

2022  
Curricular Guide Series  
EPAS

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

**VOLUME 2** | Competencies 6–10



COUNCIL ON SOCIAL WORK EDUCATION

ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

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

**VOLUME 2** | Competencies 6-10



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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 set of bulleted 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, developed 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.

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.csw.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 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 of 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 6**

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

### **SPECIALIZED PRACTICE COMPETENCY DESCRIPTION**

Social workers working within disaster relief contexts understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. They recognize that engagement occurs across all phases of disaster management, including preparedness, immediate response, and long-term recovery, and is influenced by larger social structures and contexts, the availability of economic resources within a community, and the political landscape.

Disaster relief social workers value the ethical standard of the importance of human relationships. They understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies at the micro, mezzo, and macro levels. Social workers use a trauma-informed and responsive approach to engagement that takes into account relevant historical background, structural challenges, and key environmental or social factors affecting the community.

Social workers in disaster response continually reflect on their ability to engage effectively with clients and constituencies within all phases of disaster events. They recognize that certain populations often experience greater risks and challenges in disaster situations. Disaster relief social workers are knowledgeable in community-based participatory methods that can help build trust.

Disaster relief social workers also demonstrate critical competencies in theories of crisis intervention, psychological first aid, and trauma-informed care, providing immediate support to stabilize acute distress and facilitate short-term stabilization while laying the groundwork for long-term recovery. At the same

time, they prioritize self-care and resilience, maintaining professional boundaries, managing secondary trauma, and engaging in reflective practices to sustain their own well-being in high-stress environments.

Disaster relief social workers leverage digital communication tools and information management strategies to facilitate transparent and effective communication with clients, constituencies, and interprofessional teams. In using these tools, social workers consider ethical issues such as confidentiality and potential barriers to accessibility.

Disaster relief social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals, recognizing that their collaborators may include emergency response workers, engineers, community planners, public health workers, clergy, and volunteer recovery groups. They emphasize the importance of community-led recovery, working alongside affected populations to develop sustainable and empowering solutions that reflect local needs and strengths. They also navigate ethical considerations and accessibility challenges in digital communication, ensuring that technology supports effective and respectful collaboration for all participants.

## **COMPETENCY BEHAVIORS**

### **Disaster Relief Social Workers:**

- Apply knowledge of social, psychological, systemic, and contextual dynamics connected to disaster response—including trauma, displacement, mistrust of aid providers, varied access barriers, and emerging needs identified through rapid assessment—to engage effectively with individuals, families, groups, organizations, and communities.
- Apply understanding of human behavior and person-in-environment, along with interprofessional conceptual frameworks, to engage with clients and constituencies at the micro, mezzo, and macro levels during all phases of disaster management.
- Use empathy, reflection, and interpersonal skills to engage in context-responsive, strengths-based, and evidence-informed practice with clients and constituencies affected by disasters.

## CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

### Readings

Resource	Competency Dimension
Baker, L. R., Roberson, C. J., & Pence, J. N. (2025). The effectiveness of simulation for teaching disaster mental health. <i>Journal of Social Work Education, 61</i> (2), 284–295. <a href="https://doi.org/10.1080/10437797.2025.2464534">https://doi.org/10.1080/10437797.2025.2464534</a>	Knowledge
Ernst, J. S., Iadipaolo, A., Wineman, J., Najor-Durack, A., & Smith, R. J. (2025). After the storm: Social work students' experiences in disaster recovery and response following urban basement flooding. <i>Social Work Education, 1</i> –16. <a href="https://doi.org/10.1080/02615479.2025.2519316">https://doi.org/10.1080/02615479.2025.2519316</a>	Knowledge
Findley, P. A., Pottick, K. J., & Giordano, S. (2017). Educating graduate social work students in disaster response: A real-time case study. <i>Clinical Social Work Journal, 45</i> , 159–167. <a href="https://doi.org/10.1007/s10615-015-0533-6">https://doi.org/10.1007/s10615-015-0533-6</a>	Knowledge Values
Halpern, J., & Vermeulen, K. (2017). <i>Disaster mental health interventions: Core principles and practices</i> (1st ed.). Routledge.	Knowledge Skills
IFRC Reference Centre for Psychosocial Support. (2018). <i>A guide to psychological first aid for Red Cross and Red Crescent societies</i> . <a href="https://resourcecentre.savethechildren.net/document/a-guide-to-psychological-first-aid">https://resourcecentre.savethechildren.net/document/a-guide-to-psychological-first-aid</a>	Knowledge Skills Values
Israel, B. A., Coombe, C. M., & McGranaghan, R. J. (2018). <i>Community-based participatory research: A partnership approach for public health</i> (2nd ed.). Community Engaged Scholarship for Health, CES4Health.info. <a href="https://www.detroiturc.org/about-cbpr/online-cbpr-course">https://www.detroiturc.org/about-cbpr/online-cbpr-course</a>	Knowledge
Kranke, D., Schmitz, S., Der-Martirosian, C., & Dobalian, A. (2016). Stigma as a barrier to engaging in mental health services among adolescents who survive natural disasters. <i>Social Work in Mental Health, 15</i> (2), 171–183. <a href="https://doi.org/10.1080/15332985.2016.1199392">https://doi.org/10.1080/15332985.2016.1199392</a>	Knowledge
Reinke, A. J., & Eldridge, E. R. (2020). Navigating the “bureaucratic beast” in North Carolina hurricane recovery. <i>Human Organization, 79</i> (2), 107–116. <a href="https://doi.org/10.17730/1938-3525.79.2.107">https://doi.org/10.17730/1938-3525.79.2.107</a>	Knowledge Values
Rosenberg, H., Errett, N. A., & Eisenman, D. P. (2022). Working with disaster-affected communities to envision healthier futures: A trauma-informed approach to post-disaster recovery planning. <i>International Journal of Environmental Research and Public Health, 19</i> (3), Article 1723. <a href="https://doi.org/10.3390/ijerph19031723">https://doi.org/10.3390/ijerph19031723</a>	Knowledge Values

(continued)

*Readings (continued)*

Resource	Competency Dimension
Substance Abuse and Mental Health Services Administration. (2019). <i>Helping older adults after disasters: A guide to providing support</i> . <a href="https://library.samhsa.gov/sites/default/files/pep19-01-01-001_0.pdf">https://library.samhsa.gov/sites/default/files/pep19-01-01-001_0.pdf</a>	Knowledge
United Nations Office for Disaster Risk Reduction. (2024). Advancing disability inclusion in local disaster risk reduction: Analysis and recommendations from the pilot implementation of the disaster resilience scorecard for cities—Annex for the inclusion of persons with disabilities. <a href="https://www.undrr.org/publications/report-disability-inclusion-scorecard-assessment">https://www.undrr.org/publications/report-disability-inclusion-scorecard-assessment</a>	Knowledge Values

***In-Class Exercises***

Resource	Competency Dimension
<p><b>Application of Trauma-Informed-Care Principles</b></p> <p>Trauma Informed Oregon. (n.d.). <i>Foundations of trauma informed care</i>. <a href="https://traumainformedoregon.org/courses/foundations-of-trauma-informed-care/">https://traumainformedoregon.org/courses/foundations-of-trauma-informed-care/</a></p> <p>This free course consists of eight videos and an accompanying workbook that cover the basics of trauma-informed care (TIC). It can be used to help students gain knowledge of TIC and apply the principles of TIC to engagement with individuals, families, groups, organizations, and communities.</p> <p>Workbook questions can be used as the basis for virtual or in-person discussions about the application of TIC to client engagement in disaster response settings.</p>	Knowledge Values Skills Cognitive and Affective Processes
<p><b>Lecture and Discussion: Engagement in Disaster Mental Health</b></p> <p>Review principles of disaster mental health with the class via the National Child Traumatic Stress Network—Trauma and Disaster Mental Health Resources: <a href="http://www.nctsn.org">www.nctsn.org</a>.</p> <p>You are a disaster mental health volunteer working in a shelter. Your role is to walk around the shelter and approach individuals who are in distress. You notice a young woman sitting on a cot, crying.</p> <p>After your introductions, you learn that she has not slept or eaten for the last two days and that she is afraid for her two small children, as their home was lost in the disaster and they have nothing. She says, "I have no idea what I am going to do now. I can't live in this shelter forever." She does not stop crying while telling you this. Respond to the following:</p> <ul style="list-style-type: none"> <li>• How would you introduce yourself?</li> <li>• What are some skills you would use to engage with her?</li> <li>• What is your goal for your interactions with her?</li> <li>• The scenario can also be used for role-play.</li> </ul>	Knowledge Values Skills Cognitive and Affective Processes

### Media

Resource	Competency Dimension
<p>Everly, Jr., G. (n.d.). <i>Psychological first aid</i> [MOOC]. Coursera. <a href="https://www.coursera.org/learn/psychological-first-aid">https://www.coursera.org/learn/psychological-first-aid</a></p> <p>Online course, five modules. Module 2 covers reflective listening and rapport and is most applicable to engagement.</p>	Knowledge Values Skills
<p>Performance.gov. (n.d.). <i>Trauma-informed disaster response course</i> [MOOC]. <a href="https://www.performance.gov/cx/life-experiences/recovering-from-a-disaster/outputs/1/">https://www.performance.gov/cx/life-experiences/recovering-from-a-disaster/outputs/1/</a></p> <p>Online course developed by social workers, three modules, 55 minutes total. Includes workbook with discussion prompts.</p>	Knowledge Values Skills Cognitive and Affective Processes
<p>Peterson, M. (Host). (2024, April 18). A nod to the volunteers who help in times of need (No. 133) [Audio podcast episode]. In <i>Before, during, and after: A podcast for emergency managers by FEMA</i>. The Federal Emergency Management Agency. <a href="https://www.fema.gov/ar/about/news-multimedia/podcast">https://www.fema.gov/ar/about/news-multimedia/podcast</a></p>	Knowledge
<p><i>USA Today</i>. (2024, October 4). <i>Voices of Helene: Survivors share gripping stories</i> [Video]. YouTube. <a href="https://youtu.be/XeVuNWxQIAQ?si=aifAONusymQc3xAR">https://youtu.be/XeVuNWxQIAQ?si=aifAONusymQc3xAR</a></p> <p>This 7-minute video includes residents describing destruction in Asheville, North Carolina, and surrounding areas as a result of Hurricane Helene, in 2024. Can be used as a starting point for class discussion of individual and community engagement strategies post-disaster.</p>	Knowledge Cognitive and Affective Processes

### ***Assignments and Learning Activities***

Resource	Competency Dimension
<p><b>Engagement Strategies for Evacuees From Disasters: Making Connections to Facilitate Support and Resource Provision</b></p> <p><b>Learning Objective:</b> To cultivate awareness and develop skills in engaging people who are staying in large shelters during natural disasters, such as hurricanes or wildfires.</p> <p><b>Instructor Preparation:</b> Instructors can create context based on populations and settings that are likely to occur in their communities, develop case scenarios from media coverage of shelters or persons who have been evacuated, or use the sample scenario provided. Depending on instructor preference, students will use artificial intelligence or look for resources from preidentified websites or articles to find examples of knowledge and skills needed.</p> <p><b>Instructions (Sample Scenario):</b> After Hurricane Katrina, many people were evacuated from New Orleans to shelters in Texas. Many of the older adults who arrived at the shelter in the Astrodome, in Houston, were alone. Some appeared frail and disoriented, while others had difficulty with mobility and hearing. The shelter was noisy and crowded. An assessment tool was developed for triage and to direct people to the section of the shelter where they could get the help to best meet their immediate needs. What knowledge and skills are needed to <i>engage</i> with older persons who arrive at the shelter so that you can collect the initial information you need?</p> <p>Developing Knowledge:</p> <ul style="list-style-type: none"> <li>• What general knowledge do you need about work with older adults to facilitate engagement?</li> <li>• How would you apply the principles of trauma-informed care to your strategies for engagement?</li> </ul> <p>Skills Questions:</p> <ul style="list-style-type: none"> <li>• What skills would you use to build rapport and communicate effectively?</li> </ul> <p>Reflection:</p> <ul style="list-style-type: none"> <li>• What personal opinions or preconceived notions do you have that might interfere with your ability to engage evacuees?</li> <li>• What are your main takeaways from your learning?</li> <li>• How does your own experience of disasters inform your strategies for engagement?</li> </ul>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

*(continued)*

*Assignments and Learning Activities (continued)*

Resource	Competency Dimension
<p><b>Development of a Post-Disaster Group Guide</b></p> <p><b>Learning Objective:</b> To identify strategies for participant engagement in a group established to address post-disaster needs. This assignment can be part of a larger assignment that also covers assessment, intervention, and evaluation.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Review one or more theories of group development (e.g., Tuckman's theory) and the principles for trauma-informed care.</li> <li>• Identify the purpose for your group (e.g., support group for those dealing with loss; task group to assist with cleanup) and the proposed duration.</li> <li>• Develop a document (the guide) that sets forth a plan for participant engagement throughout the stages of group development, incorporating trauma-informed principles (e.g., attention to physical and psychological safety). The plan should specify social work skills needed to encourage and maintain participant engagement.</li> <li>• In a separate reflection, describe how the guide is consistent with social work values and ethics.</li> </ul>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

***Field Placement or Seminar Activities***

Resource	Competency Dimension
<p><b>Explore Disaster Preparation at Your Placement Site</b></p> <p>Introduce the disaster response cycle (prevention, mitigation, preparedness, response, and recovery). Ask students to research their placement agency's policy and practices with respect to the different phases of disaster response and how the agency has engaged both internally (with clients and staff) and externally (with community partners and local, state, and federal government) to establish plans. If available, encourage students to attend meetings or get involved in the placement agency's efforts to strengthen disaster response. Questions to consider include:</p> <ol style="list-style-type: none"> <li>1) What does the agency/placement site see as its role and responsibility with respect to disaster response?</li> <li>2) What activities has the agency/placement site engaged in as a leader or participant to improve disaster response?</li> <li>3) What are some of the challenges for engaging in these efforts?</li> <li>4) What, if any, best practices for engagement can be identified?</li> <li>5) How do the core values of social work inform the agency/placement site's disaster response practices and policies?</li> </ol>	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

*(continued)*

*Field Placement or Seminar Activities (continued)*

Resource	Competency Dimension
<p><b>Engage Clients and Communities in Disaster Preparation</b></p> <p>Initiate a discussion with an individual or a family to explore their experiences with natural or human-caused disasters in their community, to determine what, if any, assistance with preparation for future disasters they would like. Follow through by offering resources.</p>	<p>Knowledge</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p><b>Post-Disaster Check-Ins</b></p> <p>Many community-based organizations (e.g., senior centers, community action agencies, neighborhood recreation centers, other service organizations) in locations that have been affected by recent disasters are aware of current and past clients, agency participants, and other community residents that have struggled to obtain financial and other assistance for recovery.</p> <p>Develop a protocol and train students to call individuals to inquire about outstanding needs and to offer resources. Students will develop skills needed to engage individuals who may be suspicious of their motives or wary of using government resources.</p> <p>Provide opportunities for students to debrief either individually with their supervisor or in a group. One focus of the debriefing can be the students' description, if any, of particularly stressful interactions and what made those interactions stressful, and their identification of self-care strategies to manage the stress.</p>	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

## **Competency 7**

# Assess Individuals, Families, Groups, Organizations, and Communities

### **SPECIALIZED PRACTICE COMPETENCY DESCRIPTION**

Social workers working within disaster relief contexts understand the disaster management cycle and use the various models of assessment to gather critical information to evaluate risks, vulnerabilities, and resiliencies and to inform preparedness, response, and recovery efforts. Disaster relief social workers use the assessment process to guide prevention, mitigation, and intervention strategies throughout the different phases of disaster management for individuals, families, communities, organizations, and systems of care.

At the micro level, social workers working within disaster relief contexts use humanistic models of crisis intervention, the person-in-environment framework, psychological first aid, resilience theory, trauma-informed care, and case management principles to assess immediate support needs, coping mechanisms, and resources to stabilize and support individuals and families as they manage their way forward. These social workers know the importance of considering the unique needs and strengths of special populations, such as children, teenagers, older adults, individuals with access/functional needs, individuals with serious mental illness and/or substance use disorders, and vulnerable communities.

At the mezzo level, social workers working within disaster contexts understand the importance of comprehensively assessing the strengths, resiliencies, and vulnerabilities of communities, organizations, educational entities, health settings, businesses, and local governments. Social workers conduct predisaster risk assessments to understand the potential impact of disasters on the safety and well-being of communities and organizations, and they map out key resources and highlight potential gaps and pitfalls present prior to a disaster. Social workers within

disaster contexts understand the importance of assessing hospitals, schools, and businesses, as those organizations may be identified to serve as disaster-safe environments during and following a disaster. In the post-emergency phase, social workers can play a key role in assessing the extent of the damage and the impact on health, social, and educational services. The damage assessment should include representatives from the affected communities and include broad community perspectives to fully understand the impact of the disaster. Social workers need to engage with key community stakeholders (e.g., faith-based groups, nonprofit organizations, businesses, local governments) to best assess the needs of community members and lay the foundation for recovery activities.

At the macro level, social workers understand theories such as green social work theory, social ecological theory, and systems theory of how government entities and systems are affected by and recover from disasters. Social workers hold critical roles as planners, coordinators, policy advocates, and liaisons between communities and institutions. Social workers use models of risk and need assessment in the mitigation and preparedness phases for emergency planning in order to prioritize risks and effectively allocate resources. Disaster relief social workers play a key role in assessing the long-term effects of disasters on public health and social services systems. They can assess and advocate for policies to mitigate increasingly complex, frequent, and severe environmental challenges at the local, state, and federal levels. Disaster relief social workers can assess and advocate for more people-centered policies as they relate to homeowner's insurance, community planning, employment, environmental hazard mitigation, recovery funding models, and government policies.

## **COMPETENCY BEHAVIORS**

### **Disaster Relief Social Workers:**

- Understand how to select appropriate assessment instruments and tools throughout the life cycle of the disaster.
- Demonstrate the ability to establish rapport with individuals who have experienced a disaster.

- Demonstrate the ability to gather and synthesize information in complex and evolving environments to inform decision-making processes.
- Engage in ongoing self-assessment and its impact on one's ability to engage in disaster assessment.
- Recognize and address the unique needs of vulnerable populations, including children, the elderly, individuals with disabilities, and vulnerable communities.
- Identify and prioritize the immediate needs of the affected populations, communities, and systems.
- Demonstrate the ability to collaborate effectively in interdisciplinary team contexts and across various agencies, community-based organizations, and level of governance throughout the assessment process.

## CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

### *Toolkits and Resources Assessing Disaster Survivors' Needs/Strengths/Vulnerabilities*

Resource	Competency Dimension
<p><b>Foundational Resources for Assessment of Individuals</b></p> <ul style="list-style-type: none"> <li>• National Child Traumatic Stress Network &amp; National Center for PTSD. (2006). <i>Psychological first aid: Field operations guide</i> (2nd ed.). <a href="https://www.nctsn.org/sites/default/files/resources//pfa_field_operations_guide.pdf">https://www.nctsn.org/sites/default/files/resources//pfa_field_operations_guide.pdf</a></li> </ul> <p>Psychological first aid (PFA) is an observational and conversational approach to assess the needs of individuals in the immediate aftermath of a disaster or crisis. PFA can be delivered by trained nonspecialists as well as trained staff. Online training is available through the National Child Traumatic Stress Network as well as the field guide.</p> <p>Online training: <a href="https://learn.nctsn.org/course/index.php?categoryid=11">https://learn.nctsn.org/course/index.php?categoryid=11</a></p> <p>Assessment Tools: Look, Listen, Link Framework; Observational Assessment; Safety Needs Assessment; Stabilization Assessment; Practice Needs and Social Support Assessment; Risk Assessment</p>	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

*(continued)*

**Toolkits and Resources Assessing Disaster Survivors' Needs/Strengths/Vulnerabilities** (continued)

Resource	Competency Dimension
<ul style="list-style-type: none"> <li data-bbox="175 262 816 340"> <p>• National Center for PTSD &amp; National Child Traumatic Stress Network. (2020). <i>Skills for psychological recovery field operations guide</i>. <a href="https://www.nctsn.org/resources/skills-for-psychological-recovery">https://www.nctsn.org/resources/skills-for-psychological-recovery</a></p> </li> <li data-bbox="175 354 816 701"> <p>• Trauma-Focused Cognitive Behavioral Therapy National Therapist Certification Program. (n.d.). <i>About trauma-focused cognitive behavior therapy (TF-CBT)</i>. <a href="https://tfcbt.org/about/">https://tfcbt.org/about/</a></p> <p>This model builds on PFA and can be delivered by trained nonspecialists as well as trained staff. Online training is available through NCTSN as well as the field guide. This model promotes intermediate coping and recovery through problem-solving skills, positive activity scheduling, cognitive coping, and social connection building.</p> <p>Online training: <a href="https://learn.nctsn.org/course/index.php?categoryid=11">https://learn.nctsn.org/course/index.php?categoryid=11</a></p> <p>Assessment Tools: Primary Care PTSD Screen (PC-PTSD-5), Social Support Questionnaire (SSQ)</p> </li> <li data-bbox="175 715 816 999"> <p>• National Child Traumatic Stress Network. (n.d.). <i>Trauma-focused cognitive behavioral therapy (TF-CBT): At-a-glance</i>. <a href="https://www.nctsn.org/sites/default/files/interventions/trauma-focused-cognitive-behavioral-therapy-2024.pdf">https://www.nctsn.org/sites/default/files/interventions/trauma-focused-cognitive-behavioral-therapy-2024.pdf</a></p> <p>Assessment of trauma-related symptoms in children and adolescents. Therapeutic approaches include psychoeducation, cognitive restructuring, gradual exposure, and coping-skills training.</p> <p>Assessment Tools: UCLA PTSD Reaction Index for DSM-5, Child and Adolescent Functional Assessment Scale (CAFAS), and Parenting Stress Index (PSI).</p> </li> <li data-bbox="175 1013 816 1246"> <p>• Roberts, A. R. (Ed.). (2005). <i>Crisis intervention handbook: Assessment, treatment, and research</i> (3rd ed.). Oxford University Press.</p> <p>Crisis intervention approach to stabilize individuals in acute distress. Model components include ensuring safety, prioritizing problems, developing action plans, and providing brief emotional support.</p> <p>Assessment Tools: Columbia-Suicide Severity Rating Scale (C-SSRS) and strengths-based needs checklist</p> </li> <li data-bbox="175 1260 816 1520"> <p>• Mental Health and Psychosocial Support (MHPSS) International Movement Hub. (n.d.). <i>The MHPSS framework</i>. <a href="https://2021-2025.state.gov/mental-health-and-psychosocial-support-mhpss/">https://2021-2025.state.gov/mental-health-and-psychosocial-support-mhpss/</a></p> <p>Provides a multilayer approach (basic services/security, community/family support, focused supports, specialized services) to mental health and psychosocial support for individuals, families, and communities. Promotes community consultations for assessing beliefs and practices related to stress and recovery.</p> <p>Assessment Tools: WHO-5 Well-Being Index</p> </li> </ul>	

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**Toolkits and Resources Assessing Disaster Survivors' Needs/Strengths/Vulnerabilities** (continued)

Resource	Competency Dimension
<b>Reunification of Children</b>	
<ul style="list-style-type: none"> <li>Federal Emergency Management Agency, Department of Health and Human Services, American Red Cross, &amp; National Center for Missing and Exploited Children. (2013, November). <i>Post-disaster reunification of children: A nationwide approach</i>. <a href="https://www.ready.gov/sites/default/files/2019-06/post_disaster_reunification_of_children.pdf">https://www.ready.gov/sites/default/files/2019-06/post_disaster_reunification_of_children.pdf</a></li> </ul> <p>Comprehensive overview of the coordination processes necessary to reunify children separated from their parents/legal guardians in the event of a large-scale disaster. Reflects on how the whole community can work together to achieve one wide-ranging mission.</p>	Knowledge Skills Cognitive and Affective Processes
<b>Older Adults</b>	
<ul style="list-style-type: none"> <li>National Association of County and City Health Officials and Association of State and Territorial Health Officials. (2019). <i>Capacity-building toolkit for including aging &amp; disability networks in emergency planning</i>. <a href="https://www.naccho.org/uploads/downloadable-resources/Capacity-Building-Toolkit-for-Aging-and-Disability-Networks-2-5-19.pdf">https://www.naccho.org/uploads/downloadable-resources/Capacity-Building-Toolkit-for-Aging-and-Disability-Networks-2-5-19.pdf</a></li> </ul> <p>This toolkit was designed to help aging and disability networks expand their ability to plan for and respond to public health emergencies and disasters. It comprises nine modules grouped under two sections: "Readiness Assessments and Emergency Planning" and "Working in Tandem With Consumers."</p>	Knowledge Skills Values Cognitive and Affective Processes

**Toolkits and Resources  
Assessing Communities and Organizations**

Resource	Competency Dimension
<p>Imperiale, A. J., &amp; Vanclay, F. (2024). Re-designing social impact assessment to enhance community resilience for disaster risk reduction, climate action and sustainable development. <i>Sustainable Development</i>, 32(2), 1571-1587. <a href="https://onlinelibrary.wiley.com/doi/pdf/10.1002/sd.2690">https://onlinelibrary.wiley.com/doi/pdf/10.1002/sd.2690</a></p> <p>This research article details the social impact assessment (SIA). The SIA framework helps with understanding community well-being and social preconditions of disasters, recognizing the agency of community resilience, engaging local communities to enhance transformative social learning, and empowering social learning and sustainability transformation.</p>	Knowledge Skills Values Cognitive and Affective Processes

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**Toolkits and Resources Assessing Communities and Organizations** (continued)

Resource	Competency Dimension
<p>Tariq, H., Pathirage, C., &amp; Fernando, T. (2021). Measuring community disaster resilience at local levels: An adaptable resilience framework. <i>International Journal of Disaster Risk Reduction</i>, 62, 102358. <a href="https://www.sciencedirect.com/science/article/pii/S2212420921003241">https://www.sciencedirect.com/science/article/pii/S2212420921003241</a></p> <p>The paper identifies key features and characteristics of community disaster resilience (CDR) frameworks from the literature to develop a resilience framework that can be adapted and customized according to stakeholder needs.</p>	<p>Knowledge Skills Values Cognitive and Affective Processes</p>
<p>Basu, R., Chaudhary, S., Deval, C., Sayeed, A., Herndon, K., &amp; Griffin, R. (2024). <i>Estimating disaster resilience of Hurricane Helene in Florida counties</i>. <a href="https://arxiv.org/pdf/2410.02071">https://arxiv.org/pdf/2410.02071</a></p> <p>This study contributes to disaster management planning by providing a rapid yet comprehensive and reassuring socioeconomic impact assessment, offering actionable insights for anticipatory measures and resource allocation.</p>	<p>Knowledge Skills Values Cognitive and Affective Processes</p>
<p>Sobelson, R. K., Wigington, C. J., Harp, V., &amp; Bronson, B. B. (2015). A whole community approach to emergency management: Strategies and best practices of seven community programs. <i>Journal of Emergency Management</i>, 13(4), 349–357. <a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC5582971/">https://pmc.ncbi.nlm.nih.gov/articles/PMC5582971/</a></p> <p>The article reports on strategies and best practices gleaned from seven community programs fostering a whole community approach to emergency management. Whole community principles and strategies relevant to community assessment include the following:</p> <ul style="list-style-type: none"> <li>• Understand and meet the actual needs of the whole community.</li> <li>• Understand community complexity.</li> <li>• Recognize community capabilities and needs.</li> <li>• Leverage and strengthen social infrastructure, networks, and assets.</li> </ul>	<p>Knowledge Skills Values Cognitive and Affective Processes</p>
<p>Community Outreach Information Network (COIN). (n.d.). At-risk populations e-tool. <a href="https://www.orau.gov/sns/atrisktool/">https://www.orau.gov/sns/atrisktool/</a></p> <p>This tool supports the collection of information that will help you better understand the needs of your community, with a focus on identifying and locating those who are the most vulnerable in a disaster or an emergency. The steps of identifying, locating, and reaching the community members who face the greatest disaster or emergency risks make up your COIN, or community outreach information network.</p>	<p>Knowledge Skills Values Cognitive and Affective Processes</p>

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**Toolkits and Resources Assessing Communities and Organizations** (continued)

Resource	Competency Dimension
<p>Sharifi, A. (2016). A critical review of selected tools for assessing community resilience. <i>Ecological indicators</i>, 69, 629–647. <a href="https://www.sciencedirect.com/science/article/pii/S1470160X16302588?via%3Dihub">https://www.sciencedirect.com/science/article/pii/S1470160X16302588?via%3Dihub</a></p> <p>This critical review examines selected tools designed to assess community resilience, evaluating their frameworks, methodologies, and applicability in various contexts. The review highlights strengths and limitations of each tool, including its ability to measure social, economic, environmental, and institutional dimensions of resilience.</p> <p>Emphasis is placed on the tools' relevance to a broad perspective of communities, scalability, and capacity to inform policy and disaster preparedness. The analysis underscores the importance of context-responsive and context-specific assessment approaches to effectively support community resilience-building efforts.</p>	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Sharifi, A., &amp; Yamagata, Y. (2016). On the suitability of assessment tools for guiding communities towards disaster resilience. <i>International Journal of Disaster Risk Reduction</i>, 18, 115–124. <a href="https://www.sciencedirect.com/science/article/abs/pii/S2212420916302369">https://www.sciencedirect.com/science/article/abs/pii/S2212420916302369</a></p> <p>This study critically evaluates 36 community resilience assessment tools to determine their effectiveness in guiding communities toward disaster resilience. Using the National Academies' definition of resilience—which encompasses the abilities to prepare for, absorb, recover from, and adapt to adverse events—the authors developed a framework to assess how well these tools address each of these four capacities.</p> <p>The evaluation revealed that only a few tools adequately cover all four resilience abilities, with most performing poorly, particularly in addressing absorption and adaptation measures. The findings suggest a need for developers to refine these tools to better support comprehensive resilience-building efforts in communities.</p>	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>Dronavalli, M., &amp; Thompson, S. C. (2015). A systematic review of measurement tools of health and well-being for evaluating community-based interventions. <i>Journal of Epidemiology &amp; Community Health</i>, 69(8), 805–815. <a href="https://jech.bmj.com/content/69/8/805.short?casa_token=L_e_XO1PaG4AAAAA:L9fQQFKqVYjLMyfzcJW4aKf_0Oe-D0HwcE2zOQoJ9ahitIS4Zo_w2bPE3sdsebUsHTbdb-ACQ">https://jech.bmj.com/content/69/8/805.short?casa_token=L_e_XO1PaG4AAAAA:L9fQQFKqVYjLMyfzcJW4aKf_0Oe-D0HwcE2zOQoJ9ahitIS4Zo_w2bPE3sdsebUsHTbdb-ACQ</a></p> <p>This study provides a comprehensive evaluation of existing instruments used to assess health and well-being outcomes in community settings. The primary objective was to identify reliable and valid tools suitable for measuring the impact of community-based health interventions.</p>	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

(continued)

**Toolkits and Resources Assessing Communities and Organizations** (continued)

Resource	Competency Dimension
<p>Wallengren-Lynch, M. (2024). From compassion to action: School social workers at the forefront of emergency response. <i>Nordic Social Work Research</i>, 15(2), 253–268. <a href="https://www.tandfonline.com/doi/pdf/10.1080/2156857X.2024.2309187">https://www.tandfonline.com/doi/pdf/10.1080/2156857X.2024.2309187</a></p> <p>This research article describes the role of school social workers in emergencies within educational settings. These findings underscore the importance of social workers understanding education, psychology, and community well-being.</p>	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p>ASPR TRACIE. (n.d.). <i>Hospital wildfire evacuation consideration</i>. <a href="https://files.asprtracie.hhs.gov/documents/hospital-wildfire-evacuation-considerations.pdf">https://files.asprtracie.hhs.gov/documents/hospital-wildfire-evacuation-considerations.pdf</a></p> <p>This tip sheet was created by ASPR TRACIE to support hospital planning for wildfire evacuations, drawing on practical insights from recent events. It offers guidance for hospital emergency managers on working with internal teams and local partners to strengthen preparedness, response, recovery, and mitigation efforts related to wildfires.</p>	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

**Assignments and Learning Activities**

Resource	Competency Dimension
<p><b>Micro Social Work Practice</b></p> <p><b>Assessing Disaster Survivors: Applying PFA or SPR in Social Work Practice</b></p> <p>In this assignment, students take the role of a social work practitioner assessing an individual affected by a disaster. The student will choose either the psychological first aid (PFA) or skills for psychological recovery (SPR) model to guide the assessment.</p> <p>Using a brief case scenario, the student will identify the client's key needs, strengths, and vulnerabilities; apply tools from the selected model; and reflect on ethical and contextual considerations in disaster response.</p>	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

(continued)

**Assignments and Learning Activities** (continued)

Resource	Competency Dimension
<p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1) Understand and apply a trauma-informed assessment model (PFA or SPR) in a disaster context.</li> <li>2) Identify individual-level strengths, needs, and vulnerabilities following a crisis.</li> <li>3) Demonstrate beginning competence in disaster-focused psychosocial assessment using a social work lens.</li> <li>4) Reflect on ethical and contextual considerations when working with disaster survivors.</li> </ol> <p><b>Assignment Steps:</b></p> <p><b>Step 1: Choose One Model</b></p> <p>Select either PFA or SPR. You can review the PFA Field Guide or SPR Overview to guide your work. Optional free online training is available for both models through the National Child Traumatic Stress Network.</p> <p><b>Step 2: Read a Short Case Scenario</b></p> <p>Read the case vignette from your instructor (or choose one from the field guides). Examples may include: a teenager displaced by wildfire, a single parent recovering from hurricane loss, or an elderly person isolated after a flood.</p> <p><b>Step 3: Complete a Written Assessment (2–3 pages)</b></p> <p>Using the PFA or SPR model, write a short assessment of the client in the scenario. Include:</p> <ul style="list-style-type: none"> <li>• Brief client summary (age, situation, identity factors)</li> <li>• Key needs and vulnerabilities (e.g., safety, emotional distress, access to shelter or support)</li> <li>• Client strengths and coping resources</li> <li>• At least one assessment tool or step from your chosen model (for example: Look, Listen, Link from PFA, or PC-PTSD-5 from SPR)</li> </ul> <p><b>Step 4: Write a Short Reflection (1 page)</b></p> <ul style="list-style-type: none"> <li>• Respond to the following: <ul style="list-style-type: none"> <li>— What values or ethical principles guided your assessment?</li> <li>— What experiential or contextual considerations would you need to be mindful of?</li> <li>— How might this experience shape your approach in real disaster practice?</li> </ul> </li> </ul>	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

(continued)

*Assignments and Learning Activities (continued)*

Resource	Competency Dimension
<p><b>Mezzo Social Work Practice</b></p> <p><b>Mapping Resilience: Community Assessment in the Context of Disaster Preparedness and Recovery</b></p> <p>In groups of three to five, students will apply social work frameworks and evidence-based assessment tools to evaluate a community's resilience in the face of disasters (natural or human-made). Groups will select a community (local, regional, or international), conduct a resilience assessment, analyze strengths and vulnerabilities, and propose social work interventions that enhance resilience before, during, or after a disaster.</p> <p><b>Learning Objectives:</b></p> <p>By completing this project, students will:</p> <ol style="list-style-type: none"> <li>1) Understand the concept of community resilience within a disaster context.</li> <li>2) Gain experience using assessment tools, such as the Conjoint Community Resiliency Assessment Measure (CCRAM), Baseline Resilience Indicators for Communities (BRIC), or the Community Resilience Assessment Measure (CRAM).</li> <li>3) Apply social work values and principles to disaster preparedness, response, and recovery.</li> <li>4) Collaborate effectively to produce a professional-level group report and presentation.</li> </ol> <p>See the American Red Cross Community Resilience Assessment Tool: <a href="https://www.humanitarianlibrary.org/sites/default/files/2018/11/Community%20Resilience%20Assessment%20Tool.pdf">https://www.humanitarianlibrary.org/sites/default/files/2018/11/Community%20Resilience%20Assessment%20Tool.pdf</a></p>	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>
<p><b>Macro Social Work Practice</b></p> <p><b>Policy Analysis Assignment</b></p> <p>Students will research and analyze the effectiveness of disaster policies following Hurricane Maria, in Puerto Rico. Students will identify successes, gaps, and opportunities for policy reform to better prepare for and respond to future natural disasters in Puerto Rico. Students can choose a specific focus area (mental health, school preparedness, infrastructure, medical care, population with functional needs) to focus their research and analysis.</p> <p><b>Learning Objectives:</b></p> <ol style="list-style-type: none"> <li>1) Analyze the effectiveness of disaster management policies, programs, and activities.</li> <li>2) Assess how existing programs and policies can be used to reduce future disaster losses.</li> </ol>	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

*(continued)*

**Assignments and Learning Activities** (continued)

Resource	Competency Dimension
<p><b>Resources to Get Started</b></p> <p>Central Office for Recovery, Reconstruction and Resiliency. (n.d.). <i>Transparency portal</i>. <a href="https://recovery.pr.gov/en">https://recovery.pr.gov/en</a></p> <p>Chandra, A., Marsh, T., Madrigano, J., Simmons, M. M., Abir, M., Chan, E. W., Ryan, J. L., Nanda, N., Ziegler, M. D., &amp; Nelson, C. D. (2021). Health and social services in Puerto Rico before and after Hurricane Maria: Predisaster conditions, hurricane damage, and themes for recovery. <i>RAND Health Quarterly</i>, 9(2), 10. <a href="https://www.rand.org/pubs/periodicals/health-quarterly/issues/v9/n2/10.html">https://www.rand.org/pubs/periodicals/health-quarterly/issues/v9/n2/10.html</a></p> <p>Federal Emergency Management Agency. (2024, February 4). <i>FEMA reiterates its commitment to a more resilient Puerto Rico</i> [Press release]. <a href="https://www.fema.gov/press-release/20240205/fema-reiterates-its-commitment-more-resilient-puerto-rico">https://www.fema.gov/press-release/20240205/fema-reiterates-its-commitment-more-resilient-puerto-rico</a></p> <p>PBS News Hour. (2018, July 11). <i>Amid new hurricane season, Maria still taking a toll on Puerto Rico's elderly</i> [Video]. <a href="https://www.pbs.org/newshour/show/amid-new-hurricane-season-maria-still-taking-a-toll-on-puerto-ricos-elderly">https://www.pbs.org/newshour/show/amid-new-hurricane-season-maria-still-taking-a-toll-on-puerto-ricos-elderly</a></p>	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

**Assessment Tools**

Resource	Competency Dimension
<p>Substance Abuse and Mental Health Services Administration. (2024, February 29). Needs assessment for disaster response program. <a href="https://www.samhsa.gov/technical-assistance/dtac/disaster-response-toolkit/program-admin/needs-assessment">https://www.samhsa.gov/technical-assistance/dtac/disaster-response-toolkit/program-admin/needs-assessment</a></p> <p>U.S. Department of Health and Human Services. (n.d.). Disaster behavioral health capacity assessment tool. <a href="https://aspr.hhs.gov/behavioral-health/Documents/dbh-capacity-tool.pdf">https://aspr.hhs.gov/behavioral-health/Documents/dbh-capacity-tool.pdf</a></p> <p><b>FEMA Hazus</b></p> <p>FEMA's Hazus Program provides standardized tools and data for estimating risk from earthquakes, floods, tsunamis, and hurricanes. <a href="https://msc.fema.gov/portal/resources/hazus">https://msc.fema.gov/portal/resources/hazus</a></p> <p>Centers for Disease Control and Prevention. (n.d.). <i>Planning for an emergency: Strategies for identifying and engaging at-risk groups</i>. <a href="https://stacks.cdc.gov/view/cdc/32996">https://stacks.cdc.gov/view/cdc/32996</a></p> <p><b>Census Bureau Community Resilience Estimates</b></p> <p>The Community Resilience Estimates (CRE) provide an easily understood metric for how socially vulnerable every neighborhood in the United States is to the impacts of disasters, including COVID-19. <a href="https://www.census.gov/programs-surveys/community-resilience-estimates.html">https://www.census.gov/programs-surveys/community-resilience-estimates.html</a></p>	<p>Knowledge</p> <p>Skills</p>

(continued)

**Assessment Tools** (continued)

Resource	Competency Dimension
<p><b>Social Vulnerability Index</b> Social vulnerability describes the demographic and economic conditions, including poverty, transportation access, and overcrowded housing, that can increase the challenges communities face when dealing with hazards or other widespread community stressors.</p> <p>Agency for Toxic Substances and Disease Registry. (2024, July 22). Social vulnerability Index. <a href="https://www.atsdr.cdc.gov/place-health/php/svi/?CDC_AAref_Val=https://www.atsdr.cdc.gov/placeandhealth/svi/index.html">https://www.atsdr.cdc.gov/place-health/php/svi/?CDC_AAref_Val=https://www.atsdr.cdc.gov/placeandhealth/svi/index.html</a></p> <p>U.S. Department of Housing and Urban Development. (2013). Disaster impact and unmet needs assessment kit. <a href="https://www.hudexchange.info/resource/2870/disaster-impact-and-unmet-needs-assessment-kit/">https://www.hudexchange.info/resource/2870/disaster-impact-and-unmet-needs-assessment-kit/</a></p>	<p>Knowledge</p> <p>Skills</p>

**Media**

Resource	Competency Dimension
<p>Centers for Disease Control and Prevention. (2019, February 19). <i>Addressing the needs of people with disability in public health emergencies</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=TL-ksw8ocak">https://www.youtube.com/watch?v=TL-ksw8ocak</a></p> <p><i>Kentucky Edition</i>. (2025, April 11). <i>Flood damage assessment teams deployed</i> [Video]. PBS. <a href="https://www.pbs.org/video/flood-damage-assessment-teams-deployed-4untf0/">https://www.pbs.org/video/flood-damage-assessment-teams-deployed-4untf0/</a></p> <p>PBS News Hour. (2024, October 10). <i>FEMA official details response strategy after 2 hurricanes</i> [Video]. <a href="https://www.pbs.org/video/hurricane-milton-fema-dis-1728594525/">https://www.pbs.org/video/hurricane-milton-fema-dis-1728594525/</a></p> <p>PBS News Hour. (2024, October 6). <i>Helene's destruction spotlights gaps in homeowners insurance</i> [Video]. <a href="https://www.pbs.org/video/after-the-storm-1728242807/">https://www.pbs.org/video/after-the-storm-1728242807/</a>.</p> <p>PBS News Hour. (2024, November 23). <i>The long-term effects of hurricanes and major disasters on children's mental health</i> [Video]. <a href="https://www.pbs.org/newshour/show/the-long-term-effects-of-hurricanes-and-major-disasters-on-childrens-mental-health">https://www.pbs.org/newshour/show/the-long-term-effects-of-hurricanes-and-major-disasters-on-childrens-mental-health</a></p> <p>United Nations Office for Disaster Risk Reduction. (2024, June 19). <i>Rapid post-disaster damage assessments save lives</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=mXzJNHVXJ20">https://www.youtube.com/watch?v=mXzJNHVXJ20</a></p> <p>United Nations Office for Disaster Risk Reduction. (2025, June 2). <i>Whole of society approach for Sendai Framework of disaster risk</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=duFVvNjZISw">https://www.youtube.com/watch?v=duFVvNjZISw</a></p>	<p>Knowledge</p> <p>Skills</p>

## **Competency 8**

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

### **SPECIALIZED PRACTICE COMPETENCY DESCRIPTION**

Social workers in the field of disaster response understand that intervention is an essential and ongoing component of the dynamic and interactive process of disaster-related social work practice. They are knowledgeable of the theories of human behavior, the person-in-environment perspective, and the interprofessional frameworks specific to disaster contexts and across micro, mezzo, and macro levels of practice.

Disaster relief social workers critically evaluate and apply this knowledge to select interventions tailored to the unique needs of individuals, families, groups, organizations, and communities affected by disasters at micro (individual and family), mezzo (groups and organizations), and macro (community and societal) levels. They are skilled in identifying, analyzing, and implementing evidence-informed disaster interventions at all levels and collaborate with other professionals to support the recovery and resilience of affected populations. Disaster relief social workers also play a key role in facilitating transitions, providing support through recovery phases, and ensuring effective closures to services.

### **COMPETENCY BEHAVIORS**

#### **Disaster Relief Social Workers:**

- Engage with clients and constituencies to critically select and implement context-specific, evidence-informed interventions at micro, mezzo, and macro levels that address the specific needs and goals of those affected by disasters.

- Utilize micro, mezzo, and macro approaches to negotiate, mediate, and advocate for clients and constituencies in disaster recovery efforts.
- Ensure client and constituency voices and needs are represented in disaster preparedness, response, and recovery processes.

## CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

### *Readings*

Resource	Competency Dimension
Alston, M., Hazeleger, T., & Hargreaves, D. (2019). <i>Social work and disasters: A handbook for practice</i> . Routledge.	Knowledge Values Skills Cognitive and Affective Processes
Benson, P. W., Furman, L. D., Canda, E. R., Moss, B., & Danbolt, T. (2015). Spiritually sensitive social work with victims of natural disasters and terrorism. <i>The British Journal of Social Work</i> , 46(5), 1372-1393. <a href="https://doi.org/10.1093/bjsw/bcv053">https://doi.org/10.1093/bjsw/bcv053</a>	Knowledge Values
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</i> , 51(5), 1623-1643. <a href="https://doi.org/10.1093/bjsw/bcab103">https://doi.org/10.1093/bjsw/bcab103</a>	Knowledge Values
Breen, K., Greig, M., & Wu, H. (2023). Learning green social work in global disaster contexts: A case study approach. <i>Social Sciences</i> , 2(5), 288. <a href="https://doi.org/10.3390/socsci2050288">https://doi.org/10.3390/socsci2050288</a>	Knowledge Values
Ersing, R. L. (2020). Disaster response through community practice: A social work perspective. In S. Todd & J. L. Drolet (Eds.), <i>Community practice and social development in social work</i> (pp. 1-20). Springer Nature. <a href="https://doi.org/10.1007/978-981-13-1542-8_11-1">https://doi.org/10.1007/978-981-13-1542-8_11-1</a>	Knowledge Values
Fahrudin, A. (2012). Preparing social work students for working with disaster survivors. <i>Asian Social Work and Policy Review</i> , 6(2), 86-94. <a href="https://doi.org/10.1111/j.1753-1411.2012.00064.x">https://doi.org/10.1111/j.1753-1411.2012.00064.x</a>	Knowledge Values Skills

*(continued)*

**Readings** (continued)

Resource	Competency Dimension
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. <a href="https://doi.org/10.1186/s12889-023-15580-4">https://doi.org/10.1186/s12889-023-15580-4</a>	Knowledge Skills Values Cognitive and Affective Processes
Gillespie, D. F., & Danso, K. (Eds.). (2010). <i>Disaster concepts and issues: A guide for social work education and practice</i> . Council on Social Work Education.	Knowledge Values

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### ***In-Class Exercises***

Resource	Competency Dimension
<p><b>Disaster Relief Simulation: Social Work Disaster Interventions in Action</b> <b><i>Micro-Level Practice With Mezzo and Macro Options</i></b></p> <p><b>Duration:</b> 1 hour (flexible based on adaptations)</p> <p><b>Location:</b> Classroom or remote learning platform (if role-played virtually)</p> <p><b>Participants:</b> Learners to play the role of social worker, disaster survivor(s), first responder, supervisor, etc. (additional roles are optional)</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand the critical role of social workers in disaster interventions.</li> <li>• Develop skills in providing contextually responsive, trauma-informed care during disaster situations.</li> <li>• Experience the importance of interprofessional collaboration in disaster relief efforts.</li> <li>• Practice decision-making and problem-solving in a high-stakes environment.</li> </ul> <p><b>Instructions:</b></p> <p><b>1. Introduce the Scenario (5 minutes)</b></p> <p>Sample scenario: A Category 4 hurricane has devastated a coastal town, destroying homes and cutting off essential services such as power and water. Thousands of residents have been displaced, and there is an urgent need for shelter, medical care, and emotional support. Many community members are traumatized, and vulnerable populations are particularly at risk. You have been called in to assist.</p>	Knowledge Values Skills Cognitive and Affective Processes

(continued)

*In-Class Exercises (continued)*

Resource	Competency Dimension
<p><b>2. Assign Roles (5 minutes)</b></p> <p>Divide learners into small groups, with each group representing a disaster relief team. Assign roles such as:</p> <ul style="list-style-type: none"> <li>• Social workers (multiple students in each group)</li> <li>• Disaster survivors (role-play affected community members with different needs: a family with small children who lost their home, an elderly person with medical needs, a refugee facing language barriers, etc.)</li> <li>• Other professionals (medical responders, emergency coordinators, etc.)</li> </ul> <p><b>3. Role-Play Disaster Interventions (20 minutes)</b></p> <p>Each group must navigate the immediate aftermath of the disaster, focusing on interventions that social workers can provide. Encourage students to consider key aspects such as:</p> <ul style="list-style-type: none"> <li>• Needs assessment: What are the client's current needs, and which are most urgent?</li> <li>• Immediate response: How will social workers provide immediate relief (e.g., emergency shelter, food, psychological first aid)?</li> <li>• Psychosocial support: What interventions will address trauma and stress for survivors?</li> <li>• Collaboration: How will social workers collaborate with other professionals (e.g., medical teams, law enforcement) to provide comprehensive support?</li> <li>• Context-specific practice: How will interventions be adapted to align with the social norms, values, and specific needs of the populations affected?</li> <li>• Advocacy: How will social workers advocate for the survivors' needs to government and relief agencies?</li> <li>• Sample family: A group of social workers must create a plan to assist a family that lost their home in the hurricane. The family includes two young children, one of whom is showing signs of trauma (e.g., nightmares, fear), and an elderly grandmother with mobility issues.</li> </ul> <p><b>4. Group Debrief and Reflection (20 minutes)</b></p> <p>After the role-play, have each group present its disaster response plan and discuss:</p> <ul style="list-style-type: none"> <li>• Key interventions they used</li> <li>• Challenges they faced</li> <li>• How they incorporated context-specific responsive practices</li> <li>• What they learned about interprofessional collaboration</li> </ul> <p>The instructor can facilitate a reflective discussion, focusing on the importance of timely, trauma-informed, and context-specific interventions in disaster situations.</p>	

*(continued)*

*In-Class Exercises (continued)*

Resource	Competency Dimension
<p><b>5. Wrap-Up and Takeaways (10 minutes)</b></p> <p>Summarize the exercise by highlighting:</p> <ul style="list-style-type: none"> <li>• The phases of disaster response (preparedness, response, recovery, and mitigation)</li> <li>• The role of social workers in each phase, with special emphasis on psychosocial support, community rebuilding, and long-term recovery.</li> <li>• The importance of adapting interventions to address the distinct needs and circumstances of various groups affected by disasters.</li> </ul> <p><b>Assessment:</b></p> <p>Students can be asked to write a brief reflection or complete a worksheet outlining:</p> <ul style="list-style-type: none"> <li>• The specific interventions they used during the simulation</li> <li>• How they collaborated with other professionals</li> <li>• How they adapted to the needs of disaster survivors, including any challenges faced and how they overcame them</li> <li>• Which areas they are feeling confident in, and which areas they feel they need more practice with</li> </ul> <p><b>Optional Mezzo-Level Adaptation:</b></p> <p>Integrate small-group interprofessional role-plays where social work students collaborate in teams representing different service organizations (e.g., shelters, hospitals, cultural centers) to mirror coordinated community-level disaster responses.</p> <p><b>Optional Macro-Level Adaptation:</b></p> <p>Have students analyze and/or role-play a coordinated response guided by existing local or national disaster policies (e.g., FEMA guidelines), assigning roles such as policy advocate or agency liaison to practice macro-level systems navigation. This adaptation encourages students to consider how broader social systems, policies, and funding structures influence disaster response efforts and social work advocacy.</p>	

*(continued)*

*In-Class Exercises (continued)*

Resource	Competency Dimension
<p><b>Rapid Needs Assessment and Intervention Planning</b></p> <p><b><i>Mezzo-Level Practice</i></b></p> <p><b>Duration:</b> 30 minutes</p> <p><b>Participants:</b> Small groups (three to five students per group) or individual work, followed by a class discussion</p> <p><b>Materials:</b> Printed or digital disaster scenario handouts, whiteboard/flip chart for brainstorming, and markers</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Practice assessing various needs in a disaster context.</li> <li>• Gain insight into prioritizing interventions with limited resources.</li> <li>• Foster critical thinking and collaboration in disaster response planning.</li> </ul> <p><b>Instructions:</b></p> <p><b>1. Introduce the activity (5 minutes)</b></p> <p>Split students into small groups (three to five learners) and present the groups with a short disaster scenario.</p> <p>Sample scenario (can also give each group a different disaster scenario): A tornado has swept through a small town, displacing dozens of families. Many have lost their homes, and the community center is being used as a temporary shelter. Survivors include young children, elderly residents, and individuals with preexisting mental health conditions.</p> <p>Resources available include a local food bank, one counselor at the shelter, and nearby schools offering temporary classrooms.</p> <p><b>2. Group activity: Rapid needs assessment (10 minutes)</b></p> <p>Provide instructions:</p> <ul style="list-style-type: none"> <li>• In groups or individually, students identify: <ul style="list-style-type: none"> <li>– Immediate needs (e.g., food, shelter, emotional support)</li> <li>– Long-term needs (e.g., housing stability, mental health care, rebuilding infrastructure)</li> </ul> </li> <li>• Students should propose two to three interventions for each category (e.g., organizing donations, coordinating with local nonprofits, creating support groups).</li> <li>• Encourage them to consider sensitivity of experiences and contexts, trauma-informed care, and ethical considerations.</li> </ul>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

*(continued)*

**In-Class Exercises** (continued)

Resource	Competency Dimension
<p><b>3. Class discussion and brainstorming (10 minutes)</b></p> <p>Groups share their assessments and intervention ideas with the class.</p> <p>Use a whiteboard to list:</p> <ul style="list-style-type: none"> <li>• Common themes in immediate and long-term needs.</li> <li>• Innovative or unique intervention strategies suggested by groups.</li> </ul> <p>Facilitate a brief discussion:</p> <ul style="list-style-type: none"> <li>• What were the challenges in prioritizing needs?</li> <li>• How would they address limited resources or community resistance?</li> </ul> <p><b>4. Debrief (5 minutes)</b></p> <p>Highlight key takeaways:</p> <ul style="list-style-type: none"> <li>• The importance of rapid yet thorough assessments in disaster scenarios</li> <li>• Balancing immediate crisis response with long-term recovery planning</li> <li>• The role of collaboration among agencies and the community</li> </ul>	

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**Media**

Resource	Competency Dimension
<p><b>Psychological First Aid</b></p> <p>Dr. SMART Team. (2022, December 10). <i>Support during mental trauma, natural disasters, wars, mass crime</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=AfdKqpGaa_k">https://www.youtube.com/watch?v=AfdKqpGaa_k</a></p>	Knowledge Values Skills
<p><b>Water Rising</b></p> <p>de Barra, M., &amp; Crudden, A. (Directors). (2012). <i>Water rising—Full documentary</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=LAR8eVqwUpw">https://www.youtube.com/watch?v=LAR8eVqwUpw</a></p>	Knowledge
<p><b>Razing Liberty Square</b></p> <p>Esson, K. (2024, January 29). <i>Razing Liberty Square</i> [Video]. PBS. <a href="https://www.pbs.org/independentlens/documentaries/razing-liberty-square/">https://www.pbs.org/independentlens/documentaries/razing-liberty-square/</a></p>	Knowledge
<p><b>How to Apply Psychological First Aid (PFA) in a Crisis</b></p> <p>Bliss. (2023, August 17). <i>How to apply psychological first aid (PFA) in a crisis</i> [Video]. YouTube. <a href="https://www.youtube.com/shorts/34a1UL04oVU">https://www.youtube.com/shorts/34a1UL04oVU</a></p>	Knowledge Skills

### ***Assignments and Learning Activities***

Resource	Competency Dimension
<p><b>Agency Exploration for Disaster Interventions</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Learners recognize agencies that provide disaster interventions.</li> <li>• Learners identify interventions that can be used during or after disasters.</li> </ul> <p><b>Instructions:</b></p> <p>Choose five of the following websites and provide a one-paragraph summary of what the agency provides concerning social work intervention. Additionally, identify one social work intervention from each of the sites that you chose and share what type of disaster it could be applied to:</p> <ul style="list-style-type: none"> <li>• Federal Emergency Management Agency (FEMA) <ul style="list-style-type: none"> <li>– Website: <a href="http://www.fema.gov">www.fema.gov</a></li> </ul> </li> <li>• American Red Cross <ul style="list-style-type: none"> <li>– Website: <a href="http://www.redcross.org">www.redcross.org</a></li> </ul> </li> <li>• Centers for Disease Control and Prevention (CDC): Emergency Preparedness and Response <ul style="list-style-type: none"> <li>– Website: <a href="http://www.emergency.cdc.gov">www.emergency.cdc.gov</a></li> </ul> </li> <li>• National Association of Social Workers (NASW) <ul style="list-style-type: none"> <li>– Website: <a href="https://www.socialworkers.org/Practice/Social-Workers-Play-a-Critical-Role-in-Disaster-Relief-and-Emergency-Preparedness">https://www.socialworkers.org/Practice/Social-Workers-Play-a-Critical-Role-in-Disaster-Relief-and-Emergency-Preparedness</a></li> </ul> </li> <li>• Substance Abuse and Mental Health Services Administration (SAMHSA): Disaster Technical Assistance Center (DTAC) <ul style="list-style-type: none"> <li>– Website: <a href="http://www.samhsa.gov/dtac">www.samhsa.gov/dtac</a></li> </ul> </li> <li>• National Child Traumatic Stress Network (NCTSN) <ul style="list-style-type: none"> <li>– Disasters: <a href="https://www.nctsn.org/what-is-child-trauma/trauma-types/disasters">https://www.nctsn.org/what-is-child-trauma/trauma-types/disasters</a></li> <li>– Mental health resources: <a href="http://www.nctsn.org">www.nctsn.org</a></li> </ul> </li> <li>• International Federation of Red Cross and Red Crescent Societies (IFRC) <ul style="list-style-type: none"> <li>– Website: <a href="http://www.ifrc.org">www.ifrc.org</a></li> </ul> </li> <li>• Inter-Agency Standing Committee (IASC): Mental Health and Psychosocial Support in Emergency Settings <ul style="list-style-type: none"> <li>– Website: <a href="https://www.who.int/publications/m/item/iasc-guidelines-on-mental-health-andpsychosocial-support-in-emergency-settings">https://www.who.int/publications/m/item/iasc-guidelines-on-mental-health-andpsychosocial-support-in-emergency-settings</a></li> </ul> </li> </ul>	<p>Knowledge</p> <p>Values</p>

(continued)

**Assignments and Learning Activities** (continued)

Resource	Competency Dimension
<ul style="list-style-type: none"> <li>• World Health Organization (WHO): Health Emergency and Disaster Risk Management               <ul style="list-style-type: none"> <li>– Website: <a href="https://www.who.int/publications/i/item/9789241516181">https://www.who.int/publications/i/item/9789241516181</a></li> </ul> </li> <li>• International Association of Emergency Managers (IAEM)               <ul style="list-style-type: none"> <li>– Website: <a href="http://www.iaem.org">www.iaem.org</a></li> </ul> </li> <li>• National Voluntary Organizations Active in Disaster (VOAD)               <ul style="list-style-type: none"> <li>– Website: <a href="http://www.nvoad.org">www.nvoad.org</a></li> </ul> </li> <li>• DisasterReady.org               <ul style="list-style-type: none"> <li>– Website: <a href="http://www.disasterready.org">www.disasterready.org</a></li> </ul> </li> </ul>	Knowledge Values Skills Cognitive and Affective Processes
<p><b>Intervention Strategies for Disaster-Affected Communities</b>  <b><i>Micro- and Macro-Level Practice</i></b></p> <p><b>Learning Objective:</b>            Learners develop skills in identifying and planning appropriate interventions for individuals and communities affected by disasters.</p> <p><b>Instructions:</b></p> <p><b>1. Select a disaster scenario</b></p> <p>Choose one of the following fictional disaster scenarios (or propose a real-life example with instructor approval):</p> <p>Scenario A: A flood has displaced hundreds of families in a rural community. The flood has destroyed homes, schools, and small businesses. Many residents lack access to clean water and electricity.</p> <p>Scenario B: A wildfire has devastated a suburban neighborhood, forcing residents to evacuate. Some residents are returning to find their homes destroyed, while others are dealing with the trauma of narrowly escaping the fire.</p> <p>Scenario C: A hurricane has hit a large city, damaging infrastructure and causing widespread unemployment. Vulnerable populations, including the elderly and low-income families, are struggling to access resources.</p> <p><b>2. Needs assessment (1–2 pages)</b></p> <p>For the chosen scenario, write a brief analysis of the community’s needs, divided into:</p> <ul style="list-style-type: none"> <li>• Immediate needs: Address survival and basic needs (e.g., food, shelter, medical care)</li> <li>• Long-term needs: Consider recovery and rebuilding efforts (e.g., housing, employment, mental health)</li> </ul>	Knowledge Values Skills Cognitive and Affective Processes

### *Field Placement or Seminar Activities*

Resource	Competency Dimension
<p><b>Creating an Emergency Plan for a Client System</b>  <b><i>Micro-Level Practice and Disaster Preparedness</i></b></p> <p><b>Learning Objective:</b>  Learners will practice development of an emergency plan through collaboration with a client system.</p> <p><b>Instructions:</b>  Identify a client served by your agency. Using CDC resources (<a href="https://www.ready.gov/kids/family-emergency-planning">https://www.ready.gov/kids/family-emergency-planning</a>), complete an emergency plan tailored to their needs and context.</p> <p>Reflection paper (2–4 pages):</p> <ul style="list-style-type: none"> <li>• Describe the planning process, obstacles encountered, and social work skills used.</li> <li>• Discuss ethical concerns, such as consent and autonomy.</li> <li>• Reflect on how your personal bias may have influenced disaster planning.</li> </ul> <p><b>Optional Mezzo Adaptation:</b> Create a preparedness plan for a group or family system.</p> <p><b>Optional Macro Adaptation:</b> Develop an emergency preparedness plan for your agency or organization that includes procedures for staff, clients, and communication protocols.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p><b>Community Risk Assessment and Disaster Preparedness Campaign</b>  <b><i>Micro-Level Practice and Disaster Preparedness</i></b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop skills in community-based disaster assessment and preparedness.</li> <li>• Apply macro-level systems thinking and collaboration.</li> </ul> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Conduct a risk assessment of the community or agency catchment area (e.g., likelihood of tornadoes, floods, fires).</li> <li>• Interview stakeholders, map vulnerabilities, and identify under-resourced populations.</li> <li>• Design and present a disaster preparedness outreach campaign (e.g., flyers, social media posts, workshop plans) that considers the varied needs and circumstances of different community groups.</li> </ul> <p>Deliverable: Group presentation or two-page campaign plan summary.</p>	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

(continued)

**Field Placement or Seminar Activities** (continued)

Resource	Competency Dimension
<p><b>Role-Play Client Intervention Post-Disaster</b>  <b>Micro-Level Practice and Disaster Response</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Practice post-disaster psychosocial support.</li> <li>• Conduct needs assessments and make referrals.</li> <li>• Use trauma-informed interventions that are tailored to the specific context and needs of the affected population.</li> </ul> <p><b>Duration:</b> 1-1.5 hours (varies based on adaptations)</p> <p><b>Location:</b> Community agency, counseling center, or remote-meeting platform (if role-played virtually)</p> <p><b>Participants:</b> One social work student, a supervisor or an instructor (observer), and a volunteer role-player (acting as a disaster survivor)</p> <p><b>Instructions:</b></p> <p><b>1. Scenario brief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• The student is told to imagine they are part of a disaster relief team. They have been asked to meet with an individual who experienced a recent disaster (e.g., house fire, flood, earthquake).</li> <li>• The student is provided with background on the survivor: <ul style="list-style-type: none"> <li>— Demographic information (e.g., age, gender, background)</li> <li>— Key challenges (e.g., displacement, emotional distress, financial loss)</li> </ul> </li> </ul> <p><b>2. Role-play exercise (20–30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Simulated Interaction: <ul style="list-style-type: none"> <li>— The student meets with the volunteer role-player acting as the disaster survivor.</li> <li>— The role-player presents specific concerns, such as feeling overwhelmed by loss, anxiety about the future, difficulty accessing resources (e.g., housing, food, mental health support).</li> </ul> </li> <li>• Student’s Tasks: <ul style="list-style-type: none"> <li>— Build rapport and provide emotional support.</li> <li>— Conduct a basic needs assessment (e.g., “What do you need most right now?”).</li> <li>— Suggest appropriate interventions, such as referrals to local resources (e.g., shelters, food banks), stress-reduction techniques (e.g., grounding exercises), and short-term action plans (e.g., prioritizing immediate steps to regain stability).</li> </ul> </li> </ul>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

**Field Placement or Seminar Activities** (continued)

Resource	Competency Dimension
<p><b>3. Debrief with supervisor (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• The supervisor facilitates a discussion with the student to reflect on the following:               <ul style="list-style-type: none"> <li>– What went well during the role-play?</li> <li>– What obstacles did they encounter, and how did they address them?</li> <li>– Ethical considerations (e.g., confidentiality, respecting autonomy).</li> </ul> </li> <li>• The supervisor provides constructive feedback on the student’s communication style, empathy, and ability to identify resources.</li> </ul> <p><b>4. Documentation (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• The student documents the interaction with the client, including:               <ul style="list-style-type: none"> <li>– Key issues identified</li> <li>– Recommended interventions and next steps</li> <li>– Personal reflections on their learning experience and areas for personal improvement</li> </ul> </li> </ul>	
<p><b>Support Group Facilitation for Disaster Survivors</b>  <b>Mezzo-Level Practice Response &amp; Recovery</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop skills in group facilitation and mutual aid support within a disaster-affected population.</li> <li>• Practice trauma-informed care, active listening, and context-responsive engagement in a group setting.</li> <li>• Apply ethical principles related to confidentiality, boundaries, and group dynamics in post-disaster contexts.</li> </ul> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Planning phase (Response):           <ul style="list-style-type: none"> <li>– In coordination with your field instructor or agency supervisor, identify a population served by your agency that has been affected by a disaster (e.g., families affected by flooding, tenants displaced by fire, frontline workers during a pandemic).</li> <li>– Develop a support group plan that includes:               <ul style="list-style-type: none"> <li>• Goals and objectives for the group</li> <li>• Group structure (open or closed, number of sessions, virtual or in-person)</li> <li>• Outreach strategies that consider the context and backgrounds of individuals and communities</li> </ul> </li> </ul> </li> </ul>	

(continued)

**Field Placement or Seminar Activities** (continued)

Resource	Competency Dimension
<ul style="list-style-type: none"> <li>• Facilitation phase (Recovery):               <ul style="list-style-type: none"> <li>— Co-facilitate at least one group session (or observe and contribute to facilitation, if licensing or agency policy requires).</li> <li>— Incorporate grounding or stress-reduction techniques, peer sharing, and resource navigation into the session.</li> <li>— Promote mutual aid, coping strategies, and collective processing of the disaster experience.</li> </ul> </li> </ul> <p>Post-session reflection:</p> <ul style="list-style-type: none"> <li>• Write two to three pages addressing:               <ul style="list-style-type: none"> <li>— What went well, and what challenges arose during group facilitation</li> <li>— Group dynamics and how trauma affected participation</li> <li>— Ethical considerations (e.g., managing confidentiality in a group, handling disclosures)</li> <li>— Personal reactions and areas for growth in mezzo-level practice</li> </ul> </li> </ul> <p>Optional Add-On:</p> <ul style="list-style-type: none"> <li>• Develop a group toolkit or guide that the agency can reuse for future disaster responses (include agenda templates, resource lists, and facilitation tips).</li> </ul>	Knowledge Values Skills Cognitive and Affective Processes
<p><b>Policy Advocacy Brief: Improving Disaster Response Systems</b>  <b>Macro Practice and Disaster Response and Recovery</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Apply policy practice skills to advocate for improvements in disaster response and recovery systems.</li> </ul> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Research a current issue in disaster recovery (e.g., FEMA access, mental health support).</li> <li>• Write a one-to-two-page advocacy brief that includes background, the problem, recommended solutions, and a call to action.</li> <li>• Share the brief with a field instructor or local policymaker (optional).</li> </ul>	Knowledge Values Skills Cognitive and Affective Processes

(continued)

**Field Placement or Seminar Activities** (continued)

Resource	Competency Dimension
<p><b>Creating an Emergency Plan for a Client System</b>  <b>Micro-Level Practice and Disaster Preparedness</b></p> <p><b>Learning Objective:</b>  Learners will practice development of an emergency plan through collaboration with a client system.</p> <p><b>Instructions:</b>  Identify a client served by your agency. Using CDC resources (<a href="https://www.ready.gov/kids/family-emergency-planning">https://www.ready.gov/kids/family-emergency-planning</a>), complete an emergency plan tailored to their needs and context.</p> <p>Reflection paper (2–4 pages):</p> <ul style="list-style-type: none"> <li>• Describe the planning process, obstacles encountered, and social work skills used.</li> <li>• Discuss ethical concerns, such as consent and autonomy.</li> <li>• Reflect on how your personal bias may have influenced disaster planning.</li> </ul> <p><b>Optional Mezzo Adaptation:</b> Create a preparedness plan for a group or family system.</p> <p><b>Optional Macro Adaptation:</b> Develop an emergency preparedness plan for your agency or organization that includes procedures for staff, clients, and communication protocols.</p>	<p>Knowledge  Values  Skills  Cognitive and Affective Processes</p>
<p><b>Community Risk Assessment and Disaster Preparedness Campaign</b>  <b>Micro-Level Practice and Disaster Preparedness</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop skills in community-based disaster assessment and preparedness.</li> <li>• Apply macro-level systems thinking and collaboration.</li> </ul> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Conduct a risk assessment of the community or agency catchment area (e.g., likelihood of tornadoes, floods, fires).</li> <li>• Interview stakeholders, map vulnerabilities, and identify underserved populations.</li> <li>• Design and present a disaster preparedness outreach campaign (e.g., flyers, social media posts, workshop plans) that considers the varied needs and circumstances of different community groups.</li> </ul> <p>Deliverable: Group presentation or two-page campaign plan summary.</p>	<p>Knowledge  Skills  Values  Cognitive and Affective Processes</p>

(continued)

**Field Placement or Seminar Activities** (continued)

Resource	Competency Dimension
<p><b>Role-Play Client Intervention Post-Disaster</b>  <b>Micro-Level Practice and Disaster Response</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Practice post-disaster psychosocial support.</li> <li>• Conduct needs assessments and make referrals.</li> <li>• Use trauma-informed interventions that are tailored to the specific context and needs of the affected population.</li> </ul> <p><b>Duration:</b> 1-1.5 hours (varies based on adaptations)</p> <p><b>Location:</b> Community agency, counseling center, or remote-meeting platform (if role-played virtually)</p> <p><b>Participants:</b> One social work student, a supervisor or an instructor (observer), and a volunteer role-player (acting as a disaster survivor)</p> <p><b>Instructions:</b></p> <p><b>1. Scenario brief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• The student is told to imagine they are part of a disaster relief team. They have been asked to meet with an individual who experienced a recent disaster (e.g., house fire, flood, earthquake).</li> <li>• The student is provided with background on the survivor: <ul style="list-style-type: none"> <li>— Demographic information (e.g., age, gender, background)</li> <li>— Key challenges (e.g., displacement, emotional distress, financial loss)</li> </ul> </li> </ul> <p><b>2. Role-play exercise (20–30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Simulated Interaction: <ul style="list-style-type: none"> <li>— The student meets with the volunteer role-player acting as the disaster survivor.</li> <li>— The role-player presents specific concerns, such as feeling overwhelmed by loss, anxiety about the future, difficulty accessing resources (e.g., housing, food, mental health support).</li> </ul> </li> <li>• Student's Tasks: <ul style="list-style-type: none"> <li>— Build rapport and provide emotional support.</li> <li>— Conduct a basic needs assessment (e.g., "What do you need most right now?").</li> <li>— Suggest appropriate interventions, such as referrals to local resources (e.g., shelters, food banks), stress-reduction techniques (e.g., grounding exercises), and short-term action plans (e.g., prioritizing immediate steps to regain stability).</li> </ul> </li> </ul>	<p>Knowledge</p> <p>Skills</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

(continued)

**Field Placement or Seminar Activities** (continued)

Resource	Competency Dimension
<p><b>3. Debrief with supervisor (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• The supervisor facilitates a discussion with the student to reflect on the following:               <ul style="list-style-type: none"> <li>– What went well during the role-play?</li> <li>– What obstacles did they encounter, and how did they address them?</li> <li>– Ethical considerations (e.g., confidentiality, respecting autonomy).</li> </ul> </li> <li>• The supervisor provides constructive feedback on the student’s communication style, empathy, and ability to identify resources.</li> </ul> <p><b>4. Documentation (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• The student documents the interaction with the client, including:               <ul style="list-style-type: none"> <li>– Key issues identified</li> <li>– Recommended interventions and next steps</li> <li>– Personal reflections on their learning experience and areas for personal improvement</li> </ul> </li> </ul> <p><b>Support Group Facilitation for Disaster Survivors</b>  <b>Mezzo-Level Practice Response &amp; Recovery</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop skills in group facilitation and mutual aid support within a disaster-affected population.</li> <li>• Practice trauma-informed care, active listening, and context-responsive engagement in a group setting.</li> <li>• Apply ethical principles related to confidentiality, boundaries, and group dynamics in post-disaster contexts.</li> </ul> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Planning phase (Response):               <ul style="list-style-type: none"> <li>– In coordination with your field instructor or agency supervisor, identify a population served by your agency that has been affected by a disaster (e.g., families affected by flooding, tenants displaced by fire, frontline workers during a pandemic).</li> <li>– Develop a support group plan that includes:                   <ul style="list-style-type: none"> <li>• Goals and objectives for the group</li> <li>• Group structure (open or closed, number of sessions, virtual or in-person)</li> <li>• Outreach strategies that consider the context and backgrounds of individuals and communities</li> </ul> </li> </ul> </li> </ul>	<p>Knowledge            Values            Skills            Cognitive and Affective Processes</p> <p>Knowledge            Values            Skills            Cognitive and Affective Processes</p>

(continued)

**Field Placement or Seminar Activities** (continued)

Resource	Competency Dimension
<p>Facilitation phase (Recovery):</p> <ul style="list-style-type: none"> <li>— Co-facilitate at least one group session (or observe and contribute to facilitation, if licensing or agency policy requires).</li> <li>— Incorporate grounding or stress-reduction techniques, peer sharing, and resource navigation into the session.</li> <li>— Promote mutual aid, coping strategies, and collective processing of the disaster experience.</li> </ul> <p>Post-session reflection:</p> <ul style="list-style-type: none"> <li>• Write two to three pages addressing: <ul style="list-style-type: none"> <li>— What went well, and what challenges arose during group facilitation</li> <li>— Group dynamics and how trauma affected participation</li> <li>— Ethical considerations (e.g., managing confidentiality in a group, handling disclosures)</li> <li>— Personal reactions and areas for growth in mezzo-level practice</li> </ul> </li> </ul> <p>Optional Add-On:</p> <ul style="list-style-type: none"> <li>• Develop a group toolkit or guide that the agency can reuse for future disaster responses (include agenda templates, resource lists, and facilitation tips).</li> </ul>	
<p><b>Policy Advocacy Brief: Improving Disaster Response Systems</b>  <b>Macro Practice and Disaster Response and Recovery</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Apply policy practice skills to advocate for improvements in disaster response and recovery systems.</li> </ul> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Research a current issue in disaster recovery (e.g., FEMA access, mental health support).</li> <li>• Write a one-to-two-page advocacy brief that includes background, the problem, recommended solutions, and a call to action.</li> <li>• Share the brief with a field instructor or local policymaker (optional).</li> </ul>	<p>Knowledge  Values  Skills  Cognitive and Affective Processes</p>



## Competency 9

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

### **SPECIALIZED PRACTICE COMPETENCY DESCRIPTION**

Disaster relief social workers recognize that evaluation is a continuous and evolving process that is vital for promoting the resilience of vulnerable individuals, families, children, and communities affected by disasters, crises, and public health emergencies. The disaster human services capabilities framework offers a comprehensive structure that aligns disaster relief efforts with the specific needs of affected populations. A key focus of this framework is the integration of determinants of health into disaster evaluations to ensure that assessments address not only immediate needs but also long-term health and social outcomes. By using this framework, disaster relief social workers provide critical expertise to local, state, and federal officials and partners in responding to disaster events. Throughout all stages of disaster preparedness, response, and recovery, they support policy development, planning, operations, and fostering strategic partnerships with state, tribal, local, and territorial (STLT) human services partners.

Disaster relief social workers apply research methods and measurement techniques across multiple levels—micro, mezzo, and macro—ensuring that their practices are aligned with the disaster human services capabilities framework. This enables a more comprehensive evaluation of the effectiveness of interventions, particularly regarding their impact on the social and economic resilience of communities. By incorporating various determinants of health into recovery plans, disaster relief social workers help address the immediate needs of affected populations as well as the broader social factors that contribute to long-term recovery. These factors include income, housing, educational opportunities, and

access to health care. As a result, recovery plans support sustainable recovery for both individuals and communities.

The social worker in disaster contexts uses an evaluation process that is ethical, collaborative, and attentive to the needs, experiences, and circumstances of individuals and communities affected by the disaster. By focusing on the social vulnerabilities that affect access to services and resources, the framework strengthens community resilience. This leads to more effective and sustainable disaster relief and recovery programs. Ultimately, the framework provides the necessary structure to address both immediate needs and long-term recovery, ensuring that disaster relief efforts contribute to a more resilient future for all.

At the micro level, disaster relief social workers use a strengths-based approach and actively involve clients and community members in the evaluation process. By empowering individuals to participate in shaping disaster recovery strategies, they ensure effective assessments rooted in trauma-informed care principles. Additionally, disaster relief social workers engage in self-assessment by recognizing their own positionality, values, and ethical responsibilities. They consider each client's person-in-environment within their context to provide responsive services that address immediate and long-term needs.

At the mezzo level, disaster relief social workers apply these principles in hospitals, schools, and communities by promoting safety, trustworthiness, and transparency in service delivery. They facilitate peer support and collaboration to ensure that affected individuals, groups, and organizations play a role in disaster recovery planning and assessment. Using context-aware evaluation methods, disaster relief social workers analyze findings and implement strategies that improve the efficacy of services for individuals, families, and communities affected by human-caused and natural hazards.

At the macro level, disaster relief social workers critically assess research methods to identify factors that may lead to unequal impacts across different communities. They develop strategies to mitigate these biases, ensuring that disaster relief policies and programs prioritize accessibility. Disaster relief social workers leverage data and continuous quality improvement practices to enhance service delivery while effectively communicating evaluation results and recommendations that inform disaster relief procedures, systemic changes, and policy advancements. By integrating evaluation across all levels, disaster relief social workers contribute to meaningful and

sustainable disaster recovery efforts. Their ability to assess, refine, and communicate findings ensures that communities receive effective support during crises.

## **COMPETENCY BEHAVIORS**

### **Disaster Relief Social Workers:**

- Recognize and acknowledge the significance and value of ongoing evaluation in disaster preparedness, response, and recovery to continuously improve services and outcomes for all affected groups and communities.
- Identify and utilize the most suitable evaluation methods and techniques for assessing disaster relief and recovery efforts at various intervention levels, ensuring responsive practices that address social drivers of health, and upholding ethical standards.
- Implement comprehensive research methodologies and measurement techniques that are ethically sound, contextually appropriate, and responsive to the needs and experiences of affected populations.
- Conduct thorough analyses, monitoring, and evaluation of program outcomes and processes to ensure the effectiveness and impact of disaster preparedness, response, and recovery initiatives.
- Utilize and effectively communicate evaluation results to enhance disaster preparedness, response, and recovery at the micro, mezzo, and macro levels, informing practices, programs, and policies.
- Regularly evaluate personal and organizational levels of burnout and compassion fatigue when engaged in fieldwork, learning environments, or research. Implement and activate trauma-informed self-care practices to maintain individual well-being and professional effectiveness.
- Demonstrate foundational understanding of the uses and methods involved in single-system and other program evaluation designs, with attention to fairness, relevance, and ethical application across varied practice settings.
- Identify and synthesize the implications of empirical research, consistent with social work values, for ethical, social, and political issues related to the research context and its application in practice.

## CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

### *Evaluation Tools, Models, and Frameworks*

Resource	Competency Dimension
<p><b>Community-Based Participatory Research (CBPR)</b></p> <p>CBPR is an approach to research in which researchers, organizations, and community members collaborate on all aspects of a research project. CBPR empowers all stakeholders to offer their expertise and partake in the decision-making process. Community-based research in public health focuses on social, structural, and physical environmental circumstances through active involvement of community members, organizational representatives, and researchers in all aspects of the research process.</p> <p>Source: Israel, B. A., Schulz, A. J., Parker, E. A., &amp; Becker, A. B. (1998). Review of community-based research: Assessing partnership approaches to improve public health. <i>Annual Review of Public Health, 19</i>, 173–202. <a href="https://doi.org/10.1146/annurev.publhealth.19.1.173">https://doi.org/10.1146/annurev.publhealth.19.1.173</a></p>	<p>Knowledge</p> <p>Skills</p>
<p><b>CDC Program Evaluation Framework</b></p> <p>The CDC's Program Evaluation Framework provides a guide for designing and conducting evaluations across many programs and settings within and outside public health. It can be used to build evidence, understand programs, and improve evidence-based decision-making. The framework consists of six evaluation steps. Each evaluation should follow these steps:</p> <ul style="list-style-type: none"> <li>• Engage stakeholders.</li> <li>• Describe the program.</li> <li>• Focus the evaluation question and design.</li> <li>• Gather credible evidence.</li> <li>• Justify conclusions.</li> <li>• Share evaluation findings and lessons learned.</li> </ul>	<p>Knowledge</p> <p>Skills</p>
<p><b>Participatory Action Research (PAR)</b></p> <p>PAR is a framework for creating knowledge that is rooted in the belief that those most affected by research should take the lead in framing the questions, design, methods, and analysis, as well as in determining which products and actions might be the most useful in effecting change.</p> <p>Source: Community Innovators Lab. (2018, February 6). <i>Participatory action research</i>. Massachusetts Institute of Technology. <a href="https://www.colab.mit.edu/blog/2018/2/6/participatory-action-research">https://www.colab.mit.edu/blog/2018/2/6/participatory-action-research</a></p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>

(continued)

**Evaluation Tools, Models, and Frameworks** (continued)

Resource	Competency Dimension
<p><b>Photovoice</b></p> <p>Photovoice is a process in which people—usually those with limited power or other circumstances—use video and/or photo images to capture aspects of their environment and experiences and share them with others. The pictures can then be used, usually with captions composed by the photographers, to bring the realities of the photographers’ lives home to the public and policymakers and to spur change.</p> <p>Photovoice has three main goals:</p> <ul style="list-style-type: none"> <li>• To help those who are often unheard gain a voice, enabling them to record and reflect on their experiences and their communities’ conditions, both positive and negative.</li> <li>• To encourage critical consciousness. Through choosing, discussing, and reflecting on the subjects of their photographs, the photographers can come to a clearer understanding of their circumstances and the economic, social, psychological, and political forces that shape them.</li> <li>• To bring about changes that will improve conditions and enhance lives by reaching and influencing policymakers.</li> </ul> <p>Source: Center for Community Health and Development. (2018). <i>Section 1. Developing a plan for assessing local needs and resources</i>. University of Kansas. <a href="https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/develop-a-plan/main">https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/develop-a-plan/main</a></p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

### ***Class Exercises and Learning Activities***

Resource	Competency Dimension
<p><b>Exercise 1: Self-Care Plan for Disaster Relief Social Workers</b></p> <p><b>Objective:</b> Evaluate and manage personal and organizational levels of burnout and compassion fatigue by creating a structured self-care plan tailored to social work practice settings in disaster relief.</p> <p><b>Instructions:</b> Individually create a comprehensive 1,500-word self-care plan applicable across social work practice settings that integrates evidence-based strategies to sustain well-being and effectiveness in disaster response. This plan should include:</p> <ol style="list-style-type: none"> <li>1) Strategies for routine self-assessment: <ul style="list-style-type: none"> <li>• Outline methods for regularly evaluating emotional and physical well-being.</li> <li>• Include self-reflection tools (e.g., burnout inventories, stress-level check-ins, peer support discussions).</li> </ul> </li> <li>2) Indicators of burnout and compassion fatigue: <ul style="list-style-type: none"> <li>• Identify warning signs such as emotional exhaustion, decreased empathy, irritability, and disengagement.</li> <li>• Discuss the impact of burnout on personal health, job performance, and decision-making.</li> </ul> </li> <li>3) Trauma-informed self-care practices: <ul style="list-style-type: none"> <li>• Incorporate coping mechanisms aligned with trauma-informed principles, such as mindfulness, grounding techniques, and resiliency-building exercises.</li> <li>• Address strategies to navigate secondary trauma exposure.</li> </ul> </li> <li>4) Integration of self-care into daily practice: <ul style="list-style-type: none"> <li>• Develop a sustainable self-care routine that accommodates demanding work conditions.</li> <li>• Include organizational strategies for promoting work-life balance, peer mentorship, and professional boundaries.</li> </ul> </li> </ol>	<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
<p><b>Assessment Criteria:</b></p> <p>Students' self-care plans will be assessed on the following criteria:</p> <ul style="list-style-type: none"> <li>• Practicality and relevance of strategies. Provide clear, actionable strategies to real world social work settings.</li> <li>• Demonstrated understanding of burnout and compassion fatigue, causes, signs, and effects.</li> <li>• Application of trauma-informed principles. Provide thoughtful integration of approaches that prioritize well-being while acknowledging the impact of disaster relief work.</li> <li>• Reflection on the experience of self-evaluating and developing a self-care plan.</li> </ul>	
<p><b>Exercise 2: Logic Model Evaluation for a Disaster Relief Shelter Program</b></p> <p><b>Objective:</b></p> <p>Understand logic models as tools for program planning and evaluation. This is a three-part group class exercise.</p> <p>Students will create a logic model, determine outcome measures and data sources for evaluating program performance, and present findings and recommendations.</p> <p><b>See Appendix 9A for the full three-part assignment description.</b></p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p><b>Exercise 3: Long-Term Recovery and Evaluation After Hurricane Sandy</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Analyze the challenges of long-term disaster recovery in a variety of affected communities.</li> <li>• Identify key stakeholders involved in response efforts.</li> <li>• Develop sensitive recovery strategies that consider the context and background of clients and communities.</li> <li>• Apply critical thinking as disaster relief social workers to prioritize rebuilding, mental health support, and economic restoration.</li> </ul> <p><b>Materials Needed: Hurricane Sandy: Articles and Media Shorts:</b></p> <ol style="list-style-type: none"> <li>1) Liberty, I. (2013, September 20). <i>The (in)equities of superstorm recovery</i> [Report]. <a href="https://static.squarespace.com/static/5b996f553917ee5e584ba742/t/5c1d67cb88251bb6caaf0ad7/1724083575925/The+%28In%29Equities+of+Superstorm+Recovery+.pdf">https://static.squarespace.com/static/5b996f553917ee5e584ba742/t/5c1d67cb88251bb6caaf0ad7/1724083575925/The+%28In%29Equities+of+Superstorm+Recovery+.pdf</a></li> <li>2) <i>The New York Times</i>. (2013, October 28). <i>Coming back: A year after Hurricane Sandy</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=SknXSNjeKrU">https://www.youtube.com/watch?v=SknXSNjeKrU</a>.</li> </ol>	<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
<p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1) Read <i>The (In)Equities of Superstorm Recovery</i> and watch “Coming Back: A Year After Hurricane Sandy.”</li> <li>2) Read the introduction: Carefully review the scenario and additional materials provided about hurricane recovery efforts and the communities affected.</li> <li>3) Identify key issues: List the major challenges faced by each community—low-income neighborhoods, refugee resettlement areas, and suburban middle-class districts.</li> <li>4) Stakeholder analysis: Identify and describe the role of nongovernmental organizations (NGOs), disaster relief social workers, voluntary organizations active in disaster (VOADs), and government organizations in recovery efforts.</li> <li>5) Strategy development: <ul style="list-style-type: none"> <li>• Propose recovery strategies tailored to each community’s needs.</li> <li>• Consider housing, employment, mental health support, and sensitivity to the background and experiences of clients and communities.</li> <li>• Prioritize solutions based on urgency and long-term sustainability.</li> </ul> </li> <li>6) Reflection and discussion: <ul style="list-style-type: none"> <li>• Share your proposed strategies with peers.</li> <li>• Discuss potential obstacles and adjustments needed for effective recovery.</li> <li>• Reflect on how response efforts can foster resilience and community rebuilding.</li> </ul> </li> </ol> <p><b>Deliverable:</b></p> <p>Submit a brief report or presentation summarizing the recovery plan, including key challenges, proposed solutions, stakeholder roles, and responses to the discussion questions</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
<p><b>Exercise 4: Scenario: Rebuilding Communities After Disaster: A Collaborative Recovery Effort</b></p> <p>Six months after a large hurricane, response and recovery organizations are working together on long-term recovery. The flooding from the storm affected three main groups: low-income neighborhoods, a refugee resettlement community, and a suburban middle-class neighborhood. Now the city must prioritize rebuilding homes, restoring livelihoods, and addressing ongoing mental health needs, while also considering the backgrounds and specific needs of each community. Nongovernmental organizations (NGOs) employing social work staff are working in partnership with the local volunteer organizations active in disaster (VOADs) and governmental organizations.</p> <p><b>Key issues in long-term recovery:</b></p> <ul style="list-style-type: none"> <li>• The low-income neighborhood remains the most damaged, with many homes still uninhabitable. Residents have been living in temporary shelters for months. They are struggling to find affordable housing because of rising rental prices in the area, which further exacerbates preexisting financial inequalities.</li> <li>• The refugee resettlement community faces distinct challenges. Many people are from war-torn regions and suffer from trauma, yet they have limited access to mental health services that are context-appropriate. A language barrier also prevents effective communication and access to recovery programs.</li> <li>• The suburban middle-class neighborhood has recovered more quickly because many residents had insurance, but some homeowners are frustrated by delays in receiving government aid and feel excluded from community-rebuilding programs because their needs are perceived as less urgent.</li> </ul> <p><b>Evaluation considerations:</b></p> <p>To ensure effective long-term recovery efforts, it is essential to assess key factors such as resource allocation, community impact, and the success of implemented strategies.</p> <p>The local disaster recovery team, including social workers, has to evaluate the effectiveness and fairness of recovery efforts. It must decide how to collect data to understand the context-specific needs of each group and assess the relevance of the support provided. Additionally, it must consider how to balance short-term recovery with long-term development, all while being sensitive and transparent in its decision-making.</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
<p><b>Data collection considerations:</b></p> <p>Gathering accurate and comprehensive data allows stakeholders to make informed decisions, track progress, and adjust recovery efforts based on evolving community needs.</p> <p>The evaluation team faces challenges in collecting accurate data. Many residents of the low-income and refugee communities are hesitant to engage with formal surveys because they distrust institutions. Language barriers also make it difficult to gather data from non-English-speaking refugees. Without proper data collection, it's hard to evaluate the effectiveness of the recovery efforts, and resources may be misallocated. The team needs to decide how to gather data that respect sensitivities while still obtaining the information needed for an accurate evaluation of the recovery process.</p> <p><b>Ethical considerations:</b></p> <p>Balancing urgency with fairness, sensitivity, and privacy concerns presents unique ethical challenges in disaster recovery, requiring thoughtful decision-making and stakeholder collaboration. As you consider the ethical factors at play, answer the following questions:</p> <ol style="list-style-type: none"> <li>1) How should long-term recovery efforts prioritize the specific needs of different communities?</li> <li>2) What ethical dilemmas could arise while prioritizing certain communities to receive recovery aid first?</li> <li>3) How might rebuilding efforts differ for low-income neighborhoods, refugee communities, and middle-class suburban areas? What specific determinants of health factors might be important to assess and address as disaster relief social workers?</li> <li>4) Should more resources be directed toward low-income and refugee groups because of their heightened vulnerabilities, or should resources be distributed more equally across all communities? Why or why not?</li> <li>5) How can the disaster recovery team ensure that its evaluation process is appropriate and ethical, especially when some groups hesitate to participate in traditional data collection methods?</li> <li>6) How can disaster relief social workers ensure that recovery strategies are in line with the various needs (e.g. psychological, physical, economic) of affected communities?</li> </ol>	<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
<p><b>Exercise 5: Evaluation of Long-Term Recovery Efforts Tailored to Community-Specific Needs and Practices</b></p> <p><b>Objectives:</b></p> <p>By the end of this exercise, students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze how varying approaches to providing support can result in different outcomes during disaster recovery efforts.</li> <li>• Evaluate whether recovery programs, particularly for refugee and low-income communities, consider the context of the individual and communities.</li> <li>• Assess transparency, accountability, and ethical considerations in the recovery process.</li> <li>• Develop strategies for community engagement and evaluation that consider the contexts of clients and communities.</li> <li>• Critically examine biases in prioritizing recovery resources and the effectiveness of aid distribution.</li> <li>• Differentiate between process and outcome evaluations to determine the success of recovery efforts that consider the context and experiences of clients and communities.</li> </ul> <p><b>Instructions:</b></p> <p>Using the same scenario in Exercise 3: Long-Term Recovery and Evaluation After Hurricane Sandy, consider to the following questions. Identify one topic area that resonates with you the most and write responses to the proposed questions:</p> <ol style="list-style-type: none"> <li>1) Evaluation of long-term recovery tailored to address need across communities, including varying local conditions and resource availability: <ul style="list-style-type: none"> <li>• How would you evaluate whether long-term recovery efforts prioritized needs across communities, especially given the distinct need differences and varying local conditions among the communities?</li> </ul> </li> <li>2) Client/community understanding: <ul style="list-style-type: none"> <li>• What specific criteria would you include in an evaluation to assess whether the recovery process understood the needs of the refugee community, including language access and mental health services?</li> </ul> </li> </ol>	<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
<p>3) Transparency and accountability:</p> <ul style="list-style-type: none"> <li>• What mechanisms would you use to evaluate the transparency and accountability of the long-term recovery process, especially in addressing the concerns of historically marginalized groups?</li> <li>• How would you assess whether relevant information that considered contexts and backgrounds was communicated to all groups?</li> </ul> <p>4) Community input and understanding:</p> <ul style="list-style-type: none"> <li>• How would you design an evaluation to measure whether representatives from all communities (low-income, refugee, suburban middle class) were involved in shaping recovery plans?</li> <li>• How would you ensure that input from different community groups is considered in ways that respect their distinct experiences and needs?</li> </ul> <p>5) Ethical framework:</p> <ul style="list-style-type: none"> <li>• What ethical frameworks could guide your evaluation of how different groups and communities were treated during the recovery process? How would you assess whether these principles were consistently applied?</li> </ul> <p>6) Data collection and barriers:</p> <ul style="list-style-type: none"> <li>• What appropriate methods would you use to collect data from the refugee and low-income communities, given the language barriers and distrust of institutions?</li> <li>• How would you ensure that data collection respects contextual and experiential sensitivities while providing accurate information for evaluation?</li> </ul> <p>7) Short-term vs. long-term impact:</p> <ul style="list-style-type: none"> <li>• How would you evaluate both the short-term recovery progress and long-term development needs of each community, including background and mental health considerations?</li> <li>• What indicators would reflect sustainable recovery for each group?</li> </ul> <p>8) Effectiveness of aid:</p> <ul style="list-style-type: none"> <li>• How would you evaluate the effectiveness of the recovery efforts in addressing the specific needs of the low-income and refugee communities, particularly about mental health and employment services?</li> </ul>	<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
<p>9) Bias in prioritization:</p> <ul style="list-style-type: none"> <li>• How would you evaluate whether biases influenced the prioritization of recovery resources?</li> <li>• How would you ensure that biases do not inadvertently harm one group over another, particularly regarding resource distribution and data collection?</li> </ul> <p>10) Process vs. outcome evaluation:</p> <ul style="list-style-type: none"> <li>• What questions would you ask to differentiate between evaluating the process (e.g., how decisions were made that consider the context and experiences of clients and communities) and evaluating the outcomes (e.g., how resources were distributed to address specific background or community needs)?</li> <li>• How might these evaluations differ?</li> </ul> <p>11) Access and fairness:</p> <ul style="list-style-type: none"> <li>• How would you assess whether the recovery process was just and fair across all communities and economic groups?</li> <li>• What role does understanding backgrounds and contexts play in ensuring fairness, and what indicators would you use to evaluate this?</li> </ul>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>
<p><b>Exercise 6: Case Study Analysis—Examining Disaster Response and Recovery</b></p> <p><b>Objective:</b></p> <p>Analyze disaster response and recovery efforts to identify strengths, weaknesses, and lessons learned from real-world case studies.</p> <p><b>Instructions:</b></p> <p>1) Case study selection:</p> <ul style="list-style-type: none"> <li>• Provide students with a disaster case study (e.g., Hurricane Katrina, the 2010 Haiti earthquake, the 2011 Tōhoku earthquake and tsunami).</li> <li>• Ensure students have access to background information, including reports and data.</li> </ul> <p>2) Group formation:</p> <ul style="list-style-type: none"> <li>• Divide students into small groups of three to five.</li> <li>• Assign each group a specific aspect of the disaster (e.g., emergency response, health care, infrastructure recovery, social support).</li> </ul>	<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
<p>3) Critical analysis:</p> <ul style="list-style-type: none"> <li>• Ask each group to evaluate key questions:               <ul style="list-style-type: none"> <li>– What went well during the disaster response and recovery efforts?</li> <li>– What challenges or failures emerged?</li> <li>– What lessons can be learned from this case?</li> <li>– How did specific determinants of health affect the recovery process?</li> <li>– Were ethical considerations addressed effectively?</li> <li>– Discussion and evaluation:</li> </ul> </li> <li>• Groups present their findings in a structured discussion:               <ul style="list-style-type: none"> <li>– Compare different case studies to identify patterns and trends in disaster management.</li> <li>– Explore how future disaster responses can be improved based on lessons learned.</li> <li>– Evaluate how communities demonstrated resilience in the recovery process and identify areas for continued empowerment throughout the recovery period.</li> </ul> </li> </ul>	
<p><b>Exercise 7: Building a Disaster Resource Network</b></p> <p><b>Objective:</b> Students will develop resource-identification and networking skills to improve disaster response planning and coordination while analyzing how social determinants of health affect disaster response and recovery.</p> <p><b>Group formation:</b></p> <ul style="list-style-type: none"> <li>• Divide students into small groups of three to five.</li> <li>• Assign each group a disaster scenario (e.g., earthquake, hurricane, wildfire, flood).</li> </ul> <p><b>Resource identification:</b></p> <ul style="list-style-type: none"> <li>• Research and identify local resources available for disaster response.</li> <li>• Consider shelters, food banks, health care facilities, community centers, and emergency assistance programs.</li> <li>• Examine how factors influencing health—such as income, education, health care access, housing stability, and social support—shape disaster resilience and recovery.</li> </ul>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>

(continued)

**Class Exercises and Learning Activities** (continued)

Resource	Competency Dimension
<p><b>Network mapping:</b></p> <ul style="list-style-type: none"> <li>• Create a resource network/asset map using a visual format (e.g., digital tools, poster boards) showing how local organizations collaborate during disaster response.</li> <li>• Identify gaps in resources that disproportionately affect vulnerable populations, such as low-income communities or refugee groups.</li> <li>• Highlight how factors such as health care availability, language barriers, and housing instability affect access to recovery support.</li> <li>• Show connections between organizations and how they collaborate during disaster response.</li> </ul> <p><b>Presentation preparation:</b></p> <ul style="list-style-type: none"> <li>• Develop a 30-minute professional presentation to share findings.</li> <li>• Organize information in a clear, structured format, explaining how specific community, social, or other factors influence disaster response effectiveness.</li> <li>• Propose strategies for improving disaster recovery networks to better address health disparities.</li> <li>• Ensure clarity, organization, and justification for resource selections.</li> </ul> <p><i>Final presentation and discussion:</i></p> <ul style="list-style-type: none"> <li>• Present resource networks to the class.</li> <li>• Engage in a discussion about how social and economic conditions affect disaster preparedness and recovery. (This can be accomplished during class or through postclass discussion boards.)</li> <li>• Discuss ways to strengthen disaster response efforts and community resilience.</li> </ul>	
<p><b>Exercise 8: Disaster Relief Book Review Assignment</b></p> <p><b>Objective:</b></p> <p>Critically evaluate a disaster-focused book, analyzing how the author presents key themes, arguments, and insights. Assess the book's relevance to social work practice at the micro, mezzo, and macro levels in disaster response and relief.</p> <p>Instruction</p> <p><b>Book selection:</b></p> <ul style="list-style-type: none"> <li>• Choose a book that explores disaster relief from a personal or professional perspective.</li> <li>• Students may select their own book or choose from a provided list of suggested readings.</li> </ul>	<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
<p><b>Book review (minimum 800 words):</b></p> <ul style="list-style-type: none"> <li>• Analyze the author’s main points and perspectives on disaster relief.</li> <li>• Evaluate how effectively the author presents the topic.</li> <li>• Discuss how the book applies to social work practice in disaster response at the individual, community, and policy levels.</li> </ul> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• Why did you choose this book?</li> <li>• What is the book’s central theme and focus?</li> <li>• What key arguments does the author present?</li> <li>• How do the author’s insights connect to disaster relief social work at the micro, mezzo, or macro levels?</li> <li>• Are there gaps or limitations in the book’s coverage of the topic? What additional themes or perspectives could strengthen the work?</li> <li>• How can disaster relief social workers apply the book’s insights to real-world practice?</li> </ul> <p><b>Final submission and discussion:</b></p> <ul style="list-style-type: none"> <li>• Submit a written book review summarizing key takeaways.</li> <li>• Participate in a class discussion about different books and their contributions to disaster relief knowledge.</li> </ul> <p><b>Book Recommendations</b></p> <ul style="list-style-type: none"> <li>• Deraniyagala, S. (2013). <i>Wave</i>. Vintage.</li> <li>• Easthope, L. (2023). <i>When the Dust Settles</i>. Hodder Paperbacks.</li> <li>• Farmer, P. (2012). <i>Haiti After the Earthquake</i>. Public affairs.</li> <li>• Fink, S. (2013). <i>Five Days at Memorial</i>. Crown.</li> <li>• Havrilesky, H. (2010). <i>Disaster Preparedness</i>. Penguin.</li> <li>• Johnson, L. (2021). <i>Paradise</i>. Crown.</li> <li>• Katz, J. M. (2013). <i>The Big Truck That Went By</i>. St. Martin’s Press.</li> <li>• Ripley, A. (2024). <i>The Unthinkable</i> (Revised and updated). Harmony.</li> <li>• Rivlin, G. (2016). <i>Katrina: After the Flood</i>. Simon &amp; Schuster.</li> <li>• Solnit, R. (2009). <i>A Paradise Built in Hell: The Extraordinary Communities That Arise in Disaster</i>. Penguin.</li> </ul>	

## APPENDIX 9A

### Exercise 2: Logic Model Evaluation for a Disaster Relief Shelter Program

#### Objective:

Understand logic models as tools for program planning and evaluation. This is a three-part group class exercise.

Students will create a logic model, determine outcome measures and data sources for evaluating program performance, and present findings and recommendations.

Class reading and resources about logic models: Adapted from Corporation for National & Community Service. (n.d.). *How to develop a program logic model*.

[https://www.evaluation.gov/assets/resources/Resource\\_How%20to%20Develop%20a%20Program%20Logic%20Model.pdf](https://www.evaluation.gov/assets/resources/Resource_How%20to%20Develop%20a%20Program%20Logic%20Model.pdf)

#### Group Exercise, Part 1:

##### Develop a logic model for a disaster relief shelter program:

A disaster relief shelter program in your community has just opened its doors. The shelter is designed to create safe environments for community members affected by natural disasters and human-caused events. You are a group member tasked with evaluating the program in its first year of operation. In this logic model, your team will examine the program's objectives, activities, outputs, outcomes, and impact on the community it serves. This evaluation will shed light on the effectiveness and success of the shelter in fulfilling its mission to create safe environments for those in need during times of crisis.

What might this program's logic model look like? Create a logic model of the program.

INPUTS	OUTCOMES				
	ACTIVITIES	OUTPUTS	SHORT-TERM	MEDIUM-TERM	LONG-TERM
What we invest	What we do	How many direct products are from program activities?			

### Questions to consider for creating a logic model:

Inputs: What resources are needed to implement the program?

- Activities: What activities will or are being carried out to achieve desired outcomes?

Outputs: What are the direct products of the program's activities, and how many are there?

- Short-term: What changes in knowledge, skills, or attitudes are expected from the program?
- Medium-term: What changes in behavior or actions are expected?
- Long-term: What changes in status or condition are expected?

### Group Exercise, Part 2:

Identify process or outcome measures and data sources for evaluation using the logic model for a disaster relief shelter program.

In your small group, determine the process or outcome measures and data sources you will use in the logic model to evaluate the performance of the disaster relief shelter program. Process measures include inputs, activities, and outputs. Outcome measures include short-term, medium-term, and long-term.

Explain your reasoning for selecting the process or outcome measures to evaluate and the data sources to conduct your program evaluation. Provide examples of what the data source (e.g., survey) might include (e.g., survey questions).

Examples of data sources:

- Participant surveys
- Pre- and postprogram assessments
- Postprogram surveys
- Interviews with program staff
- Local government data
- Program records

Examples of outcome measures:

- Number of X
- Percentage of X
- Increased X
- Improved X

### **Group Exercise, Part 3:**

Develop and deliver a group presentation to program leaders and community partners (in-class exercise).

In your small group, develop a 20-minute presentation about the disaster shelter program and share your logic model and content from Part 2 of the exercise. Each member of your group should have an opportunity to present a portion of the group's work. You may use PowerPoint or Canva, audio/video tools, and more to create an engaging presentation.



## Competency 10

# Compassion and Self-Care in Disaster Response

### **SPECIALIZED PRACTICE COMPETENCY DESCRIPTION**

Disaster relief social workers should know that disasters, natural or human-made, may be acute (e.g., weather events, wildfires) and/or pervasive (e.g., air pollution, water contamination, drought). Natural and human-made disasters have impacts at the micro, mezzo, and macro levels, with both short- and long-term consequences that affect individuals (including social workers), families, communities, and societies differently. Disaster relief social workers engaged in disaster relief learn, develop, and enhance skills and expertise to incorporate compassion, empathy, and trauma stewardship to promote self-care in disaster response work. Compassion is a human value that considers one to be understanding of and empathetic to the suffering of others. Empathy is the awareness and recognition of other individuals' feelings, issues, needs, and problems. Trauma stewardship is the ability to maintain and maximize self-care.

At the micro level, disaster relief social workers recognize that they themselves could be affected by compassion fatigue (i.e., burnout and secondary traumatic stress) as they provide services to those affected by disasters. Further, disaster relief social workers themselves may also face direct impact by the disasters (e.g., family members hurt or displaced; disaster relief social workers themselves being evacuated, losing their own homes, etc.). It is important for disaster relief social workers to customize compassionate approaches to the unique needs of populations, such as individuals who have lost their homes to disasters, children (including those who are patients in hospitals, especially intensive care units), and older adults (including those who are patients in hospitals, especially intensive care units, and those in skilled nursing homes, etc.). Disaster relief social workers can then

recognize signs and symptoms of compassion fatigue, including absenteeism and presenteeism.

At the mezzo level, disaster relief social workers recognize compassion and self-care when working in local communities, and how to draw from resources in local communities to reduce the effects of compassion fatigue. Disaster relief social workers also recognize that efforts around compassion and self-care may differ based on the disaster, including differences between natural and man-made disasters on local communities and neighborhoods, and how to draw additional support from the local infrastructure (e.g., hospitals, nonprofit community health organizations, senior centers).

At the macro level, disaster relief social workers can draw on state and national research and theories on the effects of natural and man-made disasters across the nation on compassion and self-care, as well as compassion fatigue. Theories include catastrophe compassion theory, emancipatory theory of compassion, the pattern theory of compassion, self-efficacy theory (for self-care), theoretical model of compassion fatigue, attachment theory (for compassion fatigue), and social cognitive theory (for presenteeism). Different parts of the nation are affected by different types of disasters. As such, disaster relief social workers have to be aware of macro-level resources that can better emphasize compassion and self-care.

## **COMPETENCY BEHAVIORS**

### ***Micro-Level Competency Behaviors***

#### **Disaster Relief Social Workers:**

- Define and recognize how compassion, empathy, and trauma stewardship are tools to enhance social work disaster relief efforts that can inspire and support others in personal and practice settings.
- Learn how compassion fatigue may adversely affect compassion and empathy and identify signs and symptoms of compassion fatigue, including absenteeism and presenteeism.
- Use relevant policy, practice, and research approaches (including evidence-based approaches) to maximize compassion and empathy, develop strategies

for sustainable caregiving and leadership, and minimize compassion fatigue through trauma stewardship of self-care.

- Identify core components of resiliency (e.g., adequate sleep, healthy eating, regular physical activity, and active relaxation) to enhance the trauma stewardship of self-care.
- Learn how to create and incorporate informal and formal self-care plans.
- While in the field, learn how to informally help and formally train other social workers to maximize compassion and empathy and minimize compassion fatigue through trauma stewardship of self-care.
- Identify ways to respond to disasters alongside allied organizations to engage, assess, and evaluate meaningful interventions utilizing community-led and informed practices.

### ***Mezzo-Level Competency Behaviors***

#### **Disaster Relief Social Workers:**

- Define and recognize how compassion, empathy, and trauma stewardship are tools when working in local communities and neighborhoods.
- Exercise ways to maximize compassion and self-care in local communities and neighborhoods as well as address compassion fatigue.
- Facilitate the integration of compassion-centered practices into response teams and organizations to support psychological safety and group resilience in communities.
- Learn how to cultivate leadership that centers empathy, ethical decision-making, and compassion for others while maintaining professional boundaries in the face of disasters.

### ***Macro-Level Competency Behaviors***

#### **Disaster Relief Social Workers:**

- Recognize how natural and anthropomorphic disasters may affect communities and modify/customize approaches of compassion, empathy, and trauma stewardship at the national and global level.

- Share a component of each of the following theories: catastrophe compassion theory, emancipatory theory of compassion, the pattern theory of compassion, self-efficacy theory (for self-care), theoretical model of compassion fatigue, attachment theory (for compassion fatigue), and social cognitive theory (for presenteeism).

## REFERENCES

- Disaster Technical Assistance Center. (n.d.). *Compassion fatigue and self-care for crisis counselors*. Substance Abuse and Mental Health Services Administration. <https://www.samhsa.gov/technical-assistance/dtac/ccp/self-care>
- Office of the Assistant Secretary for Preparedness and Response. (2021). *A guide to compassionate and empathic dialogue* [ASPR TRACIE technical resource]. U.S. Department of Health and Human Services. <https://asprtracie.hhs.gov/technical-resources/resource/10349/a-guide-to-compassionate-and-empathic-dialogue>
- van Dernoot Lipsky, L. (n.d.). *Trauma stewardship*. The Trauma Stewardship Institute. <https://traumastewardship.com/>

## CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

### Readings

Resource	Competency Dimension
<b>Compassion and Self-Care</b>	
Boetto, H., Bell, K., & Kime, K. (2018). Holistic ecosocial work: A model for transformative change through being, knowing and doing. In M. Powers & M. Rinkel (Eds.), <i>Social work: Promoting community and environmental sustainability: A workbook for social work practitioners and educators</i> (Vol. 2, pp. 46–57). International Federation of Social Work.	Knowledge Values Skills Cognitive and Affective Processes
Brown, A. D. (2025). <i>First responders and compassion</i> . Firefighters Association of the State of New York. <a href="https://fasny.com/magazine_articles/first-responders-and-compassion/">https://fasny.com/magazine_articles/first-responders-and-compassion/</a>	Knowledge Values Skills Cognitive and Affective Processes

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## Readings (continued)

Resource	Competency Dimension
Constantinides, S. M., & Georges, J. M. (2022). To a centrality of compassion: Operationalizing the emancipatory theory of compassion. <i>Advances in Nursing Science</i> , 45(2), 114–126. <a href="https://doi.org/10.1097/ans.0000000000000411">https://doi.org/10.1097/ans.0000000000000411</a>	Knowledge Values Skills Cognitive and Affective Processes
Gallagher, S., Raffone, A., & Aglioti S. M. (2024). The pattern theory of compassion. <i>Trends in Cognitive Sciences</i> , 28(6), 504–516. <a href="https://doi.org/10.1016/j.tics.2024.04.005">https://doi.org/10.1016/j.tics.2024.04.005</a>	Knowledge Values Skills Cognitive and Affective Processes
Hurley, W. C. (2021). <i>Compassion's compass: Strategies for developing insight, kindness, and empathy</i> . Rowman & Littlefield.	Knowledge Values Skills Cognitive and Affective Processes
Lee, J. J., & Miller, S. E. (2018). A self-care framework for social workers: Building a strong foundation for practice. <i>Families in Society</i> , 94(2), 96–103. <a href="https://doi.org/10.1606/1044-3894.4289">https://doi.org/10.1606/1044-3894.4289</a>	Knowledge Values Skills Cognitive and Affective Processes
Luce, C., Fullwiler, B., & Prussia, L. (2023). R. Forbes & K. Smith (Eds.), <i>Ecosocial work: Environmental practice and advocacy</i> . NASW Press. <a href="https://naswpress.org/product/53675/ecosocial-work">https://naswpress.org/product/53675/ecosocial-work</a>	Knowledge Values Skills Cognitive and Affective Processes
National Association of Social Workers. (2025). <i>Self-care</i> . <a href="https://www.socialworkers.org/Practice/Infectious-Diseases/Coronavirus/Self-Care-for-Social-Workers">https://www.socialworkers.org/Practice/Infectious-Diseases/Coronavirus/Self-Care-for-Social-Workers</a>	Knowledge Values Skills Cognitive and Affective Processes

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**Readings** (continued)

Resource	Competency Dimension
National Center for PTSD. (2025). <i>Disaster rescue and response workers</i> . Department of Veterans Affairs. <a href="https://www.ptsd.va.gov/disaster_events/for_providers/rescue_response_workers.asp">https://www.ptsd.va.gov/disaster_events/for_providers/rescue_response_workers.asp</a>	Knowledge Values Skills Cognitive and Affective Processes
National Center for PTSD. (2025). <i>Self-care after disaster events</i> . Department of Veterans Affairs. <a href="https://www.ptsd.va.gov/disaster_events/for_everyone/selfcare_after_disaster.asp">https://www.ptsd.va.gov/disaster_events/for_everyone/selfcare_after_disaster.asp</a>	Knowledge Values Skills Cognitive and Affective Processes
Office of the Assistant Secretary for Preparedness and Response. (2021). <i>A guide to compassionate and empathetic dialogue</i> [Report]. U.S. Department of Health and Human Services. <a href="https://files.asprtracie.hhs.gov/documents/guide-compassionate--and-empathic-dialogue-508.pdf">https://files.asprtracie.hhs.gov/documents/guide-compassionate--and-empathic-dialogue-508.pdf</a>	Knowledge Values Skills Cognitive and Affective Processes
Powers, M. C. F., & Harmon, J. (2018). The mighty powers of mud: Eco-therapeutic practices for personal and professional development. In M. Powers & M. Rinkel (Eds.), <i>Social work: Promoting community and environmental sustainability: A workbook for social work practitioners and educators</i> (Vol. 2, p. 264). International Federation of Social Work.	Knowledge Values Skills Cognitive and Affective Processes
University at Buffalo. (2025). <i>Developing your self-care plan</i> . <a href="https://socialwork.buffalo.edu/resources/self-care-starter-kit/developing-your-self-care-plan.html">https://socialwork.buffalo.edu/resources/self-care-starter-kit/developing-your-self-care-plan.html</a>	Knowledge Values Skills Cognitive and Affective Processes
van der Kolk, B. A. (2014). <i>The body keeps the score: Brain, mind, and body in the healing of trauma</i> . Penguin.	Knowledge Values Skills Cognitive and Affective Processes

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**Readings** (continued)

Resource	Competency Dimension
van Dernoot Lipsky, L., & Burk, C. (2009). <i>Trauma stewardship: An everyday guide to caring for self while caring for others</i> . Berrett-Koehler.	Knowledge Values Skills Cognitive and Affective Processes
Zaki, J. (2020). Catastrophe compassion: Understanding and extending prosociality under crisis. <i>Trends in Cognitive Sciences</i> , 24(8), 587–589. <a href="https://doi.org/10.1016/j.tics.2020.05.006">https://doi.org/10.1016/j.tics.2020.05.006</a>	Knowledge Values Skills Cognitive and Affective Processes
<b>Readings: Compassion Fatigue</b>	
Adams, R. E., Figley, C. R., & Boscarino, J. A. (2007). The Compassion Fatigue Scale: Its use with social workers following urban disaster. <i>Research on Social Work Practice</i> , 18(3), 238–250. <a href="https://doi.org/10.1177/1049731507310190">https://doi.org/10.1177/1049731507310190</a>	Knowledge Values Skills Cognitive and Affective Processes
Adamson, C. (2018). Trauma-informed supervision in the disaster context. <i>The Clinical Supervisor</i> , 37(1), 221–240. <a href="https://doi.org/10.1080/07325223.2018.1426511">https://doi.org/10.1080/07325223.2018.1426511</a>	Knowledge Values Skills Cognitive and Affective Processes
Alavi, S. M., Kia-Keating, M., & Nerenberg, C. (2023). Secondary traumatic stress and burnout in health care providers: A post-disaster study. <i>Traumatology</i> , 29(3), 389–401. <a href="https://doi.org/10.1037/trm0000418">https://doi.org/10.1037/trm0000418</a>	Knowledge Values Skills Cognitive and Affective Processes

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**Readings** (continued)

Resource	Competency Dimension
Boetto, H., Närhi, K., & Bowles, W. (2022). Creating 'communities of practice' to enhance ecosocial work: A comparison between Finland and Australia. <i>The British Journal of Social Work</i> , 52(8), 4815–4835. <a href="https://doi.org/10.1093/bjsw/bcac092">https://doi.org/10.1093/bjsw/bcac092</a>	Knowledge Values Skills Cognitive and Affective Processes
Coetzee, S. K., & Laschinger, H. K. S. (2018). Toward a comprehensive, theoretical model of compassion fatigue: An integrative literature review. <i>Nursing &amp; Health Sciences</i> , 20(1), 4–15. <a href="https://doi.org/10.1111/nhs.12387">https://doi.org/10.1111/nhs.12387</a>	Knowledge Values Skills Cognitive and Affective Processes
Cooper, C. L., & Lu, L. (2016). Presenteeism as a global phenomenon: Unraveling the psychosocial mechanisms from the perspective of social cognitive theory. <i>Cross Cultural &amp; Strategic Management</i> , 23(2). <a href="http://dx.doi.org/10.1108/CCSM-09-2015-0106">http://dx.doi.org/10.1108/CCSM-09-2015-0106</a>	Knowledge Values Skills Cognitive and Affective Processes
Disaster Technical Assistance Center. (2025). <i>Compassion fatigue and self-care resources for crisis counselors</i> . Substance Abuse and Mental Health Services Administration. <a href="https://www.samhsa.gov/technical-assistance/dtac/ccp/self-care">https://www.samhsa.gov/technical-assistance/dtac/ccp/self-care</a>	Knowledge Values Skills Cognitive and Affective Processes
Farchi, M., Cohen, A., & Mosek, A. (2014). Developing specific self-efficacy and resilience as first responders among students of social work and stress and trauma studies. <i>Journal of Teaching in Social Work</i> , 34(2), 129–146. <a href="https://doi.org/10.1080/08841233.2014.894602">https://doi.org/10.1080/08841233.2014.894602</a>	Knowledge Values Skills Cognitive and Affective Processes
Guilaran, J. B. (2012). Attachment theory as a framework for understanding compassion fatigue among humanitarian relief workers. <i>Philippine Journal of Social Sciences and Humanities</i> , 17(1), 17–28.	Knowledge Values Skills Cognitive and Affective Processes

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## Readings (continued)

Resource	Competency Dimension
Holmes, M. R., Rentrop, C. R., Korsch-Williams, A., & King, J. A. (2021). Impact of COVID-19 pandemic on posttraumatic stress, grief, burnout, and secondary trauma of social workers in the United States. <i>Clinical Social Work Journal</i> , 49, 495–504. <a href="https://doi.org/10.1007/s10615-021-00795-y">https://doi.org/10.1007/s10615-021-00795-y</a>	Knowledge Values Skills Cognitive and Affective Processes
Maddux, J. E. (1995). Self-efficacy theory. In J. E. Maddux (Ed.), <i>Self-efficacy, adaptation, and adjustment</i> (pp. 3–33). The Plenum Series in Social/Clinical Psychology. <a href="https://doi.org/10.1007/978-1-4419-6868-5_1">https://doi.org/10.1007/978-1-4419-6868-5_1</a>	Knowledge Values Skills Cognitive and Affective Processes
Marceron, J. E., & Rohrbeck, C. A. (2019). Disability and disasters: The role of self-efficacy in emergency preparedness. <i>Psychology, Health &amp; Medicine</i> , 24(1), 83–93. <a href="https://doi.org/10.1080/13548506.2018.1492730">https://doi.org/10.1080/13548506.2018.1492730</a>	Knowledge Values Skills Cognitive and Affective Processes
National Center for PTSD. (2025). <i>Stress first aid</i> . Department of Veterans Affairs. <a href="https://www.ptsd.va.gov/disaster_events/for_providers/stress_first_aid.asp">https://www.ptsd.va.gov/disaster_events/for_providers/stress_first_aid.asp</a>	Knowledge Values Skills Cognitive and Affective Processes
National Center for PTSD. (2025). <i>Stress first aid for healthcare workers: Workbook</i> . Department of Veterans Affairs. <a href="https://www.ptsd.va.gov/disaster_events/for_providers/SFA/docs/SFA_Workbook_508.pdf">https://www.ptsd.va.gov/disaster_events/for_providers/SFA/docs/SFA_Workbook_508.pdf</a>	Knowledge Values Skills Cognitive and Affective Processes
Pryce, J. G., Shackelford, K. K., & Pryce, D. H. (2007). Traumatic stress and supervision in child welfare. In J. G. Pryce, K. K. Shackelford, & D. H. Pryce, <i>Secondary traumatic stress and the child welfare professional</i> (pp. 73–96). Lyceum Books.	Knowledge Values Skills Cognitive and Affective Processes

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**Readings** (continued)

Resource	Competency Dimension
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</i> , 40(1), 31-43. <a href="https://doi.org/10.1080/19371918.2024.2428394">https://doi.org/10.1080/19371918.2024.2428394</a>	Knowledge Values Skills Cognitive and Affective Processes

**Media**

Resource	Competency Dimension
<b>Compassion and Self-Care</b>	
University of Minnesota School of Public Health. (2020, May 26). <i>Psychological first aid part 1: Introduction to psychological first aid</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=uS_SvkbqxMo">https://www.youtube.com/watch?v=uS_SvkbqxMo</a>	Knowledge Skills
University of Minnesota School of Public Health. (2020, May 26). <i>Psychological first aid part 2: The impact of trauma</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=16wuLVWd54Y">https://www.youtube.com/watch?v=16wuLVWd54Y</a>	Knowledge Skills
University of Minnesota School of Public Health. (2020, May 26). <i>Psychological first aid part 3: Principles of psychological first aid</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=4p9zBC6eChw">https://www.youtube.com/watch?v=4p9zBC6eChw</a>	Knowledge Skills
University of Minnesota School of Public Health. (2020, May 26). <i>Psychological first aid parts 4 &amp; 5: Techniques of psychological first aid</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=vOJ2KMHoj7A">https://www.youtube.com/watch?v=vOJ2KMHoj7A</a>	Knowledge Skills
University of Minnesota School of Public Health. (2020, May 26). <i>Psychological first aid part 6: Responder self care</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=9TyZYFjylrc">https://www.youtube.com/watch?v=9TyZYFjylrc</a>	Knowledge Skills
<b>Compassion Fatigue</b>	
Northwest MHTTC. (2021, March 12). <i>Burnout, compassion fatigue, moral injury and resilience in the context of COVID 19</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=mep3xxOW6co">https://www.youtube.com/watch?v=mep3xxOW6co</a>	Knowledge Skills

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**Media** (continued)

Resource	Competency Dimension
TEDx Talks. (2018, November 26). <i>Compassion fatigue: What is it and do you have it?</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=v-4m35Gixno">https://www.youtube.com/watch?v=v-4m35Gixno</a>	Knowledge Skills

**In-Class Resources**

Resource	Competency Dimension
<b>Compassion and Self-Care</b>	
University at Buffalo. (2025). <i>Emergency self-care worksheet</i> . <a href="https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/emergency-self-care-worksheet.pdf">https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/emergency-self-care-worksheet.pdf</a>	Knowledge Skills
University at Buffalo. (2025). <i>Self-care assessment</i> . <a href="https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/self-care-assessment.pdf">https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/self-care-assessment.pdf</a>	Knowledge Skills
<b>Compassion Fatigue</b>	
Minnesota Department of Education. (2025). <i>ABCs of addressing compassion fatigue</i> . <a href="https://education.mn.gov/mdeprod/idcplg?IdcService=GET_DYNAMIC_CONVERSION&amp;dID=64121">https://education.mn.gov/mdeprod/idcplg?IdcService=GET_DYNAMIC_CONVERSION&amp;dID=64121</a>	Knowledge Skills
University at Buffalo. (2025). <i>Professional Quality Of Life Scale (PROQOL): Compassion satisfaction and fatigue</i> . <a href="https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/compassion-satisfaction-and-fatigue-stamm-2009.pdf">https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/compassion-satisfaction-and-fatigue-stamm-2009.pdf</a>	Knowledge Skills

**Assignments**

Resource	Competency Dimension
<b>Compassion and Self-Care</b>	
Ackerman, C. E. (2017, December 21). <i>8 powerful self-compassion exercises &amp; worksheets</i> . PositivePsychology.com. <a href="https://positivepsychology.com/self-compassion-exercises-worksheets/">https://positivepsychology.com/self-compassion-exercises-worksheets/</a>	Knowledge Skills
Stress and Development Lab. (2025). <i>Self-compassion exercises</i> . Kenneth C. Griffin Graduate School of Arts and Sciences, Harvard. <a href="https://sdlab.fas.harvard.edu/self-compassion/self-compassion-exercises">https://sdlab.fas.harvard.edu/self-compassion/self-compassion-exercises</a>	Knowledge Skills

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*Assignments and Learning Activities (continued)*

Resource	Competency Dimension
<b>Compassion Fatigue</b>	
Graff, M. (2021). <i>The compassion fatigue workbook: 28 exercises for compassion-fatigued helping professionals</i> . Cultivating Human Resiliency.	Knowledge Skills
HHS Preparedness and Response. (2019, August 19). <i>Cognitive tools for mitigating compassion fatigue and secondary trauma</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=in3r4oKGyME">https://www.youtube.com/watch?v=in3r4oKGyME</a>	Knowledge Skills

**Field Resources**

Resource	Competency Dimension
<b>Compassion and Self-Care</b>	
University at Buffalo. (2025). Emergency self-care worksheet. <a href="https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/emergency-self-care-worksheet.pdf">https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/emergency-self-care-worksheet.pdf</a>	Knowledge Skills
University at Buffalo. (2025). Self-care assessment. <a href="https://www.buffalo.edu/content/dam/www/studentlife/units/uls/wellness-education-services/self-care-assessment%20(1).pdf">https://www.buffalo.edu/content/dam/www/studentlife/units/uls/wellness-education-services/self-care-assessment%20(1).pdf</a>	Knowledge Skills
<b>Compassion Fatigue</b>	
Consortium for Mental Healthcare. (2009). Stanford Presenteeism Scale (SPS-6). <a href="https://www.ppcn.org/Assessments/Presenteeism/Presenteeism-Scoring-Review.pdf">https://www.ppcn.org/Assessments/Presenteeism/Presenteeism-Scoring-Review.pdf</a>	Knowledge Skills
University at Buffalo. (2025). Professional Quality Of Life Scale (PROQOL): Compassion satisfaction and fatigue. <a href="https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/compassion-satisfaction-and-fatigue-stamm-2009.pdf">https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/compassion-satisfaction-and-fatigue-stamm-2009.pdf</a>	Knowledge Skills

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