



**Foundation Competencies and Practice Behaviors**

The BSW curriculum centers on preparing students for entry level professional practice or admission into an MSW or other graduate program. While the MSW foundation-year curriculum centers on preparing students for generalist practice, input from the practice community and consultants has been helpful in framing, refining and adapting a solid theoretical generalist definition for developing foundation curricular objectives.

By the time a student graduates with his/her BSW degree or enters his/her foundation year (MSW) practicum, he/she should be able to demonstrate broad-based, beginning level knowledge, values, ethical decision making skills, and competence in using the generalist intervention model. Students are placed in agencies in which they are able to demonstrate generalist knowledge, values, and skills in a variety of situations and with a variety of client populations.

Our MSW Advanced Practice supports both micro and macro practice interventions. In light of the contemporary managed-care practice challenges, Cognitive Behavioral Therapy (CBT) has been heavily applied to clinical practice.

<b>DEPARTMENT COMPETENCIES</b>	<b>PRACTICE BEHAVIORS</b>
<b>1. Demonstrate Ethical and Professional Behavior</b>	1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
	1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
	1c. Demonstrate professional demeanor in behavior: appearance; and oral, written, and electronic communication.
	1d. Use technology ethically and appropriately to facilitate practice outcomes.
	1e. Use supervision and consultation to guide professional judgment and behavior.
	1f. Engage in career-long learning (i.e., professional development).
	1g. Demonstrate personal self-care strategies and actions.
	1h(A). Apply strategies of ethical reasoning to arrive at principled decisions.
	1i(A). Recognize and manage personal values using the Assessment of Student Professionalism (ASP) document to guide advanced practice.

<b>2. Engage Diversity and Difference in Practice</b>	2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
	2b. Present self as a learner and engage clients and constituencies as experts of their own experiences.
	2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
	2d. Demonstrate ways in which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
	2e. Demonstrate knowledge of personal diversity and apply it to practice.
	2f. Apply and communicate understanding of current global pressures, issues and population groups.
	2g(A). Demonstrate sufficient self-awareness to mitigate the influence of personal biases and values in working with diverse groups.
	2h(A). Utilize culturally-sensitive approaches when delivering evidence-based interventions.
<b>3. Advance Human Rights and Social, Economic, and Environmental Justice</b>	3a. Understand the forms and mechanisms of oppression and discrimination.
	3b. Advocate for human rights and social, economic and environmental justice.
	3c. Engage in practices that advance social, economic and environmental justice.
	3d. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels in either national or international practice.
	3e. Engage in practices that advance social, economic, and environmental justice in either national or international practice.
	3f(A). Promote national and international policies that advance human rights; promote social, economic, and environmental justice; and, reduce oppression and discrimination.
	3g(A). Utilize community-organizing and coalition-building skills to promote social, economic, and environmental justice.4d(A). Conduct advanced micro practice evaluation.
<b>4. Engage in Practice-informed Research and Research-informed Practice</b>	4a. Use practice experience and theory to inform scientific inquiry and research.
	4b. Apply critical thinking to analyze quantitative and qualitative research methods and research findings.
	4c. Use and translate research evidence to inform and improve practice and policy.
	4e(A). Conduct advanced macro practice evaluation.
<b>5. Engage in Policy Practice</b>	5a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

	5b. Assess how social welfare and economic policies impact the delivery of and access to social services and recognize when advocacy for services is needed.
	5c. Apply critical thinking to analyze, formulate, advocate, and implement policies that advance human rights and social, economic, and environmental justice.
	5d(A). Collaborate with colleagues, clients, and organizations for effective policy action.
	5e(A). Conduct advanced policy analysis and promote solutions that enhance social well-being.
<b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b>	6a. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
	6b. Use empathy, self-reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
	6c(A). Demonstrate rapport-building skills in advanced practice settings.
<b>7. Assess and Plan with Individuals, Families, Groups, and Communities</b>	7a. Collect and organize data, and apply thinking to interpret information from clients and constituencies.
	7b. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
	7c. Document client assessment information.
	7d(A). Conduct advanced assessments using DSM-5, Person-in-Environment (PIE), and/or strengths approaches.
	7e(A). Apply differential diagnosis criteria in assessing clients.
<b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	8a. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
	8b. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
	8c. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
	8d. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
	8e. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
	8f. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
	8g. Facilitate effective transitions and endings that advance mutually agreed-on goals.
	8h(A). Demonstrate advanced micro and/or macro planning skills.

	8i(A). Conduct cognitive-behavioral therapy.
	8j(A). Demonstrate supervision skills.
<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	9a. Select and use appropriate methods for evaluation of outcomes.
	9b. Apply knowledge of human behavior and the social environment, person-in-environment, strengths perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
	9c(A). Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
	9d(A). Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
<b>10. Demonstrate a Christian Social Work Perspective</b>	10a. Demonstrate respect for clients' spiritual paths.
	10b. Conduct holistic assessments and interventions that incorporate spiritual dimensions.