California State University Chico
School of Social Work

Aging and Adult Services (AAS) MSW Training Program Competencies
2022 Council on Social Work Education (CSWE)
Educational Policy and Accreditation Standards (EPAS)

The Aging and Adult Services (AAS) MSW Training Program prepares Master of Social Work (MSW) students for professional practice with older adults, adults with disabilities, families, and caregivers through California's publicly funded aging and adult services system. Funded by the California Department of Social Services (CDSS), the program strengthens California's workforce by preparing social workers with specialized knowledge, skills, and values to promote health, well-being, dignity, safety, independence, and self-determination.

This document complements the 2022 CSWE EPAS and includes Aging and Adult Services (AAS) competencies that describe the specialized knowledge, values, and skills expected of students participating in the AAS MSW Training Program. These competencies provide a framework for student learning, practicum education, supervision, and evaluation across publicly funded and community-based aging service settings.

Under each AAS Competency, examples of learning experiences are listed that are broad enough to fit IHSS, APS, adult day programs, residential care, and other agency types. Foundation activities emphasize observation, participation, and discussion with the instructor; Concentration activities emphasize independence, leadership, analysis, and presentation of findings.

EPAS Competency 1 – Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to

continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Aging and Adult Services Competencies 1(AAS1)

Social work students should:
AAS1.1 Demonstrate ethical and professional behavior consistent with the NASW Code of Ethics, applicable laws, agency policies, and professional standards while promoting the dignity, self-determination, rights, and well-being of older adults, adults with disabilities, families, and caregivers.

Foundation Year	Concentration Year
Identify and discuss at least two ethical situations encountered during practicum, such as a mandated reporting decision, confidentiality dilemma, or conflict between client self-determination and safety using the NASW Code of Ethics, agency policies, and applicable laws during supervision. (Both)	Conduct a structured analysis of 2–3 complex ethical dilemmas encountered during practicum, such as competing obligations to client safety, self-determination, and mandated reporting, using the NASW Code of Ethics and an ethical decision-making model, and present recommendations during supervision. (Both)
In 3-5 client interactions, identify where client self-determination, safety, confidentiality, or mandated reporting obligations required ethical decision-making and document the reasoning process and outcome. (Both)	Review one agency policy or procedure, such as an APS reporting protocol, conservatorship practice, or informed consent process and assess its alignment with ethical standards for client dignity, self-determination, and rights, presenting recommendations to the practicum instructor. (Spring)
Review the agency's mandated reporting requirements under Elder Abuse and Dependent Adult Civil Protection Act (EADACPA) or other applicable law and discuss with the practicum instructor at least one case situation where these requirements shaped professional decision-making. (Fall)	Apply ethical reasoning to at least one high-stakes interdisciplinary discussion, such as a safety planning conference, APS case review, or conservatorship proceeding and document how ethical principles guided your contributions. (Both)

AAS1.2 Develop and maintain collaborative professional relationships with older adults, adults with disabilities, families, caregivers, interdisciplinary teams, and community partners through culturally responsive communication, professional accountability, effective use of supervision, and appropriate professional boundaries.

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Observe and progressively conduct 5-7 client interviews, home visits, or intake appointments with older adults, adults with disabilities, or their caregivers, and discuss with the practicum instructor how communication approaches were adapted to meet client needs, preferences, and cultural context. (Both)	Independently facilitate 3-5 client, family, caregiver, or interdisciplinary meetings in the practicum setting, such as care conferences, family meetings, or service planning discussions and reflect with the practicum instructor on communication strategies, professional boundaries, and leadership decisions. (Both)
Prepare at least one substantive discussion topic or case question for each weekly supervision session, incorporating supervisory feedback into practice decisions and documenting growth over the course of the practicum. (Both)	Identify and discuss with the practicum instructor 2-3 situations in the practicum setting where professional boundary challenges arose such as dual relationships, caregiver dynamics, or emotional involvement and describe the approach used to manage them. (Both)
Identify at least two situations in the practicum where culturally responsive communication, such as language access, plain language for cognitive impairment, or culturally specific interaction norms was needed and discuss how you adapted your approach with the practicum instructor. (Both)	Collaborate with professionals from at least two other disciplines such as nursing, occupational therapy, behavioral health, or legal services to coordinate services for older adults or adults with disabilities and reflect on how interprofessional communication strengthened client outcomes. (Both)

AAS1.3 Demonstrate commitment to lifelong learning through self-reflection, ethical use of technology, and ongoing professional development to strengthen gerontological social work practice and responsiveness to California's publicly funded aging and adult services system.

Foundation Year	Concentration Year
Attend at least two agency trainings, AAS Learning Community sessions, webinars, or continuing education events related to aging and adult services and document key learning and its application to practicum during supervision. (Both)	Identify an emerging issue, evidence-informed practice, or policy development in aging and adult services, such as dementia care, aging in place, or IHSS reform and develop a written summary or brief presentation on its implications for the agency's practice or service delivery. (Spring)
Demonstrate the ethical and appropriate use of at least two agency technologies, such as electronic case management	Evaluate how a specific technology, digital tool, or data system used in the practicum setting could be better leveraged or poses

Foundation Year	Concentration Year
systems, telehealth platforms, or agency databases consistent with agency policy, confidentiality requirements, and professional standards, and discuss any ethical considerations encountered with the practicum instructor. (Both)	ethical risks in serving older adults or adults with disabilities, and present recommendations to the practicum instructor. (Spring)
Maintain a reflective journal throughout the practicum that documents at least 10 entries on professional growth, learning goals, challenges encountered, and application of new knowledge to aging and adult services practice. (Both)	Develop a professional development plan that identifies at least three advanced learning goals specific to gerontological social work or aging and adult services, the trainings or experiences that will address them, and a timeline for completion. Review progress with the practicum instructor mid-year and at the end of practicum. (Both)

EPAS Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Aging and Adult Services Competencies 2(AAS2)

Social work students should:

AAS2.1 Advocate for the human rights, dignity, safety, self-determination, and equitable treatment of older adults, adults with disabilities, families, and caregivers across individual, family, organizational, community, and policy settings.

Foundation Year	Concentration Year
Identify at least two situations during practicum where the rights, dignity, or self-determination of an older adult or adult with a disability were at risk and discuss appropriate advocacy responses with the practicum instructor. (Both)	Develop and present an advocacy plan addressing a rights-based issue affecting clients in the practicum setting, including identification of relevant laws, agency policies, and stakeholder roles. (Spring)

Foundation Year	Concentration Year
Assist 3-5 clients in understanding and exercising their rights within the agency or service system, documenting advocacy efforts and outcomes. (Both)	Represent a client's rights and interests in a case conference, interdisciplinary meeting, or service planning process, demonstrating professional advocacy skills. (Both)
Observe and participate in at least one agency activity focused on promoting client dignity, self-determination, or rights such as a care conference, grievance process, or rights education session, and discuss observations during supervision. (Both)	Identify a systemic barrier affecting the rights or equitable treatment of older adults or adults with disabilities in the practicum setting and propose recommendations for addressing it to the practicum instructor or agency leadership. (Spring)

AAS2.2 Recognize and address the impact of ageism, discrimination, social isolation, poverty, health disparities, and other structural inequities that affect access to aging and adult services.

Foundation Year	Concentration Year
Identify at least two examples of ageism, discrimination, or structural inequity observed in the practicum setting and discuss their impact on clients' access to services during supervision. (Both)	Conduct an analysis of how ageism, structural inequity, or health disparities affect a specific client population served by the agency and present findings and recommendations during supervision. (Spring)
Research one structural inequity such as social isolation, housing insecurity, or health disparities affecting the agency's client population and discuss implications for practice during supervision. (Fall)	Develop or adapt a resource, referral pathway, or service approach to better address a structural inequity identified in the practicum setting. (Spring)
Participate in agency or community efforts to address social isolation, food insecurity, transportation barriers, or other inequities affecting older adults or adults with disabilities. (Both)	Collaborate with agency staff or community partners to identify gaps in services addressing structural inequities and develop recommendations for improving access and equity. (Spring)

AAS2.3 Promote equitable access to publicly funded aging and adult services, community resources, and supports that enhance health, well-being, independence, and quality of life.

Foundation Year	Concentration Year
Assist 5-7 clients in identifying and accessing publicly funded services, community resources, or natural supports, documenting outcomes and barriers encountered. (Both)	Identify systemic barriers preventing equitable access to services for a specific client population and present recommendations for addressing them at the agency or systems level. (Spring)
Develop or update a resource guide of community services and supports available to older adults, adults with disabilities, and caregivers in the agency's service area. (Spring)	Lead or contribute to an agency or community effort to improve outreach, enrollment, or service access for underserved older adults or adults with disabilities. (Spring)
Participate in intake, eligibility screening, or service coordination processes and identify at least one opportunity to strengthen equitable access for clients. (Both)	Analyze the eligibility criteria and enrollment processes of one publicly funded aging or adult services program and assess their equity implications for diverse client populations. (Spring)

EPAS Competency 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

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Aging and Adult Services Competencies 3 (AAS3)

Social work students should:

AAS3.1 Demonstrate culturally responsive, anti-racist, and anti-oppressive practice that recognizes the diverse identities, lived experiences, strengths, and resilience of older adults, adults with disabilities, families, and caregivers.

Foundation Year	Concentration Year
In 3-5 client interactions, identify and apply at least one culturally responsive practice strategy and discuss with the practicum instructor how it shaped the engagement or intervention. (Both)	Review an agency practice, protocol, or service approach for cultural responsiveness and anti-oppressive alignment and develop recommendations for improvement. (Spring)
Complete a cultural humility self-assessment and develop two to three specific learning goals for strengthening culturally responsive practice with older adults and adults with disabilities. (Fall)	Apply anti-racist and anti-oppressive frameworks in case consultations, interdisciplinary discussions, or service planning for 5-7 clients and document how this shaped practice decisions. (Both)
Identify how race, ethnicity, immigration status, disability, gender identity, or other intersecting identities have shaped the experiences and service needs of at least two clients and discuss with the practicum instructor. (Both)	Facilitate or co-facilitate a training, discussion, or case consultation focused on culturally responsive or anti-oppressive practice within the agency or student peer group. (Spring)

AAS3.2 Apply cultural humility, self-awareness, and critical reflection to recognize how personal values, bias, power, privilege, and age-related assumptions influence professional relationships and decision-making.

Foundation Year	Concentration Year
Maintain a reflective journal throughout practicum documenting how personal values, assumptions, or age-related biases have influenced at least five client interactions or professional decisions. (Both)	Engage in critical self-reflection on the influence of personal identity, power, and privilege in at least three complex or challenging practice situations and discuss with the practicum instructor. (Both)
Identify at least two situations where personal values, biases, or assumptions about aging or disability influenced a professional interaction and discuss strategies for managing these in future practice during supervision. (Both)	Develop a written self-assessment reflecting on the evolution of your cultural humility, bias awareness, and use of self across the concentration year practicum experience. (Spring)

Foundation Year	Concentration Year
Discuss with the practicum instructor how ageism or ableism, including internalized assumptions may shape professional relationships with older adults and adults with disabilities. (Fall)	Identify and address a situation in the practicum setting where age-related assumptions, power dynamics, or structural bias affected service planning or delivery, proposing a practice or systems-level response. (Spring)

AAS3.3 Recognize and respond to the intersecting dimensions of diversity among older adults and adults with disabilities, including age, race, ethnicity, disability, gender identity, sexual orientation, immigration status, and religion/spirituality to deliver equitable, inclusive, and accessible services.

Foundation Year	Concentration Year
Identify the intersecting dimensions of diversity, including age, race, disability, gender identity, sexual orientation, immigration status, and religion/spirituality present in 3–5 client situations and discuss how these shape service needs and preferences. (Both)	Analyze how intersecting dimensions of diversity affect service access, quality, and outcomes for a specific client population in the practicum setting and present recommendations for improving equity and inclusion. (Spring)
Review one agency policy, intake form, or service protocol and identify whether it adequately responds to the intersecting diversity of the client population, discussing findings with the practicum instructor. (Spring)	Lead or co-lead an effort to adapt a service, communication approach, or resource to better reflect the intersecting identities and needs of older adults or adults with disabilities in the practicum setting. (Spring)
Participate in at least one agency training, community event, or learning opportunity focused on diversity, equity, or inclusion relevant to aging or adult services and apply key learning to practice. (Both)	Develop a brief report or presentation for the practicum instructor or agency identifying at least two ways the agency could strengthen its responsiveness to the intersecting diversity of its client population. (Spring)

EPAS Competency 4 – Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research

and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Aging and Adult Services Competencies 4(AAS4)

Social work students should:

AAS4.1 Apply evidence-informed knowledge, practice wisdom, and the perspectives of older adults and caregivers to guide ethical and effective social work practice.

Foundation Year	Concentration Year
Identify and discuss with the practicum instructor at least two evidence-informed practices or intervention models used in the agency setting and how they are applied with older adults or adults with disabilities. (Fall)	Identify a gap between current agency practice and available evidence-informed approaches and present recommendations for alignment during supervision or to agency leadership. (Spring)
Incorporate client and caregiver perspectives into at least three service planning discussions and document how their input shaped practice decisions. (Both)	Integrate evidence-informed knowledge, client perspectives, and practice wisdom to develop or refine a service approach, care plan, or intervention strategy for a complex client situation. (Both)
Read two to three articles or professional resources on evidence-informed aging and adult services practice and discuss their application to the practicum setting during supervision. (Both)	Share evidence-informed knowledge with colleagues, interdisciplinary team members, or the practicum instructor through a case presentation, informal training, or written resource. (Spring)

AAS4.2 Critically evaluate research, emerging evidence, and promising practices relevant to aging and adult services using culturally responsive, anti-racist, and anti-oppressive perspectives.

Foundation Year	Concentration Year
Review two to three research articles or evidence summaries relevant to the agency population and identify one potential source of cultural or racial bias in the research	Conduct a critical review of a research study, practice model, or program evaluation relevant to aging or adult services, analyzing it through an anti-

Foundation Year	Concentration Year
design, sample, or findings, discussing with the practicum instructor. (Both)	racist and anti-oppressive lens and presenting findings during supervision. (Spring)
Identify one promising practice or emerging intervention relevant to the agency's client population and discuss its applicability, cultural responsiveness, and limitations with the practicum instructor. (Spring)	Compare two or more evidence-informed interventions or practice models for their applicability, cultural responsiveness, and relevance to the diverse populations served by the agency. (Spring)
Discuss with the practicum instructor how research and evidence have or have not adequately reflected the experiences of diverse older adults and adults with disabilities. (Both)	Identify how practice experience and client perspectives in the practicum setting could inform a future research question or evaluation effort and discuss with the practicum instructor. (Spring)

AAS4.3 Translate existing research findings and evaluation evidence into service improvements, program recommendations, and evidence-informed decisions that benefit older adults and their caregivers.

Foundation Year	Concentration Year
Identify one research finding or evidence-informed practice recommendation relevant to the agency setting and discuss with the practicum instructor how it could be applied to improve a specific service or practice. (Spring)	Develop a written summary or brief presentation identifying research or evaluation evidence that supports a specific service improvement or program recommendation for the agency. (Spring)
Review agency evaluation data, quality improvement reports, or outcome information and discuss what the findings suggest for improving services with the practicum instructor. (Spring)	Participate in or contribute to an agency quality improvement, program evaluation, or data review process and provide recommendations informed by research and evaluation evidence. (Spring)
Discuss with the practicum instructor how one agency practice or intervention could be strengthened based on available research or evidence in the field of aging and adult services. (Both)	Present a case or program example demonstrating how research findings or evaluation evidence were used to inform a practice decision, service modification, or program recommendation. (Spring)

EPAS Competency 5 – Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social

workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Aging and Adult Services Competencies 5 (AAS5)

Social work students should:
AAS5.1 Demonstrate familiarity with relevant statutes, regulations, and the roles of key policy entities governing aging and adult services, including but not limited to:

- The Older Americans Act (OAA) and its Title III service programs
- California's In-Home Supportive Services (IHSS) program and governing Welfare and Institutions Code provisions
- The Elder Abuse and Dependent Adult Civil Protection Act (EADACPA) and Adult Protective Services mandates
- Medi-Cal and Medicare frameworks, including long-term services and supports (LTSS)
- The Americans with Disabilities Act (ADA) and the Olmstead decision
- The California Department of Social Services (CDSS) and California Department of Aging (CDA)
- Area Agencies on Aging (AAAs) and the statewide aging services network
- The Administration for Community Living (ACL) and Centers for Medicare and Medicaid Services (CMS)
- Consumer and disability rights organizations such as Disability Rights California, the California Long-Term Care Ombudsman Program, and AARP California

Foundation Year	Concentration Year
Identify and review at least two statutes, regulations, or policies governing the agency's services, such as IHSS, APS, OAA Title III, or Medi-Cal and discuss their impact on service delivery during supervision. (Fall)	Analyze the relationship between a specific federal or state policy, such as the Older Americans Act, IHSS, or Medi-Cal LTSS and the agency's service delivery, identifying opportunities for policy-informed practice improvement. (Spring)
Identify the roles of at least three policy entities such as CDSS, CDA, AAAs, or CMS that influence the agency's funding, programs, or regulations, and discuss their significance during supervision. (Fall)	Track a proposed or recent change to aging or adult services legislation or regulation and discuss its implications for the agency's clients, programs, or service delivery with the practicum instructor. (Spring)

Foundation Year	Concentration Year
Attend an agency staff meeting, training, or community event that addresses a relevant policy, regulation, or legislative development and discuss key takeaways during supervision. (Both)	Present a policy brief or summary to the practicum instructor or agency staff on a legislative or regulatory development affecting aging and adult services in California. (Spring)

AAS5.2 Understand and apply local agency policies, procedures, and eligibility criteria that govern the delivery of publicly funded aging and adult services, including IHSS, Adult Protective Services, and community-based programs.

Foundation Year	Concentration Year
Review the agency's policies, procedures, and eligibility criteria for at least two core services and discuss how they shape service access and delivery with the practicum instructor. (Fall)	Identify a gap or barrier in agency policy, eligibility criteria, or service procedures and develop a recommendation for improvement that reflects equity, access, and client-centered principles. (Spring)
Apply agency policies and eligibility guidelines in at least three client cases such as IHSS eligibility, APS reporting, or program enrollment, documenting the process and discussing decisions during supervision. (Both)	Lead or assist in updating, orienting colleagues to, or improving the application of a specific agency policy or procedure based on observed practice needs or equity considerations. (Spring)
Identify at least one situation where agency policy created a barrier for a client and discuss potential advocacy or problem-solving responses with the practicum instructor. (Both)	Analyze how agency-level policies align with or conflict with state or federal mandates and discuss implications for equitable service delivery with the practicum instructor. (Spring)

AAS5.3 Analyze the impact of policy on access, equity, service delivery, and outcomes for older adults and adults with disabilities using rights-based, anti-racist, and anti-oppressive perspectives.

Foundation Year	Concentration Year
Select one local, state, or federal policy affecting the agency's client population and discuss its impact on access, equity, and service outcomes during supervision, identifying any disparate effects on marginalized groups. (Fall)	Conduct a policy analysis of one aging or adult services policy using rights-based, anti-racist, and anti-oppressive frameworks, identifying its impact on equity and access for diverse client populations and presenting findings. (Spring)
Identify at least two ways in which current policies at the agency, state, or federal level	Develop recommendations for policy improvement based on an equity analysis

Foundation Year	Concentration Year
either support or create barriers to equitable service delivery for older adults or adults with disabilities. (Both)	and present them to the practicum instructor or agency leadership. (Spring)
Discuss with the practicum instructor how historical policy decisions such as deinstitutionalization, Medicaid reform, or the Olmstead decision continue to shape current service delivery for the agency's population. (Fall)	Participate in a policy discussion, community forum, or legislative event related to aging or adult services and analyze its equity implications for marginalized client populations. (Spring)

AAS5.4 Advocate for policies and system improvements that strengthen equitable access to aging and adult services and promote the safety, independence, and well-being of older adults and adults with disabilities in California.

Foundation Year	Concentration Year
Participate in at least one advocacy activity, such as a legislative lobby day, community forum, or agency advocacy effort, related to aging or adult services policy and discuss the experience during supervision. (Spring)	Develop and present a written or verbal policy recommendation addressing a service gap, inequity, or systemic barrier affecting older adults or adults with disabilities in California. (Spring)
Prepare a fact sheet, informational resource, or summary explaining a policy issue relevant to the agency's client population and share it with the practicum instructor or clients. (Spring)	Engage with a professional organization, advocacy coalition, or legislative process relevant to aging and adult services and report on its policy priorities and advocacy strategies. (Spring)
Identify one policy change that would improve outcomes for the agency's clients and discuss the advocacy steps needed to advance it with the practicum instructor. (Spring)	Collaborate with agency staff, community partners, or advocacy organizations on a systems improvement effort and document your contribution and the outcomes. (Spring)

EPAS Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences

may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Aging and Adult Services Competencies 6 (AAS6)

Social work students should:

AAS6.1 Engage older adults, adults with disabilities, families, and caregivers through person-centered, strengths-based, and culturally responsive relationships that promote trust, collaboration, and self-determination.

Foundation Year	Concentration Year
Observe and progressively conduct 5-7 client interviews, home visits, or intake appointments, demonstrating active listening, empathy, and person-centered communication, and discuss engagement strategies with the practicum instructor. (Both)	Independently conduct client, family, or caregiver meetings in complex or high-stakes situations, applying advanced engagement skills and reflecting on practice decisions during supervision. (Both)
Identify and apply at least two strengths-based engagement strategies with clients and discuss how these shaped the helping relationship and service planning during supervision. (Both)	Develop and implement a culturally responsive engagement approach tailored to a specific client, family, or caregiver situation and evaluate its effectiveness through client feedback or supervisory reflection. (Both)
Reflect on at least three client interactions and discuss with the practicum instructor how personal values, bias, or cultural differences influenced engagement and what adjustments were made. (Both)	Demonstrate person-centered engagement with clients navigating complex service systems, such as IHSS, APS, or memory care by supporting their active participation in planning and decision-making. (Both)

AAS6.2 Collaborate effectively with interdisciplinary teams, community partners, and publicly funded aging and adult services systems to support coordinated care and service delivery.

Foundation Year	Concentration Year
Observe and participate in at least two interdisciplinary team meetings, community partner meetings, or care coordination discussions, and discuss the roles of different professionals and systems during supervision. (Both)	Lead or co-lead a care coordination discussion, interdisciplinary meeting, or community partner consultation and contribute professional recommendations that reflect an integrated understanding of client needs and system resources. (Both)

Foundation Year	Concentration Year
Identify the key community partners, referral agencies, and publicly funded programs that the agency collaborates with and discuss how these partnerships support client outcomes during supervision. (Fall)	Develop or strengthen a collaborative relationship with a community partner or interdisciplinary team member to address a gap in service coordination for older adults or adults with disabilities. (Spring)
Coordinate services or referrals for 3–5 clients by engaging with community partners, publicly funded programs, or interdisciplinary team members and documenting outcomes. (Both)	Analyze the effectiveness of an interdisciplinary collaboration or community partnership and identify opportunities to improve communication, role clarity, or service coordination. (Spring)

AAS6.3 Foster meaningful participation of older adults and their caregivers in planning, decision-making, and services that reflect their strengths, preferences, and goals.

Foundation Year	Concentration Year
Facilitate or support the active participation of 3-5 clients and their caregivers in service planning or goal-setting processes, documenting how their preferences, strengths, and goals shaped the plan. (Both)	Design or adapt a service planning or decision-making process to ensure meaningful participation of older adults or adults with disabilities with complex needs, such as cognitive impairment, communication barriers, or multiple service systems involvement and evaluate its effectiveness. (Spring)
Identify at least two barriers, such as cognitive impairment, language access, transportation, or system complexity that limit client participation in planning and discuss strategies for addressing them with the practicum instructor. (Both)	Advocate for a client's active participation in a setting where their voice or preferences risk being minimized, such as a care conference, APS investigation, or conservatorship discussion and document the advocacy approach and outcome. (Both)
Discuss with the practicum instructor how the agency currently supports or could better support client and caregiver participation in service planning and decision-making. (Spring)	Develop a tool, resource, or practice approach that strengthens the agency's capacity to support meaningful client and caregiver participation in planning and decision-making. (Spring)

EPAS Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of

human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Aging and Adult Services Competencies 7(AAS7)

Social work students should:

AAS7.1 Conduct strengths-based, person-centered, and culturally responsive assessments that consider the biological, psychological, social, environmental, cultural, and functional factors influencing the lives of older adults and adults with disabilities.

Foundation Year	Concentration Year
Observe 3-5 assessments conducted by agency staff, such as functional assessments, IHSS needs assessments, or APS safety evaluations, and discuss the tools, frameworks, and approaches used during supervision. (Fall)	Independently conduct 3-5 comprehensive assessments integrating biological, psychological, social, environmental, cultural, and functional factors, and present findings and recommendations during supervision. (Both)
Complete 2-3 client assessments under close supervision, identifying client strengths, needs, and environmental resources, and discuss the assessment process and findings with the practicum instructor. (Both)	Review two or more assessment tools used by the agency for cultural responsiveness and bias and develop recommendations for strengthening their applicability to diverse older adults and adults with disabilities. (Spring)
Identify at least two cultural, environmental, or structural factors, such as immigration status, housing instability, or social isolation that are shaping a client's presenting situation and discuss how these were integrated into the assessment. (Both)	Conduct an assessment in a complex or high-stakes situation, such as cognitive decline, elder abuse, or end-of-life planning and discuss how the assessment informed intervention planning and ethical decision-making with the practicum instructor. (Both)

AAS7.2 Collaborate with older adults, families, caregivers, and interdisciplinary partners to identify strengths, needs, risks, protective factors, and service priorities through comprehensive and coordinated assessment.

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Foundation Year	Concentration Year
Actively involve 3-5 clients and their caregivers in the assessment process by incorporating their priorities, preferences, and strengths into assessment findings, and discuss this approach with the practicum instructor. (Both)	Lead a collaborative, multidisciplinary assessment process for a client with complex needs, integrating input from clients, families, caregivers, and interdisciplinary partners, and present a comprehensive assessment summary. (Both)
Participate in at least two coordinated assessments involving multiple providers, such as primary care, behavioral health, IHSS, or APS and discuss how different perspectives contributed to a comprehensive understanding of client needs during supervision. (Both)	Identify and address a gap in coordinated assessment across systems serving an older adult or adult with a disability and develop recommendations for improving interprofessional collaboration in the assessment process. (Spring)
Discuss with the practicum instructor how assessment findings are used to identify risks and protective factors for 2-3 clients, and how caregiver and family input influenced the assessment and service planning process. (Both)	Develop or refine a process for incorporating client, family, and caregiver perspectives more meaningfully into the agency's assessment approach and present recommendations to the practicum instructor. (Spring)

AAS7.3 Use assessment findings to develop individualized plans that promote safety, autonomy, well-being, and the least restrictive, most appropriate level of support.

Foundation Year	Concentration Year
Develop individualized service plans with 3-5 clients based on assessment findings, ensuring that plans reflect client strengths, goals, preferences, and the least restrictive level of support, and discuss with the practicum instructor. (Both)	Develop and implement individualized service plans for clients with complex needs, such as dementia, elder abuse, or multiple service system involvement balancing safety, autonomy, and least-restrictive principles, and evaluate outcomes. (Both)
Review 3-5 client case records to identify how assessment findings were translated into service plans and discuss whether the plans adequately reflected the client's strengths, preferences, and functional needs with the practicum instructor. (Fall)	Revise an individualized service plan in response to changing client needs, new assessment information, or client and caregiver feedback, and document the rationale and outcomes of plan revisions during supervision. (Both)
Identify a situation where the principle of least restrictive, most appropriate level of support was applied in service planning	Present a case example demonstrating how ongoing assessment informed plan revisions that strengthened client safety,

Foundation Year	Concentration Year
and discuss the ethical and practical considerations with the practicum instructor. (Both)	autonomy, or well-being, connecting assessment findings to specific practice decisions. (Spring)

EPAS Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Aging and Adult Services Competencies 8 (AAS8)

Social work students should:

AAS8.1 Implement strengths-based, culturally responsive, and evidence-informed interventions that support healthy aging, independence, safety, and quality of life for older adults and adults with disabilities.

Foundation Year	Concentration Year
Implement 3-5 evidence-informed interventions under supervision, such as case management, safety planning, caregiver support, or psychoeducation and discuss how each intervention addressed identified client strengths, needs, and goals. (Both)	Independently implement evidence-informed interventions with 3-5 clients experiencing complex needs, critically evaluate their effectiveness, and adapt approaches based on ongoing assessment and client feedback. (Both)
Review one evidence-informed intervention model used by the agency and discuss its theoretical basis, cultural responsiveness, and applicability to the agency's client population with the practicum instructor. (Fall)	Compare two or more evidence-informed intervention approaches relevant to the agency population, select the most appropriate for a specific client situation, and document the rationale. (Spring)
Identify how a client's cultural background, strengths, and preferences shaped the intervention approach in at least two cases	Evaluate the outcomes of an implemented intervention using client feedback or available outcome data, and present findings and recommendations

Foundation Year	Concentration Year
and discuss the implications for practice with the practicum instructor. (Both)	for practice improvement to the practicum instructor. (Spring)

AAS8.2 Collaborate with older adults, families, caregivers, interdisciplinary teams, and community partners to coordinate services and address complex individual, family, and system needs.

Foundation Year	Concentration Year
Coordinate services or referrals for 5-7 clients by working with agency staff, community partners, and interdisciplinary team members, documenting service coordination activities and outcomes. (Both)	Coordinate and manage complex service plans involving multiple providers and systems, such as IHSS, behavioral health, medical care, and housing for 3-5 clients, demonstrating leadership in cross-system collaboration. (Both)
Participate in 2-3 interdisciplinary team meetings or case conferences and contribute professional observations or recommendations regarding client needs, strengths, and service priorities. (Both)	Lead or co-lead a case conference, care team meeting, or cross-agency consultation to address a complex client situation and document the outcomes of collaborative planning. (Both)
Identify barriers to service coordination for 2-3 clients, such as eligibility gaps, communication challenges, or fragmented systems and discuss potential solutions with the practicum instructor. (Both)	Identify a systemic barrier to service coordination in the agency or community setting and develop a concrete recommendation for improving cross-system collaboration to better serve older adults or adults with disabilities. (Spring)

AAS8.3 Apply negotiation, mediation and advocacy skills to facilitate access to resources, resolve service barriers, and support older adults, adults with disabilities and caregivers through effective transitions across service systems and care settings.

Foundation Year	Concentration Year
Advocate for 3-5 clients to facilitate access to needed services, resources, or supports, such as IHSS hours, APS services, Medi-Cal benefits, or community programs documenting the advocacy process and outcomes. (Both)	Apply advanced negotiation and mediation skills to resolve complex service barriers or conflicting priorities among clients, caregivers, providers, or systems, and document the process and outcomes during supervision. (Both)
Identify and discuss with the practicum instructor at least two situations where negotiation or mediation skills were used or could have been used to resolve a	Develop and implement a transition plan for a client moving between care settings or service systems, such as hospital to home, or residential care to community living

Foundation Year	Concentration Year
service conflict or access barrier for a client. (Both)	applying knowledge of relevant policies, resources, and client preferences. (Spring)
Observe or support a client transition, such as hospital discharge, entry into residential care, or transition to community-based services and discuss the key considerations for effective transition planning with the practicum instructor. (Both)	Identify a pattern of access barriers or transition challenges affecting multiple clients in the practicum setting and develop recommendations for systemic improvement. (Spring)

EPAS Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Aging and Adult Services Competencies 9 (AAS9)

Social work students should:

AAS9.1 Evaluate the effectiveness of social work practice, services, and interventions using client feedback, outcome data, and evidence-informed approaches.

Foundation Year	Concentration Year
Administer 2-3 client satisfaction measures, outcome surveys, or structured feedback tools used by the agency and discuss findings with the practicum instructor. (Spring)	Develop or select an evaluation approach for a specific intervention or service and implement it with 3-5 clients, analyzing findings and discussing implications for practice improvement. (Spring)
Review 5-7 client records to identify how intervention effectiveness was assessed and discuss whether the measures used adequately captured client outcomes with the practicum instructor. (Spring)	Conduct a structured review of client outcome data for a caseload or program and identify patterns, trends, and recommendations for service improvement. (Spring)
Discuss with the practicum instructor how one agency program or intervention could	Present an evaluation summary, including methods, findings, and recommendations

Foundation Year	Concentration Year
be more systematically evaluated to better measure effectiveness for diverse older adults and adults with disabilities. (Spring)	to the practicum instructor, agency team, or supervisory group. (Spring)

AAS9.2 Apply culturally responsive, anti-racist, and anti-oppressive perspectives when evaluating practice outcomes to improve equity, service quality, and client well-being.

Foundation Year	Concentration Year
Review an evaluation tool or outcome measure used by the agency and identify whether it adequately reflects the experiences and priorities of diverse older adults and adults with disabilities, discussing findings with the practicum instructor. (Spring)	Conduct an equity analysis of agency or program outcome data, identifying any disparities in outcomes across racial, ethnic, disability, or other demographic groups, and present findings and recommendations. (Spring)
Identify at least two ways in which bias, ageism, or systemic inequity could affect how client outcomes are measured or interpreted in the agency setting, and discuss strategies for more equitable evaluation with the practicum instructor. (Both)	Develop or recommend culturally responsive evaluation methods or outcome measures that better reflect the lived experiences and priorities of marginalized older adults or adults with disabilities served by the agency. (Spring)
Discuss with the practicum instructor how evaluation findings from the agency's programs reflect or fail to reflect the experiences of clients from marginalized or underserved communities. (Spring)	Present to the practicum instructor or agency team an analysis of how current evaluation practices could be strengthened to better address equity, inclusion, and the perspectives of diverse client populations. (Spring)

AAS9.3 Apply evaluation findings to strengthen professional practice and drive continuous quality improvement, informing organizational decision-making, and strengthening accountability within aging and adult services.

Foundation Year	Concentration Year
Identify one change to your own practice approach based on client feedback or outcome information gathered during the practicum, and document and discuss the change and its impact with the practicum instructor. (Spring)	Use evaluation findings from a client case, program review, or quality improvement process to develop a concrete recommendation for improving agency services or practice and present it to the practicum instructor or agency leadership. (Spring)

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Participate in an agency quality improvement meeting, case review, or program evaluation activity and discuss how findings are used to inform service improvements with the practicum instructor. (Spring)	Participate in or lead a quality improvement or program evaluation effort and contribute recommendations that strengthen service effectiveness, equity, or client outcomes. (Spring)
Review a program evaluation report, quality improvement summary, or outcome data from the agency and discuss what the findings suggest for strengthening services for older adults and adults with disabilities. (Spring)	Present evaluation findings including client outcome trends, equity implications, and recommended improvements to the practicum instructor, interdisciplinary team, or agency leadership. (Spring)