**SOCIAL WORK COMPETENCIES and MICRO SOCIAL WORK PRACTICE ACTIVITIES**

**SECTION II. MICRO SOCIAL WORK PRACTICE**

Section II focuses on micro social work practice. Micro social work practice is defined as practice with individuals (Kirst-Ashman & Hull, 2018). According to Miley, O’Melia, and Dubois, 2017, micro practice focuses on fostering changes within personal functioning, in social relationships, and in the ways people interact with social and institutional resources (pp 8-9).

Professional competencies drive social work practice. Social work student interns and medical social workers ascribe to the Council on Social Work Education (CSWE) professional competencies before, during, and after engagement with families. In addition to CSWE competencies, however, other doctrines with which to be aware are important. For example, and especially because the Maynor Castillo scenario involves an international and undocumented DACA student, social workers may consider the International Federation of Social Workers (IFSW) ethical principles and the United Nations Sustainable Development Goals. The following sections each contain a table containing a core principle, on the left, and synthesizes ways the principle may be operationalized in the vignette, on the right. Because Maynor is an international and undocumented DACA student, social workers may consider the International Federation of Social Workers (IFSW) Ethical Principles and the United Nations Sustainable Development Goals. The following sections each contain a table containing a core principle, on the left, and synthesizes ways the principle may be operationalized in the vignette, on the right.

**SOCIAL WORK CORE VALUE – HUMAN RELATIONSHIPS**

|  |
| --- |
| NASW Competency |
| Human Relationships | Social workers who work with victims of sexual and gender based violence have a responsibility to explore victims relationships with others to identify those who can be a part of victims natural support system.Social workers help their clients identify relationships that are helpful to them and let go of relationships that are not (Tulane UniversitySchool of Social Work, 2021). |

**SOCIAL WORK COMPETENCIES – HUMAN RELATIONSHIPS - MICRO PRACTICE ACTIVITY**

CSWE Core Principle: **Importance of Human Relationships**

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek

to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Foundation Activity: Consider the NASW definition above. You are planning your first coalition meeting for the organization. The coalition is currently comprised of agency clients, law enforcement officers, judges, attorneys, and health care providers. Identify other providers/service professionals you would like to invite to the coalition meeting and create an agenda for the first meeting.

IFSW Core Principle: **Promoting Human Rights**

Social workers embrace and promote the fundamental and inalienable rights of all human beings. Social work is based on respect for the inherent worth, dignity of all people and the individual and social/civil rights that follow from this. Social workers often work with people to find an appropriate balance between competing human rights

Advanced Activity: You are aware of the traditional practices of cutting the sexual organs of pubertal girls in some Muslim cultures. In speaking with recent immigrants and refugees served by the agency you understand how some view this as an ethical dilemma between legal rights and cultural rights. You are tasked with educating men and women in the community about how this cultural/traditional practice is illegal in the USA. Identify three strategies/activities you might use to work with the people in this largely Muslim community to find an appropriate balance between competing human rights. Which community members might you consult with in developing your education and awareness campaign?

**SOCIAL WORK COMPETENCIES – INTEGRITY**

|  |
| --- |
| NASW Competency |
| Integrity | A social worker should always conduct oneself ethically and responsibly. Clients should reliably have confidence in the social worker’s practice skills and believe social workers are working in their best interest. This means the Healthy Relationships Program social worker must engage victims of sexual and gender based violence in a courteous, respectful and considerate manner.By behaving honestly and demonstrating personal integrity, social workers can promote the organizations with which they are affiliated while also creating the most value for the populations they serve(Tulane University School of Social Work, 2021). |

#  SOCIAL WORK COMPETENCIES – INTEGRITY - MICRO PRACTICE ACTIVITY

CSWE Core Principle: **Social Workers Behave in a Trustworthy Manner**

Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Foundation activity: Consider the CSWE Core Principle. Conduct an internet review of job description for Gender Based Violence (GBV) Social Workers. After you have reviewed at least 5 job descriptions, identify core responsibilities and qualifications for GBV social workers.

IFSW Core Principle: **Professional Integrity**

Social workers must hold the required qualifications and develop and maintain the required skills and competencies to do their job. This includes not abusing their positions of power and relationships of trust with people that they engage with; they recognize the boundaries between personal and professional life and do not abuse their positions for personal material benefit or gain.

Advanced activity: Consider the CSWE Core Principle. You recently learned about an annual Conference on Crimes against Women. Draft a paragraph justifying your request for $1,500 to attend the conference. In your justification, be sure to why attending conferences such as these are important in the work you would do as a social worker working with sexual and gender based violence victims.

**SOCIAL WORK CORE VALUE – COMPETENCE**

|  |  |
| --- | --- |
| Competence | Professional social workers often hold undergraduate or graduate degrees in social work, but a fair amount of their knowledge comes from gaining on-the-job experience. As part of the social work values outlined in the NASW Code of Ethics, each social worker must practice within their scope of competence and avoid misrepresenting skills or experience to potential clients. Social workers must constantly strive to expand their knowledge base and competence in order to make meaningful contributions to the profession and those they serve. Social work is a lifelong learning commitment, and continuing education can take the form of any activity that expands a social worker’ knowledge and skill set: conducting personal study and research, attending webinars and conferences, or pursuing additionallicenses or degrees (Tulane University School of Social Work, 2021). |

|  |  |
| --- | --- |
|  | This means that the social worker of the Healthy Relationship Program must inform clients of the scope and limits of the social worker role. The social worker has a duty to become familiar with community agencies and programs and assist all clients in obtaining resources to meet their needs in order to be competent in their role. Social workers have a responsibility provide full disclosure about confidentiality and the limits to that confidentiality. Social workers respect and work in accordance with people’s rights to confidentiality and privacy unless there is risk of harm to the self or to others or otherstatutory restrictions (IFSW). |

**SOCIAL WORK COMPETENCIES – COMPETENCE - MICRO PRACTICE ACTIVITY**

CSWE Core Principle: **Social Workers Practice Within Their Areas of Competence and Develop and Enhance Their Professionalism Expertise**

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Foundation activity: Consider the CSWE Core Principle above. As a social work intern at the Healthy Relationships Program, state in a one or two sentence verbatim two steps you can take to ensure you are practicing within your scope when working with victims of sexual and gender based violence.

IFSW Core Principle: **Respect for Confidentiality and Privacy**

Social workers respect and work in accordance with people’s rights to confidentiality and privacy unless there is risk of harm to the self or to others or other statutory restrictions. Social workers inform the people with whom they engage about such limits to confidentiality and privacy.

Advanced Activity: Consider the IFSW Core Principle above. In two or three sentences, state how you would explain the concept of confidentiality to your client. Furthermore, how would you explain the limits of confidentiality to your client?

**SECTION III. MEZZO LEVEL SOCIAL WORK PRACTICE**

**SOCIAL WORK THEORIES – MEZZO LEVEL SOCIAL WORK PRACTICE ACTIVITIES**

Section III focuses on mezzo social work practice. Mezzo social work practice is defined as practice with organization and formal (Miley, O’Melia, & DuBois, 2017) groups (Kirst-Ashman & Hull, 2018).

Readers should focus on the role of social workers with and in formal and informal groups and organizations. This may include leading, coordinating, or facilitating a formal or informal team or being a team member within a group context.

Section III requires foundation and advanced students to apply three theoretical frameworks (General Systems Theory, Social Learning Theory and Culture of Violence Theory) to the Healthy Relationships Program scenario.

According to the 5 Phases of Theory Application by Gentle-Genitty (2011), through the embracing of theory as both a lens and an experience we can apply theory to clients and clients situations to help us build rapport, listen and organize their stories, determine patterns, conduct assessment, formulate a plan of action, and still monitor progress and move towards termination. It is with this view then that as student social workers or practitioners that we must understand what we do and learn about how theory can inform this practice.

|  |  |
| --- | --- |
| General System’s Theory | General systems theory is a conceptual orientation that attempts to explain holistically the behavior of people and societies by identifying the interacting components of the system and the controls that keep these components, stable and in a state of equilibrium. It is concerned with the boundaries, roles, relationships, and flow of information between people. General systems theory is a subset of systems theories that focuses on living entities, from microorganisms to societies. Another attractive feature of general systems theory has been its explication of a framework conceptualizing the person-in-environment perspective, which has longcharacterized social work (Gallant & Thyer, 1991). |
| Social Learning Theory | Albert Bandura's social learning theory suggests that observation and modeling play a primary role in how and why people learn. Bandura's theory goes beyond the perception of learning being the result of direct experience with the environment. Learning, according to Bandura, can occur simply by observing others' behavior. He explains in his 1977 book *Social Learning Theory,* "most human behavior is learnedobservationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions, this coded information serves as a guide for action." Social learning can be used effectively in the workplace to observe and model productive behaviors.However, social learning does not occur passively. Attention, retention, reproduction, and motivation are required in order to benefit from social learning practices (UC Berkeley, 2022). |

|  |  |
| --- | --- |
| Ubuntu Model of Migration and Refugees | This perspective argues African migrants or refugees leave their home countries due to unfavorable conditions, but remain connected to their permanent home and ultimately will return to their permanent home. Most African refugees or migrants do not want to be separated from their family, relatives, and home country forever. This perspective argues that being a migrant or refugee is a journey, which ends with coming back home.Obtaining citizenship, permanent residency, a job or house in another country does not provide ultimate belonging and as such, every journey ends where it started (Africa Social Work Network, 2020) |

FOUNDATION LEVEL ACTIVITY:

As the social worker of the Healthy Relationships Program and a facilitator of empowerment and social change, practice verbalizing how each theoretical framework can help you explain the prevalence of sexual and gender based violence against women.

1. Application of General System’s Theory
2. Application of Social Learning Theory
3. Ubuntu Model of Migration and Refugees

ADVANCED LEVEL ACTIVITY: Approximately 2.1 million sub-Saharan African immigrants resided in the U.S. in 2019. The sub-Saharan African immigrant population has increased substantially over the past four decades and is likely to continue to increase. Approximately 261,000 (2%) of the 11 million undocumented immigrants in the U.S. were from sub-Saharan Africa. Approximately 3,300 undocumented immigrants from sub-Saharan Africa were active participants in the Deferred Action for Childhood Arrivals (DACA) program, which provides temporary deportation relief and work authorization. There are a total of 611,500 DACA with sub-Saharan African immigrants representing only 1 percent. Sub-Saharan African immigrants have lower average incomes and experience poverty at higher rates than the overall foreign-born population (Migration Policy Institute, 2022).

In Texas vs. United States, the states of Texas, Alabama, Arkansas, Kansas, Louisiana, Mississippi, Nebraska, South Carolina, and West Virginia are challenging the legality of DACA. Furthermore, Texas vs. United States seeks a ruling that the original 2012 DACA memo is unlawful, whether or not there is a president who wants to implement it (Mexican American Legal Defense and Educational Fund, 2021). On July 16, 2021, the U.S. District Court for the Southern District of Texas held that DACA was illegal, violated immigration law and prohibited DHS from granting initial DACA requests and employment authorization. On August 30, 2022, the Department of Homeland Security (DHS) issued a final rule to preserve and fortify DACA and temporarily protects DACA recipients. The DHS final rule is set to take effect on October 31, 2022 (United States Citizenship and Immigration Services, 2022).

On October 5, 2022, the Fifth Circuit Court of Appeals partially affirmed the U.S. District Court’s July 16, 2021 decision by declaring DACA unlawful and remanded the case back to U.S. District Court of Texas for further proceedings on the DHS final rule. On October 14, 2022, the

U.S. District Court of Texas issued an order extending the DHS DACA final rule injunction and partial stay (USCIS, 2022). As such, USCIS will continue to accept and process DACA renewals and accompanying employment authorization and applications for advance parole for already DACA recipients. This means that DACA individuals, related employment authorization and advance parole will continue to be recognized as valid under the DHS final rule. Under court orders, DHS remains prohibited from granting initial or new DACA requests and accompanying requests for employment authorization (USCIS, 2022). With the U.S. Senate, being split 50-50, with Vice President Kamala Harris as the tie-breaking vote. At least 10 republicans would need to join Democrats in order to advance legislation (Reuters, 2022). According to the Los Angeles Times (2022), a small but growing number of DACA recipients, disheartened after years of instability, are voluntarily moving to countries where they can acquire permanent legal status. Some are going back to where they were born and others have transferred jobs or applied for student programs in unfamiliar places.

You are the social worker at a nonprofit organization that serves immigrants, undocumented immigrants and refugees. As the social worker, some of your duties are to assist immigrants and refugees find services, work, benefits and providing them information on their rights. The community in which your organization is located has the highest number of undocumented sub- Saharan African and Latinx immigrant population.

Practice verbalizing a plan of action you would take to educate and raise awareness among other organizations in your community about the challenges affecting undocumented immigrants in your community. Identify which organizations in your community could join the mission of your organization, become advocates and provide additional supportive services to undocumented immigrants in your community. Furthermore, verbalize a plan of action you could implement to empower immigrants and other community members to lobby lawmakers.

Utilize components from the following theoretical perspectives to guide the plan of action:

1. Application of General System’s Theory
2. Application of Social Learning Theory
3. Application of Ubuntu Model of Migration and Refugees My action plan included use one or more of the following soft skills:
* Human Rights  Social Justice
* Empathy  Assertiveness
* Social Support  Teamwork
* Advocacy  Policy Analysis
* Non-profit Administration  Organizational Development
* Collaboration  Community-based Education

**SOFT SKILLS - MACRO LEVEL SOCIAL WORK PRACTICE ACTIVITIES**

**SECTION IV. MACRO LEVEL SOCIAL WORK PRACTICE**

A 2018 National Association of Social Workers survey found 82% of social work programs focus on micro practice while 9% focus on macro social work practice (NASW, 2018). It is no wonder why there are more micro practitioners than macro practitioners.

Section IV focuses on macro social work practice. Macro social work practice is defined as practice with or in organizations and communities (Kirst-Ashman & Hull, 2018). Austin, Anthony, Tolleson Knee, & Mathias (2015) identify the following domains of macro practice:

1. Organizing services and programs and community groups.
2. Planning, monitoring, and evaluating community development and human services programs.
3. Collaboration among nonprofit, public, and private organizations, as well as community interest groups.
4. Development of organization and communities (social, economic, and sustainable).
5. Advocacy, policy practice, social justice and human rights.

A recent study by Jardim, 2022, validated the Soft Skills Inventory (SSI) to assess soft skills in higher education students, namely self-determination, resilience, empathy, assertiveness, social support, and teamwork. Others include the following to define aspect of soft skills, self- confidence, and self-care (Fixsen, Cranfield, & Ridge, 2018).

This section requires social work students to practice their use of soft skills within an organizational and or community context.

Foundation Activity: The social worker is the leader of the Healthy Relationships Program. The social worker understands that members of the community and other agencies and local organizations need to know about the Healthy Relationships Program. The social worker has been busy posting flyers at local businesses and providing brochures at the following local agencies, police departments, colleges and community organizations. The social worker has also created profiles on the most popular social media sites for the Healthy Relationships Program.

The social worker’s purpose is to spread awareness of sexual and gender-based violence to the community and to inform the public of the available services of the Healthy Relationships Program. It is also the social worker’s role to build good working relationships with community partners. All local agencies and community organizations thus far have been open in supporting the goals of the Healthy Relationships Program. The social worker’s next step is to prepare a presentation at the next city council meeting.

Instructions: Write a two-minute conceptual statement that, if given a chance, you would present at the City Council meeting. Your statement should integrate learning from sections II (social work competencies and values) and III (theoretical frameworks) and include the following:

1. A well-articulated issue that includes a grievance,
2. A set of demands (no more than 3) that address that grievance,
3. An institutional target at whom the grievance is directed.

My conceptual statement included use one or more of the following soft skills:

* Human Rights  Social Justice
* Empathy  Assertiveness
* Social Support  Teamwork
* Advocacy  Policy Analysis
* Non-profit Administration  Organizational Development
* Collaboration  Community-based Education

Advanced Activity: The social worker is the leader of the Healthy Relationships Program. You recently learned that State Senator Dave Min, D-Irvine, introduced Senate Bill 373 and Senate Bill 374. As many as three in four female victims say their abusers tried to force them to get pregnant or otherwise control their reproductive choices, leaving survivors with higher rates of unwanted pregnancies, abortions and sexually transmitted infections (The Orange County Register, 2021).

Fifty-two percent of domestic violence survivors report experiencing coerced and fraudulent debt of over $10,000 per year. The debt and poor credit score resulting from economic abuse impact can have long-term consequences for survivors that create barriers to education, housing, and employment opportunities (California Legislative Information, 2021).

Under Senate Bill 373, domestic violence survivors who can show they have been coerced into taking on debt would be guaranteed financial protections. If a judge agrees, creditors and debt collectors would not be allowed to collect the debt and consumer credit reporting agencies would be banned from including it on victims’ credit reports. Senate Bill 374 would make California the first state in the country to recognize “reproductive coercion” as a form of domestic abuse.

SB 374 would add “reproductive coercion” to the Domestic Violence Prevention Act, which would ensure victims could use examples of their abuser tampering with their birth control to try to get them pregnant, trying to force them to terminate a pregnancy or otherwise interfering in their reproductive decisions as the basis for getting restraining orders or seeking other legal relief (The Orange County Register, 2021).

You as the social worker have made multiple phone calls and sent several emails to your district state senator’s office over the past few weeks and you finally received a call back. You are told the senator is available next week at 9:30am and has about ten to fifteen minutes to meet with you.

INSTRUCTIONS: Prepare a ten-minute political advocacy statement you would present to your state representative to advocate your position. Your statement should synthesize the scenario, learning from sections II (social work competencies and values) and III (theoretical frameworks), and include the following:

* 1. Background and introduction of the issue and its impact.
	2. Explanation of the bill and its impact.
	3. A final statement asking the legislator for their vote.

My political advocacy statement included use one or more of the following soft skills:

* Human Rights  Social Justice
* Empathy  Assertiveness
* Social Support  Teamwork
* Advocacy  Policy Analysis
* Non-profit Administration  Organizational Development
* Collaboration  Community-based Education

References

Africa Social Work Network (ASWNET). 2020. African Theories of Social Work and Development. Retrieved from [https://africasocialwork.net/african-theories-of-social-](https://africasocialwork.net/african-theories-of-social-work/#ubuntu-migration) [work/#ubuntu-migration](https://africasocialwork.net/african-theories-of-social-work/#ubuntu-migration)

American Civil Liberties Union. (2022). Women’s Rights. Retrieved from <https://www.aclu.org/issues/womens-rights>

Austin, J. M, Anthony, K. E, Knee, T. R, & Mathias, J. (2016). *Revisiting the Relationship Between Micro and Macro Social Work Practice.* Retrieved from <https://escholarship.org/uc/item/96d410f7>

Bird, K.S., & Pitman, L. (2019). How diverse is your reading list? Exploring issues of representation and decolonisation in the UK. Higher Education, 79, 903–920. <https://doi.org/10.1007/s10734-019-00446-9>

Brown, S. K. & Bean, D. Frank. (2006). Assimilation Models, Old and New: Explaining a Long- Term Process. Migration Policy Institute. [https://www.migrationpolicy.org/news/anticipated-chilling-effects-public-charge-rule-](https://www.migrationpolicy.org/news/anticipated-chilling-effects-public-charge-rule-are-real) [are-real](https://www.migrationpolicy.org/news/anticipated-chilling-effects-public-charge-rule-are-real)

California Legislative Information. (2021). *SB-373 Consumer debt: economic abuse.* Retrieved from <https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220SB373>

Equality Now. A Just World for Women and Girls. *Child Marriage in the United States.* (2021).

Retrieved from <https://www.equalitynow.org/learn_more_child_marriage_us/>

Gallant, J. Paul & Thyer, A. Bruce (1991). Usefulness of General Systems Theory in Social Work Practice. *Human Behavior Theory and Social Work Practice*. Routledge.

Glinski, A. M., Sexton, M. & Meyers, L. (2015). The Child, Early, and Forced Marriage

Resource Guide Task Order. Retrieved from [https://www.usaid.gov/sites/default/files/documents/1865/USAID\_CEFM\_Resource-](https://www.usaid.gov/sites/default/files/documents/1865/USAID_CEFM_Resource-Guide.PDF) [Guide.PDF](https://www.usaid.gov/sites/default/files/documents/1865/USAID_CEFM_Resource-Guide.PDF)

Kirst-Ashman, K.K. & Hull, G.H. (2018). Understanding Generalist Practice (8th ed.). Cengage Learning.

Los Angeles Times. (2022). ‘I can’t keep fighting the system’: DACA recipients are leaving the U.S., disheartened by years of instability. Retrieved from [https://www.latimes.com/politics/story/2022-11-12/daca-recipients-disheartened-by-](https://www.latimes.com/politics/story/2022-11-12/daca-recipients-disheartened-by-instability-are-leaving-the-u-s) [instability-are-leaving-the-u-s](https://www.latimes.com/politics/story/2022-11-12/daca-recipients-disheartened-by-instability-are-leaving-the-u-s)

Mexican American Legal Defense and Educational Fund. (2021). Texas V. United States.

Retrieved from

[www.maldef.org/2021/03/texas-v-united-states/](http://www.maldef.org/2021/03/texas-v-united-states/)

Migration Policy Institute. (2022). Sub-Saharan African Immigrants in the United States.

Retrieved from

<https://www.migrationpolicy.org/article/sub-saharan-african-immigrants-united-states>

Miley, K.K., M.W., O’Melia, & DuBois, B.L. (2017). Generalist social work practice, an empowering approach (8th ed.). Pearson.

Morgaine, K. & Capous-Desyllas, M. (2020). Anti-oppressive social work practice, putting theory into action (2nd ed). Cognella.

Office on Women’s Health. (2021). *Female Genital Mutilation or Cutting.* Retrieved from [https://www.womenshealth.gov/relationships-and-safety/other-types/immigrant-and-](https://www.womenshealth.gov/relationships-and-safety/other-types/immigrant-and-refugee-women#references) [refugee-women#references](https://www.womenshealth.gov/relationships-and-safety/other-types/immigrant-and-refugee-women#references)

Office on Women’s Health. (2021). *Relationships, Safety, and Violence.* Retrieved from [https://www.womenshealth.gov/relationships-and-safety/other-types/immigrant-and-](https://www.womenshealth.gov/relationships-and-safety/other-types/immigrant-and-refugee-women#references) [refugee-women#references](https://www.womenshealth.gov/relationships-and-safety/other-types/immigrant-and-refugee-women#references)

Office on Women’s Health. (2021). *Violence against immigrant and refugee women.* Retrieved from [https://www.womenshealth.gov/relationships-and-safety/other-types/immigrant-](https://www.womenshealth.gov/relationships-and-safety/other-types/immigrant-and-refugee-women#references) [and-refugee-women#references](https://www.womenshealth.gov/relationships-and-safety/other-types/immigrant-and-refugee-women#references)

Orange County Register. (2021). *Domestic violence victims would get new protections under bills from State Sen. Dave Min.* Retrieved from [https://www.ocregister.com/2021/02/16/domestic-violence-victims-would-get-new-](https://www.ocregister.com/2021/02/16/domestic-violence-victims-would-get-new-protections-under-bills-from-state-sen-dave-min/) [protections-under-bills-from-state-sen-dave-min/](https://www.ocregister.com/2021/02/16/domestic-violence-victims-would-get-new-protections-under-bills-from-state-sen-dave-min/)

Social Problems Continuity and Change. *Sociological Perspectives on Social Problems*. (2010) Gentle-Genitty, C. (2011) *5 Phases of Theory Application.* Retrieved from <https://scholarworks.iupui.edu/handle/1805/12051>

Tahirih Justice Center. (2017) *Child Marriage in the United States: A Serious Problem With a*

Simple First-Step Solution. Retrieved from [https://www.tahirih.org/wpcontent/uploads/2016/11/Tahirih-Child-Marriage-](https://www.tahirih.org/wpcontent/uploads/2016/11/Tahirih-Child-Marriage-Backgrounder-2.pdf) [Backgrounder-2.pdf](https://www.tahirih.org/wpcontent/uploads/2016/11/Tahirih-Child-Marriage-Backgrounder-2.pdf)

Tulane University School of Social Work. (2021). 6 Core Social Work Values and Ethics.

Retrieved from <https://socialwork.tulane.edu/blog/social-work-values/>

UC Berkeley. (2022). How Social Learning Theory Works. Retrieved from <https://hr.berkeley.edu/how-social-learning-theory-works>

UNICEF. (2022). Child Marriage. *Child marriage is a violation of human rights, but is all too common.* Retrieved from <https://data.unicef.org/topic/child-protection/child-marriage/>

United Nations Children’s Fund, *Understanding the Relationship between Child Marriage and Female Genital Mutilation: A statistical overview of their co-occurrence and risk factors,* UNICEF, New York, 2021.

United Nations. (2022). Universal Declaration of Human Rights. Retrieved from <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

U.S. Citizenship and Immigration Services. (2022). DACA Litigation Information and Frequently Asked Questions. Retrieved from <https://www.uscis.gov/DACA>

U.S. Department of Health & Human Services, Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, Division of Violence Prevention. (2014). Sexual Violence Surveillance. Uniform Definitions and Recommended Data Elements. Retrieved from <https://www.cdc.gov/violenceprevention/pdf/sv_surveillance_definitionsl-2009-a.pdf>

Williams, A. H.  *WOLFGANG, M. E. and FERRACUTI, W. "The Subculture of Violence" (Book Review)*. The International Journal of Psycho-Analysis; London Vol. 50, (Jan 1, 1969): 256. Retrieved from

[https://www.proquest.com/openview/12bfc14d61df4bf3237709c54a2b234e/1?cbl=18187](https://www.proquest.com/openview/12bfc14d61df4bf3237709c54a2b234e/1?cbl=1818729&pq-origsite=gscholar) [29&pq-origsite=gscholar](https://www.proquest.com/openview/12bfc14d61df4bf3237709c54a2b234e/1?cbl=1818729&pq-origsite=gscholar)

YWCA. (2017). Gender-Based Violence Facts. Retrieved from <https://www.ywca.org/wp-content/uploads/WWV-GBV-Fact-Sheet-Final.pdf>