

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES (CSWE, 2008)

Graduates of the Social Work Program are expected to demonstrate the integration and application of the ten core competencies listed below (left column) as evidenced by their associated practice behaviors (right column). Upon successful completion of the social work curriculum, students should be able to demonstrate achievement of the expected knowledge, skills, and values-based learning outcomes identified in the cells below. Course content and assignments are designed to introduce, reinforce, and/or emphasize these practice behaviors, and to assist students in developing the social work core competencies.

Competencies	Expected Learning Outcomes (Practice Behaviors)
1. Identify as a professional social worker and conduct oneself accordingly.	1. Advocate for client access to the services of social work.
	2. Practice personal reflection and self-correction to assure continual professional development.
	3. Attend to professional roles and boundaries.
	4. Demonstrate professional demeanor in behavior, appearance, and communication.
	5. Engage in career-long learning.
	6. Use supervision and consultation.
2. Apply social work ethical principles to guide professional practice.	7. Recognize and manage personal values in a way that allows professional values to guide practice.
	8. Make ethical decisions by applying standards of NASW Code of Ethics and as applicable, IFSW/IASSW Ethics Principles.
	9. Tolerate ambiguity in resolving ethical conflicts.
	10. Apply strategies of ethical reasoning to arrive at principled decisions.
3. Apply critical thinking to inform and communicate professional judgments.	11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
	12. Analyze models of assessment, prevention, intervention, and evaluation.
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
4. Engage diversity and difference in practice. <i>Includes age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, and sexual orientation.</i>	14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
	15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
	16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
	17. View themselves as learners and engage those with whom they work as informants.
5. Advance human rights and social and economic justice.	18. Understand the forms and mechanisms of oppression and discrimination.
	19. Advocate for human rights and social and economic justice.

	20. Engage in practices that advance social and economic justice.
6. Engage in research-informed practice and practice-informed research.	21. Use practice experiences to inform scientific inquiry.
	22. Use research evidence to inform practice.
7. Apply knowledge of human behavior and the social environment.	23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.
	24. Critique and apply knowledge to understand person and environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	25. Analyze, formulate, and advocate for policies that advance social well-being.
	26. Collaborate with colleagues and clients for effective policy action.
9. Respond to contexts that shape practice.	27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
	28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communalities.	29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
	30. Use empathy and other interpersonal skills.
	31. Develop a mutually agreed-on focus of work and desired outcomes.
	32. Collect, organize and interpret client data.
	33. Assess client strengths and limitations.
	34. Develop mutually agreed-on intervention goals and objectives.
	35. Select appropriate intervention strategies.
	36. Initiate actions to achieve organizational goals.
	37. Implement prevention interventions that enhance client capacities.
	38. Help clients resolve problems.
	39. Negotiate, mediate, and advocate for clients.
40. Facilitate transitions and endings.	
41. Critically analyze, monitor, and evaluate interventions.	