



CalSWEC

California Social Work Education Center

CALSWEC CURRICULUM COMPETENCIES FOR PUBLIC CHILD WELFARE (only) IN CALIFORNIA

2017

Source: https://calswec.berkeley.edu/sites/default/files/2017_calswec_curriculum_competencies.pdf

Organization of This Abridged Document

This document is based on the 2017 [CalSWEC Curriculum Competencies](#) and includes the content, processes, and behaviors associated with (1) generalist practice and (2) specialized practice in the area of public child welfare only. These elements are presented for each of the nine Council on Social Work Education (CSWE) 2015 [Educational Policy and Assessment Standards](#) (EPAS) competencies, and are presented in the following format:

<p style="text-align: center;">CSWE EPAS COMPETENCY (SAMPLE)</p> <p>The 2017 <i>CalSWEC Curriculum Competencies</i> utilizes the headings from nine CSWE EPAS competencies and is organized to align with these general standards from the accrediting organization.</p>
<p>CSWE EPAS COMPETENCY – Content and Processes (Competency Sample)</p> <p>The 2017 <i>CalSWEC Curriculum Competencies</i> includes narrative descriptions of each of the nine CSWE EPAS competencies that outline “the knowledge, values, skills, and cognitive and affective processes that comprise [each] competency at the generalist level of practice” (CSWE EPAS, p. 7) for all students.</p>
<p>CSWE EPAS BEHAVIORS – For Generalized Practice (Competency Sample)</p> <p>The 2017 <i>CalSWEC Curriculum Competencies</i> includes lists of behaviors related to each of the nine CSWE EPAS competencies that “represent observable components of [each] competenc[y]” (CSWE EPAS, p. 7) and that may be regarded as indicators of competence at the generalist level of practice for all students.</p>
<p>CALSWEC BEHAVIORS – For Specialized Practice in Public Child Welfare (CW1)</p> <p>For each of the nine CSWE EPAS competencies, the 2017 <i>CalSWEC Curriculum Competencies</i> outlines a set of related behaviors focused on the specialized area of public child welfare intended to provide CalSWEC Title IV-E Stipend Program schools/departments of social work/social welfare with guidelines for indicators of students’ competency mastery in public child welfare practice.</p>

**COMPETENCY 1:
DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR**

CSWE EPAS COMPETENCY – Content and Processes (Competency 1)

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

CSWE EPAS BEHAVIORS – For Generalized Practice (Competency 1)

Social work students should:

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

CALSWEC BEHAVIORS – For Specialized Practice in Public Child Welfare (CW1)

Social work students should:

- CW1.1 Guided by ethical reasoning and self-reflection, demonstrate adherence to child welfare-related laws, policies, and procedures. (See related Competency 5.)
- CW1.2 Engage in active dialogue with field faculty/instructors regarding child welfare placement agency policies and culture around behavior, appearance, communication, and the use of supervision.
- CW1.3 Develop and sustain respectful and effective collaborative relationships with colleagues and community stakeholders, including those with lived experience within the child welfare system.
- CW1.4 Effectively manage professional boundary issues and other challenges arising in the course of child welfare work, particularly ambiguities presented by home visits, support at visitation centers, transportation of children, youth, and families, and other highly involved and potentially emotionally triggering situations.
- CW1.5 Develop and sustain relationships with interdisciplinary team members, including social workers, placement settings, primary care doctors, psychiatrists, behavioral health specialists, substance abuse treatment staff, Tribes, Tribal agencies, Tribal Courts, state court systems, and others, that reflect clear understanding of their roles in public child welfare settings.
- CW1.6 Demonstrate both knowledge of the history and evolution of child welfare practice in the United States and California, and a commitment to lifelong learning around this practice.
- CW1.7 Follow all ethical guidelines and legal mandates in the use of technology in order to maintain the confidentiality of all personal, child welfare-related, and health-related information.

COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

CSWE EPAS COMPETENCY – Content and Processes (Competency 2)

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

CSWE EPAS BEHAVIORS – For Generalized Practice (Competency 2)

Social work students should:

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

CALSWEC BEHAVIORS – For Specialized Practice in Public Child Welfare (CW2)

Social work students should:

- CW2.1 Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in public child welfare.
- CW2.2 Evidence respectful awareness and understanding of the challenges of being a member of a marginalized class within the context of child development and child welfare settings.
- CW2.3 Adhere to relevant laws, policies, procedures, and government-to-government relationships with Tribes when serving American Indian/Alaska Native children and families.
- CW2.4 Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which children, youth, and families interact, including, but not limited to, family systems, community systems, public child welfare systems, school/educational systems, Tribes, Tribal agencies, and Tribal Courts, juvenile justice, criminal justice, and court systems, integrated behavioral health care systems, and medical systems.

**COMPETENCY 3:
ADVANCE HUMAN RIGHTS & SOCIAL, ECONOMIC,
AND ENVIRONMENTAL JUSTICE**

CSWE EPAS COMPETENCY – Content and Processes (Competency 3)

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

CSWE EPAS BEHAVIORS – For Generalized Practice (Competency 3)

Social work students should:

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

CALSWEC BEHAVIORS – For Specialized Practice in Public Child Welfare (CW3)

Social work students should:

- CW3.1 Clearly articulate the systematic effects of discrimination, oppression, and stigma on the quality and delivery of child welfare services, and identify and advocate for policy changes needed to address these issues.
- CW3.2 Advocate for a social justice practice framework in public child welfare, and support self-advocacy for children, youth, young adults, and families receiving child welfare services.
- CW3.3 Integrate into all aspects of policy and practice sensitivity to the reality that fundamental rights, including freedom and privacy, may be compromised for children, youth, and families who are receiving services within the child welfare system.

**COMPETENCY 4:
ENGAGE IN PRACTICE-INFORMED RESEARCH
AND RESEARCH-INFORMED PRACTICE**

CSWE EPAS COMPETENCY – Content and Processes (Competency 4)

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

CSWE EPAS BEHAVIORS – For Generalized Practice (Competency 4)

Social work students should:

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

CALSWEC BEHAVIORS – For Specialized Practice in Public Child Welfare (CW4)

Social work students should:

- CW4.1 Demonstrate the ability to understand, interpret, and evaluate the benefits and limitations of various evidence-based and evidence-informed treatment models as they influence child welfare practice.
- CW4.2 Engage in critical analysis of research findings, practice models, and practice wisdom that inform child welfare practice, including how research practices have historically failed to address the needs and realities of exploited and/or disadvantaged communities, and how cross-cultural research practices can be used to enhance equity.
- CW4.3 Clearly communicate research findings, conclusions, and implications, as well as their applications to child welfare practice across a variety of professional interactions with children, youth, young adults, families, and multidisciplinary service providers.
- CW4.4 Apply research findings to child welfare practice with individuals, families, and communities and to the development of professional knowledge about the field of child welfare.

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

CSWE EPAS COMPETENCY – Content and Processes (Competency 5)

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

CSWE EPAS BEHAVIORS – For Generalized Practice (Competency 5)

Social work students should:

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

CALSWEC BEHAVIORS – For Specialized Practice in Public Child Welfare (CW5)

Social work students should:

- CW5.1 Demonstrate familiarity with relevant statutes and civil codes, and the roles of relevant policy entities, including, but not limited to:
- Child welfare-relevant California Welfare and Institutions Code
 - Children’s Bureau Policy Manual, Child and Family Services Review process, and other child welfare-relevant Children’s Bureau policy guidance
 - Continuum of Care Reform authorized through Senate Bill (SB) 1013 (Statutes of 2012)
 - Indian Child Welfare Act of 1978
 - Other current child welfare-relevant legislation and policies
- CW5.2 Understand and adhere to local policies and procedures that influence child welfare practice.
- CW5.3 Engage with the political and legislative arena of public child welfare through involvement with relevant activities, including, but not limited to:
- Maintaining ongoing familiarity with changes to child welfare-related legislation and the rationale for such changes, including reviewing recent All County Letters (ACLs) and All County Information Notices (ACINs) on the California Department of Social Services (CDSS) website;
 - Reading, analyzing, and communicating in speech and writing about proposed legislation relevant to the field of child welfare; and
 - Attending Legislative Advocacy Day events in Sacramento.
- CW5.4 Utilize policy knowledge to effectively develop, implement, and/or evaluate agency, local, state, and federal policies in the course of child welfare practice.

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

CSWE EPAS COMPETENCY – Content and Processes (Competency 6)

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

CSWE EPAS BEHAVIORS – For Generalized Practice (Competency 6)

Social work students should:

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

CALSWEC BEHAVIORS – For Specialized Practice in Public Child Welfare (CW6)

Social work students should:

- CW6.1 Appropriately engage and activate children, youth, young adults, families, other care providers, Tribes, and communities in the development and coordination of case plans oriented toward safety, permanency, and well-being.
- CW6.2 Effectively utilize interpersonal skills to engage children, youth, young adults, families, other care providers, Tribes, and communities in culturally responsive, whole-person, consumer-driven, and family-oriented care that addresses mutually agreed upon service goals; employ differential engagement techniques considering the voluntary/involuntary nature of the family members' interactions with the agency; and other factors such as trauma experiences.
- CW6.3 Recognizing the complex nature of concurrent planning in child welfare, ensure that communications regarding mutually agreed upon case plans with children, youth, young adults, and families are both sensitive and transparent.
- CW6.4 Manage affective responses and exercise good judgment around engaging with resistance, traumatic response, and other potentially triggering situations in children, youth, young adults, families, and other care providers.

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

CSWE EPAS COMPETENCY – Content and Processes (Competency 7)

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

CSWE EPAS BEHAVIORS – For Generalized Practice (Competency 7)

Social work students should:

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

CALSWEC BEHAVIORS – For Specialized Practice in Public Child Welfare (CW7)

Social work students should:

- CW7.1 Identify, understand, and implement appropriate child welfare screening and assessment tools.
- CW7.2 Include assessment data from all relevant parties and systems to inform appropriate and comprehensive assessment of intervention needs, while considering the voluntary/involuntary nature of family interactions. Relevant parties/systems may include, but are not limited to, children, family systems, community systems, public child welfare systems, school/educational systems, juvenile justice, criminal justice, and court systems, Tribal systems, behavioral health care systems, and medical care systems.
- CW7.3 Engage in effective and ongoing critical analysis of child welfare assessment data that:
- Reflects child, youth, young adult, family, and support systems' strengths and desires;
 - Acknowledges the effects of intervention on family and community members;
 - Addresses the impacts of trauma, adverse health conditions, and co-occurring disorders; and
 - Culminates in assessments that incorporate principles of safety, permanency, and well-being within the framework of teaming and respectful engagement.
- CW7.4 Document and maintain all child welfare assessment data responsibly and balance the need for such data with child, youth, young adult, and family privacy concerns, recognizing the nature of mandated services and the need for accurate assessment data.

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

CSWE EPAS COMPETENCY – Content and Processes (Competency 8)

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

CSWE EPAS BEHAVIORS – For Generalized Practice (Competency 8)

Social work students should:

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

CALSWEC BEHAVIORS – For Specialized Practice in Public Child Welfare (CW8)

Social work students should:

- CW8.1 In partnership with children, youth, young adults, families, and Tribes, develop appropriate case plans based on key principles and contemporary theories/models of child welfare with a focus on safety, permanency, and well-being. Plans should:
- Reflect cultural humility and acknowledgement of individualized needs;
 - Incorporate child and family strengths;
 - Utilize community resources and natural supports;
 - Incorporate multidisciplinary team supports and interventions;
 - Focus on permanency and concurrent planning; and
 - Consider multiple systems interactions and complex family relationships involving the maltreatment that initiated the family's involvement with the child welfare system.
- CW8.2 Apply the principles of teaming, engagement, inquiry, advocacy, and facilitation within interdisciplinary teams to the work of supporting children, youth, young adults, family members, and service providers to accomplish intervention goals.
- CW8.3 Demonstrate effective case management skills with families with the goals of safety, permanency, and well-being. This may include referring families to services, preparing for and participating in judicial determinations, supporting safe visitation, developing effective case plans and case plan updates, and the development of concurrent plans for permanency. When necessary, this may include demonstrating knowledge and sensitivity around the process of terminating parental rights.
- CW8.4 Effectively plan for interventions in ways that incorporate thoughtfully executed transitions during time-limited internships, recognizing that families' needs for support may continue beyond these time periods.

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

CSWE EPAS COMPETENCY – Content and Processes (Competency 9)

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

CSWE EPAS BEHAVIORS – For Generalized Practice (Competency 9)

Social work students should:

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

CALSWEC BEHAVIORS – For Specialized Practice in Public Child Welfare (CW9)

Social work students should:

- CW9.1 Record, track, and monitor assigned cases accurately and according to field education agency policies and guidelines in Child Welfare Statewide Automated Child Welfare Information System (SACWIS).
- CW9.2 Conduct accurate process and outcome data analysis of engagement, assessment, and interventions in child welfare practice.
- CW9.3 Use evaluation results to develop recommendations for improved interdisciplinary team coordination, as well as agency and community-level policies to best support families and the systems that serve them.
- CW9.4 Share both the purposes of such data collection and the overall results of data analysis with children, youth, young adults, and families whenever possible, with the goal of engaging them more meaningfully in the evaluation process.