



The National Center for  
Excellence in Homeless Services

**CURRICULAR  
GUIDE *for*  
ADDRESSING  
HOMELESSNESS**

2015 EPAS Curricular Guide Resource Series

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# **CURRICULAR GUIDE *for* ADDRESSING HOMELESSNESS**

**2015 EPAS Curricular Guide  
Resource Series**

**Council on Social Work Education**  
*Alexandria, Virginia*

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COUNCIL ON SOCIAL WORK EDUCATION

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# **Preface: Competency-Based Education**

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

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

## **SOCIAL WORK COMPETENCIES**

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

The bullet points under the paragraph descriptions in the EPAS are a set of behaviors that integrate the dimensions of the competency and represent observable components of each competency. The dimensions of the competency inform the behaviors.

## **FRAMEWORK FOR THE GUIDE**

The CSWE Commission on Educational Policy (COEP) developed a framework for the development of curricular guides for areas of specialized practice. The taskforce followed the guidelines for creating licensing and regulation competencies and curricular resources listed here:

- 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 (Educational Policy [EP] M2.1).
- 2) Discussion of how the area of specialized practice builds on generalist practice as described in EP 2.0 (Accreditation Standard [AS] M2.1.1).
- 3) 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 M2.1 and AS M2.1.3).
- 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. The curriculum content and resources identified in this guide are not required by accreditation standards and are meant to serve as an optional guide to programs on how to conceptualize addressing homelessness with the nine social work competencies identified in the 2015 EPAS.

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

This guide highlights homelessness content for social work curricula and can be used with generalist or specialized practice curricula. The guide provides resources for educators desiring to expand this content within their baccalaureate and master's programs and courses.



# Introduction

## **SERVING PEOPLE WHO ARE HOMELESS: AN ETHICAL IMPERATIVE**

The growing challenges of homelessness, the scarcity of affordable housing, and meeting the often complex needs of people experiencing homelessness compel the social work profession to exercise bold leadership to strengthen services, research, and advocacy to address and end homelessness in America. Success in ending homelessness among veterans and reducing chronic homelessness in many communities across the United States shows that where there is the political will to end homelessness, it is possible to do so.

The *Code of Ethics* of the National Association of Social Workers (NASW, 2017) prioritizes services to people who are “vulnerable, oppressed, and living in poverty,” with a mission to enhance individual and societal well-being. Multiple issues—including poverty, chronic health problems, mental health challenges, substance abuse and addiction, domestic violence, lack of affordable housing, evictions, deinstitutionalization, decarceration, hospital and armed services discharges, youths who are unaccompanied, trafficking, and trauma—contribute to homelessness. Yet, although people who are homeless typically encompass the highest-risk populations, they often do not have access to core social work services (Larkin, Beckos, & Martin, 2014; Larkin, Henwood, Aykanian, Fogel, Briar-Lawson, et al., 2015). Moreover, homeless populations may be the most diverse among high-need populations. Their housing insecurity may be the byproduct of inequitable access to jobs, housing, wages, education, and services due to discriminatory practices and lack of investment in underserved communities. These inequities disproportionality affect individuals and families based on race and ethnicity, age, disabilities

(including behavioral health, trauma, and health issues), sexual orientation, sex, gender identity and expression, and immigration status.

## **ADDRESSING THE GRAND CHALLENGE OF ENDING HOMELESSNESS**

In 2015, the American Academy of Social Work and Social Welfare adopted 12 Grand Challenges to be addressed by the profession; one was to end homelessness (Henwood et al., 2015). This Grand Challenge compels homelessness-focused social work education, the development of research and evidence-based services and practices, and social policy advocacy to seek an end to homelessness and housing insecurity once and for all. Leadership by schools of social work can strengthen university–agency partnerships by supporting the translation of research into practice while creating new research opportunities for faculty and expanded field experiences and relevant curricular content for students. This in turn creates student pathways to careers in the field of homelessness, with increased knowledge, skills, capacity for service development, and advocacy with and for the homeless population. The social work profession can play a critical part in ending homelessness through effective leadership, research, and advocacy for evidence-based programs, housing supports, and state-of-the-art service provision (Briar-Lawson, 2015; Larkin et al., 2015).

## **KEY SOCIAL WORK ROLES**

Social workers are already playing key strategic roles in addressing and ending homelessness. They are fostering innovative approaches such as Critical Time Intervention and diversion programs to prevent homelessness (Herman & Mandiberg, 2010; [www.criticaltime.org](http://www.criticaltime.org)). They are using federally supported strategies for needs assessment, housing, service provision, and data management, including Coordinated Entry Systems and the Homeless Management Information System. Social workers are also building the capacity of social service agencies to address trauma, employment challenges, and other risk factors that may contribute to homelessness (Briar-Lawson, 2015). Some are advancing evidence-based practices, such as the SSI/SSDI Outreach Access and Recovery (SOAR) model, and housing-based interventions, such as rapid rehousing and housing-first approaches to help end homelessness. Social

work leaders such as Padgett, Henwood, and Culhane (2016) call for housing versus shelters, permanent versus transitional housing options along with flexible support services, and prioritizing the housing choices and preferences of people who are homeless. Many social workers are helping to write their communities' 10-year plans to end homelessness. Social workers are also serving in key government positions or involved in the design and implementation of policies to address homeless services, and many are working in nonprofit settings advocating for policy change and helping organize communities to address the affordable housing crisis and end homelessness. Social workers can offer a comprehensive response that addresses both individual vulnerability and societal conditions contributing to homelessness (Burt, 2001; Hayes, Zonneville, & Bassuk, 2013; Larkin, Beckos, & Shields, 2012; Larkin & Park, 2012; Larkin & Records, 2007; Padgett, 2006).

## **TRANSFORMATIONAL LEADERSHIP**

Homelessness and housing insecurity impel social workers to serve as transformational leaders who are cognizant of the perilous challenges that people experiencing homelessness face while also recognizing their resilience. This includes acknowledging the fact that the strategies people use to survive (e.g., sleeping on park benches and food sharing) are often criminalized in some states, creating additional obstacles to overcoming homelessness. Some who see homelessness as a threat to their business, neighborhood, or community may seek social work services for people who are homeless. However, services created to address a perceived threat often reflect a social control approach to service delivery rather than an approach that fosters empowerment, interdependence, and human flourishing in communities. Thus, social workers can be powerful public educators and advocates who use their skills to combat community resistance and garner support for needed resources (Aykanian & Lee, 2015).

Social workers also have transformational roles to play in attending to the causes, dynamics, and consequences faced by individuals and families experiencing homelessness. As scholar change agents, social workers draw on data about the causes, the costs, and the benefits of more supportive services—including housing first, healthcare, social services, and income supports such as Supplemental Security Income (SSI) and Social Security Disability



Income (SSDI). Social workers move beyond a basic service response to call out and address the root causes of homelessness, such as the lack of affordable housing, joblessness, low wages, racism and discrimination, and violence. Each individual and family journey into homelessness reflects key gaps as well as discriminatory practices in preventive policies, entitlements, services, and practices. The stigmas faced by people experiencing homelessness add to their challenges, especially as they are stereotyped, demeaned, and even arrested in their efforts to survive. Moreover, they need tailored individual and family-centered services. Disparities in services and housing access require systematic attention to and advocacy regarding the social justice issues that contribute to, if not cause, homelessness. In fact, these disparities and root causes compel public education campaigns and social action regarding the structural causes of their plight (Donaldson, 2008; Donaldson & Daughtery, 2011; Donaldson & Shields, 2009).

### **SOCIAL JUSTICE-ORIENTED PRACTICE**

Informed by theories of justice (Rawls, 1971), human capabilities (Nussbaum, 2010), human rights (Ife, 2001), and antioppressive practice (Domenelli, 1998), social workers demonstrate the multimodal and multisystemic nature of the profession in their work with people experiencing homelessness. In doing so, they address the complex behavioral challenges that may be correlates of homelessness and housing insecurity while documenting and confronting the exclusionary, discriminatory, and oppressive practices that have contributed to the growth of homelessness and the marginalization of people experiencing homelessness. Such social justice-oriented practice is aided by several international legal instruments. For example, the UN's Universal Declaration of Human Rights and the International Convention on Economic, Social and Cultural Rights both obligate the signatories, including the United States, to ensure the human right to housing. Yet housing is a market-driven commodity and not a human right in the United States.

### **INCLUSIVE EDUCATION FOR INCLUSIVE PRACTICE**

To better serve vulnerable people with multifaceted problems, social workers are called on to move beyond categorical systems and siloed care. Similarly,

knowledge development and curricular advances regarding homelessness include and transcend single issue categories of concern (e.g., behavioral health, healthcare, child welfare, trauma) and require an integration of micro, mezzo, and macro methods, including policy practice within the profession (Larkin, 2006; Larkin & Records, 2007). Thus, the competencies that follow assume that students have the capacity to provide multimodal services at multiple levels.

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## ***Competency 1***

# **Demonstrate Ethical and Professional Behavior**

### **SPECIALIZED PRACTICE COMPETENCY DESCRIPTION**

Social workers use the NASW Code of Ethics to guide practice, including policy practice, in addressing housing insecurity and homelessness, particularly related to issues of social justice, dignity and worth of the individual, and issues related to privacy and the ethical use of technology. Social workers understand the varied and complex causes and consequences of housing insecurity and homelessness across client systems and their intersection within diverse populations and cultures. Social workers professionally engage and serve client systems in diverse and adverse conditions and settings while reflecting social work values and ethical practices. They protect client rights to privacy and advocate for other legal protections related to technology. Social workers consider the roles personal and societal stigma play in perpetuating homelessness and their related consequences. They actively advocate for social change to reduce stigma and social injustice related to housing insecurity and homelessness. Social workers recognize the unique individual cultures, strengths, capacities, and resiliency of clients who experience housing insecurity and homelessness and develop effective strategies to reduce the risk of personal biases interfering with effective practice.

### **COMPETENCY BEHAVIORS**

Social workers:

- Demonstrate awareness of personal biases and use professional values to guide effective social work practice in working toward ending housing insecurity and homelessness,

- Advocate for social policy change related to issues of social injustice related to housing insecurity and homelessness, and
- Use ethical decision-making frameworks that incorporate social work values and ethics in housing insecurity and homelessness practice.

## CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

<i>Readings</i>	
Resource	Competency Dimension
Beckett, C., Maynard, A., & Jordan, P. (2017). <i>Values and ethics in social work</i> (3rd ed.). Thousand Oaks, CA: Sage.	Knowledge Values Skills Cognitive and Affective Processes
Burt, M. R., Pearson, C. L., & Montgomery, A. E. (2006). <i>Homelessness: Prevention, strategies, &amp; effectiveness</i> . London, England: Nova Science Publications Inc.	Knowledge Values Skills Cognitive and Affective Processes
Desmond, M. (2016). <i>Evicted: Poverty and profit in the American city</i> . New York, NY: Broadway Books.	Knowledge Values
Dolgoff, R., Harrington, D., & Lowenberg, F. M. (2012). <i>Ethical decisions for social work practice</i> (9th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.	Knowledge Values Skills
Gunn, J. A., Rikabi, G., & Huebner. (2013). Do you see me? Ethical considerations of the homeless. <i>Online Journal of Health Ethics</i> , 9(1), Article 4. Retrieved from <a href="https://aquila.usm.edu/cgi/viewcontent.cgi?referer=https://search.yahoo.com/&amp;httpsredir=1&amp;article=1044&amp;context=ojhe">https://aquila.usm.edu/cgi/viewcontent.cgi?referer=https://search.yahoo.com/&amp;httpsredir=1&amp;article=1044&amp;context=ojhe</a>	Knowledge Values

*(continued)*

**Readings** (continued)

Resource	Competency Dimension
National Association of Social Workers. (2017). <i>Code of ethics</i> . Washington, DC: NASW.	Knowledge Values Skills Cognitive and Affective Processes
Reamer, F. G. (2013). <i>Social work values and ethics</i> (4th ed.). New York, NY: Columbia University Press.	Knowledge Values Skills Cognitive and Affective Processes
Schiff, J. W. (2015). <i>Working with homeless and vulnerable people: Basic skills and practices</i> . Chicago, IL: Lyceum Books.	Knowledge Values Skills Cognitive and Affective Processes
Snow, D. A., & Anderson, L. (1993). <i>Down on their luck: A study of homeless street people</i> . Berkeley, CA: University of Berkeley Press.	Knowledge Values Skills Cognitive and Affective Processes
Strom-Gottfried, K. (2015). <i>Straight talk about professional ethics</i> . Chicago, IL: Lyceum Books.	Knowledge Values Skills
Walls, J. (2005). <i>The glass castle</i> . New York, NY: Scribner.	Knowledge Values Skills Cognitive and Affective Processes

<i>Assignments</i>	
Resource	Competency Dimension
<p><b>Experience with people who are homeless:</b> Students volunteer at a shelter, health facility, soup kitchen, or other facility that provides services to people who are homeless (a minimum of 6 hours). Volunteer experience cannot be completed at field placement sites. Students write a brief description of the experience.</p>	Knowledge Values Skills Cognitive and Affective Processes
<p>Students complete the SOAR (SSI/SSDI Outreach, Access, and Recovery) program certification and conduct outreach with required self-reflection about the experience, including one's own values and professional values and ethical guidelines.</p>	Knowledge Values Skills Cognitive and Affective Processes
<p>Students in an undergraduate Social Work Practice with Individuals course partner with a local soup kitchen and day shelter to conduct funder-required satisfaction survey interviews with clients. As part of this facilitated reflective activity, students explore concepts of ethics and values of the service-learning project, including the values of social justice and service and the ethical standards of informed consent, privacy and confidentiality, and cultural awareness and social diversity as well as other competencies.</p>	Knowledge Values Skills Cognitive and Affective Processes
<i>Class Activities</i>	
Resource	Competency Dimension
<p><b>Examining your values within homeless services:</b> Students reflect and answer questions and case study scenarios about providing homeless services and adhering to the NASW Code of Ethics.</p>	Values Cognitive and Affective Processes
<p>Students are trained and partnered with community homeless service providers and other volunteers to conduct local point-in-time count outreach of unsheltered adults, families, and youths in the community and at local Project Homeless Connect events. Students reflect on their experience through the lens of ethical and professional practice.</p>	Knowledge Values Skills Cognitive and Affective Processes

<i>Web Resources</i>	
Resource	Competency Dimension
<b>HHS: Homeless Home Page</b> <a href="http://www.hhs.gov/homeless/">http://www.hhs.gov/homeless/</a>	Knowledge
<b>Interagency Council on Homelessness (ICH)</b> <a href="http://www.ich.gov/">http://www.ich.gov/</a>	Knowledge
<b>National Center on Family Homelessness</b> <a href="http://www.familyhomelessness.org/">http://www.familyhomelessness.org/</a>	Knowledge
<b>National Coalition for the Homeless</b> <a href="http://www.nationalhomeless.org/index.html">http://www.nationalhomeless.org/index.html</a>	Knowledge







## *Competency 2*

# Engage Diversity and Difference in Practice

### **SPECIALIZED PRACTICE COMPETENCY DESCRIPTION**

Social workers working with people experiencing homelessness and housing insecurity recognize that this is a diverse and vulnerable population. Social workers understand that those homeless and experiencing housing insecurity are often hidden within various practice settings and practice encounters. Social workers understand that homelessness can occur throughout the lifespan. Social workers comprehend that homelessness is the result of the intersectionality of various systems; multiple traits, including race, age, socioeconomic class, culture, ability, ethnicity, gender identity, immigration status, and veteran status; and discriminatory social and political practices. Furthermore, social workers know that people in this position have multiple strengths and are resilient. Social workers working with people experiencing homelessness and housing insecurity practice cultural humility and engage in practice methods that promote self-determination, dignity, and personal well-being. Social workers address the systemic mechanisms that contribute to the disproportionate number of stigmatized populations experiencing homelessness and housing insecurity. Social workers understand the value of working with diverse disciplines and communities to address the complexity of those experiencing homelessness and housing insecurity.

## COMPETENCY BEHAVIORS

Social workers:

- Demonstrate knowledge of multiple diversity factors and their influence on the risk of experiencing homelessness or housing insecurity.
- Demonstrate knowledge of diversity factors and their intersectionality with societal and cultural experiences, structures, and values.
- Reflect on how one's own diversity factors contribute to attitudes and biases toward people experiencing homelessness and housing insecurity.
- Engage interprofessional groups and stakeholders in addressing the influence of intersectionality of diverse factors on homelessness and housing insecurity.

## CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

Readings	
Resource	Competency Dimension
Aykanian, A., & Lee, W. (2016). Social work's role in ending the criminalization of homelessness: Opportunities for action. <i>Social Work, 61</i> (2), 183–185. doi:10.1093/sw/sww011	Knowledge Values Skills
Bright, C. L., Farrell, J., Winters, A. M., Betsinger, S., & Lee, B. R. (2018). Family centered treatment, juvenile justice, and the Grand Challenge of Smart Decarceration. <i>Research on Social Work Practice, 28</i> (5), 638–645. doi:10.1177/1049731517730127	Knowledge Values Skills
Burnes, D. W., & DiLeo, D. L. (Eds.). (2016). <i>Ending homelessness: Why we haven't, how we can</i> . Boulder, CO: Lynne Rienner Publishers.	Knowledge
Byrne, T., Montgomery, A. E., & Dichter, M. E. (2013). Homelessness among female veterans: A systematic review of the literature. <i>Women &amp; Health, 53</i> (6), 572–596. doi:10.1080/03630242.2013.817504	Knowledge

(continued)

## Readings (continued)

Resource	Competency Dimension
Clark, S. (2007). Social work students' perceptions of poverty. <i>Journal of Human Behavior in the Social Environment</i> , 16(1-2), 149-166. doi:10.1300/J137v16n01_10	Knowledge Values
Desmond, M. 2016. <i>Evicted: Poverty and profit in the American city</i> . New York, NY: Crown.	Knowledge Values
Edelman, P. B. (2017). <i>Not a crime to be poor: The criminalization of poverty in America</i> . New York, NY: The New Press.	Knowledge Values
Ferguson, K. M., Bender, K., & Thompson, S. J. (2015). Gender, coping strategies, homelessness stressors, and income generation among homeless young adults in three cities. <i>Social Science &amp; Medicine</i> , 135, 47-55. doi: practice and policy. <i>Families in Society, The Journal of Contemporary Social Services</i> , 97(3), 151-264. doi:10.1606/1044-3894.2016.97.31	Knowledge Values Skills
Forge, N., Hartinger-Saunders, R., Wright, E., & Ruel, E. (2018). Out of the system and onto the streets: LGBTQ-identified youths experiencing homelessness with past child welfare system involvement. <i>Child Welfare</i> , 96(2), 47-74. doi:10.1037/h0098852	Knowledge Values Skills
Gattis, M. M., & Larson, A. (2017). Perceived microaggressions and mental health in a sample of black youths experiencing homelessness. <i>Social Work Research</i> , 41(1), 7-17. doi:10.1093/swr/svw030	Knowledge Values Skills
Greenwald, H., & Zajfen, V. (2017). Food insecurity and food resource utilization in an urban immigrant community. <i>Journal of Immigrant &amp; Minority Health</i> , 19(1), 179. doi:10.1007/s10903-015-0331-9	Knowledge
Harris, T., Kintzle, S., Wenzel, S., & Castro, C. A. (2017). Expanding the understanding of risk behavior associated with homelessness among veterans. <i>Military Medicine</i> , 182(9), e1900-e1907. doi:10.7205/MILMED-D-16-00337	Knowledge Values Skills
Hill, K. M., Toft, J. E., Garrett, K., Ferguson, S. M., & Kuechler, C.F. (2016). Assessing clinical MSW students' attitudes, attributions, and responses to poverty. <i>Journal of Poverty</i> , 20(4), 396-416. doi:10.1080/10875549.2015.1105345	Knowledge Values
Johnstone, M., Parsell, C., Jetten, J., Dingle, G., & Walter, Z. (2016). Breaking the cycle of homelessness: Housing stability and social support as predictors of long-term well-being. <i>Housing Studies</i> , 31(4), 410-426. doi:10.1080/02673037.2015.1092504	Knowledge Values Skills

(continued)

**Readings** (continued)

Resource	Competency Dimension
Jones, M. M. (2016). Does race matter in addressing homelessness? A review of the literature. <i>World Medical &amp; Health Policy</i> , 8(2), 139–156. <a href="http://doi.org/10.1002/wmh3.189">http://doi.org/10.1002/wmh3.189</a>	Knowledge
Kozol, J. (1988). <i>Rachel and her children: Homeless families in America</i> . New York, NY: Crown Publishers.	Knowledge Values
Morton, M. H., Dworsky, A., & Samuels, G. M. (2017). <i>Missed opportunities: Youth homelessness in America. National estimates</i> . Chicago, IL: Chapin Hall and the University of Chicago. Retrieved from <a href="http://voicesofyouthcount.org/brief/national-estimates-of-youth-homelessness/">http://voicesofyouthcount.org/brief/national-estimates-of-youth-homelessness/</a>	Knowledge Values
Mullins, M. H., Wilkins, B. T., Mahan, A., & Bouldin, J. B. (2016). Homeless liaisons' perceptions of McKinney–Vento Act implementation: Examining geographical trends and differences. <i>Social Work In Public Health</i> , 31(5), 358. doi:10.1080/19371918.2015.1137516	Knowledge
Patterson, M. L., Currie, L., Rezanoff, S., & Somers, J. M. (2015). Exiting homelessness: Perceived changes, barriers, and facilitators among formerly homeless adults with mental disorders. <i>Psychiatric Rehabilitation Journal</i> , 38(1), 81–87. doi:10.1037/prj0000101	Knowledge
Robinson, B. A. (2018). Child welfare systems and LGBTQ youth homelessness: Gender segregation, instability, and intersectionality. <i>Child Welfare</i> , 96(2), 29–45.	Knowledge Values Skills
Shelton, J., Poirier, J. M., Wheeler, C., & Abramovich, A. (2018). Reversing erasure of youths and young adults who are LGBTQ and access homelessness services: Asking about sexual orientation, gender identity, and pronouns. <i>Child Welfare</i> , 96(2), 1–28. doi:10.1016/j.chilyouth.2016.02.008	Knowledge Values Skills
Weng, S. S., & Clark, P. G. (2018). Working with homeless populations to increase access to services: A social service providers' perspective through the lens of stereotyping and stigma. <i>Journal of Progressive Human Services</i> , 29(1), 81–101. doi:10.1080/10428232.2018.1394784	Knowledge Values
Whitbeck, L., Armenta, B., & Welch-Lazoritz, M. (2015). Borderline personality disorder and Axis I psychiatric and substance use disorders among women experiencing homelessness in three US cities. <i>Social Psychiatry &amp; Psychiatric Epidemiology</i> , 50(8), 1285. doi:10.1007/s00127-015-1026-1	Knowledge

<b>Websites</b>	
<b>Resource</b>	<b>Competency Dimension</b>
<a href="https://endhomelessness.org/">https://endhomelessness.org/</a>	Knowledge
<a href="https://www.nlchp.org/">https://www.nlchp.org/</a>	Knowledge
<a href="https://transequality.org/issues/housing-homelessness">https://transequality.org/issues/housing-homelessness</a>	Knowledge
<a href="https://www.hudexchange.info/resources/documents/2017-ahar-part-1.pdf">https://www.hudexchange.info/resources/documents/2017-ahar-part-1.pdf</a>	Knowledge
<a href="https://www.nlchp.org/documents/housing-not-handcuffs">https://www.nlchp.org/documents/housing-not-handcuffs</a>	Knowledge
<a href="http://voicesofyouthcount.org/brief/national-estimates-of-youth-homelessness/">http://voicesofyouthcount.org/brief/national-estimates-of-youth-homelessness/</a>	Knowledge
<b>Media</b>	
<b>Resource</b>	<b>Competency Dimension</b>
<b>The Revolving Doors</b> <a href="https://www.theatlantic.com/video/index/557324/revolving-doors/">https://www.theatlantic.com/video/index/557324/revolving-doors/</a>	Knowledge
<b>When the Light's Red</b> <a href="https://usf.kanopy.com/video/when-lights-red">https://usf.kanopy.com/video/when-lights-red</a>	Values
<b>Frontline: Poor Kids</b> <a href="https://www.pbs.org/wgbh/frontline/film/poor-kids/">https://www.pbs.org/wgbh/frontline/film/poor-kids/</a>	Knowledge
<b>Frontline: Poverty, Politics and Profit</b> <a href="https://www.pbs.org/wgbh/frontline/film/poverty-politics-and-profit/">https://www.pbs.org/wgbh/frontline/film/poverty-politics-and-profit/</a>	Knowledge Values
<b>Frontline: The Released</b> <a href="https://www.pbs.org/video/frontline-the-released/">https://www.pbs.org/video/frontline-the-released/</a>	Knowledge
<b>Shelter</b> <a href="https://www.youtube.com/watch?v=kufnbnbfwri">https://www.youtube.com/watch?v=kufnbnbfwri</a>	Knowledge

<i>In-Class Exercises</i>	
Resource	Competency Dimension
<p><b>Before class:</b> Students will read “A Downward Spiral: A Case Study in Homelessness,” a case study about a client who has recently become homeless.</p> <p><b>In class:</b> In small groups, discuss the factors associated with John’s path to homelessness. Students will answer the following questions in their small group and choose one answer to share with the entire class.</p> <ol style="list-style-type: none"> <li>1. We are not given John’s race; do you think John’s experience would have been different if he were black or white, or if he were female? Use the readings and lesson plans from previous classes to explain some of the differences minorities experience while homeless.</li> <li>2. What local social service agencies in our county could help John find housing?</li> <li>3. What city, state, and federal legislation is currently affecting people’s access to affordable housing in our area?</li> <li>4. Why do you think the emergency department was the first place John thought to go for care? How might the emergency department improve care for patients such as John?</li> </ol> <p><a href="http://www.ihl.org/education/ihopenschool/resources/pages/casestudies/homelessnessstoppingadownwardspiral.aspx">www.ihl.org/education/ihopenschool/resources/pages/casestudies/homelessnessstoppingadownwardspiral.aspx</a></p>	<p>Knowledge Cognitive and Affective Processes</p>
<p><b>In class:</b> Students will play “The Scramble,” an activity that highlights the existing inequalities of wealth and power in our country. Students will be divided into small groups and debrief with the questions provided with the activity.</p> <p><a href="http://hrlibrary.umn.edu/edumat/pdf/TB1.pdf">http://hrlibrary.umn.edu/edumat/pdf/TB1.pdf</a></p>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p>After breaking up into small groups, use Google Images to find 20 different examples of homeless shelters across the United States. Discuss your reactions to the images.</p> <p>A few questions to consider:</p> <ul style="list-style-type: none"> <li>• Were you surprised by the images?</li> <li>• What feelings were triggered by looking through the images?</li> <li>• Can you imagine how people may feel when walking through these buildings for the first time?</li> <li>• Think about your definition of “home” and consider what needs to be addressed about the physical space of these homeless shelters to better accommodate the diverse homeless population.</li> </ul>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p><b>Frontline: Poverty, Politics and Profit</b></p> <p><a href="https://www.pbs.org/wgbh/frontline/film/poverty-politics-and-profit/">https://www.pbs.org/wgbh/frontline/film/poverty-politics-and-profit/</a></p>	<p>Knowledge Values</p>

*(continued)*

*In-Class Exercises (continued)*

Resource	Competency Dimension
<b>Frontline: The Released</b> <a href="https://www.pbs.org/video/frontline-the-released/">https://www.pbs.org/video/frontline-the-released/</a>	Knowledge
<b>Shelter</b> <a href="https://www.youtube.com/watch?v=KUfNbNBFwRI">https://www.youtube.com/watch?v=KUfNbNBFwRI</a>	Knowledge

### Assignments

Resource	Competency Dimension
<p>The student will write a 2- to 3-page reaction paper based on a course-assigned reading or video shown in class. Students must also be prepared to discuss their reaction in class. The paper should include your general reactions to the media you've chosen; your critique of whether the program, policy, or study effectively addressed the diversity related to problems of poverty or homelessness, and why; the implications for social work; any personal feelings you experienced in terms of value conflicts and struggles you were aware of; and the ways in which this experience, presentation, or reading affected your sense of self as an evolving helping professional.</p>	Knowledge Values Cognitive and Affective Processes
<p>Students will write a reflection paper about their thoughts about the homeless population and identify their biases. Do these biases change based on the person's substance use, immigration status, or age? Explain the strategies you will use to actively manage these biases when working with this population.</p>	Knowledge Values Cognitive and Affective Processes
<p>Students will write a 5- to 7-page paper evaluating an ordinance at the federal, state, or local level that affects the homeless population. Students will address the following questions:</p> <ul style="list-style-type: none"> <li>• Describe the history of the ordinance.</li> <li>• Explain what social problem the social ordinance was aiming to address.</li> <li>• What populations are affected by this ordinance?</li> <li>• Is the ordinance achieving what it was intended to achieve?</li> <li>• Has the ordinance been effective?</li> <li>• Discuss strategies to strengthen the ordinance or alternatives to the current ordinance.</li> </ul> <p>Example topics: mortgage issues, lack of affordable housing, tearing down of tent cities</p>	Knowledge Values Skills Cognitive and Affective Processes

*(continued)*



*Assignments (continued)*

Resource	Competency Dimension
Students will research current Housing Assessment Tools and find one that best suits the population at their agency. The tool should be tailored to the client's personal and cultural needs. The student will conduct the assessment at their field placement and write a 3-page paper describing the short- and long-term goals to address the client's need and a section reflecting their thoughts on the process.	Knowledge Skills Cognitive and Affective Processes

**CASE STUDY**

*(This case study can be used by instructors to discuss multiple system problems, possible interventions, or advocacy efforts.)*

The client is a white woman in her late 40s who was living in permanent supportive housing for adults. She has a high school diploma and has always worked in manual labor jobs, primarily construction. She is articulate and able to think clearly, but she may be experiencing dysthymia. Being in a shelter for a year is contributing to her growing sense of failure and hopelessness. She is working closely with her case manager. She is organized and has all her medical records available. She is receiving food stamps and using the county health plan but has no other insurance. She physically presents as strong and healthy, but due to years of physical labor, her knees are damaged, preventing her from continuing in this area of work. Her insurance pays only for general care and does not allow her to see a specialist for her knees. She is actively seeking work, rides a bike despite this hurting her knees, and is not using drugs or alcohol.

She is not married, has no children, and is distant from family. She is content with being by herself; however, she is friendly to those around her. She is cautious about whom to trust. She has some event in her background that is flagged when she applies for positions. This is interfering with her getting a job.

Discussion questions and activities:

- 1) Discuss the various systems that this client is interacting with and her relationship with each of the systems.

- 2) Draw an ecomap of her presenting problems. Compare her situation with those of others in the shelter who are:
  - Younger,
  - With children/family,
  - Of a different race or gender or cultural background,
  - Not connected to a case manager or permanent supportive housing.
- 3) Prepare an advocacy plan to address one of her problems that needs a system response. How would you proceed, and whom would you contact?
- 4) What about this situation would remind a social worker to engage in practice with a diversity perspective?





## **Competency 3**

# **Advance Human Rights and Social, Economic, and Environmental Justice**

### **SPECIALIZED PRACTICE COMPETENCY DESCRIPTION**

Social workers understand that people who experience homelessness or housing insecurity experience the full range of violations to their human rights, particularly violations to their human dignity, security, right to nondiscrimination, and right to housing. All people who are homeless are subject to criminal charges while pursuing basic human needs. Social workers understand that communities of color, the LGBTQIA community, and people with disabilities are disproportionately represented in the homeless population. Social workers understand how homelessness is a reflection of implicit bias, institutional discrimination, fragmented and ineffective systems of care, and disinvestments in affordable housing. Social workers understand that the extreme weather from climate change both creates homelessness and threatens the lives of people currently experiencing homelessness through extreme temperatures and the lack of protection from natural disasters. Social workers identify and engage multiple stakeholders, including those with lived experience of homelessness, to advocate and organize for access to resources, human rights, and social change that ends homelessness and promotes housing security.

### **COMPETENCY BEHAVIORS**

- Formulate strategies, using the UN Declaration of Human Rights as one framework, to champion efforts to advance the human rights and social, economic, and environmental justice for people experiencing homelessness.

- Collaborate with multiple stakeholders and constituencies to ensure that people who are homeless have access to housing, employment, healthcare, education, entitlements, social welfare benefits, social supports, and leisure.
- Engage in community organizing and other structural change methods to challenge and dismantle systems of oppression in an effort to promote housing security and other goods that not only end homelessness but promote human well-being.

## CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

### Readings

Resource	Competency Dimension
Abramovich, I. A. (2012). No safe place to go—LGBTQ youth homelessness in Canada: Reviewing the literature. <i>Canadian Journal of Family and Youth</i> , 4(1), 29–51. doi:10.29173/cjfy16579	Knowledge Values Cognitive and Affective Processes
Aykanian, A., & Lee, W. (2016). Social work's role in ending the criminalization of homelessness: Opportunities for action. <i>Social Work</i> , 61, 183–185. doi:10.1093/sw/sww011	Knowledge Values Cognitive and Affective Processes
Carter, G. R. (2011). From exclusion to destitution: Race, affordable housing, and homelessness. <i>Cityscape: A Journal of Policy Development and Research</i> , 13(1), 33–70. Retrieved from: <a href="http://www.thecyberhood.net/documents/papers/cityscape.pdf">http://www.thecyberhood.net/documents/papers/cityscape.pdf</a>	Knowledge Values Cognitive and Affective Processes
Dennis, D., Lassiter, M., Connelly, W. H., & Lupfer, K. S. (2011). Helping adults who are homeless gain disability benefits: The SSI/SSDI Outreach, Access, and Recovery (SOAR) Program. <i>Psychiatric Services</i> , 62, 1373–1376. doi:10.1176/ps.62.11.pss6211_1373	Knowledge Skills Cognitive Processes

(continued)

## Readings (continued)

Resource	Competency Dimension
Desmond, M. (2016). <i>Evicted: Poverty and profit in the American City</i> . New York, NY: Broadway Books.	Knowledge Values Skills Cognitive and Affective Processes
DeWard, S. L., & Moe, A. M. (2010) "Like a prison!": Homeless women's narratives of surviving shelter. <i>The Journal of Sociology &amp; Social Welfare</i> , 37(1), 115–135. Retrieved from: <a href="https://pdfs.semanticscholar.org/5bca/1c34f3eda12cf7cd62515c473f4ec6895a6f.pdf">https://pdfs.semanticscholar.org/5bca/1c34f3eda12cf7cd62515c473f4ec6895a6f.pdf</a>	Knowledge Values Affective Processes
Jain, M. (2010). <i>Bringing human rights home: The DC right to housing campaign</i> . Retrieved from American University Washington College of Law website: <a href="https://digitalcommons.wcl.american.edu/hrbrief/vol17/iss3/">https://digitalcommons.wcl.american.edu/hrbrief/vol17/iss3/</a>	Knowledge Skills Cognitive Processes
Lee, R. C. (2012). Family homelessness viewed through the lens of health and human rights. <i>Advances in Nursing Science</i> , 35, E47–E59. doi:10.1097/ANS.0b013e3182537432	Knowledge Values Cognitive and Affective Processes
Levin, B. (2015). Reassessing laws on hate violence against the homeless. <i>American Behavioral Scientist</i> , 59, 1715–1728. doi:10.1177/0002764215590604	Knowledge Skills Cognitive Processes
Moxley, D. P., & Washington, O. G. M. (2013). Helping older African American homeless women get and stay out of homelessness: Reflections on lessons learned from long-haul developmental action research. <i>Journal of Progressive Human Services</i> , 24, 140–164. doi:10.1080/10428232.2013.778178	Knowledge Skills Cognitive Processes
Nicolay, M., Brown, L., Johns, R., & Lalynytchev, A. (2016). A study of heat related illness preparedness in homeless veterans. <i>International Journal of Disaster Risk Reduction</i> , 18, 72–74. doi:10.1016/j.ijdr.2016.05.009	Knowledge
Patterson, D. A., Cronley, C., West, S., & Lantz, J. (2014). Social justice manifest: A university–community partnership to promote the individual right to housing. <i>Journal of Social Work Education</i> , 50, 234–246. doi:10.1080/10437797.2014.885244	Knowledge Skills Cognitive Processes

(continued)

*Readings (continued)*

Resource	Competency Dimension
Pepper, D. A., & Jocoy, C. L. (2013). A climatological analysis of emergency homeless shelter openings in Long Beach, California, USA. <i>Applied Geography</i> , 37, 168–175. doi:10.1016/j.apgeog.2012.10.010	Knowledge Cognitive Processes
Proehl, R. A. (2007). Social justice, respect, and meaning-making: Keys to working with the homeless elderly population. <i>Health &amp; Social Work</i> , 32(4), 301–307. doi:10.1093/hsw/32.4.301	Knowledge Values Skills Cognitive and Affective Processes
Ramin, B., & Svoboda, T. (2009). Health of the homeless and climate change. <i>Journal of Urban Health: Bulletin of the New York Academy of Medicine</i> , 86, 654–664. doi:10.1007/s11524-009-9354-7	Knowledge Cognitive Processes
Saelinger, D. (2006). Nowhere to go: The impacts of city ordinances criminalizing homelessness. <i>Georgetown Journal on Poverty Law and Policy</i> , 13(3), 545–566.	Knowledge Values Cognitive and Affective Processes
Tawatao, M., & Bailey, C. (2011). Toward a human rights framework in homelessness advocacy bringing clients face-to-face with the United Nations. <i>Clearinghouse Review</i> , 45(5–6), 169–176. Retrieved from: <a href="http://www.povertylaw.org/files/docs/article/chr_2011_september_october_article_16.pdf">http://www.povertylaw.org/files/docs/article/chr_2011_september_october_article_16.pdf</a>	Knowledge Skills Cognitive Processes
Taylor, S. (2013). Structural violence, oppression, and the place-based marginality of homelessness. <i>Canadian Social Work Review</i> , 30(2), 255–273. Retrieved from: <a href="https://www.jstor.org/stable/43486773">https://www.jstor.org/stable/43486773</a>	Knowledge Values Cognitive and Affective Processes
United Nations. (1948). <i>The universal declaration of human rights</i> . Retrieved from the United Nations website: <a href="http://www.un.org/en/universal-declaration-human-rights/index.html">http://www.un.org/en/universal-declaration-human-rights/index.html</a>	Knowledge, Cognitive Processes

*(continued)*

*Readings (continued)*

Resource	Competency Dimension
United Nations. (n.d.). About the sustainable development goals. In <i>Sustainable development goals</i> . Retrieved from the United Nations website: <a href="https://www.un.org/sustainabledevelopment/sustainable-development-goals/">https://www.un.org/sustainabledevelopment/sustainable-development-goals/</a>	Knowledge Cognitive Processes

***In-Class Exercises***

Resource	Competency Dimension
<p>Divide students into small groups.</p> <p>Give each group a clipping of a newspaper article related to homelessness.</p> <p>Within each group have students do the following:</p> <ol style="list-style-type: none"> <li>1. Define the problem you are reading about in the news article.</li> <li>2. Identify the key stakeholders who should be involved in helping you define the problem. (Give rationale for selection of groups.)</li> <li>3. Brainstorm partial solutions and select one partial solution to this problem to serve as a goal for an advocacy campaign.</li> <li>4. Make the solution SMART (specific, measurable, achievable, realistic, and time limited).</li> <li>5. Offer a rationale for your selection of the partial solution based on Bobo, Kendall, and Max's "Checklist for Choosing an Issue," listed below:             <ol style="list-style-type: none"> <li>a. Will it result in real improvement in people's lives?</li> <li>b. Is it worthwhile? Is it winnable?</li> <li>c. Is it widely felt, is it deeply felt?</li> <li>d. Is it easy to understand?</li> <li>e. Does it have a clear target?</li> <li>f. Is it non-divisive?</li> <li>g. Will it help you build leadership?</li> <li>h. Is it consistent with your values and vision?</li> <li>i. Will it alter the relations of power?</li> <li>j. Will it play positively in the media?</li> <li>k. Is there a pocketbook angle?</li> </ol> </li> <li>6. For each criterion, explain why you thought your issue met or did not meet the criterion.</li> </ol> <p>Present the results of your group work to the class.</p> <p>Bobo, K., Kendall, J., &amp; Max, S. (2010). <i>Organizing for social change: The Midwest academy manual for activists</i>. Santa, Ana, CA: The Forum Press.</p>	Knowledge Values Skills Cognitive Processes

*(continued)*



*In-Class Exercises (continued)*

Resource	Competency Dimension
<p>Assign a feature film about homelessness that students can watch on their own.</p> <ol style="list-style-type: none"> <li>7. Invite them to post two discussion questions to Blackboard that raise issues of social, economic, or environmental justice.</li> <li>8. The instructor can collate those questions and form small groups for discussion about the film in class.               <ol style="list-style-type: none"> <li>a. Possible movies include <i>The Soloist</i>, <i>The Pursuit of Happyness</i>, <i>Cathy Come Home</i>, or documentaries such as <i>Lost Angels: Skid Row Is My Home</i>.</li> </ol> </li> </ol>	Knowledge Values Skills Cognitive and Affective Processes

### Media

Resource	Competency Dimension
<p><b>Materials from Street Sense Media</b>, <a href="https://www.streetsensemedia.org/#">https://www.streetsensemedia.org/#</a></p> <p>Street Sense Media creates content in print, film, theater, photography, audio, illustration, and more, all for the purpose of providing economic opportunity for and elevating the voices of people experiencing homelessness. The content of our media center aims to challenge perceptions of homelessness and those it affects while creating common ground on which we can build a stronger community.</p>	Knowledge Values Cognitive and Affective Processes
<p><b>Videos from Invisible People</b>: <a href="https://invisiblepeople.tv/about/">https://invisiblepeople.tv/about/</a></p> <p>Since its launch in November 2008, Invisible People has leveraged the power of video and the massive reach of social media to share the compelling, gritty, and unfiltered stories of homeless people from Los Angeles to Washington, DC. The vlog gets up close and personal with veterans, mothers, children, layoff victims, and others who have been forced onto the streets by a variety of circumstances.</p>	Knowledge Values Cognitive and Affective Processes
<p><b>Eviction Lab</b>, <a href="https://evictionlab.org/">https://evictionlab.org/</a></p> <p>The Eviction Lab is a team of researchers, students, and website architects who believe that a stable, affordable home is central to human flourishing and economic mobility. Accordingly, understanding the sudden, traumatic loss of home through eviction is foundational to understanding poverty in America.</p> <p>Drawing on tens of millions of records, the Eviction Lab at Princeton University has published the first dataset of evictions in America, going back to 2000.</p>	Knowledge Values Cognitive and Affective Processes

*(continued)*

**Media** (continued)

Resource	Competency Dimension
<p><b>Just Shelter</b>, <a href="https://justshelter.org/">https://justshelter.org/</a></p> <p>Just Shelter was founded by Matthew Desmond and Tessa Lowinske Desmond to raise awareness of the human cost of the lack of affordable housing in America and to amplify the work of community organizations working to preserve affordable housing, prevent eviction, and reduce family homelessness.</p>	<p>Knowledge</p> <p>Values</p> <p>Cognitive and Affective Processes</p>

### Assignments

Resource	Competency Dimension
<p><b>Advancing Human Rights of People Who Are Homeless</b></p> <ol style="list-style-type: none"> <li>Go to a park or other location where you might meet someone who is homeless. Introduce yourself and get acquainted with him or her (e.g., engage in a conversation about everyday issues, such as the weather, current events, and how long they've lived in the city). Don't feel like you have to talk incessantly; presence to another person is a powerful way to communicate dignity and respect for another. Spend time with this person on at least two occasions.</li> <li>Consider the 30 Articles described in the UN Declaration of Human Rights. What kinds of human rights violations did you observe or hear about in your conversations over two meetings with a person with lived experience? Note each human right for which there was a violation.</li> <li>Select one violation of human rights experienced by the person you spoke with. Find six current publications (within the past 5 years) about the experience and consequences of this human rights violation for people who are homeless. Then examine the literature to identify a policy solution that addresses this human rights violation. Find six current articles that evaluate the effectiveness of this policy solution.</li> <li>Write a paper that includes the following elements:             <ol style="list-style-type: none"> <li>Introduction, including a summary of the conversations with the person with lived experience.</li> <li>Discussion of the human rights violations the person has experienced. This includes naming the human rights violation and evidence for this violation.</li> <li>Summary of the prevalence and consequences of human rights violations.</li> <li>Description of policy solutions and summary of the research.</li> <li>Implications for social work practice (micro, mezzo, and macro) in light of all aspects of assignment.</li> </ol> </li> </ol>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

(continued)

*Assignments (continued)*

Resource	Competency Dimension
<p><b>Legislative Testimony</b></p> <p>Students will write a testimony designed to be given before a legislative body that educates about and advocates for or against a particular policy or budgetary investment or disinvestment on an issue related to homelessness. The testimony should include the following components:</p> <ol style="list-style-type: none"> <li>a. Introduction (name and affiliation and reason for testimony)</li> <li>b. Summary of your position on the issue</li> <li>c. Facts to support your position</li> <li>d. Alternatives to your position</li> <li>e. Conclusion (summary of position and thank you)</li> </ol> <p>In addition to writing the testimony, students will deliver the testimony in class. It should be no longer than 3 minutes.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>

**Field Activities**

Resource	Competency Dimension
<p><b>Current Events Group With People Experiencing Homelessness</b></p> <p>Assuming a field placement in homeless services agency, conduct a weekly current events group where people gather to discuss issues in the homeless service delivery system that are affecting them and that they may be able to act collectively to change.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>
<p><b>Coalition</b></p> <p>Find a coalition in your local area that works on issues related to homelessness and housing insecurity. Participate in monthly coalition meetings and help craft an advocacy agenda based on the experiences of people who are served by your agency.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>
<p><b>SOAR</b></p> <p>After taking the free <a href="#">online SOAR course</a>, students can work with SOAR-eligible clients to get them access to SSI/SSDI benefits.</p> <p>Students can work in their local communities to build capacity related to SOAR.</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>



## **Competency 4**

# **Engage in Practice-Informed Research and Research-Informed Practice**

### **SPECIALIZED PRACTICE COMPETENCY DESCRIPTION**

Social workers both use and generate research-informed solutions for preventing and ending homelessness, which requires understanding the state of the knowledge on effective practice at different systems levels (micro, mezzo, macro). Translation of knowledge into practice is critical yet can be challenging, given gaps in knowledge on effective practices to address homelessness and housing insecurity. To address these gaps, social workers value research and data as change tools for developing culturally relevant practice. Social workers also recognize the importance of collaborative research with diverse people experiencing homelessness and housing insecurity and will ensure that adequate research is being conducted to support the development of interventions for people who are homeless.

### **COMPETENCY BEHAVIORS**

- Monitor the current state of knowledge through activities such as reading peer-reviewed journals, attending research lectures or conferences, or reviewing credible websites (e.g., [naeh.org](http://naeh.org), [usich.gov](http://usich.gov)).
- Formulate research questions that can meaningfully address gaps in knowledge for practitioners and policymakers.
- Contribute to the current state of knowledge by conducting research that can meaningfully answer gaps in knowledge for practitioners and policymakers.
- Disseminate research to a wide variety of audiences so that it can be used as a critical tool in homeless services and policymaking.

## CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

<i>Readings</i>	
Resource	Competency Dimension
Brekke, J. S., Ell, K., & Palinkas, L. A. (2007). Translational science at the National Institute of Mental Health: Can social work take its rightful place? <i>Research on Social Work Practice, 17</i> (1), 123-133. doi:10.1177/1049731506293693	Knowledge Values
Brownson, R. C., Chiqui, J. F., & Stamatakis, K. A. (2009). Understanding evidence-based public health policy. <i>American Journal of Public Health, 99</i> (9), 1576-1583. doi:10.2105/AJPH.2008.156224	Knowledge Values
Green, L. W. (2006). Public health asks of systems science: To advance our evidence-based practice, can you help us get more practice-based evidence? <i>American Journal of Public Health, 96</i> (3), 406-409. doi:10.2105/AJPH.2005.066035	Knowledge Values
Henwood, B. F., Stanhope, V., Brawer, R., Weinstein, L. C., Lawson, J., Stwors, E., & Crossan, C. (2013). Addressing chronic disease within supportive housing programs. <i>Progress in Community Health Partnerships: Research, Education, and Action, 7</i> (1), 67. doi: 10.1353/cpr.2013.0005	Knowledge Values
Kelly, E. L., Kiger, H., Gaba, R., Pancake, L., Pilon, D., Murch, L., . . . & Brekke, J. S. (2015). The Recovery-Oriented Care Collaborative: A practice-based research network to improve care for people with serious mental illnesses. <i>Psychiatric Services, 66</i> , 1132-1134. doi:10.1176/appi.ps.201500076	Knowledge
Macnaughton, E., Nelson, G., Goering, P., & Piat, M. (2017). Moving evidence into policy: The story of the at Home/Chez Soi initiative's impact on federal homelessness policy in Canada, and its implications for the spread of housing first in Europe and internationally. <i>European Journal of Homelessness, 11</i> (1). Retrieved from: <a href="https://www.feantsa.org/download/article-5733488951688694919.pdf">https://www.feantsa.org/download/article-5733488951688694919.pdf</a>	Knowledge
McMillen, J. C., Lenze, S. L., Hawley, K. M., & Osborne, V. A. (2009). Revisiting practice-based research networks as a platform for mental health services research. <i>Administration and Policy in Mental Health and Mental Health Services Research, 36</i> (5), 308-321. doi:10.1007/s10488-009-0222-2	Knowledge
Nevo, I., & Slonim-Nevo, V. (2011). The myth of evidence-based practice: Towards evidence-informed practice. <i>British Journal of Social Work, 41</i> (6), 1176-1197. doi:10.1093/bjsw/bcq149	Knowledge Values

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**Readings** (continued)

Resource	Competency Dimension
Nicholas, W. C., & Henwood, B. F. (2018). Applying a prevention framework to address homelessness as a population health issue. <i>Journal of Public Health Policy, 39</i> (3), 283–293. doi:10.1057/s41271-018-0137-9	Knowledge
Okpych, N. J., & Yu, J. L. (2014). A historical analysis of evidence-based practice in social work: The unfinished journey toward an empirically grounded profession. <i>Social Service Review, 88</i> (1), 3–58. doi:10.1086/674969	Knowledge Values
Palinkas, L. A., & Soydan, H. (2011). <i>Translation and implementation of evidence-based practice</i> . Oxford, UK: Oxford University Press.	Knowledge
Stanhope, V., & Dunn, K. (2011). The curious case of housing first: The limits of evidence based policy. <i>International Journal of Law and Psychiatry, 34</i> (4), 275–282. doi:10.1016/j.ijlp.2011.07.006	Knowledge Values
Toros, H., & Flaming, D. (2018). Prioritizing homeless assistance using predictive algorithms: An evidence-based approach. <i>Cityscape, 20</i> (1), 117–146. Retrieved from: <a href="https://ssrn.com/abstract=3202479">https://ssrn.com/abstract=3202479</a>	Knowledge
Wallerstein, N., & Duran, B. (2010). Community-based participatory research contributions to intervention research: The intersection of science and practice to improve health equity. <i>American Journal of Public Health, 100</i> (S1), S40–S46. doi:10.2105/AJPH.2009.184036	Knowledge

**In-Class Exercises**

Resource	Competency Dimension
<p><b>Before class:</b> Have students read an article that describes a community-based participatory research (CBPR) project. For example, the following article describes a CBPR approach within a housing-first program for formerly homeless adults:</p> <p>Henwood, B. F., Stanhope, V., Brawer, R., Weinstein, L. C., Lawson, J., Stwors, E., &amp; Crossan, C. (2013). Addressing chronic disease within supportive housing programs. <i>Progress in Community Health Partnerships: Research, Education, and Action, 7</i>(1), 67. doi:10.1353/cpr.2013.0005</p> <p><b>In class:</b> Identify what a CBPR approach provides that other methods might not. Identify at least three barriers and three advantages to successfully implementing this approach. As a class, each group shares perceived barriers and advantages and discusses the degree to which the groups are aligned. In small groups, students could also discuss ideas for implementing a CBPR project in an agency that they are familiar with, preferably a homeless services agency.</p>	Knowledge Values Skills

(continued)

*In-Class Exercises (continued)*

Resource	Competency Dimension
<p><b>Before class:</b> Read Stanhope, V., &amp; Dunn, K. (2011). The curious case of housing first: The limits of evidence based policy. <i>International Journal of Law and Psychiatry</i>, 34(4), 275–282. doi:10.1016/j.ijlp.2011.07.006</p> <p>In small groups, discuss the factors that the authors have identified that led to adoption and dissemination of housing first. What factors are evidence based and what factors are value based?</p>	Knowledge Values Skills
<p>Invite a panel of local experts or policymakers, people with the lived experience of having been homeless, or homelessness service providers. Have students submit to panelists competency-relevant questions (questions about knowledge, skills, or values related to homelessness) for discussion.</p>	Knowledge Values Skills

## Assignments

Resource	Competency Dimension
<p><b>Monitoring the Current State of Knowledge</b></p> <p>Review the Cochrane Methods Equity Work Group website on Homeless Health Guidelines. (<a href="https://methods.cochrane.org/equity/projects/homeless-health-guidelines">https://methods.cochrane.org/equity/projects/homeless-health-guidelines</a>)</p> <p>Answer the following questions:</p> <ul style="list-style-type: none"> <li>● What is Homeless Health Network attempting to achieve?</li> <li>● How does this help people in the field monitor the current state of knowledge?</li> <li>● What are some other sources that you think would help you monitor the current state of knowledge? (Describe why you think this source is reliable.)</li> </ul> <p><b>Follow-up assignment:</b> Using the sources of knowledge you have identified, complete a summary or annotated bibliography of what we know and identify gaps in knowledge that require additional research.</p>	Knowledge Values Skills

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*Assignments (continued)*

Resource	Competency Dimension
<p><b>Understanding Evidence-Based Policymaking</b></p> <p>Review local or federal policy statements on addressing youth homelessness, such as <a href="https://www.usich.gov/resources/uploads/asset_library/USICH_Federal_Youth_Framework.pdf">https://www.usich.gov/resources/uploads/asset_library/USICH_Federal_Youth_Framework.pdf</a></p> <p>Analyze the following:</p> <ol style="list-style-type: none"> <li>1. To what extent are policies supported by evidence? How do you know?</li> <li>2. What are the most critical gaps in knowledge on addressing youth homelessness?</li> </ol>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>
<p><b>Developing Practice-Based Research Networks (PBRNs) to Address Homelessness</b></p> <p><b>Preparation:</b> Read the following:</p> <p>Kelly, E. L., Kiger, H., Gaba, R., Pancake, L., Pilon, D., Murch, L., . . . Brekke, J. S. (2015). The Recovery-Oriented Care Collaborative: A practice-based research network to improve care for people with serious mental illnesses. <i>Psychiatric Services</i>, 66(11), 1132-1134. doi:10.1176/appi.ps.201500076</p> <p><b>Assignment:</b> In small groups, either over the course of multiple class sessions or as an out-of-class project, identify stakeholders who might benefit from joining a PBRN on addressing homeless. Then, answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What do you see as the potential benefit of joining a PBRN? What would be the barriers and costs?</li> <li>2. What types of questions would the PBRN address? How are they different from research questions found in the exiting literature?</li> </ol>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>







## **Competency 5**

# **Engage in Policy Practice**

### **SPECIALIZED PRACTICE COMPETENCY DESCRIPTION**

Social workers understand the local, organizational, state, and federal levels of policy related to those experiencing homelessness and housing insecurity. Social workers understand the historical, political, and cultural contexts that affect homelessness and homeless policy; how policy around criminal justice, child welfare, and other systems contributes to homelessness; and how the nature of a market-based economy and the values and demands it imposes also contribute to homelessness. Social workers engage stakeholders in policy practice and advocacy for policy change related to homelessness and housing insecurity. Social workers appreciate how policy and the absence of policy also contribute to homelessness; that homelessness is a direct result of the gaps in policy related to employment, housing, human rights, and healthcare; and that poor policy decisions affect homelessness. Social workers collaborate with people experiencing homelessness and housing insecurity, as well other constituencies, to formulate policies that address their needs. Social workers examine how biases are reflected in policy choices addressing homelessness.

### **COMPETENCY BEHAVIORS**

- Educate key stakeholders on how social, economic, and environmental policies at the local, organizational, state, and federal levels affect homelessness and housing insecurity;
- Understand the ways in which biases regarding homelessness and housing insecurity affect policy analysis, policy development, and policy advocacy;

- Advocate for development and implementation of policies on all levels that are focused on the elimination of homelessness and the promotion of safe and affordable housing options.

## CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

<i>Readings</i>	
Resource	Competency Dimension
Ausikaitis, A., Wynne, M., Persaud, S., Pitt, R., Hosek, A., Reker, K., . . . Flores, S. (2015). Staying in school: The efficacy of the McKinney-Vento Act for homeless youth. <i>Youth &amp; Society</i> , 47(5), 707–726. doi:10.1177/0044118X14564138	Knowledge Values Skills
Aykanian, A., & Wonhyung, L. (2016). Social work's role in ending the criminalization of homelessness: Opportunities for action. <i>Social Work</i> , 61(2), 183–185. doi:10.1093/sw/sww011	Knowledge Values Skills Cognitive and Affective Processes
Beharie, N., Jessell, L., Osuji, H., & McKay, M. (2017). The association between shelter rules and psychosocial outcomes among homeless youths residing in family shelters. <i>Families in Society: The Journal of Contemporary Social Services</i> , 98(2), 113–120. doi:10.1606/1044-3894.2017.98.16	Knowledge Values Cognitive and Affective Processes
Bullough, R. J., & Hall-Kenyon, K. M. (2015). Chronic homelessness, Head Start, and changing federal policies: Teaching and learning at Hawthorne House. <i>Urban Education</i> , 50(6), 631–659. doi:10.1177/0042085914525792	Knowledge Values Skills Cognitive and Affective Processes
Canfield, J., Harley, D., Teasley, M., & Nolan, J. (2017). Validating the McKinney-Vento Act Implementation Scale: Examining the factor structure and reliability. <i>Children &amp; Schools</i> , 39(1), 53–60. doi:10.1093/cs/cdw047	Knowledge Values Skills

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Resource	Competency Dimension
Canfield, J. P., & Teasley, M. L. (2015, April). The McKinney–Vento Homeless Assistance Act: School-based practitioners' place in shaping the policy's future. <i>Children &amp; Schools</i> , 37(2), 67–70. <a href="https://doi.org/10.1093/cs/cdv007">https://doi.org/10.1093/cs/cdv007</a>	Knowledge Values Skills Cognitive and Affective Processes
Clemens, E., Hess, R. S., Strear, M. M., Rue, L., Rizzolo, S., & Henninger, J. (2018). Promoting resilience in youths experiencing homelessness through implementation of the McKinney–Vento Homeless Assistance Act. <i>Preventing School Failure</i> , 62(2), 105–115. <a href="https://doi.org/10.1080/1045988X.2017.1387756">https://doi.org/10.1080/1045988X.2017.1387756</a>	Knowledge Values Skills Cognitive and Affective Processes
Crutchfield, R., Chambers, R., & Duffield, B. (2016). Jumping through the hoops to get financial aid for college students who are homeless: Policy analysis of the College Cost Reduction and Access Act of 2007. <i>Families in Society: The Journal of Contemporary Social Services</i> , 97(3), 191–199. <a href="https://doi.org/10.1606/1044-3894.2016.97.25">https://doi.org/10.1606/1044-3894.2016.97.25</a>	Knowledge Values Skills
Cunningham, K. A. (2014). A question of priorities: A critical investigation of the McKinney–Vento Act. <i>Critical Questions in Education</i> , 5(3), 218–232. Retrieved from: <a href="https://files.eric.ed.gov/fulltext/EJ1046706.pdf">https://files.eric.ed.gov/fulltext/EJ1046706.pdf</a>	Knowledge Values Skills
Golabek-Goldman, S. (2017). Ban the address: Combating employment discrimination against the homeless. <i>Yale Law Journal</i> , 126(6), 1788–1868. Retrieved from: <a href="https://www.yalelawjournal.org/pdf/h.1788.Golabek-Goldman.1868_9wo15f6u.pdf">https://www.yalelawjournal.org/pdf/h.1788.Golabek-Goldman.1868_9wo15f6u.pdf</a>	Knowledge Values Skills
Hallett, R. E., & Crutchfield, R. (2017). Special issue: Homelessness and housing insecurity in higher education—A trauma-informed approach to research, policy, and practice. <i>ASHE Higher Education Report</i> , 43(6), 1–129.	Knowledge Values Skills Cognitive and Affective Processes
Henwood, B. F., Padgett, D. K., & Tiderington, E. (2014). Provider views of harm reduction versus abstinence policies within homeless services for dually diagnosed adults. <i>Journal of Behavioral Health Services &amp; Research</i> , 41(1), 80–89. <a href="https://doi.org/10.1007/s11414-013-9318-2">doi:10.1007/s11414-013-9318-2</a>	Knowledge Values Cognitive and Affective Processes

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Resource	Competency Dimension
Henwood, B., Stefancic, A., Petering, R., Schreiber, S., Abrams, C., & Padgett, D. (2015). Social relationships of dually diagnosed homeless adults following enrollment in housing first or traditional treatment services. <i>Journal of the Society for Social Work and Research</i> , 6(3), 385–406. doi:10.1086/682583	Knowledge Values Skills Cognitive and Affective Processes
Hodge, J. G. Jr., DiPietro, B., & Horton-Newell, A. E. (2017). Homelessness and the public's health: Legal responses. <i>Journal of Law, Medicine &amp; Ethics</i> , 45, 28–32. doi:10.1177/1073110517703314	Knowledge Values Skills
Kanak, M., Stewart, A., Vinci, R., Liu, S., & Sandel, M. (2018). Trends in homeless children and young adults seeking shelter in a Boston pediatric emergency department following state housing policy changes, 2011–2016. <i>American Journal of Public Health</i> , 108(8), 1076–1078. doi:10.2105/AJPH.2018.304493	Knowledge Skills
Keuroghlian, A. S., Shtasel, D., & Bassuk, E. L. (2014). Out on the street: A public health and policy agenda for lesbian, gay, bisexual, and transgender youths who are homeless. <i>American Journal of Orthopsychiatry</i> , 84(1), 66–72. doi:10.1037/h0098852	Knowledge Values Skills
Larkin, H., Aykanian, A. L., & Streeter, C. (2019). <i>Homeless prevention and intervention in social work: Policies, programs, and practices</i> . Cham, Switzerland: Springer Nature. <a href="https://doi.org/10.1606/1044-3894.2016.97.31">https://doi.org/10.1606/1044-3894.2016.97.31</a>	Knowledge Values Skills Cognitive and Affective Processes
Larkin, H., Henwood, B., Fogel, S., Aykanian, A., Briar-Lawson, K., Donaldson, L., . . . Streeter, C. (2016). Responding to the Grand Challenge to end homelessness: The National Homelessness Social Work Initiative. <i>Families in Society: The Journal of Contemporary Social Services</i> , 97(3), 153–159.	Knowledge Values Skills Cognitive and Affective Processes
Minnery, J., & Greenhalgh, E. (2007). Approaches to homelessness policy in Europe, the United States, and Australia. <i>Journal of Social Issues</i> , 63(3), 641–655. doi:10.1111/j.1540-4560.2007.00528.x	Knowledge Values Skills

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*Readings (continued)*

Resource	Competency Dimension
<p>Mosley, J. (2013). The beliefs of homeless service managers about policy advocacy: Definitions, legal understanding, and motivations to participate. <i>Administration in Social Work, 37</i>(1), 73–89. <a href="https://doi.org/10.1080/03643107.2012.656221">https://doi.org/10.1080/03643107.2012.656221</a></p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Parker, R., Cima, M. J., Brown, Z., &amp; Regier, M. (2018). Expanded Medicaid provides access to substance use, mental health, and physician visits to homeless and precariously housed persons. <i>Journal of Community Health, 43</i>(2), 207–211. doi:10.1007/s10900-017-0405-9</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Patterson, D. A., Cronley, C., West, S., &amp; Lantz, J. (2014). Social justice manifest: A university–community partnership to promote the individual right to housing. <i>Journal of Social Work Education, 50</i>(2), 234–246. doi:10.1080/10437797.2014.885244</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Pavlaklis, A. E. (2018). Spaces, places, and policies: Contextualizing student homelessness. <i>Educational Researcher, 47</i>(2), 134–141. doi:10.3102/0013189X17742645</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Pavlaklis, A. E., &amp; Duffield, B. (2017). The politics of policy in the McKinney–Vento Homeless Assistance Act: Setting the agenda for students experiencing homelessness. <i>Urban Review: Issues and Ideas in Public Education, 49</i>(5), 805–831. doi:10.1007/s11256-017-0422-0</p>	<p>Knowledge Values Skills</p>
<p>Rahman, M. A., Turner, J. F., &amp; Elbedour, S. (2015). The U.S. homeless student population: Homeless youths education, review of research classifications and typologies, and the U.S. federal legislative response. <i>Child &amp; Youth Care Forum, 44</i>(5), 687–709. doi:10.1007/s10566-014-9298-2</p>	<p>Knowledge Values Skills</p>

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*Readings (continued)*

Resource	Competency Dimension
Schneider, M., Brisson, D., & Burnes, D. (2016). Do we really know how many are homeless?: An analysis of the Point-In-Time homelessness count. <i>Families in Society: The Journal of Contemporary Social Services</i> , 97(4), 271-273. doi:10.1606/1044-3894.2016.97.39	Knowledge Values Skills
Sisco, T. (2017). Gender and policy implementation: Analyzing and predicting the progress of congressional bills targeting homeless women, 1977-1987. <i>Journal of Women, Politics &amp; Policy</i> , 38(3), 385-408. doi:10.1080/1554477X.2016.1219596	Knowledge Values Skills
Sungwoo, L., Gao, Q., Stazesky, E., Singh, T. P., Harris, T. G., & Levanon Seligson, A. (2018). Impact of a New York City supportive housing program on Medicaid expenditure patterns among people with serious mental illness and chronic homelessness. <i>BMC Health Services Research</i> , 18, 1-13. doi:10.1186/s12913-017-2816-9	Knowledge Values Skills
Tierney, W. G., & Ward, J. D. (2017). Coming out and leaving home: A policy and research agenda for LGBT homeless students. <i>Educational Researcher</i> , 46(9), 498-507. doi:10.3102/0013189X17733964	Knowledge Values Skills
Wilkins, B., Mullins, M., Mahan, A., & Canfield, J. (2016). Homeless liaisons' awareness about the implementation of the McKinney-Vento Act. <i>Children &amp; Schools</i> , 38(1), 57-64. doi:10.1093/cs/cdv041	Knowledge Values Cognitive and Affective Processes
Zhang, H., & Chawner, B. (2018). Homeless (rough sleepers) perspectives on public libraries: A case study. <i>Library Review</i> , 67(4/5), 276-296. doi:10.1108/GKMC-11-2017-0093	Knowledge Values Skills Cognitive and Affective Processes

<i>In-Class Exercises</i>	
Resource	Competency Dimension
<p>National Law Center on Homelessness &amp; Poverty. (2016). <i>No safe place: The criminalization of homelessness in U.S. cities</i>. Retrieved August 3, 2018, from <a href="https://www.nlchp.org/documents/No_Safe_Place">https://www.nlchp.org/documents/No_Safe_Place</a>.</p> <ol style="list-style-type: none"> <li>1. The instructor assigns the reading to the students and asks students, using the knowledge gained from the reading, to research whether local policy regarding the following exists in their community. Instructors can choose from among the following:               <ol style="list-style-type: none"> <li>a. Laws prohibiting camping in public</li> <li>b. Laws prohibiting sleeping in public</li> <li>c. Laws prohibiting sitting and lying down in public</li> <li>d. Laws prohibiting loitering, loafing, and vagrancy</li> <li>e. Laws prohibiting panhandling</li> <li>f. Laws prohibiting sleeping in vehicles</li> <li>g. Laws restricting food sharing</li> </ol> </li> <li>2. Students present their findings to the class and lead class discussion regarding the effects of these policies.</li> <li>3. Students examine possible issues of bias in developing policies related to homelessness and housing insecurity.</li> <li>4. Students recommend policy changes regarding local policies related to those experiencing homelessness and housing insecurity.</li> <li>5. Students discuss local policy advocacy.</li> </ol>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p>Kominkiewicz, L., &amp; Kominkiewicz, F. B. (2019). Youth homelessness: A global and national analysis of emerging interventions for a population at risk. In Larkin, H., Aykanian, A., &amp; Streeter, C. (Eds.), <i>Homelessness prevention and intervention in social work: Policies, programs, and practices</i> (pp. 301-333). Cham, Switzerland: Springer Nature.</p> <p><b>Group discussion assignment:</b></p> <p>Apply an assessment model focusing on the methods that can be used by individuals, families, groups, organizations, and communities in supporting youths experiencing homelessness and housing insecurity.</p> <ol style="list-style-type: none"> <li>1. Support methods used in policy practice, intervention, assessment, and evaluation are reviewed and discussed in class.</li> <li>2. Students construct an ecosystem map that focuses on youths experiencing homelessness or housing insecurity, the youths' family, other individuals affecting the youths, and groups, communities, and organizations that interact with, or can become a part of, the youths' environment from a bio-psycho-social-cultural-spiritual perspective that includes policy as a focus.</li> </ol>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>

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*In-Class Exercises (continued)*

Resource	Competency Dimension
<ol style="list-style-type: none"> <li>3. Policy issues, including the use of policy and the effectiveness of that policy, the absence of policy and the results of that absence of policy, and possible bias regarding those experiencing homelessness and housing insecurity, are discussed.</li> <li>4. The intersectionality of factors affecting policy related to homelessness and housing insecurity is applied in assessment, including race, ethnicity, age (children, youth, young adulthood, middle adulthood, and older adulthood), employment status, class, gender, LGBTQ issues, human rights, veterans' issues, health, mental health, adverse childhood experiences, substance abuse, and domestic violence.</li> <li>5. Social, environmental, and economic issues related to homelessness and housing insecurity are discussed in assessment.</li> <li>6. Policy solutions are discussed, including policy advocacy.</li> </ol>	
<p><b>Library legislative research:</b> The instructor invites the social work librarian or that individual's counterpart to the classroom to provide government document library research focusing on homelessness and housing insecurity on the local, state, and federal levels. The librarian can provide an algorithm to conduct government document research. For example, in beginning government document research on the federal level, those documents available on the institutional databases can be accessed by students in an algorithm form, such as through FDSys (<a href="https://www.gpo.gov/fdsys/">https://www.gpo.gov/fdsys/</a>) or ProQuest Congressional. If a database is unavailable at the instructor's institution, partnering with another institution that is a federal government depository is helpful to student policy research.</p>	Knowledge Values Skills
<p><b>Current Event Discussion Focusing on Policy Regarding Those Experiencing Homelessness and Housing Insecurity</b></p> <ol style="list-style-type: none"> <li>1. Students identify a current event that is focused on policy issues related to those experiencing homelessness and housing insecurity. The policy can be local, state, or federal. Reports of the current event can be found in such sources as <i>The New York Times</i>, <i>The Washington Post</i>, <i>The Wall Street Journal</i>, a local news source, or another source in discussion with the instructor.</li> <li>2. Students present a 10-minute class discussion that focuses on attitudes and possible biases related to the current event toward those experiencing homelessness and housing insecurity and how those attitudes and biases may affect policy proposals, development, and implementation.</li> <li>3. Students discuss policy advocacy skills related to the current event policy and the intersectionality of factors involved in policy development, implementation, and advocacy related to those experiencing homelessness and housing insecurity.</li> </ol>	Knowledge Values Skills Cognitive and Affective Processes

<b>Media</b>	
Resource	Competency Dimension
<p><i>Decibel: Homelessness Special</i> (2017) PBS (26 m 46 s) <a href="https://www.pbs.org/video/decibel-homelessness-special-dtxbdo/">https://www.pbs.org/video/decibel-homelessness-special-dtxbdo/</a></p> <p>This documentary shows the Point-in-Time Count policy in action and the organizations that assist those experiencing homelessness in Austin, Texas. The Community First! Village housing, local Austin municipal policy to assist those experiencing homelessness, working with LGBTQ youths experiencing homelessness, and a HUD \$5.2 million grant awarded to Austin to end youths homelessness by 2020 are discussed.</p>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p><i>Hidden in Plain Sight: Fighting Homelessness in Spokane</i> (2017) KSPS-PBS (58 m 2 s) <a href="https://www.pbs.org/video/hidden-in-plain-sight-fighting-homelessness-in-spokane-v7nufh/">https://www.pbs.org/video/hidden-in-plain-sight-fighting-homelessness-in-spokane-v7nufh/</a></p> <p>This documentary addresses the issue of homelessness in Spokane, Washington and the efforts of the Spokane community to solve homelessness by 2020. Experimental community court policy is discussed as a means to move from a punitive prosecution to providing help to those experiencing homelessness.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p><i>Homeless at the End</i> (2017) PBS (57 m 16 s) <a href="https://www.pbs.org/video/homeless-at-the-end-o4vvdv/">https://www.pbs.org/video/homeless-at-the-end-o4vvdv/</a></p> <p>This documentary focuses on the issues facing people experiencing homelessness when they are nearing the end of life, pointing out that the average age of death for people without adequate shelter is 51. This is an important documentary in increasing understanding of housing, medical services, and social services at this stage of life and the need for policy in these areas.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>
<p><i>The Homelessness Crisis for California's Low-Wage Workers</i> (2018) PBS Newshour (7 m 36 s) <a href="https://www.pbs.org/video/chasing-the-dream-1522178314/">https://www.pbs.org/video/chasing-the-dream-1522178314/</a></p> <p>This <i>PBS Newshour</i> feature focuses on the minimum-wage worker and local policy in Anaheim, California. The difficulty in locating and building housing in a geographic area with high housing and property costs is addressed.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>

<b>Assignments</b>	
Resource	Competency Dimension
<p><b>Community forum:</b> This is a group semester-long assignment in which students develop a community forum advocating for policy that focuses on homelessness and housing insecurity. Students organize and implement this community forum advocacy, including analysis of the community issue that is to be addressed in the community forum, invitation of panelists or major speakers, invitation of community members and stakeholders to the community forum, marketing, and raising funding or donations to implement the community forum.</p>	Knowledge Values Skills Cognitive and Affective Processes
<p><b>Media focus paper on homelessness and housing insecurity policy:</b> Using a film, book, novel, biography, autobiography, or documentary that focuses on homelessness and housing insecurity, discuss how federal, state, or local policy was applied or not applied in the setting. Students should use policy examples in this assignment, such as the McKinney–Vento Homeless Assistance Act and the Homeless Emergency Assistance and Rapid Transition to Housing Act. Examples of films include <i>The Soloist</i> (2009) and <i>The Pursuit of Happyness</i> (2006).</p>	Knowledge Values Skills Cognitive and Affective Processes
<p><b>Homelessness and housing insecurity policy analysis paper:</b> In a semester-long assignment, students complete a policy analysis paper using the following criteria as a guide:</p> <ol style="list-style-type: none"> <li>1. Examine the scholarly literature focusing on a particular issue that affects individuals experiencing homelessness and housing insecurity.</li> <li>2. Choose a federal policy that focuses on that particular issue.</li> <li>3. Examine the history of the issue and discuss how that issue is affecting those who are experiencing homelessness and housing insecurity. Student should provide data regarding the number of people experiencing homelessness and housing insecurity and how this law will positively affect these people.</li> <li>4. Conduct a social and environmental analysis focusing on the possible attitudes and biases regarding those experiencing homelessness and housing insecurity and advocates for policy issues related to homelessness and housing insecurity.</li> <li>5. Conduct an economic analysis. Has the policy been allocated sufficient funds to be fully implemented to meet its intended goals? Provide data to support your position.</li> <li>6. Conduct a political analysis. Has the policy received bipartisan support in its passage? What has the student found from an analysis of such legislative documents as the committee and subcommittee hearing transcripts?</li> <li>7. Conduct a stakeholder analysis. Who has supported this law in the public and private sectors? What organizations, agencies, and institutions supported the policy? Were the voices of those experiencing homelessness and housing insecurity heard?</li> </ol>	Knowledge Values Skills Cognitive and Affective Processes

(continued)

*Assignments (continued)*

Resource	Competency Dimension
<ol style="list-style-type: none"> <li>8. Determine whether the policy has been successful or unsuccessful in meeting its intended goals. How is the policy working effectively? How has the policy presented any challenges to meeting the intended goals?</li> <li>9. Construct and present a PowerPoint presentation outlining your policy analysis and any proposals for policy change, including new policy, that you recommend.</li> <li>10. A policy brief is to be sent by the student to at least one federal legislator outlining the student's policy analysis and any proposals that the student recommends.</li> <li>11. Instructor can also add to the above criteria by requiring that the student conduct an interview with a person who is implementing the federal policy. The interview would focus on the analysis of the policy in meeting intended goals. Institutional review board approval for this interview is recommended.</li> </ol>	

**Field Activities**

Resource	Competency Dimension
<p><b>Analysis of field agency policy regarding homelessness and housing insecurity:</b> Students in their field placements discuss with their field supervisor or field instructor how the field agency or organization addresses homelessness and housing insecurity from a policy perspective on the local, state, and federal levels.</p> <ol style="list-style-type: none"> <li>1. Does the agency or organization implement policy with individuals and families experiencing homelessness and housing insecurity as well as with groups, communities, and other organizations that are addressing or implementing homelessness and housing insecurity policy issues?</li> <li>2. If so, what policy is followed within the agency or organization regarding addressing homelessness and housing insecurity?</li> <li>3. If not, what policy can the field supervisor or instructor recommend regarding addressing homelessness or housing insecurity? What policy can the student recommend?</li> <li>4. Does the agency or organization address homelessness and housing insecurity policy issues in working with individuals, families, groups, communities, and other organizations?</li> </ol>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>

*(continued)*

*Field Activities (continued)*

Resource	Competency Dimension
<p><b>Construction of a policy manual related to community agency or organization policies and services for individuals and families experiencing homelessness and housing insecurity:</b> In discussion with their field supervisors or field instructors, students research, write, and organize a manual of community services and the accompanying local, state, or federal policies supporting those services. The manual serves as a guide for employees and other students in the field setting to assist in advocating for policy issues related to homelessness and housing insecurity.</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>



## **Competency 6**

# **Engage with Individuals, Families, Groups, Organizations, and Communities**

### **SPECIALIZED PRACTICE COMPETENCY DESCRIPTION**

Social workers who work with individuals and families experiencing homelessness or housing insecurity recognize the importance of showing empathy and building rapport for effective engagement. Social workers understand that the causes and experiences of homelessness and housing insecurity are diverse, requiring engagement strategies tailored to the unique needs and circumstances of clients. Social workers know that comprehensive and persistent strategies are needed to engage clients who may be resistant to, fearful of, or skeptical about accessing services. Social workers understand and value each person's unique life experience, which may include oppression, poverty, marginalization, and alienation. Social workers meet clients where they are and understand that sometimes the journey to housing security is difficult. Social workers value and respect clients' goals and preferences related to housing and other services. Social workers work with organizations and systems to ensure that services are easily accessible and designed in collaboration with people who have lived experience with homelessness and housing insecurity.

### **COMPETENCY BEHAVIORS**

- Listen to and respect the experiences, preferences, and goals of people experiencing homelessness or housing insecurity when planning engagement strategies.
- Apply self-awareness and self-regulation of biases in order to engage with clients and advocate in an antioppressive manner.

- Use diverse outreach and engagement strategies to establish a therapeutic relationship with people experiencing homelessness and housing insecurity across traditional and nontraditional service settings.
- Develop program policies that ensure low-barrier access to homeless services and housing.
- Collaborate with local service agencies and systems to facilitate access to and engagement with a comprehensive range of homeless and housing services.

## CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

### Readings

Resource	Competency Dimension
Aykanian, A. (2018). Service and policy consideration when working with highly mobile homeless youths: Perspectives from the frontlines. <i>Children and Youths Services Review, 84</i> , 9–16. doi:10.1016/j.childyouth.2017.11.014	Knowledge
Bradford, D. W., Gaynes, B. N., Kim, M. M., Kaufman, J. S., & Weinberger, M. (2005). Can shelter-based interventions improve treatment engagement in homeless individuals with psychiatric and/or substance misuse disorders? A randomized controlled trial. <i>Medical Care, 43</i> (8), 763–768. doi:10.1097/01.mlr.0000170402.35730.ea	Knowledge
Cohen, M. B. (1989). Social work practice with homeless mentally ill people: Engaging the client. <i>Social Work, 34</i> (6), 505–509. Retrieved from: <a href="http://www.jstor.org/stable/23715699">http://www.jstor.org/stable/23715699</a>	Knowledge Skills
Darbyshire, P., Muir-Cochrane, E., Fereday, J., Jureidini, J., & Drummond, A. (2006). Engagement with health and social care services: Perceptions of homeless young people with mental health problems. <i>Health and Social Care in the Community, 14</i> (6), 553–562. doi:10.1111/j.1365-2524.2006.00643	Knowledge
Erves, J. C., Mayo-Gamble, T. L., Malin-Fair, A., Boyer, A., Joosten, Y., Vaughn, Y. C., . . . Wilkins, C. H. (2017). Needs, priorities, and recommendations for engaging underrepresented populations in clinical research: A community perspective. <i>Journal of Community Health, 42</i> , 472–480. doi:10.1007/s10900-016-0279-2	Knowledge Skills

(continued)

## Readings (continued)

Resource	Competency Dimension
Farrell, A. F., Luján, M. L., Britner, P. A., Randall, K. G., & Goodrich, S. A. (2012). "I am part of every decision": Client perceptions of engagement within a supportive housing child welfare programme. <i>Child and Family Social Work, 17</i> (2), 254–264. doi:10.1111/j.1365-2206.2012.00831	Knowledge
Forchuk, C., O'Regan, T., Jeng, M., & Wright, A. (2018). Retaining a sample of homeless youths. <i>Journal of the Canadian Academy of Child and Adolescent Psychiatry, 27</i> (3), 167–174. Retrieved from: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6054288/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6054288/</a>	Knowledge Skills
Hossain, R., & Coren, E. (2015). Service engagement in interventions for street-connected children and young people: A summary of evidence supplementing a recent Cochrane–Campbell review. <i>Child and Youths Care Forum, 44</i> (3), 451–470. Retrieved from: <a href="https://link.springer.com/article/10.1007/s10566-014-9286-6">https://link.springer.com/article/10.1007/s10566-014-9286-6</a>	Knowledge
Johnson, E. E., Borgia, M., Rose, J., & O'Toole, T. P. (2017). No wrong door: Can clinical care facilitate veteran engagement in housing services? <i>Psychological Services, 14</i> (2), 167–173. doi:10.1037/ser0000124	Knowledge
Jones, B. T. (2013). The social ecology of homelessness: Exploring the dynamics of engagement among homeless street adults. <i>Journal of Human Behavior in the Social Environment, 23</i> , 53–74. doi:10.1080/10911359.2012.739532	Knowledge Cognitive and Affective Processes
Hitchcock, L. I., Peterson, D. T., Debiase, L., Shipman, S., S., Varley, A., & White, M. L. (2018). Learning about poverty through simulation: A pilot evaluation. <i>Journal of Social Work Education, 54</i> (3), 517–531. doi:10.1080/10437797.2018.1434427	Knowledge Skills Cognitive and Affective Processes
Kryda, A. D., & Compton, M. T. (2009). Mistrust of outreach workers and lack of confidence in available services among individuals who are chronically street homeless. <i>Community Mental Health Journal, 45</i> , 144–150. doi:10.1007/s10597-008-9163-6	Knowledge
Lee, W., & Donaldson, L. P. (2018). Street outreach workers' understanding and experience of working with chronically homeless populations. <i>Journal of Poverty, 22</i> (5), 421–436. doi:10.1080/10875549.2018.1460737	Knowledge Skills Cognitive and Affective Processes

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**Readings** (continued)

Resource	Competency Dimension
McInnes, D. K., Petrakis, B. A., Gifford, A. L., Rao, S. R., Houston, T. K., Asch, S. M., & O'Toole, T. P. (2014). Retaining homeless veterans in outpatient care: A pilot study of mobile phone text message appointment reminders. <i>American Journal of Public Health, 104</i> (S4), S588–S594. doi:10.2105/AJPH.2014.302061	Knowledge Skills
Mills, E. D., Burton, C. D., & Matheson, C. (2015). Engaging the citizenship of the homeless: A qualitative study of specialist primary care providers. <i>Family Practice, 32</i> (4), 462–467. doi:10.1093/fampra/cmz036	Knowledge Values Skills
North, C. S., Black, M., & Pollio, D. E. (2012). Predictors of successful tracking over time in a homeless population. <i>Social Work Research, 36</i> (2), 153–159. Retrieved from: <a href="https://www.jstor.org/stable/42659827">https://www.jstor.org/stable/42659827</a>	Knowledge Skills
Padgett, D. K., Henwood, B., Abrams, C., & Davis, A. (2008). Engagement and retention in services among formerly homeless adults with co-occurring mental illness and substance abuse: Voices from the margins. <i>Psychiatric Rehabilitation Journal, 31</i> (3), 226–233. doi:10.2975/31.3.2008.226.233	Knowledge
Rowe, M., Styron, T., & David, D. H. (2016). Mental health outreach to persons who are homeless: Implications for practice from a statewide study. <i>Community Mental Health Journal, 52</i> (1), 56–65. Retrieved from: <a href="https://link.springer.com/article/10.1007/s10597-015-9963-4">https://link.springer.com/article/10.1007/s10597-015-9963-4</a>	Knowledge Skills
Stanhope, V. (2012). The ties that bind: Using ethnographic methods to understand service engagement. <i>Qualitative Social Work, 11</i> (4), 412–430. doi:10.1177/1473325012438079	Knowledge Skills Cognitive and Affective Processes

### In-Class Activities

Activity	Competency Dimension
<p><b>Motivational Interviewing: National Healthcare for the Homeless Council (2019)</b></p> <ul style="list-style-type: none"> <li>Trauma Informed Care and Motivational Interviewing recorded webinar <a href="https://www.youtube.com/watch?v=7ZuhKyRfsME#action=share">https://www.youtube.com/watch?v=7ZuhKyRfsME#action=share</a></li> <li>Motivational Interviewing Slides.PDF <a href="http://councilbackup.flywheelsites.com/wp-content/uploads/2017/03/motivational-interviewing.pdf">http://councilbackup.flywheelsites.com/wp-content/uploads/2017/03/motivational-interviewing.pdf</a></li> </ul>	Knowledge Skills Cognitive and Affective Processes

(continued)

*In-Class Activities (continued)*

Activity	Competency Dimension
<p><b>Motivational Interviewing: Changing the Conversation Podcast Series, C4 Innovations (2019)</b></p> <ul style="list-style-type: none"> <li>• <a href="http://thinkt3.libsyn.com/category/Motivational+Interviewing+Series">Motivational Interviewing, podcast series</a> <a href="http://thinkt3.libsyn.com/category/Motivational+Interviewing+Series">http://thinkt3.libsyn.com/category/Motivational+Interviewing+Series</a></li> </ul> <p>Motivational interviewing (MI) often complements cognitive-behavioral therapy and focuses on allowing the client to direct the change rather than telling the client what to do. MI involves having a conversation about change. MI is considered an evidence-based practice that has proven to be successful with people who are homeless. The links offered through the National Healthcare for the Homeless Council include a webinar along with slides to introduce students to the style of MI and its effectiveness with people who are homeless, specifically combining Trauma Informed Care with MI. Additionally, the final link is a five-part podcast series on MI, further introducing Social Work students to approaches that facilitate a more natural and effective conversation.</p>	
<p><b>The Poverty Challenge Toolkit (2014)</b> <a href="http://www.thepovertychallenge.org/organize/">http://www.thepovertychallenge.org/organize/</a></p> <p>This simulation provides an opportunity for students to critically think about poverty. Poverty simulation in the classroom is a generated activity that allows students to have the opportunity to identify and challenge their assumptions. This toolkit is a free online resource that will guide your students through the organizational steps and provide templates to replicate the Poverty Challenge with your own modifications.</p>	<p>Knowledge Skills Values Cognitive and Affective Processes</p>
<p><b>National Alliance to End Homelessness: 1. Rapid Re-Housing: Supportive Services Module (2017)</b> <a href="https://endhomelessness.org/resource/rapid-re-housing-supportive-services-module/">https://endhomelessness.org/resource/rapid-re-housing-supportive-services-module/</a></p> <p>This is the fourth of five short modules the Center for Capacity Building has developed on rapid rehousing. This module covers how and where to provide supportive services as part of a rapid rehousing approach. The module comes with two interactive exercises that can be accessed by downloading the word documents found through the link.</p>	<p>Knowledge Skills Cognitive and Affective Processes</p>

<i>Homework Assignments</i>	
Assignment	Competency Dimension
<p>This assignment facilitates students' conceptualization of assessment. During and after the engagement process, students are to address the following questions:</p> <ul style="list-style-type: none"> <li>• What is the purpose of the assessment?</li> <li>• What is the role of the social worker?</li> <li>• How does the practice setting in which the assessment is conducted affect the assessment?</li> <li>• Who is the client?</li> <li>• What is the goal of the social work interaction?</li> <li>• What methods will the student use for assessment?</li> <li>• How will the assessment affect the next steps in the helping process?</li> </ul> <p>Materials, notes, texts, and other books may be used for reference. All quotations and paraphrases must be cited, and the citation must be appropriately referenced and documented in American Psychological Association style. This assignment may be single spaced with 12-point font. Be sure to spellcheck and check for correct grammar and syntax.</p>	Knowledge Values Skills Cognitive and Affective Processes
<p><b>Part 1:</b> Interview a social worker with a focus on the process they use to engage a client. Ask the social worker to describe an experience when the engagement of the client was challenging and a time when it went smoothly. How does the social worker describe and explain the difference between the two situations? What are strategies social workers use to manage their internal responses to clients as they engage them?</p> <p><b>Part 2:</b> Create an annotated bibliography on engagement, using five sources from professional journals. Describe the content of each article. Compare the points made in the article with your findings of the social worker's experience.</p> <p><b>Part 3:</b> Based on what you learned from the interview and your research, what steps would you take to engage a client in the initial sessions? Be specific about details regarding introductions and explanations of the proposed social worker–client interaction. What is important to know about the client in the initial sessions? What strengths do you think you will bring to the engagement process? What concerns do you have about this initial stage of contact with clients? What strategies do you consider to manage your concerns?</p>	Knowledge Skills Values Cognitive and Affective Processes

<i>Media Assignments</i>	
Resource	Competency Dimension
<p>Webinar: The Role of Emergency Shelter in Diversion (2018)  <a href="https://endhomelessness.org/resource/role-emergency-shelter-diversion-webinar/">https://endhomelessness.org/resource/role-emergency-shelter-diversion-webinar/</a></p> <p>This webinar discusses effective responses to homelessness and illustrates how people should be able to maintain or gain housing without entering an emergency shelter. This video has questions available in order to facilitate discussion after viewing.</p>	<p>Knowledge            Values            Skills            Cognitive and Affective Processes</p>
<p><b>Public conversations:</b> Students will organize a public conversation about homelessness. This may be a community forum or a meeting with small groups via computer technology (e.g., Zoom, Skype) to discuss homeless issues, such as best practice models, new research findings, controversies, special needs, housing, and public opinion. The forum may be taped and shared online, via social media, or via local media outlets. Students might prepare a press release for the event and submit requests to appear on local talk programs and community service announcements. Lessons learned and the impact derived from the use of media can then be the topic on an in-class discussion or homework assignment.</p>	<p>Knowledge            Values            Skills            Cognitive and Affective Processes</p>
<p><b>Community Forum:</b> This is a group semester-long assignment in which students develop a community forum advocating for policy focusing on homelessness and housing insecurity. Students organize and implement this community forum advocacy, including analysis of the issue that is to be addressed in the community forum, invitation of panelists or major speakers, invitation of community members and stakeholders to the community forum, marketing, and raising funding or donations to implement the community forum.</p>	<p>Knowledge            Values            Skills            Cognitive and Affective Processes</p>

<i>Field Activities</i>	
Activity	Competency Dimension
<p><b>Engage diversity and difference in practice through a policy analysis paper:</b> Use scholarly literature to identify and analyze a policy issue affecting a homeless person, which the student engages in their field placement setting or through an issue that emerged when the student engaged in street outreach. The paper will include the following:</p> <ul style="list-style-type: none"> <li>• Trace the history of the issue or policy.</li> <li>• Describe the current issue or policy and its effects on the person experiencing homelessness with whom you've been meeting.</li> <li>• In what ways does the policy work well, and in what ways does it present problems or challenges?</li> <li>• Present a specific plan of action to address that policy issue at the macro, mezzo, and micro levels. Include specific proposals for working with and on behalf of homeless people as you pursue policy change.</li> <li>• Create a PowerPoint presentation to share you findings during a field seminar.</li> </ul>	Knowledge Values Skills Cognitive and Affective Processes



## **Competency 7**

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

### **SPECIALIZED PRACTICE COMPETENCY DESCRIPTION**

Social workers implement assessments at several levels in multiple domains relevant to homelessness and housing insecurity. At the individual and family levels, social workers assess clients' strengths and challenges in obtaining and retaining housing by focusing on the capacities of the client, the local service system, and other sources of formal and informal support, including family, friends, peers, and other community resources. Assessment reflects the values, priorities, and preferences of clients and is ongoing, reflecting changes in client needs and preferences as well as changes in the environment. Although assessment is standard for people served in homelessness service contexts, social workers also perform housing assessments in all settings that serve vulnerable populations. Social workers assess community capacity to address housing and service needs of people experiencing homelessness and housing insecurity and identify gaps in service systems that contribute to these problems.

### **COMPETENCY BEHAVIORS**

- Perform assessments of clients' housing needs and preferences to identify interventions needed to help clients obtain or retain safe, affordable housing.
- Perform assessments of community capacity to address the needs of people experiencing homelessness and housing insecurity to identify community-level interventions needed to reduce the risk of homelessness among vulnerable populations.

## CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

### *Readings and Web Resources*

Resource	Competency Dimension
<p>Brown, M., Cummings, C., Lyons, J., Carrión, A., &amp; Watson D. P. (2018). Reliability and validity of the Vulnerability Index–Service Prioritization Decision Assistance Tool (VI-SPDAT) in real-world implementation, <i>Journal of Social Distress and the Homeless</i>, 27(2), 110–117. doi:10.1080/10530789.2018.1482991</p> <p>This study examined the reliability and validity of the Vulnerability Index–Service Prioritization Decision Assistance Tool (VI-SPDAT), a widely used assessment of the health and social vulnerabilities and housing needs of people experiencing homelessness. Homeless Management Information System data were obtained for 1495 people who were administered the VI-SPDAT between 2014 and 2016. Subsamples were selected for reliability and validity assessments. Results suggest there are challenges to the reliability and validity of the VI-SPDAT in practical use. VI-SPDAT total scores did not significantly predict risk of return to homeless services, whereas type of housing was a significant predictor. Vulnerability assessment instruments have important implications for communities working to end homelessness by facilitating prioritization of scarce housing resources. Findings suggest that further testing and development of the VI-SPDAT are necessary. (abstract)</p>	Knowledge
<p>DeCandia, C. J. (2015). <i>Assessment of families experiencing homelessness: A guide for practitioners and policymakers</i>. Boston, MA: Homes for Families. <a href="http://www.homesforfamilies.org/Reports/HFF_Assessment%20of%20Families%20Experiencing%20Homelessness%20FINAL.pdf">http://www.homesforfamilies.org/Reports/HFF_Assessment%20of%20Families%20Experiencing%20Homelessness%20FINAL.pdf</a></p> <p>This brief is intended to be a guide for providers and policymakers, local leaders, and state agencies on the process of conducting a comprehensive assessment of homeless families. First, assessment is defined and current models and tools briefly reviewed. Next, the domains of a comprehensive assessment are outlined, along with the core principles underlying the process. Finally, implications for policy and practice are discussed. (abstract)</p>	Knowledge

*(continued)*

*Readings (continued)*

Resource	Competency Dimension
<p>Montgomery, A. E., Fargo, J. D., Kane, V., &amp; Culhane, D. P. (2014). Development and validation of an instrument to assess imminent risk of homelessness among veterans. <i>Public Health Reports</i>, 129(5), 428–436. doi:10.1177/003335491412900506</p> <p>This study provides the field with an instrument to identify individuals and households at risk of or experiencing homelessness, which is necessary to prevent and end homelessness. In addition, it supports the Veterans Administration’s investment in homelessness prevention and rapid rehousing services for veterans who are experiencing or are at risk for homelessness. (abstract)</p>	Knowledge
<p>National Low-Income Housing Coalition. (2017). <i>The gap: a shortage of affordable homes</i>. <a href="https://nlihc.org/sites/default/files/Gap-Report_2017.pdf">https://nlihc.org/sites/default/files/Gap-Report_2017.pdf</a></p> <p>A comprehensive analysis of the gap between need and supply of affordable housing in the United States. Includes data at the state and metropolitan area levels.</p>	Knowledge
<p>Rice, E. (2017). <i>The use and limitations of vulnerability tools</i>. <a href="https://www.pointsourceyouth.org/resource-library-rapid-rehousing-host-homes-family-reconnection-lgbtq-youth-homelessness/lgbtq-host-homes-rapid-rehousing">https://www.pointsourceyouth.org/resource-library-rapid-rehousing-host-homes-family-reconnection-lgbtq-youth-homelessness/lgbtq-host-homes-rapid-rehousing</a></p> <p>This presentation by Professor Eric Rice of the University of Southern California Suzanne Dworak-Peck School of Social Work examines the VI-SPDAT, its variation across communities, and how it has been applied beyond its intended scope.</p>	Knowledge
<p>U.S. Department of Housing and Urban Development. (2015) <i>Assessment tools for allocating homelessness assistance: State of the evidence</i>. <a href="https://www.huduser.gov/publications/pdf/assessment_tools_Convening_Report2015.pdf">https://www.huduser.gov/publications/pdf/assessment_tools_Convening_Report2015.pdf</a></p> <p>HUD’s Office of Policy Development and Research, in partnership with the National Alliance to End Homelessness, convened a panel of experts to discuss assessment tools that communities are using to allocate homeless assistance and to consider the evidence base for the questions used in the tools. This report summarizes their findings.</p>	Knowledge
<p>U.S. Department of Housing and Urban Development. (2017). <i>The 2017 annual homeless assessment report (AHAR) to Congress, Part 1, point in time estimates of homelessness</i>. <a href="https://www.hudexchange.info/resources/documents/2017-AHAR-Part-1.pdf">https://www.hudexchange.info/resources/documents/2017-AHAR-Part-1.pdf</a></p> <p>Provides estimates of the homeless population at a single point in time in various localities across the United States.</p>	Knowledge

*(continued)*



*Readings (continued)*

Resource	Competency Dimension
<p>U.S. Department of Housing and Urban Development. (n.d.). <i>Coordinated entry core elements</i>. <a href="https://www.hudexchange.info/resources/documents/Coordinated-Entry-Core-Elements.pdf">https://www.hudexchange.info/resources/documents/Coordinated-Entry-Core-Elements.pdf</a></p> <p>Coordinated entry is an important process through which people experiencing or at risk of experiencing homelessness can access the crisis response system in a streamlined way, have their strengths and needs quickly assessed, and quickly connect to appropriate, tailored housing and mainstream services within the community or designated region.</p>	Knowledge
<p>U.S. Interagency Council on Homelessness. <i>Homelessness statistics by state</i>. <a href="https://www.usich.gov/tools-for-action/map/#fn[]=1500&amp;fn[]=2900&amp;fn[]=6100&amp;fn[]=10100&amp;fn[]=14100">https://www.usich.gov/tools-for-action/map/#fn[]=1500&amp;fn[]=2900&amp;fn[]=6100&amp;fn[]=10100&amp;fn[]=14100</a></p>	Knowledge

### Assessment Tools

Resource	Competency Dimension
<b>INDIVIDUAL LEVEL</b>	
<p><b>Vulnerability Index Service Prioritization Decision Assistance Tool (SPDAT) Assessment Tool for Single Adults</b></p> <p>Vulnerability Index Family Service Prioritization Decision Assistance Tool (F-SPDAT) Assessment Tool for Families. <a href="http://www.orgcode.com/products">http://www.orgcode.com/products</a></p> <p>Note: These structured assessment tools are widely used in many communities to establish eligibility for various levels of housing support and other need assessment functions. Despite their widespread use, they have been criticized by some for limited validity and reliability.</p>	Knowledge Skills
<p>Sample Housing and Homelessness Status Assessment Questions (2017) U.S. Interagency Council on Homelessness. <a href="https://www.usich.gov/resources/uploads/asset_library/CE_Sample_Housing_Status_Questions.pdf">https://www.usich.gov/resources/uploads/asset_library/CE_Sample_Housing_Status_Questions.pdf</a></p> <p>Mainstream programs, such as schools, healthcare providers, and social service agencies, are often the first point of contact for people in crisis and have an important role to play in connecting people with housing needs to the local coordinated entry process so that they can be assessed and referred to programs that will put them on the path to stability. This document provides suggested questions for making simple assessments of housing need in these contexts.</p>	Knowledge Skills

*(continued)*

*Assessment Tools (continued)*

Resource	Competency Dimension
<b>AGENCY LEVEL</b>	
<p>Assessment Checklist for Families Experiencing Homelessness. The Bassuk Center on Homeless and Vulnerable Children and Youths, Needham, MA. <a href="http://www.bassukcenter.org/wp-content/uploads/2015/09/Assessment-Checklist.pdf">http://www.bassukcenter.org/wp-content/uploads/2015/09/Assessment-Checklist.pdf</a></p> <p>This tool is intended to help providers assess the degree to which their organization's assessment protocols adequately cover all domains seen as important when serving homeless families.</p>	<p>Knowledge</p> <p>Skills</p>

***In-Class Exercises***

Resource	Competency Dimension
<p>Assessing Needs of Persons Seeking Shelter or Housing Assistance</p> <p><b>Before class:</b> Students review DeCandia, C. J. (2015), <i>Assessment of Families Experiencing Homelessness: A Guide for Practitioners and Policymakers</i>: Homes for Families, Boston, MA. to familiarize themselves with important domains to include when assessing needs of homeless individuals and families.</p>	<p>Values</p> <p>Skills</p>
<p><b>In class:</b> In pairs, role play a social worker and a client who is living in a shelter or other intake setting for homeless or housing insecure persons. As a first step, use the VI-SPDAT (or some sections from this tool) to perform the assessment. Then conduct a brief semistructured interview focused on assessing the client's housing-related needs and preferences. Next, use the information you obtained to develop a mutually acceptable plan for providing assistance. How, if at all, did the information you obtained using these two approaches differ? Did the client respond differently to the two different methods of gathering information? Based on this experience, what are some advantages and disadvantages of using these types of assessment methods?</p> <p><b>Assessing Housing Needs in Non-Homeless Services Settings</b></p> <p>It is important to recognize that many low-income people social workers come into contact with (regardless of service setting) may struggle to obtain or retain decent affordable housing.</p> <p><b>In class:</b> In pairs, role play a social worker and a client who is presenting for assistance in a non-housing-related service setting (e.g., hospital, clinic, child welfare, school). Practice how you would assess the client's housing-related needs as part of your general intake interview and psychosocial assessment, considering whether and how this might look different depending on the setting you selected.</p>	

<i>Homework Assignments</i>	
Resource	Competency Dimension
<p><b>Measuring Housing Insecurity and Homelessness in Your Community</b></p> <ul style="list-style-type: none"> <li>● Using data provided by the U.S. Interagency Council on Homelessness and locally available resources, develop a brief presentation describing the scope and characteristics of homelessness in your community. If possible, distinguish between the prevalence of homelessness among individuals, youths, and families.</li> <li>● Using data provided by National Low Income Housing Coalition and other locally available sources, develop a brief presentation describing affordable housing availability or the gap between housing availability and need in your community. If no data are available for your local community, use data from your state or other comparable area.</li> </ul>	<p>Knowledge</p> <p>Skills</p>
<p><b>Describe Your Local System of Housing and Homelessness Services and Supports</b></p> <ul style="list-style-type: none"> <li>● The availability and organization of housing- and homelessness-related services vary from community to community. In some localities, there may be a fairly well-organized and resourced system, whereas in others the services are sparse and fragmented. Using whatever reports, websites, and other information you can identify (including government, service agencies, and advocacy organizations), write a short report describing the system in your community and identifying important gaps and eligibility criteria. Be sure to describe how clients who are homeless or housing insecure would access assistance when needed.</li> </ul>	



## **Competency 8**

# **Intervene with Individuals, Families, Groups, Organizations, and Communities**

### **SPECIALIZED PRACTICE COMPETENCY DESCRIPTION**

Social workers identify intervention opportunities along a continuum. Prevention, diversion, and intervention can serve as broad approaches in conceptualizing intervention. Homeless programming for at-risk populations also involves intervention models for outreach, shelter, housing, and services, as well as transitional and aftercare support for those returning to community living. As professionals we engage in evidence-supported interventions to address homelessness and housing insecurity. We also work to debunk misconceptions and build public will to address homelessness through awareness raising, community education, media campaigns, and movement building. Furthermore, social workers address individual risk behaviors that can harm one's housing situation, help increase awareness of choices, and support healthy decision making. Finally, we engage in community organizing, planning, research, and policy advocacy to promote access to care and use mediation, negotiation, and conflict resolution skills to combat nimbyism and other barriers.

### **COMPETENCY BEHAVIORS**

- Recognize and honor client dignity, self-determination, and choice when making collaborative service and housing decisions.
- Promote use of formal and informal support systems in homelessness and housing insecurity interventions.
- Provide interventions that take account of diversity and difference in experience as well as historic and current systemic inequities.

- Assess goodness of fit, quality, effectiveness, efficiency, and cost as they pertain to the range of programs and services used to address homelessness and housing insecurity to ensure optimal outcomes.
- Monitor and modify interventions, as needed, to respond to individual, family, organizational, community, and policy challenges.

## CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

<i>Readings</i>	
Resource	Competency Dimension
<b>GENERAL RESOURCES</b>	
<b>Center for Evidence-Based Solutions to Homelessness</b> <a href="http://www.evidenceonhomelessness.com/">http://www.evidenceonhomelessness.com/</a>	Knowledge Skills
Larkin, H., Aykanian, A. L., & Streeter, C. (2019). <i>Homeless prevention and intervention in social work: Policies, programs, and practices</i> . Cham, Switzerland: Springer Nature.	Knowledge
U.S. Interagency Council on Homelessness. (2017). <i>Home, together: The federal strategic plan to prevent and end homelessness</i> . <a href="https://www.usich.gov/resources/uploads/asset_library/Home-Together-Federal-Strategic-Plan-to-Prevent-and-End-Homelessness.pdf">https://www.usich.gov/resources/uploads/asset_library/Home-Together-Federal-Strategic-Plan-to-Prevent-and-End-Homelessness.pdf</a>	Knowledge
<b>HOMELESSNESS PREVENTION AND DIVERSION</b>	
Burt, M., Pearson, C. L., & Walter McDonald and Associates. (2005). <i>Strategies for preventing homelessness</i> . Urban Institute and U.S. Department of Housing and Urban Development. <a href="https://www.huduser.gov/Publications/pdf/Strategies_for_preventing_Homelessness.pdf">https://www.huduser.gov/Publications/pdf/Strategies_for_preventing_Homelessness.pdf</a>	Knowledge Values
Evans, W. N., Sullivan, J. X., & Wallskog, M. (2016). The impact of homelessness prevention programs on homelessness. <i>Science</i> , 353, 694–699. doi:10.1126/science.aag0833	Knowledge
Greer, A., Shinn, M., Kwon, J., & Zuiderveen, S. (2016). Targeting services to individuals most likely to enter shelter: Evaluating the efficiency of homelessness prevention. <i>Social Service Review</i> , 90,130–155. doi:10.1086/68646	Knowledge Values

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**Readings** (continued)

Resource	Competency Dimension
National Alliance to End Homelessness. (2011). <i>Closing the front door: Creating a successful diversion program for homeless families</i> . <a href="http://endhomelessness.org/wp-content/uploads/2011/08/creating-a-successful-diversion-program.pdf">http://endhomelessness.org/wp-content/uploads/2011/08/creating-a-successful-diversion-program.pdf</a>	Knowledge
<b>CRITICAL TIME INTERVENTION</b>	
<b>Center for the Advancement of Critical Time Intervention.</b> <a href="https://www.criticaltime.org">https://www.criticaltime.org</a>	Knowledge Skills
de Vet, R., Beijersbergen, M., Jonker, I., Lako, D., van Hemert, A., Herman, D., & Wolf, J. (2017). Critical time intervention for homeless people making the transition to community living: A randomized controlled trial. <i>American Journal of Community Psychology</i> , 60(1-2), 175-186. doi:10.1002/ajcp.12150	Knowledge
Herman, D., Conover, S., Gorroochurn, P., Hinterland, K., Hoepner, L. & Susser, E. (2011). A randomized trial of critical time intervention in persons with severe mental illness following institutional discharge. <i>Psychiatric Services</i> , 62, 713-719. doi:10.1176/appi.ps.62.7.713	Knowledge
<b>HARM REDUCTION</b>	
<b>Harm Reduction Coalition</b> <a href="https://harmreduction.org">https://harmreduction.org</a>	Knowledge Skills
Marlatt, G. A., Larimer, M. E., & Witkiewitz, K. (Eds.). (2011). <i>Harm reduction: Pragmatic strategies for managing high-risk behaviors</i> . New York, NY: Guilford.	Knowledge Skills Cognitive and Affective Processes
Paulya, B., Reist, D., Belle-Islea, L., & Schactman, C. (2013). Housing and harm reduction: What is the role of harm reduction in addressing homelessness? <i>International Journal of Drug Policy</i> , 24, 284-290. doi:10.1016/j.drugpo.2013.03.008	Values Cognitive and Affective Processes
<b>COORDINATED ASSESSMENT AND ENTRY</b>	
Interagency Council on Homelessness. (2017). <i>Enhancing coordinated entry through partnerships with mainstream resources and programs</i> . <a href="https://www.usich.gov/resources/uploads/asset_library/Coordinated_Entry_Brief.pdf">https://www.usich.gov/resources/uploads/asset_library/Coordinated_Entry_Brief.pdf</a>	Cognitive and Affective Processes

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Resource	Competency Dimension
National Alliance to End Homelessness. (2017). <i>Coordinated entry toolkit: Core elements</i> . <a href="https://endhomelessness.org/resource/coordinated-entry-toolkit-core-elements/">https://endhomelessness.org/resource/coordinated-entry-toolkit-core-elements/</a>	Knowledge Skills
<b>HOUSING INTERVENTIONS</b>	
Bassuk, E., DeCandla, C. J., Tsertsvadze, A., & Richard, M. K. (2014). The effect of housing intervention and housing and service interventions on ending family homelessness: A systematic review. <i>American Journal of Orthopsychiatry, 84</i> , 457–474. doi:10.1037/ort0000020	Knowledge
Katz, M. H. (2015). Housing as a remedy for chronic homelessness. <i>Journal of American Medical Association, 313</i> , 901–902. doi:10.1001/jama.2015.1277	Values
<b>HOUSING FIRST</b>	
Henwood, B. F., Shinn, M., Tsemberis, S., & Padgett, D. K. (2013). Examining provider perspectives within housing first and traditional programs. <i>American Journal of Psychiatric Rehabilitation, 16</i> (4), 262--274. doi:10.1080/15487768.2013.847745	Values Cognitive and Affective Processes
Kertesz, S. G., & Weiner, S. J. (2009). Housing the chronically homeless: High hopes, complex realities. <i>Journal of American Medical Association, 301</i> (17), 1822–1824. Retrieved from: <a href="https://www.aidschicago.org/resources/legacy/pdf/2009/hhrpn/Other/Kertesz-Weiner-JAMA-editorial2009.pdf">https://www.aidschicago.org/resources/legacy/pdf/2009/hhrpn/Other/Kertesz-Weiner-JAMA-editorial2009.pdf</a>	Cognitive and Affective Processes
Padgett, D. K., Henwood, B., & Tsemberis, S. (2016). <i>Housing first: Ending homelessness, transforming systems, and changing lives</i> . Oxford, UK: Oxford University Press.	Knowledge
<b>RAPID REHOUSING</b>	
Gubits, D., Shinn, M., Wood, M., Bell, S., Dastrup, S., Solari, C., . . . Kattel, U., (2016). <i>Family Options Study: Three-year impacts of housing and services interventions for homeless families</i> . <a href="http://dx.doi.org/10.2139/ssrn.3055295">http://dx.doi.org/10.2139/ssrn.3055295</a>	Knowledge
National Alliance to End Homelessness. (2014). <i>Rapid re-housing: A history and core components</i> . <a href="https://endhomelessness.org/resource/rapid-re-housing-a-history-and-core-components/">https://endhomelessness.org/resource/rapid-re-housing-a-history-and-core-components/</a>	Knowledge
National Alliance to End Homelessness. (2017). <i>Rapid re-housing toolkit</i> . <a href="https://endhomelessness.org/wp-content/uploads/2016/10/NAEH-Rapid-Re-housingToolkit_2017-FINAL.pdf">https://endhomelessness.org/wp-content/uploads/2016/10/NAEH-Rapid-Re-housingToolkit_2017-FINAL.pdf</a>	Skills Cognitive and Affective Processes

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## Readings (continued)

Resource	Competency Dimension
<b>PERMANENT SUPPORTIVE HOUSING</b>	
Culhane, D., Metraux, S., & Hadley, T. (2001). The impact of supportive housing for homeless people with severe mental illness on the utilization of the public health, corrections, and emergency shelter systems: The New York-New York initiative. <i>Housing Policy Debate, 13</i> (1), 107–163.	Knowledge
Substance Abuse and Mental Health Services Administration (SAMSHA). (2010). <i>Permanent supportive housing: Getting started with evidence-based practices</i> . HHS Pub. No. SMA-10-4509, Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.	Knowledge Skills
<b>AFFORDABLE HOUSING</b>	
Clark, A. (2016). Homelessness and the crisis of affordable housing: The abandonment of a federal affordable housing policy. <i>Journal of Affordable Housing, 25</i> , 85–106. Retrieved from: <a href="https://www.lockelord.com/-/media/files/newsandevents/publications/2016/12/article-on-homelessness-and-the-crisis-of-affordable-housing.pdf">https://www.lockelord.com/-/media/files/newsandevents/publications/2016/12/article-on-homelessness-and-the-crisis-of-affordable-housing.pdf</a>	Knowledge
Desmond, M. (2016). <i>Evicted: Poverty and profit in the American city</i> . New York, NY: Crown Publishers.	Knowledge
Dunton, L., Henry, M., Kean, E., & Khadduri, J. (2014). <i>Study of public housing authority's efforts to serve people experiencing homelessness</i> . Washington, DC: U.S. Department of Housing and Urban Development. <a href="https://www.huduser.gov/portal/publications/pdf/pha_homelessness.pdf">https://www.huduser.gov/portal/publications/pdf/pha_homelessness.pdf</a>	Knowledge
<b>HOMELESS SERVICE SYSTEMS</b>	
Burt, M., Khadduri, J., & Gubits, D. (2016). <i>Are homeless families connected to the social safety net?</i> Washington, DC: U.S. Department of Health and Human Services. <a href="https://aspe.hhs.gov/system/files/pdf/198426/HomelessSafetyNet.pdf">https://aspe.hhs.gov/system/files/pdf/198426/HomelessSafetyNet.pdf</a>	Knowledge
Henwood, B. F., Melekis, K., Stefancic, A., & York, N. Y. (2014). Introducing housing first in a rural service system: A multi-stakeholder perspective. <i>Global Journal of Community Psychology Practice, 5</i> (1), 20–25. Retrieved from: <a href="https://pathwaystohousingpa.org/sites/pathwaystohousingpa.org/files/Housing-First-in-a-Rural-Service-System.pdf">https://pathwaystohousingpa.org/sites/pathwaystohousingpa.org/files/Housing-First-in-a-Rural-Service-System.pdf</a>	Values Cognitive and Affective Processes
National Alliance to End Homelessness. (2017). <i>Role of CoC lead agencies in expanding capacity and improving performance</i> . <a href="http://endhomelessness.org/wp-content/uploads/2017/06/2016-02-02-Role-of-CoC-Lead-Agencies-in-Expanding-Capacity-and-Improving-Performance.pdf">http://endhomelessness.org/wp-content/uploads/2017/06/2016-02-02-Role-of-CoC-Lead-Agencies-in-Expanding-Capacity-and-Improving-Performance.pdf</a>	Knowledge Cognitive and Affective Processes

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*Readings (continued)*

Resource	Competency Dimension
U.S. Interagency Council on Homelessness. (2015). <i>Preventing and ending youths homelessness: A coordinated community response</i> . <a href="https://www.usich.gov/tools-for-action/coordinated-communityresponse-to-youth-homelessness">https://www.usich.gov/tools-for-action/coordinated-communityresponse-to-youth-homelessness</a>	Knowledge
<b>ADVOCACY AND SYSTEMS CHANGE</b>	
Byrne, T., & Culhane, D. P. (2011). The right to housing: An effective means for addressing homelessness? <i>University of Pennsylvania Journal of Law and Social Change</i> , 14(3), 379–390. Retrieved from: <a href="https://scholarship.law.upenn.edu/cgi/viewcontent.cgi?article=1142&amp;context=jlasc">https://scholarship.law.upenn.edu/cgi/viewcontent.cgi?article=1142&amp;context=jlasc</a>	Values
Dennis, D., Lassiter, M., Connelly, W. H., & Lupfer, K. S. (2011). Helping adults who are homeless gain disability benefits: The SSI/SSDI Outreach, Access, and Recovery (SOAR) program. <i>Psychiatric Services</i> , 62, 1373–1376. doi:10.1176/ps.62.11.pss6211_1373	
Doran, K. M., Misa, E. J., & Shah, N. A. (2013). Housing as health care: New York’s boundary crossing experiment. <i>New England Journal of Medicine</i> , 369, 2374–2377. doi:10.1056/NEJMp1310121	Knowledge
Gillespie, S., Cunningham, M. K., Gilbert, B., Kooragayala, S., Posey, L., Leopold, J., & Hatry, H. P. (2016). <i>How would terminating United States Interagency Council on Homelessness (USICH) affect efforts to end homelessness? Findings from interviews with federal agencies, national advocacy organizations, and state and local stakeholders</i> . Washington, DC: Urban Institute. Retrieved from: <a href="https://www.urban.org/research/publication/how-would-terminating-usich-affect-efforts-end-homelessness-preliminary-findings-interviews-federal-agencies-communities-and-advocacy-organizations">https://www.urban.org/research/publication/how-would-terminating-usich-affect-efforts-end-homelessness-preliminary-findings-interviews-federal-agencies-communities-and-advocacy-organizations</a>	Values
National Alliance to End Homelessness. (2011). <i>Using advocacy to end homelessness: A toolkit for understanding and conducting advocacy</i> . <a href="https://endhomelessness.org/wp-content/uploads/2011/02/using-advocacy-to-end-homelessness.pdf">https://endhomelessness.org/wp-content/uploads/2011/02/using-advocacy-to-end-homelessness.pdf</a>	Cognitive and Affective Processes
<b>In-Class Exercises</b>	
Resource	Competency Dimension
View the Our Cities presentation with Matthew Desmond and Alex Kotlowicz ( <a href="https://www.youtube.com/watch?v=S6HPUyFd2b8&amp;t=8s">https://www.youtube.com/watch?v=S6HPUyFd2b8&amp;t=8s</a> ) and brainstorm a list of challenges experienced by low-income families seeking affordable housing in America today.	Knowledge

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*In-Class Exercises (continued)*

Resource	Competency Dimension
Host a panel presentation made by homeless service practitioners, representatives from local homeless organizations, city or county government, and homeless advocates and activists to discuss the state of homelessness in your community. What are some of key approaches and philosophies being used to address homelessness locally? What recommendations would they make to improve the quality of interventions offered to address the needs of homeless and near-homeless populations?	Knowledge Values Cognitive and Affective Processes
Discuss the role of client dignity, self-determination, and choice when making professional decisions related to the provision of services to homeless populations. Why is this critically important? What might this look like in practice? How might we ensure this in practice?	Values Cognitive and Affective Processes
Drawing on the case study presented below (Linda Damm), identify key strengths, diversity factors, and opportunities for growth for this client and specify at least three possible goals. Develop an appropriate plan for intervention, drawing on evidence-based practices as appropriate.	Knowledge

**Media**

Resource	Competency Dimension
<b>TedTalk: Housing First: Ending Homelessness, Transforming Lives, and Changing Communities, Sam Tsemberis</b> <a href="https://www.youtube.com/watch?v=HsFHV-McdPo">https://www.youtube.com/watch?v=HsFHV-McdPo</a>	Knowledge Values
<b>Critical Time Intervention: An Empirically Supported Model for Preventing Homelessness in High Risk Groups, Dan Herman</b> <a href="https://www.youtube.com/watch?v=TTIp5bPVesQ">https://www.youtube.com/watch?v=TTIp5bPVesQ</a>	Knowledge
<b>Poverty, Politics, and Profit</b> A Public Broadcasting and National Public Radio investigation into the affordable housing system. <a href="https://www.pbs.org/video/poverty-politics-and-profit-bhkmpo/">https://www.pbs.org/video/poverty-politics-and-profit-bhkmpo/</a>	Knowledge Values
<b>Coordinated Entry and Systems Change Webinar</b> National Alliance to End Homelessness <a href="https://endhomelessness.org/resource/coordinated-entry-and-systems-change/">https://endhomelessness.org/resource/coordinated-entry-and-systems-change/</a>	Knowledge

<b>Assignments</b>	
Resource	Competency Dimension
<p>Students should read Matthew Desmond's <i>Evicted: Poverty and Profit in the American City</i> and respond to one of the question sets listed (based on the Evicted Study Guide developed by Rachael Hudak).</p> <ol style="list-style-type: none"> <li>1. "The home is the center of life—a refuge from the grind of work, pressure of school, menace of the streets, a place to be ourselves. Home is the wellspring of personhood, where our identity takes root; where civic life begins; America is supposed to be a place where you can better yourself, your family, and your community" (p. 293). Do you agree or disagree with Desmond's views on home and his beliefs that "the right to a decent home is part of what it means to be an American" (p. 300)? Do you think that decent, affordable housing should be a basic right for every American citizen? Why or why not? How does unstable housing prevent attainment of the kind of life described by Desmond?</li> <li>2. What are some of the differences between a voluntary move and an involuntary move? How might an involuntary move contribute to long-term housing problems? How might it affect employment? How can eviction lead people to lose their jobs? Destabilize families? Besides affecting an individual family, what are the consequences of evictions for schools and communities? How can a single eviction destabilize multiple blocks in one neighborhood?</li> <li>3. Desmond writes, "If incarceration had come to define the lives of men from impoverished black neighborhoods, eviction was shaping the lives of women. Poor black men were locked up. Poor black women were locked out" (p. 98). How is eviction shaping the lives of Black and other women of color today? What are some of the parallels between incarceration and eviction?</li> <li>4. What is the best way to address the affordable housing crisis: through government policies, market mechanisms, community initiatives, or something else? Discuss your suggestions for improving the current situation for financially fragile families and individuals.</li> </ol>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p>Review the National Alliance to End Homelessness <i>State of Homelessness in America</i> report and identify key trends associated with homelessness in your state. What efforts are under way to address these concerns at a local or state level?</p>	<p>Knowledge</p>
<p>Prepare a presentation on an evidence-based intervention designed to address homelessness or housing instability. Provide an overview of the intervention, describing its primary goals, target populations, associated theories, and specific techniques or methods used within the approach. Discuss the theories, perspectives, or philosophies inherent in the intervention. Identify the key strengths and challenges associated with this intervention and research describing its effectiveness.</p>	<p>Knowledge Skills</p>

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*Assignments (continued)*

Resource	Competency Dimension
<p>Identify a homeless subpopulation (e.g., unaccompanied individuals, families, children, youths, people experiencing mental illness, people with physical disabilities, veterans) and describe their special needs. Identify an evidence-based intervention you believe would be most effective in addressing the needs of this population. What does the intervention entail? Why is it appropriate for this population given diversity factors, strengths, and challenges? Why did you recommend this intervention for this population?</p>	<p>Knowledge Cognitive and Affective Processes</p>
<p>Engage in face-to-face, phone, or Internet-based interviews with professionals involved in housing, physical and mental health care, child care, education, and employment programs serving homeless individuals and families to gain a greater understanding of their experiences with this population and within the homeless service system. Develop questions that will help you gain a greater appreciation of their day-to-day activities, key opportunities, and challenges in their work. Inquire about the specific skills used by people working in this field on a regular basis.</p>	<p>Skills Cognitive and Affective Processes</p>
<p>Complete an environmental scan to gain a greater appreciation of the housing and services available to those at risk for or experiencing homelessness in your community. Thinking about the full continuum of homeless interventions—from outreach, prevention, and diversion from homeless programming for at-risk populations; through provision of emergency shelter, transitional, and permanent supportive housing and services for those experiencing homelessness; to aftercare support for those returning to community living—identify available programs and services and current resource gaps and make recommendations for addressing them.</p>	<p>Knowledge Skills</p>
<p>Conduct a web search and identify three to five community plans to end homelessness. Identify common concerns about homelessness held by community planners. Examine their suggested strategies, specifying key similarities and differences in their approaches to address the problem. What suggestions would you make to improve these plans?</p>	<p>Knowledge Values Cognitive and Affective Processes</p>
<p>Review the Interagency Council on Homelessness’s federal strategic plan to prevent and end homelessness (available at <a href="http://www.usich.gov">www.usich.gov</a>). Prioritize your top three strategies for addressing homelessness. Justify your decision-making process. Why did you select these three strategies over all other strategies? What homeless populations will be positively affected by your decision? What homeless populations will be negatively affected? How does this activity mirror what homeless care organizations, policymakers, and funders are asked to do on a regular basis?</p>	<p>Knowledge Values Cognitive and Affective Processes</p>

*(continued)*

*Assignments (continued)*

Resource	Competency Dimension
Conduct an interview with people responsible for coordinating the homeless organizations in your community to learn about the skills they use in their day-to-day work, including community-based research, service coordination, planning, policymaking, evaluation, and collaborative problem solving.	Knowledge Values Cognitive and Affective Processes
Explore the current coordinated assessment and entry system at work in your community. Document the process by which people are identified for services. What are the key strengths and challenges associated with this process? From your perspective, is the system successfully in ensuring that homeless populations are successfully and efficiently linked with the care they need and desire?	Knowledge Values Cognitive and Affective Processes

**Field Activities**

Resource	Competency Dimension
Prepare a series of briefing papers on key interventions designed to address homelessness and housing instability for a population of interest at your field placement agency.	Knowledge
Engage in review of the literature on an evidence-based intervention used to address homelessness or housing instability for a population of interest and present your findings to your field educator or staff at your field placement agency. How might this intervention complement or augment services being provided at your field placement agency?	Knowledge
Attend a meeting of your local homeless continuum of care, homeless coalition, or homeless task force, taking careful note of the various participants involved. Describe your experience and some of the challenges associated with bringing stakeholders with diverse interests to a common decision-making table.	Values Cognitive and Affective Processes
Thinking about the full continuum of homeless interventions—from outreach, prevention, and diversion from homeless programming for at-risk populations; through provision of emergency shelter, transitional, and permanent supportive housing and services for those experiencing homelessness; to aftercare support for those returning to community living—develop a resource guide for social work practitioners and other helping professionals. Include names and descriptions for all programs, target populations, eligibility criteria, and other resources that will provide state-of-the-art information for users.	Knowledge

**CASE STUDY: LINDA DAMM**

*Based on Time article titled, "The Sins of the Fathers" by Barbara Madduz; Case Study written by Diane Bessel*

Linda Damm, 34, is a former nursing home aide who is seeking to be reunited with her four children after their removal and placement into foster care. Linda and her family have been cycling in and out of homelessness for more than 10 years while facing numerous obstacles to receiving government and other assistance. As a result, Linda and her family have been forced to move from a shelter, to living in their car, to staying with family members, to an apartment, and later to a recreational vehicle (RV). They were last found squatting on a plot of farmland in the California desert.

Within an 8-year period, Linda's children were removed approximately three times for her failure to appropriately house, clothe, and feed the children and parental substance abuse. After each instance, Linda was compliant with Department of Children and Family Services requests to attend parenting classes and Narcotics Anonymous meetings. Nevertheless, Linda continues to use methamphetamine, and her son reports that he has had to save his mother's life on many occasions.

Raised in California, Missouri, and Michigan by a widowed mother, Linda dropped out of school in the 10th grade and has a fairly limited education despite having been at the top of her class in an emergency medical care program 8 years ago. She has been married twice and has two children from each marriage (Crissy, 13, and Jesse, 12 from her first marriage and Ashley, 6, and Summer, 4, from her current relationship). In both of these marriages, as well as in a previous dating relationship, Linda has experience physical violence at the hands of her partner.

Linda's current husband, Dean, a 40-year-old unemployed truck driver, was arrested twice for beating her. She was also arrested for stabbing him with a penknife and ordered by the court to stay 100 yards away from him. Despite the violence, Linda stayed with Dean until allegations that he fondled her 13-year-old daughter surfaced. At that time, she fled with her children and reported to social services. The children were removed and placed into separate foster care homes. Linda feels that she does not have any control over her situation.

Linda has been mandated to meet with you (as a social worker) in an effort to get her children back.

After initial assessment, it is abundantly clear that Linda wants to get her children back and needs your help to do so. It is also clear that Linda does not feel in control of her own circumstances. Linda has never had a stable living environment; her mother was widowed, and Linda was forced to move around quite a bit as a young person. She also dropped out of school at an early age, even though she was academically talented. Linda's lack of a sense of control has also contributed to a pattern of abusive relationships and repeated episodes of homelessness, unemployment, use of government supports, and drug use. Linda must demonstrate the capacity to be in control of her circumstances in order to get her children back. Perhaps, more importantly, she needs to learn this skill in order to get her own life back.

Looking at this case study, identify key strengths, diversity factors, and opportunities for growth for this client and specify at least three possible goals. Develop an appropriate plan for intervention drawing on evidence-based practices as appropriate.



## **Competency 9**

# **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

### **SPECIALIZED PRACTICE COMPETENCY DESCRIPTION**

Social workers believe evaluation is a tool for change and know how to evaluate the effects of policies and practices to address homelessness and housing insecurity at the micro, mezzo, and macro levels. Social workers value reflective practice and ongoing quality improvement processes to meet the needs of clients with diverse personal characteristics, needs, and housing histories. Social workers know how to use data to ensure the effectiveness of services. Social workers are aware of local, state, and national data sources and know how to use them to track rates, trends, and indicators of homelessness and housing insecurity. Social workers collaborate with an array of constituents to conduct community-based and participatory action research that engages key stakeholders, including current or potential service users. Social workers know how to summarize and disseminate findings from homelessness, housing, and related studies.

### **COMPETENCY BEHAVIORS**

- Design and conduct evaluations that support continuous quality improvement of programs, services, and policies that address homelessness and housing insecurity.
- Use evaluation findings to generate data-driven discussions and decision making to increase the effectiveness and sustainability of programs, services, and policies that address homelessness and housing insecurity.
- Disseminate and translate evaluation findings for community, professional, and academic audiences to advance understanding and promote change.



## CURRICULAR RESOURCES MAPPED TO COMPETENCY DIMENSIONS

<i>Readings</i>	
Resource	Competency Dimension
Alkin, M. C. (2011). <i>Evaluation essentials: From A to Z</i> . New York, NY: Guilford.	Knowledge
Darbyshire, P., Muir-Cochrane, E., Fereday, J., & Drummond, A. (2006). Engagement with health and social care services: Perceptions of homeless young people with mental health problems. <i>Health and Social Care in the Community</i> , 14(6), 553-562. doi:10.1111/j.1365-2524.2006.00643.x	Knowledge Values
Dostaler, T., & Nelson, G. (2003). A process and outcome evaluation of a shelter for homeless young women. <i>Canadian Journal of Community Mental Health</i> , 22(1), 99-112. Retrieved from: <a href="https://pdfs.semanticscholar.org/8a78/b02aee64526e9f00a54de66d409ba7b5823e.pdf">https://pdfs.semanticscholar.org/8a78/b02aee64526e9f00a54de66d409ba7b5823e.pdf</a>	Knowledge
Henry, M., Watt, R., Rosenthal, L., & Shivji, A. (2017). <i>The 2017 Annual Homelessness Assessment Report (AHAR) to Congress</i> . Washington, DC: U.S. Department of Housing and Urban Development. <a href="https://www.hudexchange.info/resources/documents/2017-AHAR-Part-1.pdf">https://www.hudexchange.info/resources/documents/2017-AHAR-Part-1.pdf</a>	Knowledge
Henwood, B. F., Harris, T., Woo, D., Winetrob, H., Rhoades, H., & Wenzel, S. L. (2018). Availability of comprehensive services in permanent supportive housing in Los Angeles. <i>Health and Social Care in the Community</i> , 26(2), 207-213.	Knowledge
Morton, M. H., Dworsky, A., & Samuels, G. M. (2017). <i>Missed opportunities: Youths homelessness in America. National estimates</i> . Chicago, IL: Chapin Hall at the University of Chicago. <a href="http://voicesofyouthcount.org/wp-content/uploads/2017/11/VoYC-National-Estimates-Brief-Chapin-Hall-2017.pdf">http://voicesofyouthcount.org/wp-content/uploads/2017/11/VoYC-National-Estimates-Brief-Chapin-Hall-2017.pdf</a>	Knowledge
Mulroy, E. A., & Lauber, H. (2004). A user-friendly approach to program evaluation and effective community interventions for families at risk of homelessness. <i>Social Work</i> , 49(4), 573-586. doi:10.1093/sw/49.4.573	Knowledge
Nelson, G., Clarke, J., Febraro, A., & Hatzipantelis, M. (2005). A narrative approach to the evaluation of supportive housing: Stories of homeless people who have experienced serious mental illness. <i>Psychiatric Rehabilitation Journal</i> , 29(2), 98-104. Retrieved from: <a href="https://www.ncbi.nlm.nih.gov/pubmed/16268004">https://www.ncbi.nlm.nih.gov/pubmed/16268004</a>	Knowledge Values

(continued)

**Readings** (continued)

Resource	Competency Dimension
Padgett, D. K., Henwood, B., Abrams, C., & Davis, A. (2008). Engagement and retention in services among formerly homeless adults with co-occurring mental illness and substance abuse: Voices from the margins. <i>Psychiatric Rehabilitation Journal</i> , 31(3), 226–233. doi:10.2975/31.3.2008.226.233	Knowledge Values
Powers, J. L., & Tiffany, J. S. (2006, November). Engaging youth in participatory research and evaluation. <i>Journal of Public Health Management Practice, Suppl</i> , S79–S87. Retrieved from: <a href="https://www.health.ny.gov/community/youth/development/docs/jphmp_s079-s087.pdf">https://www.health.ny.gov/community/youth/development/docs/jphmp_s079-s087.pdf</a>	Knowledge Values
Tiderington, E., Stanhope, V., & Henwood, B. F. (2013). A qualitative analysis of case managers' use of harm reduction in practice. <i>Journal of Substance Abuse Treatment</i> , 44(1), 71–77. doi:10.1016/j.jsat.2012.03.007	Knowledge Values
Wong, Y. L., & Hillier, A. E. (2001). Evaluating a community-based homelessness prevention program: A geographic information system approach. <i>Administration in Social Work</i> , 25(4), 21–45. Retrieved from: <a href="https://repository.upenn.edu/cgi/viewcontent.cgi?article=1041&amp;context=spp_papers">https://repository.upenn.edu/cgi/viewcontent.cgi?article=1041&amp;context=spp_papers</a>	Knowledge

**In-Class Exercises**

Resource	Competency Dimension
<p><b>Before class:</b> Students read about the Pathways PA Housing First Initiative: <a href="https://pathwaystohousingpa.org/providinghomes">https://pathwaystohousingpa.org/providinghomes</a></p> <p><b>In class:</b> In small groups, imagine you have been asked to develop an approach to assess tenant satisfaction with the program and living environment. Develop five open-ended questions that you would ask tenants. As a class, each group shares their questions and explains the reasoning behind why they chose each question.</p>	Knowledge Values Skills
<p><b>Before class:</b> Read Powers, J. L., &amp; Tiffany, J. S. (2006, November). Engaging youths in participatory research and evaluation. <i>Journal of Public Health Management Practice, Suppl</i>, S79–S87.</p> <p>In small groups, consider the Independent Living Study example the authors discuss. The write-up mentions that presentations of findings were delivered to county legislators, funders, human service staff, university researchers, and statewide policymakers. Discuss the following questions.</p> <ol style="list-style-type: none"> <li>1. What other stakeholders might you include when presenting the findings of this study? Why?</li> </ol>	Knowledge Values Skills

(continued)

*In-Class Exercises (continued)*

Resource	Competency Dimension
<p>2. In addition to basic presentations, such as public forums where a small group delivers a PowerPoint talk, what other kinds of dissemination activities would be appropriate for this study? Generate a list of possibilities. Be creative and consider different methods, such as art, media, radio, and visual media.</p> <p>3. Pick one of the dissemination strategies you identified in question 2. Describe what it would entail, what audience or stakeholders it would target, what would make it a good dissemination strategy, and the roles of youths and adults in producing it.</p>	

### Media

Resource	Competency Dimension
<p><b>Voices of Youths Count’s Missed Opportunities: Policy and Practice Opportunities</b>  <a href="https://vimeo.com/247843485">https://vimeo.com/247843485</a></p>	Knowledge Values Cognitive and Affective Processes
<p><b>Age Trends in People Experiencing Homelessness</b>  <a href="https://www.pointsourceyouth.org/resource-library-rapid-rehousing-host-homes-family-reconnection-lgbtq-youth-homelessness/lgbtq-host-homes-youth-homeless">https://www.pointsourceyouth.org/resource-library-rapid-rehousing-host-homes-family-reconnection-lgbtq-youth-homelessness/lgbtq-host-homes-youth-homeless</a></p>	Knowledge Values Cognitive and Affective Processes

### Assignments

Resource	Competency Dimension
<p><b>Measuring Changes in Social Connection</b></p> <p>When living in shelters or on the streets, a person is likely to have contact with a variety of other people each day, such as friends, peers, and service providers. When people move into housing, they can easily become disconnected from that social network and find that they have far less contact with other people.</p> <p>Imagine you’re designing an evaluation of a housing program. The program wants to know whether social connectedness increases, decreases, or stays the same after someone has been housed. Review the following three tools designed to measure some aspect of social connection.</p> <ul style="list-style-type: none"> <li>• The Social Connectedness Scale–Revised:  <a href="http://youthrex.com/wp-content/uploads/2016/07/The-Social-Connectedness-Scale-Revised.pdf">http://youthrex.com/wp-content/uploads/2016/07/The-Social-Connectedness-Scale-Revised.pdf</a></li> </ul>	

*(continued)*

**Assignments** (continued)

Resource	Competency Dimension
<ul style="list-style-type: none"> <li>● The Multidimensional Scale of Perceived Social Support: <a href="http://www.yorku.ca/rokada/psyctest/socsupp.pdf">http://www.yorku.ca/rokada/psyctest/socsupp.pdf</a></li> <li>● The Lubben Social Network Scale–Revised: <a href="https://www.brandeis.edu/roybal/docs/LSNS_website_PDF.pdf">https://www.brandeis.edu/roybal/docs/LSNS_website_PDF.pdf</a></li> </ul> <p>Then, answer the following questions.</p> <ol style="list-style-type: none"> <li>1. Which tool would you use in this evaluation?</li> <li>2. Why did you choose this tool over the others?</li> <li>3. What are the strengths of the tool you chose (e.g., clarity, scope, comprehensiveness, appropriateness for population)?</li> <li>4. What are the limitations of the tool you chose (e.g., a narrow focus, too many or too few questions, confusing questions)?</li> <li>5. If you could change the tool, what would you do to improve it? Be specific.</li> </ol>	Knowledge Values Skills
<p><b>Developing a Logic Model</b></p> <p><b>Preparation:</b> Read the following.</p> <ul style="list-style-type: none"> <li>● Using a Logic Model (review whole website): <a href="http://toolkit.pellinstitute.org/evaluation-guide/plan-budget/using-a-logic-model/">http://toolkit.pellinstitute.org/evaluation-guide/plan-budget/using-a-logic-model/</a></li> <li>● Victoria, British Columbia Streets to Homes Project: <a href="http://homelesshub.ca/sites/default/files/Victoria_HFCaseStudyFinal.pdf">http://homelesshub.ca/sites/default/files/Victoria_HFCaseStudyFinal.pdf</a></li> </ul> <p><b>Assignment:</b> In small groups, either over the course of multiple class sessions or as an out-of-class project, draft a logic model for the Streets to Home project. Then, answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Which sections of the logic model were easiest to develop and why?</li> <li>2. Which sections of the logic model were hardest to develop and why?</li> <li>3. What additional information would you need to complete or strengthen your logic model? What would you need to do to get that information?</li> </ol>	Knowledge Values Skills

<i>Field Activities</i>	
Resource	Competency Dimension
<p><b>Measuring Housing Insecurity and Homelessness</b></p> <p>Review the forms and procedures used at your field placement to conduct any initial intake, assessment, and screening processes. If available, also review other forms of data collected by the program, such as treatment plan and goal setting forms, progress update forms, or evaluation interview items. Consider the following questions:</p> <ol style="list-style-type: none"> <li>1. In what ways, if at all, is assessing housing stability or homelessness included in these processes? For example, are clients asked about the stability of their current housing, whether they've ever experienced homelessness, whether they own or rent their home, and whether their name is on the lease of their apartment? Be specific and identify what clients are asked.</li> <li>2. How, if at all, does the program or agency include housing stability as an outcome within its evaluation activities or as a key data point discussed in meetings or community presentations? How is housing security or homelessness defined and measured?</li> <li>3. If your field placement does not assess for housing insecurity and homelessness as part of its evaluation activities, do you think it should? How and why?</li> </ol>	<p>Knowledge</p> <p>Values</p> <p>Skills</p>