eds.), <i>Encyclopedia of Social Work</i> . Oxford Press. https://doi.org/10.1093/acrefore/9780199975839.013.1332	Knowledge Cognitive and Affective Processes
Powers, M. C. F., & Engstrom, S. (2020). Radical self-care for social workers in the global climate crisis. <i>Social Work, 65</i> (1), 29–37. https://doi.org/10.1093/sw/swz043	Knowledge Values Cognitive and Affective Processes
Pyles, L. (2017). Decolonising disaster social work: Environmental justice and community participation. <i>The British Journal of Social Work, 47</i> (3), 630–647. https://doi.org/10.1093/bjsw/bcw028	Knowledge Values
Rabins, P. V., Kass, N. E., Rutkow, L., Vernick, J. S., & Hodge, J. G. (2011). Challenges for mental health services raised by disaster preparedness: Mapping the ethical and therapeutic terrain. <i>Biosecurity and Bioterrorism: Biodefense Strategy, Practice, and Science, 9</i> (2), 175–179. https://doi.org/10.1089/bsp.2010.0068	Knowledge Values
Sim, T., He, M., & Dominelli, L. (2021). Social work core competencies in disaster management practice: An integrative review. <i>Research on Social Work Practice, 32</i> (3), 310–321. https://doi.org/10.1177/10497315211055427	Knowledge Values Skills
Stabile, B., Simon, K., Thornton, T. E., & Grant, A. (2022). Diversity and inclusion in emergency management and first response: Accounting for race and gender in codes of ethics in the United States. <i>Public Integrity, 24</i> (1), 82–101. https://doi.org/10.1080/10999922.2020.1862540	Knowledge Values
Sweifach, J., Linzer, N., & LaPorte, H. H. (2015). Beneficence vs. fidelity: Serving social work clients in the aftermath of catastrophic events. <i>Journal of Social Work Values and Ethics, 12</i> (1), 3–12. https://www.semanticscholar.org/paper/Beneficence-vs.-Fidelity:-Serving-Social-Work-in-of-Sweifach-Linzer/7ee20bcc8dbf68c6db9848df32fc3a44c74fc7d?utm_source=direct_link	Knowledge Values Cognitive and Affective Processes

Class Exercises and Learning Activities

Resource	Competency Dimension(s)
<p>Disaster Response Assessment</p> <p>You will be assigned a type of disaster, such as a pandemic, hurricane, or earthquake, and a geographic location, such as a major city with a concentrated population, a rural village, or a suburban middle-class community.</p> <p>In small groups, conduct a search on the characteristics of the area, identifying and documenting the following:</p> <ul style="list-style-type: none"> • What impact might you see (e.g., flooding, displacement, loss)? • Which population is most vulnerable to the disaster's impact, and why? • Who would need to be on a disaster response team? • What role could a social worker play? • What ethical issues might arise during the disaster response? 	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Disaster Preparedness Community Planning</p> <p>In small groups, develop a disaster preparedness plan for a community.</p> <p>When you are exploring this community, consider:</p> <ul style="list-style-type: none"> • What language is preparedness information written in? • Does it address concerns with literacy levels? • How usable is it across cultures with varying levels of literacy? • Is it accessible to people with visual or hearing challenges? • Is it relevant for the various social groups in the community? • Who is involved in creating this information? Has the whole community been involved? • Can it be understood by people of varying ages, including children? 	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Advocacy Role-Play</p> <p>You are a social worker in a community that is often affected by hurricanes and flooding. In a disaster-planning meeting, you notice a lack of advocacy for different marginalized communities.</p> <p>How would you ethically advocate for these individuals from the following scenarios?</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Class Exercises and Learning Activities (continued)

Resource	Competency Dimension(s)
<p>Scenario 1: Unhoused population</p> <p>When planning for disaster evacuation shelters, policymakers prioritize creating facilities for housed residents but fail to include accommodations for the local unhoused population. This group is left without evacuation instructions or designated spaces.</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> • How can social workers address the ethical and legal responsibilities to serve all populations? • What strategies can be proposed to include unhoused individuals while still accommodating housed residents? • How can advocacy address stereotypes or biases held by policymakers? <p>Scenario 2: Undocumented immigrants</p> <p>There is a large undocumented immigrant population in your community; however, disaster response plans require government-issued IDs to access shelters and aid. Many undocumented individuals are afraid to seek help because they fear deportation.</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> • How can social workers advocate for equitable treatment while addressing the requirement for government-issued IDs? • What are the humanitarian and ethical responsibilities of disaster response agencies? • What role can collaboration with community organizations and local institutions play in addressing this issue? <p>Scenario 3: Individuals with disabilities</p> <p>You notice that your community disaster response plan does not include accessible shelters or transportation for people with disabilities. As a result, many disabled individuals are unable to leave during a mandatory evacuation:</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> • How can social workers highlight the fact that including people with disabilities is a legal and ethical responsibility? • What cost-effective strategies might be proposed to policymakers? • How can partnerships with advocacy groups strengthen the case for accessible shelters and transportation with disabled groups? 	

(continued)

Class Exercises and Learning Activities (continued)

Resource	Competency Dimension(s)
<p>Scenario 4: LGBTQ+ individuals</p> <p>In disaster shelters, policies do not account for the needs of LGBTQ+ individuals, such as accessible gender-neutral bathrooms or ways to address discriminatory behavior. This oversight leaves many LGBTQ+ individuals feeling unsafe and unsupported.</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> • How can social workers work with policymakers to emphasize inclusivity? • What specific policies can be proposed to ensure LGBTQ+ safety and support? • What types of education and awareness campaigns may help in LGBTQ+ advocacy? 	
<p>Psychological First Aid Training</p> <p>https://learn.nctsn.org/course/index.php?categoryid=11</p> <p>This online 5-hour training describes core aspects of psychological first aid (PFA) and how to apply PFA skills in disaster contexts. Provider well-being before, during, and after disasters is also covered in the training.</p>	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Disaster Mental Health</p> <p>https://converge-training.colorado.edu/courses/disaster-mental-health-training/</p> <p>This online training module provides an overview of mental health outcomes associated with disaster exposure. The module also outlines risk and protective factors associated with short- and long-term adverse mental health outcomes.</p>	<p>Knowledge</p> <p>Skills</p>
<p>Indigenous Sovereignty in Disasters</p> <p>https://converge-training.colorado.edu/courses/indigenous-sovereignty-in-disasters/</p> <p>This online training module describes how Indigenous sovereignty can support disaster resilience.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>
<p>Positionality in Hazards and Disaster Research and Practice</p> <p>https://converge-training.colorado.edu/courses/positionality-in-hazards-and-disaster-research-and-practice/</p> <p>This online training module focuses on the role of positionality in disaster practice and research. It provides insights into how recognizing one's positionality is related to ethical work in disasters.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Class Exercises and Learning Activities (continued)

Resource	Competency Dimension(s)
<p>Social Vulnerability and Disasters</p> <p>https://converge-training.colorado.edu/courses/vulnerable-populations/</p> <p>This online training module examines social vulnerability in disasters, focusing on specific groups who are at risk for the effects of a disaster.</p>	<p>Knowledge</p> <p>Values</p>
<p>Broader Ethical Considerations for Hazards and Disaster Researchers</p> <p>https://converge-training.colorado.edu/courses/broader-ethical-considerations-for-hazards-and-disaster-researchers/</p> <p>This online training module provides an overview of ethical considerations and concerns in disaster research. It includes content on how researchers can address ethical issues and provides a for individuals working in disaster settings.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>

Media

Resource	Competency Dimension(s)
<p>TEDx Talks. (2012, October 12). <i>From disaster response to disaster prevention</i> Rachel Kyte TEDxSendai (English) [Video]. YouTube. https://www.youtube.com/watch?v=cWYcXhMhJF4</p> <p>This TEDx Talk discusses the increase and impact of disasters and the disproportionate impact on vulnerable populations. It also covers the importance of disaster risk management to create resilient communities.</p>	<p>Knowledge</p> <p>Values</p>
<p>TEDx Talks. (2019, July 26). <i>We know how to save lives in disasters – Why don't we?</i> Sarah Tuneberg TEDxMileHigh [Video]. YouTube. https://www.youtube.com/watch?v=zmanP8WDNwQ</p> <p>This TEDx Talk discusses the importance of applying evidence-based solutions and data-driven responses to reduce risk and increase resilience, particularly for the most vulnerable populations, who disproportionately experience disasters.</p>	<p>Knowledge</p> <p>Values</p>
<p>TEDx Talks. (2016, March 2). <i>There is nothing natural about disaster</i> Rohini Swaminathan TEDxPlaceDesNations [Video]. YouTube. https://www.youtube.com/watch?v=h7fbfZxoWIY</p> <p>This TEDx Talk discusses the importance of multidisciplinary teams to educate policymakers on preparing for and responding to disasters.</p>	<p>Knowledge</p> <p>Values</p>
<p>Science Animated. (2021, June 10). <i>How to organise social services during and after a disaster?</i> [Video]. YouTube. https://www.youtube.com/watch?v=ctWhIglYFhE</p> <p>This short clip provides general guidance and ethical responsibilities for disaster social workers.</p>	<p>Knowledge</p> <p>Values</p>

(continued)

Media (continued)

Resource	Competency Dimension(s)
<p>Federal Emergency Management Agency (FEMA). (2020, April 29). <i>PrepTalks: Dr. Daniel Aldrich "Social capital in disaster mitigation and recovery"</i> [Video]. YouTube. https://www.youtube.com/watch?v=z7A8mOzQ6T8</p> <p>This PrepTalk discusses the importance of social ties and communities in disaster resilience.</p>	<p>Knowledge Values</p>
<p>Disaster Technical Assistance Center. (2025). <i>Disaster behavioral health resources</i>. Substance Abuse and Mental Health Services Administration (SAMHSA). https://www.samhsa.gov/dtac/disaster-behavioral-health-resources</p> <p>Disaster behavioral health resources for those in the field of disaster behavioral health.</p>	<p>Knowledge Skills</p>
<p>SAMHSA. (2020, July). <i>Tips for healthcare professionals: Coping with stress and compassion fatigue</i>. https://library.samhsa.gov/sites/default/files/PEP20-01-01-016_508.pdf</p> <p>Tip sheet for coping with stress and distress for individuals in helping professions.</p>	<p>Knowledge Skills</p>
<p>SAMHSA. (2014, September). <i>Understanding compassion fatigue</i>. https://library.samhsa.gov/sites/default/files/sma14-4869.pdf</p> <p>Fact sheet on the causes, signs, and symptoms of secondary trauma and burnout in helping professions.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>SAMHSA. (2022, October). <i>Tips for disaster responders: Understanding historical trauma and resilience when responding to an event in Indian Country</i>. https://library.samhsa.gov/sites/default/files/pep22-01-01-005.pdf</p> <p>Tip sheet for disaster responders on the role of historical trauma and resilience in Native American communities.</p>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p>American Red Cross. (n.d.). <i>Emotional recovery after a disaster</i>. https://www.redcross.org/get-help/disaster-relief-and-recovery-services/recovering-emotionally.html</p> <p>Website providing information on emotional responses and disaster recovery.</p>	<p>Knowledge Values Cognitive and Affective Processes</p>

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Media (continued)

Resource	Competency Dimension(s)
<p>Administration for Strategic Preparedness & Response. (n.d.). <i>Disaster behavioral health</i>. https://aspr.hhs.gov/behavioral-health/Pages/default.aspx</p> <p>Resources on behavioral health for disaster helping professions.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Bragin, M. (n.d.). <i>The SEE-PET: A participatory method for developing and measuring the effectiveness of psychosocial programs</i>. The MHPSS Network. https://www.mhpss.net/toolkit/community-based-mental-health-and-psychosocial-support-resource-collection/resource/the-see-pet-a-participatory-method-for-developing-and-measuring-the-effectiveness-of-psychosocial-programs</p> <p>Hunter College, City University of New York. (2020). <i>Users guide for the community participatory evaluation tool: A participatory method for the design, monitoring, and evaluation of community level programs for children in emergencies</i>. The MHPSS Network. https://doi.org/10.13140/RG.2.2.23409.61281</p> <p>Resource to facilitate participatory assessment, design, monitoring, and evaluation for social work programs in emergencies.</p>	<p>Values Skills</p>

Competency 2

Advance Human Rights and Social, Racial, Economic, and Environmental Justice

SPECIALIZED PRACTICE COMPETENCY DESCRIPTION

Disaster relief social workers navigate the complex intersectionality of social, racial, economic, and environmental justice in their work. They apply systems-level and stakeholder analysis to advance human rights and social, racial, and economic justice in oppressive structures that exacerbate disaster disparities. They understand nuanced definitions of disasters, including slow violence and microdisasters; the psychological impact of disasters; and how preexisting community contexts can influence the impact and duration of disaster recovery.

Disaster relief social workers apply community engagement and facilitation skills to advocate for social, racial, and economic justice. Acknowledging historical traumas and approaching work with cultural humility, disaster relief social workers integrate local political, historical, and social contexts to develop anti-racist, trauma-informed solutions. They critically examine how contemporary disaster preparedness and recovery are defined, how these definitions can reinforce disaster capitalism, and how to advocate for equitable policy reform.

The interventions of disaster relief social workers are designed to address not only the immediate impacts of disasters but also the underlying social determinants that exacerbate vulnerabilities. By bridging contemporary emergency management operations with broader social issues such as poverty, racism, and housing, disaster relief social workers foster a holistic approach to building community capacity around disaster preparedness, evacuation readiness, response, and recovery. They recognize the intersection of the built environment, mutual aid, and community engagement and collaborate across disciplines to promote

transformative social and economic change at all stages of the process, from evacuation readiness to disaster recovery.

Through their unique perspective and skill set, disaster relief social workers play a crucial role in developing comprehensive, equitable, and sustainable approaches to disaster relief and environmental justice, working toward a just and sustainable future for all communities.

COMPETENCY BEHAVIORS

Disaster Relief Social Workers:

- Recognize the complex intersectionality of social, racial, economic, and environmental justice.
- Apply systems-level and stakeholder analysis to advance human rights and social, racial, and economic justice in oppressive structures that exacerbate disaster disparities.
- Understand nuanced definitions of disasters, including slow violence and microdisasters, and how preexisting community contexts can influence the impact and duration of disaster recovery.
- Apply community engagement and facilitation skills to intersecting sectors to advocate for social, racial, and economic justice in interdisciplinary spaces.
- Critically examine how recovery is defined, challenge disaster capitalism, and advocate for equitable policy reform.
- Address the immediate impacts of disasters as well as the underlying social determinants that exacerbate vulnerabilities.
- Foster a holistic approach to disaster preparedness, response, and recovery.
- Recognize the intersection of the built environment, mutual aid, and community engagement and collaborate across disciplines to promote transformative change.
- Ensure that interventions remain culturally responsive and community-driven.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

Readings

Resource	Competency Dimension(s)
Abeling, T., Huq, N., Chang-Seng, D., Birkmann, J., Wolfertz, J., Renaud, F., & Garschagen, M. (2018). Understanding disaster resilience. In H. Deeming, M. Fordham, C. Kuhlicke, L. Pedoth, S. Schneiderbauer, & C. Shreve (Eds.), <i>Framing community disaster resilience: Resources, capacities, learning, and action</i> (pp. 9–25). Wiley. https://doi.org/10.1002/9781119166047.ch2	Knowledge Values
Alston, M., & Chow, A. Y. M. (2021). Introduction—When social work meets disaster: Challenges and opportunities. <i>The British Journal of Social Work, 51</i> (5), 1525–1530. https://doi.org/10.1093/bjsw/bcab154	Knowledge
Alston, M., Hazeleger, T., & Hargreaves, D. (2019). <i>Social work and disasters: A handbook for practice</i> . Routledge. https://doi.org/10.4324/9781315109138	Knowledge
Be 2 Weeks Ready Oregon. (2025, May 2). <i>Communities prepared for disasters: Older adults: Session 1</i> [Video]. YouTube. https://www.youtube.com/watch?v=PEjkNC3LoOg	Knowledge Skills
Bell, K., & Boetto, H. (2024). Disaster preparedness in social work: Enhancing policy in Australian human service organisations. <i>The British Journal of Social Work, 54</i> (8), 3468–3488. https://doi.org/10.1093/bjsw/bcae111	Knowledge
Boetto, H. (2024). Addressing disaster fatigue: A SAFE framework for enhancing disaster resilience in social work. <i>International Social Work, 67</i> (6), 1327–1340. https://doi.org/10.1177/00208728241269717	Knowledge Values Skills
Boetto, H., Bell, K., & Ivory, N. (2021). Disaster preparedness in social work: A scoping review of evidence for further research, theory and practice. <i>The British Journal of Social Work, 51</i> (5), 1623–1643. https://doi.org/10.1093/bjsw/bcab103	Knowledge
Cherry, K. E. (2020). <i>The other side of suffering: Finding a path to peace after tragedy</i> . Oxford University Press.	Knowledge Values Skills
Das, A. (2020). Social work, disasters and communities—Challenging the boundaries of the profession. <i>The British Journal of Social Work, 50</i> (8), 2452–2465. https://doi.org/10.1093/bjsw/bcaa214	Values Skills

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Readings (continued)

Resource	Competency Dimension(s)
Dass-Brailsford, P. (Ed.). (2010). <i>Crisis and disaster counseling: Lessons learned from Hurricane Katrina and other disasters</i> . Sage. https://doi.org/10.4135/9781452275093	Knowledge Values Skills
Dominelli, L. (2021). A green social work perspective on social work during the time of COVID-19. <i>International Journal of Social Welfare</i> , 30(1), 7-16. https://doi.org/10.1111/ijsw.12469	Knowledge
Dominelli, L. (2024). <i>Social work practice during times of disaster : A transformative green social work model for theory, education and practice in disaster interventions</i> . Routledge.	Knowledge Values Skills
Gillespie, D. F., & Danso, K. (Eds.). (2010). <i>Disaster concepts and issues: A guide for social work education and practice</i> . CSWE Press.	Knowledge Skills Cognitive and Affective Processes
Halpern, J., & Vermeulen, K. (2017). <i>Disaster mental health interventions: Core principles and practices</i> . Routledge.	Knowledge Values Skills
Harms, L., Boddy, J., Hickey, L., Hay, K., Alexander, M., Briggs, L., Cooper, L., Alston, M., Fronek, P., Howard, A., Adamson, C., & Hazeleger, T. (2022). Post-disaster social work research: A scoping review of the evidence for practice. <i>International Social Work</i> , 65(3), 434-456. https://doi.org/10.1177/0020872820904135	Knowledge
Hawkins, R. L. (2023). Social work response to climate change: If we are not already too late. <i>Social Work Research</i> , 47(4), 231-235. https://doi.org/10.1093/swr/svad020	Knowledge
Hay, K., Briggs, L., & Bagshaw, S. (2024). Secondary stressors and counselling within social work practice following disaster. <i>Aotearoa New Zealand Social Work</i> , 36(1), 19-31. https://hdl.handle.net/10523/41179	Knowledge Skills
Hipper, T. J., Davis, R., Massey, P. M., Turchi, R. M., Lubell, K. M., Pechta, L. E., Rose, D. A., Wolkin, A., Briseño, L., Franks, J. L., & Chernak, E. (2018). The disaster information needs of families of children with special healthcare needs: A scoping review. <i>Health Security</i> , 16(3), 178-192. https://doi.org/10.1089/hs.2018.0007	Knowledge Values
Howitt, R. (2012). Sustainable Indigenous futures in remote Indigenous areas: Relationships, processes and failed state approaches. <i>GeoJournal</i> , 77(6), 817-828. https://www.jstor.org/stable/23325390	Knowledge Values

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Readings (continued)

Resource	Competency Dimension(s)
Jung, J., & Pyles, L. (2024). Understanding the impacts of COVID-19 and other disaster experiences on motivations to prepare for future disasters. <i>The British Journal of Social Work</i> , 54(7), 3314–3333. https://doi.org/10.1093/bjsw/bcae093	Knowledge
Mason, L. R., Coye, S. R., Rao, S., Krings, A., & Santucci, J. (2024). Environmental justice and social work: A study across practice settings in three U.S. states. <i>Sustainability</i> , 16, 8361. https://doi.org/10.3390/su16198361	Knowledge
Mattocks, N., Singh, M. I., Smith, L., Dolan-Reilly, G. L., Powers, M. C. F., & Smith, K. (2024). Reenvisioning social work curricula: Ecosocial work is everybody's thing. In C. Forde, S. Ranta-Tyrkkö, P. Lievens, K. Rambaree, & H. Belchior-Rocha (Eds.), <i>Teaching and learning in ecosocial work: Concepts, methods, and practice</i> (pp. 87–106). Springer. https://doi.org/10.1007/978-3-031-58708-5	Knowledge Values Skills Cognitive and Affective Processes
Nguyen, H. T. (2019). Gendered vulnerabilities in times of natural disasters: Male-to-female violence in the Philippines in the aftermath of Super Typhoon Haiyan. <i>Violence Against Women</i> , 25(4), 421–440. https://doi.org/10.1177/1077801218790701	Knowledge Values
Overstreet, S., Salloum, A., Burch, B., & West, J. (2011). Challenges associated with childhood exposure to severe natural disasters: Research review and clinical implications. <i>Journal of Child & Adolescent Trauma</i> , 4(1), 52–68. https://doi.org/10.1080/19361521.2011.545103	Knowledge Values
Pearson, J., Jackson, G., & McNamara, K. E. (2021). Climate-driven losses to knowledge systems and cultural heritage: A literature review exploring the impacts on Indigenous and local cultures. <i>The Anthropocene Review</i> , 10(2), 343–366. https://doi.org/10.1177/20530196211005482	Knowledge
Peek, L. (2008). Children and disasters: Understanding vulnerability, developing capacities, and promoting resilience—An introduction. <i>Children, Youth & Environments</i> , 18(1), 1–29. https://www.jstor.org/stable/10.7721/chilyoutenvi.18.1.0001	Knowledge Values
Peek, L., & Stough, L. M. (2010). Children with disabilities in the context of disaster: A social vulnerability perspective. <i>Child Development</i> , 81(4), 1260–1270. https://doi.org/10.1111/j.1467-8624.2010.01466.x	Knowledge Values

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Readings (continued)

Resource	Competency Dimension(s)
Pratama, A., Dimas, M., & Putri, F. A. (2024). Social work practice during times of disaster: A transformative green social work model for theory, education, and practice in disaster interventions. <i>Journal of Human Behavior in the Social Environment</i> , 35(7), 1339–1342. https://doi.org/10.1080/10911359.2024.2414896	Skills
Pyles, L. (2017). Decolonising disaster social work: Environmental justice and community participation. <i>The British Journal of Social Work</i> , 47(3), 630–647. https://doi.org/10.1093/bjsw/bcw028	Values Knowledge
Schwartz, S. (Host). (2014, April 14). Disaster mental health: An emerging social work practice (No. 141). <i>in SocialWork</i> . https://www.insocialwork.org/wp-content/uploads/2021/06/insocialwork-episode-141.pdf	Knowledge
Sim, T., & He, M. (2024). Social work competence in disaster management: An integrative review. <i>European Journal of Social Work</i> , 27(1), 83–95. https://doi.org/10.1080/13691457.2022.2092455	Skills
Singh, A. (Ed.). (2023). <i>International handbook of disaster research</i> . Springer. https://doi.org/10.1007/978-981-19-8388-7	Knowledge
Singh, M. I., Smith, K., & Nair, M. (2023). Create social responses to a changing environment. In R. P. Maiden & E. L. Weiss (Eds.), <i>Social work education and the Grand Challenges</i> (pp. 172–196). Routledge. https://doi.org/10.4324/9781003308263-10	Skills
Stebnicki, M. A. (2017). <i>Disaster mental health counseling: Responding to trauma in a multicultural context</i> . Springer.	Knowledge Values Skills
Thich Nhất Hạnh. (2021). <i>Zen and the art of saving the planet</i> . HarperOne.	Knowledge Values
Tuncer, E., Kavgaoglu, D., Anilgan, O. Z., & Akinlar, A. (2024). Disaster capitalism and social policy: Social work in the aftermath of natural disasters. <i>Capitalism Nature Socialism</i> , 36(2), 131–150. https://doi.org/10.1080/10455752.2024.2377350	Knowledge
Weissbecker, I., Sephton, S. E., Martin, M. B., & Simpson, D. M. (2008). Psychological and physiological correlates of stress in children exposed to disaster: Current research and recommendations for intervention. <i>Children, Youth & Environments</i> , 18(1), 30–70. https://www.jstor.org/stable/10.7721/chilyoutenvi.18.1.0030	Knowledge Values

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Readings (continued)

Resource	Competency Dimension(s)
Willett, J. (2019). Micro disasters: Expanding the social work conceptualization of disasters. <i>International Social Work</i> , 62(1), 133-145. https://doi.org/10.1177/0020872817712565	Knowledge
Wong, N. (2024). <i>When no thing works: A Zen and Indigenous perspective on resilience, shared purpose, and leadership in the timeplace of collapse</i> . Penguin Random House.	Knowledge Values

Class Exercises and Learning Activities

Resource	Competency Dimension(s)
<p>Resiliency Plan</p> <p>Students will develop an individual or family disaster response plan for their population of interest that includes prevention and intervention mechanisms for trauma and stress.</p> <p>This plan will include the unique vulnerabilities of the population, such as securing or maintaining medications or durable medical equipment. The plan must be feasible and geographically appropriate and can be used by the population.</p> <p>This assignment requires citations and references from professional literature, organizational or policy documents, and training materials.</p>	Knowledge Values Skills Cognitive and Affective Processes
<p>Case Study</p> <ul style="list-style-type: none"> • Part 1: Students will review disaster response case studies, such as those for Hurricane Katrina or recent wildfires, and assess them based on criteria such as community involvement, mutual aid, and long-term recovery outcomes. They will evaluate what went well and what didn't, then propose an alternative approach based on community-engaged response principles. • Part 2: Students will then develop a presentation that explains the disaster-related experiences of a population of interest from the case study. The presentation will address how practitioners responded, differentiating among passive or active coping, acute stress disorder, post-traumatic stress disorder, and adjustment disorder. • Part 3: Students will identify training and knowledge resources for further learning, including reflections on how various dimensions of the response could have been improved, the resource mobilization this would require, and why it would have made a difference. 	Knowledge Values Skills Cognitive and Affective Processes

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Class Exercises and Learning Activities (continued)

Resource	Competency Dimension(s)
<p>Disaster Preparedness and Planning</p> <p>Students will assemble a personal disaster kit in this assignment. They'll create a video recording in which they narrate the kit and post it on Blackboard (or other learning management system). They'll use the video as a class presentation to share their kit with peers.</p> <p>Students will select one of the following two options:</p> <ul style="list-style-type: none"> • Develop and write their own family communication and reunification plan, reflecting on community-level resources and vulnerabilities that influence this plan. • Investigate an agency (field placement, work, or a state agency) and describe and analyze its existing disaster plan or develop a plan for the agency if there is none. 	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Program Development Paper</p> <p>Students will develop a response program based on one or more of the five factors of post-traumatic growth (PTG) and design a program that would enhance these factors following a large-scale sentinel event. The paper should include the following elements.</p> <p>History of the problem (1–2 pages):</p> <ol style="list-style-type: none"> 1) Identify the sentinel event leading to individual or community trauma. 2) Identify other community factors that may influence the development of PTG. 3) Identify the lifespan development stage of those affected by the event. 4) Identify current resources or community strengths. <p>Current political climate/systemic factors (1 page):</p> <p>What policies (either in place or under implementation) influence the status of this event and the related response?</p> <p>PTG factor(s) (1/2 page):</p> <p>Which factor(s) will you be addressing, and why?</p> <p>Research (1 page):</p> <p>What research, if any, is being done on this problem?</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Class Exercises and Learning Activities (continued)

Resource	Competency Dimension(s)
<p>Project proposal to address the problem (3–5 pages):</p> <p>Outline your proposed solution to address this problem. Which level would you like to address: micro, mezzo, or macro? How would it help strengthen the factor(s) that you identified as PTG? What model already in place might you use to help inform the development of this program? Please identify what is needed to implement this, stakeholders, barriers to implementation, and potential funding resources.</p> <p>Evaluation (1/2 page):</p> <p>What does success look like? How would you evaluate the outcome of your program?</p>	
<p>Simulation</p> <p>Create a simulation in which students take on various roles (e.g., local residents, mutual aid leaders, government agencies, social workers) to respond to a disaster scenario.</p> <p>This role-play exercise will help students explore the complexity of interagency collaboration, community input, and the balance between top-down aid and grassroots efforts. Following the exercise, students could write a reflection on their role and lessons learned.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Community Engagement Proposal</p> <p>Students will work in groups to develop a proposal for a community-engaged disaster response plan for a specific area. They should account for community strengths, local partnerships, cultural context, and mutual aid networks.</p> <p>Proposals should include suggestions for social work roles in facilitating these partnerships and empowering residents in disaster preparation and recovery efforts.</p>	<p>Knowledge Skills Cognitive and Affective Processes</p>
<p>Real-Time-Response Activity</p> <p>The class will track a disaster event in real time to identify critical moments when preexisting factors (e.g., poverty, the built environment) affect response times and effectiveness.</p> <p>The instructor breaks the class into groups that will provide brief weekly updates on emerging data on a given disaster and the corresponding relief effort. The class will build a timeline that highlights events and interventions (at multiple levels) to help students grasp the importance of the complex relationship among disaster relief, context, and the vicissitudes of a given case.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>

Competency 3

Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice

SPECIALIZED PRACTICE COMPETENCY DESCRIPTION

Social workers practicing within disaster relief contexts understand how the legacies, systems, and societal norms of racism and oppression affect human experiences and resilience capacity during times of disaster. Disaster relief social workers also understand how these two constructs influence practice at the individual, family, group, organizational, and community levels, and in policy and research. These social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice to address marginalization, disenfranchisement, and social vulnerability during times of disaster.

Disaster relief social workers understand how diversity and intersectionality shape human experiences of disasters and affect equity and inclusion in disaster response and recovery. The dimensions of diversity are understood as the intersectionality of factors including, but not limited to, age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Disaster relief social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege and power. Disaster relief social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination that occur prior to, during, and after times of disaster. Social workers understand

cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power during disasters, resulting in systemic oppression and exclusion.

COMPETENCY BEHAVIORS

Disaster Relief Social Workers:

- Demonstrate fluency with current forms of racism, oppression, marginalization, and social injustice in society across all levels of social work practice, and an understanding of how these conditions work to disempower and disconnect historically and currently marginalized and oppressed groups when disaster conditions are present.
- Use and apply anti-racist, anti-oppressive, and anti-exclusionary social work practices in engaging, assessing, intervening, and evaluating across all system levels of social work practice (individuals, families, groups, communities, and organizations).
- Possess and maintain awareness of their own privileges, power, positions, and biases, as well as the intersectional nature of these statuses.
- Apply anti-racist, anti-oppressive theoretical and methodological frameworks in working in areas and with individuals, families, groups, communities, and organizations to identify, analyze, assess, evaluate, mitigate, and respond to disasters.
- Utilize their professional authority to advocate for anti-racist, anti-oppressive, and anti-exclusionary policies providing short-, medium-, and long-term support for individuals, families, groups, communities, and organizations affected by and at greater risk for disaster.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

Readings and Resources

Resource	Competency Dimension(s)
<p>Culturally Responsive Evaluation (CRE)</p> <p>CRE is a holistic framework for centering evaluation in culture (Frierson et al., 2010). It rejects culture-free evaluation and recognizes that culturally defined values and beliefs lie at the heart of any evaluative effort (Hood et al., 2015).</p> <p>Frierson, H. T., Hood, S., Hughes, G. B., & Thomas, V. G. (2010). A guide to conducting culturally responsive evaluations. In J. Frechtling (Ed.), <i>The 2010 user-friendly handbook for project evaluation</i> (pp. 75–96). National Science Foundation. https://evalu-ate.org/external-resource/doc-2010-nsfhandbook/</p> <p>Hood, S., Hopson, R. K., & Kirkhart, K. E. (2015). Culturally responsive evaluation. In K. E. Newcomer, H. P. Hatry, & J. S. Wholey, (Eds.) <i>Handbook of practical program evaluation</i> (pp. 281–317). Wiley. https://doi.org/10.1002/9781119171386.ch12</p>	<p>Knowledge</p> <p>Skills</p>
<p>Adeola, F. O., & Picou, J. S. (2017). Hurricane Katrina-linked environmental injustice: Race, class, and place differentials in attitudes. <i>Disasters, 41</i>(2), 228–257. https://doi.org/10.1111/disa.12204</p>	<p>Knowledge</p> <p>Values</p>
<p>Carraro, V., Kelly, S., Vargas, J. L., Melillanca, P., & Valdés-Negróni, J. M. (2022). Undoing disaster colonialism: A pilot map of the pandemic's first wave in the Mapuche territories of Southern Chile. <i>Disaster Prevention and Management, 31</i>(1), 68–78. https://doi.org/10.1108/DPM-03-2021-0106</p>	<p>Knowledge</p> <p>Value</p>
<p>Drolet, J., Ersing, R., Dominelli, L., Alston, M., Mathbor, G., Huang, Y., & Wu, H. (2018). Rebuilding lives and communities postdisaster: A case study on migrant workers and diversity in the USA. <i>Australian Social Work, 71</i>(4), 444–456. https://doi.org/10.1080/0312407X.2018.1487460</p>	<p>Knowledge</p> <p>Values</p>
<p>Ellor, J. W., & Mayo, M. (2018). Congregational and social work responses to older survivors of natural/human disasters. <i>Social Work & Christianity, 45</i>(1), 42–59. https://psycnet.apa.org/record/2018-08635-004</p>	<p>Knowledge</p> <p>Values</p>
<p>First, J. M., First, N. L., & Houston, J. B. (2017). Intimate partner violence and disasters: A framework for empowering women experiencing violence in disaster settings. <i>Affilia, 32</i>(3), 390–403. https://doi.org/10.1177/0886109917706338</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>

(continued)

Class Exercises and Learning Activities (continued)

Resource	Competency Dimension(s)
Flanagan, S. K., Sterman, J. J., Merighi, J. R., & Batty, R. (2023). Bridging the gap, how interprofessional collaboration can support emergency preparedness for children with disabilities and their families: An exploratory qualitative study. <i>BMC Public Health</i> , 23, 777. https://doi.org/10.1186/s12889-023-15580-4	Knowledge Values Skills
Fogel, S. J. (2017). Reducing vulnerability for those who are homeless during natural disasters. <i>Journal of Poverty</i> , 21(3), 208–226. https://doi.org/10.1080/10875549.2016.1141384	Knowledge Values Skills
Goodall, S., Khalid, Z., & Del Pinto, M. (2022). Disaster conversations: Intersecting perspectives on cross-cultural disaster research. <i>Disaster Prevention and Management</i> , 31(1), 10–21. https://doi.org/10.1108/DPM-03-2021-0107	Knowledge
Kim, H., & Zakour, M. (2017). Exploring the factors associated with the disaster preparedness of human service organizations serving persons with disabilities. <i>Human Service Organizations: Management, Leadership & Governance</i> , 42(1), 19–32. https://doi.org/10.1080/23303131.2017.1380737	Knowledge Skills
Kim, M., & Zakour, M. (2017). Disaster preparedness among older adults: Social support, community participation, and demographic characteristics. <i>Journal of Social Service Research</i> , 43(4), 498–509. https://doi.org/10.1080/01488376.2017.1321081	Knowledge Values Skills
McKinnon, S., Gorman-Murray, A., & Dominey-Howes, D. (2017). Disasters, queer narratives, and the news: How are LGBTI disaster experiences reported by the mainstream and LGBTI media? <i>Journal of Homosexuality</i> , 64(1), 122–144. https://doi.org/10.1080/00918369.2016.1172901	Knowledge Values
Rivera-Rodríguez, H. P., & Oliveras-Del Río, J. (2021). Child welfare services: Considerations for disaster planning preparedness. <i>Child Welfare</i> , 98(6), 127–144. https://www.jstor.org/stable/48623215	Knowledge Values Skills
Rosenbaum, R. P., & Long, B. (2018). Disaster preparedness training for Latino migrant and seasonal farm workers in communities where they work. <i>Journal of Occupational Medicine & Toxicology</i> , 13, 38. https://doi.org/10.1186/s12995-018-0219-4	Knowledge Values Skills
Scheffert, A. H., & Ellor, J. W. (2022). Addressing the inequality of disasters: The role of faith-based organizations in disaster response and recovery. <i>Social Work & Christianity</i> , 50(2), 329–348. https://doi.org/10.34043/swc.v50i2.276	Knowledge Values
Torres, A. M. S. (2022). Reviewing the place of migrants in disasters: A personal perspective. <i>Disaster Prevention and Management</i> , 31(1), 22–30. https://doi.org/10.1108/DPM-04-2021-0143	Knowledge Values

Assignments and Learning Activities

Resource	Competency Dimension(s)
<p>Cultural Competence, Implicit Bias, and Disasters</p> <p>Invite a representative from a disaster response agency (e.g., Federal Emergency Management Agency [FEMA], the Red Cross, the Salvation Army, Volunteers of America, state or local disaster response agency) to speak to the class about specific vulnerabilities of marginalized groups before, during, and after a disaster.</p> <p>Have each student prepare by reading Competency 3 and devising one or more questions to ask during a question-and-answer period.</p> <p>Have students write a reflection paper that uses Competency 3 as a lens through which to consider implicit and explicit bias, and the importance of cultural competence, human dignity, and relationships in disaster preparation and response efforts.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Crisis Intervention/Cultural Awareness Exercise</p> <p>For postdisaster interventions to be most effective, cultural humility must be a part of crisis response design. Divide students into small groups and provide each with a disaster scenario.</p> <p>Have each group develop a plan to engage the input and voices of those with the least resources, greatest vulnerability, and most susceptibility to being overlooked in a top-down disaster response process.</p> <p>Each group will present to the class its ideas for engagement, followed by a class discussion of the importance of inclusion and cultural humility during disaster-planning efforts.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Socio-Historical Contexts of Disaster Relief</p> <p>This activity is designed to promote student awareness of systemic factors that contribute to the vulnerability of marginalized communities during disaster. Present the class with a natural disaster scenario that had widespread impact on a community.</p> <p>Have students write a research paper that delves into the historical context of the disaster, considering the systems (or lack thereof) that challenged more vulnerable groups. Have students consider the forms and mechanisms of oppression and discrimination that made the group(s) more vulnerable to both the disaster's impact and the subsequent follow-up. Students should draw upon their knowledge of person-in-environment, systems, and human behavior and the social environment theories to inform their responses.</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

(continued)

Assignments and Learning Activities (continued)

Resource	Competency Dimension(s)
<p>The Lived Experience of Those Vulnerable to Disaster: Interviewing Skills</p> <p>Recognizing that clients and constituencies are the experts of their own experience, students will interview an individual, a family, a grassroots community leader, or an organization leader from a vulnerable population, such as a live-in senior center, socioeconomically disadvantaged neighborhood, undocumented resident, or disability community. During the interview, students will engage the person(s) in a discussion of their unique vulnerability in the face of a disaster, and potential solutions to overcome such vulnerabilities.</p> <p>Students will prepare an interview script in advance and submit it for suggested revisions. Specific attention will be paid to anti-racist, anti-oppressive language and open-ended questions that allow interviewees to more fully participate in iterative dialogue.</p> <p>Students will then write a reflection paper addressing specific vulnerabilities and unique solutions envisioned by the interviewee, drawing conclusions about overcoming barriers to full participation in disaster preparedness and response for that specific population.</p>	Knowledge Values Skills Cognitive and Affective Processes

Field Activities (Experiential Learning)

Resource	Competency Dimension(s)
<p>Spend time in your weekly supervision exploring how your agency organizes and empowers underserved groups, and how the agency engages in anti-racism, diversity, equity, and inclusion (ADEI) training and education to ensure its engagement of ADEI in disaster mitigation, preparedness, response, and recovery.</p> <p>Use critical thinking to consider the agency's response, identify gaps in that response, and create a list of suggestions to better advocate for ADEI practices in the agency's disaster response.</p>	Knowledge Skills Values Cognitive and Affective Processes

Resource	Competency Dimension(s)
<p>Read: Great American Adaptation Road Trip. (2013, July 18.) <i>New Orleans gives evacuation plan an artist's touch</i>. https://adaptationstories.com/2013/07/18/new-orleans-gives-evacuation-plan-an-artists-touch/</p> <p>Recognizing the challenge of evacuation for those without reliable transportation in the face of an impending disaster, a nonprofit agency identified key evacuation sites, marked them with creative sculptures, and created a plan for mass evacuation. This was done in conjunction with the city's disaster management agency.</p> <p>Considering the location of your agency, create a 3- to 5-page rudimentary plan for how a similar public-private partnership might replicate this plan in your agency's catchment area. Consider the following:</p> <ul style="list-style-type: none"> • Where would you locate the evacuation sites? • What types of markers would you utilize to alert residents to the location? • What agencies would need to be involved to bring this idea to fruition? How would you begin the planning for such a venture? • Who would be the important stakeholders necessary for widespread community buy-in and engagement? • What measures would you take to engage those who would be best served by the plan? 	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>CIFAL York. (2022, October 20). <i>CIFAL York equity, diversity and inclusion in disaster & emergency management speaker series</i> [Video]. YouTube. https://www.youtube.com/watch?v=_Gb0QyDn-I4</p> <p>Consider a historically marginalized community in the area your field agency serves. Explore with your supervisor the trauma the community has faced throughout its history and how the experiences of trauma would affect its ability to participate as a community in disaster mitigation, preparedness, response, and recovery.</p> <p>Visit the community and record a 10- to 20-minute video in which you narrate images of the neighborhood to visually show the challenges such a community might face if disaster were to affect them. Share the video with your supervisor and your fellow students and generate a robust discussion of anti-racism, diversity, equity, and inclusion (ADEI) and disasters.</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

Media

Resource	Competency Dimension(s)
<p>BBC News. (2021, September 27). <i>How climate change is making inequality worse</i> [Video]. YouTube. https://www.youtube.com/watch?v=fHF4HHeOtkc</p> <p>According to new research, children born in high-income countries are expected to face twice as many extreme climate events compared with their grandparents. However, for children in low-income countries, the situation is even more severe, with researchers from the University of Brussels estimating they will experience three times as many such events.</p>	<p>Knowledge Values</p>
<p>CCDRMRU. (2017, June 13). <i>How natural disasters feed social inequality: James R. Elliott</i> [Video]. YouTube. https://www.youtube.com/watch?v=Zlo7IESKWlo</p> <p>This video discusses how social inequities influence disaster recovery, focusing on New Orleans.</p>	<p>Knowledge Values</p>
<p>Center for Disaster Philanthropy. (2023, May 11). <i>Older adults and disasters: Overcoming stereotypes and strengthening inclusion webinar</i> [Video]. YouTube. https://www.youtube.com/watch?v=D1FdU5WSROg</p> <p>The Center for Disaster Philanthropy organized a webinar aimed at helping funders recognize the stereotypes and ageism prevalent both in the United States and worldwide, which marginalize individuals and diminish their contributions. The speakers addressed how philanthropy can play a role in breaking down barriers to access and participation for older adults, as well as in promoting their inclusion in disaster and humanitarian crisis planning and response efforts.</p>	<p>Knowledge Values</p>
<p>Crash Course. (2023, March 22). <i>Are natural disasters actually natural? (climate justice): Crash Course climate & energy #9</i> [Video]. YouTube. https://www.youtube.com/watch?v=7ODrQW0vSmA</p> <p>In this mini lecture, a geologist and a science communicator, M. Jackson, presents the topic of climate justice with background information, scientific facts, and powerful examples.</p>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p>Grand Challenges for Social Work. (2020, May 12). <i>Covid 19: Learning from history about disaster and economic inequality</i> [Video]. YouTube. https://www.youtube.com/watch?v=gArxc8Mz-UA</p> <p>This webinar, presented by the Grand Challenges for Social Work, is on COVID-19 and how social workers can learn from history about disasters and economic inequality.</p>	<p>Knowledge Values Cognitive and Affective Processes</p>

(continued)

Media (continued)

Resource	Competency Dimension(s)
<p>IAEM at FSU. (2021, August 25). <i>Tribal territory emergency management with Rose Whitehair</i> [Video]. YouTube. https://www.youtube.com/watch?v=9tXT7M1FP-o</p> <p>The International Association of Emergency Managers (IAEM) at Florida State University (FSU) held a webinar featuring Rose Whitehair, director of the Navajo Nation Department of Emergency Management. The session explored the history of inequities in the tribe's emergency management system.</p>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p>Junia Howell. (2020, September 30). <i>The impact of disasters on wealth inequality in the U.S.</i> [Video]. YouTube. https://www.youtube.com/watch?v=rmD-RW1Twxo</p> <p>This speech at the National Emergency Management Association's 2020 Emergency Management Policy and Leadership Forum presents how disasters are exacerbating wealth inequality.</p>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p>United Nations Office for Disaster Risk Reduction. (2023, April 18). <i>UNDRR: The UN office making the world safer from disasters</i> [Video]. YouTube. https://www.youtube.com/watch?v=XjZy4zVPuuc</p> <p>This short video shows the work that UNDRR does to reduce the toll of disasters across the world and increase the disaster resilience of marginalized communities.</p>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p>United Nations Office for Disaster Risk Reduction. (2023, October 12). <i>World must act on unacceptable failures to protect persons with disabilities from disasters</i> [Video]. YouTube. https://www.youtube.com/watch?v=5lvNFDVC_Wc</p> <p>This brief video shares a report from UNDRR highlighting a concerning setback in safeguarding the lives of individuals with disabilities during and after disasters.</p>	<p>Knowledge Values Cognitive and Affective Processes</p>

Competency 4

Engage in Practice-Informed Research and Research-Informed Practice

SPECIALIZED PRACTICE COMPETENCY DESCRIPTION

Social workers working with individuals and communities affected by disasters learn and develop skills to evaluate research and think critically about the impact of disasters on behavioral health, trauma, and recovery processes. Social workers practicing within disaster relief contexts use theoretical frameworks, psychometric instruments, and diverse approaches to contextualize the relationship between practice and research. Social workers integrate experience with theory, using practice-based evidence to monitor needs, allocate resources, provide effective intervention, inform scientific inquiry, and enrich research on person-in-environment disaster content.

Social workers recognize the systemic disconnect between disaster response systems and the broader behavioral health and social service infrastructure, an overlooked gap that hinders the translation of research into effective, coordinated practice. This fragmentation can delay recovery, deepen trauma, and limit access to essential support for individuals and communities affected by disasters. Disaster relief social workers use interdisciplinary research that integrates biological, psychological, social, cultural, historical, and other contextual factors relevant to disaster response, recovery, and resilience. Social workers respect human dignity and are particularly mindful of the impact of disasters on communities and individual well-being.

COMPETENCY BEHAVIORS

Disaster Relief Social Workers:

- Recognize the role of participants in research on disasters.
- Apply research in practice that reflects the dignity and autonomy of participants in disaster recovery environments and abides by the principles of ethical research.
- Recognize personal biases when engaging in research-informed practice and practice-informed research.
- Use disaster behavioral health theory, research literature, and practice experience to inform scientific inquiry and practice evaluation; continually critique and evaluate the effectiveness of theoretical frameworks, psychometric instruments, and approaches that address trauma, enhance resilience, and promote recovery in individuals and communities affected by disasters.
- Implement the hierarchy of evidence to compile, synthesize, and apply disaster research to inform interventions and services through effective dissemination and implementation strategies.
- Use research to contextualize evidence-based practice and policy approaches, depending on the disaster setting, recovery phase, and community preference; seek input from the populations directly affected by disasters to inform research and guide its derivatives.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

Readings

Resource	Competency Dimension(s)
<p>Hansel, T. C., Osofsky, H. J., Osofsky, J. D., & Speier, A. H. (2019). Katrina inspired disaster screenings and services: School-based trauma interventions. <i>Traumatology</i>, 25(2), 133-141. https://doi.org/10.1037/trm0000178</p> <p>Discusses the importance of and methods for conducting school-based screenings and providing brief interventions for children and adolescents.</p>	<p>Knowledge Skills Cognitive and Affective Processes</p>

(continued)

Readings (continued)

Resource	Competency Dimension(s)
<p>Hwong, A. R., Wang, M., Khan, H., Chagwedera, D. N., Grzenda, A., Doty, B., Benton, T., Alpert, J., Clarke, D., & Compton, W. M. (2022). Climate change and mental health research methods, gaps, and priorities: A scoping review. <i>The Lancet Planetary Health</i>, 6(3), e281–e291. https://www.thelancet.com/journals/lanplh/article/PIIS2542-5196(22)00012-2/fulltext</p> <p>Identifies current practices and needed research in postdisaster environments.</p>	<p>Knowledge Skills Cognitive and Affective Processes</p>
<p>Neria, Y., Nandi, A., & Galea, S. (2008). Post-traumatic stress disorder following disasters: A systematic review. <i>Psychological Medicine</i>, 38(4), 467–480. https://doi.org/10.1017/s0033291707001353</p> <p>A seminal review exploring post-traumatic stress disorder (PTSD) prevalence, risk/resilience factors, and implications for intervention following disasters.</p>	<p>Knowledge Skills Cognitive and Affective Processes</p>
<p>Palinkas, L. A. (2015). Behavioral health and disasters: Looking to the future. <i>Journal of Behavioral Health Services & Research</i>, 42, 86–95. https://doi.org/10.1007/s11414-013-9390-7</p> <p>Discusses potential interventions designed to prevent or mitigate biopsychosocial, interpersonal, and intrapersonal impacts on behavioral health.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Pfefferbaum, B., Noffsinger, M. A., Sherrieb, K., & Norris, F. H. (2012). Framework for research on children’s reactions to disasters and terrorist events. <i>Prehospital Disaster Medicine</i>, 27(6), 567–576. https://doi.org/10.1017/S1049023X12001343</p> <p>Describes an efficient approach to guide both novice and experienced researchers as they prepare to conduct disaster research involving children.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Siskind, D. J., Sawyer, E., Lee, I., Lie, D. C., Martin-Khan, M., Farrington, J., Crompton, D., & Kisely, S. (2016). The mental health of older persons after human-induced disasters: A systematic review and meta-analysis of epidemiological data. <i>The American Journal of Geriatric Psychiatry</i>, 24(5), 379–388. https://doi.org/10.1016/j.jagp.2015.12.010</p> <p>Discusses the effects of human-induced disasters on the psychological health of older versus younger adults.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>

Assignments and Learning Activities

Resource	Competency Dimension(s)
<p>Theory-Informed Research and Practice: Disaster Behavioral Health</p> <p>This activity has three major goals: 1) to identify theories relevant to disaster research, 2) to examine these theories while appraising their utility in identifying protective and risk factors for disaster behavioral health, and 3) to recognize the role of theory in social work research and practice for disaster survivors.</p> <p>See Appendix 4A for complete instructions.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Evaluate Evidence-Based Practices in Disaster Behavioral Health</p> <p>This activity is designed to deepen understanding of disaster behavioral health by focusing on the application of research findings rather than theory alone. Students will explore how research informs the identification of key risk and protective factors—such as trauma exposure, displacement, and disrupted support systems—within the context of psychological first aid (PFA).</p> <p>Through this process, students will also examine how these insights contribute to the design and evaluation of interventions that support disaster-affected individuals and communities. Ultimately, the activity aims to strengthen students' ability to integrate research-informed practices into social work roles, ensuring more effective and culturally responsive support for survivors.</p> <p>See Appendix 4B for complete instructions.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Community Needs and Asset Mapping Postdisaster</p> <p>Integration: Ecological systems theory; community resilience models</p> <p>Resource Used: Disaster Behavioral Health Concept of Operations (CONOPS)</p> <p>Description: In partnership with local emergency management groups or volunteer organizations active in disasters (VOADs), students will conduct structured interviews with stakeholders (e.g., shelters, schools, clinics) to map existing behavioral health assets and identify service gaps after a real or simulated disaster.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand systems-level interactions in disaster response. • Identify community resilience factors and behavioral health risks. • Foster emotional insight into survivor and provider stressors. <p>Deliverable: A collaborative community disaster behavioral health asset report with recommendations for integration, coordination, and culturally responsive outreach.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Assignments and Learning Activities (continued)

Resource	Competency Dimension(s)
<p>Field Shadowing and Reflective Journaling With Crisis Counselors</p> <p>Integration: Trauma theory, psychological first aid (PFA), stress and coping theory</p> <p>Resource Used: Crisis Counseling Assistance and Training Program (CCP) Toolkit</p> <p>Description: Students will shadow trained crisis counselors or response caseworkers (via CCP or local mental health teams), observing field interventions, mobile outreach, and survivor engagement. Students will complete a structured reflective journal that tracks cognitive reactions (what they learned), affective reactions (what they felt), and ethical considerations.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Recognize behavioral health strategies in real-time disaster settings. • Evaluate the emotional impact of response work. • Understand strengths and limits of brief interventions like PFA in chaotic environments. <p>Deliverable: Weekly journal entries culminating in a final integrative field reflection paper linking theory, field observations, and personal development.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Training Resource</p> <p>Free online training for Psychological First Aid and Skills for Psychological Recovery CEUs and certificate upon completion—training incorporated into learning activities:</p> <p>https://learn.nctsn.org/course/index.php?categoryid=11</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

Guides and Toolkits

Resource	Competency Dimension(s)
<p>Louisiana State University Health Sciences Center, & Louisiana State Department of Health and Hospitals. (n.d.) <i>Disaster Psychological Assessment and Surveillance Toolkit</i> [Report]. https://ldh.la.gov/assets/docs/BehavioralHealth/LaSpirit/DisasterPAST/DisasterPASTtoolkit.pdf</p> <p>Methods for disaster research based on phases of disaster.</p>	<p>Knowledge</p> <p>Skills</p>

(continued)

Guides and Toolkits (continued)

Resource	Competency Dimension(s)
<p>Center for Mental Health Services. (2024). <i>Disaster behavioral health all-hazards planning guidance</i> [Report]. Substance Abuse and Mental Health Services Administration. https://aspirace.com/wp-content/uploads/2026/01/Clinical-Planning-and-Service-Delivery-in-Disaster-Course-Document.pdf</p> <p>Comprehensive road map for planning and delivering disaster behavioral health services across emergencies, emphasizing multisector collaboration and resilience.</p>	<p>Knowledge Skills</p>
<p>Center for Mental Health Services. (2023). <i>Rural disaster behavioral health: A guide for outreach workers and crisis counselors</i> [Report]. Substance Abuse and Mental Health Services Administration. https://library.samhsa.gov/sites/default/files/pep23-01-01-002.pdf</p> <p>Highlights unique needs of rural communities postdisaster, with tools for culturally responsive and accessible care.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Disaster Technical Assistance Center. (2022). <i>Disaster behavioral health interventions inventory</i> [Report]. Substance Abuse and Mental Health Services Administration. https://www.samhsa.gov/sites/default/files/dtac-disaster-behavioral-health-interventions-inventory.pdf</p> <p>Overview of interventions from immediate to midterm recovery phases, including psychological first aid, skills for psychological recovery, and resilience-building approaches.</p>	<p>Knowledge Skills</p>
<p>Disaster Technical Assistance Center (DTAC): https://www.samhsa.gov/technical-assistance/dtac</p>	<p>Knowledge Skills</p>
<p>Community Resilience Framework: https://www.samhsa.gov/resource/dbhis/community-resilience-framework</p> <p>Focused on building long-term individual and community resilience.</p>	<p>Knowledge Values Skills</p>
<p>Disaster Technical Assistance Center. (2024). Impacts of a warming planet. <i>The Dialogue</i>, 19(3). https://www.samhsa.gov/sites/default/files/dtac-dialogue-vol-19-issue-3.pdf</p> <p>An article from the quarterly SAMHSA Disaster Technical Assistance Center journal offering case studies, program updates, and current disaster behavioral health research perspectives.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Disaster Technical Assistance Center. (2018). <i>Behavioral health conditions in children and youth exposed to natural disasters</i> [Report]. Substance Abuse and Mental Health Services Administration. https://www.samhsa.gov/sites/default/files/srb-childrencyouth-8-22-18.pdf</p> <p>A digestible research summary on risk and protective factors for children in disaster contexts.</p>	<p>Knowledge Skills</p>

(continued)

Guides and Toolkits (continued)

Resource	Competency Dimension(s)
Centers for Disease Control and Prevention. (2024, August 20). <i>CDC Program Evaluation Framework</i> . https://www.cdc.gov/evaluation/php/evaluation-framework/index.html Process of conducting program evaluation that can be applied to disaster settings and mental health programmatic interventions.	Knowledge Skills
SAMHSA's Crisis Counseling Assistance and Training Program (CCP): https://www.samhsa.gov/technical-assistance/dtac/ccp Crisis counseling provision with required data collection and evaluation components.	Knowledge Skills
Federal Emergency Management Agency. (2024, December 10). <i>National disaster recovery framework</i> [Report]. https://www.fema.gov/sites/default/files/documents/fema_national-disaster-recovery-framework-third-edition_05062025_0.pdf Covers broad recovery framework; includes specifics for research, such as "The Role of Think Tanks and Research Labs in Disaster Recovery."	Knowledge Skills Cognitive and Affective Processes

APPENDIX 4A**Theory-Informed Research and Practice: Disaster Behavioral Health**

This activity has three major goals: 1) to identify theories relevant to disaster research, 2) to examine these theories while appraising their utility in identifying protective and risk factors for disaster behavioral health, and 3) to recognize the role of theory in social work research and practice for disaster survivors.

Prework: One to two weeks before the session, assign groups (or individual students if needed) to one of the following theories used in disaster behavioral health. Ask your students to read and analyze the article associated with their assigned theory (see the "Theories Used in Disaster Behavioral Health" section).

Students should also read the Skills for Psychological Recovery: Field Operations Guide and articles listed in the following sections.

Skills for psychological recovery (SPR):

- Developed by the National Center for PTSD and the National Child Traumatic Stress Network.
- Teaches survivors core skills (problem-solving, rebuilding social connections, positive activities) during the recovery phase.

Berkowitz, S., Bryant, R., Brymer, M., Hamblen, J., Jacobs, A., Layne, C., Macy, R., Osofsky, H., Pynoos, R., Ruzek, J., Steinberg, A., Vernberg, E., & Watson, P. (2010). *Skills for psychological recovery: Field operations guide*. National Center for PTSD and National Child Traumatic Stress Network. https://www.nctsn.org/sites/default/files/resources/special-resource/spr_complete_english.pdf

Forbes, D., Lewis, V., Varker, T., Phelps, A., O'Donnell, M., Wade, D. J., Ruzek, J. I., Watson, P., Creamer, M., & Bryant, R. A. (2011). Psychological first aid following trauma: Implementation and evaluation framework for high-risk organizations. *Psychiatry: Interpersonal and Biological Processes*, 74(3), 224–239. <https://doi.org/10.1521/psyc.2011.74.3.224>

Theories used in disaster behavioral health (DBH)

Trauma theory:

- Focuses on how disasters can overwhelm a person's ability to cope and disrupt psychological and physiological functioning.
- Foundation for trauma-informed care practices used in DBH.

Lee, M. H., Raitt, J., Hong, B. A., Diduck, A., Nguyen, A. M. T. T., Villareal, A., Moden, M., Turner, B., North, C. S., & Pollio, D. E. (2022). Making meaning of disaster experience in highly trauma-exposed survivors of the Oklahoma City bombing. *Traumatology*, 28(2), 202–210. <https://doi.org/10.1037/trm0000326>

Ecological systems theory (Bronfenbrenner):

- Emphasizes how individuals interact with their environments (family, school, community, policies).
- Supports multilevel disaster response and community-based interventions.

Pratiti, R. (2023). An ecological approach to disaster mitigation: A literature review. *Cureus*, 15(9), e45500. <https://doi.org/10.7759/cureus.45500>

Stress and coping theory (Lazarus and Folkman):

- Explores how people appraise and cope with stress.
- Informs DBH tools for assessing and supporting adaptive coping strategies.

Biggs, A., Brough, P., & Drummond, S. (2017). Lazarus and Folkman's psychological stress and coping theory. In C. L. Cooper & J. C. Quick (Eds.), *The handbook of stress and health: A guide to research and practice* (pp. 351–364). Wiley Blackwell. <https://doi.org/10.1002/9781118993811.ch21>

Resilience theory:

- Focuses on the capacity to adapt to and recover from adversity.
- Supports strength-based and protective-factor-focused interventions.

Graveline, M.-H., & Germain, D. (2022). Disaster risk resilience: Conceptual evolution, key issues, and opportunities. *International Journal of Disaster Risk Science*, 13, 330–341. <https://doi.org/10.1007/s13753-022-00419-0>

Constructivist self-development theory:

- Highlights how personal meaning, beliefs, and identity can be disrupted by trauma.
- Helps guide culturally responsive and individualized interventions.

McCann, I. L., & Pearlman, L. A. (1992). Constructivist self-development theory: A theoretical framework for assessing and treating traumatized college students. *Journal of American College Health*, 40(4), 189–196. <https://doi.org/10.1080/07448481.1992.9936281>

Activities

Theory-to-practice mapping workshop

Begin the activity by asserting that integrating theory and practice in social work can be challenging, especially in disaster environments, where in-the-moment decisions and responses may feel atheoretical. However, it is worth mentioning that without consideration of theory, we would lack an operational framework for understanding, explaining, and addressing the complexities of disasters. For disaster research, theory is critical to operationalize key concepts, identify relevant factors and needs, develop testable hypotheses, and evaluate the effectiveness of interventions and recovery supports.

Integration: Resilience theory, ecological systems theory, skills for psychological recovery (SPR)

Resource Used: Skills for Psychological Recovery Field Operations Guide

Description: Students are divided into small groups and assigned different DBH theories (see prework on p. 39.). Each group maps how its assigned theory aligns with skills for psychological recovery, using a real disaster scenario. In addition,

groups should reflect on how to measure SPR effectiveness in an all-hazards disaster setting.

Objectives:

- Build theoretical fluency and link concepts to interventions.
- Encourage cognitive processing through evaluation and comparison.
- Facilitate affective processing by exploring how interventions affect survivors emotionally and socially.

Deliverable: Interactive presentation and annotated visual map showing the connection among theory, SPR, and measurable survivor outcomes (i.e., effectiveness).

Debrief: Consistent with disaster service provisions, we recommend making time either in person or online to think through the assignment deliverables. This can be either for additional points or a separate assignment. Once the groups have presented their work, ask all students in the class to consider their role as future social work professionals and write down responses to the following questions. Facilitate a conversation with their responses.

Disaster research and social work focus:

- 1) How might you identify variables—such as trauma exposure, displacement, or disrupted support networks—that disaster research theory suggests influence patterns of behavioral health outcomes following a disaster?
- 2) To what extent are theoretical processes or principles—such as cumulative stress, ecological vulnerability, or postdisaster resilience—integrated into diagnosing, assessing, or planning treatment for individuals affected by disasters?
- 3) What is your role as a social work professional in closing the gap between disaster theory and practice—especially in ensuring that interventions address modifiable risk factors and promote long-term recovery among individuals and communities affected by disasters?

APPENDIX 4B

Evaluate Evidence-Based Practices in Disaster Behavioral Health

This activity is designed to deepen your understanding of disaster behavioral health by focusing on the application of research findings rather than theory alone. You will explore how research informs the identification of key risk and protective factors—such as trauma exposure, displacement, and disrupted support systems—within the context of psychological first aid (PFA). Through this process, you will also examine how these insights contribute to the design and evaluation of interventions that support disaster-affected individuals and communities. Ultimately, the activity aims to strengthen your ability to integrate research-informed practices into social work roles, ensuring more effective and culturally responsive support for survivors.

Prework: Assign students to complete the free online PFA Training at <https://learn.nctsn.org/enrol/index.php?id=596>. Training is 5 hours long and should be considered in coursework time—it’s an excellent opportunity for online learners.

Psychological first aid:

- Endorsed by SAMHSA, FEMA, and the National Child Traumatic Stress Network.
- A nonintrusive, supportive intervention used immediately after disasters to reduce initial distress and promote short-term coping.

Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., Vernberg, E., & Watson, P. (2006). *Psychological first aid: Field operations guide* (2nd ed.). National Child Traumatic Stress Network and National Center for PTSD. <https://www.nctsn.org/resources/psychological-first-aid-pfa-field-operations-guide-2nd-edition>

Everly, G. S., Jr., & Flynn, B. W. (2006). Principles and practical procedures for acute psychological first aid training for personnel without mental health experience. *International Journal of Emergency Mental Health*, 8(2), 93–100. <https://pubmed.ncbi.nlm.nih.gov/16703847/>

Students should also select an evidence-based intervention (see the “Evidence-Based Practices in Disaster Behavioral Health” activity on p. 36) or be assigned one if using this activity as a group assignment to review.

Evidence-Based Practices in Disaster Behavioral Health

Trauma-focused cognitive behavioral therapy (TF-CBT):

- Highly effective for treating disaster-related anxiety, depression, and PTSD.
- Evidence-based for children and adolescents with PTSD and emotional difficulties from trauma.

Cohen, J. A., Mannarino, A. P., & Deblinger, E. (Eds.). (2017). *Trauma-focused CBT for children and adolescents: Treatment applications*. Guilford Press.

Silverman, W. K., Ortiz, C. D., Viswesvaran, C., Burns, B. J., Kolko, D. J., Putnam, F. W., & Amaya-Jackson, L. (2008). Evidence-based psychosocial treatments for children and adolescents exposed to traumatic events. *Journal of Clinical Child & Adolescent Psychology*, 37(1), 156–183. <https://doi.org/10.1080/15374410701818293>

Eye movement desensitization and reprocessing (EMDR):

- Used for individuals experiencing prolonged distress or trauma-related symptoms following disaster exposure.

Shapiro, F. (2018). *Eye movement desensitization and reprocessing (EMDR) therapy: Basic principles, protocols, and procedures* (3rd ed.). Guilford Press.

Chen, Y.-R., Hung, K.-W., Tsai, J.-C., Chu, H., Chung, M.-H., Chen, S.-R., Liao, Y.-M., Ou, K.-L., Chang, Y.-C., & Chou, K. R. (2014). Efficacy of eye-movement desensitization and reprocessing for patients with posttraumatic-stress disorder: A meta-analysis of randomized controlled trials. *PLoS ONE*, 9(8), e103676. <https://doi.org/10.1371/journal.pone.0103676>

Mindfulness-based stress reduction (MBSR):

- Used for responders and survivors to manage stress and enhance emotional regulation.

Kabat-Zinn, J. (2003). Mindfulness-based interventions in context: Past, present, and future. *Clinical Psychology: Science and Practice*, 10(2), 144–156. <https://doi.org/10.1093/clipsy.bpg016>

Jha, A. P., Stanley, E. A., Kiyonaga, A., Wong, L., & Gelfand, L. (2010). Examining the protective effects of mindfulness training on working memory capacity and affective experience. *Emotion*, 10(1), 54–64. <https://doi.org/10.1037/a0018438>

Critical incident stress debriefing (CISD)/critical incident stress management (CISM):

- Peer-based interventions often used with first responders, though evidence of their effectiveness is mixed and context-dependent.

Everly Jr., G. S., & Mitchell, J. T. (2008). *Critical incident stress management (CISM): A new era and standard of care in crisis intervention* (2nd ed.). Chevron Publishing.

Rose, S. C., Bisson, J., Churchill, R., & Wessely, S. (2002). Psychological debriefing for preventing post traumatic stress disorder (PTSD). *Cochrane Database of Systematic Reviews*, 2, CD000560. <https://doi.org/10.1002/14651858.CD000560>

Classroom-Based Learning Activities

Case-based simulation: “Voices from the field”

Integration: Trauma theory, psychological first aid (PFA), ecological systems theory

Resource Used: Psychological First Aid Field Operations Guide

Description: Students will participate in a simulation using real-world disaster case studies (e.g., hurricanes, wildfires, school shootings) where they must apply PFA principles to fictionalized survivor profiles. We focus on PFA, due to its wide applicability and use with non-clinically trained individuals; however, students should be informed of the other evidence-informed and evidence-based interventions. Each student will assume a role (survivor, responder, observer), then reflect on behavioral health needs, cultural considerations, and systems-level barriers. The group will further reflect on measuring needs and ways to measure PFA effectiveness, as well as on incorporating evidence-based practices in disaster behavioral health for more intensive or long-term behavioral health symptoms.

Objectives:

- Apply PFA principles in disaster scenarios.
- Identify trauma responses and coping strategies across different demographics.
- Reflect on emotional reactions and empathic engagement in high-stress environments, as well as on intensity and prolonged reactions.

- Critically evaluate approaches to measuring survivor needs and the effectiveness of PFA interventions within diverse disaster contexts.

Deliverable: A paper that evaluates PFA as a response tool and when to refer or recommend more intensive and evidence-based interventions. The paper should also explore the student's personal and professional insights into using PFA in an all-hazards disaster setting.

Debrief: Consistent with disaster service provisions, we recommend making time either in person or online to think through the assignment deliverables. This can be either for additional points or a separate assignment. Once the paper has been submitted, ask all students in the class to consider their role as future social work professionals and write down responses to the following questions. Facilitate a conversation with their responses.

Disaster research and social work focus:

- 1) How can you identify key variables—such as trauma exposure, displacement, or disrupted support systems—during assessment or early intervention that PFA aims to address to prevent worsening behavioral health outcomes following a disaster?
- 2) To what extent are findings from disaster behavioral health research—such as the impacts of cumulative stress, ecological vulnerability, and coping mechanisms—reflected in the core actions of PFA, and how can these elements be integrated into intervention design and outcome evaluation?
- 3) As a social work professional trained in PFA, what is your role in using evidence-informed and evidence-based approaches to identify modifiable risk factors, support resilience, and ensure that interventions are both culturally responsive and evaluable over time?

Competency 5

Engage in Policy Practice

SPECIALIZED PRACTICE COMPETENCY DESCRIPTION

Social workers working within disaster relief contexts are knowledgeable about policy practice that affects prevention and treatment of, as well as recovery from, disasters and emergencies. They identify policies that govern disaster-relief-related programs and services at the local, state, and federal levels, and they collaborate with interdisciplinary teams by participating in joint actions to save lives and meet basic human needs. Social workers recognize the cultural, economic, historical, political, and social factors that shape disaster relief policies at different levels and affect programs and service delivery. Social workers embrace advocacy for more equitable policy practices by increasing access to social services by vulnerable and underrepresented communities dealing with disaster situations. Social workers support and advance evidence-based disaster policies through formulation, analysis, implementation, and evaluation in disaster settings with individuals, families, groups, organizations, and communities.

COMPETENCY BEHAVIORS

Disaster Relief Social Workers:

- Engage stakeholders in formulation, analysis, implementation, and evaluation of disaster policies that advance human rights and social, racial, economic, and environmental justice.
- Advocate for equitable policy solutions that improve the well-being of individuals, families, and communities in disaster situations.

- Analyze and evaluate policies that affect the different stages of disaster management and associated delivery of and access to social services.
- Collaborate with interdisciplinary teams to promote accountability in terms of disaster policy implementation and improvement.

Disaster Relief Policy Context

Policy practice holds a distinct and critical role in disaster relief social work. To support educators and students in understanding the historical and policy context surrounding this work in the United States, we have included a primer that outlines key policy developments and considerations aligned with implementing Competency 5.

Policy developments and legislation have evolved over the past four decades to deal with disasters and emergencies.

The Robert T. Stafford Disaster Relief and Emergency Assistance Act (Stafford Act) of 1988 delineates a road map for how governments at federal, state, and local levels respond to disasters, coordinate, and divide the costs.

Later on, the Post-Katrina Emergency Management Reform Act of 2006 established the Federal Emergency Management Agency (FEMA) as a separate agency within the Department of Homeland Security, created 10 regional FEMA offices, clearly defined its role in emergency management, and formed the National Preparedness Goal and National Preparedness System to deal with all types of disasters and emergencies (FEMA, 2023).

The Pets Evacuation and Transportation Standards Act of 2006 is an amendment to the Stafford Act, which authorizes FEMA to provide rescue, care, shelter, and essential needs to household pets and service animals following a major disaster or emergency (American Veterinary Medical Association, n.d.).

The Sandy Recovery Improvement Act (SRIA) of 2013 made significant changes to the Stafford Act after Hurricane Sandy. The legislation changed ways to deliver federal assistance to disaster survivors, developed specific implementation procedures, and provided expedited financial resources (FEMA, 2021c). In addition, the SRIA changed the relationship between Native American tribes and the federal government by allowing tribes to directly interact with FEMA officials instead of appealing to their state governor for funds.

Lastly, the Disaster Recovery Reform Act of 2018 made substantive changes to the Stafford Act and was attached to the 5-year reauthorization of Federal Aviation Administration programs. The law acknowledged the shared responsibility for disaster response and recovery and created the National Public Infrastructure Pre-Mitigation Fund, which provides local governments with a dedicated funding stream for disaster mitigation (Moore, 2018).

Climate-related disasters have been increasing in the past decades, from hurricanes, tornadoes, and wildfires to flooding and drought. Rises in sea level and higher temperature may eventually lead to “a permanently altered and potentially uninhabitable physical environment (Laurio, 2021).” Social workers are instrumental in connecting community members with resources, offering crisis intervention and mental health support. Many disaster prevention and recovery efforts have been identified across the nation. For instance, the Sandy Disaster Relief Initiative developed training programs for disaster relief fellows and partnered with community organizations to serve survivors of disaster and trauma from Hurricane Sandy, which hit New Jersey and New York in 2012 (Jackson, 2013). Other examples include the collaboration between the National Association of Social Workers’ (NASW’s) Mississippi Chapter and local agencies, which focused on residents’ housing needs by scheduling advocacy sessions, responding to calls, and providing other on-the-ground help in response to the severe tornado outbreak in Mississippi in 2023. The North Carolina Disaster Behavioral Health Coalition, a collaborative effort between NASW’s North Carolina chapter and other organizations, made mental health care available during and after Hurricane Helene in 2024. A final example is the disaster relief offered by NASW Hawaii, which provided trauma-informed care for community members affected by the wildfires in 2023 (NASW, n.d.).

Social equity in disaster aid distribution has been an integral part of disaster prevention, preparedness, mitigation, and recovery efforts. Since the inception of the Stafford Act in 1988, large amounts of disaster funding have been allocated across the nation to deal with deaths, injuries, and monetary damages associated with the loss of properties, facilities, and public infrastructure.

Studies have revealed a complex societal mechanism and its varying degrees of social equity regarding federal disaster resource allocation. It includes public assistance programs (e.g., debris removal), the Hazard Mitigation Grant Program (e.g., retrofitting and building mitigation infrastructure), the Flood Mitigation Assistance Grant Program, (e.g., eliminating the risk of repetitive flood damage), the Pre-Disaster Mitigation Fund (e.g., strengthening infrastructure), the Individuals and Household Program (e.g., survivors' basic needs), and disaster loan assistance programs (e.g., repairing primary residences). Results from various data sources, such as the OpenFEMA database and U.S. Census American Community Survey, found that the allocation of federal aid was related to counties' population size, racial and ethnic makeup, social vulnerabilities, and other socioeconomic conditions, as well as the extent of the damage. All these factors drove inequality in fund distribution (Emrich et al., 2022; Grube et al., 2018; Miao et al., 2024).

Policy advocacy is a critical way for social workers to engage in disaster relief, recovery, and preparedness. Social workers can voice community needs in policy-making meetings, communicate research findings to legislators, and provide community members with access to legal aid associated with postdisaster challenges. For instance, after a tornado in Mississippi in 2023, the local NASW chapter organized advocacy sessions and collaborated with other organizations to offer legal assistance for individuals whose housing had been destroyed by the disaster and who needed legal aid for insurance claims and property disputes (NASW, n.d.). By advocating policy change, social workers assisted disaster victims for rapid recovery and relief.

CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

Readings

Resource	Competency Dimension(s)
Aung, T. W., & Sehgal, A. R. (2025). Prevalence, correlates, and impacts of displacement because of natural disasters in the United States from 2022 to 2023. <i>American Journal of Public Health, 115</i> (1), 55–65. https://doi.org/10.2105/AJPH.2024.307854	Knowledge

(continued)

Readings (continued)

Resource	Competency Dimension(s)
Blackmon, B. J., Lee, J., Cochran, D. M., Jr., Kar, B., Rehner, T. A., & Baker Jr., A. M. (2017). Adapting to life after Hurricane Katrina and the Deepwater Horizon oil spill: An examination of psychological resilience and depression on the Mississippi Gulf Coast. <i>Social Work in Public Health, 32</i> (1), 65–76. https://doi.org/10.1080/19371918.2016.1188746	Knowledge
Der-Martirosian, C., Schmitz, S., Wyte-Lake, T., & Dobalian, A. (2019). US military veterans: An untapped resource as disaster volunteers. <i>American Journal of Public Health, 109</i> (suppl. 4), s263–s264. https://doi.org/10.2105/AJPH.2019.305137	Knowledge
Emrich, C. T., Aksha, S. K., & Zhou, Y. (2022). Assessing distributive inequities in FEMA's disaster recovery assistance fund allocation. <i>International Journal of Disaster Risk Reduction, 74</i> , 102855. https://doi.org/10.1016/j.ijdr.2022.102855	Knowledge
Gaston, S. A., Galea, S., Cohen, G. H., Kwok, R. K., Rung, A. L., Peters, E. S., & Jackson, C. L. (2019). Potential impact of 2020 US decennial census data collection on disaster preparedness and population mental health. <i>American Journal of Public Health, 109</i> (8), 1079–1083. https://doi.org/10.2105/AJPH.2019.305150	Knowledge
Goralnick, E., Serino, R., & Clark, C. R. (2021). Equity and disasters: Reframing incident command systems. <i>American Journal of Public Health, 111</i> (5), 844–848. https://doi.org/10.2105/AJPH.2021.306171	Knowledge
Grube, L. E., Fike, R., & Storr, V. H. (2018). Navigating disaster: An empirical study of federal assistance following Hurricane Sandy. <i>Eastern Economic Journal, 44</i> (4), 576–593. https://doi.org/10.1057/s41302-017-0098-x	Knowledge
Horney, J. A., Rios, J., Cantu, A., Ramsey, S., Montemayor, L. R., & Miller, A. (2019). Improving Hurricane Harvey disaster research response through academic-practice partnerships. <i>American Journal of Public Health, 109</i> (9), 1198–1201. https://doi.org/10.2105/AJPH.2019.305166	Knowledge Values Skills
Houston, J. B., Schraedley, M. K., Worley, M. E., Reed, K., & Saidi, J. (2019). Disaster journalism: Fostering citizen and community disaster mitigation, preparedness, response, recovery, and resilience across the disaster cycle. <i>Disasters, 43</i> (3), 591–611. https://doi.org/10.1111/disa.12352	Knowledge
Jackson, K. (2013). Schools assist residents after Hurricane Sandy. <i>Social Work Today, 13</i> (5), 8. https://www.socialworktoday.com/archive/091613p8.shtml	Knowledge Values Skills
Kranke, D., Der-Martirosian, C., Hovsepian, S., Mudoh, Y., Gin, J., Weiss, E. L., & Dobalian, A. (2020). Social workers being effective in disaster settings. <i>Social Work in Public Health, 35</i> (8), 664–668. https://doi.org/10.1080/19371918.2020.1820928	Knowledge Values Skills

(continued)

Readings (continued)

Resource	Competency Dimension(s)
Kranke, D., Gin, J., Der-Martirosian, C., Weiss, E. L., & Dobalian, A. (2020). VA social work leadership and compassion fatigue during the 2017 hurricane season. <i>Social Work in Mental Health, 18</i> (2), 188–199. https://doi.org/10.1080/15332985.2019.1700873	Knowledge Values Skills
Kranke, D., Gioia, D., Weiss, E. L., Mudoh, Y., & Dobalian, A. (2023). Pandemic preparedness and response-related content to integrate into the MSW curricula: Implications for provider burnout. <i>Social Work in Mental Health, 21</i> (6), 622–633. https://doi.org/10.1080/15332985.2023.2192846	Knowledge Values Skills
Kranke, D., Weiss, E. L., Heslin, K. C., & Dobalian, A. (2017). “We are disaster response experts”: A qualitative study on the mental health impact of volunteering in disaster settings among combat veterans. <i>Social Work in Public Health, 32</i> (8), 500–509. https://doi.org/10.1080/19371918.2017.1365033	Knowledge Values Skills
LeBlanc, T. T. (2021). Strengthening social and economic, medical, and public health systems before disasters strike. <i>American Journal of Public Health, 111</i> (5), 842–843. https://doi.org/10.2105/AJPH.2021.306247	Knowledge Values Skills
Lemieux, C. M., Moles, A., Brown, K. M., & Borskey, E. J. (2020). Social work students in the aftermath of the Great Flood of 2016: Mental health, substance use, and adaptive coping. <i>Journal of Social Work Education, 56</i> (4), 630–648. https://doi.org/10.1080/10437797.2019.1661914	Knowledge Values Skills Cognitive and Affective Processes
Lemieux, C. M., Plummer, C. A., Richardson, R., Simon, C. E., & Ai, A. L. (2010). Mental health, substance use, and adaptive coping among social work students in the aftermath of Hurricanes Katrina and Rita. <i>Journal of Social Work Education, 46</i> (3), 391–410. https://doi.org/10.5175/JSWE.2010.200900004	Knowledge Values Skills
Lichtveld, M., Covert, H., El-Dahr, J., Grimsley, L. F., Cohn, R., Watson, C. H., Thornton, E., & Kennedy, S. (2020). A community-based participatory research approach to Hurricane Katrina: When disasters, environmental health threats, and disparities collide. <i>American Journal of Public Health, 110</i> (10), 1485–1489. https://doi.org/10.2105/AJPH.2020.305759	Knowledge Values Skills Cognitive and Affective Processes

(continued)

Readings (continued)

Resource	Competency Dimension(s)
Meltzer, K. J., Mahesar, S., Pollio, D. E., & North, C. S. (2020). The red purse and human remains: Personal and professional experiences of 9/11 mental health workers. <i>Social Work in Mental Health, 18</i> (6), 651–669. https://doi.org/10.1080/15332985.2020.1832645	Knowledge Values Skills Cognitive and Affective Processes
Miao, Q., Davlasheridze, M., & Reilly, A. C. (2024). Assessing social equity of federal disaster aid distribution: A nationwide analysis. <i>Risk Analysis, 45</i> , 3375–3395. https://doi.org/10.1111/risa.17660	Knowledge Values Skills
Paceley, M. S., Cole, S. J., Robinson, J. A., Carr, K. A., Jen, S., Riquino, M. R., Mitra, S., & Wright, K. C. (2021). “Nobody’s failing at going through a global pandemic”: Lessons and tensions in social work education. <i>Journal of Social Work Education, 57</i> (suppl. 1), 168–181. https://doi.org/10.1080/10437797.2021.1916664	Knowledge Values Skills Cognitive and Affective Processes
Rawcliffe, R. M., Dawson, B. A., Archibald, P. C., & Lopez-Humphreys, M. (2025). Investigating the relationship between disaster preparedness knowledge, disaster related stress, and post-disaster depression among students and faculty in higher education. <i>Social Work in Public Health, 40</i> (1), 31–43. https://doi.org/10.1080/19371918.2024.2428394	Knowledge Values Skills
Sherwood, D., VanDeusen, K., Weller, B., & Gladden, J. (2021). Teaching note—Teaching trauma content online during COVID-19: A trauma-informed and culturally responsive pedagogy. <i>Journal of Social Work Education, 57</i> (suppl. 1), 99–110. https://doi.org/10.1080/10437797.2021.1916665	Knowledge Values Skills Cognitive and Affective Processes
Smiley, K. T., Clay, L. A., Ross, A. D., & Chen, Y.-A. (2022). Multi-scalar and multi-dimensional conceptions of social capital and mental health impacts after disaster: The case of Hurricane Harvey. <i>Disasters, 46</i> (2), 473–498. https://doi.org/10.1111/disa.12474	Knowledge Values Skills
Williams, B. D., & Webb, G. R. (2021). Social vulnerability and disaster: Understanding the perspectives of practitioners. <i>Disasters, 45</i> (2), 278–295. https://doi.org/10.1111/disa.12422	Knowledge Values Skills

Websites and Other Resources

Resource	Competency Dimension(s)
American Red Cross. (n.d.). <i>How to prepare for emergencies</i> . https://www.redcross.org/get-help/how-to-prepare-for-emergencies.html	Knowledge Values Skills
American Veterinary Medical Association. (n.d.). <i>PETS Act (FAQ)</i> . https://www.avma.org/pets-act-faq	Knowledge Values Skills
Center for Disaster Philanthropy. (n.d.). <i>Disaster phases</i> . https://disasterphilanthropy.org/resources/disaster-phases/	Knowledge Values Skills
Federal Emergency Management Agency. (2025). <i>The Stafford Act</i> . https://www.fema.gov/disaster/stafford-act	Knowledge Values Skills
Department of the Interior. (n.d.). <i>National disaster recovery</i> . https://www.doi.gov/recovery	Knowledge Values Skills Cognitive and Affective Processes
Department of the Interior. (n.d.). <i>Self help and technical assistance</i> . https://www.doi.gov/protectnch/technical-advice/self-help	Knowledge Values Skills Cognitive and Affective Processes
Extension Disaster Education Network. (n.d.). <i>Welcome to the EDEN intranet</i> . https://connect.extension.org/g/eden	Knowledge Values Skills
Federal Emergency Management Agency. (2021a, July). <i>Disaster authorities</i> . https://www.fema.gov/disaster/authorities	Knowledge Values Skills

(continued)

Websites and Other Resources (continued)

Resource	Competency Dimension(s)
Federal Emergency Management Agency. (2021b, July). <i>Disaster Recovery Reform Act of 2018</i> . https://www.fema.gov/disaster/disaster-recovery-reform-act-2018	Knowledge Values Skills
Federal Emergency Management Agency. (2021c, July). <i>Sandy Recovery Improvement Act of 2013</i> . https://www.fema.gov/disaster/sandy-recovery-improvement-act-2013	Knowledge Values Skills
Federal Emergency Management Agency. (2023, March). <i>National Level Exercise Background</i> . https://www.fema.gov/emergency-managers/planning-exercises/nle/background	Knowledge Values Skills
Federal Emergency Management Agency. (2025, May). <i>National Disaster Recovery Framework</i> . https://www.fema.gov/emergency-managers/national-preparedness/frameworks/recovery	Knowledge Values Skills
Government Accountability Office. (2008, December). <i>Actions taken to implement the Post-Katrina Emergency Management Reform Act of 2006</i> . https://www.gao.gov/products/gao-09-59r	Knowledge Values Skills
Laurio, A. (2021). <i>Climate change: Social work addresses environmental impacts on physical and mental health</i> . National Association of Social Workers. https://www.socialworkers.org/News/Social-Work-Advocates/2021-February-March/Climate-Change-Social-Work-Addresses-Environmental-Impacts-on-Physical-and-Mental-Health	Knowledge Values Skills
Moore, R. (2018, October). <i>Disaster Recovery Reform Act is a smart move ... mostly</i> . Natural Resources Defense Council. https://www.nrdc.org/bio/rob-moore/disaster-recovery-reform-act-smart-movemostly	Knowledge Values Skills
National Association of Social Workers. (n.d.). <i>Social workers play a critical role in disaster relief and emergency preparedness</i> . https://www.socialworkers.org/Practice/Social-Workers-Play-a-Critical-Role-in-Disaster-Relief-and-Emergency-Preparedness	Knowledge Values Skills
National Institutes of Health. (n.d.). <i>Disaster preparedness & response</i> . https://tools.niehs.nih.gov/wetp/index.cfm?id=556	Knowledge Values Skills
Substance Abuse and Mental Health Services Administration. (n.d.). <i>Disaster preparedness, response, recovery, and mitigation</i> . https://www.samhsa.gov/find-help/disasters	Knowledge Values Skills

(continued)

Websites and Other Resources (continued)

Resource	Competency Dimension(s)
United Nations Office for Disaster Risk Reduction. (n.d.). <i>Implementing the Sendai Framework</i> . https://www.undrr.org/implementing-sendai-framework	Knowledge Values Skills Cognitive and Affective Processes
University of Central Florida. (2025). <i>The disaster management cycle: 5 key stages & how leaders can help prepare</i> . https://www.ucf.edu/online/leadership-management/news/the-disaster-management-cycle/	Knowledge Values Skills

Media

Resource	Competency Dimension(s)
Center for Disaster Philanthropy. (2016, June 16). <i>#CDPPlaybook: Preparedness and mitigation</i> [Video]. YouTube. https://www.youtube.com/watch?v=9zTwPuivZIU	Knowledge Values Skills
Federal Emergency Management Agency. (n.d.). <i>Disaster multimedia toolkit</i> . https://www.fema.gov/disaster/recover/multimedia-toolkit	Knowledge Values Skills Cognitive and Affective Processes
FEMA. (n.d.). <i>Home</i> [Youtube channel]. Youtube. https://www.youtube.com/user/FEMA	Knowledge Values Skills
Library of Congress. (n.d.). <i>Free to use and reuse: Natural disasters</i> . https://www.loc.gov/free-to-use/natural-disasters/	Knowledge Values Skills
National Centers for Environmental Information. (n.d.). <i>Natural hazards image database</i> . National Oceanic and Atmospheric Administration. https://www.ngdc.noaa.gov/hazardimages/#/	Knowledge Values Skills
United Nations Development Programme. (2015, March 10). <i>Disaster risk reduction is a development issue</i> [Video]. YouTube. https://www.youtube.com/watch?v=HZh19zzk9w8	Knowledge Values

Assignments and Learning Activities

Resource	Competency Dimension(s)
<p>Create a Policy Poster of “Effects of a Disaster”</p> <p>For this assignment, students will need to identify effects of a disaster. They can select a disaster at any level: local, regional, state, or nationwide.</p> <p>Design a poster and describe various effects of this disaster. Discuss the following questions related to how disaster can cause tragedy for families and communities:</p> <ul style="list-style-type: none"> • What effect may be associated with that policy? • Why do those policy efforts make a difference? • Why are those policy efforts not adequate? • What are your recommendations for policy change? 	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p>Write a Policy Reflection Journal</p> <p>For this assignment, students will need to identify a disaster, critically examine the events that took place, and reflect on the policy practices. They can select a disaster from media reports (newspaper, radio, TV, social media), a book, or a movie. It can be a natural disaster, such as a hurricane, a storm, an earthquake, or a pandemic, or a human disaster, such as arson or a school/mass shooting. Have students discuss the following questions in their journals:</p> <ul style="list-style-type: none"> • Did the report/book/movie accurately describe the disaster? If you are personally connected to this disaster, you can describe your experiences and incorporate them into your reflection. • What evidence have you gathered to support your opinion? • What policy efforts worked? • What policy efforts failed? • What are recommendations for policy changes? <p>Students can offer policy solutions based on their understanding of this issue. If this disaster is related to students’ practicum setting, students can make further recommendations about policy change from a personal perspective. For example, a Virginia teacher was shot by a 6-year-old student in 2023. If students happen to have a field practicum in that school district, how would they reflect on policies in this regard?</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

Websites and Other Resources (continued)

Resource	Competency Dimension(s)
<p>Policy Analysis Paper</p> <p>For this assignment, students will need to focus on a current policy pertaining to disaster management. Students can pick at least one of the five key stages of disaster management—prevention, mitigation, preparedness, response, and recovery—and elaborate on a current policy pertaining to it. Students will apply critical thinking and analytical skills to analyze a disaster policy and how it affects individuals, families, groups, and communities.</p> <p>The paper may include these elements:</p> <p>Introduction: Describe the types of disasters students will focus on, introduce the background information, and describe the significance of the study. Why is this issue so important that policymakers need to act?</p> <p>Hint: Disaster types may include earthquakes, hurricanes, tornadoes, pandemics, volcano eruptions, wildfires, flooding, mass shootings, terror attacks, and chemical emergencies.</p> <p>Policy Description: Describe the disaster policy. Students can add historical background and comparative analysis in terms of policy formulation, implementation, and evaluation. Students can pick a policy at any level: local, regional, state, or federal.</p> <p>Analysis: Complete the analysis by using theoretical frameworks, empirical evidence, and case studies (personal stories).</p> <ul style="list-style-type: none"> • Stakeholders. Who is affected by this disaster policy? • Social justice: What is being done to address this issue? Does this policy promote equity and well-being across different segments of the population? • Empirical evidence: What are the data and statistics related to this policy impact? Students can use secondary data or primary data. If students are making connections with their own experiences, make sure they describe the policy specifics. <p>Discussion and Conclusion: Synthesize and develop a policy statement. Students can make recommendations for improvements. When making implications, students can think about implications for education, research, and practice. If students are in field practicum, they can associate this implication with their specific practice settings.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

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