

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
Environmental Justice
Main Syllabus

Course Number: 19:910:594:XX

Semester:

Instructor:

Office:

Office Hours:

E-mail:

Term:

Telephone:

I. Catalog Course Description

This course will highlight theories to enhance the students' understanding of "Person-in-Environment" to be inclusive of the physical environment. Students will develop a paradigm regarding the interconnection of social work and environmental justice with an understanding of the bi-directional relationship of people and nature. Students will examine social work history and create an emerging perspective of social workers' role with respect to the environment. This course will help students achieve the updated Council on Social Work Education (CSWE) competency "**Advance Human Rights and Social, Economic, and Environmental Justice**" by developing awareness of ecological crises, environmental injustices, and movements that are intended to serve marginalized populations. Students will discuss how social workers can increase equality through advocacy, education, and action.

II. Course Overview

This course will be based on a partnership between instructor and students in collaboration and commitment to mutual learning. Lectures, discussions, experiential exercises, and assignments will be the learning tools of the Environmental Justice and Social Work course. Students are expected to actively participate in class and attendance is mandatory. A critical goal of this course is to provide a safe environment for discussion of various points of view. Therefore, differences in values, beliefs, and opinions expressed in the classroom will be respected.

As students read through this syllabus, they should remember to **closely review the School-Wide Syllabus** in Canvas or the Student Handbook to find information on the School of Social Work mission statement and learning goals, school-wide policies (including academic integrity policies and the standardized attendance policy), and student resources and supports.

III. Place of Course in Curriculum

This course is an elective available to all MSW students as part of the generalist portion of the curriculum. This elective uncovers concepts about ecology and sustainability to expand social work education, and subsequently practice, to be inclusive of environmental justice. No co or pre-requisites are required.

IV. Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the 2022 CSWE competencies within its curriculum.

This course will assist students in developing the following competencies:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist

practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

[Explore the entire set of 2022 CSWE competencies.](#)

V. Course Learning Goals (all must be assessable and assessed in the course)

Goals vs. Objectives

By the end of this course, you will be able to:

1. discover, create and/or strengthen interconnected relationships with nature.
2. identify the components and importance of interconnection and relationships (with people and nature) through community building within the classroom in preparation for dynamic and future social work settings. *
3. transform environmental justice work by incorporating social work values, knowledge, and skills.
4. apply environmental justice theories and frameworks to micro, mezzo, macro social work practice that engages with communities in the name of inclusion, diversity, and anti-oppression. *

*Drawn from 2020 RUSSW Strategic Plan

Additionally, the Code of Ethics of the National Association of Social Workers (1999, standard 1.05, p.9) mandates that social workers pursue knowledge about effective micro and macro practice with diverse and oppressed clients and the social systems with which they interact. As a

result of this course, students are expected to begin a career-long process of learning and incorporating an understanding of culture and oppression into their practice.

[View the entire set of 2022 CSWE competencies.](#)

VI. Required Texts and Readings

Dominelli, L. (2012). *Green social work: From environmental crises to environmental justice*. Polity.

Gray, M., Coates, J., & Hetherington, T. (Eds.). (2012). *Environmental social work*. Routledge.

Other required readings (separate from textbooks) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions [please click here for a video tutorial](#)

Useful Websites:

- [Green Social Work Podcast](#)
- [Global Alliance for a Deep Ecological Social Work](#)
- [Dr. Michael Yellow Bird video “Decolonizing the Mind”](#)
- [American Academy of Social Work & Social Welfare: Grand Challenge “Create Social Responses to a Changing Environment”](#)

VII. Course Attendance and Participation Policies

Attendance is required and impacts your class participation grade. Absence, early departure, or lateness to class is acceptable only for compelling reasons, such as illness. Students may not miss class without a valid excuse. Valid excuses include illness with medical documentation, death of a loved one, or attending conferences as long as prior permission is obtained from the instructor. Students lose two points on final grade per unexcused absence. Students who miss more than three classes with or without a valid excuse may receive one course grade lower than their final grade when points are totaled. Students are expected to have their cameras on, unless other arrangements are made with the instructor.

VIII. Assignments and Grading

Assignments

Students are expected to do all required readings. Students will also be given assignments that will enhance the experiential learning. Grades for the course will be based on the following assignments. Percentage values for each assignment represent the maximum credit available.

Assignments	Due
EJ Application Model worksheet and written summary	Week 4
Mind Maps themed on Environmental Justice and written summaries	Week 2 and Week 15
Intervention Paper	Week 12
Intervention Presentation	Weeks 11-14
Participation/Attendance	

Description of Assignments

Participation is measured by a combination of attendance, engagement and demonstration of having read weekly assignments.

- **Reading Summary (part of participation)**: Students will lead discussions. Discussion can be generated by creative methods including, but not limited to, asking questions, relating it to field placement, or conduct an activity focused around a student-created worksheet or vignette. Students are assigned readings at the beginning of the semester.
- **EJ Application Model worksheet AND Summary**: Students will complete the worksheet with at least two examples in each of the 12 categories. Full instructions are in Canvas.
- **Mind Map** is a visual depiction of a concept using words and images to organize thoughts. Students will create an image that displays their concept and understanding of environmental justice. Full instructions are included in Canvas.
- **Intervention Paper** will be 10-15 pages proposing or describing a social work intervention that promotes environmental justice. Must have one-inch margins, double space, Times New Roman font size 12 and all other APA format requirements. Students should use at least six scholarly sources. Full instructions are included in Canvas.
- **Intervention Presentation** Students will concisely describe the intervention subjected in the student's intervention paper. Create an informative and engaging presentation using Prezi or other online presentation software about an environmental issue and its respective intervention, using information from the course readings, your research, and other resources.

Each presentation will be 20 minutes or less.

Grading Commitment

This course uses an alternative grading model. Rather than each assignment being worth a certain number of points, instead, the default grade for the course is an “A.” If you fulfill the criteria and learning goals of the course and assignments, if you work through the processes we establish during the semester, and if you do the majority of the work asked of you (see chart below), then you’ll get an “A” course grade. If you do not participate fully in the class (meaning failing to complete in-class work or turn work in), turn in assignments late without notice, forget to do assignments, or do not fulfill criteria or instructions, your grade may be impacted. This grading system encourages creativity and risk-taking.

Commitments

You are guaranteed a course grade of “A” if you commit to and meet all of the following:

- **Be open-minded and thoughtful.** We are all coming to this class with differing experiences that shape how we engage with the topics. In conjunction with demonstrating mutual respect towards your peers, you are asked to examine your responses and reactions to course material. You agree to reflect on how your assumptions, thoughts, and feelings on nature and the environment are rooted in various personal and sociocultural contexts.
- **Mutual Respect.** You agree to be a respectful and engaged member of our classroom community (see the syllabus for more information about being a respectful member of our class community).
- **Participation.** You agree to fully participate in a majority of the activities during the semester, including responding meaningfully to your peers during discussion and completing any in-class work.
- **Assignments.** You agree to turn in all assignments expected of you on time, and in the spirit they are assigned, including being genuine to your own learning goals, interests, and values in your work.
- **Take risks and be creative.** This course is designed to allow you to challenge your assumptions about the relationship between humans and nature, as well as between each other. To this end, you agree to take risks in your assignments and be creative in how you explore these relationships. You are encouraged to try new ways to express your thoughts in the assignments and the discussions.

Knowing Where You Stand

This system is an alternative to conventional grading systems. Our intention is to develop a classroom culture that removes the stress and focus on grading and focuses instead on student

growth. If you are doing everything as directed, you will receive an A, allowing you to take risks in your work without worrying about how it will impact an individual assignment's grade. You should be able to keep track of what you've completed through the Canvas gradebook, but you can also check in with your instructor should you have any questions or concerns. **Please note that all assignments will show up as being worth "0" points in the gradebook.** Focus instead on the checkmarks and X's to determine your progress through the course.

You must turn in the final intervention assignment and presentation, including associated participation or preparatory work, and have it be considered "complete," in order to pass the course.

Your final grade will be determined by the number of assignments considered "incomplete". An incomplete assignment either was not submitted or does not fulfill the evaluative criteria for that assignment.

For every incomplete assignment, you will have the opportunity to consult with your instructor in order to revise and resubmit your work to be considered for a "complete" grade.

Overall Grade for the Course

Grade	Number of Incomplete Participation Days	Number of Incomplete Minor (non-Intervention Paper) Assignments	Intervention Paper and Presentation Incomplete
A	2	0	0
B+	2	1	0
B	3	1	0
C+	3	2	0
C	4	3	0
F	5+	4	1+

For each individual assignment, you will need to fulfill the listed evaluative criteria in the rubric. If something is marked as "needing improvement" or "not present," you may be asked to revise in order to receive a grade of "complete" for the assignment. If you choose not to revise, your grade may be affected.

IX. Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

X. Course Outline

Module 1 – Introduction to Social Work and the Physical Environment and Related Theories

Weekly learning objectives:

- Understand course expectations
- Identify theories that will be discussed in the course

Weekly outline:

- Review syllabus and course expectations/assignments
- Establish class community
- Introduce students to social work and environmental justice
- **Assign/introduce mind map**

Dominelli, L. (2012). A professional crisis within social and environmental calamities. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 24-42). Malden, MA: Polity Press.

Gray, M., Coates, J., & Hetherington, (Eds.). (2012). Introduction. *Environmental Social Work* (pp.1-28). New York, NY: Routledge.

Magruder, K. & McMillin, S.E. (2023). The climate crisis and social justice: An overview for social workers. In K. Smith & R. Forbes (Eds.), *Ecological Social Work Practice: Environmental practice and advocacy*. NASW Press.

Module 2 - Social Work and the Physical Environment and Related Theories Continued

Weekly learning objectives:

- Understand personal assumptions about environmental justice
- Evaluate the similarities and differences of the theories

Weekly outline:

- Examine theories related to social work and the environment
- Discuss the similarities and differences of the theories
- Review/discuss mind maps

Belcher, J. R., & Mellinger, M.S. (2016). Integrating spirituality with practice and social justice: the challenge for social work. *Journal of Religion & Spirituality in Social Work: Social Thought*, 35 (4), 377-394.

Houston, S., & Gray, M., (2016). Falling in love outwards: eco-social work and the sensuous event. *Journal of Social Work*, 16(4), 412-428.

Thysell, M., & Cuadra, C. B. (2022). Imagining the ecosocial within social work. *International Journal of Social Welfare*.

Module 3 - Cultural Lens on Environment

Weekly learning objectives:

- Develop an anti-oppressive, culturally competent approach to social work and the environment
- Compare Indigenous/interconnected ideologies with Western framework
- Examine Indigenous perspective on the environment and human relationships

Weekly outline:

- Presentation/discussion on Indigenous ideologies & Western frameworks
- Lecture on the hierarchies in conceptualizing the ecosystems/eco-social work
- **Assign EJ Application Model Worksheet**

Bischoff, M. & **Morales, C.** (2023). Social work application model for environmental justice. In K. Smith & R. Forbes (Eds.), *Ecological Social Work Practice: Environmental practice and advocacy*. NASW Press.

Yellow Bird, M (2012). Chapter 15: Neurodecolonization: applying mindfulness research to decolonizing social work. In Coates, J., Grey, M., Hetherington, T. & Yellow Bird, M. (Eds.), *Decolonizing Social Work* (pp. 293-310). New York, NY: Routledge.

Module 4 – “Sustainability”

Weekly learning objectives:

- Understand the role of “sustainability” in social work and the environment
- Connect economics, especially fashion, and the environment
- Identify the concept of a circular economy

Weekly outline:

- Define “sustainability”

- Discuss fashion industry's impact on the environment
- Read except from Braid Sweetgrass

Dylan, A. (2012). 3 Environmental sustainability, sustainable development, and social work. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.62-101). New York, NY: Routledge.

Powers, M. & Slominski, E. (2017). Chapter 20: Threadbare: the role of social work in addressing ecological injustices of the fashion industry. In M.C. Powers & M. Rinkel, M. (Eds.), *Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators* (pp. 258-274). Berne, Switzerland: International Federation of Social Workers.

Wang, P., & Altanbulag, A. (2022). A concern for eco-social sustainability: Background, concept, values, and perspectives of eco-social work. *Cogent Social Sciences*, 8(1), 2093035.

Module 5 – Environmental Justice

Weekly learning objectives:

- Expand understanding of Environmental Justice and Injustice
- Understand racial disparities in local communities and the idea of sacrifice zones

Weekly outline:

- Define “environmental justice”
- Overview of national and international issues of environmental justice
- Watch the film – The Sacrifice Zone

Bullard, R. (2000). Environmental justice in the 21st century. *People of color environmental groups. Directory*, 1-21.

Dominelli, L. (2012). Climate change, renewable energy and solving social problems. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 84-104). Malden, MA: Polity Press.

Moore-Bembry, N., **Morales, C.**, & Bischoff, M. (2023). Social work perspectives on environmental racism. In K. Smith & R. Forbes (Eds.), *Ecological Social Work Practice: Environmental practice and advocacy*. NASW Press.

Module 6 – Global Citizenship

Weekly learning objectives:

- Approach community organizing from a liberatory framework (as opposed to empowering)
- Analyze the relationship between people, communities, nations and the environment

Weekly outline:

- Define “global citizenship”
- Continue to discuss differential experiences of marginalized populations
- Introduce the idea of community organizing, specifically as liberatory
- **Discuss final intervention paper and presentation**

Lysack, M. (2012). 12 Emotion, ethics, and fostering committed environmental citizenship. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.231-245). New York, NY: Routledge.

Hawkins, C.A. (2009). Global citizenship: a model for teaching universal human rights in social work education. *Critical Social Work*, 10(1), 116-131.

Jones, D. (2020). Global agenda for social work and social development: Fourth report. In International Federation of Social Workers - <https://www.ifsw.org/shop/>

Module 7 - Environmental Diversity - Urban, Suburban and Rural

Weekly learning objectives:

- Identify how environmental injustices in particular settings affect historically marginalized groups
- Compare and contrast the environmental injustices in urban, suburban, and rural settings

Weekly outline:

- Compare environmental injustices between rural, suburban, and urban settings
- Read the *Green New Deal*

- Watch a *Message from the Future*
- Watch *After the Green Revolution*

Dominelli, L. (2012). Reclaiming industrialization and urbanization from people. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 42-62). Malden, MA: Polity Press.

Nhapi, T., & Mathende, T. (2017). Chapter 7: The Social Work Change Agent Role: Building Capacity in Rural Communities for Sustainable Natural Resource Management. In M.C. Powers & M. Rinkel, M. (Eds.), *Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators* (pp. 89-106). Berne, Switzerland: International Federation of Social Workers.

Wu, H., Greig, M., & Bryan, C. (2022). Promoting environmental justice and sustainability in social work practice in rural community: A systematic review. *Social Sciences*, 11(8), 336.

Module 8 – Migration and Basic Human Rights: Food and Housing

Weekly learning objectives:

- Experience the challenges related to immigration
- Understand food apartheid and its impact on people's lives, including migration
- Recognize the privilege surrounding access to safe housing

Weekly outline:

- Discuss the limited opportunities in obtaining housing and food; discuss how these issues are connected to environmental justice
- Discuss the challenges of the marginalized populations in obtaining these resources
- Discuss the role of social work in addressing these issues
- Play *The Waiting Game*

Dominelli, L. (2012). Environmental crises, social conflict and mass migration. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 105-126). Malden, MA: Polity Press.

Hayward, R.A., Himmelheber, S., Kaiser, M. L., & Miller, S. (2015). Cultivators of change: food justice in social work education. *Social Work Education*, 34(5), 544–557.

Pandya, S. (2021). Social Work with Environmental Migrants: Exploring the Scope for Spiritually Sensitive Practice. *Social Work*, 66(2), 148-156.

Module 9 –Health and Basic Human Rights: Water

Weekly learning objectives:

- Critically examine the individual focus predominant in our lives and the social work profession
- Question the normativity, privilege, and damage of being personally disconnected from nature and environmental impact

Weekly outline:

- Discuss the limited opportunities in obtaining water; discuss how this issue is connected to environmental justice
- Discuss the challenges of the marginalized populations in obtaining water
- Discuss the role of social work in addressing these issues
- Discuss the hierarchy of needs and its history
- Play *Water Sense*

Dominelli, L. (2012). Industrial pollution, environmental degradation and people's resilience. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 63-83). Malden, MA: Polity Press.

Impana, S., Josy, A., Lalit, P. & Yesudhas, R., (2014). Water and sanitation in Mumbai's slums: education through inquiry based learning in social work. *The Qualitative Report*, 9, Article 89, 1-10.

Meehan, K., Jepson, W., Harris, L. M., Wutich, A., Beresford, M., Fencel, A., ... & Young, S. (2020). Exposing the myths of household water insecurity in the global north: A critical review. *Wiley Interdisciplinary Reviews: Water*, 7(6), e1486.

Module 10 – Resource Crises and Conflict

Weekly learning objectives:

- Understand inequity in environmental resource distribution and conflicts created between the privileged and marginalized populations
- Examine the role of social workers in addressing environmental crises
- Analyze the multidirectional relationships between the privileged, marginalized and the environment

Weekly outline:

- Discuss current crises and conflicts
- Watch a clip of *Shock Doctrine*
- **Review the Intervention Paper**

Dominelli, L. (2012). Scarce natural resources and inter-country conflict resolution. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp.150-170). Malden, MA: Polity Press.

Boetto, H., (2017). A transformative eco-social model: challenging modernist assumptions in Social Work. *British Journal of Social Work* 47, 48-67.

Walker, G. B., & Daniels, S. E. (2019). Collaboration in environmental conflict management and decision-making: Comparing best practices with insights from collaborative learning work. *Frontiers in Communication*, 4, 2.

Module 11 - The Experiences of Women and Children

Weekly learning objectives:

- Examine experiences of environmental injustices as they pertain to socio-economic status
- Examine experiences of environmental injustices as they pertain to age and gender
- Create a social work and the environment justice framework that is inclusive of all experiences

Weekly outline:

- Introduce Ecofeminism frameworks and compare to previously discussed theories
- Watch clip from Marjorie Kaplan
- **Begin Intervention Presentations**

Dominelli, L. (2012). Environmental degradation, natural disasters and marginalization. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 127-149). Malden, MA: -Polity Press.

Alston, M., (2013). Environmental social work: accounting for gender in climate disasters. *Australian Social Work*, 66(2), 218-233.

Rogge, M.E. & Combs-Orme, T. (2003). Protecting children from chemical exposure: social work and U.S. social welfare policy. *Social Work*, 48(4), 439-450.

Sharma B. B., & Minnick, D., (2023). Critical Ecofeminism praxis: The effects of water carrying and climate change adaptation on Nepali Women's reproductive health. In K. Smith & R. Forbes (Eds.), *Ecological Social Work Practice: Environmental practice and advocacy*. NASW Press.

Module 12 – Incorporating Environment into Clinical Practice

Weekly learning objectives:

- Understand clinical interventions incorporating environmental elements
- Apply interventions utilizing environmental elements

Weekly outline:

- Discuss the practicalities of infusing such practice in current clinical work
- Continue Intervention Presentations

Legge, M. M. (2016). The role of animal-assisted interventions in anti-oppressive social work practice. *British Journal of Social Work*, 46, 1926–1941.

Luce, C., Fullwiler, B., & Prussia, L. (2023). Impacts of climate change and environmental degradation on mental health. In K. Smith & R. Forbes (Eds.), *Ecological Social Work Practice: Environmental practice and advocacy*. NASW Press.

Rabb, H. (2017). Chapter 10: Sustainable wellbeing and social work with children: promoting our connectedness with nature through nature- assisted interventions. In M.C. Powers & M. Rinkel, M. (Eds.), *Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators* (pp. 133-145). Berne, Switzerland: International Federation of Social Workers.

Module 13 – Incorporating Environment into Macro Practice

Weekly learning objectives:

- Understand macro interventions incorporating environmental elements
- Apply interventions utilizing environmental elements

Weekly outline:

- Review macro interventions addressing environmental issues
- Discuss the practicalities of implementing such practices
- Continue Intervention Presentations

Besthorn, F. H. (2013). Vertical Farming: Social Work and Sustainable Urban Agriculture in an Age of Global Food Crises. *Australian Social Work*, 66(2), 187-203.

Dolan-Reilly, G. L., & Saleeby, P. W. (2023). Ecosocial work policy and advocacy practice. In K. Smith & R. Forbes (Eds.), *Ecological Social Work Practice: Environmental practice and advocacy*. NASW Press.

Ross, D. (2012). 10 Social work and the struggle for corporate social responsibility. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.193-210). New York, NY: Routledge.

Module 14 – History of Social Work and Innovative Interventions for Current Environmental Issues

Weekly learning objectives:

- Examine social work's history in incorporating ecological issues
- Apply interventions utilizing environmental elements

Weekly outline:

- Discuss the historical shift to a focus on a social environment
- Continue Intervention Presentations

Okpych, N. O., (2017). A historical perspective on the future of innovation in social work. *Research on Social Work Practice*, 27(2), 150-153.

Turner, D., Bennison, G., Megele, C., & Fenge, L., (2016). Social work and social media: best friends or natural enemies?, *Social Work Education*, 35(3), 241-244.

Norton, C. L., Holguin, B., & Manos, J. (2012). 9 Restoration no incarceration: an environmentally based pilot initiative for working with young offenders. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.172-192). New York, NY: Routledge.

Module 15 – Review Environmental Ethics and Conclusion

Weekly learning objectives:

- Solidify connections with each other and interconnection approach to social work practice

- Devise opportunities in which the social work profession can include environmental issues with innovative solutions

Weekly outline:

- Revisit and solidify environmental ethics discussed throughout the course
- Reflect on lessons learned and identify future opportunities to include environmental justice in social work practice
- Wrap-up

Dominelli, L. (2012). 10 Conclusions: green social work. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp.193-207). Malden, MA: Polity Press.

Garlington, S. B., & Collins, M. E. (2021). Addressing environmental justice: Virtue ethics, social work, and social welfare. *International Journal of Social Welfare*, 30(3), 353-363.

Gray, M., Coates, J., & Hetherington, (Eds.). (2012). Conclusion. *Environmental Social Work*. New York, NY: Routledge.