
Integrated Foundation & Advanced Competencies

For Public Mental Health in California

2011



Acknowledgments

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Introduction

First formulated in 1991, the CalSWEC Curriculum Competencies for Public Child Welfare became the basis for the Title IV-E Stipend Program in California. When the CalSWEC Board of Directors decided to begin the Mental Health Initiative and the Aging Initiative in 2003, competencies were also developed for these concentration areas of study. The challenge of administering academic programs under three separate sets of competencies made an integration effort desirable.

At the time that CalSWEC was contemplating competencies integration, the Council on Social Work Education (CSWE), adopted new core competencies in 2008 to be used in all accredited social work programs. Thus, the goal of the Competency Integration Project was to devise, consistent with the new CSWE Educational Policy Accreditation Standards (EPAS), a set of cross-program foundation-level competencies to be used in the first or foundation year of study. These are complemented by three sets of advanced competencies and practice indicators for child welfare, mental health, or aging study areas for students in their final year. The advanced competencies for each of these areas build on the integrated foundation-level competencies. Practice indicators describe the level of practice expected at the advanced level by the time the student graduates. In short, both the foundation and advanced competencies are intended to be a living practice guide, with the expectation of future revision as practice itself advances.

Revision Process

Under the auspices of the CalSWEC Board Curriculum and In-service Training Committee and its then-chair, Dr. John Oliver, Director of the School of Social Work at California State University, Long Beach, an integrated draft of core/foundation competencies was developed during Academic Year 2009–2010 by subcommittees comprised of child welfare, mental health, and aging faculty; project coordinators; and CalSWEC executive, training, and curriculum staff. In developing sections that corresponded roughly to the 10 EPAS Core Competencies, the subcommittees reviewed the existing competencies for each concentration, integrating essential content with the CSWE competencies when possible. The full foundation draft was completed, reviewed, and submitted to the CalSWEC Board of Directors in fall 2010. Following a comment period, the integrated foundation competency draft was approved by the Board in February 2011.

The work to complete advanced competency and practice indicators for each program area continued under the auspices of the Curriculum and In-Service Training Committee's next chair, Dr. David Cherin, director of the Social Work Program at California State University, Fullerton. Small workgroups were formed comprised of committee members from the CalSWEC Child Welfare, Mental Health, and Aging Committees who represented faculty, agencies, and CalSWEC staff. Advanced

competency drafts were developed, and were presented to each of these committees in May, 2011.

In 2009, the Mental Health Program began the Continuous Quality Improvement (CQI) Project, conducted by Loma Linda University School of Social Work and Social Ecology. The CQI is a multi-phase study to assess the perceived preparedness of MHP graduates for employment in the public mental health system. The assessment of preparedness identified knowledge, skills and abilities seen as critical for mental health practice, with a specific focus on the principles identified by the Mental Health Services Act, and expected in recovery-oriented programs. The study also made recommendations to guide revision of the competencies.

To take full advantage of the CQI studies' results, and to ensure input from a broad representation of Mental Health Program stakeholders (such as mental health directors, providers, consumers, family members, local and regional workforce development coordinators), the Mental Health Committee organized a new workgroup to strengthen the May draft advanced competencies and practice indicators. The workgroup's resulting draft was disseminated widely for comment, and feedback was incorporated into the final copy, which was approved by the CalSWEC Board in September, 2011.

Competencies Principles

These competencies and practice indicators are guided by several important developments. First and foremost, the Mental Health Services Act, passed by California voters in 2004, provides a set of principles that are critical to the transformation of behavioral health services in the state. Secondly, the Substance Abuse Mental Health Services Administration (SAMHSA) Consensus Statement on Recovery provides another "lens" through which to understand recovery-oriented practice. Finally, CQI utilized a series of knowledge, skills, and abilities statements developed through a series of focus groups with mental health professionals from county and county contract agencies, MSW graduates and current MSW students from the California schools, and a variety of other stakeholder organizations and individuals, to define the critical areas needed by practitioners in recovery-oriented agencies. These principles and practice tools are infused throughout the competencies and practice indicators, and provide the basis for curricula for students in schools of social work who will be the future employees of the behavioral health delivery system in California.

Guiding Principles for Curriculum Competencies for Public Mental Health in California

The CalSWEC Mental Health Competencies are designed to prepare an MSW level workforce to effectively provide mental health services to children, adults and older adults, and to contribute to a Mental Health system which:

1. *Promotes recovery/wellness through independence, hope, personal development and resiliency for adults and older adults with severe mental illness and for children with serious emotional disorders and their families.*
2. *Provides culturally and linguistically competent services that are sensitive and responsive to the needs of the local community, and addresses issues of ethnicity, age, gender, sexual orientation and religious/spiritual beliefs.*
3. *Strives to involve clients and families appropriately in all aspects of the public mental health system, including but not limited to: planning, policy development, service delivery and evaluation.*
4. *Strives to create a partnership of cooperation and a shared vision of mental health services with other agency partners in the social service arena.*
5. *Is an advocate for clients' rights.*
6. *Promotes the development and use of self-help, peer support and peer education for all persons with mental illness and their families.*
7. *Assists clients in their recovery to return to the most constructive and satisfying lifestyle of their own definition and choice.*
8. *Provides persons with severe mental illness and/or serious emotional disturbances effective treatment and high priority for receiving services in the most timely manner.*
9. *Provides services in the least restrictive and most appropriate setting.*
10. *Supports a Children's System of Care consisting of family-driven, culturally competent, individualized, coordinated and integrated care with accountability to positive outcomes, which meet the unique needs of children and their families.*
11. *Supports an Adult System of Care consisting of client driven, culturally competent, coordinated, integrated and effective service meeting the unique needs of adults and older adults with severe mental illness, their families and their extended social support system.*
12. *Supports an Older Adult System of Care consisting of comprehensive and integrated services meeting the unique needs of older adults with severe mental illness, their families, their caregivers, and their extended community support system.*
13. *Addresses the special mental health needs of all persons with severe mental illness and/or serious emotional disorders who also present with co-occurring substance abuse, psychiatric disabilities and/or other multiple vulnerabilities.*

CaISWEC FOUNDATION AND ADVANCED COMPETENCIES AND PRACTICE INDICATORS

MENTAL HEALTH

Chart Organization

EPAS Core Competencies: Each of the core competencies that Council on Social Work Education has set as a standard to be met for accreditation. The competencies are stated in the CSWE Educational Policy for Accreditation Standards (EPAS).

CaISWEC Integrated Foundation Competencies: Cross-CaISWEC program (Child Welfare, Mental Health, Aging) competencies for the foundation year in accredited social work programs. These competencies are designed to address EPAS competencies/practice behaviors and lay the groundwork for the advanced competencies.

CaISWEC Advanced Competencies: Competencies that students are expected to gain by the end of the advanced (final) year of master's-level graduate education.

CaISWEC Advanced Practice Indicators: Practice behaviors by which students, field instructors, and faculty can measure progress toward learning each competency.

EPAS Core Competencies:

2.1.1—Identify as a professional social worker and conduct oneself accordingly

CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies)	CalSWEC Advanced Practice Indicators
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.	Student is knowledgeable about principles of wellness and recovery and the Mental Health Services Act, and integrates this knowledge into his/her professional practice both ethically and without bias, and advocates for access to integrated service-delivery systems.	<ul style="list-style-type: none">• Demonstrates respectful and effective relationships with colleagues, including those with lived experience as consumers and/or family members.• Advocates for access to consumer/family driven, recovery-oriented behavioral services reflecting the principles of the Mental Health Services Act.
	Student is able to self-correct against personal bias in her/his professional activities and attend to continuing professional growth.	<ul style="list-style-type: none">• Demonstrates awareness of professional and personal skills for social work practice and those required to manage workload assignments, and develops self-care and organizational strategies to reduce work-related stress.
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.	Student is knowledgeable about ethical and boundary issues, utilizes this knowledge in practice, and seeks supervision or consultation when needed.	<ul style="list-style-type: none">• Demonstrates awareness of professional boundary issues, including ambiguities encountered in multiple roles in recovery-oriented practice.

EPAS Core Competencies:

2.1.1—Identify as a professional social worker and conduct oneself accordingly

CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies)	CalSWEC Advanced Practice Indicators
<p>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.</p>	<p>Student demonstrates professional behaviors necessary for social work practice in interactions and demeanor in behavioral health settings.</p>	<ul style="list-style-type: none">• Responds sensitively with regard for age, culture, race, gender, gender identity or expression, sexual orientation, ethnicity, social class, immigration status, and disability.• Demonstrates conscious use of self in behavioral health practice.
<p>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.</p>	<p>Student takes responsibility for professional development and growth, and is able to utilize supervision, consultation, and training effectively.</p>	<ul style="list-style-type: none">• Develops objectives and strategies for continued professional development and growth, and utilizes ongoing supervision, consultation, and mentoring opportunities within the agency and in cross-agency collaborations.
<p>Student utilizes supervision/consultation effectively to augment knowledge or to mediate conflict arising from personal values and emotions in relation to practice and professional contexts.</p>		

EPAS Core Competencies:

2.1.2—Apply social work ethical principles to guide professional practice

CaISWEC Integrated Foundation Competencies	CaISWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CaISWEC Advanced Practice Indicators
Student demonstrates awareness of personal values and bias, and manages such bias to engage in practice consistent with professional ethics and values.	Student critically evaluates personal and cultural values and norms in all practice situations, applying social work ethics and MHA principles to make decisions and resolve conflicts among different viewpoints.	<ul style="list-style-type: none">• Effectively applies decision-making strategies that are grounded in social work values and ethics and person-centered principles.• Adheres to legal and ethical standards in practice to ensure consumer/client and family member engagement in decision-making in adherence with the NASW Code of Ethics.
Student understands the professional value base and applies NASW Code of Ethics and other applicable codes of ethics in creating plans and making decisions that affect children, youth, adults, families, and communities.		<ul style="list-style-type: none">• Ensures confidentiality of protected behavioral health information in accordance with all state and Federal regulations.• Uses social work knowledge, supervision, and learning opportunities that arise in a diverse contextual framework (e.g., individual, family, community, and/or

EPAS Core Competencies:

2.1.2—Apply social work ethical principles to guide professional practice

CaISWEC Integrated Foundation Competencies	CaISWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CaISWEC Advanced Practice Indicators
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.		organizational factors), to resolve or acknowledge ambiguities and conflicts in making principled decisions.
Student demonstrates knowledge of ethical decision-making methods and the capacity to apply these in practice, policy, advocacy, and research.		

EPAS Core Competencies:

2.1.3—Apply critical thinking to inform and communicate professional judgments

CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CalSWEC Advanced Practice Indicators
<p>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.</p>	<p>Student consistently demonstrates ability to critically distinguish, appraise, and integrate evidence-based findings and practice wisdom to inform practice.</p>	<ul style="list-style-type: none">• Applies reasoned judgment in evaluating, selecting and integrating treatment options identified collaboratively with consumers and the consumer's self-identified support system.
<p>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.</p>		<ul style="list-style-type: none">• Evaluates behavioral health assessment and treatment options based on evidence-based findings, practice wisdom, and an intimate understanding of each consumer's strengths and needs.
<p>Student understands and applies the principle that all oral and written communication must conform to audience needs and adhere to professional standards.</p>	<p>Student demonstrates sound critical thinking and professional judgments in all oral and written communications.</p>	<ul style="list-style-type: none">• Demonstrates skillful written and oral communication that is clear, focused, and relevant to meet behavioral health record and funding stream documentation requirements (i.e., Medi-cal, special programs, etc.).

**EPAS Core Competencies:
2.1.4—Engage diversity and difference in practice**

CaISWEC Integrated Foundation Competencies	CaISWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CaISWEC Advanced Practice Indicators
<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>	<p>Student demonstrates skill in effectively engaging persons of diverse backgrounds, performing assessments and utilizing strengths in practice situations.</p>	<ul style="list-style-type: none"> • Works to eliminate disparities in accessing and receiving services. • Demonstrates strengths-based approaches to working with diverse clients in a culturally sensitive behavioral health practice.
<p>Student demonstrates self-awareness of bias, including knowledge of and capacity to manage power differences when assessing and working with diverse populations.</p>		

EPAS Core Competencies:

2.1.4—Engage diversity and difference in practice

CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CalSWEC Advanced Practice Indicators
<p>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.</p>		<p>Incorporates knowledge of impacts of lifestyle on health (physical and behavioral) into social work practice.</p>
<p>Student demonstrates capacity to learn from and consult/collaborate with others and to engage constituents/consumers within the helping process.</p>		<ul style="list-style-type: none">• Engages multiples sources as informants to learn and appreciate the impact of variations (e.g., strengths, cultural background, lifestyle, challenges, etc.) among individuals and families.

**EPAS Core Competencies:
2.1.5—Advance human rights and social and economic justice**

CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CalSWEC Advanced Practice Indicators
<p>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.</p>	<p>Student advocates for social justice and demonstrates ability to proactively identify and implement interventions addressing the causes as well as impacts of discrimination, stigma, and injustice.</p>	<ul style="list-style-type: none"> • Articulates the effects of stigma, discrimination and oppression on individuals, families, groups and communities.
<p>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.</p>		<ul style="list-style-type: none"> • Identifies and confronts stigma and disparities that exist between diverse cultural and disability groups, such as persons living with mental illness and addictions, through advocacy and outreach.
<p>Student develops case planning strategies to address discrimination, barriers, gaps, and fragmentation that impede client access, functioning, and optimum use of resources and opportunities.</p>		<ul style="list-style-type: none"> • Collaborates in developing interventions that address stigma, discrimination, and oppression that affect individuals, families, groups, and communities.

EPAS Core Competencies:

2.1.6—Engage in research informed practice and practice informed research

CaISWEC Foundation Competencies	CaISWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CaISWEC Advanced Practice Indicators
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.	Student contributes professional knowledge that supports MHSA principles, behavioral health wellness, and recovery.	<ul style="list-style-type: none">• Demonstrates ability to critically analyze and evaluate benefits and limitations of evidence-based treatment models, as they inform behavioral health practice with consumers and family members from a perspective of wellness and resiliency, and contribute to professional knowledge base.
Student demonstrates knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels.	Student engages in critical evaluation to inform one’s own and agency practice.	<ul style="list-style-type: none">• Demonstrates ability to critically analyze research findings, practice models, and practice wisdom and communicate this information effectively across a variety of professional interactions.• Demonstrates ability to analyze and evaluate evidence-based practice as it informs working with consumers/family members.

EPAS Core Competencies:

2.1.6—Engage in research informed practice and practice informed research

CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CalSWEC Advanced Practice Indicators
		<ul style="list-style-type: none">• Demonstrates the use of supervision and continued professional development as vital to providing research-informed services.

EPAS Core Competencies:

2.1.7—Apply knowledge of human behavior and the social environment

CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies for Public Child Welfare ((1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CalSWEC Advanced Practice Indicators
<p>Student demonstrates beginning ability to apply conceptual behavioral frameworks to social environments involved in assessment, intervention, and evaluation.</p>	<p>Student demonstrates skill in applying strengths-based and systems approaches to assessment and interventions to address the effects of interactions between the client and the social environment (e.g., trauma, poverty, oppression).</p>	<ul style="list-style-type: none">• In practice with individuals and families, student demonstrates skill in incorporating an understanding and knowledge of:<ul style="list-style-type: none">➤ human development across the life span (children, adolescents, adults, older adults)➤ gender/sexual orientation (heterosexual male or female, gay, lesbian, bisexual, gender non-conforming)

EPAS Core Competencies:

2.1.7—Apply knowledge of human behavior and the social environment

CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CalSWEC Advanced Practice Indicators
		<ul style="list-style-type: none">➤ unique behavioral health needs of special populations, (people living with severe/prolonged mental illness; co-occurring substance use; people who are homeless; individuals who are incarcerated; individuals with acute or chronic physical challenges).• Demonstrates awareness of perceptions regarding individuals with mental illness and understands how they may affect help-seeking behaviors and generate stigma and discrimination.

EPAS Core Competencies:

2.1.7—Apply knowledge of human behavior and the social environment

CaISWEC Integrated Foundation Competencies	CaISWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CaISWEC Advanced Practice Indicators
		<ul style="list-style-type: none">• Demonstrates understanding of the role of natural community supports and community-based resources.

EPAS Core Competencies:
2.1.8—Engage in policy practice to advance social & economic wellbeing and to deliver effective social services

CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CalSWEC Advanced Practice Indicators
Student begins systematically to collect and analyze knowledge and experiences to identify, formulate, and advocate for policies that advance social and economic well-being.	Student systematically formulates and advocates for policies that effectively advance recovery principles and practices.	<ul style="list-style-type: none"> • Uses research and practice experience to assess public policies and agency practice for their impacts on recovery-oriented service delivery.
Student demonstrates ability to identify and engage stakeholders to collaborate for effective policy formulation and action.	Student demonstrates capacity to take a leadership role in policy action activities.	<ul style="list-style-type: none"> • Applies strengths-based theories and practice to identify and engage stakeholders in wellness and recovery-oriented policy development and implementation.

**EPAS Core Competencies:
2.1.9—Respond to contexts that shape practice**

CaISWEC Integrated Foundation Competencies	CaISWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CaISWEC Advanced Practice Indicators
<p>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.</p>	<p>Student demonstrates ability to evaluate and proactively adapt to changing social conditions and systemic changes in behavioral health policy and practice.</p>	<ul style="list-style-type: none"> • Demonstrates awareness of and good judgment in assessing and adapting to changing social conditions, scientific knowledge, and practice models, e.g., the recovery movement, use of evidence-based practices, and integrated health care.
<p>Student demonstrates a beginning capacity to discern and promote sustainable practice and service delivery change to improve service quality.</p>	<p>Student identifies and advocates for improvements to the quality of her/his own practice and agency service.</p>	<ul style="list-style-type: none"> • Demonstrates skill in interagency and multidisciplinary practice including effective collaboration with other professionals and organizations.

EPAS Core Competencies:
2.1.10(a)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CalSWEC Advanced Practice Indicators
<p>Student demonstrates the knowledge base and affective readiness to intervene constructively with individuals and groups.</p>	<p>Student demonstrates skilled use of self in engaging individuals, families, groups, and communities in collaborative working relationships</p>	<ul style="list-style-type: none"> Establishes effective and collaborative working relationships with individuals, families, groups, and communities.
<p>Student demonstrates the capacity to exercise empathy and use of self in engagement and service delivery.</p>		<ul style="list-style-type: none"> Consciously utilizes empathy, respect, understanding, and other interpersonal skills in establishing effective (therapeutic) relationships grounded in recovery, resilience, and wellness.
<p>Student demonstrates the ability to work with individuals, families, and groups to identify and work towards accomplishment of shared goals.</p>		<ul style="list-style-type: none"> Adheres to the principles of consumer and family-directed services in developing mutually agreed upon service goals.

**EPAS Core Competencies:
2.1.10(b)—Assessment**

CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CalSWEC Advanced Practice Indicators
<p>Student demonstrates ability to effectively engage with diverse individuals to gather, analyze, and interpret consumer/client information in a coherent, objective manner.</p>	<p>Student is able to use relevant skills in gathering and interpreting data from a variety of sources to develop a consumer driven assessment and plan.</p>	<ul style="list-style-type: none"> • Completes critical analysis of assessment data and consumer capacities in developing a multidimensional behavioral health assessment, diagnosis and plan which reflects a consumer-driven perspective and principles of recovery, including the impacts on individuals, families, and communities of: <ul style="list-style-type: none"> ➤ trauma ➤ co-occurring behavioral health and substance abuse conditions ➤ adverse health conditions

**EPAS Core Competencies:
2.1.10(b)—Assessment**

CaISWEC Integrated Foundation Competencies	CaISWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CaISWEC Advanced Practice Indicators
		<ul style="list-style-type: none"> • Able to diagnose the major mental health disorders using the DSM IV or other currently accepted diagnostic tools, and can identify the challenges and limitations of diagnosis in relationship to diverse racial, ethnic, sexual orientation, cultural, and lifestyle factors.
<p>Student demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs.</p>	<p>Student conducts a client- and family-driven assessment grounded in a strengths-based perspective and recovery principles.</p>	<ul style="list-style-type: none"> • Applies a complex analyses of human development and life cycle issues within a strength-based perspective and incorporates bio-psycho-social factors in the development of the treatment plan with the individual and his/her family members.

**EPAS Core Competencies:
2.1.10(b)—Assessment**

CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CalSWEC Advanced Practice Indicators
<p>Student demonstrates ability to involve individuals, family members, and community service providers to develop coordinated intervention plans.</p>	<p>Student utilizes multiple resources, including community-based resources and natural supports, in developing consumer- and family-driven assessment and plans.</p>	<ul style="list-style-type: none"> • Includes active participation by the individual and his/her family in developing a consumer-driven assessment, treatment plan, and discharge plan and revises treatment plans as necessary.
<p>Student demonstrates ability to critically determine the most appropriate intervention strategies to implement a plan.</p>	<p>Student utilizes knowledge of major theories, models, and treatment interventions relating to behavioral health conditions in developing strategic and client-driven assessments and plans.</p>	<ul style="list-style-type: none"> • Demonstrates understanding of issues related to the use of medication and medication information, non-pharmacological interventions, and psychiatric consultation within the scope of social work practice. • Utilizes knowledge of efficacy of treatment models, including evidence-based treatment, approaches, to develop a multidimensional treatment plan.

**EPAS Core Competencies:
2.1.10(c)—Intervention**

CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CalSWEC Advanced Practice Indicators
Student demonstrates beginning ability to initiate efforts consistent with service and organizational goals.	Student critically selects and implements appropriate interventions and strategies to achieve consumer, community, and/or organization goals.	<ul style="list-style-type: none"> • Demonstrates understanding of the roles of consumers, family members, practitioners, the agency, and the community, in shaping policy and in developing and implementing relevant behavioral health services.
Student demonstrates capacity to identify and utilize prevention measures that enhance clients' individual strengths and protective factors.		<ul style="list-style-type: none"> • Recognizes client strengths that present in a variety of ways and applies interactions and interventions that promote wellness and resilience.
Student demonstrates capacity to identify and prioritize challenges and to foster solutions that call on clients'/consumers' existing strengths.		<ul style="list-style-type: none"> • Demonstrates the ability to apply multiple interventions with consumers, families, and groups based on recovery principles in multiple areas of practice, including prevention, early intervention, and crisis intervention.

**EPAS Core Competencies:
2.1.10(c)—Intervention**

CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CalSWEC Advanced Practice Indicators
Student demonstrates capacity and skills to undertake the role of client advocate in negotiating for needed policies, resources and services.		<ul style="list-style-type: none"> • Demonstrates the ability to partner with consumers and families to identify and utilize natural community supports.
		<ul style="list-style-type: none"> • Utilizes clinical care coordination principles in assisting consumers and family members by linking and coordinating needed services and resources to achieve the expressed goals.
Student recognizes the importance of understanding the transition & termination processes and demonstrates the capacity to sensitively terminate work.		<ul style="list-style-type: none"> • Applies advanced social work practice skills to skillfully and sensitively engage in transition and termination process with consumer.

**EPAS Core Competencies:
2.1.10(d)—Evaluation**

CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies (1 Advanced Competency statement for each of the 10 EPAS Core Competencies)	CalSWEC Advanced Practice Indicators
<p>Student demonstrates a beginning ability to systemically monitor, analyze, and evaluate interventions, applying a knowledge-for-action approach to determine future action.</p>	<p>Student consistently uses critical thinking and practice evaluation to determine efficacy and appropriateness of services provided, and to improve one's own and agency practice.</p>	<ul style="list-style-type: none"> • Evaluates own practice through analysis of service outcomes and utilizes findings to ensure appropriateness, effectiveness, and model fidelity of intervention measures used. • Understands the value of individual, program, and one's own practice outcome evaluation in improving services and policies and contributes practice-based knowledge to inform evaluation process.