

Map of Competencies and Key Assessments

| CSWE Competencies Course Map | | |
|-------------------------------------|---------------------------------------|------------------------------------|
| Course Number | Course Name | Competencies |
| Generalist | | |
| 6140 | Social Welfare Policy & Institutions | III , V |
| 6250 | Research | IV |
| 6150 | HBSE I: Theories of Human Development | I, II |
| 6370 | Practice I: Individuals & Families | VI, VII, VIII, IX |
| 6381 | Practice II: Groups | VI, VII, VIII, IX |
| 6382 | Practice II: Community (and orgs) | VI, VII, VIII, IX |
| Specialization | | |
| 6160 | HBSE I: Theories of Human Development | I, II |
| 6533 | Advanced Social Policy | III, V |
| 6511 | Practice III: Theories & Methods | IV |
| 6521 | Practice IV: Clinical II | VI, VII, VIII, IX |
| 6420 | School SWK: Policy & Practice II | III, V (for schools students only) |

Social Work Competencies 2015 EPAS

Competency I: Demonstrate Ethical and Professional Behavior

- ❖ The student demonstrates understanding of the value base of the profession, ethical standards, laws and regulations.
- ❖ The student demonstrates understanding of frameworks for ethical decision-making.
- ❖ The student can apply critical thinking to frameworks for ethical decision-making.
- ❖ The student can recognize personal values and the distinction between personal and professional values and how personal experiences and affective reactions influence professional judgment.
- ❖ The student demonstrates understanding of the profession's history, mission, and roles and responsibilities as well as the roles of others when engaged in inter-professional teams.
- ❖ The student recognizes the importance of lifelong learning.
- ❖ The student demonstrates understanding of emerging forms of technology and ethical use of technology.

Competency II: Engage Diversity and Difference in Practice

- ❖ The student demonstrates understanding of the ways in which diversity and difference characterize and shape the human experience and are critical to the formation of identity.
- ❖ The student demonstrates understanding of the dimensions of diversity and intersectionality of multiple factors.
- ❖ The student demonstrates understanding of the fact that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.
- ❖ The student demonstrates understanding of the forms and mechanisms of oppression and discrimination and recognizes the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, and alienate, or create privilege and power.

Competency III: Advance Human Rights and Social, Economic, and Environmental Justice

- ❖ The student demonstrates understanding that every person, regardless of position in society, has fundamental human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.
- ❖ The student demonstrates understanding of the global interconnections of oppression and human rights violations and is knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.
- ❖ The student demonstrates understanding of strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Competency IV: Engage in Practice-Informed Research and Research-Informed Practice

- ❖ The student demonstrates understanding of quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.
- ❖ The student demonstrates knowledge of principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge.
- ❖ The student demonstrates understanding that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.
- ❖ The student demonstrates understanding of the processes for translating research findings into effective practice.

Competency V: Engage in Policy Practice

- ❖ The student demonstrates understanding that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.
- ❖ The student demonstrates understanding of the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.
- ❖ The student demonstrates understanding of their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings.
- ❖ The student recognizes and demonstrates understanding of the historical, social, cultural, economic, organizational, environmental, and global influences that affect policy.
- ❖ The student is knowledgeable about policy formulation, analysis, implementation, and evaluation.

Competency VI: Engage with Individuals, Families, Groups, Organizations, and Communities

- ❖ The student demonstrates understanding that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.
- ❖ The student values the importance of human relationships.
- ❖ The student demonstrates understanding of theories of human behavior and the social environment and critically evaluates and applies this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.
- ❖ The student demonstrates understanding of strategies to engage diverse clients and constituencies to advance practice effectiveness.
- ❖ The student demonstrates understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.
- ❖ The student values principles of relationship building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency VII: Assess Individuals, Families, Groups, Organizations, and Communities

- ❖ The student demonstrates understanding that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.
- ❖ The student demonstrates understanding of theories of human behavior and the social environment and critically evaluates and applies this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.
- ❖ The student demonstrates understanding of methods of assessment with diverse clients and constituencies to advance practice effectiveness.
- ❖ The student recognizes the implications of the larger practice context in the assessment process and values the importance of inter-professional collaboration in the process.
- ❖ The student understands how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency VIII: Intervene Individuals, Families, Groups, Organizations, and Communities

- ❖ The student demonstrates understanding that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.
- ❖ The student is knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.
- ❖ The student demonstrates understanding of theories of human behavior and the social environment and critically evaluates and applies this knowledge to effectively intervene with clients and constituencies.
- ❖ The student demonstrates understanding of methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals.
- ❖ The student values the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency IX: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- ❖ The student demonstrates understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.
- ❖ The student recognizes the importance of evaluating processes and outcomes to advance practice, policy, and services delivery effectiveness.
- ❖ The student demonstrates understanding of theories of human behavior and the social environment and critically evaluates and applies this knowledge in evaluating outcomes.
- ❖ The student demonstrates understanding of qualitative and quantitative methods for evaluating outcomes and practice effectiveness.