

MASTERS CHILD WELFARE EDUCATION PROGRAM (MCWEP)

MANUAL FOR STUDENTS AND FIELD INSTRUCTORS

**The Masters Child Welfare Education Program
is a partnership of:**

The New Jersey Department of Children and Families

A Consortium of Three New Jersey
Graduate Social Work Programs

The New Jersey Chapter of the
National Association of Social Workers

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MCWEP Consortium Members

Monmouth University School of Social Work, MSW Program

Rutgers, The State University, School of Social Work, MSW Program

Stockton University, MSW Program (Lead Institution)

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I. Introduction to Program

A. Purpose of the Masters Child Welfare Education Program (MCWEP)

The intent of MCWEP is to enhance the knowledge and skills of supervisors who are currently employed at the Division of Child Protection and Permanency (DCP&P), through completion of a Master's Degree in Social Work (MSW). Through participation in MCWEP, DCP&P supervisors will broaden their perspectives on social work and child welfare (including evidence-based public child welfare practice), develop advanced clinical skills, and deepen their supervisory skills so that they become more confident supervisors and mentors in the work with at-risk children and families and more effective leaders in the continuing transformation of New Jersey's public child welfare system. Specifically, MCWEP:

1. Provides opportunities for supervisors, in particular casework supervisors, currently employed at the Division of Child Protection and Permanency to obtain graduate-level social work education at one of the participating part-time MSW programs without disrupting their careers.
2. Provides opportunities for participants to enroll in an MSW program that is focused on building competencies in generalist social work and clinical, direct practice, while taking two electives that very directly relate to issues that DCP&P supervisors face daily (the trauma that children and families experience and the challenges of leadership and supervision in child welfare).
3. Strengthens systemic linkages among the three divisions of the Department of Children and Families (Child Protection and Permanency, Children's System of Care, Family and Community Partnerships) by giving DCP&P supervisors the opportunity to do their fieldwork directly in Children's System of Care, Family and Community Partnerships, or in agencies contracted by DCF, bringing back into DCP&P a clearer understanding of the functioning of these agencies and the potential benefits of their work for New Jersey's children and families.
4. Enhances the skills of agency-based field instructors in working with graduate social work students who have important responsibilities in the Division of Child Protection and Permanency, as well as enhances field instructor's knowledge of DCP&P.
5. Contributes to the knowledge base about best practices in educating child welfare supervisors.
6. Partners with the New Jersey Department of Children and Families in building a transformed child welfare system with a more professionally educated staff that produces better outcomes for New Jersey children and their families.

B. Program Structure

MCWEP is a partnership among the Division of Children and Families, The National Association of Social Workers, and a consortium of three graduate social work programs—the Monmouth University School of Social Work MSW Program, the Rutgers University School of Social Work MSW Program, and Stockton University MSW Program. Stockton University serves as the Lead Institution, coordinating and developing the overall MCWEP program. The elements of MCWEP are:

- A. A part-time MSW program, either traditional (60-credits) or advanced standing (30-36 credits), focusing on clinical, direct social work practice
- B. A Learning Community
- C. Two specialized elective courses (*Leadership and Supervision in Child Welfare* and *Trauma-Informed Child Welfare Practice*)
- D. Program evaluation

Each MSW program shares a common foundation curriculum; but each program's advanced curriculum has a somewhat different focus, although all programs have an advanced clinical/direct service social work concentration available. MCWEP students enroll in this clinical concentration for their advanced studies, assuring that the DCP&P supervisors who complete MCWEP will have clinical skills in addition to leadership and supervisory skills.

The Learning Community is an integral component of MCWEP designed to enhance students' MSW classroom and field learning experiences and meaningfully connect these experiences to child welfare practice and supervision. The purpose of the MCWEP Learning Community is to foster a state-wide network of MCWEP participants, to disseminate educational information related to child welfare, and to encourage dialogue among participants regarding MSW education and translation of educational outcomes to workforce experiences. The Learning Community also provides an avenue for process evaluation of the needs of student participants in MCWEP.

The Learning Community has two components in which MCWEP participants are expected to be involved. In the bi-weekly online discussion board, students are expected to respond to discussion threads posted twice per month via an online educational discussion site. The second component involves quarterly in-person meetings where students have opportunities to gain further education, disseminate information in group presentation format, and engage in process evaluation.

The two elective courses are designed to help students develop an in-depth clinical understanding of the children and families served by DCP&P and to enhance their skills as leaders and supervisors.

Program evaluation is an essential part of every program. MCWEP will develop surveys for assessing whether it is meeting its objectives and will regularly administer these instruments to participants and report the results to DCF, participating MSW programs, and the professional community as appropriate.

C. Program Benefits

1. For MCWEP students

- a. They have an opportunity to participate in a part-time MSW program that is focused on meeting their unique needs as supervisors in the Division of Child Protection and Permanency while also giving them a foundation in generalist social work and an advanced concentration in clinical social work practice.
- b. Their graduate tuition and fees are paid in full.
- c. They are able to maintain their full-time employment and receive release time to enable them to complete their studies and field work.
- d. They have access to field instructors who are receiving training and support in offering competency-based field instruction.
- e. They have an opportunity to become more effective leaders in building a transformed child welfare system and in creating better outcomes for New Jersey children and their families.

2. For MCWEP Field Instructors

For social workers, providing field instruction to a student is an opportunity to “give back” to their profession—to give to another what was given to them when they were students. Field instruction also provides workers with an opportunity to experience themselves as educators as well as workers. Responding to students’ questions and reactions to the work can be challenging and rewarding. MCWEP also provides field instructors the opportunity to learn more about the work of the Division of Child Protection and Permanency through working with students who are knowledgeable, experienced supervisory staff within the Division.

3. For the New Jersey Department of Children and Families

The Division of Child Protection and Permanency is able to enhance the knowledge, clinical and supervisory skills, and ethical foundation of their supervisory staff, thereby insuring that caseworkers receive more effective supervision and vulnerable children and families receive the services they need in order to achieve safety, permanency, and well-being.

D. Practice Approaches Taught in Masters Child Welfare Education Programs

Supervisors completing MCWEP are able to supervise caseworkers and other supervisors in a child welfare setting using a strengths-based, empowerment perspective. Their work is characterized by cultural competence, a family-centered and community focus, good critical thinking skills, and strong assessment skills.

The Council on Social Work Education (CSWE) is the national accrediting organization for social work education. Their Educational Policy and Accreditation Standards (EPAS) are the basis for accrediting baccalaureate and master's level social work programs. EPAS support academic excellence by establishing thresholds for professional competence. EPAS specify the requirements used to develop and maintain an accredited social work program.

An accredited MSW curriculum prepares its graduates for generalist practice through mastery of the following ten core competencies specified by EPAS:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

In order to master these competencies, graduate social work students take coursework designed to build the competencies. They then practice them during a minimum of 900 hours of supervised field education. (Students who qualify for Advanced Standing complete a minimum of 500 hours of supervised field education, which supplements the 400+ hours they completed in their undergraduate social work program.)

E. New Jersey Department of Children and Families Case Practice

As part of the continuing reform efforts a new approach to case practice was developed and released in January 2007. This document establishes practice principles for the Department of Children and Families and the Division of Child Protection and Permanency. MCWEP trainees are expected to adopt these principles into their practice. They discover that its strengths-based, family-centered model of practice is consistent with the approaches taught in their social work programs and by their Field Instructors. The DCP&P model of case practice is included in the appendix.

F. Masters Child Welfare Education Program Staff and Contact Information

Institution	Campus Academic Coordinators
<p>Stockton University of NJ, Lead Institution</p>	<p><u>Principal Investigator</u> Diane S. Falk, PhD, MSW, LCSW Professor of Social Work Diane.Falk@Stockton.edu 609-652-4736; 609-652-4260</p> <p><u>Director, Child Welfare Education Institute (Graduate Program Academic Coordinator)</u> Dawn Konrady, EdD, MBA, MA Dawn.Konrady@stockton.edu 609-652-4270; 609-652-4260</p> <p><u>Budget Administrator</u> John Searight, MSW Professor Emeritus of Social Work John.Searight@Stockton.edu 609-626-3471; 609-652-4260</p> <p><u>Academic and Learning Community Coordinator, MCWEP</u> Maya A. Lewis, PhD, MSW Associate Professor of Social Work Maya.Lewis@stockton.edu 609-652-4329; 609-652-4260</p> <p><u>Learning Community Coordinator, MCWEP</u> Robin Hernandez-Mekonnen, PhD, MSW Assistant Professor of Social Work Robin.Hernandez-Mekonnen@stockton.edu 609-626-5530; 609-652-4260</p> <p><u>Program Assistant, Child Welfare Education Institute (Graduate Program Academic Coordinator)</u> Joe Everett, MSW Joseph.Everett@stockton.edu 609-652-4260; 609-652-4270</p>

Monmouth University	Graduate Program Academic Coordinator Rebecca McCloskey, MSW rmcclosk@monmouth.edu 732-923-4694
Rutgers, The State University of New Jersey	Graduate Program Academic Coordinator Amy Strickler, MSW, LSW astrickler@sww.rutgers.edu 732-484-2504

II. Program Description

A. Traineeship Selection Process

MCWEP trainees are selected in a two-step process. Interested applicants first complete the *MCWEP Application for Financial Support and Masters Level Child Welfare Traineeship* and return it to the Department of Children and Families (DCF). DCF then has a meeting to discuss the applicants and develop a list of recommended applicants. Those applicants recommended by DCF are notified by MCWEP and then instructed to apply to one of the three consortium graduate programs. After the graduate programs' decisions about the candidates' admissibility to the respective MSW programs, the Graduate Program Academic Coordinators meet to review the applications and make the final decisions concerning acceptances into MCWEP. Decisions at this level are made on the basis of equitable distribution among the participating institutions.

B. Educational Leave Request Process

MCWEP trainees are approved for educational leave in order to attend classes, their field placements, and other associated MCWEP events. Each semester the Lead Institution (Stockton) will produce a spreadsheet detailing mileage, estimated travel time, and dates to the DCF Office of Human Resources for approval. Once approved, MCWEP trainees will receive a bank of educational leave hours to use throughout the semester. If a special circumstance emerges, the MCWEP trainee will contact the DCF MCWEP Liaison, who will draft a memo for approval for the circumstance not previously approved. Educational Leave time expires at the end of each semester and cannot be carried over.

C. Agreements

1. Student Agreement with Lead Institution (Stockton University)

By accepting a MCWEP Traineeship, students are committing to enroll in a participating MSW Program and complete the requirements for graduation in a timely manner. The Department of Children and Families shall pay the tuition and fees and approve the necessary (educational) leave for MCWEP trainees in good standing.

Students accepted as MCWEP trainees are required to sign a binding agreement to complete the two advanced-level child welfare elective courses, participate in the Learning Community as specified in the MCWEP proposal and associated materials; and to fulfill the field education requirements of their MSW program and of MCWEP. Students also agree to attend classes faithfully, complete appropriately all academic and field assignments and requirements in a timely manner, maintain a satisfactory grade point average, and pursue the Master of Social Work degree to its completion.

2. Field Instructor Agreement

The strength of social work education is its reliance on education that integrates classroom and field learning. Students learn concepts, which they then use, under supervision, in real-life situations. They learn, one client encounter at a time, how theories actually work in practice. Concepts such as empowerment may seem like only words when read in a textbook or debated in class, but they become real and memorable as students see clients respond. In the MCWEP MSW Programs, faculty, Graduate Program Academic Coordinators, field instructors, and students work together closely to assure that this integration occurs. MSW Program faculty members and members of the DCF Training Academy train field instructors, and Graduate Program Academic Coordinators provide consultation and support, keeping field instructors informed about the competencies students are learning in their child welfare courses. Graduate Program Academic Coordinators help field instructors create learning experiences that develop these competencies. They also help field instructors to understand the learning styles and needs of students. Students' learning is continually deepened as they reflect on the experiences they have had in the field, both with their field instructors and with their classroom professors. It is the interplay between ideas, field experiences, and reflection on those experiences that leads to deep understanding and mastery of competencies.

Field Instructors are required to have the MSW degree and experience in field instruction. They will be expected to attend orientation and training provided by MCWEP staff and the Training Academy, and they need to understand MCWEP and the special circumstances of its students.

Field Instructors agree to provide regular (generally one hour a week) individual supervision to students and are responsible for the following:

- a. Clarifying mutual expectations about roles, responsibilities, schedule, method of documenting hours worked, who to call if sick, and so forth
- b. Providing the student with an orientation to the agency, including agency structure, authority, affiliation with DCF, and linkages to community and other agencies
- c. Helping the student to become comfortable in the agency setting and to manage anxieties about performance
- d. Developing, with the student's input, a Learning Plan
- e. Providing the student with work space and necessary supplies

- f. Providing the student with opportunities to participate in a variety of activities designed to build the competencies
- g. Conducting an ongoing assessment of the student's learning
- h. Modeling good practice and supervisory skills
- i. Helping the student learn what it means to be part of a team
- j. Arranging for the student to participate in staff meetings
- k. Discussing the student's progress with the student's graduate social work program, on an as-needed basis, especially identifying areas of concern with the student's performance in a timely basis
- l. Completing a written evaluation of the student's performance at the end of each semester
- m. Completing an assessment of the student's learning at the end of the internship for purposes of tracking outcomes of MCWEP
- n. Completing a questionnaire or interview, giving feedback to MCWEP staff on the field instructor's experience with MCWEP

If problems or difficulties arise with a student and their performance in field education, Field Instructors may contact the Graduate Program Academic Coordinator from the student's MSW program at any time to discuss student progress. In the case of learning difficulties, misunderstandings about roles and responsibilities, or concerns about a student's suitability for graduate education, it is especially important to seek early consultation from the Graduate Program Academic Coordinator. Additionally, the MCWEP staff at the Lead Institution is available to consult on any issues of concern.

D. MCWEP Student Competencies and Practice Behaviors

The new case practice model being implemented in the Department of Child Protection and Permanency requires that child welfare supervisors have an exceptionally well developed perspective on the knowledge base in social work and child welfare practice, an in-depth understanding of the new model of case practice, the capacity to teach the clinical skills that the model requires, and the ability to supervise effectively in an organization where workers regularly make difficult decisions that affect the lives of vulnerable children and families.

Under the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS), all accredited MSW programs must ensure that students achieve a level of mastery of the ten competencies stipulated in the 2008 EPAS (listed on page 7 of this Manual). At each level in the MSW curriculum (foundation or advanced levels), there are practice behaviors associated with each competency. The practice behaviors are indicators that the competency has been developed. All MCWEP students are expected to develop these ten competencies as they move through the curriculum of each of the participating MSW programs. The foundation practice behaviors are common to all three

participating MSW programs. In addition to the foundation-level practice behaviors, all MCWEP students are expected to develop the advanced practice behaviors specific to the MSW program in which they are enrolled. (The three MSW programs each have a slightly different emphasis. In their advanced years in the part-time program, students have an opportunity to focus on their MSW program's unique emphasis. Cross-fertilization of learning is expected to occur as students compare and use the diverse perspectives they are learning in their MSW programs.) See Appendix for each MSW program's foundation and advanced competencies and practice behaviors.

In addition to the foundation practice behaviors stipulated under the 2008 Educational Policy and Accreditation Standards of the Council on Social Work Education and the advanced practice behaviors specific to each MSW program, child welfare supervisors need specialized advanced practice behaviors related to their role in the child welfare system. Through specialized MCWEP electives (*Trauma Informed Child Welfare Practice* and *Leadership and Supervision in Child Welfare*), all MCWEP students are expected to develop advanced practice behaviors related to leadership and clinical supervision of child welfare practice and trauma-informed child welfare practice. The practice behaviors associated with the two child welfare electives are as follows:

TRAUMA-INFORMED CHILD WELFARE PRACTICE BEHAVIORS

Students completing this elective will be able to:

1. Describe how trauma occurs within a broad context that includes children's personal characteristics, life experiences and current circumstances
2. Discuss how traumatic events often generate secondary adversities, life changes and distressing reminders in children's daily lives
3. Evaluate a wide range of reactions to trauma and loss experienced by a child and family
4. Examine the manner in which danger and safety are core concerns in the lives of traumatized children
5. Provide a framework for intervention which addresses the level of functioning of primary care-giving environments, including parent/caregiver and family unit
6. Describe how pre-existing protective and promotive factors can reduce the adverse impacts of trauma exposure across development
7. Identify how posttraumatic adversities strongly influence development
8. Describe how traumatic experiences evoke strong biological (neurological) responses
9. Examine the manner in which culture is closely interwoven with traumatic experiences, response and recovery
10. Determine the manner in which interventions with trauma exposed children and adolescents need to address ethical and legal issues as they arise
11. Recognize how interventions with trauma-exposed children and adolescents impact the practitioner in working with these populations

LEADERSHIP AND SUPERVISION IN CHILD WELFARE PRACTICE BEHAVIORS

Students completing this elective will be able to:

1. Assess one's own strengths and challenges as a leader
2. Describe key qualities of leaders and impact on child welfare systems and staff
3. Demonstrate an understanding of the role of ethics and the systems perspective in leadership behavior as a supervisor
4. Demonstrate an understanding and application of the components and dynamics of the Child Welfare Leadership Framework (NCWWI, 2010)
5. Describe key child welfare workforce issues, trends, and challenges from a national perspective
6. Demonstrate the ability to identify evidence-based practice in child welfare practice and supervision
7. Demonstrate an understanding of the stages and key issues in the implementation of change initiatives
8. Understand the importance of the supervisor's leadership role in workforce development
9. Demonstrate an understanding of the role of the child welfare supervisor in creating a supporting and learning culture
10. Understand the relationship of a learning culture to staff retention and performance

Assignments in the courses are designed to help students achieve these practice behaviors. In addition, the Learning Community will assure transfer of learning from the classroom to the field through discussion and assignments that may draw upon students' field experiences or supervisory work at the Division of Child Protection and Permanency.

E. Limitations on Intern Activities

Even though MCWEP is a program for experienced child welfare supervisors, once those supervisors enroll in MCWEP they take on the role of student. As students, their primary role is learning. Therefore they will be assigned a field instructor and be relegated to the role of learner in an organization where they have little experience. This can be a difficult role transformation, but accepting the new role of student is essential for the learning process. As student interns, MCWEP participants may be asked initially to shadow their field instructor or another experienced worker in their field agency. Terms such as "read," "consider," "review and discuss," "accompany," "practice developing a case plan," "talk with workers," "observe," "interview clients *under supervision*," and "keep a journal" may be used by their field instructors as students develop familiarity with the work of their new field setting. As field instructors get to know their student intern, they will form an assessment of that student's abilities and readiness for taking on more advanced activities. Student interns may not transport clients in their own cars.

F. Evaluation of Student Interns

Each educational institution has its own procedures for evaluating students. It is the responsibility of Graduate Academic Coordinators to assure that field instructors are given the appropriate format for student evaluations and that a copy of those evaluations are forwarded to the MCWEP Office. Such evaluations generally occur at the end of each semester of the Academic Year.

G. Criteria for Termination of Traineeship

Students may be terminated from their MCWEP Traineeship if, after all efforts to resolve academic or behavioral difficulties have been exhausted, the student continues to fail to meet academic or professional standards (i.e., the *NASW Code of Ethics*). This decision may be made independently by the social work program in which the student is enrolled, especially in cases of failure to maintain an acceptable level of academic achievement. Ideally, however, the decision to terminate should be collaborative, and involve the field instructor, the student's social work program as represented by the Graduate Academic Coordinator, and the Training Academy MCWEP Liaison. Since the MCWEP traineeship is an award granted to specially qualified DCP&P staff and not a right, students who are terminated may not appeal their termination. Every assurance will be made by all participating in the MCWEP partnership that students will not be terminated arbitrarily.

APPENDIX A: *Monmouth University Competencies and Practice Behaviors*

Competency 1: Identify as a social worker and conduct self accordingly

- Foundation Practice Behaviors
 - Advocate for client access to the services of social work
 - Practice personal reflection and self-correction to assure continual professional development
 - Attend to professional roles and boundaries
 - Demonstrate professional demeanor in behavior, appearance, and communication
 - Engage in career-long learning
 - Use supervision and consultation

- Advanced Direct Practice/Clinical Social Work Practice Behaviors
 - Advocate for equal access to family and child based social work services
 - Practice personal reflection to assure continual professional development in clinical practice with families and children
 - Practice self-correction to assure continual professional development in clinical practice with families and children
 - Adhere to clinical professional practice roles with families and children
 - Adhere to clinical professional boundaries with families and children
 - Demonstrate professional demeanor in behavior in clinical practice with families and children
 - Demonstrate professional demeanor in appearance in clinical practice with families and children
 - Demonstrate professional demeanor in communication in clinical practice with families and children
 - Engage in career-long learning for advanced clinical practice
 - Uses clinical supervision
 - Uses consultation

Competency 2: Apply social work ethical principles to guide professional practice.

- Foundation Practice Behaviors
 - Recognize and manage personal values in a way that allows professional values to guide practice
 - Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
 - Tolerate ambiguity in resolving ethical conflicts
 - Apply strategies of ethical reasoning to arrive at principled decisions

- Advanced Direct Practice/Clinical Social Work Practice Behaviors
 - **Recognize** personal values in a way that allows professional values to guide clinical practice.
 - **Manage** personal values in a way that allows professional values to guide clinical practice.
 - Make ethical decisions in clinical practice by applying standards of the **National Association of Social Workers Code of Ethics**.
 - Make ethical decisions in clinical practice by applying standards of the **International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles**.
 - Tolerate ambiguity in resolving ethical conflicts that involve clinical practice with families and children.
 - Apply strategies of ethical reasoning to arrive at principled clinical decisions.

Competency 3: Apply critical thinking to inform and communicate professional judgments

- Foundation Practice Behaviors
 - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
 - Analyze models of assessment, prevention, intervention, and evaluation
 - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

- Advanced Direct Practice/Clinical Social Work Practice Behaviors
 - **Distinguish** multiple sources of knowledge, including research-based knowledge and clinical practice wisdom relevant to families and children.
 - **Appraise** multiple sources of knowledge, including research-based knowledge and clinical practice wisdom relevant to families and children.
 - **Integrate** multiple sources of knowledge, including research-based knowledge and clinical practice wisdom relevant to families and children.
 - Analyze clinical model of **assessment**.
 - Analyze clinical models of **prevention**.
 - Analyze clinical models of **intervention**.
 - Analyze clinical models of **evaluation**.
 - **Demonstrate effective oral communication** in clinical practice with individuals, children, families and groups.
 - Demonstrate effective **written communication** in clinical practice with individuals, children, families and groups.

Competency 4: Engage diversity and difference in practice

- Foundation Practice Behaviors
 - Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
 - Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
 - Recognize and communicate their understanding of the importance of difference in shaping life experiences
 - View themselves as learners and engage those with whom they work as informants.

- Advanced Direct Practice/Clinical Social Work Practice Behaviors
 - Recognize the extent to which a culture's structures and values **may be related to oppression, marginalization, alienation that impacts families and children**.
 - Recognize the extent to which a culture's structures and values **create or enhance power for families and children**.
 - Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups of families and children in clinical practice.
 - **Recognize** their understanding of the importance of difference in shaping life experiences in clinical practice with families and children from a global perspective.
 - **Communicate** their understanding of the importance of difference in shaping life experiences in clinical practice with families and children from a global perspective.
 - View themselves as learners and engage with families and children as informants.

Competency 5: Advance human rights and social and economic justice

- Foundation Practice Behaviors
 - Understand the forms and mechanisms of oppression and discrimination
 - Advocate for human rights and social and economic justice
 - Engage in practices that advance social and economic justice

- Advanced Direct Practice/Clinical Social Work Practice Behaviors
 - Understand the forms and mechanisms of **oppression** that impact families and children from a global perspective.
 - Understand the forms and mechanisms of **discrimination** that impact families and children from a global perspective.
 - Advocate for **social justice** for children and families from a global perspective.
 - Advocate for **economic justice** for children and families from a global perspective.
 - Engage in strengths-based empowerment practice with children and families that advance **social justice** from a global perspective.
 - Engage in strengths-based empowerment practice with children and families that advance **economic justice** from a global perspective.

Competency 6: Engage in research-informed practice and practice-informed research

- Foundation Practice Behaviors
 - Use practical experience to inform scientific inquiry
 - Use research evidence to inform practice

- Advanced Direct Practice/Clinical Social Work Practice Behaviors
 - Use clinical practice experience to inform scientific inquiry.
 - Use research evidence to inform clinical practice.

Competency 7: Apply knowledge of human behavior and the social environment

- Foundation Practice Behaviors
 - Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
 - Critique and apply knowledge to understand person and environment

- Advanced Direct Practice/Clinical Social Work Practice Behaviors
 - Utilize strengths-based empowerment perspectives to guide the process of **assessment** in clinical practice
 - Utilize strengths-based empowerment perspectives to guide the process of **intervention** in clinical practice.
 - Utilize strengths-based empowerment perspectives to guide the process of **evaluation** in clinical practice.
 - **Critique** clinical knowledge to understand person and environment for families and children.
 - **Apply** clinical knowledge to understand person and environment for families and children

Competency 8: Engage in policy practice to advance social and economic well-being and to delivery effective social work services

- Foundation Practice Behaviors
 - Analyze, formulate, and advocate for policies that advance social well-being
 - Collaborate with colleagues and clients for effective policy action
- Advanced Direct Practice/Clinical Social Work Practice Behaviors
 - **Analyze** policies that advance social well-being for families and children from a global perspective
 - **Formulate** policies that advance social well-being for families and children from a global perspective
 - **Advocate** for policies that advance social well-being for families and children from a global perspective
 - Collaborate with **colleagues** for effective policy action for families and children from a global perspective
 - Collaborate with **clients** for effective policy action for families and children from a global perspective

Competency 9: Respond to contexts that shape practice

- Foundation Practice Behaviors
 - Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
 - Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
- Advanced Direct Practice/Clinical Social Work Practice Behaviors
 - Continuously discover, appraise, and attend to **changing locales and populations** to provide relevant clinical services for families and children from a global perspective
 - Continuously discover, appraise, and attend to **changing scientific and technological developments** to provide relevant clinical services for families and children from a global perspective
 - Continuously discover, appraise, and attend to **emerging societal trends** to provide relevant clinical services for families and children from a global perspective
 - Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services for families and children from a global perspective

Competency 10 (a)-(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

- Foundation Practice Behaviors: 10(a) Engagement
 - Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
 - Use empathy and other interpersonal skills
 - Develop a mutually agreed-on focus of work and desired outcomes
- Advanced Direct Practice/Clinical Social Work Practice Behaviors: 10 (a) Engagement
 - Substantively and affectively prepare for clinical practice with **individuals, children and families**
 - Substantively and affectively prepare for clinical practice with **groups**
 - Substantively and affectively prepare for clinical practice with **organizations and communities**
 - Use empathy
 - Use interpersonal clinical skills
 - Develop a mutually agreed-upon strengths-based empowerment **focus of work** in clinical practice

- Develop a mutually agreed-upon strengths-based empowerment **desired**
- Foundation Practice Behaviors 10(b)Assessment
 - Collect, organize, and interpret client data
 - Assess client strengths and limitations
 - Develop mutually agreed-on intervention goals and objectives
 - Select appropriate intervention strategies
- Advanced Direct Practice/Clinical Social Work Practice Behaviors: 10 (b) Assessment
 - **Collect** client data for clinical practice
 - **Organize** client data for clinical practice
 - **Interpret** client data for clinical practice
 - Assess client **strengths**
 - Assess client **limitations**
 - Develop mutually agreed-upon strengths-based empowerment intervention goals and objectives
 - Select appropriate clinical strengths-based empowerment intervention strategies
- Foundation Practice Behaviors: 10(c) Intervention
 - Initiate actions to achieve organizational goals
 - Implement prevention interventions that enhance client capacities
 - Help clients resolve problems
 - Negotiate, mediate, and advocate for clients
 - Facilitate transitions and endings
- Advanced Direct Practice/Clinical Social Work Practice Behaviors: 10 (c) Intervention
 - Initiate actions to achieve organizational goals that meet the needs of children and families
 - Implement strengths-based empowerment **prevention** that enhances client capacities
 - Help clients resolve problems from a strengths-based empowerment approach
 - **Negotiate** for clients utilizing a collaborative strengths-based empowerment perspective
 - **Mediate** for clients utilizing a collaborative strengths-based empowerment perspective
 - **Advocate** for clients utilizing a collaborative strengths-based empowerment perspective
 - Facilitate clinical transitions and endings
- Foundation Practice Behaviors: 10(d) Evaluation
 - Critically analyze, monitor and evaluate interventions
- Advanced Direct Practice/Clinical Social Work Practice Behaviors: 10 (d) Evaluation
 - Social workers **critically analyze** their clinical interventions
 - Social workers **monitor** their clinical interventions
 - Social workers **evaluate** their clinical interventions

APPENDIX B: *Rutgers University Competencies and Practice Behaviors*

Competency 1: Identify as a Social Worker and Conduct Self Accordingly

- Foundation Practice Behaviors
 - Advocate for client access to the services of social work
 - Practice personal reflection and self-correction to assure continual professional development
 - Attend to professional roles and boundaries
 - Demonstrate professional demeanor in behavior, appearance, and communication
 - Engage in career-long learning
 - Use supervision and consultation

- Advanced Direct Practice/Clinical Social Work Practice Behaviors
 - Use clinical supervision and consultation to continuously examine professional roles and boundaries
 - Participates in professional associations to promote professional identification and internalization of professional norms

Competency 2: Apply Social Work Ethical Principles to Guide Professional Practice.

- Foundation Practice Behaviors
 - Recognize and manage personal values in a way that allows professional values to guide practice
 - Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
 - Tolerate ambiguity in resolving ethical conflicts
 - Apply strategies of ethical reasoning to arrive at principled decisions

- Advanced Direct Practice/Clinical Social Work Practice Behaviors
 - Use clinical supervision and consultation to insure that practice is congruent with social work ethics and values
 - Prepares for career-long learning and continuing education to insure clinical practice that is effective and in keeping with current best practices and social work ethics and values
 - Understands common ethical dilemmas in clinical practice
 - Applies ethical decision-making skills to issues specific to clinical practice

Competency 3: Apply Critical Thinking to Inform and Communicate Professional Judgments

- **Foundation Practice Behaviors**
 - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
 - Analyze models of assessment, prevention, intervention, and evaluation
 - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

- **Advanced Direct Practice/Clinical Social Work Practice Behaviors**
 - Knows how to stay abreast of the most current advances in clinical theory and evidence-based practice in not only social work but other helping professions
 - Evaluates, selects, and implements appropriate assessment, intervention, and evaluation tools for use with various target populations
 - Knows how to shift perspectives and interventions to suit the needs of clients
 - Exchanges current information about best clinical practices with diverse populations with multi- or interdisciplinary colleagues

Competency 4: Engage diversity and difference in practice

- **Foundation Practice Behaviors**
 - Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
 - Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
 - Recognize and communicate their understanding of the importance of difference in shaping life experiences
 - View themselves as learners and engage those with whom they work as informants.

- **Advanced Direct Practice/Clinical Social Work Practice Behaviors**
 - Explore self-awareness of personal biases, both positive and negative, in working with diverse groups
 - Uses clinical supervision to address personal biases
 - Understands the transactional relationship between emotional/behavioral difficulties and social problems such as poverty, crime, social injustice, institutional racism, sexism, and homophobia, and incorporate this understanding into assessments and interventions
 - Applies the various models of clinical practice in ways that are culturally relevant to the needs of members of diverse and oppressed groups
 - Commits to lifelong learning about diverse and oppressed groups and awareness of self in a cultural context

Competency 5: Advance human rights and social and economic justice

- **Foundation Practice Behaviors**
 - Understand the forms and mechanisms of oppression and discrimination
 - Advocate for human rights and social and economic justice
 - Engage in practices that advance social and economic justice

- **Advanced Direct Practice/Clinical Social Work Practice Behaviors**
 - Assesses how issues of privilege, social injustice and inequities in access to resources play a role in client difficulties and how they affect the therapeutic alliance

- Uses an integrative, anti-oppressive perspective to promote equitable access to services for vulnerable groups

Competency 6: Engage in research-informed practice and practice-informed research

- Foundation Practice Behaviors
 - Use practical experience to inform scientific inquiry
 - Use research evidence to inform practice
- Advanced Direct Practice/Clinical Social Work Practice Behaviors
 - Applies research skills to evaluate interventions
 - Works collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness
 - Evaluates practice using methods that are empirically valid and reliable, and disseminates findings through presentations (oral), papers (written) and other modalities
 - Communicates and disseminates evaluation results (regarding interventions) appropriate to the intended audience

Competency 7: Apply knowledge of human behavior and the social environment

- Foundation Practice Behaviors
 - Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
 - Critique and apply knowledge to understand person and environment
- Advanced Direct Practice/Clinical Social Work Practice Behaviors
 - Relates clients' emotional, behavioral, and personal difficulties to theories, models, and research of human behavior in the social environment
 - Critically evaluates and applies knowledge of human behavior in the social environment in work with clients from a variety of backgrounds and levels of oppression and privilege

Competency 8: Engage in policy practice to advance social and economic well-being and to delivery effective social work services

- Foundation Practice Behaviors
 - Analyze, formulate, and advocate for policies that advance social well-being
 - Collaborate with colleagues and clients for effective policy action
- Advanced Direct Practice/Clinical Social Work Practice Behaviors
 - Uses the policy process to advance social and economic justice and well being for individuals, families, and communities
 - Collaborates and partners with other sectors, interests, advocacy groups, communities and professions to help create and implement progressive social welfare policy
 - Assesses policy proposals to ascertain the impact on individuals, families and communities
 - Advocates at organization and system levels to ensure clients' access to clinical social work services as well as advocating for policies that ameliorate social problems which cause or contribute to behavioral and emotional disorders
 - Understands his/her role in policy implementation within the agency setting
 - Practices in compliance with federal, state and local laws and regulations relevant to his/her concentration and specialty

Competency 9: Respond to contexts that shape practice

- **Foundation Practice Behaviors**
 - Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
 - Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
- **Advanced Direct Practice/Clinical Social Work Practice Behaviors**
 - Stays current with technological changes in the field of clinical practice such as new treatment technologies and new research that validates its effectiveness
 - Stays abreast of immigration trends, economic contexts, changing demographic trends, the geopolitical environment and the impact on clients and services provided
 - Understands how members from different ethnic, gender, racial and socioeconomic backgrounds and differently-abled individuals require different methods of engagement

Competency 10 (a)-(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

- **Foundation Practice Behaviors: 10(a) Engagement**
 - Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
 - Use empathy and other interpersonal skills
 - Develop a mutually agreed-on focus of work and desired outcomes
- **Foundation Practice Behaviors 10(b)Assessment**
 - Collect, organize, and interpret client data
 - Assess client strengths and limitations
 - Develop mutually agreed-on intervention goals and objectives
 - Select appropriate intervention strategies
- **Foundation Practice Behaviors: 10(c) Intervention**
 - Initiate actions to achieve organizational goals
 - Implement prevention interventions that enhance client capacities
 - Help clients resolve problems
 - Negotiate, mediate, and advocate for clients
 - Facilitate transitions and endings
- **Foundation Practice Behaviors: 10(d) Evaluation**
 - Critically analyze, monitor and evaluate interventions
- **Advanced Direct Practice/Clinical Social Work Practice Behaviors**
 - Integrates knowledge of psychotherapeutic models with an understanding of when to intervene in the social environment
 - Evaluates, selects, adopts and modifies assessment tools and approaches in clinical practice depending on the need and social characteristics of the clients
 - Utilizes clinical theories, models, and research findings appropriate to client systems and circumstances
 - Intervene effectively with individuals, families and groups, knowing when to modify approaches when needed
 - Intervenes or initiates interventions on the agency and community level

APPENDIX C: *Stockton University Competencies and Practice Behaviors*

Competency 1: Identify as a social worker and conduct self accordingly

Foundation Practice Behaviors

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. At the completion of the Foundation level, students are expected to:

C1, FPB 1: Advocate for client access to the services of social work

C1, FPB 2: Practice personal reflection and self-correction to assure continual professional development

C1, FPB 3: Attend to professional roles and boundaries

C1, FPB 4: Demonstrate professional demeanor in behavior, appearance, and communication

C1, FPB 5: Engage in career-long learning

C1, FPB 6: Use supervision and consultation

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will advocate for diverse, marginalized groups; demonstrate comfort in working with individuals, families, and communities with very different customs and worldviews from their own; and demonstrate the ability to work more autonomously with diverse client systems, using supervision as appropriate. At the completion of the Advanced level, students are expected to:

C1, APB 1: Advocate for increased access to social services, especially for marginalized groups

C1, APB 2: Demonstrate personal reflection, self-awareness, self-correction, and comfort about different customs and worldviews in social work practice.

C1, APB 3: Use supervision and consultation appropriate to autonomous practice with diverse individuals, families, and communities.

Competency 2: Apply social work ethical principles to guide professional practice

Foundation Practice Behaviors

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. At the Foundation level, students are expected to:

C2, FPB 7: Recognize and manage personal values in a way that allows professional values to guide practice

C2, FPB 8: Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

C2, FPB 9: Tolerate ambiguity in resolving ethical conflicts

C2, FPB 10: Apply strategies of ethical reasoning to arrive at principled decisions

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply ethical guidelines in more complex cross-cultural situations, and they will apply ethical principles and advocacy skills to address barriers to ethical practice in a variety of situations involving diverse client systems. At the completion of the Advanced level, students are expected to:

C2, APB 4: Apply ethical guidelines to complex ethical dilemmas involving diverse individuals, families, and communities to arrive at ethically-informed decisions.

C2, APB 5: Address barriers to ethical practice in human service policies, programs, and organizations, especially in relation to issues of diversity.

Competency 3: Apply critical thinking to inform and communicate professional judgments

Foundation Practice Behaviors

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. At the completion of the Foundation level, students are expected to:

C3, FPB 11: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

C3, FPB 12: Analyze models of assessment, prevention, intervention, and evaluation

C3, FPB 13: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will demonstrate the ability to use knowledge of research and practice principles as well as critical thinking skills in evaluating models of practice with diverse client systems. They will also demonstrate the ability to adapt communication styles to meet the needs of diverse client systems. At the completion of the Advanced level, students are expected to:

C3, APB 6: Use current research and practice wisdom critically to evaluate and implement models of assessment, prevention, intervention, and evaluation appropriate for practice with diverse individuals, families, and communities.

C3, APB 7: Demonstrate culturally sensitive oral and written communication with individuals, families, groups, organizations, communities and colleagues.

Competency 4: Engage diversity and difference in practice

Foundation Practice Behaviors

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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. At the completion of the Foundation level, students are expected to:

C4, FPB 14: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

C4, FPB 15: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

C4, FPB 16: Recognize and communicate their understanding of the importance of difference in shaping life experiences

C4, FPB 17: View themselves as learners and engage those with whom they work as informants.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will demonstrate an enhanced ability to recognize privilege and power differentials and use that knowledge to deepen knowledge of and empathy with the experiences of oppressed and marginalized individuals, families, and communities. They will integrate this knowledge and empathy into their practice with diverse client systems. At the completion of the Advanced level, students are expected to:

C4, APB 8: Identify specific personal biases and/or cultural structures and values that may oppress, marginalize, alienate or create or enhance privilege and power.

C4, APB 9: Integrate an understanding of how difference shapes the life experiences and behaviors of individuals, families, and communities into practice approaches with diverse individuals, families, and communities.

Competency 5: Advance human rights and social and economic justice

Foundation Practice Behaviors

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. At the completion of the Foundation level, students are expected to:

C5, FPB 18: Understand the forms and mechanisms of oppression and discrimination

C5, FPB 19: Advocate for human rights and social and economic justice

C5, FPB 20: Engage in practices that advance social and economic justice

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will demonstrate an enhanced ability to articulate the effects of oppression and discrimination on diverse client systems and to advocate for social policies that advance human rights, social and economic justice. At the completion of the Advanced level, students are expected to:

C5, APB 10: Articulate the forms and mechanism of oppression and discrimination that affect diverse individuals, families, and communities

C5, APB 11: Advocate for and work towards change in social policies when those policies fail adequately to protect human rights and advance social and economic justice for diverse individuals, families, and communities

C5, APB 12: Advocate for and work towards change in social policies, organizations, and service delivery systems when they fail adequately to protect human rights and advance social and economic justice for diverse individuals, families, and communities

Competency 6: Engage in research-informed practice and practice-informed research

Foundation Practice Behaviors

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. At the completion of the Foundation level, students are expected to:

C6, FPB 21: Use practical experience to inform scientific inquiry

C6, FPB 22: Use research evidence to inform practice

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will demonstrate an enhanced ability to use their practice experience with diverse client systems to identify relevant research questions, as well as to evaluate the extent to which evidence-based practices are relevant for diverse client systems. At the completion of the Advanced level, students are expected to:

C6, APB 13: Use practice experiences to formulate research questions relevant to diverse populations, and apply research skills to these questions

C6, APB 14: Identify and evaluate current advances in evidence-based practice with diverse populations.

Competency 7: Apply knowledge of human behavior and the social environment

Foundation Practice Behaviors

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological social, cultural, psychological, and spiritual development. At the completion of the Foundation level, students are expected to:

C7, FPB 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation

C7, FPB 24: Critique and apply knowledge to understand person and environment

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of the multiple factors that influence human behavior across the range of human diversities, and they will choose theoretical perspectives that are most suited to meet the needs of diverse client systems. At the completion of the Advanced level, students are expected to:

C7, APB 15: Apply specialized theoretical perspectives creatively and with minimal direction in working with diverse individuals, families, and communities.

C7, APB 16: Apply knowledge of biological, psychological, environmental, and social variables creatively and with minimal direction in working with diverse individuals, families, and communities.

Competency 8: Engage in policy practice to advance social and economic well-being and to delivery effective social work services

Foundation Practice Behaviors

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice, Social workers know 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. At the completion of the Foundation level, students are expected to:

C8, FPB 25: Analyze, formulate, and advocate for policies that advance social well-being

C8, FPB 26: Collaborate with colleagues and clients for effective policy action

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply critical thinking skills to evaluate how a variety of social policies affect diverse client systems, and they will apply knowledge of diverse cultural groups in advocating for social policies that advance human well-being. At the completion of the Advanced level, students are expected to:

C8, APB 17: Critically analyze and evaluate the impact of social policies on diverse communities, client systems, workers, and agencies.

C8, APB 18: Critically analyze, evaluate, and advocate for social policies that advance social well-being, while respecting the cultural values, norms, and behaviors of diverse individuals, families, and communities.

Competency 9: Respond to contexts that shape practice

Foundation Practice Behaviors

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. At the completion of the Foundation level, students are expected to:

C9, FPB 27: Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

C9, FPB 28: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will monitor how service delivery systems affect diverse client systems and advocate for changes as needed. At the completion of the Advanced level, students are expected to:

C9, APB 19: Continuously attend to the changing context in which social services are provided, paying particular attention to how effectively the needs of diverse populations are being addressed, providing leadership and advocating for changes as necessary.

Competency 10 (a)-(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Foundation Practice Behaviors: 10(a) Engagement

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. At the completion of the Foundation level, students are expected to:

C10 (a), FPB 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

C10 (a), FPB 30: Use empathy and other interpersonal skills

C10 (a), FPB 31: Develop a mutually agreed-on focus of work and desired outcomes

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors:10 (a) Engagement

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of diverse client systems in enhancing their engagement skills. At the completion of the Advanced level, students are expected to:

C10 (a), APB 20: Apply knowledge of how diverse client systems seek help

C10 (a), APB 21: Apply understanding of language, communication, and other needs of diverse individuals, families, and communities in engaging client systems

C10 (a), APB 22: Adopt a stance of “not knowing” with client systems in order to collaboratively discover culturally appropriate approaches to engagement of diverse individuals, families, and communities

Foundation Practice Behaviors 10(b)Assessment

At the completion of the Foundation level, students are expected to:

C10 (b), FPB 32: Collect, organize, and interpret client data

C10 (b), FPB 33: Assess client strengths and limitations

C10 (b), FPB 34: Develop mutually agreed-on intervention goals and objectives

C10 (b), FPB 35: Select appropriate intervention strategies

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors: 10 (b) Assessment

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of diverse client systems in enhancing their assessment skills. At the completion of the Advanced level, students are expected to:

C10 (b), APB 23: Use knowledge of assessment models to develop and implement comprehensive assessments for use with diverse populations.

C10 (b), APB 24: Empower client systems to engage in a collaborative process of developing culturally acceptable goals and outcomes

Foundation Practice Behaviors: 10(c) Intervention

At the completion of the Foundation level, students are expected to:

C10 (c), FPB 36: Initiate actions to achieve organizational goals

C10 (c), FPB 37: Implement prevention interventions that enhance client capacities

C10 (c), FPB 38: Help clients resolve problems

C10 (c), FPB 39: Negotiate, mediate, and advocate for clients

C10 (c), FPB 40: Facilitate transitions and endings

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors: 10 (c) Intervention

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of diverse client systems in enhancing their intervention skills. At the completion of the Advanced level, students are expected to:

C10 (c), APB 25: Work collaboratively with client systems to design and implement culturally appropriate interventions

C10 (c), APB 26: Facilitate transitions and endings that meet the cultural needs of client systems

Foundation Practice Behaviors: 10(d) Evaluation

At the completion of the Foundation level, students are expected to:

C10 (d), FPB 41: Critically analyze, monitor and evaluate interventions

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors: 10 (d) Evaluation

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of diverse client systems in enhancing their evaluation skills. At the completion of the Advanced level, students are expected to:

C10 (d), APB 27: Using critical thinking, apply research methodologies to evaluate practice interventions with diverse individuals, families, and communities.