

Curriculum Enhancement Plan

Content by type	Enhancement	Sources	Delivery Point	Delivery Method	Timing	Calendar dates TBD
Curriculum Gaps from Program Evaluation						
Substance Abuse AOD/CW Practice	Curriculum webinars Online tutorials Course syllabi on website	NCSACW/ SAMHSA NIDA	Students, Faculty, Project Coordinators	Live in person, Live online, Asynchronous	Twice per year, On demand from SAMHSA site	Webinar May 17, 2011. To be recorded
Court system /court reports/ethical principles	Tutorials, Library and CalShare enhancement	AOC website, UCLA course	Students, Faculty, Project Coordinators	Live in person, live online asynchronous	Twice per year, on demand from AOC site & online	
Mental Health / Clinical topics Risk Assessment	Presentation and/or facilitated discussion Supplemental readings	varied	Students, Faculty, Project Coordinators	Live in person, live online asynchronous	Minimum of 2X year; on demand online	Planned for fall 2011
State and Federal Priorities						
Domestic Violence and CW	Course syllabi on website CalShare as repository for best practices, research findings	Available curricula on ACF Information Gateway Greenbook Federal Initiative	Students, Project Coordinators	Live online, asynchronous	Twice per year, On demand online	
Family Finding	Information on website Online course offerings	CDSS & PIP; various non-profits with programs	Student Day Project Coordinators	Online materials; Live online, Asynchronous	Twice per year, On demand online	

Content by type	Enhancement	Sources	Delivery Point	Delivery Method	Timing	Calendar dates TBD
	Handbook (s)					
Fatherhood Initiative	Information on website	CDSS & PIP; CalSWEC materials	Student Day; Project Coordinators	Online materials; Live online, Asynchronous	Twice per year; On demand online	
<i>Current Policy & Practice</i>						
AB 12	Presentation, Videoconferences, Webinars	John Burton Foundation (Amy Lemley); CDSS, etc.	Students, Project Coordinators, Student Day	Live in person, live online, asynchronous	Twice per year, as needed as regulations & project develops	
Child Welfare Policy & Regulation Updates	Tutorials, presentation, Handbook(s), online materials, Calshare /Moodle platform as repository	NASW, varied sources	Students, Project Coordinators, Faculty	Live in person, Live online	Twice per year On-demand on-line	
California Partnership for Permanency			Project Coordinators			
Topics from California Evidence Based Practice Website	Presentation, Tutorials, research findings, webinars	Website and the source	Project Coordinators, Student Day	Live in person, live online, link to CW Research Library	Twice a year or more as needed based on developments	

Save the Date



The California Social Work Education Center (CalSWEC)
is pleased to host a Webinar™ presentation by
The National Center on Substance Abuse and Child Welfare (NCSACW)



Enhancing the Title IV-E Curriculum:
Training Materials from the
National Center on Substance Abuse and Child Welfare
May 17, 2011 | 1:00–2:30 p.m.

This Webinar™ is the first in a series of curriculum materials that CalSWEC will present as it launches its Title IV-E curriculum enhancement project.

WHAT TO EXPECT

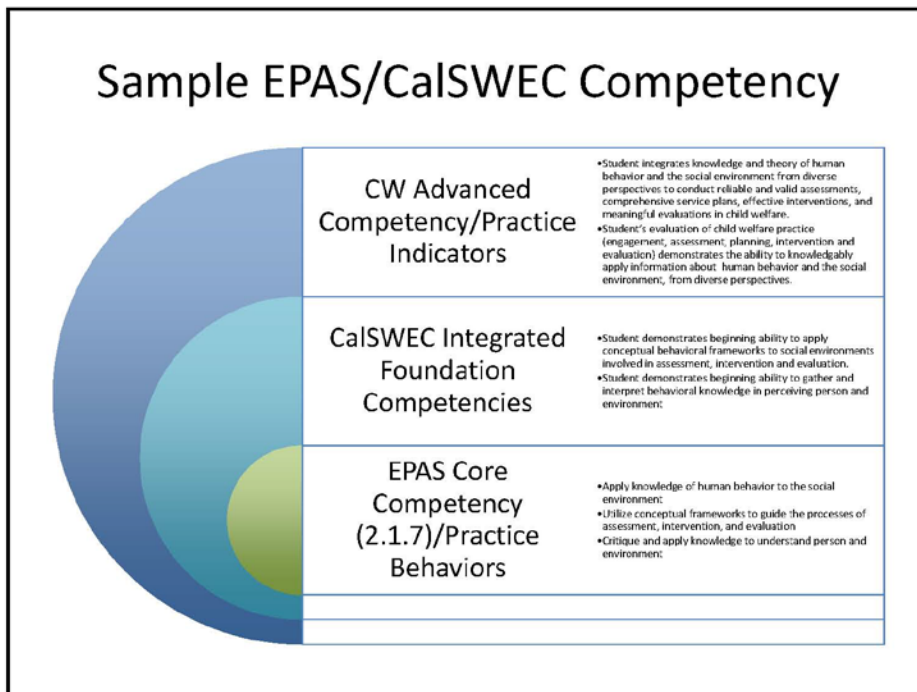
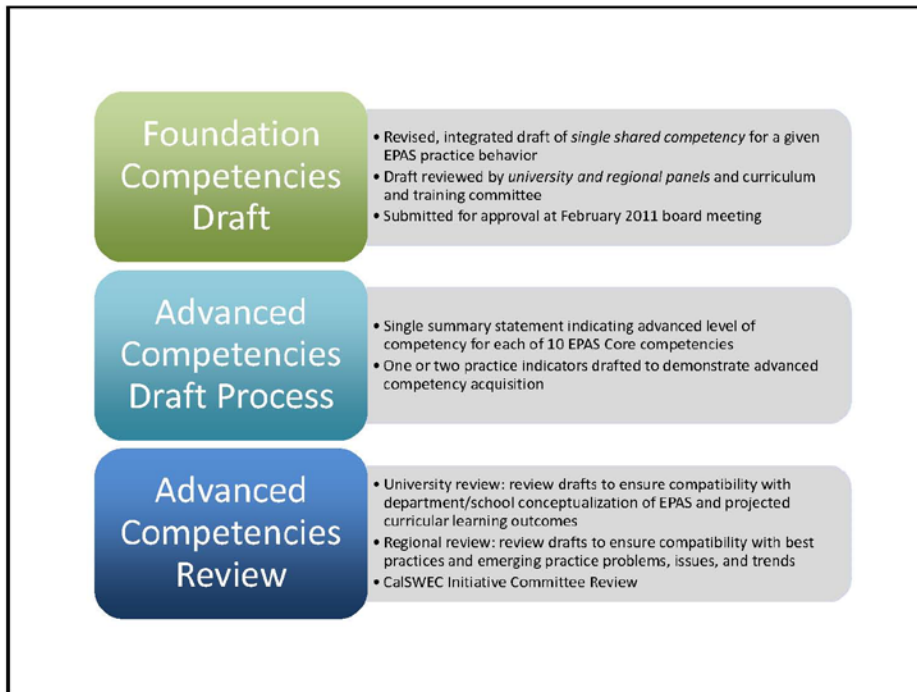
In this kick-off presentation, the website of the National Center on Substance Abuse and Child Welfare (NCSACW) will be featured. Participants will be introduced to the NCSACW site and will explore the site's training materials. As educators, they will learn how to access the materials to expand their existing course work related to substance abuse and how to utilize the self-administered tutorials.

WHO SHOULD ATTEND

- Social work faculty of CalSWEC consortium schools
- Title IV-E project coordinators
- Regional Training Academy partners throughout California

Registration information will be sent shortly. For more information, please contact:
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Appendix 5-3: Competencies Framework



Appendix 5-4: CalSWEC Integrated Foundation Competencies FINAL, January 25, 2011

CalSWEC Integrated Foundation Competencies FINAL

January 25, 2011

EPAS Core Competencies	EPAS Practice Behaviors	CalSWEC Integrated Foundation Competencies
2.1.1 identify as a professional social worker and conduct oneself accordingly	Advocate for client access to the services of social work	Student demonstrates beginning capacity to advocate for client services by utilizing a policy practice framework and engaging in negotiations for community based and culturally sensitive programs and services
	Practice personal reflection and self-correction to assure continual professional development	Student demonstrates self-awareness of personal knowledge limitations and biases, and practices self-correction and reflection in action while pursuing ongoing professional development.
	Attend to professional roles and boundaries	In intervention planning, student demonstrates consistently the understanding and recognition of how his/her beliefs, values, norms, and world view can influence case dynamics and outcomes.
	Demonstrate professional demeanor in behavior, appearance, and communication	Student presents self in a manner consistent with respectful professional conduct, and adapts methods of communication, including written client materials, to consumer, colleague, and community language and cultural needs.
	Engage in career-long learning	Student supports the purpose and values of the profession through consistent pursuit of learning, and recognizes the relationship between career long learning and contributing to practice effectiveness.
	Use supervision and consultation	Student utilizes supervision/consultation effectively, including the need to augment knowledge or to mediate conflict arising from personal values and emotions related to practice and professional contexts.
2.1.2. Apply social work ethical principles to guide professional practice	Recognize and manage personal values in a way that allows professional values to guide practice	Student demonstrates awareness of personal values and bias and manages such bias to engage in practice consistent with professional ethics and values.
	Make ethical decisions by	Student understands the professional value base and applies NASW Code of Ethics and

EPAS Core Competencies	EPAS Practice Behaviors	CalSWEC Integrated Foundation Competencies
	applying standards of the NASW Code of Ethics	other applicable codes of ethics in creating plans and making decisions that affect children, youth, adults, families and communities.
	Tolerate ambiguity in resolving ethical conflicts	Student demonstrates capacity to perceive the diverse viewpoints of clients, community members, and others in cases of value conflict and the ability to resolve these conflicts by applying professional practice principles.
	Apply strategies of ethical reasoning to arrive at principled decisions	Student demonstrates knowledge of ethical decision making methods and the capacity to apply these in practice, policy, advocacy and research.
2.1.3 Apply critical thinking to inform and communicate professional judgments	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom	Student demonstrates the ability critically to appraise, integrate and apply evidence-based knowledge and practice principles, as well as client and other knowledge, in conducting and communicating ethnically competent assessments and interventions.
	Analyze models of assessment, prevention, intervention and evaluation.	Student demonstrates the capacity to monitor and analyze the gathering, assessment and evaluation of information to inform practice model design and use, including assessment, intervention & evaluation.
	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues	Student understands and applies the principle that all oral and written communication must conform to audience needs and adhere to professional standards.
2.1.4 Engage diversity and difference in practice	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power	<p>Student demonstrates knowledge of historical, legal, socioeconomic, and psychological forms of oppression and the ability to develop culturally sensitive interventions within that understanding.</p> <p>Student recognizes how institutional racism and power dynamics affect workplace culture and climate in practice.</p>
	Gain sufficient self-awareness to eliminate the influence of	Student demonstrates self-awareness of bias, including knowledge of and capacity to manage power differences when assessing and working with diverse populations.

EPAS Core Competencies	EPAS Practice Behaviors	CalSWEC Integrated Foundation Competencies
	personal biases and values in working with diverse groups	
	Recognize and communicate their understanding of the importance of difference in shaping life experiences	Student demonstrates ability to understand and communicate the effects of individual variation in the human developmental process and its importance to the shaping of life experiences within diverse groups.
	View themselves as learners and engage those with whom they work as informants	Student demonstrates capacity to learn from and consult/collaborate with others and to engage constituents/consumers within the helping process
2.1.5 Advance human rights and social and economic justice	Understand the forms and mechanisms of oppression and discrimination	Student demonstrates, through assessment, intervention and evaluation practices, a working understanding of the role and function of historical, social, political, and economic factors as the underlying causes and mechanisms of oppression and discrimination
	Advocate for human rights and social and economic justice	Student demonstrates a functional knowledge of advocacy theory, skills, and techniques and consistently engages in activities/tasks designed to promote social and economic justice in working with all client populations.
	Engage in practices that advance social and economic justice	Student develops case planning strategies to address discrimination, barriers, gaps, and fragmentation that impede client access, functioning, and optimum use of resources and opportunities
2.1.6 Engage in research informed practice and practice informed research	Use practice experience to inform scientific inquiry	Student demonstrates a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base.
	Use research evidence to inform practice	Student demonstrates knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels
2.1.7 Apply knowledge of human behavior to the social environment	Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Student demonstrates beginning ability to apply conceptual behavioral frameworks to social environments involved in assessment, intervention and evaluation.

EPAS Core Competencies	EPAS Practice Behaviors	CalSWEC Integrated Foundation Competencies
	Critique and apply knowledge to understand person and environment	Student demonstrates beginning ability to gather and interpret behavioral knowledge in perceiving person and environment
2.1.8 Engage in policy practice to advance social & economic wellbeing and to deliver effective social services	Analyze, formulate, and advocate for policies that advance social well being	Student begins systematically to collect and analyze knowledge and experiences to identify, formulate, and advocate for policies that advance social and economic well-being
	Collaborate with colleagues and clients for effective policy action	Student demonstrates ability to identify and to engage stakeholders to collaborate for effective policy formulation and action
2.1.9 Respond to contexts that shape practice	Continuously discover, appraise and attend to changing locales, populations, scientific and technological advancements, and emerging societal trends to provide relevant services	Student demonstrates beginning capacity to apprehend changing local and social contexts and scientific advances that affect practice, with an emerging ability to identify and provide relevant services
	Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Student demonstrates a beginning capacity to discern and promote sustainable practice and service delivery change to improve service quality
2.1.10(a) Engagement	Substantively and affectively prepare for action with individuals, families, groups, organizations and communities	Student demonstrates the knowledge base and affective readiness to intervene constructively with individuals and groups
	Use empathy and other interpersonal skills	Student demonstrates the capacity to exercise empathy and use of self in engagement and service delivery

EPAS Core Competencies	EPAS Practice Behaviors	CaISWEC Integrated Foundation Competencies
	Develop a mutually agreed on focus of work and desired outcomes	Student demonstrates the ability to work with individuals, families and groups to identify and work towards accomplishment of shared goals
2.1.10 (b) Assessment	Collect, organize and interpret client data	Student demonstrates ability to effectively engage with diverse individuals to gather, analyze, and interpret consumer/client information in a coherent, objective manner
	Assess client strengths and limitations	Student demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs.
	Develop mutually agreed-on intervention goals and objectives	Student demonstrates ability to involve individuals, family members, and community service providers to develop coordinated intervention plans.
	Select appropriate intervention strategies	Student demonstrates ability to critically determine the most appropriate intervention strategies to implement the plan
2.1.10 (c) Intervention	Initiate actions to achieve organizational goals	Student demonstrates beginning ability to initiate efforts consistent with service and organizational goals
	Implement prevention interventions that enhance client capacities	Student demonstrates capacity to identify and utilize prevention measures that enhance individual clients' strengths and protective factors
	Help clients resolve problems	Student demonstrates capacity to identify and prioritize challenges and to foster solutions that call on clients'/consumers' existing strengths
	Negotiate, mediate, and advocate for clients	Student demonstrates capacity and skills to undertake the role of client advocate in negotiating for needed policies, resources and services
	Facilitate transitions and endings	Student recognizes the importance of understanding the transition & termination processes and demonstrates the capacity to sensitively terminate work.
2.1.10 (d) Evaluation	Social workers critically analyze, monitor and evaluate interventions	Student demonstrates a beginning ability to systemically monitor, analyze and evaluate interventions, applying a knowledge- for- action approach to determine future action

Appendix 5-5: Integrated Foundation & Advanced Competencies 6.21.11, Child Welfare

Integrated Foundation & Advanced Competencies 6.21.11

CHILD WELFARE

EPAS Core Competencies (10 + a,b,c,d)	EPAS Practice Behaviors	CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies, ONE Advanced Competency statement for each of 10 numbered Core comps	CalSWEC Advanced Practice Indicators (1-2 for each Advanced Competency, for total of 20-24)
<p>2.1.1 identify as a professional social worker and conduct oneself accordingly</p>	<p>Advocate for client access to the services of social work</p>	<p>Demonstrate beginning capacity to advocate for client services by utilizing a policy practice framework and negotiating for community based and culturally sensitive programs and services</p>	<p>Able to articulate the roles of a professional child welfare social worker and consistently demonstrate effective self - management, interpersonal interaction, service advocacy, and continuing professional development within those roles.</p>	<p>1. Interact positively with clients, colleagues and supervisors and demonstrate skill in seeking out suitable client services and ensuring client access to those services.</p>
	<p>Practice personal reflection and self-correction to assure continual professional development</p> <p>Attend to professional roles and boundaries</p>	<p>Demonstrate self-awareness of personal knowledge limitations and biases, and practice self-correction and reflection in action while pursuing ongoing professional development.</p> <p>In intervention planning, demonstrate consistently the understanding and recognition of how personal beliefs, values, norms, and world view can influence case dynamics and outcomes</p>		<p>2. Maintain professional demeanor and boundaries in practice situations, demonstrate skill in articulating professional knowledge and effective use of self, and utilize appropriate resources to ensure professional growth</p>
	<p>Demonstrate professional demeanor in</p>	<p>Present self in a manner consistent with respectful professional conduct, and adapt</p>		

EPAS Core Competencies (10 + a,b,c,d)	EPAS Practice Behaviors	CaISWEC Integrated Foundation Competencies	CaISWEC Advanced Competencies, ONE Advanced Competency statement for each of 10 numbered Core comps	CaISWEC Advanced Practice Indicators (1-2 for each Advanced Competency, for total of 20-24)
	behavior, appearance, and communication	methods of communication, including written client materials, to consumer, colleague, and community language and cultural needs.		
	Engage in career-long learning	Support the purpose and values of the profession through consistent pursuit of learning, and recognize the relationship between career long learning and contributing to practice effectiveness.		
	Use supervision and consultation	Utilize supervision/consultation effectively, including the need to augment knowledge, or to mediate conflict arising from personal values and emotions related to practice and professional contexts.		
2.1.2. Apply social work ethical principles to guide professional practice	Recognize and manage personal values in a way that allows professional values to guide practice	Demonstrate capacity to perceive the diverse viewpoints of clients, community members, and others in cases of value conflict and the ability to resolve such conflicts by applying professional practice principles.		1. Skillfully identify and apply ethical principles in making child welfare practice decisions and articulate their application in routine and challenging ethical contexts.
	Make ethical decisions by applying standards of the NASW Code of			

EPAS Core Competencies (10 + a,b,c,d)	EPAS Practice Behaviors	CaISWEC Integrated Foundation Competencies	CaISWEC Advanced Competencies, ONE Advanced Competency statement for each of 10 numbered Core comps	CaISWEC Advanced Practice Indicators (1-2 for each Advanced Competency, for total of 20-24)
	Ethics and other applicable codes of ethics.			
	Tolerate ambiguity in resolving ethical conflicts Apply strategies of ethical reasoning to arrive at principled decisions	Demonstrate knowledge of ethical decision making methods and the capacity to apply these in practice, policy, advocacy and research.		
2.1.3 Apply critical thinking to inform and communicate professional judgments	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom	Demonstrate the ability critically to appraise, integrate and apply evidence-based knowledge and practice principles, as well as client and other knowledge, in conducting and communicating ethnically competent assessments and interventions.	Apply critical thinking skills using logic, scientific inquiry, and reasoned discernment to synthesize information, to practice effectively in child welfare and to communicate professional judgments.	<ol style="list-style-type: none"> 1. Routinely exercise critical, higher-order thinking in evaluating child welfare data and proactively seek additional data as required to make reasoned professional decisions. 2. Consistently communicate information, including professional knowledge and judgments, clearly, promptly, effectively and in a manner appropriate to diverse recipients.
	Analyze models of assessment, prevention, intervention and evaluation.	Demonstrate the capacity to monitor and analyze the gathering, assessment and evaluation of information to inform practice model design and use, including assessment, intervention and evaluation.		

EPAS Core Competencies (10 + a,b,c,d)	EPAS Practice Behaviors	CaISWEC Integrated Foundation Competencies	CaISWEC Advanced Competencies, ONE Advanced Competency statement for each of 10 numbered Core comps	CaISWEC Advanced Practice Indicators (1-2 for each Advanced Competency, for total of 20-24)
	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities & colleagues	Understand and apply the principle that all oral and written communication must conform to audience needs and adhere to professional standards.		
2.1.4 Engage diversity and difference in practice	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power	<p>Demonstrate knowledge of historical, legal, socioeconomic, and psychological forms of oppression and the ability to develop culturally sensitive interventions within that understanding.</p> <p>Recognize how institutional racism and power dynamics affect workplace culture and climate in practice.</p>	In providing effective child welfare practice, consistently demonstrate and articulate both accurate awareness of self and knowledge of societal variables contributing to power imbalances and interpersonal and intercultural conflict among individuals, families, groups, organizations and communities.	<p>1. In child welfare practice, demonstrate both an acute awareness of historical and societal variables influencing interaction at the micro, mezzo, and macro levels and the consistent ability to work effectively with diverse individuals, families, and communities.</p> <p>2. Consistently demonstrate the skill of learning from client systems and from diverse cultures, being informed by such differences, and applying the knowledge to child welfare practice.</p>
	Gain sufficient self-awareness to eliminate the	Demonstrate self-awareness of bias, including knowledge of and capacity to manage power		

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	influence of personal biases and values in working with diverse groups	differences, when assessing and working with diverse populations		
	Recognize and communicate their understanding of the importance of difference in shaping life experiences	Student demonstrates ability to understand and communicate the effects of individual variation in the human developmental process and its importance to the shaping of life experiences within diverse groups.		
	View themselves as learners and engage those with whom they work as informants	Student demonstrates capacity to learn from and consult/collaborate with others and to engage constituents/consumers within the helping process.		
2.1.5 Advance human rights and social and economic justice	Understand the forms and mechanisms of oppression and discrimination	Demonstrate, through assessment, intervention and evaluation practices, a working understanding of the role and function of historical, social, political, and economic factors as the underlying causes and mechanisms of oppression and discrimination	Utilize knowledge of human behavior, variables that contribute to injustice, and advocacy theory to provide leadership in applying social work skills to promote social and economic justice at the micro, mezzo and macro levels in child welfare.	1. Engage in policy practice to improve social and economic justice in child welfare.
	Advocate for	Student demonstrates a		

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	human rights and social and economic justice	functional knowledge of advocacy theory, skills, and techniques and consistently engages in activities/tasks designed to promote social and economic justice in working with all client populations.		
	Engage in practices that advance social and economic justice	Student develops case planning strategies to address discrimination, barriers, gaps, and fragmentation that impede client access, functioning, and optimum use of resources and opportunities		
2.1.6 Engage in research informed practice and practice informed research.	Use practice experience to inform scientific inquiry	Demonstrate a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base.	Regularly assess and use research to guide child welfare practice, to evaluate child welfare practice, and to disseminate findings to improve child welfare practice	1. Demonstrate skill in conducting child welfare literature reviews, in applying findings to practice, in program evaluation, and in knowledge dissemination.
	Use research evidence to inform practice	Demonstrate knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels		
2.1.7 Apply knowledge of human	Utilize conceptual frameworks to	Demonstrate beginning ability to apply conceptual behavioral frameworks to social	Integrates knowledge and theory of human behavior and the social environment from	1. In evaluation of child welfare practice (engagement, assessment, planning,

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behavior to the social environment	guide the processes of assessment, intervention, and evaluation	environments involved in assessment, intervention and evaluation.	diverse perspectives to conduct reliable and valid assessments, comprehensive service plans, effective interventions, and meaningful evaluations in child welfare.	intervention, and evaluation), demonstrate the ability knowledgeably to apply information about human behavior and the social environment from diverse perspectives.
	Critique and apply knowledge to understand person and environment	Demonstrate beginning ability to gather and interpret behavioral knowledge in perceiving person and environment		
2.1.8 Engage in policy practice to advance social & economic well-being and to deliver effective social services	Analyze, formulate, and advocate for policies that advance social well being	Begin systematically to collect and analyze knowledge and experiences to identify, formulate, and advocate for policies that advance social and economic well-being	Articulates knowledge of current agency, state, and federal child welfare policies and engages in effective development and implementation of ethical and effective child welfare practices and policies.	1. Demonstrate through policy practice interventions the knowledge of social work values, child welfare relevant policies (including those specific to cultural groups), and assessment of service effectiveness.
	Collaborate with colleagues and clients for effective policy action	Demonstrate ability to identify and to engage stakeholders to collaborate for effective policy formulation and action		
2.1.9 Respond to contexts that shape practice	Continuously discover, appraise and attend to changing locales, populations,	Demonstrate beginning capacity to apprehend changing local and social contexts and scientific advances that affect practice, with an emerging ability to identify and provide relevant	Identify trends among micro, mezzo, and macro variables that affect child welfare practice and provide leadership to respond to those trends in effective and culturally competent ways.	1. Readily identify changing factors that affect child welfare services and initiate culturally competent action to promote responsive, sustainable services

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	scientific and technological advancements, and emerging societal trends to provide relevant services	services		
	Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Demonstrate a beginning capacity to discern and promote sustainable practice and service delivery change to improve service quality		
2.1.10(a) Engagement	Substantively and affectively prepare for action with individuals, families, groups, organizations and communities.	Demonstrate the knowledge base and affective readiness to intervene constructively with individuals and groups	Demonstrate the ability to develop relationships and manage power differentials in routine and challenging client and partner situations, in a manner that reflects core social work values in child welfare practice.	Skillfully and respectfully establish working relationships with clients and community partners in accord with social work values, and utilize those relationships in forging goals and positive outcomes.
	Use empathy and other interpersonal skills	Demonstrate the capacity to exercise empathy and use of self in engagement and service delivery		
	Develop a	Demonstrate the ability to work		

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	mutually agreed on focus of work and desired outcomes	with individuals, families and groups to identify and work towards accomplishment of shared goals		
2.1.10 (b) Assessment	Collect, organize and interpret client data	Demonstrate ability to effectively engage with diverse individuals to gather, analyze, and interpret consumer/client information in a coherent, objective manner	Consistently gather qualitative and quantitative data from a variety of sources, form coherent meaning from the data, and use the resulting information to make recommendations and to plan interventions that meet standards for child welfare social work practice.	Create service plans that demonstrate data collection and assessment methods reflecting goal mutuality and respect for clients from diverse backgrounds.
	Assess client strengths and limitations	Demonstrate capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs		
	Develop mutually agreed-on intervention goals and objectives	Demonstrate ability to involve individuals, family members, and community service providers to develop coordinated intervention plans.		
	Select appropriate intervention strategies	Demonstrate ability to critically determine the most appropriate intervention strategies to implement a plan		
2.1.10 (c) Intervention	Initiate actions to achieve organizational	Demonstrate beginning ability to initiate efforts consistent with service and organizational goals	Comfortably move among the roles of a social worker in child welfare and intervene	Shape child welfare interventions that demonstrate effective balance of multiple

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	goals		effectively in those roles, including enhancing client strengths, acting as a client advocate, and skillfully handling transitions and terminations.	social worker roles and phases of service that recognize client strengths and self-determination.
	Implement prevention interventions that enhance client capacities	Demonstrate capacity to identify and utilize prevention measures that enhance individual clients' strengths and protective factors.		
	Help clients resolve problems	Demonstrate capacity to identify and prioritize challenges and to foster solutions that call on clients'/consumers' existing strengths		
	Negotiate, mediate, and advocate for clients	Demonstrate capacity and skills to undertake the role of client advocate in negotiating for needed policies, resources and services		
	Facilitate transitions and endings	Recognize the importance of understanding the transition & termination processes and demonstrate the capacity to sensitively terminate work.		
2.1.10 (d) Evaluation	Social workers critically analyze,	Demonstrate a beginning ability to systemically monitor, analyze	Consistently employ reliable and valid methods for	Regularly engage in practice evaluation using reliable and

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	monitor and evaluate interventions	and evaluate interventions, applying a knowledge- for- action approach to determine future action	monitoring and evaluating practice interventions and use the results to improve child welfare policy and practice.	valid methods, and apply the results to benefit child welfare clients