COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

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 GENERALIST 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.

COMPETENCY 1: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE

PUBLIC CHILD WELFARE (CW1)

Social work students should:
1. CW1.1 Guided by ethical reasoning and self-reflection, demonstrate adherence to child welfare-related laws, policies, and procedures. (See related Competency 5.)
2. CW1.2 Engage in active dialogue with field faculty/instructors regarding child welfare field placement agency policies and culture around behavior, appearance, communication, and the use of supervision.
3. 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.
4. 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.
5. 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.

6. 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.

7. 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.

Related California Child Welfare Core Practice Model Practice Behaviors:
I.2.a.,b.; IV.8.a.,d.,e.; IV.9.a.-f.; IV.10.b.,c.; IV.11.; V.12.d. (see Appendix)

**BEHAVIORAL HEALTH (BH1)**

Social work students should:

1. BH1.1 Guided by ethical reasoning and self-reflection, demonstrate adherence to the key principles of the Mental Health Services Act and other behavioral health-related laws, policies, and procedures. (See related Competency 5.)

2. BH1.2 Engage in active dialogue with field faculty/instructors regarding behavioral health field placement agency policies and culture around behavior, appearance, communication, and the use of supervision.

3. BH1.3 Develop and sustain effective collaborative relationships that respect consumer perspectives and self-determination with colleagues and community stakeholders, including consumers of behavioral health services their family members, others with lived experience in the behavioral health care system, and Tribes.

4. BH1.4 Effectively manage professional boundary issues and other challenges arising in the course of behavioral health work, particularly ambiguities presented by the multiple roles sometimes characteristic of recovery-oriented practice, trauma, and other highly involved and potentially emotionally triggering aspects of the work.

5. BH1.5 Develop and sustain relationships with members of interdisciplinary and integrated health care teams, including social workers, primary care providers, psychiatrists, psychologists, behavioral health specialists, substance use disorders treatment staff, Tribal service providers, and others, that reflect clear understanding of their roles in behavioral health settings.

6. BH1.6 Demonstrate both knowledge of the history and evolution of behavioral health care practice in the United States and California, and a commitment to lifelong learning around this practice.

7. BH1.7 Follow all ethical guidelines and legal mandates in the use of technology in order to maintain the confidentiality of all personal, behavioral health, and health-related information.

**AGING (AG1)**
Social work students should:

1. AG1.1 Guided by ethical reasoning and self-reflection, demonstrate adherence to ethical frameworks and key laws, policies, and procedures related to aging, and the rights of older adults. (See related Competency 5.)
2. AG1.2 Engage in active dialogue with field faculty/instructors regarding aging field placement agency policies and culture around behavior, appearance, communication, and the use of supervision.
3. AG1.3 Develop and sustain effective collaborative relationships that respect older adults’ needs for protection, self-determination, and the provision of services in the least restrictive environment possible with colleagues and community stakeholders, including older adults, their family members, other care providers, and Tribes.
4. AG1.4 Effectively manage professional boundary issues and other challenges arising in the course of aging-related work, particularly ambiguities presented by home visits, personal loss, trauma, and other highly involved and potentially emotionally triggering aspects of the work.
5. AG1.5 Develop and sustain relationships with members of interdisciplinary and integrated health care teams, including social workers, primary care providers, hospital staff, home health care providers, psychiatrists, psychologists, substance use disorder treatment staff, Tribal service providers, and others, that reflect clear understanding of their roles in providing care to older adults.
6. AG1.6 Demonstrate both knowledge of the history and evolution of social work practice related to aging and older adults in the United States and California, and a commitment to lifelong learning around this practice.
7. AG1.7 Follow all ethical guidelines and legal mandates in the use of technology in order to maintain the confidentiality of all personal, behavioral health, and health-related information.

COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE
CSWE EPAS COMPETENCY CONTENT AND PROCESSES

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 GENERALIST 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.

COMPETENCY 2: CALSWEC BEHAVIORS FOR SPECIALIZED PRACTICE

PUBLIC CHILD WELFARE (CW2)

Social work students should:
1. 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.
2. 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.
3. CW2.3 Adhere to relevant laws, policies, procedures, and government-to-government relationships with Tribes when serving American Indian/Alaska Native children and families.
4. 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.

Related California Child Welfare Core Practice Model Practice Behaviors:
BEHAVIORAL HEALTH (BH2)

Social work students should:

1. BH2.1 Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in the incidence and trajectory of behavioral health issues, including mental health issues, substance use disorders, and chronic health conditions.

2. BH2.2 Evidence respectful awareness and understanding of the impact of being a member of a marginalized group on health and behavioral health, and accurately identify differences in access to and quality of available services for members of different communities and populations.

3. BH2.3 Demonstrate knowledge of diverse cultural norms and traditional methods of recognizing and treating behavioral health issues, and an applied understanding of how these realities affect work with consumers from diverse backgrounds.

4. BH2.4 Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which behavioral health consumers interact, including, but not limited to, families, communities, primary care systems, mental and behavioral health care systems, and integrated care systems.

AGING (AG2)

Social work students should:

1. AG2.1 Engage in critical analysis of the interpersonal, community, and social structural causes and effects of disproportionality, disparities, and inequities in the incidence and trajectory of aging-related care needs, housing, transportation, and resource access among older adults, their families, and their communities.

2. AG2.2 Evidence respectful awareness and understanding of the impact of being a member of a marginalized group on aging experiences, and accurately identify differences in access to and quality of available services for members of different communities and populations.

3. AG2.3 Demonstrate knowledge of diverse cultural norms and traditional methods of providing care to older adults, as well as an applied understanding of how these realities affect work with older adults from diverse backgrounds, their families, and their communities.

4. AG2.4 Develop and use practice methods that acknowledge, respect, and address how individual and cultural values, norms, and differences impact the various systems with which older adults interact, including, but not limited to, families, communities, primary care systems, mental and behavioral health care systems, and integrated care systems.
COMPETENCY 3: ADVANCE HUMAN RIGHTS
AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

CSWE EPAS COMPETENCY CONTENT AND PROCESSES

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 GENERALIST 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.