



CalSWEC

California Social Work Education Center

CalSWEC Curriculum Competencies

FOR PUBLIC CHILD WELFARE,

BEHAVIORAL HEALTH

AND AGING

IN CALIFORNIA

2017

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“Competence is informed by knowledge, values, skills and cognitive and affective processes that include the social worker’s critical thinking, affective reactions and exercise of judgment.”

*- 2015 Council on Social Work Education,
Educational Policy and Accreditation Standards*

INTRODUCTION

History

The Council of Social Work Education (CSWE) sets national standards for the identification and assessment of competencies in the education of social work students through the periodic publication of *Educational Policy and Accreditation Standards (EPAS) for Baccalaureate and Master’s Social Work Programs*, which were most recently revised at the end of 2015. A competency-based approach to professional education is focused by the establishment of standards and tools for assessing student mastery of key proficiencies specific to a profession. The goal is to be able to determine whether or not students can demonstrate the functional integration of acquired knowledge and cognitive and affective awareness of key concepts through the effective and appropriate performance of key professional skills. As noted in this revision;

In 2008 CSWE adopted a competency-based education framework for its EPAS... the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes...In social work this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy (CSWE EPAS 2015, p. 6).

The California Social Work Education Center (CalSWEC) created the *Curriculum Competencies* for use by CalSWEC’s partner schools and programs of social work, to support the thorough preparation of Title IV-E, MHSA and (potentially) aging-related stipend recipients for work in their respective fields. These competencies, which are revised periodically to reflect current developments in social work practice and education, serve as a model for collaborative curriculum development across the nation. Our goal is to develop a clear and comprehensive set of *Curriculum Competencies* to be used in conjunction with CalSWEC stipend programs and that reflect this focus on the demonstration of student learning outcomes.

Revision Process

In response to the 2015 CSWE EPAS revisions, CalSWEC began the process of revising its *Curriculum Competencies* in January 2016, with the creation of two comprehensive “crosswalk” documents comparing the previous and revised guidelines. These included:

[Integrated Crosswalk](#): A summary and comparison of information from the 2008 EPAS, 2015 EPAS, and 2011 CalSWEC competencies, with recommendations and analysis.

[Practice Indicators Crosswalk](#): A summary and comparison of practice indicators from the 2011 CalSWEC competencies and the *California Child Welfare Core Practice Model*.

CalSWEC developed an initial draft of the *Curriculum Competencies for Public Child Welfare, Behavioral Health and Aging* as a starting point for revision and adaptation, with the intention that the “crosswalk” documents would support its revision.

In July 2016, the CalSWEC work group invited review and comment on the initial draft of the *Curriculum Competencies* by a large group of CalSWEC stakeholders, including representatives from university, county, Tribal, training, and other CalSWEC partner entities, with expertise in the fields of public child welfare, behavioral health and aging. To facilitate this process, CalSWEC created and distributed an online review tool to all work group participants. This online review tool and the review and comment process remained open for 10 weeks, after which CalSWEC central staff analyzed and incorporated the feedback received to produce the current version of the *Curriculum Competencies*. A smaller work group of CalSWEC partners with knowledge and experience in all of the identified subject areas has now been convened to review this document, which will be made available for public comment and finalized by April 2017.

Organization of this Document

This draft of the *2017 CalSWEC Curriculum Competencies* document is organized somewhat differently than its predecessor. It presents behaviors associated with both generalist practice and specialized practice, as well as behaviors associated with public child welfare, behavioral health and aging, in a single document. To accomplish this integration, the following five elements are presented in relation to each of the nine identified competencies:

1. **CSWE EPAS Competency Content and Processes:** The *2017 CalSWEC Curriculum Competencies* utilizes the narrative descriptions of the nine [CSWE EPAS](#) competencies to outline “the knowledge, values, skills, and cognitive and affective processes that comprise [each] competency at the generalist level of practice” (CSWE EPAS, p. 7) for all students. These descriptions are intended to provide guidelines for identifying essential content and processes to be included in social work/social welfare curricula.
2. **CSWE EPAS Behaviors for Generalist Practice Competency:** The *2017 CalSWEC Curriculum Competencies* utilizes the observable behaviors associated with each of the nine [CSWE EPAS](#) competencies as behaviors that “represent observable components of [each] competenc[y]” (CSWE EPAS, p. 7) and that can thus be used as indicators of competency at the generalist level of practice for all students.
3. **CalSWEC Behaviors for Specialized Practice Competency in Public Child Welfare:** For each of the nine CSWE EPAS competencies, the *2017 CalSWEC Curriculum Competencies* outlines a set of behaviors focused on the specialized area of public child welfare. These behaviors are intended to provide schools of social work/social welfare instructing Title IV-E students with guidelines for indicators of competency mastery at the specialized level of practice by Title IV-E Stipend Program students. These behaviors are specific to specialized practice in public child welfare and extend but are distinct from those associated with generalist practice. In addition, all practice behaviors from the [California Child Welfare Core Practice Model](#) are integrated into these specialized behaviors and are categorized under each one, according to subject relevance.
4. **CalSWEC Behaviors for Specialized Practice Competency in Behavioral Health:** For each of the nine CSWE EPAS competencies, the *2017 CalSWEC Curriculum Competencies* outlines a set of behaviors focused on the specialized area of behavioral health. These behaviors are intended to provide schools of social work/social welfare instructing CalSWEC MHSA stipend recipients with guidelines for indicators of competency mastery at the specialized level of practice by MHSA Stipend Program students. These behaviors are specific to specialized practice in behavioral health and extend but are distinct from those associated with generalist practice.

5. **CalSWEC Behaviors for Specialized Practice Competency in Aging:** For each of the nine CSWE EPAS competencies, the *2017 CalSWEC Curriculum Competencies* outlines a set of behaviors focused on the specialized area of aging. These behaviors are intended to provide schools of social work/social welfare instructing CalSWEC aging-related stipend recipients with guidelines for indicators of competency mastery at the specialized level of practice by aging-related stipend program students. These behaviors are specific to specialized practice in aging and extend but are distinct from those associated with generalist practice.

Competency 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY

Social work students should:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE COMPETENCY

Public Child Welfare

Social work students should:

CW1.1 Guided by ethical reasoning and self-reflection, demonstrate adherence to child welfare-related laws, policies and procedures. (See related Competency 5.)

- CW1.2 Engage in active dialogue with field faculty/instructors regarding child welfare field placement agency policies and culture around behavior, appearance, communication, and the use of supervision.
- CW1.3 Develop and sustain respectful and effective collaborative relationships with colleagues and community stakeholders, including those with lived experience within the child welfare system.
- CW1.4 Effectively manage professional boundary issues and other challenges arising in the course of child welfare work, particularly ambiguities presented by home visits, support at visitation centers, transportation of children, youth, and families, and other highly involved and potentially emotionally triggering situations.
- CW1.5 Develop and sustain relationships with interdisciplinary team members, including social workers, primary care doctors, psychiatrists, behavioral health specialists, substance abuse treatment staff and others, that reflect clear understanding of their roles in public child welfare settings.
- CW1.6 Demonstrate knowledge of the history and evolution of child welfare practice in the United States and California, and a commitment to lifelong learning around this practice.
- CW1.7 Employ the ethical use of technology to maintain the confidentiality of personal, child welfare-related and health-related information.

Related CA Core Practice Model Practice Behaviors: I.2.a, I.2.b ([See Appendix A](#))

Behavioral Health

Social work students should:

- BH1.1 Guided by ethical reasoning and self-reflection, demonstrate adherence to the key principles of the Mental Health Services Act and other behavioral health-related laws, policies and procedures. (See related Competency 5.)
- BH1.2 Engage in active dialogue with field faculty/instructors regarding behavioral health field placement agency policies and culture around behavior, appearance, communication, and the use of supervision.
- BH1.3 Develop and sustain effective collaborative relationships with consumers of behavioral health services, their family members, and colleagues, community stakeholders, and others with lived experience, that respect consumer perspectives and self-determination.
- BH1.4 Effectively manage professional boundary issues and other challenges arising in the course of behavioral health work, particularly ambiguities presented by the multiple roles sometimes characteristic of recovery-oriented practice, trauma, and other highly involved and potentially emotionally triggering aspects of the work.
- BH1.5 Develop and sustain relationships with members of interdisciplinary and integrated health care teams, including social workers, primary care providers, psychiatrists, psychologists, behavioral health specialists, substance use disorders treatment staff and others, that

reflect clear understanding of their roles in behavioral health settings.

BH1.6 Demonstrate knowledge of the history and evolution of behavioral health care practice in the United States and California, and a commitment to lifelong learning around this practice.

BH1.7 Employ the ethical use of technology to maintain the confidentiality of all personal, behavioral health and health-related information.

Aging

Social work students should:

AG1.1 Guided by ethical reasoning and self-reflection, demonstrate adherence to ethical frameworks and key laws, policies and procedures related to aging and the rights of older adults. (See related Competency 5.)

AG1.2 Engage in active dialogue with field faculty/instructors regarding aging field placement agency policies and culture around behavior, appearance, communication, and the use of supervision.

AG1.3 Develop and sustain effective collaborative relationships with older adults, their family members, care providers, and other colleagues and community stakeholders, that respect older adults' needs for protection, self-determination, and the provision of services in the least restrictive environment possible.

AG1.4 Effectively manage professional boundary issues and other challenges arising in the course of aging-related work, particularly ambiguities presented by home visits, personal loss, trauma, and other highly involved and potentially emotionally triggering aspects of the work.

AG1.5 Develop and sustain relationships with members of interdisciplinary and integrated health care teams, including social workers, primary care providers, hospital staff, home health care providers, psychiatrists, psychologists, substance use disorder treatment staff and others, that reflect clear understanding of their roles in providing care to older adults.

AG1.6 Demonstrate knowledge of the history and evolution of social work practice related to aging and older adults in the United States and California, and a commitment to lifelong learning around this practice.

AG1.7 Employ the ethical use of technology to maintain the confidentiality of all personal and health-related information.

Competency 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY

Social work students should:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE COMPETENCY

Public Child Welfare

Social work students should:

CW2.1 Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in public child welfare.

CW2.2 Evidence respectful awareness and understanding of the challenges of being a member of a marginalized class within the context of child development and child welfare settings.

CW2.3 Adhere to relevant policies and procedures when serving Indigenous/American Indian/Native American children and families with Tribal rights/sovereignty.

CW2.4 Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which children, youth and families interact (including, but not limited to: family systems; community systems; public child welfare systems; school/educational systems; juvenile justice, criminal justice, and court systems; integrated behavioral health systems; medical systems).

Related CA Core Practice Model Practice Behaviors : I.1.b, I.1.c, IV.8.c ([See Appendix A](#))

Behavioral Health

Social work students should:

- BH2.1 Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in the incidence and trajectory of behavioral health issues, including mental health issues, substance use disorders, and chronic health conditions.
- BH2.2 Evidence respectful awareness and understanding of the impact of being a member of a marginalized group on health and behavioral health, and accurately identify differences in access to and quality of available services for members of different communities and populations.
- BH2.3 Demonstrate knowledge of diverse cultural norms and traditional methods of recognizing and treating behavioral health issues, and an applied understanding of how these realities affect work with consumers from diverse backgrounds.
- BH2.4 Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which behavioral health consumers interact, including but not limited to families, communities primary care systems; mental and behavioral health care systems and integrated care systems.

Aging

Social work students should:

- AG2.1 Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in the incidence and trajectory of aging-related care needs, housing, transportation, and resource access among older adults, their families, and their communities.
- AG2.2 Evidence respectful awareness and understanding of the impact of being a member of a marginalized group on aging experiences, and accurately identify differences in access to and quality of available services for members of different communities and populations.
- AG2.3 Demonstrate knowledge of diverse cultural norms and traditional methods of providing care to older adults, as well as an applied understanding of how these realities affect

work with older adults from diverse backgrounds, their families and their communities.

AG2.4 Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which older adults interact, including but not limited to families, communities, primary care systems; mental and behavioral health care systems and integrated care systems.

Competency 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC AND ENVIRONMENTAL JUSTICE

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

Social workers understand 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. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand 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.

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY

Social work students should:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice

CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE COMPETENCY

Public Child Welfare

Social work students should:

CW3.1 Clearly articulate the systematic effects of discrimination, oppression and stigma on the

quality and delivery of child welfare services, and identify and advocate for policy changes needed to address these issues.

CW3.2 Advocate for a social justice practice framework in public child welfare, and support self-advocacy for children, youth, young adults and families receiving child welfare services.

CW3.3 Integrate into all aspects of policy and practice sensitivity to the reality that fundamental rights, including freedom and privacy, may be compromised for children, youth, and families who are receiving services within the child welfare system.

Related CA Core Practice Model Practice Behaviors: II.4.g ([See Appendix A](#))

Behavioral Health

Social work students should:

BH3.1 Clearly articulate the systematic effects of discrimination, oppression and stigma on the behavioral health needs and experiences of service consumers and on the quality and delivery of services offered to them, and identify and advocate for policy changes needed to address these issues.

BH3.2 Advocate for changes in policies and programs that reflect a social justice practice framework for facilitating access to providing behavioral health services, based on the principles articulated in the Mental Health Services Act and including support for consumers serving as peer providers and facilitators.

BH3.3 Demonstrate the ability to work effectively in interdisciplinary collaborations to develop and provide interventions that confront stigma and discrimination and provide integrated care to meet the specific needs of diverse behavioral health care consumers.

BH3.4 Integrate into all aspects of policy and practice sensitivity to the reality that fundamental rights, including freedom and privacy, may be compromised for consumers who are mandated to receive services within the behavioral health care system, and the goal that services should be provided in the least restrictive environment possible.

Aging

Social work students should:

AG3.1 Clearly articulate the systematic effects of discrimination, oppression and stigma on the needs and experiences of older adults and on the quality and delivery of services available to them, and identify and advocate for policy changes needed to address these issues.

AG3.2 Advocate for changes in policies and programs that reflect a social justice practice framework for facilitating access to and providing services to older adults, their families,

and care providers, especially among underserved groups and communities.

AG3.3 Demonstrate the ability to work effectively in cross-disciplinary collaboration to develop and provide interventions that explicitly address the specific needs of diverse older adults, their families, and care providers.

AG3.4 Integrate into all aspects of policy and practice sensitivity to the reality that fundamental rights, including freedom and privacy, may be compromised for older adults engaged in care, and the goal that services should be provided in the least restrictive environment possible.

Competency 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY

Social work students should:

- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings and use and translate research evidence to inform and improve practice, policy, and service delivery.

CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE COMPETENCY

Public Child Welfare

Social work students should:

CW4.1 Demonstrate the ability to understand, interpret and evaluate the benefits and limitations of various evidence-based and evidence-informed treatment models as they influence child welfare practice.

CW4.2 Engage in critical analysis of research findings, practice models, and practice wisdom that inform child welfare practice, including how research practices have historically failed to address the needs and realities of and/or exploited disadvantaged communities, and how cross-cultural research practices can be used to enhance equity.

CW4.3 Clearly communicate research findings, conclusions and implications, as well as their applications to child welfare practice, across a variety of professional interactions with children, youth, young adults, and families and multi-disciplinary service providers.

CW4.4 Apply research findings to child welfare practice with individuals, families, and communities and to the development of professional knowledge about the field of child welfare.

Behavioral Health

Social work students should:

BH4.1 Demonstrate the ability to understand, interpret and evaluate the benefits and limitations of various evidence-based and evidence-informed treatment models as they influence behavioral health practice.

BH4.2 Engage in critical analysis of research findings, practice models, and practice wisdom that inform behavioral health practice, including how research practices have historically failed to address the needs and realities of and/or exploited disadvantaged communities, and how cross-cultural research practices can be used to enhance equity.

BH4.3 Clearly communicate research findings, conclusions and implications, as well as their applications to behavioral health practice, across a variety of professional interactions with consumers, families and multi-disciplinary service providers.

BH4.4 Apply research findings to behavioral health practice with individuals, families, and communities and to the development of professional knowledge about behavioral health, wellness, and recovery.

Aging

Social work students should:

AG4.1 Demonstrate the ability to understand, interpret and evaluate the benefits and limitations of various evidence-based and evidence-informed treatment models as they influence practice with older adults.

AG4.2 Engage in critical analysis of research findings, practice models, and practice wisdom as they inform aging-related practice, including how research practices have historically failed to address the needs and realities of and/or exploited disadvantaged communities, and how cross-cultural research practices can be used to enhance equity.

AG4.3 Clearly communicate research findings, conclusions and implications, as well as their applications to aging practice, across a variety of professional interactions with

consumers, families and multi-disciplinary service providers.

AG4.4 Apply research findings to aging-related practice with individuals, families, and communities and to the development of professional knowledge about the needs, experiences and well-being of older adults.

Competency 5: ENGAGE IN POLICY PRACTICE

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

Social workers understand 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. Social workers understand 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. Social workers understand 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. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY

Social work students should:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE COMPETENCY

Public Child Welfare

Social work students should:

CW5.1 Demonstrate familiarity with relevant statutes and civil codes, and the roles of relevant policy entities, including but not limited to:

- Child welfare relevant California Welfare and Institutions Code
- Children’s Bureau Policy Manual, Child and Family Services Review process, and other child welfare relevant Children’s Bureau policy guidance
- Continuum of Care Reform efforts authorized through Senate Bill (SB) 1013 (Statutes of 2012)
- Indian Child Welfare Act of 1978
- Other child welfare-relevant current legislation and policies

CW5.2 Understand and adhere to local policies and procedures that influence child welfare practice.

CW5.3 Engage with the political and legislative arena of public child welfare through involvement with relevant activities, including, but not limited to:

- Maintaining ongoing familiarity with changes to child welfare-related legislation and the rationale for such changes
- Reviewing recent All County Letters (ACLs) on the CDSS website
- Reading, analyzing, and communicating in speech and writing about proposed legislation relevant to the field of child welfare
- Attending Legislative Lobby Days Events in Sacramento

CW5.4 Utilize policy knowledge to effectively develop, implement, and/or evaluate agency, local, State, and Federal policies in the course of child welfare practice.

Behavioral Health

Social work students should:

BH5.1 Demonstrate familiarity with relevant statutes, civil codes and the roles of relevant policy entities, including but not limited to:

- The California Mental Health Services Act
- The Patient Protection and Affordable Care Act
- Other Federal, State and local legislation and policies related to mental health, behavioral health and treatment parity issues
- SAMHSA, HRSA, DHHS, and other Federal entities
- CDHCS, CDMHC and other State entities
- NAMI and other consumer and family-driven advocacy organizations

BH5.2 Understand and adhere to local policies and procedures that influence behavioral health practice.

BH5.3 Engage with the political and legislative arena of behavioral health through involvement with relevant activities, including but not limited to:

- Maintaining ongoing familiarity with changes to behavioral health-related legislation and the rationale for such changes, including reviewing ongoing legislative actions related to the funding and implementation of the MHSA
- Reading, analyzing and communicating in speech and writing about proposed legislation relevant to the field of behavioral health

- Attending Legislative Lobby Days Events in Sacramento

BH5.4 Utilize policy knowledge to effectively develop, implement and evaluate agency, local, State and Federal policies in the course of behavioral health practice.

Aging

Social work students should:

AG5.1 Demonstrate familiarity with relevant statutes, civil codes and roles of relevant policy entities, including but not limited to:

- The Older Americans Act
- The Elder Justice Act
- The Patient Protection and Affordable Care Act
- Other Federal, State and local legislation and policies related to older adults
- SAMHSA, HRSA, DHHS, CMS, AoA and other Federal entities
- CDHCS, CDMHC, CHHS and other State entities
- The National Council on Aging and other advocacy organizations

AG5.2 Understand and adhere to local policies and procedures that influence community practice with older adults, their families, and other care providers.

AG5.3 Engage with the political and legislative arena of aging through involvement with relevant activities, including but not limited to:

- Maintaining ongoing familiarity with changes to legislation that impacts older adults and the rationale for such changes
- Reading, analyzing and communicating in speech and writing about proposed legislation relevant to the aging field
- Attending Legislative Lobby Days Events in Sacramento

AG5.4 Utilize policy knowledge to effectively develop, implement and evaluate agency, local, State and Federal policies in the course of aging-related practice.

Competency 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

Social workers understand 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. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social

environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY

Social work students should:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE COMPETENCY

Public Child Welfare

Social work students should:

CW6.1 Appropriately engage and activate children, youth, young adults, families, and other care providers in the development and coordination of case plans oriented toward safety, permanency, and well-being.

CW6.2 Effectively utilize interpersonal skills to engage children, youth, young adults, families, and other care providers in culturally responsive, whole person, consumer-driven and family-oriented care that addresses mutually agreed upon service goals; employ differential engagement techniques considering the voluntary/involuntary nature of the family members' interactions with the agency and other factors such as trauma experiences.

CW6.3 Recognizing the complex nature of concurrent planning in child welfare, ensure that communications regarding mutually agreed upon case plans with children, youth, young adults, and families are both sensitive and transparent.

CW6.4 Manage affective responses and exercise good judgement around engaging with resistance, traumatic response, and other potentially triggering situations in children, youth, young adults, families, and other care providers.

Related CA Core Practice Model Practice Behaviors: I.1.a through f; II.3.a through c; II.4.a through g; II.5.a through d; II.6.a through c (See Appendix A)

Behavioral Health

Social work students should:

- BH6.1 Appropriately engage and activate behavioral health consumers, their families, and other care providers in the development and coordination of wellness, resilience and recovery oriented behavioral health care plans in a variety of service delivery settings.
- BH6.2 Effectively utilize interpersonal skills to engage consumers and families in culturally responsive, consumer driven, and trauma-informed integrated behavioral health interventions that address mutually agreed upon goals within a recovery framework.
- BH6.3 Establish effective and appropriate communication, coordination and advocacy planning with other care providers and interdisciplinary care teams as needed to address mutually agreed upon behavioral health service goals within a recovery framework. Recognizing the complex nature of behavioral health service engagement, ensure that communications with consumers and their families regarding service goals are both sensitive and transparent.
- BH6.4 Manage affective responses and exercise good judgement around engaging with resistance, trauma responses, and other potentially triggering situations with consumers, their families, and other care providers.

Aging

Social work students should:

- AG6.1 Appropriately engage and activate older adults, their families, and other care providers in the development and coordination of care plans that reflect relevant theoretical models and balance older adults' needs for care with respect for autonomy and independence.
- AG6.2 Effectively utilize interpersonal skills to engage older adults, their families, and other care providers in culturally responsive, consumer driven and trauma informed integrated care that addresses mutually agreed upon service goals and balances needs for care, protection, autonomy and independence.
- AG6.3 Establish effective and appropriate communication, coordination and advocacy planning with other care providers and interdisciplinary care teams as needed to address mutually agreed upon service goals. Recognizing the complex nature of service engagement, ensure that communications with consumers and their families regarding service goals are both sensitive and transparent.
- AG6.4 Manage affective responses and exercise good judgement around engaging with resistance, trauma responses, and other potentially triggering situations with older adults, their families, and other care providers.

Competency 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

Social workers understand 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. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE COMPETENCY

Public Child Welfare

Social work students should:

CW7.1 Identify, understand, and implement appropriate child welfare screening and assessment tools.

CW7.2 Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment of intervention needs, while considering the voluntary/involuntary nature of family interactions. Relevant parties/systems may include but are not limited to children, family systems, community systems, public child welfare systems, school/educational systems, juvenile justice, criminal justice, and court systems, behavioral health care systems and medical care systems.

CW7.3 Engage in effective and ongoing critical analysis of child welfare assessment data that:

- Reflects child, youth, young adult, family, and support systems' strengths and desires
- Acknowledges the effects of intervention on family and community members
- Addresses the impacts of trauma, adverse health conditions and co-occurring disorders
- Culminates in assessments that incorporate principles of safety, permanency, and well-being within the framework of teaming and respectful engagement

CW7.4 Document and maintain all child welfare assessment data responsibly and balance the need for such data with child, youth, young adult, and family privacy concerns, recognizing the nature of mandated services and the need for accurate assessment data.

Related CA Core Practice Model Practice Behaviors: III.7a through f; V.12.a through h (See [Appendix A](#))

Behavioral Health

Social work students should:

BH7.1 Identify, understand, and implement appropriate health and behavioral health screening and assessment tools, including population-based screenings and functional assessments used in behavioral health, primary care, integrated behavioral health, and other settings.

BH7.2 Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment of differential diagnoses and intervention needs. Relevant parties/systems may include but are not limited to consumers, families, communities, primary care, behavioral health, and integrated behavioral health care systems.

BH7.3 Engage in effective and ongoing critical analysis of behavioral health assessment data that:

- Reflects respect for consumer and family strengths and desires, and facilitates consumer development
- Acknowledges the effects of intervention on family and community members
- Addresses the interactive and cumulative effects of trauma, adverse health conditions and co-occurring disorders on behavioral health issues
- Culminates in assessments that address needs for care within the framework of recovery, wellness and resilience

BH7.4 Document and maintain all behavioral health assessment data responsibly and balance the need for accurate assessment data with consumer and family privacy concerns and the sensitivity of behavioral health information.

Aging

Social work students should:

AG7.1 Identify, understand, and implement appropriate screening and assessment tools for older adults, their families and other informal care providers, including population-based screenings and functional assessments used in primary care, behavioral health, integrated behavioral health, palliative care, and other settings.

AG7.2 Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment of aging-related processes and intervention needs. Relevant parties/systems may include but are not limited to consumers, families, communities, primary care, behavioral health, and palliative care systems, and other providers focused on aging and older adults.

AG7.3 Engage in effective and ongoing critical analysis of all assessment data that:

- Reflects respect for consumer and family strengths and desires, and facilitates consumer development
- Acknowledges the effects of intervention on family and community members
- Addresses the interactive and cumulative effects of trauma, adverse health conditions, co-occurring disorders and behavioral health issues on aging
- Culminates in assessments that address needs for care within the framework of teaming and respectful engagement and address advanced care planning needs

AG7.4 Document and maintain all assessment data responsibly and balance the need for accurate assessment data with consumer and family privacy concerns and the sensitivity of personal information.

Competency 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

Social workers understand 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. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

CSWE EPAS Behaviors for Generalist Practice Competency

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE COMPETENCY

Public Child Welfare

Social work students should:

CW8.1 In partnership with children, youth, young adults, and families, develop appropriate case plans based on key principles and contemporary theories/models of child welfare with a focus on safety, permanency, and well-being. Plans should:

- Reflect cultural humility and acknowledgement of individualized needs
- Incorporate child and family strengths
- Utilize community resources and natural supports
- Incorporate multidisciplinary team supports and interventions
- Focus on permanency and concurrent planning
- Consider multiple systems interactions and complex family relationships involving the maltreatment that initiated the family's involvement with the child welfare system

CW8.2 Apply the principles of teaming, engagement, inquiry, and advocacy within interdisciplinary teams to the work of supporting children, youth, young adults, family members, and providers to accomplish intervention goals.

CW8.3 Demonstrate effective case management skills with families with the goals of safety, permanency, and well-being. This may include referring families to services, preparing for and participating in judicial determinations, supporting safe visitation, developing effective case plans and case plan updates, and the development of concurrent plans for permanency. When necessary, this may include demonstrating knowledge and sensitivity around the process of terminating parental rights.

CW8.4 Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that families' needs for support may continue beyond these time periods.

Related CA Core Practice Model Practice Behaviors: IV.8.a through e; IV.9.a through f (See [Appendix A](#))

Behavioral Health

Social work students should:

BH8.1 In partnership with consumers and families, develop appropriate intervention plans that reflect the principles of recovery, wellness, and resilience as well as contemporary theories and models for behavioral health treatment. Plans should:

- Reflect cultural humility and acknowledgement of individualized needs
- Incorporate consumer and family strengths
- Utilize community resources and natural/peer supports
- Incorporate multidisciplinary team supports and interventions
- Include non-pharmacological interventions
- Include psychiatric consultation and demonstrate knowledge of issues related to pharmacological interventions

BH8.2 Apply the principles of teaming, engagement, inquiry, and advocacy within interdisciplinary teams and care coordination to the work of supporting consumers, family members and providers to accomplish mutually agreed upon intervention goals.

BH8.3 Effectively implement evidence-based interventions in the context of providing emergency response, triage, brief treatment and longer term care, and in the course of addressing a range of behavioral health issues presented in behavioral health, primary care, speciality care, community agency, intensive outpatient and inpatient treatment settings. Interventions should be guided by the principles of recovery, wellness, and resilience, and should include components such as psychoeducation, problem-solving treatment skills, symptom tracking, medication therapies, follow up, and relapse prevention.

BH8.4 Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that consumer needs for support may continue beyond these time periods.

Aging

Social work students should:

AG8.1 In partnership with older adults and their families, develop appropriate intervention plans that reflect respect for autonomy and independence as well as contemporary theories and models for interventions with older adults. Plans should:

- Reflect cultural humility and acknowledgement of individualized needs
- Incorporate consumer and family strengths
- Utilize community resources and natural supports
- Incorporate multidisciplinary team supports and interventions
- Include non-pharmacological interventions
- Demonstrate knowledge of poly-pharmacy needs and issues specific to older adults

AG8.2 Apply the principles of teaming, engagement, inquiry and advocacy within interdisciplinary teams and care coordination to the work of supporting older adults, family members and other providers to accomplish intervention goals and satisfy advanced care planning needs.

AG8.3 Effectively implement evidence-based interventions in the context of providing emergency response, triage, brief treatment and longer term care, and in the course of addressing a range of issues presented in primary care, speciality care, community agency, inpatient and

palliative care settings. Interventions should be guided by respect for older adults' autonomy and independence and should include components such as psychoeducation, problem solving treatment skills, symptom tracking, medication therapies, follow up, and planning for evolving care needs.

AG8.4 Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that consumer needs for support may continue beyond these time periods.

Competency 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

Social workers understand 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. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

CSWE EPAS BEHAVIORS FOR GENERALIST PRACTICE COMPETENCY

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE COMPETENCY

Public Child Welfare

Social work students should:

CW9.1 Record, track, and monitor assigned cases accurately and according to field education agency policies and guidelines in Child Welfare Statewide Automated Child Welfare Information System (SACWIS).

CW9.2 Conduct accurate process and outcome data analysis of engagement, assessment, and

interventions in child welfare practice.

CW9.3 Use evaluation results to develop recommendations for improved interdisciplinary team coordination as well as agency and community level policies to best support families and the systems that serve them.

CW9.4 Share both the purposes of such data collection and the overall results of data analysis with children, youth, young adults, and families whenever possible, with the goal of engaging them more meaningfully in the evaluation process.

Behavioral Health

Social work students should:

BH9.1 Record, track, and monitor consumer engagement, assessment and intervention data in behavioral health practice accurately and according to field education agency policies and guidelines.

BH9.2 Conduct accurate process and outcome analysis of engagement, assessment, and intervention data in behavioral health practice that incorporates consumer perspectives and reflects a focus on the principles of recovery, wellness and resilience.

BH9.3 Use findings to evaluate intervention effectiveness, develop recommendations for adapting service plans and approaches as needed, improve interdisciplinary team coordination and care integration, and help agency and community policies better support behavioral health consumers and their families.

BH9.4 Share both the purposes of such data collection and the overall results of data analysis with behavioral health care consumers, their family members, and communities whenever possible, with the goal of engaging them more meaningfully in the evaluation process.

Aging

Social work students should:

AG9.1 Record, track, and monitor consumer engagement, assessment and intervention data in practice with older adults, their families, and other care providers accurately and according to field education agency policies and guidelines.

AG9.2 Conduct accurate process and outcome analysis of engagement, assessment, and intervention data in practice with older adults, their families, and other care providers that incorporates consumer perspectives and reflects respect for older adults' autonomy and independence.

AG9.3 Use findings to evaluate intervention effectiveness, develop recommendations for adapting service plans and approaches as needed, improve interdisciplinary team coordination and care integration, and help agency and community policies better support older adults, their

families, and their formal and informal care systems.

AG9.4 Share both the purposes of such data collection and the overall results of data analysis with older adults, their families, and communities whenever possible, with the goal of engaging them more meaningfully in the evaluation process.