

**CalsWEC Integrated Foundation & Advanced Competencies**

The competencies chart is arranged as follows:

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).

EPAS Practice Behaviors: Each EPAS core competency has a set of practice behaviors that demonstrate that students are becoming competent in a given area.

CalsWEC Integrated Foundation Competencies: Cross-CalsWEC 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.

CalsWEC Advanced Competencies and Advanced Practice Indicators: Competencies and related practice behaviors for students in their advanced year of master's-level graduate education.

EPAS Core Competencies	EPAS Practice Behaviors	CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies	CalSWEC Advanced Practice Indicators
<p><b>2.1.1</b> identify as a professional social worker and conduct oneself accordingly.</p>	<p>Advocate for client access to the services of social work;</p>	<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Demonstrates respectful and effective relationships with colleagues, including those with lived experience as consumers and/or family members.</li> <li>• Advocates for access to consumer/family driven, recovery - oriented behavioral services reflecting the principles of the Mental Health Services Act</li> </ul>
	<p>Practice personal reflection and self-correction to assure continual professional development;</p>		<p>Student is able to self-correct against personal bias in her/his professional activities and attend to continuing professional growth</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<p>Attend to professional roles and boundaries;</p>	<p>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.</p>	<p>Student is knowledgeable about ethical and boundary issues, utilizes this knowledge in practice, and seeks supervision or consultation when needed.</p>	<ul style="list-style-type: none"> <li>• Demonstrates awareness of professional boundary issues, including ambiguities encountered in multiple roles in recovery-oriented practice.</li> </ul>

	Demonstrate professional demeanor in behavior, appearance, and communication;	Student presents self in a manner consistent with respectful professional conduct, and adapts methods of communication, including written client materials, to consumer, colleague, and community language and cultural needs.	Student demonstrates professional behaviors necessary for social work practice in interactions and demeanor in behavioral health settings.	<ul style="list-style-type: none"> <li>• Responds sensitively with regard for age, culture, race, gender, gender identity or expression, sexual orientation, ethnicity, social class, immigration status, and disability</li> <li>• Demonstrates conscious use of self in behavioral health practice.</li> </ul>
	Engage in career-long learning;	Student supports the purpose and values of the profession through consistent pursuit of learning, and recognizes the relationship between career-long learning and contributing to practice effectiveness.	Student takes responsibility for professional development and growth, and is able to utilize supervision, consultation and training effectively.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	Use supervision and consultation.	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.		

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<p><b>2.1.2.</b> Apply social work ethical principles to guide professional practice.</p>	<p>Recognize and manage personal values in a way that allows professional values to guide practice;</p>	<p>Student demonstrates awareness of personal values and bias, and manages such bias to engage in practice consistent with professional ethics and values.</p>	<p>Student critically evaluates personal and cultural values and norms in all practice situations, applying social work ethics and MHPA principles to make decisions and resolve conflicts among different viewpoints.</p>	<ul style="list-style-type: none"> <li>• Effectively applies decision-making strategies that are grounded in social work values and ethics and person-centered principles</li> <li>• 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.</li> <li>• Ensures confidentiality of protected behavioral health information in accordance with all state and Federal regulations.</li> </ul>
	<p>Make ethical decisions by applying standards of the NASW Code of Ethics;</p>	<p>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.</p>		

	Tolerate ambiguity in resolving ethical conflicts;	Student demonstrates capacity to perceive the diverse viewpoints of clients, community members and others in cases of value conflict and the ability to resolve these conflicts by applying professional practice principles.	<ul style="list-style-type: none"> <li>• Uses social work knowledge, supervision and learning opportunities that arise in a diverse contextual framework (e.g. individual, family, community, and/or organizational factors), to resolve or acknowledge ambiguities and conflicts in making principled decisions</li> </ul>
	Apply strategies of ethical reasoning to arrive at principled decisions.	Student demonstrates knowledge of ethical decision-making methods and the capacity to apply these in practice, policy, advocacy and research.	

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<p><b>2.1.3</b> Apply critical thinking to inform and communicate professional judgments.</p>	<p>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;</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"> <li>• Applies reasoned judgment in evaluating, selecting and integrating treatment options identified collaboratively with consumers and the consumer’s self-identified support system</li> </ul>
	<p>Analyze models of assessment, prevention, intervention and evaluation;</p>			<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<p>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities &amp; colleagues.</p>		<p>Student demonstrates sound critical thinking and professional judgments in all oral and written communications.</p>	<ul style="list-style-type: none"> <li>• 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.)</li> </ul>

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<p><b>2.1.4</b> Engage diversity and difference in practice.</p>	<p>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate or create or enhance privilege and power;</p>	<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"> <li>• Works to eliminate disparities in accessing and receiving services</li>   <li>• Demonstrates strengths-based approaches to working with diverse clients in a culturally sensitive behavioral health practice</li> </ul>
	<p>Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups;</p>	<p>Student demonstrates self awareness of bias, including knowledge of and capacity to manage power differences when assessing and working</p>		

		with diverse populations.	
	Recognize and communicate their understanding of the importance of difference in shaping life experiences;	Student demonstrates ability to understand and communicate the effects of individual variation in the human developmental process, and its importance to the shaping of life experiences within diverse groups.	<ul style="list-style-type: none"> <li>• Incorporates knowledge of impacts of lifestyle on health (physical and behavioral) into social work practice.</li> </ul>
	View themselves as learners and engage those with whom they work as informants.	Student demonstrates capacity to learn from and consult/collaborate with others and to engage constituents/consumers within the helping process.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

EPAS Core Competencies	EPAS Practice Behaviors	CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies	CalSWEC Advanced Practice Indicators
<p><b>2.1.5</b> Advance human rights and social and economic justice</p>	<p>Understand the forms and mechanisms of oppression and discrimination;</p>	<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"> <li>• Articulates the effects of stigma, discrimination and oppression on individuals, families, groups and communities</li> </ul>
	<p>Advocate for human rights and social and economic justice;</p>	<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"> <li>• 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</li> </ul>
	<p>Engage in practices that advance social and economic justice.</p>	<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"> <li>• Collaborates in developing interventions that address stigma, discrimination and oppression that affect individuals, families, groups and communities</li> </ul>

EPAS Core Competencies	EPAS Practice Behaviors	CalSWEC Integrated Foundation Competencies	CalSWEC Advanced Competencies	CalSWEC Advanced Practice Indicators
<p><b>2.1.6</b> Engage in research informed practice and practice informed Research.</p>	<p>Use practice experience to inform scientific inquiry;</p>	<p>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.</p>	<p>Student contributes professional knowledge that supports MHSA principles, behavioral health wellness and recovery.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<p>Use research evidence to inform practice.</p>	<p>Student demonstrates knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels.</p>	<p>Student engages in critical evaluation to inform one’s own and agency practice.</p>	<ul style="list-style-type: none"> <li>• Demonstrates ability to critically analyze research findings, practice models and practice wisdom and communicate this information effectively across a variety of professional interactions</li> <li>• Demonstrates ability to analyze and evaluate evidence-based practice as it informs working with consumers/family members</li> <li>• Demonstrates the use of supervision and continued professional development as</li> </ul>

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<p><b>2.1.7</b> Apply knowledge of human behavior and the social environment.</p>	<p>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;</p>	<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 a 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"> <li>• In practice with individuals and families, student demonstrates skill in incorporating an understanding and knowledge of:                             <ul style="list-style-type: none"> <li>➤ human development across life span (children, adolescents, adults, older adults)</li> <li>➤ gender/sexual orientation (heterosexual male or female, gay, lesbian, bisexual, gender non-conforming)</li> <li>➤ unique behavioral health needs of special populations, e.g. 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</li> </ul> </li> </ul>

				<p>challenges.</p> <ul style="list-style-type: none"><li>• Demonstrates awareness of perceptions regarding individuals with mental illness and understands how they may affect help-seeking behaviors and generate stigma and discrimination</li><li>• Demonstrates understanding of the role of natural community supports and community based resources.</li></ul>
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EPAS Core Competencies	EPAS Practice Behaviors	CalSWEC Integrated Foundation Competencies	CalSEC Advanced Competencies	CalSWEC Advanced Practice Indicators
<p><b>2.1.8</b> Engage in policy practice to advance social &amp; economic well being and to deliver effective social services</p>	<p>Analyze, formulate, and advocate for policies that advance social well being;</p>	<p>Student begins systematically to collect and analyze knowledge and experiences to identify, formulate, and advocate for policies that advance social and economic well-being.</p>	<p>Student systematically formulates and advocates for policies that effectively advance recovery principles and practices.</p>	<ul style="list-style-type: none"> <li>• Uses research and practice experience to assess public policies and agency practice for their impacts on recovery-oriented service delivery</li> </ul>
	<p>Collaborate with colleagues and clients for effective policy action</p>	<p>Student demonstrates ability to identify and engage stakeholders to collaborate for effective policy formulation and action.</p>	<p>Student demonstrates capacity to take a leadership role in policy action activities.</p>	<ul style="list-style-type: none"> <li>• Applies strengths-based theories and practice to identify and engage stakeholders in wellness and recovery-oriented policy development and implementation</li> </ul>

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<p><b>2.1.9</b> Respond to contexts that shape practice</p>	<p>Continuously discover, appraise and attend to changing locales, populations, scientific and technological advancements, and emerging societal trends to provide relevant services;</p>	<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"> <li>• 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.</li> </ul>
	<p>Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>	<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"> <li>• Demonstrates skill in interagency and multidisciplinary practice including effective collaboration with other professionals and organizations</li> </ul>

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<p><b>2.1.10(a)</b> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p>	<p>Substantively and affectively prepare for action with individuals, families, groups, organizations and communities</p>	<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"> <li>Establishes effective and collaborative working relationships with individuals, families, groups and communities</li> </ul>
	<p>Use empathy and other interpersonal skills</p>	<p>Student demonstrates the capacity to exercise empathy and use of self in engagement and service delivery.</p>		<ul style="list-style-type: none"> <li>Consciously utilizes empathy, respect, understanding and other interpersonal skills in establishing effective (therapeutic) relationships grounded in recovery, resilience and wellness</li> </ul>
	<p>Develop a mutually agreed on focus of work and desired outcomes</p>	<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"> <li>Adheres to the principles of consumer and family directed services in developing mutually agreed upon service goals</li> </ul>

<p><b>2.1.10 (b) Assessment</b></p>	<p>collect, organize and interpret client data</p>	<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"> <li>• 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"> <li>➤ trauma,</li> <li>➤ co-occurring behavioral health and substance use conditions,</li> <li>➤ adverse health conditions</li> </ul> </li> <li>• 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</li> </ul>
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	Assess client strengths and limitations	Student demonstrates capacity to conduct a comprehensive, collaborative, unbiased assessment that follows legal and ethical guidelines and identifies strengths and needs.	Student conducts a client- and family- driven assessment grounded in a strengths- based perspective and recovery principles.	<ul style="list-style-type: none"> <li>• 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</li> </ul>
	Develop mutually agreed-on intervention goals and objectives	Student demonstrates ability to involve individuals, family members and community service providers to develop coordinated intervention plans.	Student utilizes multiple resources, including community-based resources and natural supports, in developing consumer and family driven assessment and plans.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	Select appropriate intervention strategies	Student demonstrates ability to critically determine the most appropriate intervention strategies to implement a plan.	Student utilizes knowledge of major theories, models and treatment interventions relating to behavioral health conditions in developing strategic and client driven assessments and plans	<ul style="list-style-type: none"> <li>• 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</li> </ul>

				<ul style="list-style-type: none"> <li>Utilizes knowledge of efficacy of treatment models, including evidence-based treatment approaches to develop a multidimensional treatment plan</li> </ul>
<b>2.1.10 (c) Intervention</b>	initiate actions to achieve organizational goals	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"> <li>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.</li> </ul>
	Implement prevention interventions that enhance client capacities	Student demonstrates capacity to identify and utilize prevention measures that enhance clients' individual strengths and protective factors.		<ul style="list-style-type: none"> <li>Recognizes client strengths that present in a variety of ways and applies interactions and interventions that promote wellness and resilience</li> </ul>
	Help clients resolve problems	Student demonstrates capacity to identify and prioritize challenges and		<ul style="list-style-type: none"> <li>Demonstrates the ability to apply multiple</li> </ul>

		to foster solutions that call on clients'/consumers' existing strengths.		interventions with consumers, families and groups based on recovery principles in multiple areas of practice, including prevention, early intervention, and crisis intervention.
	Negotiate, mediate, and advocate for clients	Student demonstrates capacity and skills to undertake the role of client advocate in negotiating for needed policies, resources and services.		<ul style="list-style-type: none"> <li>• Demonstrates the ability to partner with consumers and families to identify and utilize natural community supports</li> <li>• Utilizes clinical care coordination principles in assisting consumers and family members by linking and coordinating needed services and resources to achieve the expressed goals</li> </ul>
	Facilitate transitions and endings	Student recognizes the importance of understanding the transition & termination processes and demonstrates the capacity to sensitively terminate work.		<ul style="list-style-type: none"> <li>• Applies advanced social work practice skills to skillfully and sensitively engage in transition and termination process with consumer.</li> </ul>
<b>2.1.10 (d) Evaluation</b>	Social workers critically analyze, monitor and evaluate interventions	Student demonstrates a beginning ability to systemically monitor, analyze and evaluate interventions, applying a knowledge- for- action	Student consistently uses critical thinking and practice evaluation to determine efficacy and appropriateness of services	<ul style="list-style-type: none"> <li>• Evaluates own practice through analysis of service outcomes and utilizes findings to ensure</li> </ul>

		<p>approach to determine future action.</p>	<p>provided, and to improve one’s own and agency practice.</p>	<p>appropriateness, effectiveness and model fidelity of intervention measures used</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
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