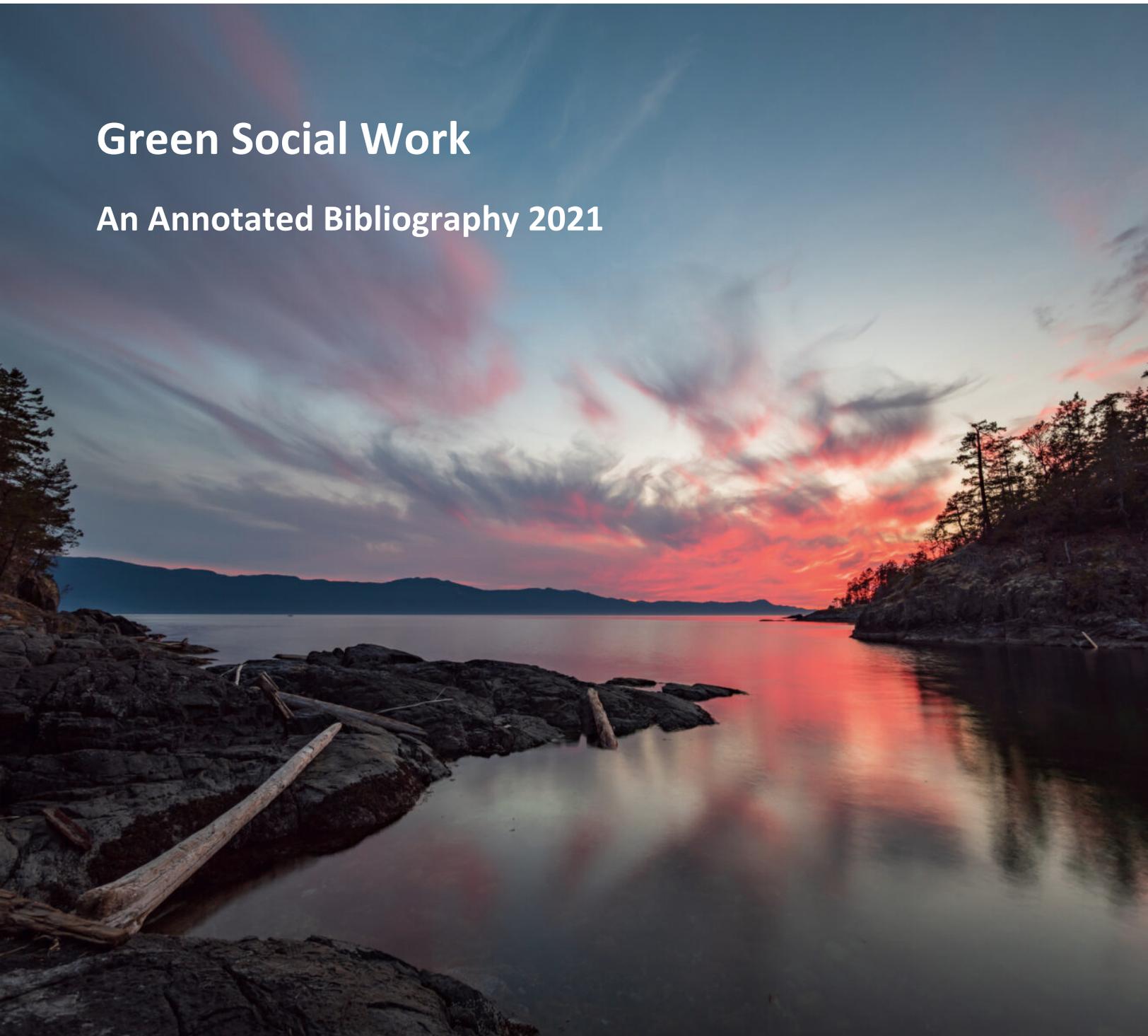


Green Social Work

An Annotated Bibliography 2021



Transforming the Field
Education Landscape

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PURPOSE OF THE ANNOTATED BIBLIOGRAPHY

The Transforming the Field Education Landscape (TFEL) project, funded by the Social Sciences and Humanities Research Council of Canada's (SSHRC) partnership grant program, aims to better prepare the next generation of social workers in Canada by creating training and mentoring opportunities for students, developing and mobilizing innovative and promising field education practices, and improving the integration of research and practice in field education.

The purpose of this annotated bibliography is to explore the social and human dimensions of climate change, environment degradation and to learn more about how to incorporate sustainable, green, and environmental pedagogies and discourse into social work education and practice. Some of the topics explored include climate change science, environmental justice and the intersectional impacts of climate change on people and the planet, the role of social workers in the climate crisis, sustainable field education models and green social work practice. The objective is that this annotated bibliography will provide evidence for why social workers have an ethical and value-based call to practice green social work.

METHODS

The methods for the search included using the University of Calgary online library database. Our group shared articles by using Mendeley. In this literature search there were 80 articles found on green social work.

Database Search, Keywords and Modifications

Database	Keywords	Search Modifications
Academic Search Complete	<ul style="list-style-type: none"> • “climate change” AND “social work” • “eco-social work” • “environmental justice” AND “social work” • “green social work” • “green social work” AND “field” 	<ul style="list-style-type: none"> • Peer Reviewed • 2010-2021 • English
CINAHL	<ul style="list-style-type: none"> • “climate change” AND “social work” • “eco-social work” • “environmental justice” AND “social work” • “green social work” • “green social work” AND “field” 	<ul style="list-style-type: none"> • Peer Reviewed • 2010-2021 • English
Google Scholar	<ul style="list-style-type: none"> • “eco social work” • “climate change” “social work” • eco grielf “social work” 	<ul style="list-style-type: none"> • 2010-2021 • 2017-2021
Social Work Abstracts	<ul style="list-style-type: none"> • “climate change” AND “social work” • “eco-social work” • “environmental justice” AND “social work” • “green social work” • “green social work” AND “field” 	<ul style="list-style-type: none"> • Peer Reviewed • 2010-2021 • English
SocINDEX	<ul style="list-style-type: none"> • “climate change” AND “social work” • “eco-social work” • “environmental justice” AND “social work” • “green social work” • “green social work” AND “field” 	<ul style="list-style-type: none"> • Peer Reviewed • 2010-2021 • English
University of Calgary Quick Search	<ul style="list-style-type: none"> • “climate change” AND “social work” • “eco-social work” • “environmental justice” AND “social work” • “green social work” • “green social work” AND “field” 	<ul style="list-style-type: none"> • Peer Reviewed • 2000-2021 • 2010-2021 • English
Social Work Online	<ul style="list-style-type: none"> • Ecojustice (no results) • Eco-justice 	<ul style="list-style-type: none"> • Peer Reviewed • 2010-2021 • English

ANNOTATED BIBLIOGRAPHY

Allen, M. D. (2020). Climate change in Alaska: Social workers' attitudes, beliefs, and experiences.

International Journal of Social Welfare. <https://doi.org/10.1111/ijsw.12443>

The average temperature in Alaska and the North American Arctic has risen at twice the rate of the global average due to climate change, causing changes to the natural environment that affect the physical, social, and emotional well-being of people and communities. Social workers must be prepared to respond. Using a non-probability, convenience sample, this study surveyed 159 social workers in Alaska to assess their attitudes and their perceptions of the effects of climate change on their clients and constituents. Results indicate that social workers in Alaska believe that climate change is happening, that human activities are responsible, and that it is a large threat to people in Alaska. Over 75% believe that climate change is dangerous for their clients now or will be dangerous in 10 years. Social workers report that in the past year their clients or constituents have experienced multiple climate change-related problems with community infrastructure, health, and mental health.

Alston, M. (2015). Social work, climate change and global cooperation. *International Social Work*,

58(3), 355–363. <https://doi.org/10.1177/0020872814556824>

Climate change and environmental disasters are destabilising communities across the world. In a challenging address to the 18th Conference of the Parties (COP) in Doha in 2012, the UN Secretary-General, Ban Ki-Moon urged the global community to respond with conscientious foresight. This article discusses how social work might respond to this challenge. It outlines the social implications, social work theorists' reconceptualization of the environmental space as a domain of practice and ways that the global social work community can act to address these significant global challenges.

Arkow, P. (2020). Human–animal relationships and social work: Opportunities beyond the veterinary environment. *Child and Adolescent Social Work Journal*, 37(6), 573-588.

A species-spanning approach that incorporates clients' relationships with their companion animals into family genograms, schools of social work curricula, continuing education, interviews, assessments, and interventions offers increased career opportunities, professional and personal growth and development, and a more comprehensive resolution of clients' issues, social justice concerns, and the prevention of family violence. This article identifies six reasons why social workers should be cognizant of human–animal relationships and introduces nine ways, with action steps, in which social workers can include these relationships into training and practice outside the more developed field of veterinary social work. These venues include: agencies working in child protection and child sexual abuse; children's advocacy centers and courthouse facility dogs; animal shelters; domestic violence shelters; public policy advocacy; clinical practice; agencies working with older and disabled populations; veterinary sentinels for intimate partner violence; and pet support services for homeless populations. Such attention to the human–animal bond can utilize social workers' problem-solving skills to improve delivery of services, identify clients' risk and resiliency factors, enhance social and environmental justice, expand academic inquiry, and increase attention to all of the vulnerable members of families and communities.

Athayde, S., Silva-Lugo, J., Schmink, M., Kaiabi, A., & Heckenberger, M. (2017).

Reconnecting art and science for sustainability: Learning from Indigenous knowledge through participatory action-research in the Amazon. *Ecology and Society*, 22(2).

<https://doi.org/10.5751/es-09323-220236>

Sustainability science focuses on generating and applying knowledge to environmentally sound human development around the world. It requires working toward greater integration

of different types of knowledge, ways of knowing, and between academy and society. We contribute to the development of approaches for learning from indigenous knowledge, through enhanced understanding of the system of values, meanings, and relationships afforded by indigenous arts. We focus on a long-term, participatory action research project developed for the revitalization of weaving knowledge among three Kawaiwete (also known as Kaiabi) indigenous groups in the Amazon. The problem was originally defined by indigenous communities, concerned with the erosion of weaving knowledge of basketry and textiles among men and women. Methods for coproduction of knowledge included dialogical methods and tools, indigenous-led strategies, and quantitative and qualitative approaches across biophysical and social sciences. Longitudinal and cross-sectional studies considered multiple dimensions, scales, and networks of knowledge creation, distribution, and transmission. Innovation and articulation with western systems, along with shamanism, gender, and leadership, were key factors enhancing artistic knowledge resilience. We reflect on lessons learned and implications of this initiative for broadening the understanding of art and science intersections toward a sustainable future.

Bacon, J. M. (2019). Settler colonialism as eco-social structure and the production of colonial ecological violence. *Environmental Sociology*, 5(1), 59-69.

Settler colonialism is a significant force shaping eco-social relations within what is called the United States. This paper demonstrates some of the ways that settler colonialism structures environmental practices and epistemologies by looking closely at some of the institutional practices of state actors, and at the cultural practices of mainstream environmentalism. By considering a range of settler projects aimed at Indigenous erasure and highlighting linkages between these projects and eco-social disruption, I also advance the term colonial ecological

violence as a framework for considering the outcomes of this structuring in terms of the impacts on Indigenous peoples and communities.

Bailey, S., Hendrick, A., & Palmer, M. (2018). Eco-social work in action: A place for community gardens. *Australian Social Work*, 71(1), 98–110.

<https://doi.org/10.1080/0312407X.2017.1384032>

In this paper, the authors theorise on eco-social work, an emerging descriptor for practices located at the intersection of social work and eco-justice. It presents a collaborative auto-ethnographic study undertaken by three social work academics that addressed the question: In what ways can community gardens be sites for eco-social work practice? The question was premised on the idea that community gardens are often recognised as sites for practising sustainability. An action learning research framework guided a process in and with three different community gardens. Specifically, this paper highlights practices that suggest community gardens are spaces for social work practice including: resistance to the dominant discourses of hyper-capitalism and consumerism; the building of trust and cooperation in relationships; and the development of egalitarian relationships between people and, ultimately, all elements of the natural realm. The findings suggest that community gardens can be spaces for practising eco-social work. IMPLICATIONS Community gardens are spaces where eco-social workers can develop their understanding of eco-justice and challenge unsustainability. Social workers, working across a range of practice fields can engage professionally with community gardens. Community gardens provide a context where egalitarian, cooperative, and trusting social work practice can take place.

Bell, F., McLafferty, D., Mary K., & Krings, A. (2019). Collective survival strategies and anti-colonial practice in ecosocial work. *Journal of Community Practice*, 27(3-4), 279–295.

<https://doi.org/10.1080/10705422.2019.1652947>

Oppressed communities have long used strategies of caring for and protecting each other to ensure their collective survival. We argue for ecosocial workers to critically interrogate how agency, history, and culture structure environmental problems and our responses to them, by developing a resilience-based framework, collective survival strategies (CSS). CSS consider power, culture and history and build upon the strengths of oppressed communities facing global environmental changes. We challenge the dominant narrative of climate change as a “new” problem and connect it to colonization. We discuss implications by examining a social work program explicitly built on Indigenous knowledges and anti-colonial practice.

Bell, K. (2019). Transforming social work for environmental justice: Theory, practice, and education. *Australian Social Work*, 72(2), 242–244. <https://doi.org/10.1080/0312407X.2019.1569080>

An introduction is presented in which the editor discusses articles in the issue on topics including transformative social work and the importance of foregrounding eco-social issues and the conceptual framework of eco-social work, critical reflection, and some aspects of policy development.

Beltrán, R., Hacker, A., & Begun, S. (2016). Environmental justice is a social justice issue: Incorporating environmental justice into social work practice curricula. *Journal of Social Work Education*, 52(4), 493–502. <https://doi.org/10.1080/10437797.2016.1215277>

Social justice education for social work practice is concerned with addressing issues of power and oppression as they impact intersections of identity, experience, and the social environment. However, little focus is directed toward the physical and natural environment despite overwhelming evidence that traditionally marginalized groups bear the burden of

environmental problems. In this article, we discuss environmental disaster impacts on marginalized communities, presence of environmental justice in social work literature, and opportunities for integrating environmental justice into social work's mandated disciplinary competencies. We conclude with an example of a module implemented in a foundation Social Justice for Social Work Practice course using place-based education principles as an illustration of concrete strategies for incorporating environmental justice into social justice curricula.

Billiot, S., Beltrán, R., Brown, D., Mitchell, F. M., & Fernandez, A. (2019). Indigenous perspectives for strengthening social responses to global environmental changes: A response to the social work grand challenge on environmental change. *Journal of Community Practice*, 27(3-4), 296–316. <https://doi.org/10.1080/10705422.2019.1658677>

The “Grand Challenges for Social Work,” is a call to action for innovative responses to society’s most pressing social problems. In this article, we respond to the “Grand Challenge” of *Creating Social Responses to a Changing Environment* from our perspective as Indigenous scholars. Over the last several decades, diminishing natural resources, pollution, over-consumption, and the exploitation of the natural environment have led to climate change events that disproportionately affect Indigenous peoples. We present how environmental changes impact Indigenous peoples and suggest culturally relevant responses for working with Indigenous communities. We propose a decolonizing cyclical, iterative process grounded in Indigenous Ways of Knowing.

Bhuyan, R., Wahab, S., & Park, Y. (2019). A green new deal for social work. *Affilia*, 34(3), 289–294. <https://doi.org/10.1177/0886109919861700>

In this editorial, we consider what climate action would mean for the social work profession. We first review some of the Green New Deal proposals in the United Kingdom, Canada, and in

the United States that emerged in the wake of the 2008 global financial crisis. We then discuss scholarship from a growing contingent of scholars who outline environmental, sustainable, and ecological frameworks for social work research and practice. Drawing upon ecofeminist and decolonial praxis, we then consider the potential for what Malin and Ryder (2018) calls a “deeply intersectional” framework that addresses “intersecting forms of structural environmental injustice and dominant ideologies that operate as classist, racist, sexist, nativist, ableist, homophobic, and anthropocentric matrices of domination” (p. 1). Whether or not the Green New Deal proposals are politically feasible amid the rise of Trump-styled right-wing populism, the urgency to address climate change compels social work practitioners, educators, and researchers to embrace Grace Lee Bogg’s suggestion “not to continue in the same old way” but to embrace a vision of social work that is committed to restoring human well-being and the natural world.

Boddy, J., Macfarlane, S., & Greenslade, L. (2018). Social work and the natural environment:

Embedding content across curricula. *Australian Social Work*, 71(3), 367–375.

<https://doi.org/10.1080/0312407X.2018.1447588>

Social work is a profession focused on people within their environments. This is reflected in codes of ethics, where our shared mandate is to work towards individual wellbeing and social change. Recently, social work literature has promoted green and eco-social work, drawing on climate change science, notions of expanded and future justice, knowledge of the link between health and the environment, and principles of deep ecology. However, if social workers are to take up their place in a rapidly changing, globalised world, rife with environmental concerns, their education must prepare them to do this. One way of doing this is to embed curriculum on social work in relation to the natural environment in already existing units. This paper describes two examples of how this could be done based on the

authors' experiences from their respective universities. IMPLICATIONS It is incumbent on social work to respond to the mounting evidence related to the environmental crisis. Social work is well placed in terms of theory, values, and skills to lead the way in developing an eco-social paradigm of potential relevance across disciplines. Social work educators need to educate students about emerging issues, such as environmental degradation. Embedding material in already existing courses, as per examples provided in this paper, provides one way of doing this.

Boetto, H. (2019). Advancing transformative eco-social change: Shifting from modernist to holistic foundations. *Australian Social Work*, 72(2), 139–151.

<https://doi.org/10.1080/0312407X.2018.1484501>

This paper proposes a reconciliatory, integrative, and transformative way forward for addressing philosophical incongruities between the emerging foundations of eco-social work and inherent modernist assumptions underpinning conventional social work practice.

Although modernity has enabled the profession to pursue certain freedoms, such as individual empowerment and self-determination, a modernist worldview is today critiqued for philosophical assumptions associated with the unsustainable use of Earth's natural resources.

By advancing transformative eco-social change, opportunities to broaden the profession's conventional philosophical base to include holism and interdependence with the natural world will be explored. Implications centre on the need to incorporate perspective transformation and critical reflexivity, and to revise the framing of fundamental documents, such as codes of ethics, practice standards, and education requirements. By integrating transformative eco-social change, social work can improve the capacity to develop a coherent and ethical response to ecological and social problems. Philosophical incongruities between inherent modernist assumptions underpinning conventional social work practice and the

emerging foundations of eco-social work represent a major dilemma for the profession.

Transformative eco-social change, involving the integration of philosophical principles emphasising holism and interdependence with the natural world is critical for developing a coherent and ethical approach to addressing ecological and social problems. Transformative change to broaden social work's conventional philosophical base in education and practice contexts can include the integration of perspective transformation, critical reflexivity, and the revision of professional policy documents.

Booth, E. (2019). Extinction rebellion: social work, climate change and solidarity. *Critical and Radical Social Work, 7*(2), 257-261.

Extinction Rebellion is a non-violent direct-action group that aims to put pressure on governments to take action on the climate crisis. This article introduces the organisation, their message and tactics, and describes some experiences of the 'International Rebellion' in London at the end of April 2019. It suggests that social workers have a duty to act in solidarity with those most affected by climate change and that Extinction Rebellion offers a promising model for change.

Bowles, W., Boetto, H., Jones, P., & McKinnon, J. (2018). Is social work really greening? Exploring the place of sustainability and environment in social work codes of ethics. *International Social Work, 61*(4), 503–517. <https://doi.org/10.1177/0020872816651695>

This article examines the extent to which issues of environmental sustainability are represented in three national social work codes of ethics -- the United Kingdom, the United States and Australia. These national codes are discussed and implications for social work are analysed with a view to strengthening the profession's position regarding environmental sustainability. Findings suggest that national codes do not include concern for environmental sustainability as a core professional concern. The authors make recommendations for

developing ethical practice and further argue that the international professional body of social work, the International Federation of Social Workers (IFSW), should take a fundamental leadership role in advocating for environmental sustainability.

Bozalek, V., & Pease, B. (Eds.). (2020). *Post-anthropocentric social work: Critical posthuman and new materialist perspectives*. Routledge.

This book seeks to trouble taken-for-granted assumptions of anthropocentrism and humanism in social work-that which perpetuates human privilege and human exceptionalism. The edited collection provides a different imaginary for social work by introducing ways of thinking otherwise that challenge human exceptionalism.

Canty, J. M. (Ed.). (2017). *Ecological and social healing: Multicultural women's voices*. New York: Routledge.

This book is an edited collection of essays by fourteen multicultural women (including a few Anglo women) who are doing work that crosses the boundaries of ecological and social healing. The women are prominent academics, writers and leaders spanning Native American, Indigenous, Asian, African, Latina, Jewish and Multiracial backgrounds. The contributors express a myriad of ways that the relationship between the ecological and social have brought new understanding to their experiences and work in the world.

Case, R. A. (2017). Eco-social work and community resilience: Insights from water activism in Canada. *Journal of Social Work, 17*(4), 391–412. <https://doi.org/10.1177/1468017316644695>

Only recently has social work begun to grapple with its place in relation to environmental issues. While considerable progress has been made in bringing environmental considerations into the centre of our profession's scholarship and practice, this project is far from complete. Drawing on environmental literature and based on findings of a qualitative case study of water activism in one Canadian city, this paper argues that the concept of “community

resilience” provides both a practical and a conceptual framework for advancing social work's engagement with issues of the natural environment and environmental justice through community praxis. Findings In Guelph, Ontario, Canada, water issues are the focal point of considerable community activism. The case study research reveals, however, that while water is the focus, much of this activism is driven by three broad social priorities that reflect ideas of community resilience and which suggest entry points for social work participation in community-based environmental initiatives: self-reliance and sustainability, localization and direct citizen participation, and community. Applications “Community resilience” is increasingly popular in environmental and community development fields as a conceptual framework for assessing and building the capacity of communities to support wellbeing in the face of environmental change, adversity and risk. While the concept of “resilience” is well established in social work, “community resilience” remains under-examined in social work literature. In this paper, the author draws attention to this arena of resilience thinking, highlighting its potential for the integration of considerations of the natural environment into social work scholarship, education, and practice.

Chalise, N., Erickson, C., & Lee, N. (2020). Teaching note—Handmaidens to environmentalists?

Claiming social work’s expertise in environmental justice. *Journal of Social Work Education*, 1–8. <https://doi.org/10.1080/10437797.2020.1798313>

Social work has clear expertise in efforts to secure economic and social justice. The addition of environmental justice is an opportunity to extend these same skills into a new justice realm. Social workers not only need to learn about environmental issues but also claim their niche in the environmental crisis and ensure that poor and marginalized people are not left out of solutions to environmental problems. In this teaching note, we discuss the potential for harnessing our niche in environmental justice education. We describe an interdisciplinary

environmental justice social work course, curricular changes, and field opportunities that harness social work knowledge, values, and skills to be used in teaching, practicing, and creating environmental justice.

Chonody, J. M., Sultzman, V., & Hippiie, J. (2020). Are social work students concerned about the environment? The role of personal beliefs. *Journal of Social Work Education, 56*(4), 809–824.
<https://doi.org/10.1080/10437797.2019.1661907>

The profession of social work is committed to social justice issues, and part of this mission includes the environment. Specifically, the Council on Social Work Education supports equality in environmental justice, ecological unity among species, and using ecological resources in a responsible way. However, a dearth exists in the literature with regard to social work students' concern about the environment and what predicts their support. This study sought to redress this gap. Social work students ($N = 724$) from programs throughout the country were surveyed about their environmental beliefs and behaviors. An ordinary least squares regression indicated that holding more liberal political beliefs, identifying as a nonreligious individual, placing greater personal importance on environmental issues, participating in environmentally conscious behaviors, espousing greater confidence in scientists' understanding of climate change, and being older were associated with greater environmental concern, and these variables explained 51.5% of the variance. Greater inclusion of environmental justice and avenues for advocacy that create social change should be part of the social work curricula if practitioners who are ready for this area of practice across the micro–macro continuum are to be developed.

Crawford, F., Augustine, S. S., Earle, L, Kuyini-Abubakar, Ahmed, B., Luxford, Y., & Babacan, H. (2015).

Environmental sustainability and social work: A rural Australian evaluation of incorporating eco-social work in field education. *Social Work Education*, 34(5), 586–599.

<https://doi.org/10.1080/02615479.2015.1074673>

Climate change poses significant threat to the wellbeing of global society. Addressing this change has as yet generated no fixed blueprint for social work practice and education. This paper reports on a formative evaluation of one Australian initiative to address this transformative opening in social work field education. Prompted by service users' and workers' experience of the impact of drought, a rurally located social work course team amended the field education curriculum to include a focus on Environment and Sustainability. This learning goal was added to the existing learning goals derived from the Australian Association of Social Workers (AASW) Practice Standards. Students and field supervisors were surveyed on their experience of meeting this new learning goal. While most expressed confidence in understanding the concepts involved, they clearly lacked assurance in interpreting these in practice encounters. Considering their qualitative input suggests that this topic is making a transition from being on the margins of social work to becoming mainstream. Their open-ended responses indicate that the incorporation of environmental sustainability into practice is at a threshold stage of development. Further enactment of eco-social work at the local level is concluded to be supported by using a transformative learning framework in facilitating critical reflection and collaborative dialogue for effective change.

Coates, J., & Gray, M. (2012). The environment and social work: An overview and introduction.

International Journal of Social Welfare, 21(3), 230–238. <https://doi.org/10.1111/j.1468-2397.2011.00851.x>

This article provides an overview and analysis of social work's engagement with the modern environmental movement. Major trends and themes in environmental social work scholarship and the significance of interdisciplinarity are discussed. Attention is drawn to the importance of a broad knowledge base and of working in unison with other professions in order to respond effectively to the many dimensions of climate change and environmental degradation. Responding to the challenges of environmental destruction has opened opportunities for the profession to review its foundational knowledge and obligations to people and environments. The articles in this Special Issue are introduced and include theoretical frameworks, examples and case studies of what social workers are doing, or might do, in relation to environmental and educational initiatives.

Crawford, F., Augustine, S. S., Earle, L., Kuyini-Abubakar, A. B., Luxford, Y., & Babacan, H. (2015).

Environmental sustainability and social work: A rural Australian evaluation of incorporating eco-social work in field education. *Social Work Education*, 34(5), 586–599.

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Association of Social Workers (AASW) Practice Standards. Students and field supervisors were surveyed on their experience of meeting this new learning goal. While most expressed confidence in understanding the concepts involved, they clearly lacked assurance in interpreting these in practice encounters. Considering their qualitative input suggests that this topic is making a transition from being on the margins of social work to becoming mainstream. Their open-ended responses indicate that the incorporation of environmental sustainability into practice is at a threshold stage of development. Further enactment of eco-social work at the local level is concluded to be supported by using a transformative learning framework in facilitating critical reflection and collaborative dialogue for effective change.

Cunsolo, A., & Landman, K. (2017). *Mourning nature: Hope at the heart of ecological loss and grief*. Montreal: McGill–Queen’s University Press.

We are facing unprecedented environmental challenges, including global climate change, large-scale industrial development, rapidly increasing species extinction, ocean acidification, and deforestation—challenges that require new vocabularies and new ways to express grief and sorrow over the disappearance, degradation, and loss of nature.

Decker, S., Jessica, L., Combs, K. M., & Yu, J. (2019). Social work students’ perspective on environmental justice: Gaps and challenges for preparing students. *Journal of Community Practice, 27*(3/4), 476–486. <https://doi.org/10.1080/10705422.2019.1655124>

The integration of environmental justice into social work education, research, and practice has grown substantially in the past decade. However, social workers still report feeling unprepared to address these challenges with their clients and communities. To understand the disconnect between education about and application of environmental justice principles, semi-structured qualitative interviews were conducted with graduate social work students (n = 14). Findings suggest this disconnect is catalyzed, in part, by the environment's meta nature

and a lack of facilitated education on the dynamic feedbacks between the physical environment and social justice issues. Implications for social work educators are discussed.

Dougherty, C., Fields, N. L., & Schuman, D. (2017). Advancing doctoral social work education: An application of the social-ecological framework. *Journal of Teaching in Social Work, 37*(4), 322–336. <https://doi.org/10.1080/08841233.2017.1327471>

Graduates of social work doctoral programs are an integral part of social work education and, as faculty, training of BSW and MSW students. Missing from the literature are theoretical frameworks that advance the study of "what works and for whom" in social work doctoral education. Building upon the existing literature, this article proposes a conceptual framework for enhancing doctoral students' experiences, as well as doctoral education programs. Specific strategies grounded by this framework are put forward to guide PhD students and educators in advancing doctoral social work education.

Dominelli, L. (2021). A green social work perspective on social work during the time of COVID-19.

International Journal of Social Welfare, 30(1), 7–16. <https://doi.org/10.1111/ijsw.12469>

COVID-19 has challenged social workers to engage with health pandemics and provide essential services in conditions of uncertainty and high risk. They have safeguarded children, older adults and diverse adults in 'at risk' groups under tough conditions mediated by digital technologies, adhered to government injunctions, maintained social and physical distancing under lockdown and worked from home remotely. Social workers and social care workers have risen to the challenges, providing services with inadequate personal protective equipment and limited supervision and support. This article highlights the degraded physical environments, socio-economic and political contexts that intensify precariousness and constraints that neoliberalism imposed on professional capacity before and during this health pandemic. It provides guidelines to protect practitioners and service users. It concludes that

practitioners ought to understand zoonotic diseases, environmental concerns, acquire disaster expertise and training, widen their practice portfolio and value their contributions to this pandemic. Key Practitioner Message: • Develop technological skills and innovate to support stressed individuals, safeguard children, adolescents and elders and deal with poverty and unemployment; • Use digital technologies involving peers to explore tricky situations, examine ethical dilemmas through scenario building exercises, and tips for self-care; • Contribute to environmental protections that prevent the spread of zoonotic diseases like COVID-19; • Seek supervision and support for disaster-based training from your line manager.

Dominelli, L. (2014). Promoting environmental justice through green social work practice: A key challenge for practitioners and educators. *International Social Work*, 57(4), 338–345.

<https://doi.org/10.1177/0020872814524968>

Environmental crises associated with disasters exacerbate existing socio-economic and cultural inequalities. This article argues for the inclusion of environmental justice in contemporary social work practice as one way of promoting inclusionary social work that meets some of the challenges of the 21st century. It does so by exploring the implications of environmental degradation and its reinforcement of structural inequalities in Sri Lanka following the 2004 Indian Ocean Tsunami and draws on a three-year research project funded by the Economic and Social Sciences Research Council in the UK that led to the development of a multidisciplinary approach to disasters that is described in the author's recent book *Green Social Work*.

Dominelli, L. (2011). Climate change: social workers' roles and contributions to policy debates and interventions. *International Journal of Social Welfare*, 20(4), 430–438.

<https://doi.org/10.1111/j.1468-2397.2011.00795.x>

Climate change is seldom discussed in mainstream social work. Its first presentations on the world stage occurred in Copenhagen during the Conference of the Parties (COP15). This article argues that the profession has an important role to play in: helping people understand the issues; promoting sustainable energy production and consumption; mobilising people to protect their futures through community social work; and proposing solutions to greenhouse gas emissions as indicated in two case studies, one based on a community initiative in the Global South, and the other in the Global North. The article also demonstrates that social workers can foster climate change endeavours that are equitable for all, for example the Equitable Carbon Sharing Scheme.

Dominelli, L. (2021). A green social work perspective on social work during the time of COVID-19.

International Journal of Social Welfare, 30(1), 7–16. <https://doi.org/10.1111/ijsw.12469>

COVID-19 has challenged social workers to engage with health pandemics and provide essential services in conditions of uncertainty and high risk. They have safeguarded children, older adults and diverse adults in 'at risk' groups under tough conditions mediated by digital technologies, adhered to government injunctions, maintained social and physical distancing under lockdown and worked from home remotely. Social workers and social care workers have risen to the challenges, providing services with inadequate personal protective equipment and limited supervision and support. This article highlights the degraded physical environments, socio-economic and political contexts that intensify precariousness and constraints that neoliberalism imposed on professional capacity before and during this health pandemic. It provides guidelines to protect practitioners and service users. It concludes that

practitioners ought to understand zoonotic diseases, environmental concerns, acquire disaster expertise and training, widen their practice portfolio and value their contributions to this pandemic.

Drolet, J., Wu, H., Taylor, M., & Dennehy, A. (2015). Social work and sustainable social development: Teaching and learning strategies for 'green social work' curriculum. *Social Work Education, 34*(5), 528–543. <https://doi.org/10.1080/02615479.2015.1065808>

It is increasingly recognized that social work has a vital role to play in shaping effective responses to environmental degradation, climate change and disasters. Innovative teaching and learning strategies can be used to facilitate understanding of complex, interrelated and systemic social, economic and environmental challenges. This article shares the development and design of a new social work course entitled 'Social work and sustainable social development'. Teaching methods and strategies are provided including individual and group mind maps, case studies and presentations, guest speakers and evaluation methods. Implications for social work education and the profession are discussed in order to build capacity to address environmental justice and sustainability.

Dylan, A., & Coates, J. (2012). The spirituality of justice: Bringing together the eco and the social. *Journal of Religion & Spirituality in Social Work, 31*(1–2), 128–149.

While concern for social justice has contributed to social work being sensitive to women's rights, gender equity, racism, colonialism and many other forms of oppression, the profession's embeddedness in modernity has limited its ability to move beyond an anthropocentric mindset. Consequently, social injustices that accompany environmental destruction, remain at the margins of social work practices. This article examines justice issues in the context of contemporary environmental challenges and points out that environmental destruction carries distinct, often severe, social injustices to which social work should attend.

Spirituality can play a vital role in drawing social and environmental injustices together enabling a truly transformative and radical practice.

Dylan, A. (2015). Ecology and social justice: Teaching environmental justice in a rural context. *Contemporary Rural Social Work*, 7(1), 26–38.

This article describes a course developed by the author that responds to the stated social justice aims of the social work profession. If social workers are to advocate successfully for environments conducive to the general welfare of all people, promote social justice, equitable distribution of resources, and just environmental management, environmental social work scholarship needs to move beyond theorizing and suggestions itemizing broad responses, and provide instead illustrative examples of interventions and alternative practices. The trend in very recent years of environmental social work scholarship has done just this. Education, in particular in the classroom setting, provides an opportunity to explore and share experiments with social work praxis. This article is one such example.

Eckerd, A. (2011). Cleaning up without clearing out? A spatial assessment of environmental gentrification. *Urban Affairs Review*, 47(1), 31–59.

The environmental gentrification hypothesis predicts that environmental quality improvements in poor communities may spur gentrification and the displacement of residents. The author analyzes the relationship between hazardous site cleanups and gentrification in Portland, Oregon, during the 1990s. Using resident-defined neighborhoods as the unit of analysis, the author finds that there is no relationship between the extent of gentrification a neighborhood experiences and the perceived or actual environmental improvement that precedes it. Based on this evidence, the author suggests that similar types of cities may be able to improve environmental conditions relatively equitably without exacerbating concerns related to gentrification and social justice.

Engstrom, S. (2018). From Eco-grief to Green Social Work (Forthcoming). *Journal of Transdisciplinary Peace Praxis*.

This article aims to highlight the importance of a growing need for social work to incorporate the natural environment within research, education and practice. It is becoming imperative that social workers have an understanding of how climate related events such as environmental degradation and exploitation of natural resources, will impact on the people they work with. Communities worldwide are being affected by changing weather patterns and with constant news coverage available through technology, we are bearing witness to events taking place on a global level. Eco-grief is a term that has been used to describe feelings of helplessness, loss and frustration in an inability to make a difference within these changing times as related to the environment, as well as feelings that may emerge after going through one of these extreme events. This article will aim to link the research, values and behaviour associated with eco-grief with how we can respond to environmental depletion. Included will be a bringing awareness to the importance of social work having a more focussed and intentional link to the natural environment in light of the ever-increasing evidence that we are in a period of climate change and the impact that has on communities and individuals. A discussion around encouraging and building positive relationships with the natural world, increasing the capacity to recognise the importance of sustainable livelihoods and ability to protect and care for the natural environment will also be present.

Gillespie, D. F., & Danso, K. (2010). *Disaster Concepts and Issues: A Guide for Social Work Education and Practice*. Alexandria, VA: Council on Social Work Education.

With the recent well-publicized occurrences of multiple disasters around the world and their unfortunate effects on children, older adults, low-income families, and other at-risk individuals, it has become clear that social work educators, researcher, and practitioners must

take leading roles in aiding disaster victims. Traditionally, social workers have helped in response and recovery efforts, but this is often too little, too late. An expanding body of literature demonstrates how much can be done before disaster strikes to reduce and even eliminate some of the negative effects of disaster. This book provides social work scholars and practitioners with an authoritative guide to concepts, emerging issues, and approaches relevant to disaster preparedness, prevention, and service delivery to vulnerable populations and promotes the integration of disaster concepts and issues into social work curriculum and practice.

Gordon, H. L. (2017). Climate change and food: a green social work perspective. *Critical and Radical Social Work*, 5(2), 145-162. <https://doi.org/10.1332/204986017X14933953111184>

There has been an increased engagement in ecological justice as social work begins to understand how social justice and climate change are inextricably connected. Several publications and journal special editions have highlighted the vast potential for social work engagement with the natural environment. However, the importance of food is often trivialised despite the profession's direct work with service users who are most likely to be experiencing poverty, relying on food aid and experiencing nutritional deficits due to malnutrition. This article explores the production and consumption of food in relation to climate change. The article concludes by exploring possible directions for green social work in relation to food, a subject that will gain increasing significance due to a growing population and a reduction in food productivity due to climatic changes.

Gray, M., & Coates, J. (2015). Changing gears: Shifting to an environmental perspective in social work education. *Social Work Education, 34*(5), 502–512.

<https://doi.org/10.1080/02615479.2015.1065807>

This paper seeks to add to the growing literature on environmental social work education which suggests the need for a fundamental rethinking of the humanistic values and theories informing social work to embrace concerns relating to environmental degradation and climate change. For the most part, social work's interest in the environment to date relates to human needs. Of most concern here is the over-representation of people in poverty and subsistence among those impacted by deforestation and climate injustice. However, even here the emphasis is on the human experience of environmental and climate change when this is an outcome of human actions and structural inequalities. The paper begins with an overview of the theoretical terrain of environmental thought before examining issues in relation to perspective transformation and the implications for under- and post-graduate curriculum development.

Harris, C., & Boddy, J. (2017). The natural environment in social work education: A content analysis of Australian social work courses. *Australian Social Work, 70*(3), 337–349.

<https://doi.org/10.1080/0312407X.2016.1263352>

The natural environment is increasingly incorporated into social work research, policy, and frameworks for practice in recognition of the importance of ecological justice and the interconnectedness of humans with nature. However, it is unclear to what degree social work education has broadened its scope to include the natural world. Using a content analysis of 937 subject descriptions within Bachelor of Social Work and Master of Social Work (Qualifying) degrees, this article reports on the extent to which Australian social work education appears to cover content related to the natural environment. The findings from this

study indicate there is an overall lack of engagement with this content. Reasons for this gap in social work education are discussed, as well as the implications for Australian social work education more broadly.

Hickman, C. (2020). We need to (find a way to) talk about ... Eco-anxiety. *Journal of Social Work Practice, 34*(4), 411–424. <https://doi.org/10.1080/02650533.2020.1844166>

Eco-anxiety may not be new, but could now be seen as an emergent phenomenon attracting increasing attention as public awareness about the climate and bio-diversity crisis grows. There may also be some generational differences in how we respond emotionally, with children often talking about feelings framed by their experience of adult misunderstanding or inaction. What often scares children the most is how they see the ‘adult world’ failing to take sufficient urgent action on these threats, whilst at the same time dismissing, criminalising, pathologizing and patronising their feelings and voices. Children and young people are increasingly taking centre stage in protests about the need to take urgent action, whilst simultaneously often being the focus of society’s anxieties about the psychological impact of the crises; ‘we mustn’t frighten the children’. This paper focuses on children and young people’s perspectives; introducing eco-anxiety, drawing on clinical practice examples, research findings and finally offering conceptual frames to help us broaden and deepen our understanding of this evolving syndrome.

Holbrook, A. M., Akbar, G., & Eastwood, J. (2019). Meeting the challenge of human-induced climate change: Reshaping social work education. *Social Work Education, 38*(8), 955–967. <https://doi.org/10.1080/02615479.2019.1597040>

Human-induced climate change presents a global challenge that necessitates a comprehensive shift in social work education and practice. To meet these demands, social work educators will need to integrate the theoretical framework of environmental justice into core curricula, map

social work skill sets onto the work of promoting environmental justice, and create and disseminate pedagogical strategies for teaching this content. This paper presents a brief theoretical framework for integration into each core content area, followed by examples of specific strategies for inclusion. We conclude by discussing next steps for capacity-building within the social work profession.

Jeffords, C. (2013). *Constitutional environmental human rights: A descriptive analysis of 142 national constitutions*. In *The State of Economic and Social Human Rights: A Global Overview*. 329-364. Cambridge, England: Cambridge University Press.

This edited volume offers original scholarship on economic and social human rights from leading and new cutting-edge scholars in the fields of economics, law, political science, sociology, and anthropology. It analyzes the core economic and social rights and the crucial topic of non-discrimination, and includes an innovative section on 'meta' rights. The main chapters answer important questions about economic and social rights performance around the world by emphasizing the obstacles that prevent governments from fulfilling their obligations. The interdisciplinary analysis offers a detailed and up-to-date discussion to help scholars and policy makers find the best ways to instantiate economic and social rights. The authors examine the role of the associated obligations, and especially the obstacles to respect, protect, and fulfill those obligations. The book's introductory and concluding chapters address conceptual issues and correct mistakes often made by critics of economic and social rights.

Joseph, D. D. (2017). Social work models for climate adaptation: the case of small islands in the Caribbean. *Regional environmental change*, 17(4), 1117-1126.

<https://doi.org/10.1007/s10113-017-1114-8>

Small Island Developing States (SIDS) are widely recognised as being very vulnerable to the impacts of climate change. In some manner, climate change will impact on the livelihoods of most individuals in the twenty first century. Some of the risks for small islands are risk of death, injury, ill-health or disrupted livelihoods in low-lying coastal zones due to storm surges, coastal flooding, and sea level rise. The Intergovernmental Panel on Climate Change suggests that in small islands, which have diverse physical and human attributes, community-based adaptation has been shown to generate larger benefits when delivered in conjunction with other developmental activities. One of the adaptive responses suggested is to improve the efficacy of traditional community coping strategies; this can be facilitated by social work intervention at the macrolevel. The role of social workers in SIDS can impact on sustainable development and towards improved livelihoods of a country's human resources. According to the Council on Social Work Education, the purpose of the social work profession is to promote human and community well-being. This purpose is put into practice through a quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty and the enhancement and quality of life for all persons. Key strategies by which social workers can promote sustainable development include building relations with communities, helping individuals to deepen their understanding of sustainable development, and assisting them to develop and work towards goals and objectives that lead towards the integration and improvement of economic, social and environmental outcomes.

Kennedy, E. (2018). Historical trends in calls to action: climate change, pro-environmental behaviours and green social work. <https://lup.lub.lu.se/record/5e63661e-20be-40ad-8b86-ec70090d3c3e>

Social works' relationship with the environment and the role of social workers in addressing environmental issues under climate change are usually neglected in mainstream practice. I begin this chapter by discussing the importance of social work as a field of research and practice that needs to actively carve out a position of expertise and engagement with emerging environmental issues at the micro-, meso- and macro-levels of society and government. I consider the profession's past, taking a historical account of social work's relationship with the environment and the roles that social work has held in addressing environmental concerns by referring to one of its founders in the US, Jane Addams, and her work as 'Garbage Inspector' at Hull House. I then map and discuss three main environmental frameworks that have emerged within social work: ecological, eco-social and green social work. I identify three parallel themes that run through social work in addressing environmental issues: a technical approach, philosophical idealism and political economy. In considering the role of social work in engaging with environmental issues I discuss the need to understand political economy as an example of what is currently missing in social work research, education and practice. I conclude this chapter with a discussion on how social work can ensure its relevance to the future.

Klemmer, C. L., & McNamara, K. A. (2020). Deep ecology and ecofeminism: Social work to address global environmental crisis. *Affilia: Journal of Women & Social Work*, 35(4), 503–515.

<https://doi.org/10.1177/0886109919894650>

There is emerging global agreement that environmental change is one of the greatest threats to ecosystems, culture, health, and economies of humankind. In response to these environmental changes and the expected human vulnerability they will continue to produce,

the American Academy of Social Work and Social Welfare has highlighted intervention to address the human impacts of the changing climate as one of the profession's grand challenges. This article troubles the often-anthropocentric worldview from which such responses emerge and proposes a framework informed by the wisdom of deep ecology and ecofeminism. Born from critical methodologies that question the rigid bifurcation and valuation of male/female and human/nonhuman, these perspectives invite social workers to think in novel ways about environmental challenges. We argue that the social work profession, which has historically sought to disturb power dynamics and reprioritize society's needs, is uniquely situated to think holistically about responding to this crisis. By honoring the interrelated nature of human and non-humankind, social workers can more mindfully lead the social planning and advocacy efforts necessary to meet this grand challenge.

Komalsingh, R., Powers, M. C. F., & Smith, R. J. (2019). Eco social work and social change in community practice. *Journal of Community Practice, 27*(3-4), 205–212.

<https://doi.org/10.1080/10705422.2019.1660516>

This special issue entitled, “Eco social Work and Social Change in Community Practice,” focuses on an array of contexts, policies, practices, and challenges as well as successes related to an emerging vision for ecosocial work. Ecosocial work is social work, with all its depth and breadth, but it approaches the analysis of social problems, issues, and concerns with an ecosocial paradigm or lens, rather than an anthropocentric lens (Matthies & Närhi, 2016). Thus, ecosocial work is not a specialty within social work, rather all social work can, and we argue should, be ecosocial work.

Krings, A., Victor, B. G., Mathias, J., & Perron, B. E. (2020). Environmental social work in the disciplinary literature, 1991–2015. *International Social Work, 63*(3), 275–290.

<https://doi.org/10.1177/0020872818788397>

Despite increasing acknowledgement that the social work profession must address environmental concerns, relatively little is known about the state of scholarship on environmental social work. This study provides a scient metric summary of peer-reviewed articles (N = 497) pertaining to environmental topics in social work journals between 1991 and 2015. We find that theoretical and empirical scholarship on environmental social work is growing, though this growth remains limited to specific geographical regions and topics. We note the need to clarify the relationship between environmental social work as a theoretical paradigm and as a research topic.

Kwan, C., & Walsh, C. A. (2015). Climate change adaptation in low-resource countries: Insights gained from an eco-social work and feminist gerontological lens. *International Social Work, 58*(3), 385–400. <https://doi.org/10.1177/0020872814567484>

Climate change research requires integrative and collaborative research from multiple disciplines because of its complexity and sizeable consequences. Eco-social work has an important role to play. Relatively new, scholarship on eco-social work is growing and identifying ways in which the discipline's unique values, theories, perspectives and practices can contribute to this body of research. The aim of this article is twofold: (a) to contribute to this emerging scholarship by identifying climate change adaptation as an area of research for international social work and (b) to examine the utility of applying an integrated theoretical lens of eco-social work and feminist gerontology within this area.

Laing, M. (2020). On being posthuman in human spaces: critical post humanist social work with interspecies families. *International Journal of Sociology and Social Policy*, ahead-of-print (ahead-of-print). <https://doi.org/10.1108/IJSSP-09-2019-0185>

The purpose of this paper is twofold. First, it proposes a critical post humanist orientation to social work as an approach to address the impediments to care experienced by interspecies families. Secondly, it challenges the anthropocentric assumptions that underpin this exclusion of nonhuman family members in human services disciplines such as social work.

Design/methodology/approach – This article presents primary data from a qualitative study into social work and other human services practice in the family violence and homelessness sectors in the state of Victoria, Australia. Findings – Social workers undertook companion animal-inclusive practice to counter vulnerability to interspecies families caused by gender- and species-based violence, and by homelessness. Gender- and species-based violence was exacerbated by a lack of refuge options, and contributed to women considering their companion animals to be their children. The vulnerability that homelessness brought upon interspecies families was amplified by stigma within and external to social work and related professions, and the impediment that experiences of homelessness had on being able to provide care for their nonhuman family members. These factors shaped practice with interspecies families. Scope for future practice was also identified. Research limitations/implications – The research findings can be used to inform policy change that includes consideration of nonhuman family members, as well as critical posthuman program design in social work education. Originality/value – Companion animal-inclusive practice with interspecies families in social work is an under researched area, and there is little empirical data available on the nature of this work in Australia. This paper addresses this gap by centring social workers' own accounts of practice. This paper has scope to contribute to

education in social work and other welfare fields, with the potential to empower students to challenge assumptions about social work being solely focused on human-centred concerns.

Lysack, M. (2010). *Environmental decline and climate change*. In *Transnational Social Work Practice*. (pp. 52-75). New York, NY: Columbia University Press.

A growing number of people—immigrants, refugees, asylum-seekers, displaced individuals, and families—lead lives that transcend national boundaries. Often because of economic pressures, these individuals continually move through places, countries, and cultures, becoming exposed to unique risk and protective factors. Though migration itself has existed for centuries, the availability of fast and cheap transportation as well as today's sophisticated technologies and electronic communications have allowed transmigrants to develop transnational identities and relationships, as well as engage in transnational activities. Yet despite this new reality, social work has yet to establish the parameters of a transnational social work practice. In one of the first volumes to address social work practice with this emergent and often marginalized population, practitioners and scholars specializing in transnational issues develop a framework for transnational social work practice. They begin with the historical and environmental context of transnational practice and explore the psychosocial, economic, environmental, and political factors that affect at-risk and vulnerable transnational groups. They then detail practical strategies, supplemented with case examples, for working with transnational populations utilizing this population's existing strengths. They conclude with recommendations for incorporating transnational social work into the curriculum.

Marlow, C., & Van Rooyen, C. (2001). How green is the environment in social work? *International Social Work (44)*2, 241-54.

This research explores environmental issues in social work practice in New Mexico, USA and KwaZulu Natal, South Africa. A total of 113 social workers responded to a mailed questionnaire. The majority of respondents from both regions thought that environmental issues are important personally and professionally and are relevant to the social work profession. However, approaches to practice concerning environmental issues differ between the two regions.

Matlakala, F. K., Makhubele, J. C., & Nyahunda, L. (2020). Environmental social work: accounting for women's tragedies in the face of climate change-induced disasters in Chimanimani District, Zimbabwe. *African Journal of Gender, Society and Development (formerly Journal of Gender, Information and Development in Africa)*, 9(4), 197-217. <https://doi.org/10.31920/2634-3622/2020/v9n4a9>

This paper aimed to explore the repercussions of Cyclone Idai on women in Chimanimani District, Zimbabwe. There is a ubiquitous consensus in literature on gender and climate change that natural disasters have a different gender impact on men and women. In 2019, Zimbabwe was hit by torrential rains coupled with strong winds that triggered floods and mudslides, which resulted in loss of lives, displacements, destruction of infrastructure and disruption of livelihoods. This unprecedented disaster left some footprints of psychosocial distress, trauma, emotional malaise and health repercussions in the lives of its victims in Chimanimani where women were the hardest hit. The daunting impact of Cyclone Idai on women in Chimanimani falls within the context of the environmental social work practice where social workers foster healing and recovery, effective coping mechanisms and assessment of the aftermath of disasters to individuals and communities. This study was qualitative in nature, guided by the multi-case study design which operates within the traditional framework of exploratory research. A total number of twenty-five participants

from Nyatanda and Pondo Rescue Camps comprising of women survivors of the disaster and social workers were purposively sampled to participate in the study. Focus group discussions and key informant interviews were adopted as data collection methods. The findings were analysed through the thematic content analysis. This study established that the gendered impacts of Cyclone Idai on women received little attention in post-disaster assessment, recovery, evaluation and intervention. Nonetheless, this paper argues that in post-disaster analysis, women/girls should be identified as special populations at risk for disaster relief and recovery services and social workers have adequate expertise to execute such assignments.

McMichael, A. J., Butler, C. D., & Douglas, B. (2001). *Globalisation and environmental change: Implications for health and health inequalities*. The Social Origins of Health and Well-being (pp. 34-50). Melbourne, Victoria: Cambridge University Press.

This book covers the differential health impacts of family and early development, changes in work and work conditions, health systems, the physical environment of cities, indigenous peoples, rural populations, social capital, culture, and global economic and environmental changes. It contains material that explains how inequality gets "under the skin", through describing the physiological changes caused by stress and behavior. Particularly important is the "natural experiment"--representing the different political and economic paths taken by Australia and New Zealand over the past two decades, and the opportunity it provides to assess its impact on health.

Miller, S. E., & Hayward, R. A. (2014). Social work education's role in addressing people and a planet at risk. *Social Work Education*, 33(3), 280–295.

<https://doi.org/10.1080/02615479.2013.805192>

As the nature of the earth's ecological crisis becomes increasingly dire and impossible to ignore and as global concern continues to increase, social work, with its investment in issues

of justice and its commitment to a person-in-environment perspective, needs to more aggressively evaluate its place in this crisis. This paper presents a study designed to explore US social work students' attitudes, interests in, and practices related to the environment, as well as their perceptions of the place for environmental issues in the social work curriculum. This study's findings suggest that social work students' attitudes toward the environment are generally consonant with those of the US population, and that there is strong interest in enhancing the amount and scope of exposure to environmental issues in the social work curriculum. A sizable majority of all social work students surveyed view environmental justice as an important aspect of social justice and a viable area of concern for social workers, and they expressed an interest in seeing more content on environmental justice in social work education. Suggestions for integrating this content into the curriculum via inter- and trans-disciplinary, and service-learning approaches are discussed.

Mpambela, M., & Mabvurira, V. (2017). Effects of climate change and their indelible impact on social work profession in Zimbabwe. *African Journal of Social Work, 7*(2), 30-35.

Climate change is one of the biggest threats facing global development with the developing countries being more vulnerable due to their low adaptive capacities. Some of the effects of global climate change are evident with increased incidences of droughts, floods, hailstorms, more hot days and heat waves affecting mostly rural inhabitants. These effects have impoverished millions of people around the globe. Environmental degradation has presented a myriad of challenges to the human race and the most heinous one has been climate change. Climate change has of late presented insurmountable challenges such as poverty and food insecurity to the lives of many people in Zimbabwe particularly the rural folks. Though a lot has been written about climate change globally and in the Zimbabwean context, the objective of this paper is to reveal how it has directly and indirectly impacted on the social work

profession. It has presented overwhelming pressure on the social work profession and the limited resources in most third world countries. Social workers are found engaging in developmental, relief and disaster management work in response to the effects of climate change. As a result, social workers in Zimbabwe should be sensitized on the devastating impact of climate change and the stress it imposes on their profession and clients so that they are able to develop adaptive measures and promote resilience among communities. Green social work should be adopted by social work training institutions so that students are well prepared to deal with the effects of global warming.

Naranjo, N. R. (2020). Environmental Issues and Social Work Education. *British Journal of Social Work*, 50(2), 447–463. <https://doi.org/10.1093/bjsw/bcz168>

Environmental issues have been well-documented in recent years, paying particular attention to the anthropogenic climate change impact. To date, research addressing the relationship between environmental issues, environmental justice and sustainability within social work education has been scarce. The importance of these topics in education, especially in social work programmes must be well understood and research being generated on these subjects must increase. The primary goal of this article is to help increase the conversation and debates about environmental issues, environmental justice and sustainability within the social work academic community. Social work scholars must analyse and discuss opportunities and difficulties that are presented by the necessity to make the subjects mentioned, key concepts of the core curriculum and base for social work education. The secondary goal is to describe practical ways that environmental issues, environmental justice and sustainability content can be integrated into social work education to better equip professionals with the tools to assist in the continuously growing global environmental issues.

Närhi, K., & Matthies, A-L. (2018). The ecosocial approach in social work as a framework for structural social work. *International Social Work, 61*(4), 490–502.

<https://doi.org/10.1177/0020872816644663>

The article aims to deepen the understanding of structural social work from the point of view of the ecosocial framework. It analyses selected current international literature from the debate on the new wave of various interpretations of ecological social work. The debate shares four main themes: (a) a global perspective, (b) a critical view of professional social work, (c) a holistic ecosocial transition of society and (d) environmental and ecological justice. The ecosocial framework challenges structural social work to follow the principles of sustainable development and considers environmental issues as a crucial part of the goals and practical activities of structural social work.

Nesmith, A., & Smyth, N. (2015). Environmental justice and social work education: Social workers' professional perspectives. *Social Work Education, 34*(5), 484–501.

<https://doi.org/10.1080/02615479.2015.1063600>

Environmental injustice is a growing human rights issue as climate change and environmental degradation rapidly increases. As a social justice problem, it is relevant to the social work profession, yet not integrated into our curricula. This study of 373 social work professionals found that environmental justice is a significant practice issue across broad client populations and that professionals felt unprepared to address it. Qualitative and quantitative data revealed high levels of client exposure to environmental hazards with little power to change it. Respondents reported dissatisfaction with their education to help them understand environmental issues. Moreover, they indicated that they would like to see environmental justice integrated into social work education and better-prepared graduates entering the profession. Implications for practice and education are discussed.

Nhanenge, J. (2011). *Ecofeminism: Towards integrating the concerns of women, poor people, and nature into development*. University Press of America.

Ecofeminism is for those who desire to improve their understanding of the current crises of poverty, environmental destruction, violence, and human rights abuses, and their causes. It is an ecofeminist analysis of modern society's dualized, patriarchal structure, showing that one-sided reductionist, masculine, and quantitative (yang) perceptions inform science, economics, and technology, resulting in subordination of holistic, feminine, and qualitative (yin) values. This yin-yang imbalance manifests as patriarchal domination of women, poor people, and nature, leading to the above crises. Since similar values inform Third World Development, its activities are also exploitative. Thus, rather than improving human well-being, development increases poverty and natural degradation in the South. Modern patriarchy manifests in neo-liberal policies that promote 'free' global economic markets and trades, generating huge profits to the political and economic elites with devastating results for societies and nature worldwide. Unless we increase our awareness and demand changes that balance the yang and yin forces, patriarchal domination will eradicate life on planet Earth.

Noble, C. (2016). Green social work - the next frontier for action. *Social Alternatives*, 35(4), 14–19.

Climate change has been described as the most pressing issue of this and future generations. Social work, as primarily a social and people focused profession, has been slow to react to what the natural and physical scientists have been telling those who will listen for decades. That is, the number of environmental catastrophes are increasing in intensity and frequency while the overuse of non-renewable natural resources for manufacturing and human consumption is creating a climate change with possible disastrous effects for all human kind. Green social work is emerging with the aim to join forces with environmental activists to bring a strong ecological, social and political perspective into social work practice.

Nyahunda, L., Makhubele, J. C., Mabvurira, V., & Matlakala, F. K. (2020). Vulnerabilities and inequalities experienced by women in the climate change discourse in South Africa's rural communities: Implications for social work. *The British Journal of Social Work*.

<https://doi.org/10.1093/bjsw/bcaa118>

Women's vulnerability to climate-induced shocks hinges on a high dependence on climate-sensitive livelihoods and a natural resource base aggravated by the acute inequalities that they experience due to patriarchal dominance. This article's purpose is to unpack the vulnerabilities and inequalities that rural women experience in the climate change terrain which necessitates the involvement of the social work profession. This study adopted a qualitative methodology guided by a multi-case study design. A sample of twenty-five participants, including community members and social workers, participated in the study. These participants were selected through simple purposive and convenient sampling techniques. Data were collected using focus group discussions and individual interviews. The thematic content analysis was followed to analyse the findings. The study established that rural women are impacted by various vulnerabilities and inequalities in the climate change discourse, which serve as barriers to their effective adaptation. The vulnerabilities and inequalities manifest through lack of land and property rights, discrimination from decision-making processes, poverty and lack of adequate knowledge about climate change mitigation and adaptation. Social work involvement to address these catastrophes is scant in the Vhembe district in Limpopo province, South Africa. The study recommends that all climate change interventions should put an end to inequalities women experience in order for them to be effective and social workers should be at the frontline of such initiative.

Nyahunda, L., Makhubele, J. C., Mathlakala, F. K., & Mabvurira, V. (2020). Resilience strategies of rural people in the face of climate change in Mazungunye communal lands, Zimbabwe. *Jamba*, 11(1), 596–596. <https://doi.org/10.4102/jamba.v11i1.596>

The phenomenon of climate change is one of the most contested and debated concepts globally. Some governments still deny the existence of climate change and its impact on rural-urban areas around the world. However, the effects of climate change have been visible in rural Zimbabwe, with some communities facing food insecurity, water scarcity and loss of livestock. Climate change has impacted negatively on agriculture, which is the main source of livelihood in Zimbabwe's rural communities. This study aims at exploring challenges faced by rural people in mitigating the effects of climate change in the Mazungunye community, Masvingo Province, in Zimbabwe. The objectives of the study were to identify the challenges that impede effective adaptation of rural people to climate change hazards and to examine their perceptions on how to foster effective adaptation. The researchers conducted a qualitative research study guided by descriptive and exploratory research designs. Purposive sampling was employed to draw the population of the study. The population sample consisted of 26 research participants drawn from members of the community. Data was collected through in-depth individual interviews and focus group discussions. Thematic content analysis was used to analyse data. The findings of the study revealed the following challenges: unpredictability of indigenous knowledge systems, lack of resources and technoscience adaptive methods, lack of support to implement viable mitigation strategies, lack of information about resilience and adaptive capacity to climate change. This study has significance to policymakers and other stakeholders concerned with devising and implementing policies and programmes that are responsive to rural people's needs in the climate change terrain, tapping into their presenting challenges as a departure point for

intervention. The study recommended that the most important way to help rural poor people adapt to climate change is through the provision of information; immediate response to needs and climate-smart agricultural policies.

Nyahunda, L., Makhubele, J. C., Mathlakala, F. K., & Mabvurira, V. (2020). Resilience strategies of rural people in the face of climate change in Mazungunye Community, Ward 4, Bikita District, Masvingo Province Zimbabwe: a social work perspective. *Gender & Behaviour, 18*(2), 15511-15520.

As a result of climate change, rural people are facing a number of challenges which includes food insecurity, water scarcity and loss of livestock. Agriculture is the main livelihood factor in Zimbabwe's rural communities and with the vagaries of climate change already visible, considerable uncertainty surrounds the agricultural sector in many rural communities like Mazungunye community. The social work profession has a role to play in supporting communities affected by natural disasters around the globe. Equally, like all other stakeholders, social workers are required to respond appropriately in order to address these adverse effects of climate change induced disasters. This study sought to explore the resilience strategies employed in the face of climate change and the role of social workers in mitigating the effects of climate change. A qualitative research method was followed guided by descriptive and exploratory designs. Thirty participants inclusive of community members and key informants were purposively selected to give insights into the study. Focus group discussion and individual interviews were used to collect data. The Thematic Content Analysis was followed to analyse data inductively. The study found that rural people are not passive victims to the impacts of climate change but they are responding to it through a plethora of activities aimed at cushioning their livelihoods. The strategies include, destocking of livestock, barter trade, conservation farming and use of indigenous knowledge systems. Social workers

are not actively involved in climate change interventions. It is recommended that the best way to foster adaptive capacity for rural people is to address rural poverty and social workers must take the lead in this initiative.

Papadopoulos, A. (2019). Integrating the natural environment in social work education: Sustainability and scenario-based learning. *Australian Social Work, 72*(2), 233–241.

<https://doi.org/10.1080/0312407X.2018.1542012>

This article presents an approach to curriculum design that incorporates natural environmental content into social work education using sustainability principles. The curriculum development project outlined here used scenario-based learning (SBL) to integrate sustainability themes into contemporary social work practice challenges. SBL offers a flexible pedagogical strategy to integrate environmental content and explore social complexity. Importantly, it presents eco-social concerns as a central consideration of all contemporary social work practice. The article highlights the value of integrated scholarship in developing graduates' professional identity as a primary aim of social work education. Scenarios incorporating environmental, economic, and social complexities generated by climate change can be used to integrate environmental content across different fields and practice modalities. Scenario-based curriculum design provides a flexible approach to conceptual and contextual integration of environmental issues and other emerging social challenges.

Powers, M. C., Schmitz, C. A., Nsonwu, C. Z., & Mathew, M. T. (2018). Environmental migration: Social work at the nexus of climate change and global migration. *Advances in Social Work, 18*(3), 1023-1040. <https://doi.org/10.18060/21678>

Environmental migrants are caught at the nexus of the climate crisis and the global migrant crisis. The problems of the migrant crisis are recognized globally as they are linked to the complex issues being addressed by the United Nations' Sustainable Development Goals. The

complexity of the issues makes it difficult to grasp the breadth and depth of this crisis. As a result, it can be understood as one of the “wicked problems” requiring us to respond through a lens that recognizes the interconnections of humans and the broader ecosystems within the physical surroundings. When approaching the migrant crisis from this perspective, professionals are challenged to create transdisciplinary, community-based response systems which are holistic, multi-pronged, and inclusive of migrants’ voices and strengths. Storytelling provides a venue for highlighting migrants' voices, engaging in change, and creating the space for individual and collective healing. Social workers are increasingly being called upon to become trained in this practice and to engage in complex change systems alongside other disciplines and community members. As they provide prevention, mitigation, resettlement, and relief efforts, social workers become a part of a global community of leaders engaged in transformative change. By working to address these challenges, they are securing a better world not only for environmental migrants, but also for our planet as a whole.

Powers, M., & Engstrom, S. (2020). Radical self-care for social workers in the global climate crisis.

Social Work (New York), 65(1), 29–37. <https://doi.org/10.1093/sw/swz043>

Gradual environmental degradation, more extreme climate change events, and related environmental injustices affect individuals and communities every day. Social work entities around the world are increasingly highlighting professional responsibilities for addressing the global climate crisis. Often, social workers experience vicarious trauma from work with those immediately affected. Working within the context of the global climate crisis brings further risk. Social workers may be personally affected, or experiencing their own challenges, such as climate anxiety and eco-grief. Thus, radical self-care is a dire need as social workers promote sustainable communities and environments and seek ecological justice for all. This article discusses the health and mental health impacts of the compounding factors of the climate

crisis, modern technology, and current political contexts. Activism for change and ecotherapeutic strategies are presented as radical self-care for social workers, in both academic and practice-based settings. These strategies are essential for recognizing, legitimizing, and addressing the need for radical self-care practices in the global climate crisis.

Powers, M., Schmitz, C., & Moritz, M. B. (2019) Preparing social workers for ecosocial work practice and community building, *Journal of Community Practice*, (27)3-4, 446-459.

<https://doi.org/10.1080/10705422.2019.1657217>

In the context of the global ecological crisis, the profession of social work is increasingly shifting to embrace an ecosocial lens, recognizing the centrality of the ecological environment for human existence and the inextricable linkages of wellbeing for people and planet. Social work educators are contributing to this shift as leaders in the transformation of their home institutions and communities. We present examples within two models of education for ecosocial work, the infusion model and the integration model. Exemplars are based on the authors' expertise and contributions to ecosocial work education, community building, and ecosocial change, both locally and globally.

Pyles, L. (2017). Decolonising disaster social work: Environmental justice and community participation. *British Journal of Social Work*, 47(3), 630–647.

<https://doi.org/10.1093/bjsw/bcw028>

Human behaviour, particularly the neo-liberal economic system that values unlimited growth and unsustainable extraction of natural resources, is contributing to climate volatility and exacerbating disaster risk. As such, social workers are increasingly called to work in disaster settings across the globe and collaborate with many actors, such as faith-based humanitarian organisations. Unfortunately, disaster interventions may perpetuate the values and practices of neo-liberalism, colonialism and oppression without careful consideration and action. In this

article, the author discusses the environmental causes and consequences of disasters in relation to risk and vulnerability, offering a brief case study of the 2010 earthquake in Haiti. This is followed by a discussion of the importance of community participation for sustainable disaster recovery. The author concludes with some specific recommendations for decolonising disaster social work practice.

Ramanathan, C. S., & Link, R. J. (2010). Planet Earth and Sustainable Life. In *Human Behavior in a Just World: Reaching for Common Ground* (pp. 149-173). Lanham, MD: Rowman & Littlefield.

This dynamic text on human behavior takes a unique international perspective to introduce students to the concepts of large social systems and development. Social workers now practice in an increasingly global context for reasons ranging from migration to international adoptions to developments in technology. Understanding these global connections is essential to social workers today. *Human Behavior in a Just World* emphasizes the "common human condition" between people, and encourages students to see the powerful connections between environmental conditions and behavior. The authors address key elements of human behavior through a global lens, and discuss powerful global policy instruments and resources, such as the United Nations. Engaging North American and global case studies illustrate the theories in practice

Rambaree, K., Powers, M. C. F., & Smith, R. J. (2019). Ecosocial work and social change in community practice. *Journal of Community Practice*, 27(3/4), 205–212.

<https://doi.org/10.1080/10705422.2019.1660516>

An introduction is presented in which the editor discusses articles in the issue on topics including focuses on contexts, policies, practices, and challenges for successes related to an emerging vision for eco social work; and considered that eco social work are inclusive of structural social work.

Ray, S. J. (2020). *A Field Guide to Climate Anxiety: How to Keep Your Cool on a Warming Planet*. Univ of California Press.

A youth movement is reenergizing global environmental activism. The “climate generation”—late millennials and iGen, or Generation Z—is demanding that policy makers and government leaders take immediate action to address the dire outcomes predicted by climate science. Those inheriting our planet’s environmental problems expect to encounter challenges, but they may not have the skills to grapple with the feelings of powerlessness and despair that may arise when they confront this seemingly intractable situation. Drawing on a decade of experience leading and teaching in college environmental studies programs, Sarah Jaquette Ray has created an “existential tool kit” for the climate generation. Combining insights from psychology, sociology, social movements, mindfulness, and the environmental humanities, Ray explains why and how we need to let go of eco-guilt, resist burnout, and cultivate resilience while advocating for climate justice. *A Field Guide to Climate Anxiety* is the essential guidebook for the climate generation—and perhaps the rest of us—as we confront the greatest environmental threat of our time.

Rogge, M. E. (1993). Social work, disenfranchised communities, and the natural environment. *Journal of Social Work Education* (29)1, 111-20. <https://doi.org/10.1080/10437797.1993.10778803>

Minority and lower socioeconomic communities face disproportionate exposure to the growing threat from natural environment hazards such as toxic waste. The author places an expanding field of social work practice in the context of the profession's historic commitment to social welfare, justice, and equity. She describes specialized knowledge, the application of social work skills, ethical issues, and strategies for integrating environmental equity into practica training in a framework for field education. In addition, she examines opportunities

for social work educators and students to contribute to the resolution of environmental hazard, across multiple intervention levels, for foundation and concentration practica.

Schoon, I., & Heckhausen, J. (2019). Conceptualizing individual agency in the transition from school to work: A social-ecological developmental perspective. *Adolescent Research Review, 4*(2), 135–148. <https://doi.org/10.1007/s40894-019-00111-3>

This article addresses the ongoing debate on the role of agency and structure in shaping the transition from school to work. Drawing on theories of life-course sociology and life-span psychology an integrated social-ecological developmental approach is presented, conceptualizing individual agency as a relational and intentional process that evolves through interactions with the wider socio-cultural context. Agency is understood as a multi-dimensional construct, influenced by multiple proximal and distal social circumstances that channel the manifestation of agency by offering distinct transition pathways. The article specifies the ways how social structures support and constrain the development of agency, and asks if individual agency can overcome social constraints, and to what extent and in what circumstances can agency be most effective? It is argued that agency is most influential (a) when social structures are flexible, enabling switching between tracks; (b) during critical windows of opportunity, such as during transitions from one educational track to another or from education into paid employment; (c) in situations when individuals leave a pre-structured path; (d) when intentions are closely matched to individual competencies; and (e) when socio-economic disadvantage is not overpowering. The analysis presented in this paper should enable researchers to expand and deepen their understanding of the role of structure and agency in shaping school-to-work transitions and inform empirical research on the topic.

Sellers, S, Ebi, K. L, & Hess, J. (2019). Climate change, human health, and social stability: addressing interlinkages. *Environmental Health Perspectives*, 127(4), 45002–45002.

<https://doi.org/10.1289/EHP4534>

Abundant historical evidence demonstrates how environmental changes can affect social stability and, in turn, human health. A rapidly growing body of literature, largely from political science and economics, is examining the potential for and consequences associated with social instability related to current climate change. However, comparatively little of this research incorporates the effects on human health or the role of health systems in influencing the magnitude and types of instability that could occur.

Shajahan, P., & Sharma, P. (2018). Environmental justice: A call for action for social workers.

International Social Work, 61(4), 476–480. <https://doi.org/10.1177/0020872818770585>

As human beings, we are currently living in way that is completely unsustainable within the world we inhabit. In recent years, growing concerns for environmental and climate change, together with issues of poverty, increasing disparity between societies and the tensions brought by social inequalities have placed sustainable development under the spotlight. The survival of many societies and of the biological support systems of the planet are at risk (United Nations [UN], 2015). Considering environment protection and preservation a collective responsibility, we attempt to analyse the need and role of the social work profession to respond to this call for environmental protection through conceptual and practice engagements in alignment with the UN Global Agenda 2030 for Sustainable Development.

Shaw, T. V. (2013). Is social work a green profession? An examination of environmental beliefs. *Journal of Social Work: JSW*, 13(1), 3–29. <https://doi.org/10.1177/1468017311407555>

Social work has developed to meet the needs of an industrializing society. As environmental concerns have increased, national, and international social work organizations have called on social workers to incorporate issues of the environment into their professional practice. Although there is a small body of literature related to social work and the environment, the profession has not fully embraced the need to incorporate these issues into social work education or practice. This cross-sectional survey in the United States of a random sample of National Association of Social Workers (NASW) members (n = 373) was designed to gauge the environmental knowledge and attitudes of social work professionals. Findings: Though social work shares many of the same underlying tenets of groups interested in environmental justice, results suggest that social workers as a profession are no more, nor less, environmentally friendly than the general population. Applications: By failing to incorporate ecological issues facing the United States and abroad, our current social policies are at best not sustainable, and at worst dangerous for our continued social well-being. Social workers can play a leading role through an understanding of the interrelationship that exists between people and the environment, the integration of environmental issues into their social work practice, and advocating for vulnerable populations.

Shen, J., Dumont, J., & Deng, X. (2018). Employees' perceptions of green HRM and non-green employee work outcomes: The Social Identity and Stakeholder Perspectives. *Group & Organization Management*, 43(4), 594–622. <https://doi.org/10.1177/1059601116664610>

Green human resource management (green HRM) refers to a set of HRM practices that organizations adopt to improve employee workplace green performance. While the effect of perceived green HRM on employee workplace green performance has received some

empirical support, its relationship with employee non-green workplace outcomes remains unexplored and, therefore, unknown. This research tests an integrative moderated-mediation model related to the relationship between perceived green HRM and non-green workplace outcomes including employee task performance, organizational citizenship behavior toward the organization (OCBO) and intention to quit, and the underlying mechanisms. Analyses of the multisource data reveal that perceived green HRM influences these three non-green employee workplace outcomes through a motivational social and psychological process (i.e., organizational identification). Perceived organizational support (POS) moderates the effect of perceived green HRM on organizational identification and the indirect effect of perceived green HRM on the three employee workplace outcomes, via the mediation of organizational identification. This research advances our knowledge about the relationship between perceived green HRM and non-green employee workplace outcomes.

Suppa, A., Steiner, I., & Streckeisen, P. (2019). Energy transition and environmental justice: Effects on vulnerable groups and implications for social work. *Czech & Slovak Social Work / Sociální Práce / Sociálna Práca*, 19(4), 32–47. <https://digitalcollection.zhaw.ch/handle/11475/18136>

The submitted paper focuses on the energy transition and its social and economic effects on vulnerable groups. It draws on an empirical study on behalf of the Swiss Federal Housing Office. This contribution insists on the necessity to overcome the gap between energy policy, social policy, and housing policy. THEORETICAL BASE: The paper refers to intersectionality theory. It elaborates on the notion of energy poverty and takes into account research on environmental justice and environmentalism of the poor. METHODS: A mixed research approach was chosen, combining qualitative and quantitative methods: exploratory literature review and policy analysis; a quantitative survey among 74 experts; qualitative interviews with 10 vulnerable households and with 5 experts; and expert workshops. OUTCOMES: The chapter

on empirical findings addresses the following aspects: impacts of energy poverty on the overall quality of life; problems due to deficient infrastructure and energy-inefficient housing equipment; discriminatory structures on the housing market; and services offered to persons affected by energy poverty. SOCIAL WORK IMPLICATIONS: The article concludes that a green social work mandate is needed in order to align the energy transition with environmental justice. Recommendations are given regarding energy policy, housing market, social assistance, and services to households affected by energy poverty.

Teixeira, S., & Krings, A. (2015). Sustainable social work: An environmental justice framework for social work education. *Social Work Education, 34*(5), 513-527.

<https://doi.org/10.1080/02615479.2015.1063601>

Environmental degradation is not experienced by all populations equally; hazardous and toxic waste sites, resource contamination (e.g., exposure to pesticides), air pollution, and numerous other forms of environmental degradation disproportionately affect low income and minority communities. The communities most affected by environmental injustices are often the same communities where social workers are entrenched in service provision at the individual, family, and community level. In this article, we use a global social work paradigm to describe practical ways in which environmental justice content can be infused in the training and education of social workers across contexts in order to prepare professionals with the skills to respond to ever-increasing global environmental degradation. We discuss ways for social work educators to integrate and frame environmental concerns and their consequences for vulnerable populations using existing social work models and perspectives to improve the social work profession's ability to respond to environmental injustices. There are significant social work implications; social workers need to adapt and respond to contexts that shape our

practice, including environmental concerns that impact the vulnerable and oppressed populations that we serve.

Woronecki, S., Wamsler, C., & Boyd, E. (2019). The promises and pitfalls of ecosystem-based adaptation to climate change as a vehicle for social empowerment. *Ecology and Society*, 24(2), 4. <https://doi.org/10.5751/ES-10854-240204>

Ecosystem-based adaptation (EbA) to climate change is an approach claimed to deliver social benefits relevant to marginalized groups. Based on a structured literature review, we interrogate such claims, asking whether such approaches may (or may not) contribute to social change and, more specifically, empowerment. We present a review of the predominant meaning and interlinkages of the EbA and empowerment concepts, which shows that EbA pays insufficient attention to issues of empowerment and agency. On this basis, we discuss how an empowerment lens could be (better) integrated into the conceptualization of EbA, suggesting key dimensions through which this could be supported. We show that the emphasis on empowerment theory and the merits that it brings to the EbA literature are helpful, leading to a number of important questions to adaptation projects on the ground. Incorporating an empowerment lens leads to an increased consideration of issues of power more broadly, especially the way marginalized groups' agency, access, and aspirations are conditioned by social structures that may prevent strategic adaptation choices. We conclude that EbA will facilitate empowerment better by explicitly considering how social benefits can emerge from the interplay between particular types of actions, marginalized people's adaptive strategies, and their relational context.

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