

CLIMATE CHANGE: WHAT SHOULD
SOCIAL WORKERS BE DOING

A Project Presented to the Faculty
of
California State University, Stanislaus

In Partial Fulfillment
of the Requirements for the Degree
of Master of Social Work

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May 2020

CERTIFICATION OF APPROVAL

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ABSTRACT

This graduate project focused on environmental justice in reference to climate justice, specifically as it corresponds to social work. Climate justice has often been overlooked as part of environmental justice work for social workers. The purpose of this graduate project was to begin the discussion around climate justice with social work students, faculty, and social work professionals in order to create tangible ideas about how social workers in the California Central Valley can work toward climate justice. This graduate project was conducted through the creation and implementation of a climate justice workshop. The creation of this workshop was done through gathering information about general climate change on a local and international scale, as well as information about how other organizations are addressing climate justice already. This workshop focused on engaging participants in discussion surrounding climate change, as well as how social workers can begin to incorporate climate justice into their practice. This workshop was a preliminary step in the Herculean fight for climate justice. The next steps for this work is for participants to take the information discussed during the workshop and begin implementing climate justice in their practice. This work is grounded by recommendations that are offered in the existing knowledge base that includes examples of what other universities are doing to build and engage in actions around climate justice.

DESCRIPTION OF THE PROJECT

Background

Climate change became a topic of discussion among the public in the 1980s when scientists first started publishing findings about humanity's effect on the environment, and by the late 1990s, this research also included the public's opinion on climate change (Weber & Stern, 2011). Naomi Klein discusses this topic in further depth in her book, *This Changes Everything: Capitalism vs the Climate*. When climate change was first brought into the public discourse in the 1980s, public opinion and understanding of climate change were at a high. Since this information has been published, scientific understanding has continued to rise and gain more support. However, the public opinion has shifted dramatically. This shift can be attributed mostly to a convergence of three key factors: the feeling of intangibility of climate change affects, the reliance on others ("experts") for information on climate change, and large corporations throughout the world that would be hit financially if society became more climate oriented (Klein, 2014).

Climate change is often seen as a macro level problem. Although there are micro and mezzo level affects, it is often hard for individuals to grasp that climate change directly effects them. "Climate change is not a single hazard" and this leads to often an "underestim[ation] of the total threat" (Weber & Stern, 2011, p. 317). This inability to understand the realities of climate change causes the general public to rely heavily on "experts" to tell them what to think about climate change. This has left the

public open to influence by individuals/groups who call themselves experts, but actually have no scientific background/knowledge. These climate denial groups often are funded by large corporations that would be disadvantaged if climate change was accepted by the public (Klein, 2014). These climate change denial groups stem from the same groups that supported tobacco companies. All of these groups have “perfected the art of manufacturing uncertainty about the *proven* dangers of exposure to things like cigarette smoke, lead paint, [and] industrial chemicals” (Michaels, 2019, p. 7). Climate change is just their new focus. These groups protect the status quo to the benefit of those already in power and to the disadvantage of those already struggling. These factors need to be addressed if the world’s population is able to begin working to fight against climate change and working toward a more environmentally just society.

Social workers have been involved in the climate change discussion throughout the same time period as the general public. The depth of this conversation mirrors that of the public as well. As the conversation became lighter and climate denial gained traction in the public sphere, this affected how social workers engaged in the environmental movement as well (Coates & Gray, 2012). As this follows, since climate change has come back to the forefront of political discussions, social work has begun to discuss climate change in relation to environmental justice.

The National Association of Social Workers (NASW) has identified Environmental Justice as one of the five most important social justice issues that social workers should be focused on (National Association of Social Workers, 2019).

However, on the NASW website, there is a limited number of articles detailing how social workers should be concerned with climate change. In relation to “environment,” social workers have often only focused on a person in their immediate sociocultural environment (Philip & Reisch, 2015). More recently, there has been a push for social workers to incorporate environmental justice into their work in relation to climate change specifically. As social workers work to do this, they are met with the same struggles that the general public faces in relation to understanding climate change.

The NASW President, Kathryn Conley Wehrmann, Ph.D., LCSW, acknowledges that there needs to be a change to “expand our [social workers’] person-in-the environment perspective to include both the physical and natural environment” (National Association of Social Workers, 2019). However, even the NASW President is failing to see the bigger picture of climate change. The NASW President’s call for action for social workers to be more involved in environmentally just social work focuses on helping communities and individuals who are struggling due to climate change. There is a deficit in working to help the disadvantaged by helping everyone. Empowerment only goes so far when the goals are short-sighted. For example, it doesn’t matter if they survive this hurricane, when in 80 years, the entirety of the human population, advantaged and disadvantaged together, will be incapable of surviving (Klein, 2014).

Social work principles need to change. Social issues are not separate from environmental issues. Literature and research are lacking in this area. There are some social workers who are arguing for this change, such as Jennifer McKinnon (2008):

There is a clear connection between social work and matters environmental, particularly in the links between social and environmental justice, and social work's established expertise can aid ongoing relevance of the profession if a clear focus on social sustainability is incorporated into the social work curriculum, as well as into the continuing professional development program. (p. 257)

Social workers need to start making this connection. Although there is no blueprint for how social workers should be addressing climate change, there is some foundational research to support this transition to an "ecosocial practice" that is "both a contribution to and part of a process of social-political change" (Peeters, 2012, p. 287). Environmental justice is social justice. It's time social workers started acting like it.

This graduate project is a call to action. It is the beginning of a conversation that can lead to the changing of the entire world for the better. Without this conversation, without the engagement of social workers, this may not be possible. The human population has waited and put off engaging in climate change for too long and it is almost too late. Conversations around climate change and climate justice are beginning to gain speed and support in the political and public spheres, especially from youth. Social workers are in a unique position to help encourage this

conversation at a micro, mezzo, and macro level. It is time that social workers take on this challenge and meet their ethical obligation to engage in environmentally just social work.

Purpose

This graduate project created a space for social workers to come face-to-face with the realities of climate change, address their fears, and discuss what should be done to address climate change. This project involved the creation of an educational, exploratory workshop where social workers were given the opportunity to fully discuss and comprehend the realities of climate change, assuage ambivalence surrounding this topic, and develop strategies for addressing climate change at the micro, mezzo, and macro levels in their specific field of work. This educational event involved the recruitment of MSW faculty, MSW students, and practicing social workers in the Central Valley to participate in a foundational workshop on climate justice and social work action. The goal of this workshop was to engage social workers in the sharing of information and knowledge about climate change, as well as produce tangible actions that social workers can use in their specific fields of practice to encourage climate justice in the Central Valley.

PROJECT OBJECTIVES

The five objectives that anchored this graduate project were critical to the successful implementation and completion of this work. These objectives are as follows:

The first objective of this graduate project was to create the workshop curriculum. This involved gathering information about climate change and social workers' involvement in climate change issues. This information was then consolidated to form a practical foundation for a climate change workshop for social workers. Part of this foundation was focused on Naomi Klein's book, *This Changes Everything: Capitalism vs the Climate*.

The second objective was to actively recruit social workers to attend the workshop. The workshop was geared toward all social work professionals, as well as social work students. All social workers have an ethical duty to be involved in environmental justice, so this workshop provided pertinent information to every social worker contacted. The goal was to get at least 10-50 social workers to agree to participate in the workshop.

The third objective was to find a physical location to hold the workshop. The goal was to find a location on the California State University Stanislaus campus to hold the workshop. The workshop took place on March 13, 2020 to fall in line with March being Social Work Month.

The fourth objective focused on the implementation of the climate change workshop. The workshop focused initially on making the space feel safe enough to allow for vulnerability among the participants. This was necessary in order for participants to successfully engage with the material. The rest of the workshop was then focused on presenting information about the realities of climate change and starting a discussion about what we as social workers should be doing to address it.

The fifth objective involved getting feedback on this project from the social workers who attended the workshop through a survey given after the completion of the workshop.

SIGNIFICANCE OF THE PROJECT

The National Association of Social Workers (NASW) has identified environmental justice as one of the five most important social justice priorities right now (2019). Historically, social workers have focused on environmental justice as solely the process of acknowledging a person in their immediate physical environment (Philip & Reisch, 2015). Recently, social workers are starting to glimpse beyond that and are seeing environmental justice as being an issue about climate change as well. However, there remains an overwhelming deficit in work actually being done by social workers in this area. This lack of engagement follows the general lack of engagement that the public has had in climate justice as well (Weber & Stern, 2011).

This graduate project aimed to help lessen this deficit by starting the conversation about climate change and social workers' responsibility to engage in environmental/climate justice. Part of this conversation addressed the fear that climate change often elicits. Being a professional often causes people to feel as if they need to be strong for others and be the expert. It is time to admit that social workers are struggling in this area of their work. In all aspects of social work, it is necessary for social workers to be aware of their own sources of trauma in order to help others. Understanding the implications of climate change can be traumatic. Social workers could benefit from working through climatic trauma - knowing the world is dying and

recognizing the feelings of helplessness that this knowledge creates. This project allowed social workers to begin the controversial conversation about climate justice.

This graduate project broke down climate change into digestible pieces and allowed social workers to discuss practical ways they can incorporate climate justice into their everyday work. This project can have long-term effects on social workers through Masters of Social Work faculty continuing the conversation in their classrooms. MSW faculty are arguably the most important group to engage with so they can prepare their students in this area.

Climate justice is often looked over as relevant because it feels abstract. However, the reality of climate justice work is that it can address many of the social problems that social workers are more engaged in at the moment, including economic disparity, refugee/immigration issues, homelessness, unemployment, and resource availability/sustainability. “The trick, the only hope, really, is to allow the terror of an unlivable future to be balanced and soothed by the prospect of building something much better than many of us have previously hoped” (Klein, 2014, p. 28).

LITERATURE REVIEW

In order to better understand this graduate project, it is beneficial to know how other groups are addressing climate change as an act of social justice. This graduate project focused on the work of social workers in the Central Valley of California in regards to climate justice. However, there is limited work being done in this realm throughout this area, so information from throughout the United States is more practical to examine. This review includes two major sections. The first section examines climate justice work specifically in MSW Programs. The second section branches out and explores and describes climate justice work in other disciplines.

Master of Social Work Programs and Climate Justice

Overall, there has been a dearth of research done about how social workers should be addressing climate change/climate justice in their work. Among the research being done, there is a common theme that continues to emerge: a “call to action” for social workers (Shajahan & Sharma, 2018). However, the plans proposed in the research are not directly connected to social work practice. One way to determine if social work will start changing and being more focused on climate justice is to examine the MSW programs in the United States to see what kind of work MSW programs are promoting to their students (i.e., future social work professionals).

As has been highlighted previously, there is not much work being done around social workers and climate justice. This finding is also consistent among

MSW Programs. There are very few MSW programs in the United States that highlight environmental justice or climate justice as a priority/focus of their program. Most MSW Programs that do specifically mention environmental justice in their program goals or mission statements simply call it “environmental justice,” which as discussed previously does not necessarily address climate justice specifically. What is clear is that although some MSW Programs may include some level of environmental justice or even climate justice in their curriculum, there are no programs that are explicitly focused on climate justice as a key factor of their program’s curriculum.

In order to address this deficit of climate justice curriculum in MSW Programs, there has been some research done around how Social Work Programs can incorporate environmental and climate justice into their programs. One research team that looks at this issue in depth is Des Marais, Bexell, and Bhardra from the MSW Program in Denver, Colorado. Des Marais, Bexel, and Bhardra (2016) suggest that social work education can promote environmental justice through incorporating the concept of “reflexivity.” This concept builds on the already built in social work concept of “person-in-environment” and adds more hands on information about how the global environment affects the individual as well as the larger global community.

Three steps are outlined to successfully integrate environmental justice into social work education. The first step involves students reading and doing research on climate change in general in order to understand the magnitude of the problem. The second step involves connecting the general information about climate change to the students themselves. This step focuses on “self-criticality”. Self-criticality is

described as “a key step in helping students grasp that development in their own country, and their own consumption and child bearing, has direct implications for individuals in other countries, as well as their own” (p. 108). This step also involves students connecting with non-human life to understand further how humanity is the only life on earth that is harming the planet. The final step of this process builds off the first two and moves toward a plan of action. This action should be done through research and collaborations with outside partners that promote sustainability and will help inform and promote sustainable solutions to climate change for social workers to apply to their own practice.

Research done by Melekis and Woodhouse (2015) argues that in order for Social Work programs to incorporate ideas of environmental justice, there are three things that need to happen at the University and Department level. The first is an “institutional commitment and culture” to sustainability (p. 579). This concept is explained as a university level commitment to practicing sustainability, as well as, promoting the teaching and learning of environmental justice and practice across their university’s curricula. Melekis and Woodhouse argue that when a university is focused on supporting sustainability in their education practices, they are more likely to “invest significant resources in establishing an infrastructure environmentally related research, education, service, and experiential learning” (p. 580). The second key aspect suggested by Melekis and Woodhouse is “curricular supports and guidelines” (p. 580). Curricular supports and guidelines consist of the university level, as well as social work program level, adoption of specific “sustainability

learning objectives” and an integration of these objectives into existing “educational and professional standards” (p. 580).

Melekis and Woodhouse argue that finding ways to incorporate these new objectives into existing standards will make it more feasible to work on editing the curriculum across disciplines. The final aspect that Melekis and Woodhouse outline as necessary to support the incorporation of sustainability curriculum is “interdisciplinary faculty development” (p. 582). This involves not only social work faculty, but faculty from across the university to come together throughout the year to learn and share knowledge about environmental struggles and how the university as a whole, as well as specific departments, can best support and “engage their students in sustainability” (p. 583). Melekis and Woodhouse suggest that in reference to social work programs specifically, “interdisciplinary collaboration and networking...provides a rich opportunity for viewing sustainability principles and considering strategies for promoting sustainability in social work education and practice” (p. 583).

The research outlined by Des Marais, Bexell, and Bhardra (2016), as well as Melekis and Woodhouse (2015) are well outlined and thought out approaches for integrating environmental justice into MSW Programs. However, both of these plans for implementation have key aspects that may be necessary to combine for most MSW programs to succeed in integrating new curricula. MSW Programs are rigid and must cover a variety of topics already, so approaching the topic with flexibility is beneficial. It will take creativity and flexibility for MSW Programs to begin doing

this work. However, this is necessary work and should be taken on by MSW Programs immediately, and this outline is a good place to start.

Climate Justice in other Universities

Although MSW programs seem to be lacking in explicit support of climate justice, there are some colleges that are focusing on climate justice in different ways. Six of these programs stand out above the rest. The first program addresses climate justice on a micro, department specific, level. At the City University of New York, the Liberal Studies Master's Program that focuses on Social and Environmental Justice Studies. This stands out from other schools/universities that may have an Environmental Studies Major because it explicitly focuses on the social aspects of environmental justice as well. This program incorporates key political and social issues in understanding environmental justice and climate change through one of the core courses of the program. The second core course of the program builds off of this topic to understand how social sciences are addressing environmental justice in relation to the political and social issues taught in the initial course work. Master's students then take this information into their elective courses and use this cumulative information to complete a thesis or project focusing on the social or political aspects of environmental justice (The Graduate Center: City University of New York, 2020).

The second group of three programs address climate justice on a mezzo, school wide, level. The University of Washington promotes environmental justice on their campus through hosting an Environmental Justice Conference that engages the campus with the wider community (University of Washington: College of the

Environment, 2020). Seattle University also focuses on making their campus more environmentally aware through an environmental focused conference, as well as various campus campaigns such as the annual “Recyclmania” event that promotes reducing waste on a campus wide level (Seattle University, 2020).

The University of Tennessee at Knoxville promotes environmental justice on their campus through a collaboration between faculty and students from a variety of academic departments on their campus. This collaboration is known as the “Environmental Justice Division” and is “involved in research, scholarship, and programs that address critical issues pertaining to social and environmental justice” (University of Tennessee at Knoxville: Center for the Study of Social Justice, 2020). The faculty and students involved in the Environmental Justice Division work to partner with the greater public as well by making connections with public and private organizations that can support research that they division completes to understand more about how social and environmental injustice work with democracy to affect the greater society on all levels (micro, mezzo, and macro).

The last two programs address climate justice from a more macro level with direct involvement with the wider community. At Connecticut College, there is a major center focused on environmental justice, The Goodwin-Niering Center for the Environment. This center does direct work with the community through putting on conferences that involve speakers and organizations from across the state (Connecticut College, 2020). This conference also addressed a variety of social issues that have not been focused on as much by the other universities’ conferences

described previously. The Deep South Center for Environmental Justice has been around for over ten years and promotes environmental justice work throughout the southern United States. The Executive Director of the Deep South Center for Environmental Justice, Dr. Beverly Wright, wanted to diversify leadership in this program further, so Dr. Beverly Wright started the “Historical Black College and University Climate Change Consortium”. The HBCU Climate Change Consortium brings together staff and student delegates from over thirty HBCUs working to bring awareness to environmental struggles that disproportionately affect disenfranchised communities. This Consortium engages in at least one major conference each year, one hosted by them annually and the potential participation in other international conferences such as those hosted by the United Nations (Deep South Center for Environmental Justice, 2020).

From these examples of climate and environmental justice work being done on college campuses, it is clear that work is being done, but not on a wide enough scale. Universities that are not doing at least micro level environmental justice work, but more so mezzo and macro level work, need to begin or advance their climate justice work immediately in order to address the rapidly rising climate crisis. In order to do this, universities can look toward those who are already doing the work. The overall theme present from the previous examples of environmental justice work is that of collaboration, with the community and interdisciplinary work within the universities themselves. A possible implementation of this type of work in California may be a

collaboration between each of the twenty-three California State Universities to create some type of coalition similar to that of the HBCU Climate Change Consortium.

METHODOLOGY

There were five major stages to the successful implementation and completion of this graduate project. This chapter outlines the strategies that were employed to accomplish each stage.

The first stage of this graduate project focused on the development of the workshop curriculum. In order to do this, information about climate change and climate justice was gathered and consolidated to form a foundational plan for the workshop. Learning objectives for the workshop were developed and this informed the type of information that was emphasized during this collection and development process. This process allowed for the workshop to be grounded and stay on track, while allowing for a more fluid discussion to take place as well. This stage was completed during January and February, 2020.

The second stage of this graduate project involved actively recruiting social workers to participate in the workshop. The goal was to recruit at least 10-50 social workers to participate in the workshop. It would have been ideal to have more social workers participate in the workshop to ensure that the discussion included professionals from a variety of social work practice arenas. Those who were recruited were pulled from a variety of social work environments: LCSWs, practicing MSWs (i.e., child welfare), MSW students, and MSW faculty members. Those individuals recruited came from Stanislaus County due to the location of the workshop. However, the workshop information was also given out to other counties in the Central Valley

area. This recruitment happened through an email and flier explaining the workshop and the goals of engagement with social workers, as well as in-person recruitment as applicable through general engagement with the social work community. This stage was done during mid-February until the workshop date on March 13, 2020.

The third stage of this graduate project was to locate a physical space to hold the workshop. The preferred location for this workshop to be held was on the CSU Stanislaus campus. This stage also included deciding on a date and time of the workshop. The reservation of this space was done with the help of my graduate project committee. This stage was completed during mid-February, 2020.

The fourth stage of this graduate project was to implement the workshop. The workshop reflected the learning objectives identified in the first stage. The workshop involved a combination of educational engagement techniques that coincided with these objectives. The most important part of the implementation of this workshop was to develop the best way to allow for a balance of general climate change education and the mutual discussion and engagement with the participants on the topic. In order to successfully accomplish the goals laid out for this workshop, this was a two-and-a-half hour workshop. The workshop took place on March 13, 2020.

The fifth and final stage of this graduate project was to gain feedback from others. This feedback came in multiple steps. General feedback on the overall merit and success of this graduate project was primarily provided by my committee members throughout the preparation and implementation of this graduate project. Feedback also came from the workshop participants through a survey given at the end

of the workshop. This feedback was about their experiences with the effectiveness of the workshop and how further climate change workshops could be implemented for social workers. This stage was completed after the workshop on March 13, 2020.

CONCLUSION

Workshop Overview

This graduate project involved creating and implementing a workshop on climate change and how social workers should be addressing climate change into their practice. The original goal for this project was to recruit at least 10-50 social workers from a variety of practice arenas. In the end, only four people registered for the workshop, and only three of those four attended. Due to the small turnout, this workshop was done in a round-table set-up and involved group discussion and interaction throughout. The workshop was split into two parts with a small break in between them. It is important to note that the project occurred during a time where the university was in flux. The workshop occurred one day prior to the university enacting social distancing measures (as a result of COVID-19). It is believed that this issue had an impact on the overall attendance of the event.

The first part of the workshop focused on general climate change information. The workshop began by everyone introducing themselves. The three participants included one MSW student from CSU Stanislaus who interned with children at two local elementary schools, one MSW faculty member from CSU Stanislaus, and one LCSW from Stanislaus County who works in private practice as well as part-time at Modesto Junior College. Although the turnout was small, the participants represented different social work practice arenas as hoped, so each individual was able to provide different insight from their experiences. After introductions, the workshop began with

a brief history of the world and the comparison between how long humanity has been around to the entirety of the world. This was done in order to give some perspective to how much humanity has hurt the world in such a small amount of time. From there, the participants were given more specific information on the climate crisis from the 1980s to the present. This information was discussed, not simply presented, to allow participants to ask questions and provide their own insights.

The second portion of the workshop focused on how climate change and climate justice specifically relate to social workers. This started with information given on environmental justice as a pillar of ethical social work and how the definition of environmental justice has evolved to encompass climate justice as well. From here, participants were asked to imagine a world where climate change was being addressed fully and then give examples of how this could happen, ignoring any monetary or social issues. Participants suggested that some type of planetary coalition would be beneficial to help solve the climate crisis. Participants were then asked to narrow the scope to a state-wide or national plan to address the climate crisis. Participants suggested that this may be more feasible since it is a smaller group to try and ban together to form a plan. Participants were then asked to narrow their ideas further to a county-wide level or a university level. Participants again gave similar suggestions of a coalition of some type to try and work together to address the climate crisis, but outside of this idea of creating some type of group, it was hard for the participants to brainstorm any type of specific activity that this potential group could do. Information was then provided to the participants about how other social workers

are working toward climate justice already in the United States. This information was based on the content discussed in the Literature Review section of this graduate project. With this information, participants were able to create more concrete ideas about how smaller groups and individuals can help work toward addressing the climate crisis.

The workshop ended approximately thirty minutes early due to CSU Stanislaus cancelling all meetings immediately starting at 11am on March 13th. However, the conversation was already coming to an end, so the workshop was able to wrap up well, and participants did not feel cut short.

Successes and Limitations

Throughout the creation and implementation of this graduate project, there were some successes as well as some struggles. The major success was the learning and awakening that occurred for this writer and those around this writer in regards to climate change. This graduate project began because this writer read Naomi Klein's book, *This Changes Everything: Capitalism vs the Climate* for a class during Fall 2019. In reading this book this writer realized that not enough was being done to combat the climate crisis and that social workers hold a critical position to be able to address this issue. This writer's original graduate project had nothing to do with climate justice, and this writer honestly didn't know very much more than the basics about climate change. In choosing to change this writer's project focus and doing research and then presenting these findings through a workshop with other social workers, this writer not only empowered themselves about this topic, but was also

able to empower the participants of the workshop. This is the greatest success. Even if this writer was only able to reach a small number of people, those people know other social workers and can pass on the information. This graduate project accomplished what it set out to accomplish; it got the conversation started and created space for the conversation to occur.

The major limitation of this project was a lack of participants. There were multiple factors that may have contributed to this dismal turnout. The first could be related to the lack of knowledge and interest that has been outlined previously about implementing climate justice into social work practice. It is possible potential participants did not want to attend because they simply were not interested. However, the other issue that very likely contributed to a small turnout was the COVID-19 pandemic. COVID-19 was beginning to pick up speed around the world as well as in the United States during February and March. A few days before this workshop was to be held on March 13th, California State University Stanislaus gave notice that the school would be moving to online services and essential services only beginning the following week. Although this writer was able to reach out to those who had already registered that I would still be holding the workshop, this may have prevented any individuals who had not registered from coming to the workshop and caused the fourth person who had registered, but did not attend, from participating as well.

Implications

Two of the three workshop participants completed a survey about their experience with the workshop, including what they thought worked well and how

they thought it could be improved for any future workshops. Both of these participants shared that they thought the information was laid out well and gave enough information to have a discussion about social workers and climate justice specifically. Both participants also suggested that if another workshop were to be done, that having more participants would be beneficial. From my own experience leading the workshop, I agree that more participants would have had a greater impact. However, having small group discussion was a key portion of the workshop that helped to facilitate learning and sharing of information on a more personal scale. Future workshops should try to balance the need to reach large groups of people with the more personal and supportive environment that a small group workshop provided.

Overall, this workshop provided a starting point and showed that there is work to be done and at least some people are interested in doing the work. Climate justice is not a problem to be ignored or put to the side. Climate justice runs through every other aspect of social justice. Social workers are at the forefront of the fight for social justice every day. Workshops like these can help social workers implement climate justice into that fight. Climate justice is where social justice issues can be addressed together instead of as individual issues. Social Workers can change the fate of humanity, but if we choose to look away and do nothing, we are condemning not only ourselves, but all those we pledge to spend our lives helping.

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